

UNIVERSITY OF GHANA

SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

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LIBRARY RESOURCES AND SECURITY CHALLENGES IN ACADEMIC

LIBRARIES IN GHANA

BY

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MPHIL INFORMATION STUDIES DEGREE**

JULY 2019

DECLARATION

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

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ABSTRACT

Academic libraries, like any other organizations, are likely to encounter security challenges. This study explored the security challenges academic libraries faced in Ghana with particular reference to the Joshua Alabi Library of the University of Professional Studies, Accra and the Richard McMillan Library of the Ghana Institute of Journalism. A total of 297 respondents were sampled for the study. The sample was made of 276 graduate students who were conveniently selected, 15 librarians and 6 library security personnel who were selected through the census sampling technique. The mixed method approach was adopted for the study. A validated questionnaire and an interview guide were designed and administered to collect data for the study. The data collected was analysed using frequency counts and percentages and content thematic analysis. The findings revealed that both libraries experienced some level of unacceptable behaviour as a result of inadequate library security personnel and inadequate library facilities such as discussion rooms. Unlike the Joshua Alabi Library where electrical and Internet cables were buried in trunks, it was observed at the Richard McMillan Library that cables laid bare. Furthermore, the study revealed that printed informational resources, facilities and human resources of the libraries were vulnerable to security breaches. Again, the study found that both libraries supplemented library patrols with electronic security systems to prevent, deter and detect unacceptable behaviour in the library. It was also revealed that library staff played varied roles to protect and prolong the lifespan of library resources placed in their care. Based on the findings, it is recommended that academic libraries should give prompt attention to security issues in the library and invest in electronic security systems in this era of increasing student populations.

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DEDICATION

To my lovely mother, Grace Afi Asogbah and my late father, Gaspard Kumah Afachao

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LIST OF ABBREVIATIONS

- ACCA - Association of Chartered Certified Accountants
- CARLIGH - Consortium of Academic and Research Libraries in Ghana
- CIMA - Chartered Institute of Management Accountants
- COE - College of Education
- FUT - Federal University of Technology
- GIJ - Ghana Institute of Journalism
- ICAG - Institute of Chartered Accountants of Ghana
- ICSA - Institute of Chartered Secretaries and Administrators
- LLB - Post First Degree Law
- MA - Master of Arts
- MBA - Master of Business Administration
- PhD - Postgraduate Doctoral Degree
- MPhil - Masters Philosophy Degree
- MSc - Master of Science
- SPSS - Statistical Package of the Social Sciences
- UPSA – University of Professional Studies, Accra

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Providing access to resources in academic libraries is a core mandate of libraries all over the world. It is therefore of great interest to information professionals to protect library resources from theft, mutilation and depletion. With the increasing number of students gaining admission into higher institutions of learning to pursue various courses at both undergraduate and graduate levels, academic libraries are expected to have more users coupled with increase in unacceptable activities by some users and staff of the library. According to Buchholz (2011) unacceptable behaviour in academic libraries is a major obstacle to information access and use. Unacceptable behaviours in academic libraries are not limited to library information materials alone but theft of properties such as notebooks, laptops and handsets are equally common. Depletion of available resources in academic libraries means a reduction in the library's service and satisfaction of user needs. Similarly, Udoudoh (2012) opine that high incidence of unacceptable behaviour in academic libraries would gradually deplete resources and reduce the library's effectiveness in supporting the academic pursuits of higher academic institutions.

Even though much work has not been done on security of academic libraries in Ghana, it can be generally argued that, librarians and library science students have come to the realization that academic libraries are becoming unsafe all over the world. The unsafe environments of some academic libraries have necessitated research by both librarians

and information science students to conduct studies into security of academic libraries. According to Jato, (2005:139) unacceptable behaviours in academic libraries have negative impact on the users and the library. Therefore, such acts should be given attention and discouraged within the academic library through different security measures and policies. When adequate measures are not taken, both the librarian and supporting staff will be failing in their responsibilities and roles as managers and gatekeepers.

The following relevant concepts are defined within the context of this study: Academic Libraries, Library Resources and Library Security. An academic library forms an integral part of a college, university or other institution of post-secondary education. Since time immemorial, academic libraries have been entrusted with the selection, acquisition, organisation, storage and dissemination of information. Saunders (2016) acknowledges that academic libraries being a department within higher educational institutions are pressured to demonstrate their value by supporting the mission and goals of their parent institutions. Activities of an academic library include functions and processes that are all geared towards the accomplishment of the mission of the academic institution. Academic libraries make accessible knowledge that has been accumulated over the ages.

The aim of an academic library is to meet the information and research needs of its students, lecturers, and staff by assembling information resources regardless of format, ownership and organizing information sources to enhance their retrieval at the time of need. According to Nyantakyi-Baah and Afachao (2013) academic library users get satisfied when the library is able to meet their needs. They further stated that, to

determine the extent to which an academic library is achieving its objectives, it is prudent to examine the extent to which library resources are patronised. Academic libraries are of central importance to any higher educational institution. It is a combination of people, collections, buildings and technology with a mission to transform information into knowledge. Knowledge is said to connote power and the mission of a library is to package this knowledge in a way that can be easily accessible to support teaching, research, give information and to entertain. These can be achieved if academic libraries have resources that meet the needs of their users. Akareem and Hossain (2016) maintain that the best way to judge an institution's quality is to look at its library resources.

Academic libraries are knowledge environment which organize and store useful resources for dissemination and used by their patrons. This knowledge undergoes many processes and regulations are set for managing this knowledge. Academic library resources are broad, varied and support the educational community in satisfying their information needs. There are variations in the size and scope of resources of academic libraries (Udoudoh (2012). Some academic libraries focus on curricula needs, while others also emphasize research in many disciplines. Salamon (2016) argues that academic libraries are of great benefit not only to students who cannot afford some information resources required in their areas of specialization. According to Oyedum, Sanni, and Udoakang (2014) library services can only be achieved through the availability of library resources. A well-resourced library is a treasure-house of knowledge and an asset to every university community. Therefore, academic libraries have the responsibility to protect their resources from damage and unacceptable behaviours. For the purposes of this study,

library resources refer to physical properties of academic libraries. In other words, informational and non-informational assets of the library

Security in libraries is very essential. Academic libraries are mandated to protect library resources from unauthorised use, displacement, defacement, modification and destruction. Ugah (2007) considers library security violation as obstacles to information access and use. Protecting resources of academic libraries is important as the resources itself. Academic libraries have the responsibility to make sure that resources in their possession are not altered but are kept accurate and complete. Academic libraries need to insulate their resources from accidental or deliberate change to the contents. Resources in academic libraries should be accurately described and stored appropriately in order to limit the rate at which the resources decay or accidental vandalism. Chowdhury (2006) acknowledges that academic libraries differ from each other in size, type of collections, facilities and services they render but they share certain fundamental characteristics, for example, they have the same basic functions and organizational structures and they have more or less similar security challenges.

According to Amoah (2013) there is little statistics regarding the costs incurred by academic libraries in addressing vandalism. Similarly, in a study of book theft, mutilation and security measures in university libraries in Ghana, Alemna (1992) found that theft and mutilation of library collections exist in academic libraries but most universities had no readily available records on these unacceptable behaviours. The availability of statistics could be good evidence in convincing stakeholders especially those in charge of

funding that prevention of unacceptable behaviour is necessary. For the purposes of this study ‘security challenges’ refer to unacceptable behaviours that violate library rules and deprive or obstruct access and use of library resources. The phrase ‘security challenge’ and ‘unacceptable behaviour’ would be used interchangeably in this study.

1.1.1 Study setting

The University of Professional Studies, Accra and the Ghana Institute of Journalism were the settings in which this study was conducted. To circumvent possible challenges during data collection, the researcher visited a couple of university libraries to premeditate with authorities about the intention of using the libraries for this study. The researcher after the visits was convinced on using UPSA and GIJ as the settings for the study due to the assurance of support by managers of the two University libraries. The use of these two Universities allows analysis of various data sets such as people, places and ideas. Below are brief histories of the two universities.

1.1.1.1 University of Professional Studies, Accra

The University of Professional Studies, Accra (UPSA) is located at Legon, a suburb of Accra. Legon is situated about 12 kilometres (7.5 mi) North-East of the city Center in the Accra Metropolis District, a district in the Greater Accra Region of Ghana. The University of Professional Studies, Accra (UPSA) is a public university that provides both academic and business professional education in Ghana. The University was founded in 1965 as a private professional business education tuition provider and was taken over by government in 1978 by the Institute of Professional Studies Decree, 1978

(SMCD 200). It was subsequently established as a tertiary institution with a mandate to provide tertiary and professional education in the academic disciplines of Accountancy, Management and other related areas of study by the Institute of Professional Studies Act, (Act 566), 1999. In September 2005, the Institute introduced Bachelor Degree programmes in its various mandated disciplines. The University received a Presidential Charter in September 2008, conferring on it the status of a full-fledged public university. The University of Professional Studies Act, 2012 (ACT 850) was enacted to rename the Institute as a University of Professional Studies, Accra (UPSA). The University offers undergraduate and master's degrees in several programmes. The University as at 2017/2018 academic year had a student population of about eleven thousand nine hundred (11,900).

The UPSA Library started as a small 180 seater special library for Accountancy and Management students of the Institute of Professional Studies (IPS) in 1965. The Library was the only library in Ghana that stocked information resource materials on Professional Accountancy and Management subjects. The Library moved on to develop a unique collection of a balanced blend of both academic and professional reading and research materials in 1999. As a tertiary institution with a mandate to provide tertiary and professional education coupled with the library's objective of supporting the Institute's mission of producing scholars and professionals there was a need to expand the library. The UPSA Library no longer had enough space to house both its collections and patrons and therefore, a new post graduate library was set up in a different building to house the post graduate collection and patrons. The new plan to have a single building that could

house all professional students as well as their undergraduate and post graduate counterparts came into fruition when the new ultra-modern UPSA library building was commissioned in 2015 and later renamed the Joshua Alabi Library. The Library has both print and electronic resources. The Library's print collection consists of about fifteen thousand books and postgraduate theses on Law, Banking and Finance, Marketing, Management, Business Administration, Information Technology and Accounting. Also included in its collection are books on various professional courses such as the Chartered Institute of Management Accountants (CIMA), the Association of Chartered Certified Accountants (ACCA), the Institute of Chartered Secretaries and Administrators (ICSA) as well as Institute of Chartered Accountants of Ghana (ICAG), which the University provides tuition for candidates pursuing such courses. Besides the Library's large collection of printed materials which have been shelved according to the Library of Congress Classification scheme, the University's Research Commons is also dedicated to graduate students. Here, graduate students can access the library's electronic resources (E-resources), access the Internet for other online resources and also use the computers provided for their academic work. There are also information materials on compact discs (CDs) which students are able to access on the computers available.

Among the services rendered at the Joshua Alabi Library are: charging and discharging Services, reference and research services, photocopy services, binding services, library use orientation services and electronic search services. Facilities found in the library include, computers to support internet and electronic searches, scanners, printers, photocopy machines and an Online Public Access Catalogue. The Library can only be

accessed electronically with Radio-Frequency Identification (RFID) enabled access cards. Besides the many staff offices within the Library, the building is fitted with a Business Centre, a Bindery, Kitchenette, Lounge and Conference Rooms (University of Professional Studies-Accra, 2017).

1.1.1.2 Ghana Institute of Journalism

The Ghana Institute of Journalism began as a department of the Accra Technical Institute (now Accra Polytechnic), which was established by Ghana's first president Dr. Kwame Nkrumah in October 1959. Over the years, the Institute has undergone significant changes, and owes its current status to two legislative instruments: the 1974 decree establishing GIJ and the 2006 Act which elevated GIJ to a tertiary status as a university. The Institute has three faculties: these are communications and social science, public relations and advertising, and the faculty of journalism. As at 2017/2018 academic year, the Ghana Institute of Journalism had a population of 4,124 undergraduate students and 239 graduate students. The Institute focuses on communication studies (GIJ Annual Report, 2018: 12). The Institute since 2014 has been granted the permission by the National Accreditation Board to run a graduate programme in Development Communication, Media Management, Journalism, and Public Relations. The Institute aims to be the preferred communication institution in the country (GIJ Annual Report, 2013: 3-5).

The Institute's library was established in 1960 and named after the first director, Mr. Richard McMillan. It was reorganised in 2007 to help serve the needs of the Institute in its new role as a degree awarding university. The Library provides information in print and electronic formats for its patrons in support of teaching, learning, research and publication. The Library has past question papers, compact discs (CDs), encyclopedias, text books, general and subject based dictionaries and a number of publications from both public and private institutions and individuals. A collection of dissertations can also be found in the library's collection. There are approximately 9,000 printed books and 800 selected graduate thesis. Therefore, it is regarded as a small library that supports a specialised university.

About 70% of the library holdings are on communication studies and the English language. A higher percentage of the Library's collection is funded from the University's budget. However, the library receives donations from donors' both in Ghana and abroad. The Library subscribes to electronic journals and databases. The library is a member of CARLIGH (Consortium of Academic and Research Libraries in Ghana). In addition, the library has 65 computers which are connected to the Internet for students' use. The library's circulation system is automated and students have access to three computers which serve as electronic catalogues. The library currently offers the following services: orientation for new students, reference (literature searches), lending, Internet services, newspaper services and bibliographic instruction in support of teaching, learning and other activities of the faculties. The library's web page has general regulations, offenses

and prescribed sanctions for unacceptable behaviour within the library environment (Ghana Institute of Journalism, 2018).

1.2 Statement of the problem

All human institutions and organisations have rules and regulations that guide their operations and the academic library is no exception. The activities of academic libraries are guided by rules and regulations. Academic library rules and regulations are to ensure that libraries discharge their duties in a manner that allows equal access to library resources and guides library staff to be professional in the discharge of their duties.

However, it is disappointing to note that some academic library users do not obey the rules and regulations in the libraries which the Richard McMillan Library of the Ghana Institute of Journalism and the Joshua Alabi Library of the University of Professional Studies, Accra are no exception. The non-compliance of library rules has given a gloomy picture about library staff not discharging their duties effectively. The degree to which unacceptable behaviours occur in academic libraries varies from one library to another irrespective of the size and type of collection. The study of Yamson and Cobblah, (2016) reported that academic libraries in Ghana face security challenges because some library users do not obey library rules and regulations. Library security challenges may not be limited to library informational materials alone, but to facilities of the libraries as well as serve as an obstacle to the library staff which can impede library services and deprive other library users from having access to library resources. Again, security challenges in the academic library could lead to reduction in library resources and dissatisfaction of

library services which the Joshua Alabi Library and the Richard McMillan Library have no option. Observation by the researcher at the Richard McMillan Library revealed that some library users did not want to comply with library rules and regulations, in spite of the notes pasted in the library. Again, unofficial conversation by the researcher with library staff at the Joshua Alabi Library showed that the majority of the students consistently violate library rules. . In response to this problem, the study proposes to investigate several options for protecting, deterring, detecting and possible remedies for minimising unacceptable behaviour in academic libraries.

1.3 The purpose of the study

The purpose of this study was to examine the security challenges academic libraries face in Ghana and make recommendations based on the findings of the study.

1.4 The objectives of the study

The specific objectives were:

1. To explore the security problems academic libraries face in Ghana.
2. To investigate the causes of security problems in academic libraries in Ghana.
3. To identify the types of resources that are more vulnerable to security breaches in academic libraries in Ghana.
4. To study the processes academic libraries adopt to deter and prevent unacceptable behaviours among users of academic libraries.
5. To examine the role of academic library staff in securing resources in academic libraries in Ghana.

1.5 Theoretical perspective

Swanson and Chermack (2013) posit that theories are designed to help explain phenomena and in many cases to also challenge and spread knowledge within the confines of critical bounding assumptions. They further state that the theoretical framework acts as a structure that aids a theory of a research study. Theoretical frameworks are models that guide the design of research questions and also with the data collection.

1.5.1 Security countermeasures

The Security Countermeasures Theory was adopted and used for this study because of its relevance to the study. The security countermeasure theory is useful in explaining how resources are secured in libraries. To reduce resource security risk in academic libraries Goodhue and Straub (1991) propounded security countermeasures. The theory proposes that to reduce resource security risks within an academic library management must institute countermeasures. Goodhue and Straub (1991) identified four (4) components of library security countermeasures namely, deterrence, prevention, detection, and remedies.

1.5.1.1 Deterrent security countermeasures

Deterrent security countermeasures are methods aimed at deterring library resource security incidents. Deterrent measures are intended to discourage unacceptable behaviour from occurring in the library. These measures are mostly not technology based. They include security policies and security awareness training. Deterrent measures do not prevent security incidents from occurring. When unacceptable behaviour occurs,

deterrents measures are more effective when punishment is certain, severe, and quick. This study will therefore seek how academic libraries deter unacceptable behaviour among users of the library. The deterrence of unacceptable behaviour is the important first step in any security arrangement, since it prevents damage or loss when successful.

1.5.1.2 Preventive security countermeasures

In contrast to deterrent security countermeasures is the preventive security countermeasure. The purpose of the preventative security countermeasures is to actually prevent the resource security incident from occurring. Examples of preventative countermeasures include anti-virus software, intrusion detection systems, firewalls, intrusion prevention systems, and access control. As part of the objectives of this study, the research will examine the role academic library staff play to secure resources and prevent unacceptable behaviour among users of the library.

1.5.1.3 Detection security countermeasures

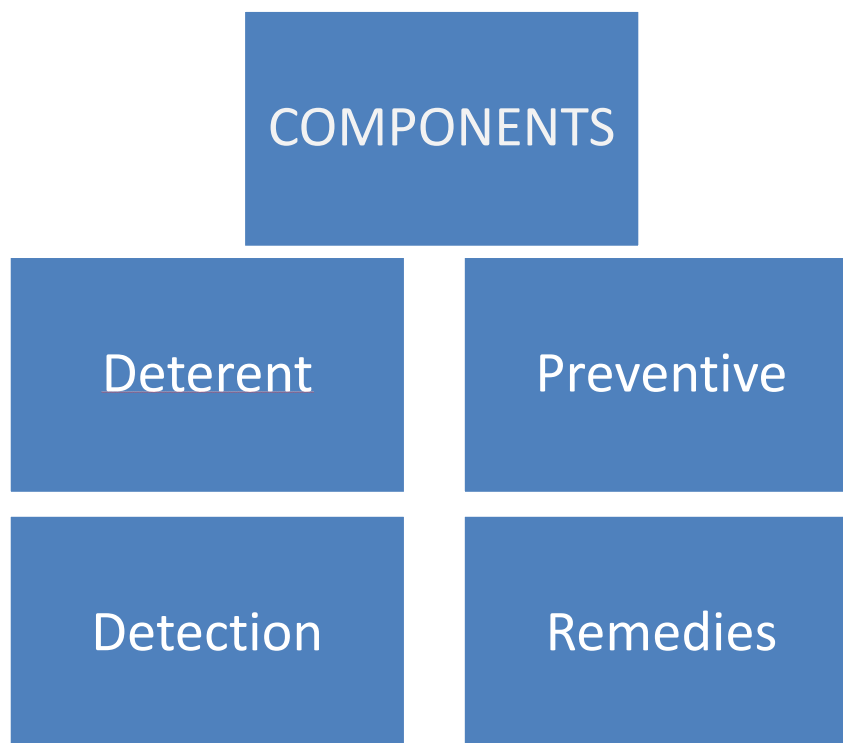
Detection security countermeasures involve vigilant monitoring activities such as fire detectors, security cameras, stock taking, email logs, firewall logs, intrusion detection reports, and audits to identify resource security vulnerabilities. Detection of unacceptable behaviour in academic libraries requires both a human element, as well as a technical element. Library staff should be able to understand and identify potential threats and also be able to use technological tools where applicable to assess security breaches in the library. This study will explore security problems academic libraries face and also

identify resources that are more vulnerable to security breaches. Finally, actions taken after detection or discovery of a security incident are referred to as remedies.

1.5.1.4 Remedy security countermeasures

Remedy countermeasures include correcting security vulnerabilities, updating policies and procedures, and punishing library users who are responsible for the incidents. According to Mejias (2014) it is impossible to eliminate all security threats, however the Security Countermeasure framework would provide academic library managers with a working instrument to assess and implement a more holistic approach to resources security management. The Security Countermeasure Theory is relevant to this study because it helps to explain how to reduce unacceptable behaviour in academic libraries. The theory also guided the formulation of the research objectives. A diagrammatic representation of the various components of the Security Countermeasures is depicted in Figure 1.1.

Figure 1.1 Security Countermeasures



Source: Goodhue and Straub (1991)

1.6 Scope and limitation of the study

This study focused on the security of both physical informational and non-informational resources of the Joshua Alabi Library of the University of Professional Studies, Accra (UPSA) and the Richard McMillan Library of the Ghana Institute of Journalism (GIJ). Although there are several threats to library resources including natural disasters such as hurricanes, fire disasters and flooding, insects and other animals and also by climatic conditions, this study is limited to unacceptable behaviour in the two libraries. Again, there are several academic libraries in Ghana however, the study was limited to the Joshua Alabi Library of the University of professional Studies which offered business

related courses and the Richard McMillan Library of the Ghana Institute of Journalism which offered courses in Journalism and Communication Studies.

1.7 Significance of the study

The rationale for this study lies in the kind of contribution of knowledge that the study makes to discipline. The study is useful in filling gaps in literature, especially, in the area of security of academic library staff, since most studies the researcher found were on security of informational materials. There is limited research on security of academic libraries in Ghana. Therefore the study contributes significantly in filling the gap on security of academic library resources in Ghana. The findings of the study inform managers of academic libraries about current trends in preventing unacceptable behaviour in academic libraries. Findings of the cases studied would inform universities about which decisions to take when it comes to security in their respective libraries. The study also aims to offer managers of academic libraries the evidence for the need to invest in library security, especially, in these present times of economic hardship, where libraries are increasingly called to account for their value. The study further justifies the need for higher educational institutions to formulate library security policies and to foster a culture of protecting library resources from unacceptable behaviour that eventually deprives access to resources in libraries. A major contribution of this study, therefore, is the proposal of practical ideas to address security issues in academic libraries in Ghana.

1.8 Ethical consideration

This study adhered to the University of Ghana code of conduct (University of Ghana, 2013). Furthermore, participants were fully informed about the purpose and procedures involved in this study. Information provided by participants were treated confidential and restricted to the purposes of this study. All sources used in this study were duly acknowledged.

1.9 Organisation of chapters

The study has been organised into six chapters:

Chapter One includes the background of the study, the statement of the problem, purpose of the study, the objectives of the study, the theoretical perspective, scope and limitation of the study, significance of the study, research setting, ethical consideration and organisation of chapters.

Chapter Two of this study was dedicated to the review of related literature which are relevant to this study.

Chapter Three outlines the methodology used for the study, looking at the research design, selection of cases, population and sample size, sampling technique, data collection instruments, pretesting of questionnaires, sources of data, data collection procedure and finally method used for data analysis.

Chapter Four covered the data analysis

Chapter Five discussed the findings of the study.

Finally, **Chapter Six** presented summary of the findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Baxter and Babbie (2004: p.102), state that a review of literature is a ‘comprehensive survey of what researchers have already done in your topic area.’ A literature review is an account of what has been published on a topic by accredited scholars and researchers. Based on this assumption, literature was reviewed on related works on the topic under study taking into consideration the world view, the African standpoint and the Ghanaian perspective on the topic under study. However, the study was discussed under the following sub-headings:

1. The concept of academic libraries and academic library resources
2. The concept of academic library security
3. Stakeholders of academic libraries
4. Security challenges in academic libraries
5. Awareness and implementation of academic library security policy
6. Causes of security challenges in academic libraries
7. Methods of detecting and preventing unacceptable behaviour among users of academic libraries.

2.2 The concept of academic libraries and academic library resources

Academic libraries exist in higher institutions of learning and are purposively established to serve students and faculty members with their various information materials (Isebe,

2015). According to Chowdhury (2006) academic libraries exist to assist their users in the process of their self-discovery, adoption of high ideals in life, and the improvement of scholastic efficiency through self-study and the upliftment of the capacity for critical thinking. The International Federation of Library Associations and Institutions (IFLA) acknowledge that an academic library is very important to the operations of every tertiary educational institution, especially in achieving the missions of the institution (IFLA, 2003). As a result of the indispensable role academic libraries play, Bappah (2011) accentuated that academic libraries are sometimes referred to as the heart of institutions of higher learning where all academic activities revolve.

Academic libraries provide services, facilities and materials that cater for the informational needs of people engaged in academic pursuits in higher institutions like the universities, colleges of education, colleges of technologies and polytechnics (Solarin & Opeola, 2012). Academic libraries play important roles in every tertiary institution as they support teaching, learning and research. According to Maidabino and Zainab (2011) the purpose of an academic library is to provide access to information resources in both print and non-print formats. The peaceful ambience and scholarly atmosphere in an academic library helps a user to concentrate more. The library is a place to complete assignments, conduct research, have meetings and discussions on course works and read varied information resources for the acquisition of knowledge and for pleasure. Nyantakyi-Baah (2016) asserts that librarians are now concerned about how the library services and resources benefit the students' success, faculty and the overall institutional aim. In view of this, academic libraries subscribe to many databases that provide the

university community with electronic scholarly works that support research. The aim of academic libraries is to make available and accessible information materials and facilities to their prospective users. In Ghana academic libraries are a prerequisite for accreditation in tertiary institutions (Alemna, 1992).

Access to library professionals, information resources and library facilities are key in providing quality service to users of a library (Afachao, 2013). Information resources are in both print and electronic formats and are found in various media such as books, compact disks (CD), online, journals, audio-visual materials among others. Apart from regular books, a library may have braille books for people with severe sight problems and talking books or tape recordings of books for the hearing impaired. Academic libraries organise large collections of informational resources to serve the needs of different people. Academic libraries all over the world are at the forefront of providing information services to their users. In addition to informational resources, an academic library provides services such as reference service, lending services, cataloguing and classification services, discussion room services, reprographic services. According to Nyantakyi-Baah and Afachao (2013) students, faculty members and researchers are the purpose for which academic libraries are established, therefore, academic library services can no longer be delivered according to what the library considers satisfactory, but rather services must be geared towards satisfying the users. Apart from the services rendered by academic libraries, they also make available facilities for users comfort. Facilities in an academic library comprise library space, fans, air conditioners, lighting, ventilation and furniture. To prolong the lifespan of these non-informational resources, it is important

that academic libraries protect these resources from damage through unacceptable behaviours (Isebe, 2015).

Academic libraries use devices and equipment in the course of their work. Some of these devices aid students and researchers as they patronise services of the library. These non-informational resources such as computers, scanners, printers, chairs, tables, air conditioners, catalogues among others found in the library aid the processing and ease of access to information. Maidabino (2012) argues that efficient measures must be put in place by all library managements to ensure that academic library facilities are protected to ensure their effective and efficient use by the university community.

Staff are important resources in academic libraries. According to Senyah and Lamptey (2011) library staff are the most valuable resource of a library, and therefore the personal security and safety of the staff must take precedence over the security of other resources of the library. Most of the works that academic library staff do are tied to their resources. Academic library staff coordinate and serve as mediators between users and other resources of the library. Awana (2007) maintains that the friendly disposition of staff, the willingness of library staff to assist users to get needed materials encourage users to patronize the library and above all increase users' satisfaction with library services. Academic libraries achieve their aim only if there are library resources. Ameen and Haider (2007) opined that access to library resources is important and remains the key to intellectual freedom. Securing library resources is a determinant of the survival of academic libraries. In spite of contributions made by academic libraries to development

over the years, academic libraries, like all other institutions, face challenges. A major challenge of academic libraries is the security of their resources.

2.3 The concept of academic library security

The main objective of any academic library security system is to focus on providing a safe and secure environment for library collections, employees, equipment as well as library users. Academic libraries are paramount when it comes to the acquisition of informational resources. Some of these informational resources are not only rare to come by but are also fragile in nature and expensive. However, some library users have deprived many others from fully achieving their informational needs. Maidabino and Zainab (2011) admit that balancing access and security in academic libraries is difficult but a necessary task. The manner in which library security policies, programs, procedures and measures are deployed to minimise unacceptable behaviour such as theft and damage to informational and non-informational resources in academic libraries is very important. Jato (2005) acknowledged that unacceptable behaviour in an academic library has adverse effects on the users and the library in general. According to him, such acts result in reduction in library stock and life span of the mutilated library resources. Furthermore, the behaviour of mutilating library resources leads to extra cost in replacing the stolen and mutilated materials and at the long end damages the image of the library.

2.4 Stakeholders of academic libraries

Stakeholders of the academic library are people or bodies that have interest and invest or use the library. There are different groups of people who have interest in the operations of an academic library. Major stakeholders of the academic library include users (such as students, faculty members, researchers and the university community as a whole), the funding authority (in most cases the university) and library staff (which is made up of professional librarians, para-professional librarians and library security personnel). According to Nyantakyi-Baah (2015) apart from these groups, there may be additional stakeholders like staff representatives and the library committee. In ensuring the security of resources in an academic library, these different groups of people are involved.

Library users are the reason for the establishment of a university and its library and without library users the information resources and facilities of the academic library are useless. Kumar-Das and Kumar-Karn (2008) as cited by Nyantakyi-Baah (2015) asserts that “library users are the most important people to be served in the library. They are not dependent on the library rather the library depends on them. They are not just from the library but part of the library”. Some years past, the size of the collection of a library has been used to describe the quality of an academic library however, Asemi, Kazempour and Rizi (2010) asserts that measuring the quality of a library based on the size of the library’s holdings have become absolute. Libraries must now assess their effectiveness by taking into consideration the views of their users. The users are interested in the library meeting their needs and expectations as they interact with the library services and facilities irrespective of the security challenges the academic library faces. Therefore the

challenge for the library is to render services that will suit the needs of users. Consequently, the library staff have to provide services that satisfy both users and the funding agencies.

The academic library staff play an important role in implementing security policies in the library. Preserving and prolonging academic library resources are made possible through staff who are competent and understand users' needs. According to Nyantakyi-Baah and Afachao, (2013) academic library staff need to better understand their users, taking into consideration the users' unique needs and expectations. A library cannot survive without competent staff even if it has excellent equipment, collection and facilities (Warrach & Ameen, 2011). Sinikka, (2015) opines that libraries work efficiently with different stakeholder groups in diverse circumstances. Library staff have the responsibility to prove to the funding agencies that libraries are worth investing in. Academic library staff are expected to have technological skills to deal with modern day equipment used in deterring, preventing and detecting unacceptable behaviour in the library environment.

Funding institutions on the other hand, perceive the existence of effective security as being able to cut costs, at the same time providing services that promote the university's goals. Library staff perceive security in the library as favourable working condition and a resources to work with. To be successful in fighting unacceptable behaviour in academic libraries, there must be absolute support from institutions that fund the library, especially management or university authorities. Ayoung, Boatbil, and Banbil (2014) maintain that the lack of support on the part of university managements in an attempt to protect library

resources and enforce security management protocols are a source of major worry and frustration to librarians. Academic libraries rely on funds to train and develop staff, especially in the areas of technology and technical support. According to Kelley (2012) as a result of dwindling funding from parent institutions, some academic libraries do not opt for electronic security systems because they are expensive to acquire. Inadequate funds make some academic libraries adopt cheaper methods which have often proven to be ineffective at deterring, detecting and preventing unacceptable behaviour among library users.

2.5 Security challenges in academic libraries

Security in academic libraries is important yet a complex challenge in developing countries. Academic libraries are faced with much unacceptable behaviours which at times happen unnoticed. Some academic libraries therefore see the need to allocate resources to security to protect their assets, customers and staff. According to Taylor (2015) getting access to data on resource security incident in academic libraries is difficult because of fear of negative implications, furthermore academic libraries may be unaware they have been victim of resource security incidence. In a study by Amoah (2016) at the Sam Jonah library in Cape Coast, Ghana, it was found that some users and staff faced challenges such as indecent exposure, verbal abuse, harassment by staff and unsolicited sexual abuse which were not reported. Similarly, Eruvwe, Akpojotor and Okonoko (2015) found a wide range of unacceptable attitude associated with library users. Amoah (2016) asserts that the frequently reported cases were theft of property and nuisance phone calls. Staff and students who use facilities of academic libraries are

culprits to unacceptable behaviour. Alemna (1992) reported that three university libraries in Ghana agree that 90% of book theft were perpetrated by students, while 5% were library staff and another 5% by other users of the libraries.

Yamson and Cobblah (2016) at the Central University in Ghana found that stealing and mutilation were common phenomena among library users. Various findings suggest that students do not obey rules and regulations set for them by the library. Security challenges in academic libraries seem to be a common phenomenon in almost all tertiary institutions in Ghana. Ayoung, Boatbil, and Banbil (2014) assert that the polytechnic libraries in Tamale, Bolgatanga, Accra, Kumasi and Wa still records incidence of unacceptable behaviour. As high as 96% of participant in Ayoung, Boatbil, and Banbil's (2014) study acknowledged that security breaches to collections are common in their libraries. Seventy-two per cent (72%) of respondents attributed security breaches in their libraries to theft, 70.8% to non-return of borrowed books and 69.2% attributed it to mutilation.

According to Bello (1998) theft is a major security issue in libraries, particularly in academic libraries, with special collections being the most targeted materials. Holt (2007) also describes the most common form of unacceptable behaviour in libraries to be theft of physical materials and theft of money. Idris, Hassan, and Abdul-Qadir (2013) in a study carried out at Kano University of Science and Technology, reports that most unacceptable behaviours happen towards the end of the semester when students are preparing for examinations.

At the Federal University of Technology (F.U.T.) and the College of Education (C.O.E.) libraries in Minna, Nigeria, Oyedum, Sanni and Udoakang (2014) found that users and some library staff receive phone calls in the library while others are reading or learning. The unacceptable behaviour of receiving phone calls in the library is a major worry for librarians and other users of the library. Concentrating users of the library are disturbed by different ringing tones and conversations deviant library users engage in.

Confirming the existence of security challenges in academic libraries, Bello (1998) identified rare books and special collections as frequent target of theft and mutilation in libraries in Nigeria due to high demand for in depth studies of such materials. Even though resources such as periodical collections, reference collections and reserved collections in academic libraries in Nigeria are vulnerable to security breaches, users mostly engage in noise-making and book mutilation (Oyedum, Sanni & Udoakang, 2014). Valuable and irreplaceable materials in academic libraries are usually stored as rare or special collections.

Udoudoh (2012) argue that unacceptable behaviour in academic libraries continue to occur and the situation is further worsened by a lack of seriousness on the part of library staff who are supposed to serve as custodians and protect learning resources. Senyah and Lamptey (2011) however disagree and assert that when staff do not feel secured due to the non-existence of security policy, they fear to be assaulted, injured or put in some other danger and therefore find ways and means to avoid library users who engage in unacceptable behaviours.

A study on theft and vandalism and their effect and control in academic libraries in Osun State, Nigeria by Adekunle, Adekunjo and Unuabor (2018) revealed that the extent of theft and vandalism of library materials were high in academic libraries. The study further found that the focus of abuse is predominantly on reference books and journals. According to Adekunle, Adekunjo and Unuabor (2018) unacceptable behaviours in academic libraries reduce the lifespan of the mutilated library materials, as well as reduce the library stock. This eventually prevents students from locating needed materials and leads to frustration among users. Academic libraries are prone to several kinds of disasters that could hinder access to library resources. Some of these disasters are natural while others could be caused by activities of library users. Flooding of libraries as an outcome of heavy rains, hurricanes and earthquakes are natural disasters however, disasters such as arson and flooding as a result of unattended running tap could be attributed to unacceptable behaviour in the library. Though not common, artificial disasters are a source of security challenge in some libraries. Senyah and Lamptey (2011) reports that fire outbreaks are not common in Kwame Nkrumah University of Science and Technology (KNUST) library. They however allude to the fact that disasters can cause havoc to both life and property in libraries.

The library collection is evidently one of the most important basic resource upon which the usefulness of academic libraries depends (Afachao, 2013). The collection is a precious treasure for academic libraries. The significance of information resources in libraries cannot be over-emphasized. All libraries are established to provide relevant and up to date informational resources to its users. Unfortunately, some library users engage

in behaviours such as vandalism, defacement, hiding of books, and at times the unauthorised removal of informational resources without the knowledge of library staff, thereby depriving others from accessing those resources. Fasae and Adedokun (2016) assert that the removal of chapters or parts of some informational resources has been identified as one of the major obstacles against discharging effective library services especially in academic libraries. The Council for Museums, Archives and Libraries (2003) noted that the nature of security threat to informational resources is very much influenced by the attractiveness, value, portability of the informational resources and the security systems available in the library. Goodall and Pattern (2011) observe that some users of academic libraries find it difficult to locate library materials. This may be attributed to the selfish attitude of some few students who engage in hiding library materials for their personal use at a later time at the expense of other library users.

According to Anyaobi and Akpoma (2012) these unacceptable behaviours have brought tremendous challenges to the library profession. This might be why Isebe (2015) noted that the problem of unacceptable behaviour in academic libraries have remained unabated despite efforts and resources that have been exhausted by librarians to prevent and deter these deviant acts. In the view of Oyesiku, Buraimo and Olusanya (2012) academic libraries create their own brand of abuse of informational resources by encouraging library users to utilize resources without providing them with sufficient rules that govern the usage of materials.

Urhiewhu, Emojorho and Omah (2018) contend that good storage practices should be adopted to prevent damages to resources in academic libraries. Furthermore, information resources in academic libraries should be clearly identified with a mark or property stamp. According to Maidabino (2012) these ownership marks identifies information resources of the library and also discourage theft and unauthorised possession by deviant users and in some cases staff. The ownership stamp or mark should visibly state the name and general address of the academic library owning the information resource. Rare collections and special documents in particular need to be arranged and stored separately with separate folders within a library's collection so that they can be easily monitored for quick and easy inspection by the staff. According to Akor (2013) the non-return of loaned information resources is a threat to equal access to materials in the library and to avoid this, academic libraries create policies to ensure that library users have equal access to resources needed.

2.6. Security of staff in academic libraries

The aim of every security system in academic libraries as outlined by Akor (2013) targets the provision of secured environment for informational resources, facilities as well as library users. However, protecting the library staff from all sorts of unacceptable behaviour is often not given attention by library management. Security of every individual in the academic library environment should be a matter of concern. Man's need for security has not waned since the dawn of civilization rather, it has only increased and become more complex (Dale, 2000). Academic library staff are also at risk, as are informational resources.

Librarians have an important role to play to increase library usage by making available required informational materials to meet the needs of library users. Libraries cannot survive without staff as such janitors should also be protected from unruly behaviour by other users or staff. These behaviours may include personal property theft, offensive phone calls, assault against staff by students and fellow staff, and indecent exposure amongst others. Unfortunately, Senyah and Lamptey (2011) found that some incompetent library security personnel compromise their positions and allow library users to harass and insult staff. All these disrupt staff from efficiently carrying out their duty in the library. In the view of Amoah (2016) a safe and conducive library environment for learning and research should always be provided for the academic library.

A case study by Senyah and Lamptey (2011) aimed at examining the security risks to which staff of Kwame Nkrumah University of Science and Technology (KNUST) Library are exposed, revealed that the staff are not completely free from threats to their personal security and safety. Just like any other worker of a service organization, academic library staff are prone to verbal and physical abuse. They contend that the ultimate security of the library rests with the library staff.

An investigation by Yamson and Cobblah (2016) revealed that the Central University library in Ghana like all academic libraries faces abuse such as verbal assault on staff. This finding is similar to Yeboah, Kwafoa and Amoah (2017) who observed that verbal abuse of library staff exist in the Sam Jonah Library at the University of Cape Coast in Ghana.

Fasae and Adedokun (2016) found that some library users purposely or ignorantly destroy the beautiful, valuable furniture and equipment of the library, as well as physical and verbal abuse of library staff and other users. They further assert that much as management of academic libraries keep on thinking about securing informational resources, much attention should be placed on the security of library staff, especially during extended library open hours in the night. According to Alemna (1992) about 65% of library thefts are committed during night service periods, while 25% are committed during power outages and 10% during broad day light.

2.7 Awareness and implementation of academic library security policy

Academic library security policies are a guide for the existence of any good library. A library security policy is a document that contains rules that are aimed to control access to holdings and regulate the behaviour of both users and staff of the library. The nonexistence of library security policy in most academic libraries in developing countries including Nigeria encourages users to indulge in unacceptable behaviour (Jato, 2005). Ghana is no exception as Ayoung, Boatbil, and Banbil (2014) found that most polytechnics in Ghana had no written library security policy. Mejias (2014) argues that the mere presence of a security policy does not ensure a reduction in resource security threats. Unacceptable behaviour in an academic library poses frustration to the function of libraries, librarians and users. It is therefore important for librarians and information managers not to underestimate the need to implement security policies developed to secure resources of libraries.

The situation is not much different in Ghana, according to Yamson and Cobblah (2016) the issue of library security management often poses a challenge to many academic libraries due to the lack of properly documented library security policy. Similarly, Momodu (2014) noted that some academic libraries are faced with administrative, logistic and legal challenges in the enforcement of relevant library rules and regulations. For example, book theft is viewed differently from the theft of other commodities and as such, makes it very difficult to establish it in court that the culprit intended to permanently deprive the library of the books which is the requirement for a conviction for theft.

The creation of awareness of the existence of academic library security policy and its implementation is as important as the policy. Awareness and implementation of the policy is a major factor in fighting unacceptable behaviour in academic libraries. This involves creating the right atmosphere for greater security consciousness among academic library staff, users and the university community at large. Yamson and Cobblah (2016) affirm the existence of security policy in electronic format is a step in setting standards and rules that will guide security issues in the library. In Yamson and Cobblah's (2016) study, (80%) of the staff of Methodist University library stated that there has not been any form of training arrangements for them regarding security issues. It was however identified that users of the library had knowledge about security issues through library bulletins.

Okogwu and Nnamani (2013) found that both students and staff were often involved in unacceptable behaviour in the library especially, those regarding food consumption in the library and theft. This may be due to their unawareness of the rules and regulations that govern the library. A study by Ameyaw (2018) to find out compliance to library rules and regulations by students at the Valley View University in Ghana found that a significant number of students were aware of the rules and regulations in the library as well as punishment and sanctions given to offenders. Gadekar and Golwal (2013) highlighted the need to create a culture of mutual responsibility for security and safety of academic library resources. This involves making clear to users and staff about the safety guidelines in libraries regarding disruptive behaviour.

Amoah (2016) emphasised training of academic library staff to create an awareness culture on security policies regarding the library. Similarly, Senyah and Lamptey (2011) recommend that academic library staff must be properly trained and encouraged in their awareness of security issues. This is because staff's attitude towards users' needs as a result of ignorance about rules and regulations of the library has security implications on resources of the library. Library staff can only be conversant with equipment, equipped with requisite skills to deal with security challenges in the library as well as have knowledge about current threats when they are continuously trained.

Maidabino (2012) examined a number of published literature on security of library resources and asserts that implementation of library security plan is a viable way of protection against unacceptable behaviours in academic libraries. According to him, the

security policy should include policy formulation and implementation, user awareness campaign, education and training of staff on the protection of resources.

2.8 Causes of security challenges in academic libraries

According to Afolabi (1993) as stated in Isebe (2014), unacceptable behaviour by human beings is the greatest threat to academic library resources. Akussah and Bentil (2010) mentioned that anti-social activities in libraries are common in Third World countries.

A number of studies have shown that several factors influence unacceptable behaviour in academic libraries. For instance, Okoja (2011) is of the view that lack of student orientation on how to use the library makes them to behave negatively towards the library resources. Similarly, Kotey (2008) asserts that users of academic libraries engage in unacceptable behaviour because they are not given adequate orientation concerning the use of the library prior to their admission. Kotey (2008) opines that academic libraries are troubled with limited funding and are therefore likely to reduce cost by exploring other means of giving library orientation other than printed brochures. According to Aina (2004) increase in unacceptable behaviour in the library is due to increase in literacy rate and university enrolment in recent times. Library brochures which will contain the rules and regulations of the library are not printed for distribution to fresh students who are admitted.

Oyedum, Sanni and Udoakang (2014) also affirm that when users of an academic library become dissatisfied or are not familiar with library services and rules they result to unacceptable behaviour. He further states that users and staff of academic libraries take

advantage of poor library security systems to engage in unacceptable behaviours. Bello (1998) is also of the opinion that users resort to unacceptable behaviours because demand exceeds the supply of library materials. Consequently there is competition for resources, which invariably tempts users to steal, mutilate, or engage in unacceptable behaviours. Furthermore, Eruvwe, Akpojotor and Okonoko (2015) asserts that limited materials in the library, selfish interest of individual users and lack of photocopy facilities within the library are some of the causes of unacceptable behaviours among academic library users. Yamson and Cobblah (2016) also affirm that students attributed security breaches to limited resources, cumbersome borrowing procedures and high cost of duplicating some library materials.

Abubakar and Aduku (2016) cited inadequate loans and renewal periods, inadequate punitive measures against people who violate library rules and regulations, lack of security manuals and poor signage as some of the causes of unacceptable behaviour in academic libraries in Nigeria. According to Gadekar and Golwai (2013) the consequence of dissatisfaction among young academic library users about available infrastructure in the library sometimes leads to unacceptable behaviours.

Kotey (2008) contends that some library staff disregards the library rules and regulations and therefore are not able to insist on students and other users to obey the rules set to curtail unacceptable behaviour in the library. The negative attitude of some library staff to ensure that the right practices are followed in the library could be attributed to inadequate training of library staff, especially on the consequences of breaching the rules

and regulations of the library. A study carried out by Ayoung, Boatbil, and Banbil (2014) in various polytechnic libraries in Ghana show that 22.2% of the library staff do not have formal education in Library and Information Science or a related training. The study further found that even those with Information Science background have not had any continues development training on library security since they were employed. Ayoung, Boatbil, and Banbil (2014) concluded that lack of electronic security cameras, inadequate support from management and staff lackadaisical behaviour contribute to unacceptable behaviour in academic libraries in Ghanaian polytechnics. Some library staff sometimes go to the extent of disobeying the rules that guide the library in the presence of other users of the library. When this happens, the staff loose the moral right to correct or apply the rules and regulations when others also disregard the laid down rules and regulations. Inefficiency on the part of security personnel in the library may result in unacceptable behaviour by users of the resources in the library.

Adewuyi and Adekanye (2011) observed that some academic library staff sell stolen library resources to supplement poor monthly salary. This according to Momodu (2014) may be as a result of in-effective disciplinary measure for staff and users who engage in unacceptable behaviours. Some university management staff abuse their authority by taking out books and other library resources without the library taking proper record of those resources (Fasae & Adedokun, 2016). Akor (2013) attributed unacceptable behaviours such as theft of library resources to unsecured windows, faulty exit doors and poor architecture design of libraries. Ismail and Zainab (2011) agree that poorly planned architecture of libraries could lead to security breaches, however poor library

security policies that do not outline clear procedures of dealing with security occurrences are a contributing factor to unacceptable behaviours in academic libraries. Abubakar and Aduku (2016) are of the view that inadequate loans and renewal periods, lack of security manuals and poor signage in academic libraries are some of the causes of unacceptable behaviours. More so, competition for limited resources tends to tempt users to steal or engage in illegal means of accessing the resources of an academic library (Oyedum, Sanni & Udoakang, 2014).

2.9 Methods of detecting and preventing unacceptable behaviour among users of academic libraries

Academic libraries have long attempted to protect and prevent their resources from theft and damage in order to ensure the accessibility and longevity of resources in their care. As part of efforts to reduce theft in academic libraries, services offered users of the library are most often free of charge. According to Maidabino, (2010) as cited in Abubakar and Aduku (2016) strategies for securing library resources are age long and can be traced as far back as 539BC in Egypt when library books were chained to prevent them from theft. Measures such as checking of user's identification card and thorough searching of users before they leave the library still exist in some academic libraries. Abifarin (1997) contends that the provision of multiple copies of heavily used print information resources reduces the occurrence of mutilation and theft in libraries. Bello (1998) is of the view that periodic searching of students hostels and staff offices will help academic libraries detect theft and unauthorised possession of library resources.

Udoakang (2014) opines that library rules that enable a user of an academic library to borrow some library resources for a period of time are aimed at preventing misuse and theft of those library resources. Allen (1997) recommends expulsion of students involved in theft and mutilation of library resources as a way of deterring other students from engaging in unacceptable behaviour such as those. According to Ayong, Boatbil, and Banbil (2014) charging a token as fine is not punitive enough for library users such as academic staff who most often unduly keep library informational resources without the approval of the library. They further mentioned that library security personnel with the support of some library staff search suspicious users when exiting the library. In addition, polytechnic libraries in Ghana do not allow items such as sachet water and beverages into the library with the reason that they could cause damage to books and other equipment when not properly handled. Ayong, Boatbil, and Banbil (2014) further mentioned the use of library security guards and period orientation as a means of reducing unacceptable behaviour.

Periodic stock taking in academic libraries to ascertain actual quantities of stock and detect missing items has been an effective way of identifying damaged and misplaced resources. However, this method of detection unveils the consequences of unacceptable behaviour and does not necessarily prevent the occurrence of unacceptable behaviour. This method of detection may be dependent on the size of the library and the resources the library has (Atkins & Weible, 2003). Periodic stock taking is most effective when resources within an academic library are not too large and can be counted. Indications by respondents from the study conducted by Ayong, Boatbil, and Banbil (2014) show that

polytechnic libraries in Ghana largely take stock of resources annually and this helps to identify and withdraw outdate, unutilized and damaged resources.

Despite efforts to minimise unacceptable behaviour in academic libraries through traditional methods, Oyedum, Sanni and Udoakang (2014) observed that there is no significant relationship between traditional security measures adopted and the rate of unacceptable behaviour in academic libraries in Nigeria. Similarly, Abubakar and Aduku (2016), state that incidences of unacceptable behaviour continue to pose great challenges to the sustainable development of academic libraries. Regardless of the presence of security guards in academic libraries, unacceptable behaviours still exist. In view of the assertions of Oyedum, Sanni and Udoakang (2014) and Abubakar and Aduku (2016), the University of Sunderland (2018) propose a combination of traditional and technological security measures as a way to enhance security in academic libraries. It is unfriendly for security personnel to be searching users' bags for items that might belong to a library. Some of the traditional methods of protecting library resources has proven to be ineffective and a source of embarrassment to users of academic libraries. A better way to ensure the security of resources and check unacceptable behavior in academic libraries is to embrace the electronic security systems. The electronic security system has proven to be better if strategically positioned and managed well (Osayande, 2011).

Electronic security systems are devices that mostly rely on technology and electricity to secure library resources and also detect unacceptable behaviour within the library and environs. Electronic security systems help academic libraries to control, limit or avoid

unacceptable behaviour in the library environment by deterring and detecting such acts (Omoosekejimi, Ijiekhuamhen & Ojeme, 2015). Among the many types of electronic security systems installed in academic libraries are electronic surveillance cameras such as Closed Circuit Television (CCTV), 3M electronic security systems (electronic security gates), radio frequency identification (RFID) system and perimeter alarm system and movement detectors.

Mejias (2014) asserts that with technological security tools in academic libraries, chances of security incidents still remain high. Despite Mejias (2014) claim, Osayande (2011) is of the view that the use of electronic security gadgets and devices in combatting unacceptable behaviours in academic libraries has been found to be useful in deterring users of academic libraries from engaging in unacceptable behaviours. The closed-circuit camera will track movement of visitors and library janitors, monitor reading areas and work stations and ensure adequate safety and security of the library premises (Amaoh, 2016).

The benefits of having an electronic security system in an academic library might be the reason why Anyim (2018) call for urgent attention to be given to academic libraries by funding authorities. They contend that inadequate funding is a major problem facing academic libraries, hence libraries inability to invest in advance technology to secure library resources. Nyantakyi-Baah (2015) also asserts that there is inadequate budgetary allocation to libraries by the institutional authorities for running libraries. Funding might be the reason why Oyedum, Sanni and Udoakang (2014) report that the libraries of

Federal University of Technology and College of Education both in Minna, Nigeria, does not have electronic security system to monitor activities in the libraries.

The aim of a study conducted by Urhiewhu, Emojoorho and Omah (2018) in some selected academic libraries in Nigeria is to find out the type of security adopted by academic libraries in the 21st century. Out of the ten (10) academic libraries studied, only the Federal University of Science and Technology Library, Akure adopted CCTV method. The remaining nine (9) libraries still relied on traditional methods such as stamping of specific pages of books and the use of security personnel to check in and check out users at the entrance of the libraries.

Academic libraries have invested immensely in acquiring their resources yet little has been done by way of purchasing electronic security systems to secure these resources. This has been attributed to insufficient security budgets for academic libraries as Taylor (2015) asserts that inadequate budget has been a major obstacle to achieving the desired level of resource security protection in academic libraries. Even though security systems such as electronic anti-theft devices, visual cameras, smoke detectors and alarm systems might be expensive at the acquisition and installation stage, its long term benefit outweighs the cost. These systems will help prevent unauthorized removal of library resources and monitoring and detection of unacceptable behaviours within the library. According to Adewuyi and Adekanye (2011) electronic security systems in some libraries in Nigeria exposed unacceptable behaviours such as patrons hiding library items in their clothes, throwing stolen library resources such as books through the window

when people are not observing. Security cameras further exposed characters such as collaboration between some academic library staff and some users to steal library resources (Abubakar & Aduku, 2016). Alarm devices when installed deter unauthorised persons who may attempt to have access to the library after the library has closed. Alarms for the detection of burglary and fire should be connected to a remote guard or security post manned or monitored on a regular schedule. Alarms should be designed to alert the occupants of the building and also notifying the appropriate emergency services.

There are instances where no matter the degree of security in the academic library, some users and staff are able to outwit security systems put in place to check unacceptable behaviour such as theft. In the aforementioned, Ayoung, Boatbil, and Banbil (2014) propose unannounced checks and searches at student hostels for library materials that might have left the library without proper authorisation. According to the Council for Museums, Archives and Libraries (2003) all electrical wiring and equipment must be installed in accordance with the appropriate standard and statutory regulations. These regulations also require electrical installations to be maintained and checked regularly by a competent person to avoid fire outbreak or power outage.

2.10 Summary

The views of stakeholders on security of academic library resources are important for effective and efficient running of the library, but the literature reviewed has shown that security of the academic library depend on how the library is able to meet the needs and expectations of the user. In addition, academic libraries use different methods or a

combination of methods to deter, detect and prevent unacceptable behaviours depending on availability of funds and professional library staff who understand the need to secure library resources for prolong use by the university community. The literature reviewed also showed that not much work has been done in Ghana in relation to security of academic library resources. Most works found on security of academic library resources by this study were done in Nigeria by Nigerians. From the foregoing, one can conclude that unacceptable behaviour in academic libraries are recurring problem of academic libraries all over and therefore needs to be given preeminent attention. Jato (2005) acknowledged that unacceptable behaviours in academic libraries have dire consequences for both users and the library in general. Therefore there is the need to check unacceptable behaviours in academic libraries. Minimising if not complete elimination of unacceptable behaviour in academic libraries will enable all library users have full, accurate and equal access to library resources. In this light, librarians, library users and funders of academic libraries will be seen as playing their respective roles and satisfied with one another as stakeholders of the libraries.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Chapter three gives a systematic account of the methods and techniques used by the researcher in collecting data for this study. The chapter focussed on the research design, selection of cases and selection of subjects. Beside, population, selection of sample for the study, the sample size as well as technique for selecting the sample are also outlined. Finally, the data collection instrument and presentation of the analysed data were also discussed.

3.2 Research design and approach

According to Ary, Jacobs, Irvine and Walker (2018), a research design is the overall strategy chosen to integrate different parts of a study in a coherent manner to address a research problem. This study adopted the mixed method approach of conducting research. The choice of research approach is guided by the research questions. According to Clark and Ivankova (2016) the mixed method approach is a process of research in which researchers integrate quantitative and qualitative methods of data collection and analysis to best understand a research purpose. Integrating both quantitative and qualitative approaches would help build on their complementary strengths and also partly cover the weaknesses of both approaches. The mixed method approach has advantage of gathering data about the target population from a sample and generalizing the findings to the entire population. This study was also based on the positivist worldview of conducting research. The positivist paradigm of exploring social reality is based on the

philosophical ideas of the French philosopher August Comte. Positivists assume that observation and reason are means of understanding human behaviour.

3.3 Selection of Cases (Selection of libraries for the study)

There are several public and private universities in Ghana however, the study used the University of Professional Studies, Accra and the Ghana Institute of Journalism. The two Universities were used for this study due to their varied security management styles and access to the sites to gather data. Furthermore, these universities were selected because of their period of existence, accreditation, as well as their facilities. The two institutions offer postgraduate programmes. Investigating these libraries helped to establish how they were faring in relation to the provision of security for library resources in their respective academic communities. Furthermore, the study was to discover similarities or patterns across the two cases. These discoveries may in turn contribute to the development or the confirmation of the theory.

This study is a multiple case design. A multiple case study is a variant that includes two or more observations of the same phenomenon. The multiple case study result is more robust and generalizable (Messec 1998, as cited in Starman, 2013). According to Mills, Durepos and Wiebe (2010, 175) ‘comparative case study examines in rich detail the context and features of two or more instances of specific phenomena’.

3.4 Population

A ‘population is the entire collection of entities one seeks to understand’ (Salkind, 2010: 1053). A population according to Fraenkel and Wallen, (2002) is the group of interest to the researcher, in other words the universe about which one seeks to draw an inference. The target population for this study comprised librarians, security personnel and graduate students who used the two academic libraries. The total population for this study was one-thousand, six hundred and sixty-six (1666). This comprised nine (9) professional librarians, nine (9) para-professionals, eight (8) library security personnel and one-thousand, six-hundred and forty (1640) graduate students. The distribution of the population for this study is shown in Table 3.1 below:

Table 3.1 Distribution of population

University	Professional librarians	Para-professional Librarians	Library Security personnel	Registered Graduate Library Users	Total
UPSA	5	6	6	1401	1418
GIJ	4	3	2	239	248
Total	9	9	8	1640	1666

Source: Field data (2018)

The librarians are the custodians of the resources in the libraries and the security personnel in the libraries are responsible for protecting the resources to prevent them from being accessed or taken away by unauthorised users of the library. In addition, the librarians and the security personnel are the initial people in charge of handling the complaints of users of the libraries. Hence both the security personnel and librarians form part of the core respondents of this study. The researcher further believes that the

librarians and the security personnel have the ability to provide vital information to answer the research objectives of this study. This study also included the graduate students because they make use of the libraries' resources, therefore their perspective concerning security in the libraries would be useful to this study.

3.5 Sampling technique

Sampling is the method used in selection of individuals as participants from within the population (Daniel, 2012). According to Kumekpor (2002) the main objective for sampling is to select a portion of a population that enables the researcher to collect in-depth information about the subject. The census sampling technique was used for librarians and library security personnel because the entire population was of interest to the study. Student who participated in the study were conveniently sampled from the two Universities. Sampling is important because it allows the researcher to make inferences on the whole population under study. A common goal of sampling is to collect data representative of a population.

3.6 Sample size

According to Krejcie and Morgan's (1970) a population of 1666 requires a sample size of three hundred and thirteen (313). The 313 participants sampled for this study were made up of nine (9) professional librarians, nine (9) para-professional librarians, eight (8) library security personnel and two hundred and eighty-seven (287) graduate students. The entire population of library staff, excluding the researcher (professional librarians, para-professional librarians and library security personnel) were used for this study because

their number was manageable within the timeframe available for this study. The 287 graduate students were made up of 245 from the University of Professional Studies, Accra and 42 from the Ghana Institute of Journalism. The sample size for graduate students for the University of Professional Studies, Accra and the Ghana Institute of Journalism was determined based on the ratio 35:6. This ratio ensured a proportional representation based on the graduate student population in both universities. Table 3.3 below shows the distribution of the sample size for this study.

Table 3.2 Distribution of sample size

Category of participants	UPSA	GIJ	Total
Graduate Students	245	42	287
Professional Librarians	5	4	9
Para-professional Librarians	6	3	9
Library Security Personnel	6	2	8
Total	262	51	313

Source: Field data (2018)

3.7 Sources of data

As part of gathering secondary data for this study, policy documents, journal articles, books, annual reports and websites of the relevant institutions were consulted. In addition to the secondary data, primary data was also gathered to help achieve the objectives of this study. Primary sources of data gathered included those collected through the use of questionnaire, interview and personal observation by the researcher.

3.8 Data collection instrument

This study combined questionnaire, observation, interview and documentary sources of information in gathering data for the study. Data collection is critical to conducting scientific research. The device or method used to collect data when conducting a scientific research is referred to as data collection instrument. Data collection instruments aid the gathering of information that is required to achieve the objective of a study. There are several methods of collecting data depending on the type of research being conducted. However, according to DeWalt and DeWalt (2002) adding other strategies in collecting data from a given population increases the validity and reliability of the study.

3.8.1 Questionnaire

A questionnaire is a data collection instrument that includes a series of questions and with or without possible responses for the purpose of gathering information from respondents. Three different sets of questionnaires were developed to gather primary data for this study. A questionnaire developed by Kotey (2008) was adopted and adapted for portions of these three questionnaires that were developed for this study. A semi-structured questionnaire was designed to gather primary data from the professional and para-professional librarians. The library security personnel and the graduate students also answered two different sets of questionnaires that related to security in academic libraries in Ghana. The development of the questionnaires was guided by the theoretical framework of the study and the research objectives.

The semi-structured questionnaire for the librarians was divided into six (6) parts, section A, B, C, D, E and F. The semi-structured questionnaire mostly consisted of open-ended questions and this made it possible for the researcher to gather as much information as was needed. Section **A** covered the demographics of the respondents, questions in Section **B** were related to unacceptable behaviours in academic libraries in Ghana. Section **C** ascertained causes of unacceptable behaviours in academic libraries in Ghana, while Section **D** asked questions that revealed library resources that are susceptible to unacceptable behaviours in academic libraries in Ghana. Section **E** was related to methods academic libraries in Ghana use to prevent and deter unacceptable behaviours in the library environment and the final Section **F** asked questions that found out the role of librarians in securing resources in academic libraries in Ghana.

The questionnaire for graduate students was divided into two sections. Section **A** collected data on the background of the respondents and Section **B** gathered data related to security in academic libraries in Ghana. The third and final questionnaire designed for security personnel who work in the academic libraries under study also had two sections. Section **A** and **B** which dealt with respondents biographic data and questions on library security respectively.

3.8.2 Observation

To have a better understanding of how electronic security devices work in the two university libraries, the researcher directly observed and tested the effectiveness of the security systems within the libraries under study. Observation data collection method is

classified as a participatory study, because the researcher has to engage him or herself in the setting where her respondents are, while taking notes (Tashakkori & Teddlie, 2010). Observation in research is a systematic data collection approach where the researcher uses all his or her senses to examine people in natural settings or naturally occurring situations.

3.8.3 Document analysis

According to Bowen (2009), a systematic procedure for reviewing both print and electronic documents in order to elicit meaning, gain understanding, and develop empirical knowledge is referred to as document analysis. Abubakar and Aduku (2016) revealed that many academic libraries claim the existence and implementation of security policies, but careful examination of such claims have showed otherwise. There is therefore the need for verifying certain claims by respondents. Documents analysed for the purposes of this study includes library brochures, institutional websites and the security policy of the libraries under study

3.9 Pretesting of questionnaires

Prior to the actual collection of data for this study, a pre-test was conducted at the Central University to assess the reliability of the attributes and to ensure that the wording of the questionnaires were clear. Using the convenient sampling method, twenty graduate students, two librarians and one security personnel were used for the pretesting. The Central University was used for the pretesting because it has similar characteristics as UPSA and GIJ even though it is a private university. According to Sekaran, (2003)

wordings have different connotations and meanings in different cultural context so pretesting of the questionnaire can help to rectify any inadequacies beforehand. Furthermore, the pretesting was to ensure that the flow of questions and explanation of instructions were well understood by respondents. Churchill, Lacobucci and Israel (2010) recommend that data collection should never begin without an adequate pretesting of the data collection instrument because pretesting ensures that the instrument communicates the information correctly and clearly to the respondent. Portions of the initial questionnaires that were to guide the collection of data for this study were rectified as a result of the pretesting.

3.10 Data collection procedure

The researcher was granted permission by authorities of University of Professional Studies, Accra and the Ghana Institute of Journalism before the actual data gathering process started. Two National Service Personnel each from both libraries were given training to assist in the data collection process. The collection of data from the security personnel and the librarians was done when most of the students were on vacation. The census sampling technique was used to include all librarians and security personnel who manned the libraries. A census is an attempt to list all elements in a group and to measure one or more characteristics of those elements. A census generally attempts to collect information on all eligible elements in a defined population. A census can provide detailed information on all or most elements in the population. Unlike a sample survey, in which only a subset of the elements is selected for inclusion and enumeration, a census generally does not suffer from sampling error (Lavrakas, 2011).

Personal interview were conducted alongside the filling-in of the semi-structured questionnaires for the librarians during working hours in their offices. This was done at the convenience of both the researcher and the respondents. At the Joshua Alabi Library, for example, the researcher was introduced by the Librarian to the library staff during a short meeting held in the Librarian's office a day before the actual data collection started. As a result, the interaction during the filling-in of the questionnaires at the Joshua Alabi Library created a friendly atmosphere that allowed doubts about some of the questions to be clarified by some respondents. The researcher in some cases carefully probed further by asking questions that gave better understanding of the situation at hand in the library. The researcher used four working days (15th - 18th January, 2019) to collect data from the nine (9) librarians from the Joshua Alabi Library. On the other hand, two days (23rd and 24th January, 2019) were used to collect data from the six (6) librarians from the Richard McMillan Library.

The security personnel at the Joshua Alabi Library and Richard McMillan Library answered the questionnaires at their respective duty posts in their libraries. It took two days (28th – 29th January, 2018) to distribute and collect the six (6) filled questionnaires from both universities. The data collection was done personally by the researcher due to the small number of respondents. At the Ghana Institute of Journalism, the evening security man at the Library gave much insight and was willing to provide further details and recorded evidence of some major unacceptable behaviours that took place in the library a couple of months ago.

The convenient sampling technique was used to sample graduate students from University of Professional Studies, Accra and the Ghana Institute of Journalism. The convenient sampling technique was used because it was impossible to congregate and identify all users of the libraries in order to randomly select respondents. According to Cohen, Manion and Morrison (2000), convenient sampling is non-probability and sometimes called accidental or opportunity sampling, it involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. A convenient sample consists of subjects included in a study because they happen to be in the right place at the right time (Polit and Hungler 1993).

The copies of questionnaires for students were distributed personally and with the help of four (4) trained National Service Personnel among users of the two libraries. The distribution of the questionnaires were done at the computer and lending departments of the UPSA Library, while at GIJ, the researcher with the assistance of the National Service Personnel distributed the questionnaires to graduate students at the front desk of the Richard McMillan Library where students had come to deposit their bags before entering the Library. The questionnaires were distributed to student-users of the library who willingly agreed to participate in the study. To avoid giving the questionnaires to users who were not graduate students, the researcher and his data collection assistants enquired from the users whether they were graduate students who had come to use the facilities of the library.

At the Joshua Alabi Library, questionnaires were distributed within two weeks (4th to 15th February, 2019). Within the data collection period, four (4) boxes with the inscription *Completed Questionnaire* were placed at vantage points within the library and at the exit point of the library to collect completed questionnaires as directed by the researcher and his assistants. Copies of the questionnaire distributed at the Richard McMillan Library were done within four days (25th - 28th February, 2019). However, it took four (4) more days to collect the questionnaires from all the library users, since some students requested to take the questionnaire home and return them later due to limited time at their disposal. A box with the inscription *Completed Questionnaire* was left at the security desk of the library where completed questionnaires were dropped in by the respondents.

A total of forty-two (42) questionnaires were distributed to graduate students at the Richard McMillan library of the Ghana Institute of Journalism, while two-hundred and forty-five (245) questionnaires were distributed at the Joshua Alabi Library at the University of Professional Studies, Accra. In all, a total of two-hundred and eighty-seven (287) questionnaires were distributed to the graduate students who participated in this study. The raw data obtained from the questionnaires were checked for completeness. The process of scanning through the returned questionnaires with the intention of preparing the collected data for analysis is referred to as data cleaning. According to Connaway and Powell (2010) data cleaning involves everything from reading results, looking for surprising responses and unexpected pattern of responses for the purposes of coding of the data collected.

3.11 Presentation of analysed data

Analysing data involves both statistical analysis and thematic content analysis. The results of analysed data could be presented in tables, graphs or narratives depending on the type of data (Mouton, 1996).

3.11.1 Quantitative data

Data from the questionnaire were coded and analysed with the aid of the Statistical Package for the Social Sciences (SPSS) to determine the frequency of responses. The Statistical Package for the Social Sciences is a computer programme that performs statistical calculations and is widely used in data analysis (Gravetter and Forzano, 2012). Aside the quantitative data, qualitative data from library staff was also analysed to complement the study. Finally, the results from the analysis were presented in descriptive statistics which involved tables, frequencies, percentages, graphs and figures. Amoani (2005) opine that frequency distribution tables are a major tool of categorising data according to a pattern that portrays an idea. The analyzed data were interpreted to give meaning and better comprehension of the entire study based on the objectives of the study.

3.11.2 Qualitative data

The qualitative data gathered with the semi-structured questionnaire was analysed using thematic summary analysis approach. According to Babbie (2001) the thematic summary analysis is a qualitative analytic method for identifying, analyzing and reporting important emerging patterns within the data. Analyzing documents incorporates coding

content into themes similar to how interview transcripts are analyzed as proposed by Bowen (2009). The qualitative analysis was presented in the form of narrative.

3.12 Summary of the chapter

This chapter discussed the research design and the cases selected for the study. Overview of the Joshua Alabi Library and the Richard McMillan Library were outlined. Furthermore, the chapter talked about the population, sample size, the sampling technique and the data collection instrument used to gather data from participants of this study. Finally, the procedure for data collection and presentation of analysed data were discussed in this chapter.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

Chapter Four deals with the analysis of data gathered from the Joshua Alabi Library of the University of Professional Studies, Accra (UPSA) and the Richard McMillan Library of the Ghana Institute of Journalism (GIJ). Both the quantitative and the qualitative analysis were presented side-by-side depending on how related they were. The background of the respondents were analysed. Data gathered based on the objectives of the study were also analysed in the following order:

- Security challenges in academic libraries
- Causes of unacceptable behaviour in academic libraries
- Resources vulnerable to security breaches in academic libraries
- Methods used to prevent unacceptable behaviour among library users and
- The role of academic library staff in securing resources in the library

4.2 Background of respondents

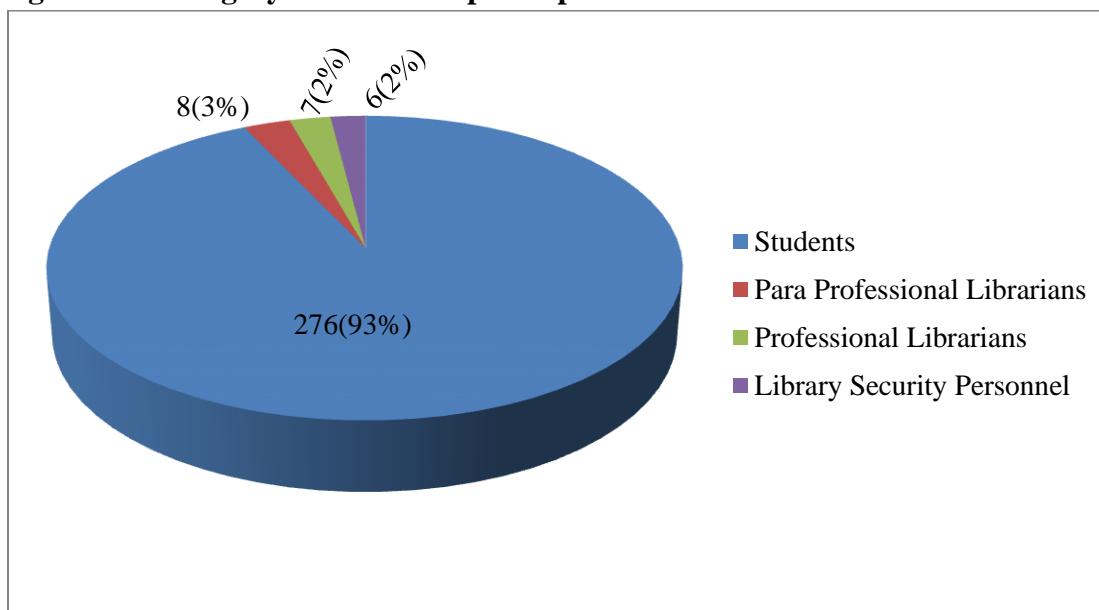
This section presents the results relating to biographic data collected from the respondents. Though Table 3.2 indicated a sample size of 313 for the study, the accessible sample size was 297. This is because 2 librarians and 2 security personnel at the University of Professional Studies, Accra were on leave, while at the Ghana Institute of Journalism, One (1) librarian was on leave. Furthermore, The raw data gathered with the questionnaire from the two-hundred and forty-five (245) graduate students were

checked for completeness and was found that six (6) questionnaires from UPSA were returned without completion and therefore, could not be included in the data analysis. Out of the forty-two (42) copies of the questionnaire distributed to graduate students at the Ghana Institute of Journalism, five (5) were not returned. In view of the above, 297 respondents participated in the study as illustrated in Table 4.1.

4.2.1 Category of accessible participants

The study comprised various categories of respondents. The categories of respondents for the study were stakeholders of the academic libraries studied and the researcher assumed that their involvement in the study is crucial in achieving the objectives of the study.

Figure 4.1: Category of accessible participants



Source: Field Data 2019

The categories of accessible participants for the study as shown in Figure 4.1 was made up of students 276(93%) who patronised resources of the Richard McMillan Library of

the Ghana Institute of Journalism and the Joshua Alabi Library of the University of Professional Studies, Accra. Furthermore, para-professional librarians 8(3%), professional librarians 7(2%) and library security personnel 6(2%) participated in the study. It can be seen from Figure 4.1 that majority of the participants 276(93%) were students. Most of the respondents were students because they constitute majority of the Universities' population and they also form a larger population of users of the academic libraries used for the study.

4.2.2 Distribution of Respondents

This section was to find out the distribution of the respondents for the study. Table 4.1 represents the distribution of respondents for the study from the University of Professional Studies, Accra and the Ghana Institute of Journalism.

Table 4.1 Distribution of respondents

Distribution of Participants	UPSA		GIJ	
	Frequency	%	Frequency	%
Students	239	94	37	82
Para Professional Librarians	5	2	3	7
Professional Librarians	4	2	3	7
Library Security Personnel	4	2	2	4
Total	252	100	45	100

Source: Field Data, 2019

Table 4.1 presents the distribution of participants for the study. Out of the 252 participants from UPSA, 239(94%) were students, 5(2%) were para-professional librarians, 4(2%) were professional librarians and 4(2%) were library security personnel.

It can also be seen from Table 4.1 that students constituted a majority 37(82%) of the participants from GIJ, followed by 3(7%) para-professional librarians, 3(7%) professional librarians and 2(4%) library security personnel. From Table 4.1, it can be concluded that students form majority of participants for this study from both UPSA 239(94%) and GIJ 37(82%).

4.2.3 Gender of respondents

This section sought the gender of the respondents from both Universities. Table 4.2 indicates the gender distribution of participants of the study

Table 4.2 Gender of respondents

Respondents	UPSA		GIJ		Totals	
	Male	Female	Male	Female	Male	Female
Students	167	72	14	23	181	95
Librarians	6	3	2	4	8	7
Security Personnel	4	0	2	0	6	0
Total	177	75	18	27	195	102

Source: Field Data, 2019

One-hundred and ninety-five (195) participants were male, while 102 were female as shown in Table 4.2 above. Majority of the male participants were from UPSA 177, while 18 male participants were from GIJ. Most male student respondents were from UPSA 167, whereas male student respondents from GIJ were 14. Total male librarians who participated in the study were 8, this was made up of 6 from UPSA and 2 from GIJ. All the 6 library security personnel who participated in the study were male. Four male library security personnel were from UPSA and 2 were from GIJ. From Table 4.2 it could

be seen that out of the 102 female participants, 75 were from UPSA, while 27 were from GIJ. Majority of the female participants were students from UPSA 72, while 23 were from GIJ. Three (3) female librarians were from UPSA, whereas majority of them were from GIJ 4. There were no female library security personnel from both UPSA and GIJ in the study.

4.2.4 Job title of librarians

Table 4.3 presents the job title of librarians who participated in the study. The job title will give the researcher a fair idea of the calibre of respondents.

Table 4.3 Job title of librarians

Job Title	UPSA		GIJ		Total	
	Frequency	%	Frequency	%	Frq.	%
Library Assistant	6	67	0	0	6	40
Senior Library Assistant	1	11	4	67	5	33
Assistant Librarian	2	22	2	33	4	27
Total	9	100	6	100	15	100

Source: Field Data, 2019

Table 4.3 indicates the job titles of the librarians that participated in the study. Out of the 9 librarians from UPSA, 6 were Library Assistants, 1 Senior Library Assistant and 2 Assistant Librarians. Four librarians from GIJ who participated in the study were Senior Library Assistants, while 2 were Assistant Librarians. From Table 4.3 it can be seen that majority of the respondents were Library Assistants.

4.2.5 Job ranks of library security personnel

The study found out the ranks of security personnel who managed security issues in the libraries under study. The two (2) library security personnel at the Richard McMillan Library had the rank of Security Officer but out of the four (4) security personnel at the Joshua Alabi Library, two (2) were Senior Security Officers whereas two (2) had the rank of Security Officer. This implies that majority of the library security personnel who participated in the study had the rank of Security Officer.

4.2.6 Number of years served in the library

The researcher enquired from both librarians and library security personnel the number of years they had worked in the library.

Table 4.4 Number of years served in the library

Period of Service	UPSA		GIJ	
	Librarians	Library Security Personnel	Librarians	Library Security Personnel
Less than a year	3	1	2	1
Between 1 and 5 years	3	1	1	0
Between 6 and 10 years	1	2	1	0
Between 11 and 15 years	2	0	2	1
Total	9	4	6	2

Source: Field Data, 2019

From Table 4.4 it can be seen that 3 librarians at UPSA had worked in the Joshua Alabi Library less than a year, while 2 librarians at GIJ had also worked less than a year at the Richard McMillan Library. Three (3) librarians at the Joshua Alabi Library indicated that they had worked in the library between 1 and 5 years, whereas at the Richard McMillan

Library one (1) librarian indicated working in the library between 1 and 5 years. Furthermore, one (1) librarian each at UPSA and GIJ had worked in the library between 6 and 10 years as shown in Table 4.4. Two (2) librarians each from the two Libraries understudy also indicated that they had worked in their libraries between 11 and 15 years. Each library understudy had one (1) library security person indicating they had worked less than a year in their libraries. One (1) library security person from UPSA indicated that he had worked in the Library between 1 and 5 years, whereas two (2) also indicated working in the Library between 6 and 10 years. However, two (2) and one (1) library security personnel from UPSA and GIJ respectively indicated working in the library between 11 and 15 years as illustrated in Table 4.4.

4.2.7 When students started using the library

This section sought to find out when students who participated in the study started using the library after admission. Table 4.5 shows when users began using the library after they were admitted into the university.

Table 4.5 When respondents started accessing the library

Responses	UPSA		GIJ		Total Freq.	Total %
	Freq.	%	Freq.	%		
First semester of my first year	91	38	15	41	106	38
Second semester of my first year	41	17	22	59	63	23
First semester of my second year	38	16	0	0	38	14
Second semester of my second year	69	29	0	0	69	25
Total	239	100	37	100	276	100

Source: Field Data, 2019

Ninety-one (38%) respondents from UPSA indicated that they started using the library within the first semester of their first year of admission, while 15(41%) respondents from GIJ also indicated that they started using the library within the first semester of their first year of admission. Furthermore, 41(17%) and 22(59%) respondents from UPSA and GIJ respectively indicated that they started using the library within the second semester of their first year of admission. As shown in Table 4.5 above, 38(16%) respondents from UPSA indicated that they started using the library within the First semester of their second year of admission and 69(29%) respondents also from UPSA indicated that they started using the library within the second semester of their second year of admission. From Table 4.5 above, it can be concluded that majority of the students 106(38%) started using the library within the first semester of the first year of their admission in the university.

4.2.8 Educational qualifications of librarians

Librarians that manage academic libraries require some level of education to be able to understand and meet the informational needs of library users. The researcher therefore enquired the educational qualification of librarians that manage the Richard McMillan Library and the Joshua Alabi Library.

Table 4.6 Educational qualifications of librarians

Qualification	UPSA		GIJ		Total Freq.	Total %
	Freq.	%	Freq.	%		
Diploma	6	67	0	0	6	40
First Degree	1	11	4	67	5	33
Masters	2	22	2	33	4	27
Total	9	100	6	100	15	100

Source: Field Data, 2019

Table 4.6 indicates the educational qualification of librarians who participated in the study. Six (67%) respondents from the Joshua Alabi Library had Diploma. One (11%) respondent from the Joshua Alabi Library had first degree, while 4(67%) respondents from the Richard McMillan Library also had first degree. Furthermore, 2(22%) respondents from the Joshua Alabi Library and 2(33%) other respondents from the Richard McMillan Library had Masters degree. From Table 4.6 above, it can be concluded that majority of the respondents 6(40%) had Diploma.

4.2.9 Students’ programme of study

The study was interested in graduate students who use the library, the researcher therefore asked respondents to indicate their programme of study. Table 4.7 represents the various programmes studied by the respondents at the University of Professional Studies, Accra and the Ghana Institute of Journalism.

Table 4.7 Students’ programme of study

Programme offered	UPSA		GIJ		Total	
	Freq.	%	Freq.	%	Freq.	%
MBA Accounting and Finance	104	44	0	0	104	38
LLB - Post First Degree Law	40	17	0	0	40	14
MBA Total Quality Management	30	13	0	0	30	11
MPhil Leadership	25	10	0	0	25	9
MBA Corporate governance	20	8	0	0	20	7
MA Public Relations	0	0	19	51	19	7
MBA Marketing	10	4	0	0	10	4
MA Journalism Studies	0	0	10	27	10	4
MSc. Procurement Management and Supply Chain	5	2	0	0	5	2
MBA Banking and Finance	5	2	0	0	5	2
MA Development Communication	0	0	4	11	4	1
MA media Management Studies	0	0	4	11	4	1
Total	239	100	37	100	276	100

Source: Field Data, 2019

The 276 students who participated in the study read different Masters programmes at the University of Professional Studies, Accra and the Ghana Institute of Journalism. Out of the 239 student-participants from UPSA, 104 (44%) offered MBA in Accounting and Finance, Post First Degree Law students were 40(17%), MBA in Total Quality Management 30(13%), MPhil in Leadership 25(10%), MBA in Corporate Governance 20(8%), 10(4%) offered Master of Business Administration in Marketing. Other respondents from UPSA offered Banking and Finance 5(2%) and another five (2%) students read MSc Procurement Management and Supply Chain as illustrated in Table 4.7.

At the Ghana Institute of Journalism, majority of the respondents read Master of Arts in Public Relations 19(7%), while Master of Arts in Journalism Studies respondents were

10(27%). Four (11%) respondents each from the Ghana Institute of Journalism offered Master of Arts in Development Communication and Master of Arts in Media Management. It can be seen from Table 4.7 that majority of the respondents from UPSA (104) offered MBA in Accounting and Finance, while majority of the respondents from GIJ (19) read MA in Public Relations.

4.3 Security challenges in the academic libraries

This section sought to seek the views of students, library security personnel and librarians on the security challenges they face in their library.

4.3.1 Library orientation

Table 4.8 and Table 4.8.1 analyses the given responses based on library orientation for students on admission and library security personnel employed at the Joshua Alabi Library and the Richard McMillan Library respectively.

Table 4.8 Library orientation at the Joshua Alabi Library

Responses from UPSA	Library Security Personnel		Students	
	Frequency	%	Frequency	%
Yes	3	77	124	52
No	1	33	115	48
Total	4	100	239	100

Source: Field Data, 2019

Table 4.8 represents responses given by library security personnel and students who use the resources of the Joshua Alabi Library of the University of Professional Studies, Accra. As shown by Table 4.8 majority 124(52%) of the students indicated that they were

given formal library orientation, while 115(48%) said they were not given any formal library orientation. It is also clear from Table 4.8 that majority 3(77%) of library security personnel at UPSA said they were given some form of library orientation, while 1(33%) library security person indicated having not received any form of library orientation.

Table 4.8.1 Library orientation at the Richard McMillan Library

Responses from GIJ	Library Security Personnel		Students	
	Frequency	%	Frequency	%
Yes	1	50	6	16
No	1	50	31	84
Total	2	100	37	100

Source: Field Data, 2019

Table 4.8.1 is the data gathered from students and library security personnel at the Richard McMillan Library of the Ghana Institute of Journalism on whether they were given any form of library orientation. While 1(50%) library security person indicated partaking in some form of library orientation, the other 1(50%) library security person at GIJ library answered in the negative as indicated by Table 4.8.1. It can also be seen from Table 4.8.1 that most students 31(84%) at the Richard McMillan Library of GIJ said they did not have any form of library orientation, while 6(16%) students indicated that they had some form of library orientation.

Table 4.8 and Table 4.8.1 gathered data from UPSA and GIJ respectively on whether students and library security personnel received any form of library orientation, Even though there was variation in the number of participants from UPSA and GIJ, comparing data from Table 4.8 and Table 4.8.1, more students at UPSA (52%) were given some

form of library orientation than their counterparts in GIJ (16%). It can also be seen from both Table 4.8 and Table 4.8.1 that more library security personnel from UPSA (77%) indicated that they had some form of library orientation as compared to the percentage of security personnel that had had some form of library orientation at GIJ (50%).

4.3.2 Library brochure

Table 4.9 below presents responses given by students when they were asked whether they were given brochures that contained library rules and regulations.

Table 4.9 Access to library brochure

Respondents	UPSA		GIJ		Total	
	Frequency	%	Frequency	%	Frequency	%
No	214	90	28	76	242	88
Yes	25	10	3	8	28	10
Not sure	0	0	6	16	6	2
Total	239	100	37	100	276	100

Source: Field Data, 2019

Out of the two-hundred and thirty-nine (239) students that answered this question from UPSA, majority 214(90%) said they were not given brochures which had library rules and regulations in them, while 25(10%) said they were given library rules and regulations in a brochure. However, at the Ghana Institute of Journalism, majority 28(76%) of the students answered that they were not given brochures that had library rules and regulations in them and 6(16%) said they were not sure whether they were given a brochure which had the rules and regulations of the library in them, while 3(8%) affirmed that they were given brochures that contained library rules and regulations. It can be

concluded based on the responses in Table 4.9 that majority of the students in both UPSA 214(90%) and GIJ 28(76%) were not given brochures that contained library rules and regulations of their library.

4.3.3 Perception about security at the Joshua Alabi Library

Table 4.10 and Table 4.10.1 sought to find out from students, librarians and library security personnel at the Joshua Alabi Library and the Richard McMillan Library whether security was a problem in the Library.

Table 4.10 Perception about security at the Joshua Alabi Library

	Students		Librarians		Library Security Personnel	
	Frequency	%	Frequency	%	Frequency	%
No	149	62	5	56	1	25
Yes	90	38	4	44	3	75
Total	239	100	9	100	4	100

Source: Field Data, 2019

Out of the 239 student respondents, majority 149(62%) indicated that security is not a problem in the Joshua Alabi Library, while 90(38%) thought security was a problem in the Library. Furthermore, 5(56%) librarians indicated that security was not a problem in the Library, however 4(44%) librarians were of the view that security in the Library was a problem as shown in Table 4.10 above. Library security personnel at the Joshua Alabi Library also had a divergent view about security in the Library. Three (75%) security personnel indicated that security was a problem in the Library, whereas 1(25%) security person thought security was not a problem at the Joshua Alabi Library. From Table 4.10 it can be concluded that majority of the students 149(62%) and the librarians 5(56%) were of

the view that security is not a problem at the Joshua Alabi Library of the University of Professional Studies, Accra, while most 3(75%) of the library security personnel at the Library thought security was a problem.

Table 4.10.1 Perception about security at the Richard McMillan Library

Responses	Students		Librarians		Library Security Personnel	
	Frequency	%	Frequency	%	Frequency	%
No	15	41	2	40	2	100
Yes	22	59	4	60	0	0
Total	37	100	6	100	2	100

Source: Field Data, 2019

Participants from the Ghana Institute of Journalism were also asked if security was a problem in the library and Table 4.10.1 represents their responses. Majority 22(59%) of students at the Richard McMillan Library indicated that security was a problem in their Library, but 15(41%) thought security was not a problem in the Library. Even though majority 4(60%) of the librarians at the Richard McMillan Library thought security was a problem in the Library, 2(40%) were of the view that security was not a problem in the Library. Both library security personnel 2(100%) at the Richard McMillan Library said security was not a problem in the library as indicated in Table 4.10.1 above.

Comparing responses in Table 4.10 and Table 4.10.1, it can be concluded that out of the 252 participants (students 239, librarians 9 and library security personnel 4) from UPSA majority 154 (students 149 and librarians 5) thought security at the Joshua Alabi Library was not a problem. However, at the Ghana Institute of Journalism out of the 45 participants (students 37, librarians 6 and library security personnel 2), majority 26

(Students 22 and Librarians 4) were of the view that security at the Richard McMillan Library was a problem.

4.3.4 Rules and regulations governing the library

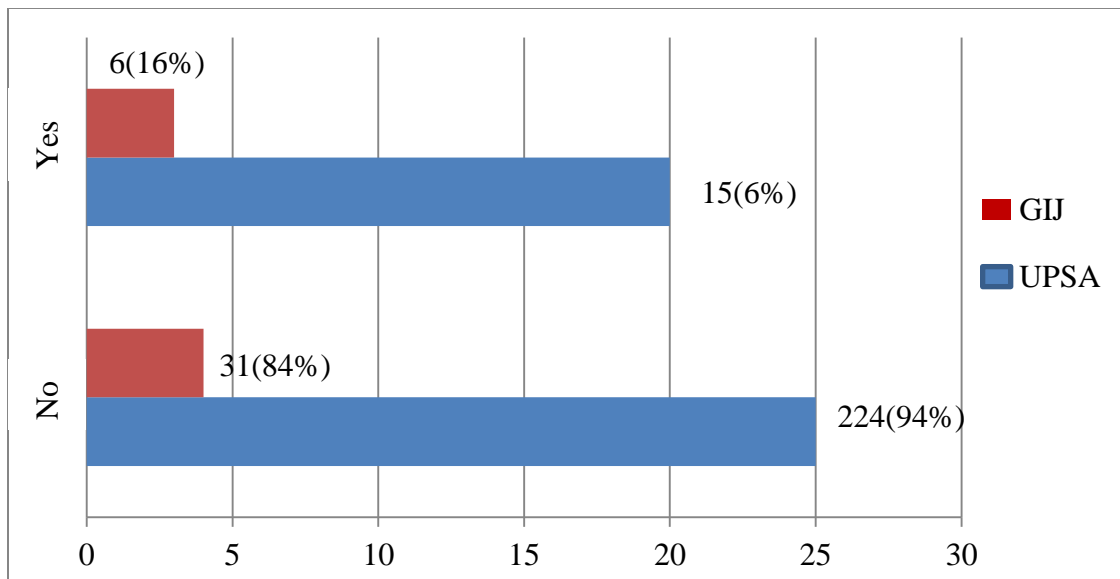
Every human organization is guided by rules and regulations and the library is no exception. The purpose of rules and regulations in the academic library is to bring order and fairness with regards to the use of library resources. All library security personnel (6) and librarians (15) at both the Richard McMillan Library and the Joshua Alabi Library affirmed that there were rules and regulations governing the operations and use of the library. According to the Head Librarian of the Reference and Reader Services at the Ghana Institute of Journalism,

‘every well-established organization has rules and regulations to guide its operations and academic libraries are no exception’.

4.3.5 The presence of library rules and regulations in the library

Respondents from both the Joshua Alabi Library and the Richard McMillan Library were asked if there were any rules and regulations clearly displayed in their respective libraries.

Figure 4.2 The presence of library rules and regulations in the library



Source: Field Data, 2019

As indicated by Figure 4.2 above, majority 224(94%) of the students who use the Joshua Alabi Library of the University of Professional Studies in Accra affirmed that there were rules and regulations clearly displayed in the Library, while 15(6%) said there were no rules and regulations clearly displayed in the Library. At the Richard McMillan Library of the Ghana Institute of Journalism, majority 31(84%) of the users of the Library mentioned that there were library rules and regulations clearly displayed in the Library. However, 6(16%) respondents at the Richard McMillan Library indicated that there were no rules and regulations displayed in the Library. One librarian at the Joshua Alabi Library commented:

‘there was a need for both users and staff to be conversant with the rules and regulations of the Library, hence the Library thought it prudent to display some of the rules which are often flouted by users of the Library’.

It could be deduced that the Joshua Alabi Library had rules and regulations clearly displayed in the library since Figure 4.2 shows that majority 224(94%) of the students confirmed the presence of rules and regulations in the Library. Similarly, it could be seen from Figure 4.2 that majority 31(84%) of the students at GIJ asserted that there were rules and regulations displayed in the Richard McMillan Library.

4.3.6 The comfort of library rules and regulations

Library rules and regulations are formulated to ensure the effective use of library facilities and the longevity of library resources. Table 4.11 indicates library rules and regulations that users of the Joshua Alabi Library and the Richard McMillan Library were not comfortable with.

Table 4.11 The comfort of library rules and regulations

Rules and Regulations	UPSA		GIJ	
	Frequency	%	Frequency	%
Water is not allowed in the library	154	64	22	59
The library is not liable for your missing contents	52	22	0	0
I am comfortable with all the regulations	28	12	10	27
Without your student ID card, you can't borrow a book	34	14	0	0
The library does not open on public holidays	22	9	0	0
No response	15	6	5	14
No discussion in the library	4	2	16	43
Phone calls are not allowed in the library	18	8	0	0
Patrons will be held liable to any damages caused to library resources	0	0	5	14
Total number of respondents	239	100	37	100

Source: Field Data, 2019

Some respondents gave multiple answers when they were asked which library rules they were not comfortable with in their library. Majority of the students at both the Joshua Alabi Library 154(64%) and the Richard McMillan Library 22(59%) indicated that they were not comfortable with the library rule that said ‘water is not allowed in the library’. Fifty-two (22%) students from the Joshua Alabi Library were not comfortable with the library rule that said ‘the library is not liable for your missing contents’ while at GIJ none of the respondents indicated their discomfort with the rule ‘the library is not liable for your missing contents’. Twenty-eight (12%) respondents from the Joshua Alabi Library and 10(27%) respondents from the Richard McMillan Library indicated that they were comfortable with all the rules and regulations of their libraries, 34(14%) respondents of the Joshua Alabi Library indicated that they were not comfortable with the rule that said ‘without your student ID card, you can't borrow a book’, while at the Richard McMillan Library no one indicated that they were not comfortable with the rule ‘without your student ID card, you can't borrow a book’.

Further indication from Table 4.11 above showed that some 22(9%) respondents from the Joshua Alabi Library were not comfortable with the regulation that said ‘the library does not open on public holidays’ but there was no one from the Richard McMillan Library who said he/she was not comfortable with the library not opening on public holidays. Fifteen (6%) respondents from the UPSA Library and 5(14%) respondents from the GIJ Library did not respond to the question ‘As student and user of the library, which library rules and regulations are you not comfortable with?’. There were more respondents at the GIJ 16(43%) library than the UPSA 4(2%) library who were not comfortable with the

library rule that said ‘no discussion in the library’. None of the respondents at the GIJ library indicated that they were not comfortable with the library rule that said ‘phone calls are not allowed in the library’ but at the UPSA library 18(8%) users of the library indicated that they were not comfortable with the rule. At the GIJ library 5(14%) users of the library indicated that they were not comfortable with the library rule that said ‘patrons will be held liable to any damages caused to library resources’, while at the UPSA library no one indicated that they were not comfortable with the rule. Even though some students from both UPSA 28(12%) and GIJ 10(27%) indicated that they were comfortable with all the library rules and regulations, it can be said that majority of the students from UPSA (154) and GIJ 22 were not comfortable with the library rule and regulation which said ‘water is not allowed in the library’ as shown in Table 4.11.

4.3.7 Conformance to rules and regulations of the library

The existence of rules and regulations does not guarantee that unacceptable behaviours will not occur in the library. However, conformance of library rules and regulations can help reduce the occurrence of unacceptable behaviour in academic libraries. Tables 4.12 below indicate responses given by library security personnel when they were asked if library users obeyed the rules and regulations that govern the use of the library.

Table 4.12 Conformance to rules and regulations of the library

Response	UPSA		GIJ	
	Frequency	%	Frequency	%
Yes	0	0	0	0
No	2	50	0	0
Not always	2	50	2	100
Total	4	100	2	100

Source: Field Data, 2019

Both security men (100%) at the Richard McMillan Library indicated that users of the library do not always obey the rules and regulations of the Library. At the Joshua Alabi Library, 2(50%) library security personnel said ‘no’, users of the library do not obey the rules and regulations while, 2(50%) other security personnel from the same library also said library users do ‘not always’ obey the rules that govern the Library as shown by Table 4.12. It can be concluded based on the responses from Table 4.12 that users of the libraries do not always obey all the rules and regulations of the library. This supports the responses given by respondents in Table 4.11 which shows that some students are not comfortable with some of the rules and regulations that govern the libraries and therefore are likely to disobey those rules and regulations.

One security person at the Ghana Institute of Journalism said:

‘there is this one particular student who insulted me when I told her not to send water into the library. I have reported her to the librarian’.

4.3.8 Unacceptable behaviours in academic libraries

Table 4.13 presents some unacceptable behaviours engaged in by some library users as indicated by librarians who participated in the study. Respondents gave multiple behaviours that were not acceptable in the library yet students engaged in them.

Table 4.13 Some unacceptable behaviours engaged in by library users

Unacceptable Behaviour	UPSA		GIJ		Total
	Freq.	%	Freq.	%	
Stealing of library materials	7	78	3	50	10
Receive phone calls in the library	8	89	4	67	12
Hiding of materials at different locations	6	67	5	83	11
Removal of pages of library material	4	44	2	33	6
Noise making in the library	2	22	6	100	8
Eating and/or drinking in the library	3	33	2	33	5
Tamper with computer cables	0	0	4	67	4
Remove Internet cables to connect their laptops	0	0	4	67	4
Disconnect computers from the plugs to connect their phones and laptops	0	0	4	67	4
Verbal/physical abuse of a staff of the library	3	33	2	33	5
Defacement of library materials	1	11	3	50	4
Fighting in the library	1	11	0	0	1
Total Number of respondents	9 (100%)		6(100%)		15

Source: Field Data, 2019

From Table 4.13, it can be seen that 7 librarians from UPSA and 3 librarians from GIJ mentioned stealing of library materials as an unacceptable behaviour that occurred in their library. Out of the 12 librarians that indicated that students received phone calls in the library, 8 were from UPSA and 4 from GIJ. Hiding of library materials at different locations within the library was mentioned by 6 librarians from UPSA and 5 librarians from GIJ. Furthermore, 4 librarians from UPSA and 2 librarians from GIJ indicated that library users engaged in the removal of pages of library materials. Noise making in the library was also mentioned by 2 librarians from UPSA and 6 librarians from GIJ. Most librarians mentioned noise making at the Richard McMillan Library and it is assumed that because the library is small in size, the library is likely to be congested by students, thereby resulting in noise making. Eating and drinking in the library was also mentioned by librarians at UPSA (3) and GIJ (2), while 3 librarians from UPSA and 2 from GIJ

mentioned that library users verbally and physically abuse staff of the library. Even though no respondent from UPSA mentioned that library users tamper with computer cables, remove Internet cables to connect their laptops or disconnect computers from the plugs to connect their phones and laptops, 4 librarians each from GIJ indicated that library users tamper with computer cables, remove Internet cables to connect their laptops and also disconnect computers from the plugs to connect their phones and laptops.

The tampering of computer cables, Internet cables and electric plugs at the Richard McMillan Library is assumed to be as a result of these cables not buried in trunks as it was done at the Joshua Alabi Library. Library users therefore easily have access to these cables and plugs and tamper with them. Library users engaged in defacement of library materials as indicated by librarians at the Joshua Alabi Library (1) and the Richard McMillan Library (3). Fighting is among the least mentioned unacceptable behaviour that occurred in the library as illustrated in Table 4.13. None of the librarians at the Richard McMillan Library mentioned fighting, whereas one (1) librarian at the Joshua Alabi Library mentioned that library users sometimes engaged in fighting in the library.

According to one librarian at the Ghana Institute of Journalism:

‘some of the students leave toffee wrappers in the library, some also bring water into the library even though these things are not allowed in the library. The plugs we have in the library are few so some of the students disconnect computers from the plugs to charge their laptops and phones’.

Some librarians from the Ghana Institute of Journalism and the University of Professional Studies, Accra, in an interaction with the researcher further disclosed that:

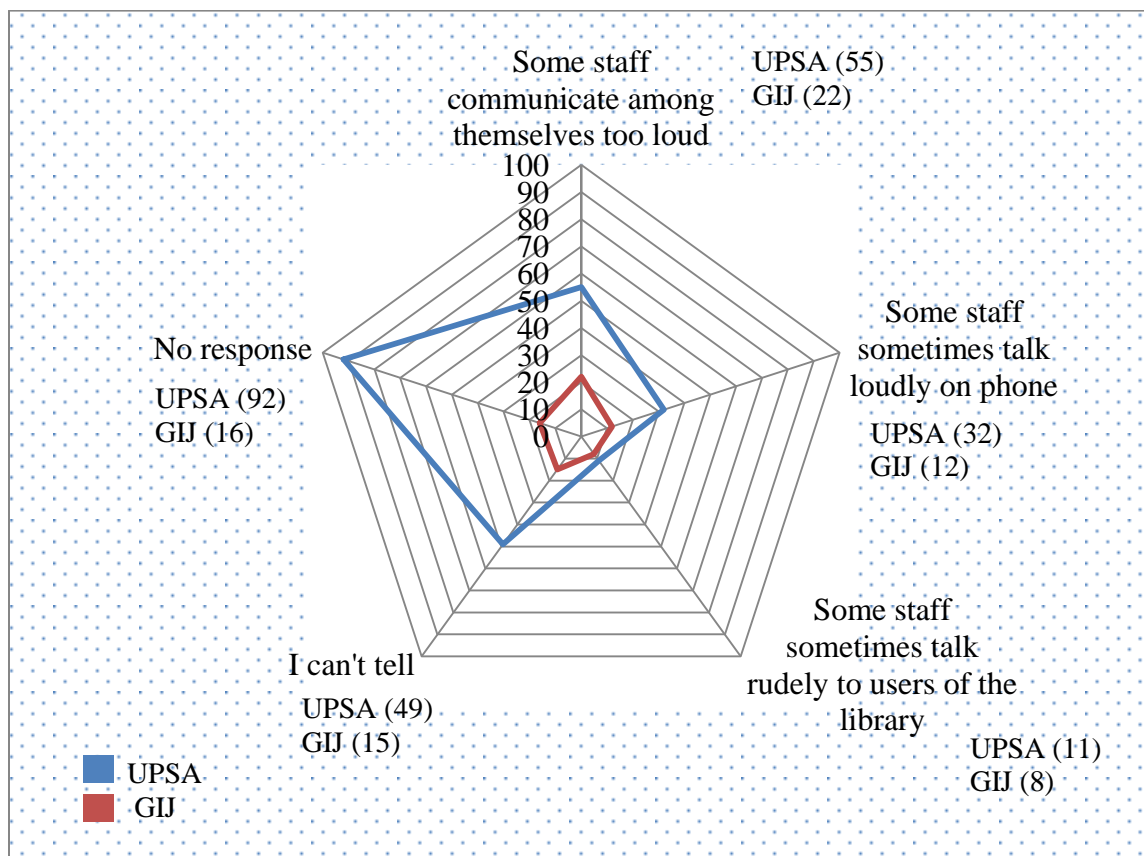
some students smuggle drinks and food items into the library even though these food items are not allowed within the library and even at times library staff are culprits.

During the data collection period, the researcher observed from both the Joshua Alabi Library and the Richard McMillan library that some students talk on phone without the library staff noticing. It was also observed that some tables at the Richard McMillan Library and the Joshua Alabi Library had ink and pencil marks on them. Furthermore there was noise making as a result of some students having group discussion in the Richard McMillan Library.

4.3.9 Unacceptable behaviours of some library staff

Figure 4.3 presents responses given by students when they were asked to indicate behaviours some library staff put up which were contrary to library rules and regulations. Respondents gave multiple responses.

Figure 4.3 Unacceptable behaviours of some library staff



Source: Field Data, 2019

From Figure 4.3 the indication was that students from UPSA (92) and GIJ (16) did not respond to the question. However, students from UPSA (55) and GIJ (22) indicated that some staff communicates among themselves too loud within the library environment. Some students from both UPSA (49) and GIJ (15) said they could not tell behaviours library staff put up which were contrary to library rules and regulations, while 32 students from UPSA and 12 from GIJ also indicated that some staff sometimes talk loudly on phone. Again, students from UPSA (11) and GIJ (8) mentioned that some staff sometimes talk rudely to users of the library. Even though majority of the students did not respond to the question as shown in Figure 4.3, the findings showed that most students

from UPSA (55) and GIJ (22) accused library staff of communicating too loud among themselves when in the library. Responses in Figure 4.3 imply that library staff are also offenders of library rules and regulations.

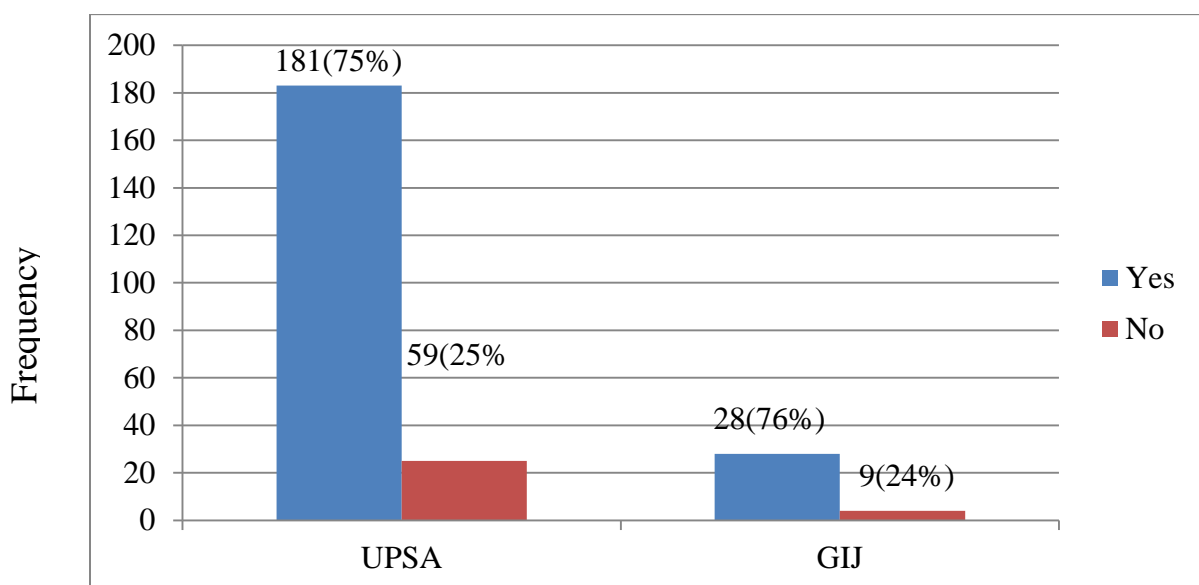
4.3.10 Other library users who engaged in unacceptable behaviour in the library

Apart from students, the academic library is opened to other users who are also likely to engage in unacceptable behaviour. The researcher therefore enquired from librarians which other library users flout the rules and regulations of the library. Librarians (4) at the Richard McMillan Library perceived lecturers as those who flouted the rules of the library apart from students, whereas 8 librarians at the Joshua Alabi Library also mentioned lecturers as those who mostly engaged in unacceptable behaviour which were contrary to the rules and regulations of the library. Apart from lecturers, 2 librarians from GIJ and 5 from UPSA mentioned library staff as other people who flout library rules and regulations. This affirms responses given by students in Figure 4.3 that library staff engaged in behaviours that were contrary to library rules and regulations. Again, 2 librarians from GIJ and 4 from UPSA mentioned administrative staff as others who flout library rules and regulations. It was revealed during further questioning that most lecturers who use the library do not want to take directives from library staff and therefore flout the library rules and regulations and this might be the reason why lecturers were indicated by most librarians (9) as part of other library users who engaged in unacceptable behaviour.

4.3.11 Awareness of sanctions of unaccepted behaviour in the library

Awareness of the sanctions of unacceptable behaviour in the library was important since library users could only obey the rules and regulations of the library if they were aware of the rules. Therefore, the researcher asked library users whether they were aware of the sanctions of unaccepted behaviour in the library.

Figure 4.4 Awareness of sanctions of unaccepted behaviour in the library



Source: Field Data, 2019

Figure 4.4 sought to find out from library users whether they were aware of the sanctions of unaccepted behaviour in the library. Majority 181(75%) of the respondents from UPSA said they were not aware of the sanctions of unacceptable behaviours in the library, while 58(25%) respondents answered in the affirmative as shown in Figure 4.4 above. Out of the 37 respondents at the Ghana Institute of Journalism, 28(76%) of library users indicated that they were not aware of the sanctions of unaccepted behaviour in the library. However, 9(24%) respondents said they were aware of the sanctions of

unacceptable behaviour in the library. From Figure 4.4 it can be seen that majority of students from both UPSA 181(75%) and GIJ 28(76%) indicated that they were not aware of the sanctions of unaccepted behaviour in the Library.

4.3.12 Means of awareness of sanctions of unacceptable behaviour

Table 4.14 present responses given by students when the researcher sought to find out how students got to know about the sanctions of unacceptable behaviour in the library. Some respondents gave multiple media through which they got to know the sanctions of unacceptable behaviour in the library.

Table 4.14 Means of awareness of sanctions of unacceptable behaviour

Responses	UPSA		GIJ	
	Frequency	%	Frequency	%
Through colleague students	28	12	12	32
Through library staff	64	27	8	22
Code of conduct pasted in the library	112	47	15	41
Through the student handbook	4	2	6	16
No response	38	16	0	0
Total Number of respondents	239		37	

Source: Field Data, 2019

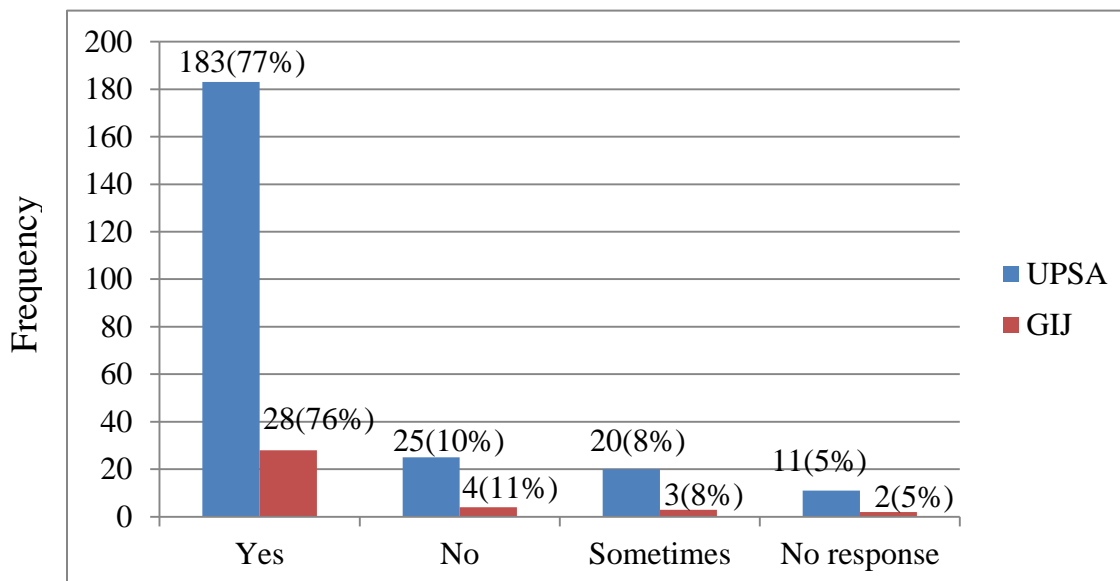
Out of the 239 respondents from UPSA, majority 112(47%) of the students indicated that they got to know the sanctions of unacceptable behaviour in the library through library code of conduct pasted in the library, 64(27%) students also said they got to know the sanctions of unacceptable behaviour in the library through library staff, while 38(16%) students did not respond to the question as shown in Table 4.14. Furthermore, 28(12%) students from UPSA also indicated colleagues as their source of knowledge of the

sanctions to unacceptable behaviour in the Library while 4(2%) students also referred to the student handbook as their source of information on the sanctions of unacceptable behaviour in the Library. At GIJ, majority 15(41%) of students out of 37 respondents indicated 'code of conduct pasted in the library' as their source of information on the sanctions of unacceptable behaviour in the Richard McMillan library, 12(32%) students also got to know about the sanctions of unacceptable behaviour in the Library through colleague students, while 8(22%) students indicated library staff as their source of information, however, 6(16%) students said they got to know about the sanctions of unacceptable behaviour through the student handbook as shown in Table 4.14. It can be seen from Table 4.14 that majority of the students at UPSA 112(47%) and majority of the students at GIJ 15(41%) got to know about the sanctions of unacceptable behaviour in the library through code of conduct pasted in their libraries.

4.3.13 Library staff as role models for library users to emulate

Figure 4.5 present the findings when the researcher sought views of students whether library staff set good examples or work as role models for their users to emulate with regards to library rules and regulations.

Figure 4.5 Library staff as role models for library users to emulate



Source: Field Data, 2019

From the data gathered from students at UPSA, majority of the respondents 183(77%) indicated that the library staff set good examples or work as role models for them to emulate. However, some students 25(10%) indicated that the library staff do not set good examples or work as role models for their users to emulate with regards to library rules and regulations. Twenty (8%) students from UPSA were of the view that the library staff sometimes set good examples for their users to emulate with regards to library rules, while 11(5%) of the participants from UPSA did not respond to the question. On the other hand, majority 28(76%) of the respondents from GIJ indicated that the library staff set good examples for their users to emulate with regards to library rules and regulations but some 4(11%) students were of the view that the library staff do not set good examples for their users to emulate, while 2(5%) students at GIJ did not respond to the question as shown in Figure 4.5. It can be seen from Figure 4.5 that majority of students from both UPSA

183(77%) and GIJ 28(76%) indicated that the library staff set good examples or work as role models for their users to emulate with regards to library rules and regulations.

4.3.14 Library security personnel's ability to use fire extinguishers

It was observed that both the Joshua Alabi Library and the Richard McMillan Library had installed fire extinguishers within the library. All the library security personnel 6(100%) who participated in the study answered in the affirmative when they were asked if they could use the fire extinguishers. The respondents further indicated that the Ghana National Fire Service (GNFS) had given them training on how to use the fire extinguishers.

4.3.15 Security devices used to secure resources in the library

At the Joshua Alabi Library of the University of Professional Studies, Accra, all the librarians interviewed mentioned that the Library had Closed Circuit Cameras, Radio-Frequency Identification (RFID) systems and 3M Security Gates.

The Librarian at the Joshua Alabi Library (UPSA) expressed shock when he disclosed that:

'I was amazed on the very first day these security devices were installed, we caught over 50 library users who were trying to go out with library materials without approval from the library staff'

However, librarians at the Richard McMillan Library of the Ghana Institute of Journalism mentioned that the Library had installed only Closed Circuit Cameras to monitor activities in the Library. It was observed by the researcher that these devices were indeed

present in the libraries under study. However, librarians at the Ghana Institute of Journalism could not operate the Closed Circuit Cameras because they had not been given any training on how to manage the security devices in case of any eventuality. The Librarian at the Richard McMillan Library (GIJ) revealed that:

'the security cameras were installed some few months ago and we are waiting for the company that installed the security cameras to give us some orientation on how to operate them. The training of staff is actually part of the contract package'.

The Librarian further disclosed that:

'even though these cameras have been installed in the library, we are faced with power outages and some of our users take advantage of the outage when the lights are off. The Institute has a power generating plant but currently it does not cover the library'.

4.4 Causes of unacceptable behaviour in academic libraries

This Section attempts to find out causes of unacceptable behaviour in academic libraries. Both quantitative and qualitative data gathered from students, as well as library security personnel and librarians from UPSA and GIJ were analysed and presented statistically and in narrative form in this Section.

4.4.1 Perceived causes of unacceptable behaviour in the library

At times, it is easier to resolve a problem if the cause is known. The researcher therefore wanted to know and understand what causes library users to engage in unacceptable

behaviour in the library. Table 4.15 presents responses from librarians, library security personnel and Students what they perceive to be the cause of unacceptable behaviour in their libraries. Participants gave multiple responses.

Table 4.15 Perceived causes of unacceptable behaviour in the library

Causes of security challenges	UPSA			GIJ			Total
	Frequency			Frequency			
	Lib.	Sec. P.	Students	Lib.	Sec. P.	Students	
Selfish interest	4	1	58	3	1	12	76
Increase in usage of library during exams period	7	4	210	5	2	28	256
Inadequate space for group discussion	4	2	45	6	2	34	93
Lack of adequate punishment to serve as deterrent	3	4	30	5	2	8	52
Limited informational resources in the library	2	0	25	2	0	10	39
Inadequate plugs in the library	4	2	82	6	2	30	126
Ignorance of library rules and regulations	2	3	54	2	1	10	72
Inadequate library security staff	8	4	218	4	2	35	271
Lack of reprographic facilities in the library	1	0	15	6	2	32	56
Total number of respondents	9	4	239	6	2	37	297

Source: Filed Data, 2019

It can be seen from Table 4.15 that 76 respondents indicated that selfish interest was the cause of unacceptable behaviour in the libraries studied. Out of the 76 respondents who attributed selfish interest to unacceptable behaviour in the library, 4 were librarians from UPSA and 3 librarians from GIJ. One library security persons each from UPSA and GIJ also attributed unacceptable behaviour to selfish interest of some library users. Again, 58 students from UPSA and 12 from GIJ attributed unacceptable behaviour in the library to selfish interest. Out of the 297 respondents, 256 attributed unacceptable behaviour in the

library to increase in usage of the library during exams period. Seven (7) and 5 librarians from UPSA and GIJ respectively indicated increase in usage of the library during exams period as the cause of unacceptable behaviour in their libraries. Four (4) security personnel from UPSA and 2 from GIJ also indicated increase in usage of the library during exams period as the cause of unacceptable behaviour in their libraries. In addition, 210 and 28 students from UPSA and GIJ respectively indicated increase in usage of their libraries during exams period as the reason for unacceptable behaviour.

Ninety three respondents indicated inadequate space for group discussion in the library as the cause of unacceptable behaviour. Inadequate space for group discussion in the library was indicated as the cause of unacceptable behaviour by 4 and 6 librarians from UPSA and GIJ respectively. Forty-five (45) students from UPSA and 34 from GIJ indicated inadequate space for group discussion as the cause of unacceptable behaviour in the library. While 2 library security personnel each from UPSA and GIJ indicated that inadequate space for group discussion in the library was the cause of unacceptable behaviour. Furthermore, 3 and 5 librarians from UPSA and GIJ respectively were of the view that lack of adequate punishment to serve as deterrent contributed to unacceptable behaviour in the library, 4 library security personnel from UPSA and 2 from GIJ also thought lack of adequate punishment to serve as deterrent was the cause of unacceptable behaviour in the library, whereas 30 and 8 students from UPSA and GIJ respectively were of the view that lack of adequate punishment to serve as deterrent was the cause of unacceptable behaviour in the library. Limited information resources in the library was indicated by 2 librarians each from UPSA and GIJ as the cause of unacceptable behaviour

in the library. Again, 25 students from UPSA and 10 from GIJ also indicated limited information resources as the cause of unacceptable behaviour in the library. None of the library security personnel in both libraries under study indicated limited information resources as the cause of unacceptable behaviour. Inadequate electric plugs in the library was indicated by 4 and 6 librarians from UPSA and GIJ respectively as the cause of unacceptable behaviour in the library. In addition, 2 library security personnel each from UPSA and GIJ were also of the view that the cause of unacceptable behaviour in the library was inadequate electric plugs in the library, while 82 students from UPSA and 30 students from GIJ also attributed unacceptable behaviour in the library to inadequate electric plugs.

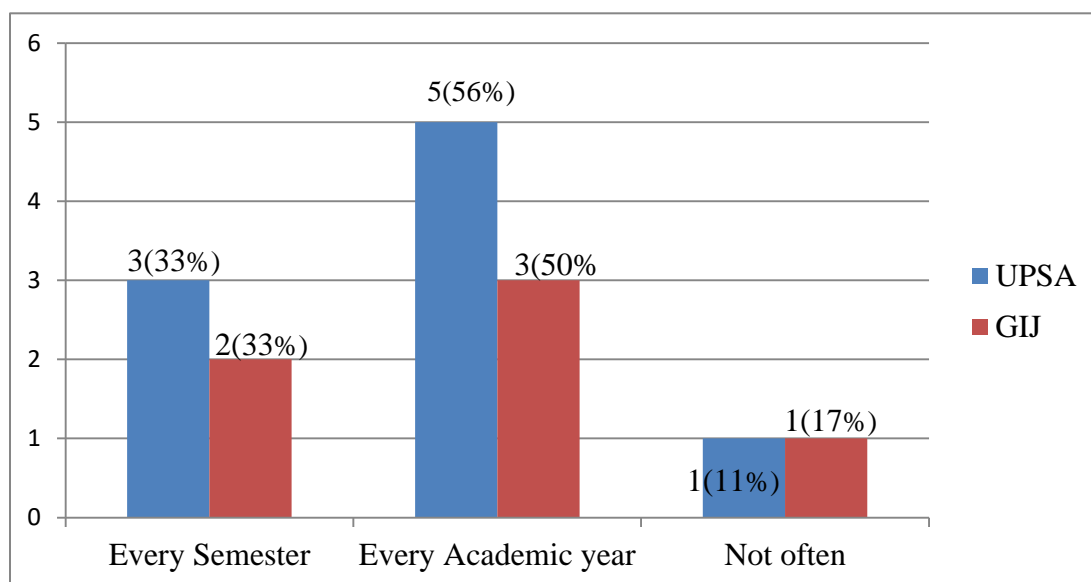
Two (2) librarians each from UPSA and GIJ mentioned ignorance of library rules and regulations as the cause of unacceptable behaviour in the library. The view that ignorance of library rules and regulations was the cause of unacceptable behaviour was also held by 3 library security personnel from UPSA and 1 library security person from GIJ. Furthermore, 54 students from UPSA and 10 from GIJ also indicated ignorance of library rules and regulations as the cause of unacceptable behaviour in the library. Out of the 271 respondents who indicated that inadequate library security staff was the cause of unacceptable behaviour in the library, 8 were librarians from UPSA and 6 librarians from GIJ. Again, 4 library security personnel from UPSA and 2 from GIJ mentioned that inadequate library security staff was the cause of unacceptable behaviour in the library. Four (4) and 2 library security personnel from UPSA and GIJ respectively indicated that inadequate library security staff was the cause of unacceptable behaviour in the library.

Furthermore, 218 students from UPSA and 35 from GIJ indicated inadequate library security staff as the cause of unacceptable behaviour in the library. Lack of reprographic facilities in the library was indicated by 1 librarian from UPSA and 6 librarians from GIJ as the cause of unacceptable behaviour in the library. Two security personnel from GIJ also indicated that lack of reprographic facilities in the library contributed to unacceptable behaviour in the library. Furthermore, 15 and 32 students from UPSA and GIJ respectively indicated that the cause of unacceptable behaviour in the library is the lack of reprographic facilities in the library.

4.4.2 Library education

Librarians from both UPSA (9) and GIJ (6) gave divergent views when they were asked how frequent they educated library users about the rules and regulations that govern the library.

Figure 4.6 Frequency of library education



Source: Field Data, 2019

As shown in Figure 4.6 above, librarians at the Joshua Alabi Library (UPSA) indicated that every semester 3(33%) they educate library users about the rules and regulations that govern the library and one librarian said library users are not often 1(11%) educated about the rules and regulations that govern the use of the library, while 5(56%) librarians indicated every academic year. At the Richard McMillan Library (GIJ) all the 6 librarians responded to the question how frequent they educated library users about the rules and regulations that govern the library. Three (50%) librarians at GIJ indicated that the library educated library users about the rules and regulations of the library every academic year, this was followed by every semester 2(33%), while 1(17%) librarian said every semester. From Figure 4.6 it is clear that UPSA 5(56%) and GIJ 3(33%) educated library users about the rules and regulations that govern the library every academic year. Most of the librarians interviewed said they gave much attention to newly admitted students with regards to the dos and don'ts of the library at the beginning of each academic year. The Librarian at the Joshua Alabi Library added that:

'we have large number of students and we cannot bring all the students to the library for any effective orientation. However, at the beginning of every academic year the library organizes orientation for our freshmen in batches' and almost all these rules and regulations can be found on the University's webpage under the library column.

The Head Librarian of the Reference and Reader Services at the Ghana Institute of Journalism also expressed that:

'the Richard McMillan Library at the beginning of the every academic year introduces the newly admitted students to the resources and services

of the library. We also visit the lecture halls to tell students about how the library can help them with their assignments and research works’.

4.5 Resources vulnerable to security breaches

Academic libraries have varied resources they use in satisfying the needs of library users. Resources of academic libraries include informational materials, facilities, equipment and human resource; and all these resources are likely to be vulnerable to unacceptable behaviour by library users and staff of the academic library. This section found out which resources of the academic library are vulnerable to unacceptable behaviour at the Joshua Alabi Library and the Richard McMillan Library

4.5.1 Library resources susceptible to unacceptable behaviour

Librarians’ views were sought with regards to resources that were disposed to unacceptable behaviour in the library. Librarians were allowed to mention as many resources that were vulnerable to unaccepted behaviour in the library. At the Ghana Institute of Journalism, all the 6 librarians mentioned that ‘Internet cables’ were vulnerable to unacceptable behaviour by library users, especially when the WiFi was not functioning. This situation according to librarians at UPSA was not common because most Internet cables and sockets had been trunked and could not be tampered with by library users. Librarians from both GIJ and UPSA further mentioned that library users remove computer cables and computer mouse from one computer to the other, while other library users fixed these peripherals on their personal devices while in the library. According to one respondent at GIJ:

'some students attempted taking computer peripherals out of the library without the approval or consent of the library staff'. Some students also placed passwords on some of the computers last semester but the IT staff came to our aid to have the computers decoded'.

A number of librarians (3) from GIJ also mentioned that library users abuse electricity sockets by overloading them with their personal gadgets. It was revealed by a librarian at the Richard McMillan Library that:

'we have had a number of fire outbreaks as a result of overloaded electric sockets but for the timely intervention of the Library security personnel who extinguished the fire, the whole library would have been burnt'. There were instances the Ghana National Fire Service had to be called to control and extinguish fire that emerged from the main electric switchboard outside the library.

Print materials such as books, journals, newspapers and magazines were not left out by librarians when they mentioned resources that were susceptible to unacceptable behaviour in the library. The Librarian at the Joshua Alabi Library expressed shock as already mentioned under section 4.3.15 above when the newly installed security system caught over 50 library users who attempted stealing library books out of the library premises.

Librarians at both the Joshau Alabi Library and the Richard McMillan Library also mentioned defacing of library resources such as tables, chairs, print materials and at times library walls and library notices by library users. Marks and writings

on tables were indeed personally observed by the researcher during visits to both libraries under study.

Both the Librarians at the Joshua Alabi Library and the Richard McMillan Library asserted that they have had complains from library staff and even library users about verbal abuses on each other. This implies that some library users are vulnerable to abuse by other library users. Verbal Abuse by staff or by a library user is an unacceptable behaviour which conflicts library rules and regulations.

It was observed by the researcher that the Ghana Institute of Journalism did not have discussion rooms, however the Joshua Alabi Library had syndicated rooms for discussions by students. According to the librarian responsible for the syndicated rooms at the Joshua Alabi Library, students at times litter the rooms and soil the chairs and tables with drinks. This behaviour he said was not acceptable as commented:

'we have pasted the dos and don'ts of the usage of the discussion rooms at the entrance and even inside the rooms but students book for the place and do otherwise. They leave toffee wrappers, water bottles and mark tables with their pencils and pens before they leave'.

It can be concluded from the data analysis that informational resources, human resources and other facilities of the academic library are susceptible to unacceptable behaviour by library users.

4.6 Methods used to prevent unacceptable behaviour among library users

This Section analysed data gathered with regards to methods used by the Joshua Alabi Library and the Richard McMillan Library to deter, prevent and detect unacceptable behaviour in the library.

4.6.1 Methods used to deter and prevent unacceptable behaviour in the library

The researcher was interested in knowing the methods adopted by the Joshua Alabi Library and the Richard McMillan Library to deter, prevent and detect the occurrence of unacceptable behaviour among library users apart from the electronic devices mentioned under section 4.3.15 Most librarians from both the Joshua Alabi Library and the Richard McMillan Library disclosed that the use of electronic devices in their library to secure library resources and also track library users who engaged in unacceptable behaviour was not enough.

A librarian at the Joshua Alabi Library said:

'the presence of security devices does not necessarily ensure the entire safety of our resources and our lives. We still have our library security people around who are always on the lookout for people who want to foment trouble in the library'.

Four (4) librarians at the Richard McMillan Library mentioned that, names of students who engaged in some unacceptable behaviours such as theft were publicized within the library to deter others from doing same. Some librarians from both GIJ (3) and UPSA (5) also mentioned that the rules and regulations of the library were posted at designated places within the library to remind users of what was expected of them.

The Librarian at the Joshau Alabi Library also mentioned that the library in conjunction with security personnel on campus occasionally visited their students' hostels in search of library materials. He claimed this search strategy has been very effective in retrieving stolen materials from the library. He however said the library had reduced the frequency with which they visited the hostels since the installation of the electronic security devices. Other librarians interviewed from UPSA (2) mentioned that the library has a page on the University's website which has the library rules and sanctions and that helped to deter students who intended to engage in unacceptable behaviours. Some librarians at UPSA (2) also mentioned that library users who engaged in unacceptable behaviour were suspended from using the library or dismissed depending on the gravity of the offense. The researcher asked further to know unacceptable behaviours that had the sanction of dismissal. It was disclosed by some two librarians at the Joshua Alabi Library that library users who engaged in sexual misconduct or fighting in the library were likely to be dismissed from the University. Three librarians at the Ghana Institute of Journalism were of the view that occasional patrolling, inspection and monitoring by staff had helped in protecting the resources in the library.

The Librarian at GIJ revealed that:

'our library is not too big and monitoring intermittently activities of our users in addition to the CCTV has been very effective in securing the library's resources'.

She further added that:

'we also reiterate the library rules and regulations at the least opportunity we get, example during the Library Week Celebration

and when we go to the lecture halls to talk to the students about their research project and even during Hall Weeks’.

One librarian at the Joshua Alabi Library showed the researcher names and details of students who had been suspended from using the library for a period of time because they had engaged in some unacceptable behaviours in the library. Five other respondents indicated that some library materials were lent to students to prevent them from stealing those informational resources. Those materials which could not be borrowed, students were allowed to make photocopies taking into consideration the copyright law. The researcher also observed from the website of both universities that the rules and regulations that guide the libraries were catalogued on the sites.

It can be concluded from the interview data gathered that both UPSA and GIJ had other methods of securing library resources apart from the electronic security devices. Below were some of the methods mentioned:

1. Library code of conduct were posted in the library to remind library users of their responsibilities towards the library
2. Library security personnel and librarians patrol the library occasionally
3. Librarians and library security personnel monitor and inspect library users occasionally
4. Occasional search for library materials at the student hostels
5. Names of library users who engaged in unacceptable behaviour were publicized on the library notice board.
6. Library rules and sanctions are catalogued on university website

7. Suspension from using the library for a period
8. Dismissal from the university in extreme cases
9. Informational materials were lent to students to reduce the edge of theft
10. Students were permitted to duplication library materials which could not be borrowed.

4.7 Role of academic library staff in securing resources in the library

Staff of academic libraries are entrusted with resources of the library for the purposes of safe keeping and prolonged use by library users and to the users satisfaction. As custodians of resources of the library, librarians have an important role to play in protecting resources of the academic library from unacceptable behaviour.

4.7.1 Roles played by library staff in securing resources of the library

The researcher enquired from librarians the role they played in protecting the resources entrusted into their care in the library. Three librarians from GIJ mentioned that they were responsible for stamping print materials acquired by the library. They said the stamping of library materials was done in an order known to only staff of the library. They claimed stamping of particular pages of library books was done with different stamps of the library. These stamps included the property stamp which had the name of the library, the name of the University and the postal address of the University. According to the librarians, the library stamps and labels distinguished library properties from those personal belongings of library users. The researcher observed that newspapers, journals and serials had library property stamps on them at both the Joshua

Alabi Liubrary and the Richard McMillan Library. The accession stamp was also used to stamp the verso of library books as observed by the researcher in both Libraries. It was also observed that some of the older books at the Richard McMillan Library had stamps which indicated the date the books were acquired.

Librarians from UPSA (2) and GIJ (1) mentioned that they were involved in labeling books with classification numbers before they were made accessible to students. The classification numbers they said were done by the cataloguing department of which they belonged. However, they were only to ensure that all the library books had these numbers fixed on them. One of the librarians at the Joshua Alabi Library told the researcher how these classification numbers helped rectify unacceptable behaviour of mis-shelved books in the library:

'the numbers help us to identify mis-shelved books and also tells us the location of a book in case it had been hidden in a different shelve by a student. We also rely on these classification numbers to shelve the books at their designated location. It is easy to retrieve a book if the classification number is known'.

Some two librarians from the Joshua Alabi Library indicated that even though they do not do labeling themselves, they supervised the labeling of library resources such as chairs, tables, book shelves, computers, projectors, scanners, white boards and any other equipment that belonged to the library. They claim labelling was done to help identify

the properties of the library in case of theft. According to one of the librarians at the Joshua Alabi Library:

'labelling the properties help us to know the quantity of library properties we have at any point in time'.

The librarian responsible for the syndicated rooms at UPSA mentioned that:

'the numbers labelled on the discussion rooms help students to book exactly their preferred choice of room with ease and without difficulty'. They even use the room numbers to direct their colleague students who are not sure in which of the discussion rooms they had booked for their studies.

The librarian in-charge of the syndicated rooms at UPSA also added that:

'We don't allow other library users to use our discussion rooms so we demand student ID cards from any group that wants to book the discussion rooms',

Librarians at the Lending sections of both libraries indicated that they demanded student identification cards before borrowing out library books. This they said was to avoid giving out library materials to unknown patrons since the library is used by different clients apart from their students.

The lending sections also mentioned that they sent reminders in the form of text messages and e-mails to students and at times, phone calls to staff and lecturers whose books were due for return or renewal. In view of this, the library had personal data of each student.

Some librarians mentioned that they patrol the library occasionally and the library security personnel also help in monitoring student activities in the library. They were convinced that patrolling the library was yielding a positive result.

According to a librarian at the Joshua Alabi Library:

'some of the students are able to position themselves away from the security cameras and engage in deviant behaviours, but when we patrol in the library we are able to get them out. We are always alert when the RFID alarm sounds to retrieve our materials'

All the librarians at GIJ mentioned *stock taking* as one of the ways they got to know that the library's resources were getting worn-out and dwindling.

The Librarian at GIJ said:

'when we do stock taking we are able to know which materials are missing from the library and we quickly put in place strategies or measures to protect the remaining or plan how to secure other materials that the library may acquire in the future'.

Librarians from UPSA (4) and GIJ (2) also indicated that the library staff were responsible for recommending worn-out books for binding and damaged library equipment for repairs. This ensures that the resources are used to their maximum life span or until they are outmoded and cannot be used before they are replaced.

One librarian from UPSA mentioned that librarians ensured that library materials were kept clean and placed under the right temperature conditions to prolong the usage of

those resources such as bound newspapers and films. Some two librarians from UPSA further mentioned that the library staff continue to educate students each academic year to ensure that they made good use of the resources of the library. Some of this education they said was done by the use of posters.

During the interview, librarians from UPSA (2) and GIJ (3) indicated that some special materials such as very expensive resources and out of print books were kept under key for safe keeping until they were needed by users of the library. One of the librarians at GIJ said:

'books written by Africans and other expensive materials in the library are kept in special rooms under special conditions of temperature and library staff are assigned to actually regulate their usage'.

From the data gathered on roles played by library staff in securing resources of the library, it is clear that librarians are doing much to protect and prolong the lifespan of resources in their care. Librarians demand some form of identification from library users to ensure that the library resources are used by the people they were intended for. It was also found that librarians labeled and stamped library properties for easy identification. Patrolling the library and monitoring of the usage of library resources were also done by librarians. To ensure the longevity of resources in the library, librarians recommend the appropriate temperature under which library resources should be kept safe. They protected library materials from dirt by keeping them clean. Library materials are kept safe from deviant patrons of the library by keeping expensive and materials out of print

under cage and lock. Library materials that are worn-out were recommended for binding, repairs or replacement by librarians and this ensures that library users continue to have access to those materials. It was also revealed that librarians continued to educate their users about the dos and don'ts in the library with the aim of protecting the resources of the library from unacceptable activities of some library users.

4.7.2 Measures put in place to protect library staff

Library staff are very important resource of every library. The researcher therefore enquired from the respondents which measures were in place to protect librarians from abuse by library users and other library staff. Surprisingly, most library staff were not able to tell which measures had been put in place to protect them from abuse or unacceptable behaviour by library users. However, seven librarians from UPSA indicated that they were likely to report any abusive behaviour against them to the Librarian for the necessarily disciplinary actions to be taken against the abuser. Eight librarians, most of whom were from GIJ , indicated that there was no written document in the library with regards to abusive conduct towards a librarian. However, the Student Handbook stipulates that students who misconduct themselves towards a worker of the University would be made to face the disciplinary committee. According to some of the librarians at GIJ, some sanctions were also mentioned in the Student Handbook but they were not related to any specific misconduct except fighting and sexual assault which had dismissal and or prosecution in the law court.

At the Joshua Alabi Library, some four respondents indicated that library users who abused librarians were cautioned to be of good behaviour or punished depending on the gravity of the abuse. According to the Librarian at the Joshua Alabi Library, punishment given to library users who abuse librarians ranged from suspension from the Library to dismissal from the University depending on the gravity of the abuse.

4.7.3 Measures to deter library staff from engaging in unacceptable behaviour

The researcher asked only the Librarians of the Joshua Alabi Library and the Richard McMillan Library about the measures the libraries had put in place to deter librarians from engaging in unacceptable behaviour.

At the Joshau Alabi Library, the Librarian indicated that librarians who engaged in unacceptable behaviour such as giving out library materials without the right procedures were queried and in cases where the materials were not returned by the borrower, the staff were made to pay for the cost of the material.

He disclosed that:

‘any staff who would be found to have engaged in sexual harassment or theft would be dismissed if proven’.

He further indicated that:

‘there are other deterrent measures such as queries, demotion, denial of salary for a period of time depending on the gravity of the behaviour of the staff’.

The Librarian at the Ghana Institute of Journalism commented:

'I always remind my staff to be professional in the discharge of their work. We have had several meetings where we discussed how we could be role models for our students to emulate. The Institute also has code of conduct for staff and the sanctions to unacceptable behaviour are clearly stated in it'.

4.7.4 Presence of library security policy

Almost all the librarians interviewed from both GIJ (5) and UPSA (7) mentioned that their libraries had a security policy. Surprisingly however, these policies were not readily available in the libraries under study but could only be accessed on the library pages of the Universities' websites. A few of the respondents (2) were not sure if their libraries had a security policy. It can be confirmed by the researcher from observing both libraries' web pages of their parent universities that the libraries under study had some rules and regulations that guided the operations of the libraries.

4.8 Summary of the chapter

This Chapter analysed both the qualitative and quantitative data gathered from participants from UPSA and GIJ in relation to the objectives of the study. The quantitative data were presented in tables and graphs while, the qualitative results were presented in a narrative. The research results were organised and brief explanations were provided below each theme, table or graph. Detailed comparisons between the two Universities are found in chapter five.

CHAPTER FIVE

DISCUSSION OF FINDINGS OF THE STUDY

5.1 Introduction

This Chapter discusses the findings from the data analysed in relation to the literature reviewed, the theoretical framework and the objectives of the study. The aim of the research was to explore security of resources in academic libraries in Ghana. Data for the study were collected from the Richard McMillan Library and the Joshua Alabi Library of the Ghana Institute of Journalism and the University of Professional Studies, Accra, respectively. The main instruments used for the collection of data for the study were questionnaire and an interview schedule. The questionnaire was used to collect quantitative data from students and library security personnel, while a semi-structured questionnaire was used to collect qualitative data from librarians of the two universities used for the study. The data gathered were also supported with personal observations and document analysis.

5.2 Biographic data

This section considered areas such as category of participants, accessible participants, gender and job title of participants, librarians' length of service in the library, when participants started accessing the library, qualification of librarians and programme of study of students who participated in the study. The background of the respondents enabled the researcher to compare the views of the respondents with one another.

A total of 297 respondents participated in the study. Majority of the respondents were from the Joshua Alabi Library of the University of Professional Studies, Accra (252) while 45 respondents were from the Ghana Institute of Journalism. More participants were from UPSA because the University had more students and more library staff than the Ghana Institute of Journalism. Three categories of respondents participated in the study, namely, students 276(93%) who formed majority of the respondents, this was followed by librarians 15(5%) and library security personnel 6(2%) as shown in Figure 4.1. Nyantakyi-Baah (2015) asserts that these stakeholders are important to the effective operation of academic libraries.

Out of the 276 students who participated in the study, 239 were from UPSA, while 37 were from GIJ as indicated by Table 4.1. Table 4.5 shows that 91(38%) of the students from UPSA started using the Joshua Alabi Library within the First Semester of their first year of admission, while 15(41) students from GIJ indicated that they also started using the Richard McMillan Library within the First Semester of their first year of admission. Within the Second Semester of their first year of admission, 41(17%) students from UPSA and 22(59%) from GIJ started using the library. Thirty-eight (16%) students from UPSA began using the library within the First Semester of their second year of admission and 69(29%) students from UPSA again indicated that they started using the library the Second Semester of their second year since they were admitted at the University of Professional Studies, Accra. None of the students from GIJ indicated using the Richard McMillan Library within the First and Second Semesters in the second year because the Ghana Institute of Journalism offered only Master of Arts programmes which lasted only

two semesters or one academic year to complete. All the student-respondents (276) had experienced the library resources as shown by Table 4.5 above. Asemi, Kazempour and Rizi (2010) assert that academic libraries can access their effectiveness by taking into consideration the views of their users. As indicated by Table 4.7, students offered varied programmes of study. Majority of the students from UPSA read MBA in Accounting and Finance (104), while majority of the students from GIJ read MA in Public Relations (19). Student-respondents who read Masters in Law (LLB) at UPSA were 40, 30 respondents from UPSA read MBA in Total Quality Management, MPhil in Leadership students from UPSA were 25 and respondents who read MBA in Corporate Governance from UPSA were 20. In addition, 19 students read MBA in Marketing at the University of Professional Studies, Accra, while MA Journalism Studies' students from the Ghana Institute of Journalism were 10. Five (5) respondents each from UPSA read MSc. in Procurement Management and Supply Chain, and MBA in Banking and Finance. Four (4) respondents each from GIJ offered MA in Development Communication and MA in Media Management Studies.

Out of the 15 librarians who participated in the study as shown in Figure 4.1, 9 were from UPSA and 6 were from GIJ. Most of the librarians who participated in the study as shown in Table 4.3 were Library Assistants from UPSA (6). Majority of the Senior Library Assistants were from GIJ (4) while one (1) was from UPSA. However, 2 Assistant Librarians each from UPSA and GIJ participated in the study. Majority of the librarians had worked in the library less than a year (5) as shown in Table 4.4. Three (3) librarians from UPSA and 2 from GIJ indicated that they had worked in the library less

than a year. Three (3) librarians from UPSA and one (1) from GIJ had worked in the library between 1 and 5 years. Furthermore, one (1) librarian each from UPSA and GIJ had worked in the library between 6 and 10 years. Two (2) librarians each from GIJ and UPSA also indicated that they had worked in the library between 11 and 15 years. From Table 4.6, it was found that 6 librarians who participated in the study from the Joshua Alabi Library had Diploma, while none of the respondents at the Richard McMillan Library had Diploma. It was also found that 4 librarians from GIJ and 1 from UPSA had First Degree, while 2 librarians each from the two libraries understudy had Masters Degree. Based on the level of education and programme of study of the students, they are all assumed to be intellectuals. It is therefore expected that librarians in the academic libraries under study would have some level of educational qualifications which would help them to meet the informational needs of the library users.

A total of 6 library security personnel participated in the study as shown in Figure 4.1. Out of the 6 library security personnel, 4 were from UPSA, while 2 were from GIJ. From Section 4.2.5 it can be seen that majority of the library security personnel had the rank Security Officer (4), while 2 had the rank Senior Security Officer. The 2 library security personnel at GIJ had the rank Security Officer. Out of the 4 library security personnel from UPSA, 2 had the rank Security Officer, while 2 others had the rank Senior Security Officers. From Table 4.4 it can be concluded that one (1) library security person from each library under study had worked in the library less than a year. One (1) library security person from UPSA also indicated working in the library between 1 and 5 years. Two (2) library security personnel at UPSA indicated working in the library between 6

and 10 years, while one (1) library security personnel from GIJ had worked in the library between 11 and 15 years. The number of years of experience library security personnel had had, reflected their job titles. On the average, it could be said that the libraries have experienced staff who could deal with both the information needs of library users and also protect facilities, human and informational resources of the libraries under study.

A total of 195 males participated in the study as shown in Table 4.2. Out of the 195 male participants, 177 were from UPSA, whereas 18 were from GIJ. One-hundred and two (102) females participated in the study. Out of the 102 female participants, seventy-five (75) were from UPSA and 27 were from GIJ. It can be concluded that majority of the respondents of the study were males (195), while female participants constituted 102. This means that participants for the study were predominantly males. According to Koufie (2018) this is not encouraging in our current dispensation where gender equity is being advocated.

5.3 Security challenges in academic libraries

This section discusses the views of students, library security personnel and librarians on the security challenges they faced in their library. Findings from the study indicate that security was not a problem at the Joshua Alabi Library of the University of Professional Studies, Accra. Whereas library users at the Ghana Institute of Journalism felt security was a problem at the Richard McMillan Library. Responses from both UPSA and GIJ could be attributed to a number of factors as discussed below.

5.3.1 Library orientation

The perceived insecurity at the Richard McMillan Library is likely to be attributed to the fact that library users were not given any form of library orientation as indicated by majority of the library users 31(84%) and a library security person 1(50%) in Table 4.8.1. However, majority of the students 124(52%) and library security personnel 3(77%) at the Joshua Alabi Library indicated that they were given some form of library orientation as found in Table 4.8. According to Ameen and Haider (2007) access to library resources is important for intellectual freedom and this can only be achieved if library users are aware of the resources of the library.

To ensure that library users make maximum use of library services, informational resources and library facilities to their satisfaction, academic libraries organise library orientations periodically. In addition, library orientation informs library users about the rules and regulations that guide the use of the library. These are geared towards ensuring the longevity of library resources. Furthermore, library orientations offer newly employed staff and students the opportunity to familiarise themselves with library resources and thus foster feelings of confidence and independence. It is therefore unfortunate that library users at the Ghana Institute of Journalism did not have any form of library orientation at the Richard McMillan Library. Ghana Institute of Journalism as a specialized University, most often, admits students who are already practicing the public relation or journalism profession and therefore are likely not to avail themselves during library orientations as a result of their busy work schedules. It is also likely that publicity about library orientation is inadequate at the Ghana Institute of Journalism since a

minimal percentage (16%) of library users indicated that they were given some form of library orientation as shown section 4.3.1. Library orientation is likely to fall under remedies for unacceptable behaviour and according to the Security Countermeasure theory, the remedy component must be put in place by all academic libraries to minimise security challenges in the library.

5.3.2 Library brochures

The study found in Table 4.9 that majority of the library users at UPSA 214(90%) and GIJ 28(76%) were not given brochures that contained library rules and regulations. This affirms Kotey's (2008) findings that academic libraries in the era of technology are likely not to print library brochures for their users due to the cost involved. It was however observed by the researcher that both libraries had copies of old library brochures and flyers. This implies that library brochures were formerly used as a means of informing students about the resources, rules and services of the libraries under study. It could be assumed that there are other easily accessible and less expensive means such as the library webpage and other social media platforms to reach out to large number of students. Hence, the decline in distribution of library brochures in the academic libraries studied as suggested by Kotey (2008).

5.3.3 Existence of library rules and regulations

It is clear from the findings of the study that both UPSA and GIJ had library rules and regulations that govern the use of the libraries. Respondents indicated in Figure 4.2 that these rules and regulations were clearly displayed in their library. The presence of rules

and regulations in the Richard McMillan Library and the Joshua Alabi Library implies that managers of the libraries were concerned about the safety of their resources. Oyesiku, Buraimo and Olusanya (2012) assert that people mostly engage in unacceptable behaviour when they are allowed to use library resources without providing them with sufficient rules that govern the usage of the resources.

5.3.4 Comfort of library rules and regulations

From the data analysed as shown in Table 4.11, it was revealed that library users were not comfortable with a couple of library rules and regulations. As a result of this, they do not always obey the rules and regulations of the libraries as shown in Table 4.11. This confirms Yamson and Cobblah's (2016) findings at the Central University in Ghana that students do not always obey rules and regulations in the library. Maidabino and Zainab (2011) admit that balancing access and security in academic libraries is difficult but a necessary task. It was obvious that majority of the library users from UPSA 154(64%) and GIJ 22(59%) were not comfortable with the library rule that said water was not allowed in the library as indicated in Table 4.11. According to Ayoun, Boatbil, and Banbil (2014) the motive for this rule of '*no water in the library*' in most academic libraries is to prevent users of the library from damaging library resources such as computers and books with water which was most often carried in water sachets into the library by library users. Today, this library rule of 'no water in the library' sounds outmoded and is no longer enforceable in some academic libraries, especially in an era where water is bottled and has become more portable to handle even in the library environment. Library users refresh and dehydrate themselves with their water when they

are within the library and feel exhausted or thirsty for water. As already mentioned in the literature, librarians need to better understand library users, taking into consideration the users' unique needs and expectations (Nyantakyi-Baah and Afachao, 2013).

5.3.5 Awareness of library rules and sanctions

From Table 4.11, it was obvious that library users were aware of some library rules and regulations. Furthermore, majority of the library users at the Joshua Alabi Library 181(75%) and the Richard McMillan Library 28(76%) were aware of the sanctions to unacceptable behaviour in their library as seen in Figure 4.4. This is similar to the findings of Ameyaw (2018) when he found that a significant number of students at the Valley View University in Ghana were aware of the rules and regulations in the library as well as punishment and sanctions given to offenders. Students got to know about the sanctions of unacceptable behaviour through various means.

From Table 4.14, majority of the respondents from UPSA (112) and GIJ got to know about the sanctions of some unacceptable behaviours through the code of conduct pasted in the library. However, librarians indicated in Table 4.13 that students who used the libraries engaged in unacceptable behaviour such as stealing of library materials, receiving and making phone calls in the library and hiding library materials from other library users. Amoah 2016 also reported theft cases of library materials at the Sam Jonah Library in Cape Coast. It seems stealing is common in academic libraries. Similarly Alemna (1992) reported that 90% of book thefts in three universities in Ghana were perpetrated by students. Okoja (2011) asserts that users of academic libraries engage in

unacceptable behaviour because they are not given adequate orientation concerning the use of the library when they are admitted. This is an indication that librarians must put in much effort and resources in familiarizing library users to the rules and regulations of the library.

5.3.6 Influence of other stakeholders

Apart from students, lecturers were also identified by most librarians 11(73%) as other library users who flouted rules and regulations of the library as shown in section 4.3.10. Even though other stakeholders such as administrative staff and library staff were also mentioned by respondents as culprits of unacceptable behaviour in the library, it was revealed during further questioning that most lecturers who use the library do not want to take directives from library staff and therefore flout the library rules and regulations. This confirms Asemi, Kazempour and Rizi's (2010) assertion that library users are interested in the library meeting their needs irrespective of the security challenges the academic library faces. Furthermore, most lecturers are likely to be PhD holders and/or are professors and it is assumed that they lookdown on some librarians who might have lower educational qualification or might have probably been thought by these lecturers. Some students in Figure 4.3 also accused library staff of engaging in behaviours that were contrary to library rules and regulations such as talking loudly on phone within the library. Oyedum, Sanni and Udoakang (2014) also found that library staff receive phone calls in the library while library users are reading or learning. In every office environment, staff are likely to communicate among themselves and also receive or make phone calls and academic libraries are no exception.

However, this must be done in a manner that does not disturb the serene environment academic libraries are supposed to have. Jato (2005) cautioned that unacceptable behaviour in an academic library has adverse effect on the users and the library in general. Librarians have the responsibility to maintain a conducive setting for their users. Despite the fact that some librarians engaged in unacceptable behaviour in the library, majority of the students from UPSA 183(77%) and GIJ 28(76%) indicated that the library staff set good examples or work as role models for them to emulate as shown in Figure 4.5. This affirms Awana's (2007) assertion that the friendly disposition and willingness of library staff to assist library users encourage and increase users' satisfaction with the library.

5.3.7 Preparedness to deal with unacceptable behaviour

The study revealed that the academic libraries under study were prepared by way of skills and electronic devices to deal with security challenges in the libraries. It was further found that the Ghana National Fire Service (GNFS) had equipped all the library security personnel in both libraries with the skill to use fire extinguishers. It was observed by the researcher that the two libraries had installed smoke detectors and fire extinguishers in case of fire outbreak. Contrary to Kelley's (2012) assumption that due to dwindling funding from parent institutions, academic libraries do not opt for electronic security systems, the Joshua Alabi Library had Closed Circuit Cameras, Radio-Frequency Identification (RFID) systems and 3M Security Gates, whereas GIJ had Closed Circuit Cameras to monitor and detect unacceptable behaviour in the library. The Librarian at the Joshua Alabi Library was shocked at the number of library users who were caught by

their security system on the very first day they were installed. This is an indication that electronic security systems are effective in securing library resources. It can however be argued that electronic security systems do not always deter, detect and prevent unacceptable behaviour from occurring because despite the presence of these electronic security devices, unacceptable behaviours still existed in the libraries. Electronic security systems also require electricity power, constant monitoring and a level of technological skill to effectively manage their operations as suggested by Sinikka (2015). It is obvious that electronic security systems alone cannot secure library resources. In view of this, the libraries under study supplemented the electronic security devices with human patrols and monitoring.

With the exception of library orientation, responses on all other factors discussed that could contribute to security challenges in academic libraries were similar in the Richard McMillan Library and the Joshua Alabi Library. In view of this, it could be concluded that because library users at the Joshua Alabi Library were taken through formal library orientation, they perceived the library to have no security challenges. Whereas library users at the Richard McMillan Library thought their library had security challenges because they were not taken through any formal library orientation.

5.4 Causes of unacceptable behaviour in academic libraries

This section discusses the views of students, library security personnel and librarians on the causes of unacceptable behaviour in the Joshua Alabi Library and the Richard McMillan Library. Respondents indicated several causes of unacceptable behaviour in

the library. However, the most mentioned causes of unacceptable behaviour were discussed in this section. From Table 4.15 majority of the respondents indicated inadequate library security staff (271) as the cause of security challenges in the academic libraries studied. Out of the 9 librarians that participated in the study from UPSA, 8 of them mentioned inadequate library security staff as the cause of unacceptable behaviour in the Joshua Alabi Library. Again, out of the 6 librarians that participated in the study from GIJ, 4 mentioned inadequate library security staff as the main cause of unacceptable behaviour in the Richard McMillan Library. All the Library security personnel at both the Joshua Alabi Library (4) and the Richard McMillan Library (2) also indicated inadequate library security staff as the cause of unacceptable behaviour in their library.

Furthermore, 218 and 35 students from UPSA and GIJ respectively indicated that inadequate library security staff as the cause of unacceptable behaviour in the library. Even though ensuring security in the academic library is a shared responsibility, library security personnel have the core mandate to safeguard resources in the library including belongings of library users. It is therefore worrying that there are not enough security personnel in the libraries as indicated by most respondents that participated in the study. Inadequate presence of library security personnel hampers effective security in the library. It is obvious that unacceptable behaviour exist in the libraries as seen in Table 4.13 and this according to Goodall and Pattern (2011) will make it difficult for library users to have equal access to library resources. One of the goals of academic libraries is to make accessible their informational resources, facilities and services to their users. This has been made possible through lending of library materials, reservation of

syndicated rooms for group discussions and photocopy facilities among others. However, some library users have the desire to illegally own or deprive other library users from accessing resources of the library. If this is not checked, the purpose for which academic libraries were established would be defeated. Increase in usage of the library during examination period was also indicated by 256 participants as the cause of unacceptable behaviour as seen in Table 4.15. Seven (7) librarians out of the 9 from UPSA mentioned increase in usage of the library during exams period as the cause of unacceptable behaviour at the Joshua Alabi Library, whereas 5 out of the 6 librarians that participated in the study from GIJ also mentioned increase in usage of the library during exams period as a cause of unacceptable behaviour in the Richard McMillan Library. Two-hundred and ten students from UPSA and 28 from GIJ were of the view that, increase in the usage of their libraries during exams period is the reason for unacceptable behaviour in the library.

All the librarians (6) and almost all the students (34) at the Richard McMillan Library indicated inadequate space for group discussion in the library as shown in Table 4.15 as the cause of unacceptable behaviour at the library. The Richard McMillan Library has no discussion rooms and this might be the reason why all the librarians and almost all the students from GIJ indicated that inadequate space for group discussion could cause unacceptable behaviour in the library. It was observed that the Richard McMillan Library did not have reprographic service and that might be the reason why all the librarians (6), both library security personnel and almost all the students (32) from GIJ indicated that the lack of reprographic facilities in the library could lead students stealing informational materials of the library. Similarly, all librarians (6), both library security personnel (2)

and most students (30) from GIJ indicated inadequate plugs in the library as a possible cause of unacceptable behaviour in the Richard McMillan Library. This affirms Gadekar and Golwai's (2013) assertion that the consequence of dissatisfaction among academic library users about available infrastructure in the library sometimes leads to unacceptable behaviour. In an era of technological advancement, most library users use electronic gadgets such as tablets and laptops which require charging when these devices run out of power. It is therefore important that academic library buildings are well planned and fitted with adequate electrical plugs for library users.

5.5 Resources vulnerable to security breaches

This Section discussed the views of respondents with regards to resources that were vulnerable to unacceptable behaviour in the academic library. Respondents from both UPSA and GIJ indicated several resources of the library that were vulnerable to unacceptable behaviour. Among the resources that were most mentioned by the respondents were computer peripherals, electric sockets, informational materials and library carrels.

5.5.1 Removal of computer peripherals

The disconnection of computer peripherals such as computer mouse was common among library users at both libraries. All the librarians (6) at the Ghana Institute of Journalism mentioned that Internet cables were vulnerable to unacceptable behaviour by library users, especially when the WiFi was not functioning. This was not the case at UPSA because Internet cables and sockets were trunked and were out of reach to library users.

Buried cables in trunks within the library are worth replicating in other academic libraries to avoid interference by library users. However, it was found at the Joshua Alabi Library and the Richard McMillan Library that library users engaged in removal of computer parts such as mouse and computer cables to fix other gadgets without the permission of the library staff.

5.5.2 Electric sockets

The study found that library users at the Richard McMillan Library at times overload electric sockets with their electronic gadgets. According to librarians at the library, this had led to a couple of fire outbreaks but for the timely intervention of the library security personnel and the Ghana National Fire Service. However, the abuse and overloading of electric sockets was not a phenomenon at the Joshua Alabi Library since the library was purposely built and had enough sockets for library users.

5.5.3 Informational materials and carrels

At both the Joshua Alabi Library and the Richard McMillan Library, librarians indicated that print informational resources and library carrels such as chairs and tables were susceptible to unacceptable behaviour just as Fasae and Adedokun (2016) found in tertiary institutions in Ekiti-State, Nigeria. Library walls, notices and books were defaced by some library users as observed by the researcher in both libraries under study. The above mentioned resources were most mentioned by librarians who participated in the study. However, there were other resources that were also vulnerable to unacceptable behaviour by library users as discussed below.

5.5.4 Verbal abuse

The study further found that verbal abuse on both staff and some other library users existed in both the Richard McMillan Library and the Joshua Alabi Library. This was similar to what Amoah (2016) found at the Sam Jonah library in Cape Coast, Ghana. Some library users had to pour their anger on library staff when they were not satisfied with some library rules and regulations. This situation was not different from what was found by Senyah and Lampsey (2011) at the library of Kwame Nkrumah University of Science and Technology. Some staff also spoke to the library users in a rude manner. As stakeholders, both library staff and library users must respect each other and avoid confrontations that will breach the peace and security in academic libraries. Even though it was contrary to library rules to have discussions in the library, students at the Richard McMillan Library did. This was because the library did not have discussion rooms as in the case at the Joshua Alabi Library. Discussions within reading spaces in the library might disturb other library users who are in the library because they want a serene atmosphere where they can concentrate.

5.5.6 Littering and soiling library space

The Joshua Alabi Library was at times littered by students with toffee wrappers and soiled with drinks. Some toffees have burning sensation and are commonly used by students to keep them active or awake when they are feeling sleepy while reading in the library. The idea of library users using toffees to keep themselves awake is not a bad one but the act of littering libraries with toffee wrappers and the sound that are made when users attempt to unwrap some toffees causes disturbance and worry to other library users.

It is clear that informational resources, human resources and other facilities of the academic library are susceptible to unacceptable behaviour by library users in the two libraries under study.

5.6 Methods used to prevent unacceptable behaviour among library users

Apart from electronic security devices used by the libraries to deter, prevent, and detect unacceptable behaviour, the study found that the Joshua Alabi Library and the Richard McMillan Library had other methods. This is commendable because Mejias (2014) asserts that with technological security tools in academic libraries, chances of security incidents still remain high.

5.6.1 Name and shame

As a way of deterring students from engaging in unacceptable behaviour, librarians at the Richard McMillan Library mentioned that names of students who engaged in unacceptable behaviour were publicized on library notice boards. Publicizing deviant behaviours alongside the names of offenders were intended to shame those students and also deter other library users from engaging in such behaviours. As much as the 'name and shame' of library users who engage in unacceptable behaviour in the library may be helpful in deterring library users from engaging in unacceptable behaviour, managers of the academic library must do this with utmost care to avoid defamation suits from library users. Naming and shaming library users who engage in unacceptable behaviour may also deter such offenders from visiting the library in the future as a result of shame.

5.6.2 Post of library rules and regulations

The study found that catchy designed library rules and regulations were posted on notice boards, doors and vantage areas in both the Richard McMillan Library and the Joshua Alabi Library to remind students of their responsibility towards the resources of the library. Similarly, library rules were posted on the libraries' pages on the parent institutions' websites.

5.6.3 Hostel search

According to the Librarian at the Joshua Alabi Library, librarians and library security personnel used to occasionally visit students' hostels in search of library materials. This method helped the library to retrieve library materials that had been taken out of the library without the necessary approval by library staff. It seems this is an additional responsibility to the library staff which was not stipulated in letters of appointment as observed by the researcher. This search strategy must be done with care to avoid confrontation from some students who might feel their privacy was being violated by the library staff. The Ghana Institute of Journalism currently has no hostels for their students and this implies that the hostel search technique is not feasible.

5.6.4 Punishment

At both the Richard McMillan Library and the Joshua Alabi Library, students who engaged in unacceptable behaviour were punished to serve as a deterrent to other library users. The gravity of the punishment is dependent on the gravity of the offense as disclosed by some librarians interviewed at the Joshua Alabi Library. The punishment

ranges from suspension from the library to dismissal among others. This strategy serves as a deterrent and a remedy to unacceptable behaviour in the library as proposed by the Security Countermeasure Theory. Librarians must however be cautious in the kind of punishment they inflict on library users who engage in unacceptable behaviour to avoid law suits. It is therefore important that every academic library have a practical library security policy that will guide the kind of measures to take against library users who engage in unacceptable behaviour to avoid discretionary and bias punishments.

5.6.5 Monitoring by patrols

At the Ghana Institute of Journalism, some librarians mentioned that librarians and library security personnel occasionally patrolled, inspected and monitored the usage of library resources by library users. This method had helped to deter, prevent and detect unacceptable behaviour among library users according to the Librarian at the Richard McMillan Library. It is assumed that this technique has been successful for GIJ because the Richard McMillan Library is not too big as observed by the researcher. In large library complexes such as the Joshua Alabi Library, more staff will be required to effectively execute patrols. However, library staff at the Joshua Alabi Library also engage in monitoring of their electronic security devices to detect unacceptable behaviours.

5.6.6 Any given opportunity

It was also found that librarians at the Richard McMillan Library took advantage of any least opportunity such as Hall Week and Library Week celebrations to reiterate the

facilities and services the library had. This is an informal form of library orientation which enlightened the Institutes' community about the Library.

5.6.7 Lending/Special Rooms

As proposed by Udoakang (2014) it was found that the libraries under study lent their informational materials to students to reduce the urge of theft by library users. Akor (2013) however cautions that the non-return of loaned informational resources is a threat to equal access to materials in the library. Library users were also permitted to photocopy portions of informational resources that could not be lent taking into consideration the Copyright Law. Librarians claimed that in order to prevent theft and also monitor usage of very expensive and out of print informational resources, libraries had special rooms where such materials were kept and usage regulated by librarians. This technique of reducing the occurrence of unacceptable behaviour seems to be common to all academic libraries.

5.7 Roles played by library staff in securing resources of the library

This study found several roles played by librarians to protect, deter and prevent unacceptable behaviour in the library. Maidabino (2012) argues that resources of the academic library must be protected by librarians to ensure their effective and efficient use by the university community. As custodians of the academic library, librarians also found remedies to unacceptable behaviour when they occurred as discussed below.

5.7.1 Stamps and microchips

Stamping hardcopies of library informational materials with property stamps were common in both the Richard McMillan Library and the Joshua Alabi Library. This was to enable the libraries distinguish their materials from that of library users as proposed by Maidabino (2012). This technique is intended to deter library users from claiming ownership of library materials. In addition to the property stamps, it was also found that librarians at the Joshua Alabi Library insert microchips and synchronize with other technologies that trigger an alarm when a library material is being smuggled out of the library without the proper processes being followed.

5.7.2 Classification numbers and labels

The study revealed that librarians labelled books with classification numbers before they were made accessible to students. Classification numbers help library staff and library users locate library materials on the shelves. Furthermore, classification numbers help librarians to properly shelve mis-shelved or hidden books in the library at their right places. Rooms and offices such as syndicated rooms, washrooms and reading rooms were also labelled by librarians as a way of helping library users find their way when in the library.

5.7.3 Identification cards

Some librarians at the Richard McMillan Library and the Joshua Alabi Library mentioned that they relied on identification cards to identify library users. The use of library identification or institutional cards helps librarians to decide who is qualified to access

certain facilities or resources in the library. In most universities, discussion rooms are reserved for only Masters students and PhD candidates. Academic libraries are most often opened to dependents of library staff and researchers among others who may not necessarily be students of the university. Student identification or library cards help librarians to distinguish between the various categories of library users. It is therefore important for libraries to have some form of identifying their users.

5.7.4 Text messages and e-mails

Findings of the study showed that both the Joshua Alabi Library and the Richard McMillan Library used text messages, e-mails and phone calls to remind library users who had overdue library materials in their possession. This is to ensure that the materials are returned and/or renewed. Returned library materials are made accessible to other library users who might need them. However, this retrieval strategy can be made possible if libraries have an up-to-date data on users of the library. Furthermore, academic libraries must have some budget to support this retrieval strategy by way of phone credits and Internet bundles. According to Ayoung, Boatbil, and Banbil (2014) lack of support from university management to ensure the protection of library resources is a major worry and frustration to librarians. It is therefore prudent to charge library users who over keep library materials beyond the accepted period even though such tokens are not punitive enough according to Ayoung, Boatbil, and Banbil (2014).

5.7.5 Stock taking

Librarians at the Richard McMillan Library took stock periodically in the library as revealed by the study. Stock taking helps detect library resources that were getting worn-out and dwindling as a result of activities of some library users. This confirms Banbil's (2014) assertion that stock taking helps identify worn-out resources in the library. Stock taking in smaller libraries such as the Richard McMillan library will be effective as compared to bigger library complexes such as that of the Joshua Alabi Library. Stock taking requires physical examination of materials and cross checking available quantity of materials as against what is supposed to be available. This exercise requires adequate staff to effectively execute the purpose of stock taking. Stock taking informs librarians to design remedy plans for future resources that may be acquired by the library.

5.7.6 Acquisition and repair

From the study, it was found that librarians from both Universities were responsible for recommending worn-out books for binding and damaged library equipment for repairs. As already mentioned in the literature reviewed, Adekunle, Adekunjo and Unuabor (2018) are of the view that unrepaired library materials and equipment will lead to reduction of library resources. Again, this responsibility ensures that library resources are used to their maximum lifespan or until they are outmoded and cannot be used before they are replaced.

5.7.7 Maintenance

The study found that librarians ensured library materials were kept clean and placed under the right temperature condition as suggested by Urhiewhu, Emojoorho and Omah (2018). The lifespan of library resources like any other resources are prolonged if they are well maintained. Academic libraries maintain bound newspapers, films, maps and other important documents under certain temperature conditions. Usage of library resources such as projectors, computers and scanners are prolonged if they are kept clean, away from dust and harmful liquids.

5.7.8 Library orientation and the use of social media tools

It was found that librarians in both Universities organized some kind of library orientation for library users. At the Richard McMillan Library, librarians at the beginning of every academic year and at any given opportunity such as Hall Week celebrations and Library Week celebrations educated the University community about the library. Furthermore, it was found that both libraries design and post attractive posters within the library to educate library users about the library. Library orientations provide the opportunity for library users to acquaint themselves with the resources of a library and the rules and regulations that govern the use of those resources. However, academic libraries in some countries have progressed in the way library orientations are organized as a result of the large numbers of student populations. Students no longer tour academic libraries with the guide of librarians in bid to familiarize themselves with library facilities and resources. Furthermore, the distribution of library brochures to students is also declining. Academic libraries are now relying on social media tools such as Twitter,

Facebook pages, YouTube and library websites as platforms to educate library users about the resources and rules governing the use of libraries.

5.7.9 Preservation of special collections

The study found that librarians kept some special materials such as very expensive resources and out of print books under key and lock for safe keeping until they were needed by library users. Keeping special collections under certain conditions such as locked rooms and cages is a common technique in most academic libraries to reduce abuse of those resources by library users. Librarians were assigned to monitor the usage of those resources to avoid the materials from being stolen, defaced or mutilated by some library users.

5.7.10 Measures put in place to protect library staff

The study found that most librarians at the Richard McMillan Library could not readily tell what measures were in place to protect them from unacceptable behaviour by their colleague library staff and library users. Despite that, librarians of the two libraries studied indicated a number of measures that were taken in case a library staff was abused. Most of these measures were not written in any library document as observed by the researcher but were at the discretion of the librarians. This affirms Yamson and Cobblah's (2016) assertion that academic libraries lack properly documented library security policies. However, it was observed by the researcher that some measures were documented in the Student Handbook (2017, p.63) of the Ghana Institute of Journalism. These measures were not to protect only library staff but all workers and students of the

Institute. It was further revealed that some sanctions were also mentioned in the Student Handbook but they were not related to any specific misconduct except fighting and sexual assault which had dismissal and or prosecution in the Law Court. Ismail and Zainab (2011) agree that policies that do not outline clear procedures of dealing with security occurrences are a contributing factor to unacceptable behaviours in academic libraries. It is therefore important that measures are taken by university managements and librarians themselves to protect library staff from unacceptable behaviours.

5.7.10.1 Report abusive behaviour

Some librarians at the Joshua Alabi Library indicated that they reported abusive behaviour towards them to higher authority in the library for actions to be taken. However, the Student Handbook (2017) of the University of Professional Studies, Accra, stipulates that students who misconduct themselves towards a worker of the University would be made to face the disciplinary committee.

5.7.10.2 Caution and punishment

The study found that most library users who abused librarians were cautioned to be of good behaviour or punished depending on the gravity of the abuse. According to the Librarian at the Joshua Alabi Library, punishment given to library users who abuse librarians ranged from caution or suspension from the library to dismissal from the University depending on the gravity of the abuse. Punishment for library users who abused library staff at the Richard McMillan Library was discretionary and dependent on the Librarian.

5.7.11 Measures to deter library staff from engaging in unacceptable behaviour

It was found that librarians from both GIJ and UPSA also engaged in behaviours that were contrary to library rules and regulations. Academic libraries must therefore endeavour to design comprehensive policies to regulate how library staff are to conduct themselves while at post.

5.7.11.1 Presence of security policy

The Joshua Alabi Library and the Richard McMillan library had library security policies as observed by the researcher. The policies of the two libraries were available on the web pages of the parent Universities. However, it was observed that there is little about measures to deter and prevent librarians from engaging in unacceptable behaviour in the library. The policy must cater for both library users and library staff. The existence of a library security policy is the first step in combatting unacceptable behaviour in the library. Nevertheless, library users and library staff must be conversant with the policy in order to make references when necessary. It must also be mentioned that the existence of a library security policy as asserted by Mejias (2014) does not prevent the occurrence of unacceptable behaviour in the libraries. Librarians should endeavor to implement the policy since it is a guide to the operations of the library.

5.7.11.2 Disciplinary actions

Findings of the study indicated that librarians who engaged in unacceptable behaviour were cautioned, queried, or made to face disciplinary committee for the appropriate

sanction. Some librarians who engaged in giving out library materials without the right procedures were queried. It was further revealed that in cases where the library materials were not returned by the borrowers, the library staff were made to pay for the library materials. It was also observed from the Universities' Code of Conduct that the punishment for university staff who are found to have engaged in sexual misconduct or theft was dismissal and was also likely to be handed over to the police. The Security Countermeasure Theory was relevant to this study because it helps to explain how to reduce unacceptable behaviour in academic libraries.

CHAPTER SIX

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

Chapter Six presents a summary of the major findings of the study based on the objectives as indicated in section 1.4. The Chapter also draws conclusion and makes recommendations from the major findings of the study to help understand and improve security of resources in academic libraries in Ghana.

6.2 Summary of the major findings of the study

This study explored the security challenges academic libraries face in Ghana with particular reference to the Joshua Alabi Library of the University of Professional Studies, Accra and the Richard McMillan Library of the Ghana Institute of Journalism. To achieve the objective, the study investigated unacceptable behaviours (security challenges) in the academic library, causes of unacceptable behaviour in the library, academic library resources vulnerable to security breaches, the methods used to protect academic library resources and finally, the role of library staff in securing resources in academic libraries in Ghana.

The study revealed that:

6.2.1 Security challenges in the academic libraries

Findings from this study showed that even though there was some level of unacceptable behaviour at the Joshua Alabi Library of the University of Professional Studies, Accra,

generally, security was not a problem at the library. Unlike the Joshua Alabi Library, the findings from the study indicated that security was a challenge at the Richard McMillan Library of the Ghana Institute of Journalism.

6.2.2 Causes of unacceptable behaviour in the academic libraries

As a result of increased usage of electronic devices by library users and inadequate plugs, students at the Richard McMillan Library tamper with electric plugs to charge their gadgets in the library. The study also found that library users at the Richard McMillan Library disconnect Internet cables when the Wi-Fi was not functioning. However, at the Joshua Alabi Library, library users do not tamper with plugs and Internet cables because these wirings were trunked. Inadequate library security personnel was a major contributing factor to unacceptable behaviour of library users at the Joshua Alabi Library and the Richard McMillan Library. It was further revealed that some library users engaged in unacceptable behaviour because of their selfish interest to illegally own or deprive other library users from having equal access to library resources. During examination periods in both Universities under study, usage of the libraries increases and therefore library users hide behind the large numbers to engage in unacceptable behaviours in the library. The Richard McMillan Library did not have group discussion rooms. However, the Joshua Alabi Library had syndicated rooms for group discussions even though the study found that the discussion rooms were not adequate.

6.2.3 Resources vulnerable to security breaches in the academic libraries

The study revealed that human resources, facilities and informational materials in the academic library were all vulnerable to unacceptable behaviour. Academic library resources most vulnerable to unacceptable behaviour at the Richard McMillan Library included Internet cables and electric plugs. However, at the Joshua Alabi Library, it was found that the library space was vulnerable to littering by library users. It was also found that staff at the Richard McMillan Library and the Joshua Alabi Library were vulnerable to verbal abuse by library users. Similarly, some library staff also abused library users. Furthermore, all print informational materials and carrels in the libraries were also susceptible to unacceptable behaviour by both library users and library staff.

6.2.4 Methods used to prevent, deter and detect unacceptable behaviour in the academic libraries

The study found that the Richard McMillan Library had only closed circuit cameras but the Joshua Alabi Library in addition to closed circuit cameras had Radio-Frequency Identification (RFID) systems and 3M Security Gates. Apart from the electronic security devices used by the libraries to deter, prevent, and detect unacceptable behaviour, the study found that the Joshua Alabi Library and the Richard McMillan Library had other methods. The libraries used traditional methods such as library patrols and monitoring, intermittent hostel searches and naming and shaming library users who engaged in some unacceptable behaviour.

6.2.5 Role of academic library staff in securing resources in the library

As stakeholders and custodians of the academic library, librarians at the Richard McMillan Library revealed that they educate library users about the operations of the library at any given opportunity such as Hall Weeks and Library Week celebrations. It was also found that library staff at the Richard McMillan Library periodically took stock of library materials to detect theft. The Richard McMillan Library and the Joshua Alabi Library displayed library regulations, names and sanctions of offenders of library rules at vantage points in the library to deter library users from engaging in unacceptable behaviour. Librarians at both libraries lent most library materials to library users to reduce the desire of stealing printed informational materials in the library. Librarians at the Richard McMillan Library and the Joshua Alabi Library were responsible for sending text messages and making phone calls to library users who had overdue library materials in their possession.

The study found that librarians at both libraries understudy ensured that library resources were kept clean and non-functioning library equipment repaired. It was also found that librarians allowed library users to photocopy portions of printed informational materials they needed but could not be lent. At the Johshua Alabi Library and the Richard McMillan Library, librarians organised and monitored the usage of special collections that were assumed to be expensive and out of print in conducive temperature rooms and locked cages to prevent theft and misuse. As a way of identifying library resources, librarians supervised or labelled library carrels, equipment and stamped library materials with property stamps. To detect library resources that were being taken out of the library

illegally either by library staff or library users, librarians at the Joshua Alabi Library were responsible for implanting microchips into library resources with the exception of library staff. The microchips tagged to the library resources are synchronized with other technologies that trigger an alarm if a library resource is being smuggled out of the library without the rules and regulations being followed. The study found that library staff who engaged in behaviours such as fighting or sexual assault were likely to be dismissed and or prosecution in the law court.

6.3 Conclusion

Based on the results and discussion as well as the main findings of the study, it could be concluded that security is a challenge in some academic libraries in Ghana. All resources of the academic library are vulnerable to unacceptable behaviour. However, librarians have adopted both traditional and electronic methods to prevent, deter and detect unacceptable behaviour. The use of electronic security devices by academic libraries is not regarded as a luxury but rather an inevitable tool to secure facilities, informational and human resources in the quest to enhance accessibility and prolong the use of resources in the library. The use of electronic security devices supplements the traditional methods of protecting library resources. It is clear that librarians play varied roles to ensure that resources of the academic library are protected from unacceptable behaviour to prolong the lifespan of resources in their care.

6.4 Recommendations

Based on the findings, the researcher made some recommendations to improve security in academic libraries.

6.4.1 Purpose built library

Academic library buildings should be purpose-built and fitted with adequate electrical plugs. All cabling in the library should be trunked and locked to prevent tampering by library users.

6.4.2 Provision for adequate library security personnel

Due to the increasing number of students populations in tertiary institutions in Ghana and the increase in academic library usage, it is recommended that academic libraries recruit adequate numbers of library security personnel to patrol and monitor activities in the library during both normal working hours as well as after the library is closed to deter, detect and prevent unacceptable behaviour in the library. The library security personnel may also be used to enforce appropriate library access at the main lobby.

6.4.3 Effective Wi-Fi connectivity

Wi-Fi connectivity in academic libraries should be well managed to avoid interruptions since it has become part of the services provided by academic libraries and university communities largely rely on Internet connectivity for their information needs.

6.4.4 Effective library orientation

There should be periodic and effective library orientation for all academic library users. Dropping litter at unapproved places is a major problem in most developing countries in Africa and academic libraries are no exception, however effective orientation could be a remedy to this problem. Library orientations should not be limited to regulations and procedures of the library but also include waste management talks and punitive measures to deter and prevent library users from littering library spaces. Dustbins should be provided at vantage points within academic libraries for library users to drop their waste in them.

6.4.5 Effective management of abusive library users

As human institution, academic libraries are likely to encounter abusive library users. However, as professionals, library staff have the duty to be polite and manage abusive library users who may feel frustrated as a result of some library regulations or external factors. In extreme or dangerous situations, the library security who are trained to handle violent library users should be called in.

6.4.6 Existence and implementation of library security policy

Academic libraries should endeavor to have a comprehensive library security policy which stipulates rules, procedures and sanctions for library users and library staff. Library users and library staff who engage in behaviours which are contrary to library rules and regulations should not be spared from sanctions as stipulated in the rules and regulations of the library.

6.4.7 Adoption of electronic security systems

In the world of information now, there is the need to keep abreast with the current trend and technological practices. The adoption of electronic security systems in academic libraries should therefore be a must for every institution to be able to increase access and protect the resources of academic libraries. Elements of an electronic security system include burglar protection, collection security, access control, and video surveillance. Dummy security devices may also be utilized as part of a deterrence strategy, at a great cost savings to the library.

6.4.8 Alternative electricity power supply

Alternative power supply should be provided to avoid disruptions during and after working hours since electronic security systems operate with power.

6.4.9 Security risk assessment

Despite the above recommendations, academic libraries in general should endeavour to periodically conduct security risk assessment. The required level of security system in every academic library is determined by the degree to which library resources are vulnerable to security challenges. Academic libraries are therefore encouraged to conduct a security risk assessment to determine the level of resource vulnerability and the required security systems to put in place. The vulnerability analysis should take into consideration every resource of the library and should aim at identifying weaknesses that could lead to unacceptable behaviour in the library and also construct a framework for subsequent countermeasures.

6.5 Suggestions for further research

Considering that the present study was undertaken in public universities; future researchers should extend their studies to the private universities. Such kind of studies could provide more revealing results with regards to how private universities are coping with security in the library.

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APPENDIX 1 Semi-structured questionnaire for librarians

Cover Letter

University of Ghana
January 21, 2019.

Dear Respondent,

I am an MPhil student at the Department of Information Studies, University of Ghana, Legon. Currently, I am conducting a study on **security of resources in academic libraries in Ghana**. The aim of this study is to explore security challenges faced by academic libraries in Ghanaian universities as well as the types and extent of security measures undertaken by these libraries to protect library resources.

Attached to this letter is a set of semi-structured questionnaire (Sections A, B, C, D, E and F that asks a variety of questions about security in your library. With the permission of the Librarian of your University, I hope you will contribute your time to complete this questionnaire or respond to an interview. I wish to state that participation in this research is voluntary. It is anticipated that the total time to complete this questionnaire would be 10 minutes.

The information collected in this semi-structured questionnaire will be used for research purposes only and I assure you that your responses are completely anonymous.

Your cooperation is greatly appreciated.

Yours' sincerely,

Ernest Afachao

**UNIVERSITY OF GHANA – LEGON
DEPARTMENT OF INFORMATION STUDIES**

**MPHIL - LIBRARY RESOURCES AND SECURITY CHALLENGES IN
ACADEMIC LIBRARIES IN GHANA**

SEMI-STRUCTURED QUESTIONNAIRE FOR LIBRARIANS

This research seeks to explore security challenges faced by academic libraries in Ghana.

All responses will be treated as confidential. Thank you.

Definition of terms:

Security challenges refer to unacceptable behaviours in the library.

Library resources refer to both informational and non-informational assets of the library.

Section A: Biographic Data

1. Name of University:.....
2. Gender: Male [] Female []
3. Job position:.....
4. Number of years served:.....
5. Qualification:.....

Section B: Security challenges in your library

6. Do you think that security is a problem with your library?

- a. Yes [] b. No []

7. Indicate by a tick (✓) as many as applicable which of the following your library users engage in:

- a. Verbal/physical abuse of a staff of the library []
- b. Removal of pages of library material []

- c. Stealing of library materials []
- d. Fighting in the library []
- e. Hiding of materials at different locations []
- f. Defacement of library materials []
- g. Noise making in the library []
- h. Eating and/or drinking in the library []
- i. Receiving phone calls in the library []
- j. Any other(s)

8. Apart from students, which other category of users of your library engage in unacceptable behaviours?

.....

.....

.....

.....

Section C: Causes of security challenges (unacceptable behaviours) in academic libraries

9. In your view, what causes users of your library to engage in unacceptable behaviour?

.....

.....

.....

10. How often do library staff give education on library rules and regulation to users?

- a. Every semester []
- b. Every academic year []
- c. Not often []
- d. other(s)

Section D Resources vulnerable to security breaches or unacceptable behaviour

11. What types of resources are susceptible to security breaches (Unacceptable behaviour) in your library?

.....

.....

.....

12. Do the students tamper with the following? Please tick (✓) your response

Computer cables a. Yes [] b. No [] c. Other(s).....

Remove the internet cables to connect their laptops

a. Yes [] b. No [] c. Other(s).....

Remove mouse a. Yes [] b. No [] c. Other(s).....

Disconnect computers from the plugs to charge their laptops and mobile phones?

a. Yes [] b. No [] c. Other(s).....

Section E: Method(s) used to prevent unacceptable behaviour among library users

13. What method does your library adopt to deter and prevent unacceptable behaviours among users?

.....

.....

.....

14. Are the rules and regulations governing the use of the library accessible to users?

a. Yes [] b. No [] c. Other(s).....

15. Does the library have any of the following security devices?

a. Closed Circuit Camera Yes [] No []

b. 3M Security Gate Yes [] No []

c. RFID Yes [] No []

d. Other(s)

Section F: Role of academic library staff in securing resources in academic libraries

16. What role do you and your colleague staff play in securing resources of the library from depletion, damage and theft?.....

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

17. What measures are in place to protect library staff from verbal and physical abuse by users of your library?

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

18. What measures are in place to deter library staff from engaging in unacceptable behaviour in your library?

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

19. Does your library have a security policy?

a. Yes [] b. No [] c. Other(s).....

Thank you very much for your participation.

APPENDIX 2 Questionnaire for students

Cover Letter

University of Ghana

January 12, 2019.

Dear Respondent,

I am an MPhil student at the Department of Information Studies, University of Ghana, Legon. Currently, I am conducting a study on **security of resources in academic libraries in Ghana**. The aim of this study is to explore security challenges faced by academic libraries in Ghanaian universities as well as the types and extent of security measures undertaken by these libraries to protect library resources.

Attached to this letter is a questionnaire that asks a variety of questions about security in your library. With the permission of the Librarian of your University, I hope you will contribute your time to complete this questionnaire. I wish to state that participation in this research is voluntary. It is anticipated that the total time to complete this questionnaire would be 10 minutes..

The information collected in this questionnaire will be used for research purposes only and I assure you that your responses are completely anonymous.

Your cooperation is greatly appreciated.

Yours' sincerely,

Ernest Afachao

**UNIVERSITY OF GHANA – LEGON
DEPARTMENT OF INFORMATION STUDIES**

**MPHIL - LIBRARY RESOURCES AND SECURITY CHALLENGES IN
ACADEMIC LIBRARIES IN GHANA**

QUESTIONNAIRE FOR GRADUATE STUDENTS

This research seeks to explore security challenges faced by academic libraries in Ghana.

All responses will be treated as confidential. Thank you.

Definition of terms:

Security challenges refer to unacceptable behaviours in the library.

Library resources refer to both informational and non-informational assets of the library.

SECTION A: Biographic data

1. Name of campus:.....
2. Gender: Male () Female ()
3. Programme of study:.....

SECTION B: Security challenges in your academic library

4. Since when did you begin using the library?
 - a) First semester of my first year b) Second semester of my first year
 - c) First semester of my second year d) Second semester of my second year
 - e) Other (specify).....
5. Do you think that security is a problem with the library?
 - a) Yes () b) No ()
6. Did you go through formal library orientation?

- c. Ignorance ()
- d. Lack of reprographic facilities in the library ()
- e. Lack of security in the library ()
- f. Needed space for group discussion ()
- g. Lack of awareness of library rules and regulations ()
- h. Lack of adequate punishment to serve as deterrent to others ()
- i. Any other(s)

Thank you very much for your participation.

APPENDIX 3 Questionnaire for library security personnel

Cover Letter

University of Ghana

January 21, 2019.

Dear Respondent,

I am an MPhil student at the Department of Information Studies, University of Ghana, Legon. Currently, I am conducting a study on **security of resources in academic libraries in Ghana**. The aim of this study is to explore security challenges faced by academic libraries in Ghanaian universities as well as the types and extent of security measures undertaken by these libraries to protect library resources.

Attached to this letter is a questionnaire that asks a variety of questions about security in your library. With the permission of the Librarian of your University, I hope you will contribute your time to complete this questionnaire. I wish to state that participation in this research is voluntary. It is anticipated that the total time to complete this questionnaire would be 10 minutes.

The information collected in this questionnaire will be used for research purposes only and I assure you that your responses are completely anonymous.

Your cooperation is greatly appreciated.

Yours' sincerely,

Ernest Afachao

**UNIVERSITY OF GHANA – LEGON
DEPARTMENT OF INFORMATION STUDIES**

**MPHIL - LIBRARY RESOURCES AND SECURITY CHALLENGES IN
ACADEMIC LIBRARIES IN GHANA**

QUESTIONNAIRE FOR LIBRARY SECURITY PERSONNEL

This research seeks to explore security challenges faced by academic libraries in Ghana.

All responses will be treated as confidential. Thank you.

Definition of terms:

Security challenges refer to unacceptable behaviours in the library.

Library resources refer to both informational and non-informational assets of the library.

SECTION A: PERSONAL DATA

1. Name of campus:.....
2. Gender: Male () Female ()
3. Job rank

SECTION B: Security challenges in your academic library

4. How long have you been working with the library?
5. Were you given library orientation upon your assignment to the library?
Yes () No () Other(s)
6. Do you think that security is a problem with the library?
Yes () No () Other(s)
7. Are there any rules and regulations put in place in the library?
Yes () No () Other(s)
8. If **yes**, do the library users obey the rules and regulations that govern the use of the library? Yes () No () Other(s)
9. Do the students tamper with the following?

- a. Computer cables a) Yes () b) No ()
- b. Remove the internet cables to connect their laptops
- a) Yes () b) No ()
- c. Disconnect computers from the plugs to charge their laptops and mobile phones
- a) Yes () b) No ()
10. Are there fire extinguishers in the library for use in case of any eventuality?
- a) Yes () b) No ()
11. If **yes**, can you use the fire extinguishers effectively?
- a) Yes () b) No ()
12. Does the library have any of the following security devices?
- a. Closed Circuit Camera a. Yes () b) No ()
- b. 3M Security Gate a. Yes () b) No ()
- c. RFID a. Yes () b) No ()
- d. Other(s)

Thank you very much for your participation.

APPENDIX 4: Introductory letter



UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES
SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

Ref. No.:

November 22, 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

I write to introduce to you Mr. Ernest Afachao, an M. Phil student of the Department of Information Studies, University of Ghana, Legon.

He is researching on the topic “**Library resources and security challenges in academic libraries**”.

Please assist him with the necessary information that will be needed to undertake the research.

Thank you.

Yours faithfully,

Dr. Musah Adams
For: Head of Department

COLLEGE OF EDUCATION

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