

**EFFECT OF CORPORATE ENVIRONMENTAL FACTORS ON
THE PROVISION OF INFORMATION IN THE BALME LIBRARY,
UNIVERSITY OF GHANA**



**A THESIS SUBMITTED TO THE DEPARTMENT OF INFORMATION
STUDIES, UNIVERSITY OF GHANA, IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF THE MASTER
OF PHILOSOPHY DEGREE IN LIBRARY STUDIES**

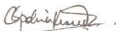
AUGUST, 2003

DECLARATION

I hereby declare that except for references to other works which have been duly acknowledged, this thesis is the result of my own original research, and that this study has not been presented either in whole or in part, for another degree elsewhere.



Reginald B. Sam



Prof (Mrs.) C. O. Kisiedu
Supervisor



Prof Edwin Ellis Badu
Supervisor

DEDICATION

This work is dedicated to AUNTIE ESTHER, my late mum, who did not live long to see my meticulous climb of the educational ladder.

ACKNOWLEDGEMENTS

This thesis would not have seen the light of day without insightful supervision by Prof (Mrs) C.O. Kisiedu and Prof. Edwin Ellis Badu. Their critical comments and suggestions greatly enhanced this work, for which I will forever be grateful. However, they are in no way responsible for any inadequacies or shortcomings, which may be in the work.

I also put on record my sincerest gratitude to the University Librarian, Professor A. A. Alemna for all the efforts put in shaping the write-up and the 'unceasing promptings' to finish the work on time. To all the senior members in the University – the faculty members, the librarians and the administrators – who granted me interview and, also, answered the questionnaires, I am indebted to you.

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To Emmanuel Nana Bekoe of the Balme Library who did selfless secretarial work for me, I wish to say a 'big thank you' and may the good Lord richly bless you. Mr. George Bada and Miss Nora Ganusah, I thank you also for tolerating all my 'wornes'.

All said and done, the final thanks, glory, honour and adoration go to the Almighty God, for His protection, grace and blessings all these years.



ABSTRACT

The University Library is the foremost organization charged with the responsibility of providing information support to academic work in the institution. A well-equipped library is, therefore, a great motivation to academic excellence and scholarship. Currently, the Balme Library of the University of Ghana is facing severe under-funding difficulties, in addition to being marginalized in the scheme of things in the university. These may have the tendency of affecting information delivery by the library.

This study of the Balme Library was, therefore, undertaken to determine how corporate environmental factors in the university affected the capacity of the library to provide information. The factors identified were organizational structure, organizational culture, organizational resources and the perception of some groups in the university.

Through meticulous search of related literature, use of an Interview Schedule and Questionnaires on some senior members of the university enough data were gathered and analysed in relation to the objectives of the study. The findings pointed to the fact that organizational structure, culture and resources, as well as the perception of groups in the University exerted enormous drawbacks on the library to deliver on its information provision mandate.

In the light of the findings and other problems identified, the following recommendations were made:

- i. the Balme Library must be re-positioned as a priority area in the University and given the needed support and resources to operate with,
- ii. the library must seriously market itself to the constituents on campus and potential donors outside the campus,
- iii. the library must modernize its operations through automation to meet the varying needs of its clients,
- iv. the library must invigorate its human resources to take up the challenges of the future, and
- v. the University Librarian must be made responsible for major library matters in the university.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

At the apex of Ghana's educational ladder are the five state universities and about the same number of emerging private ones. These institutions of higher learning have a greater role to play in the socio-economic development of the country. They have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business, and the professions. Furthermore, the universities produce new knowledge through research, serve as conduits for the transfer, adaptation, and dissemination of knowledge generated elsewhere in the world, and support government and business with advice and consultancy services. Lastly, the institutions play important social roles by forging the national identity of the country and offering a forum for pluralistic debate¹.

The University of Ghana was established first as a University College in August 1948 and, later, attained a full university status in 1961 by an Act of Ghana Parliament². It has over the years, fulfilled the dreams of the founding fathers of becoming an international institute of high repute. For the next decade, the university has set the following as its mission statement.

"Our mission is to develop world-class human resources and capabilities to meet national development needs and global challenge through quality teaching, learning, research and knowledge dissemination"³.



In fulfilling its mandate as a center of academic excellence and, also satisfy the manpower needs of the Ghanaian economy, the university needs to provide members of the academic community with easy and direct access to recorded knowledge, accumulated and conserved. The library is the most appropriate agency in an academic institution to collect, organize and disseminate such knowledge for use⁴. The university library therefore, is an integral part of the university and strives for the fulfilment of the ideals and objectives of the parent institution.

The report of the committee of libraries set up by the University Grants Committee (UK) and chaired by Thomas Parry supported this close university/library collaboration. It said:

"The character and efficiency of a University may be gauged by its treatment of its central organ – the library. We regard the fullest provision of library maintenance as the primary and most vital need in the equipment of a university ..."⁵

A former Vice-Chancellor of the University of Ghana, Professor Alexander A. Kwapong also added his voice to the strategic position of a library in university of education intimating as follows

"... we devote so much of our resource to our library (in apparent reference to the Balme Library) because it is our firm conviction that no university can be better than its library. In other words, it is the quality of the library that determines the quality and performance of the university"⁶

The Balme Library is the main library of the University of Ghana Library System. The library is the nerve center for academic work in the University. All academic related functions such as teaching, research and learning find their support-base in the library where all types of documents (books, periodicals, theses, reports, etc), are organized for easy access to members of the University Community. In addition, the library is expected to provide the physical facilities and equipment that will make possible the effective use of its resources.

Information provision by the Balme Library has also been bolstered by the impact of information and communication technology (ICT). The library now provides CD-ROM literature search and Internet services, access to other on-line databases and document delivery services. All this goes to show that an academic library has an important role to play in higher education. This led M. A. Gelfand to admonish that

“... it (the library) should not be operated as a mere storehouse of books attached to a reading room, but as a dynamic instrument of education...”⁷

The present library opened its doors to the academic community of Legon in September, 1959 and, during the early years, it was able to meet the information demands placed on it by faculty and students. With its relatively large and special collections, it also tried to satisfy some of the literature needs of other academic and research institutions in the country through an efficient inter-library loan system. These developments were made possible by the following factors:

1. The immediate post-independence buoyant Ghanaian economy that enabled the Ghana government to adequately fund university education,

- ii. Closely related to the above was the perception of and the premium placed on higher education by the first independent government, led by Dr Kwame Nkrumah,
- iii. The few academic departments on campus that did not put much pressure on university finances, and
- iv. The goodwill and understanding of then stakeholders in the university who saw the need to resource the Balme Library adequately.

The position of the Balme Library within the University of Ghana set-up could thus be likened to that of an organization operating and surviving in a corporate environment or in a much larger societal environment. Furthermore, the fortunes of the library are tied up with those of the university and, so, threats and opportunities emanating from the environment affect them both. It is fair to state that the business environment of the Balme Library is co-terminus with that of the University.

It is often remarked that managers of organizations operate in a complex and turbulent environment. This is as a result of the fact that pressures emerging from the environment are constantly changing and, at times, difficult to control. Invariably, management strategies are affected. However, this does not mean that managers must ignore forces of the environment. They have to confront the forces in order to keep their organizations afloat.

The term 'environment' or for that matter, the expression 'environment of an organization', has been dealt with by many writers. According to Wright and Noe⁹, the word 'environment' refers to 'people, organization, systems, and other forces that have potential to influence the organization and which are, in turn, influenced by the

organization'. On his part, **Kempner**¹¹ sees the environment of an organization as 'comprising of all those features of the surrounding world that are in some way detectable and that affect the organization's behaviour'.

Stoner and Fry¹² also define the business (or an organization's) environment as 'comprised of a set of factors (conditions and forces) that affect the business and impact its performance.' Last, but not the least, **Certo and Peter**¹² define the organizational environment generally as 'the set of forces, both outside and inside the organization, that can affect performance'.

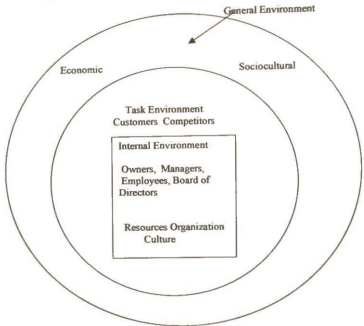
Implicit from the definitions, the following points can be made:

- i. No one organization exists in isolation,
- ii. An organization's ability to achieve its desired levels of performance can be enhanced or diminished by its environment; and
- iii. Any organization, which fails to take cognisance of its environment, does so at its peril.

An organization has two principal environments: an external environment and an internal environment. **Figure 1** represents the components of the environments within which an organization must operate.



Figure 1 : The Organizational Environment



***Adapted from R. D. Gatewood, R. R. Taylor & O. C. Ferrell, Management: Comprehension, Analysis and Application, 1995, p. 61.**

1.1.1 External Environment

The external (or macro) environment of an organization refers to all the variables outside the organization that may affect the organization broadly and often indirectly. In order to spell out in detail the components of the external environment, some writers, such as Wright and Noe,¹³ and Gatewood, Taylor and Ferrell¹⁴ have found it expedient to divide the external environment into two parts, namely **general environment** and the **task environment**. Certo and Peter,¹⁵ refer to the task environment as **operating environment**, although the components in each of them are the same.

The **general environment** is that level of an organization's external environment with components that are broad in scope and have long-term implications for managers, firms, and strategies¹⁶. The components include economic, socio-cultural, politico-legal, technological, and even global influences. The economic conditions in which an organization operates affect it considerably, as these conditions reflect the general economic health of the country. Some of these conditions include interest rates, unemployment rates, gross national product, the value of the country's currency, whether the country's economy is in a growth period or in a recession, consumers' buying power and so on. The socio-cultural components describe characteristics of the society in which the organization exists. Some examples of these are literacy rates, education levels, economic status, customs, beliefs, values, age distribution and the mobility of the population.

The technological variable influences an organization's use of knowledge and techniques in producing a product or service and in performing other work of the

organization Technology can be a driving force shaping the future of an organization and therefore a way of gaining competitive advantage. On the other hand, failure to recognize new technology can result in an organization failing to survive

The politico-legal refers to the numerous laws that an organization must obey, the government attitude towards various sectors of the economy and lobbying efforts by interest groups. Lastly, the global influence has emerged by virtue of the fact that the world today has become a 'global village' and, that, factors in other countries affect the operation of organizations in another. For instance, the terrorist attack in the United States on September 11, 2001 affected the operations of organizations far removed from the scene of action.

The task or operating environment, according to Certo and Peter,¹⁷ is 'that level of the organization's external environment with components that normally have relatively specific and immediate implication for managing the organization'. The major components of the task environment are customers, suppliers, competitors, and pressure groups.

Every organization has customers. They purchase the organization's output-goods or services. Customers include clients of an agency, patients in a clinic, consumers in a store, and organizations that buy from a manufacturer. Customers influence the organization by choosing whether or not to accept the organization's goods or services. When they accept the products by purchasing them, customers add to the organization's resources. In the long run, the only way an organization can succeed is by delivering what customers want. Customers, therefore, play a lead role in the organization's

environment. Managers in successful organizations take pains to know who their customers are and what their customers need and want.

The organization's inputs come from its suppliers. Suppliers may provide parts, raw materials, technology, funding (capital), and labour. The organization purchases and transforms these resources during the production process into final goods and services.

The competitor component of the operating environment consists of rivals whom an organization must overcome in order to reach its objectives. Competitors limit the organization's access to resources. They often compete for the same inputs (such as talented employees), and they compete for the revenues from the customers they would like to serve. The impact of competitors is strongest when barriers to entry are low and buyers are willing to accept substitutes for the organization's products.

Given the potential impact of competitors, organizations need information about what competitors are doing now and try to anticipate what they might do in the future. Basically, competitor analysis is intended to help management appreciate the strengths, weaknesses, and capabilities of existing and potential competitors and predict their responses to strategic initiatives.

The last of the component in the task environment is the pressures brought to bear on organization by special interest groups, whether formally or informally. Some of the groups are labour unions, professional associations, consumer and environmental interest groups, whose activities have a significant effect on the behaviour of organizations.



1.1.2 Internal Environment

The internal environmental of an organization consists of a wide range of factors within its formal boundaries. Certo and Peter¹⁸ perceive the organization's internal environment as comprising 'forces that operate inside the organization with specific implications for managing organizational performance'. The components of the internal environment, like the external, are many. However, they can be grouped under three main headings: organizational, resources and culture.

The organizational component is determined in terms of the mission of organization, organization structure, communication network, work-flow and management style. Every organization is established with a purpose in mind and this must be spelt out and understood by all workers, managers and non-managers alike.

Organization structure is the arrangement of positions and groups of positions within the organization. It is described in such terms as reporting relationships, patterns of interaction, and distributions of responsibilities. Communication is the process of transmitting information to organizational members and it takes various forms and directions. The work-flow refers to the path that raw materials follow as they go through an organization's transformation process. Management style is the mode and manner that managers adopt in going about their task of achieving organizational objectives. The style could be participatory or authoritarian or a mixture of the two.

The resources factors are considered in terms of financial, physical, human, technological capabilities and research and development. An organization, which possesses an adequacy of resources, as mentioned above, may give it a competitive advantage over its competitors.

The financial position of an organization plays a crucial role in determining what it can or cannot do in the future. The physical resource is the organization's plant and equipment, its geographical location and its access to raw materials. The third category of resources available to the organization consists of its employees and they are said to be its most critical assets. The human resources are described in terms of their training, experience, judgment, intelligence, relationships and insight.

The technological resource of an organization refers to the processes that transform other resources available to the organization into a product or service. An organization possessing a modern technology is always ahead of its competitors, the reason being that it is able to deliver greater value to its customers in terms of better service, lower cost, or both. The last, but not the least resource of an organization is that of Research and Development (R&D). Every organization, whether it has a formal R&D department or not, must be concerned about its ability to develop new products and services. This will give the organization a competitive edge over rivals.

The last component of the organization's internal environment is culture. Organizational culture, according to Kreitner,¹⁹ is 'the collection of shared (stated or implied) beliefs, values, rituals, stories, myths, and specialized language that fosters a feeling of community among organization members'. Although the cultural components listed in the definition are largely taken for granted by members of the organization and thus "invisible", they exert a powerful influence on behaviour.

1.2 UNIVERSITY OF GHANA: CASE ORGANIZATION

It is important here to give focus to the University of Ghana, the parent organization of the Balme Library, so that issues discussed about it and of the library can be properly understood. In this regard, a history of its establishment, its organization as well as its corporate environmental factors will be examined here.

1.2.1 Establishment

The University of Ghana, formerly the University College of the Gold Coast, was founded in 1948 on the recommendations of the Asquith and Elliot Commissions on Higher Education in the then British Colonies. The Asquith Commission was set up in 1943 to investigate higher education in the British colonies. The Commission recommended, among other things, the setting up of University Colleges in association with the University of London. By University Colleges, the commission meant institutions that provided courses of degree standard under institutes of higher learning in the metropolitan country.

Another recommendation of the Asquith Commission was that the British Government should set up an Inter-Universities Council to advise on all matters relating to higher education in the new British colonies. The recommendation was accepted as purposeful. The Inter-Universities Council served the new university college of the Gold Coast in an advisory capacity. It also approved all academic appointments made. This arrangement helped the college to maintain the higher academic standard associated with the university in Britain. It also enabled the University College of the Gold Coast to seek

support of the council in obtaining funds from the United Kingdom Government sources to support her own programmes and projects

Next to follow the Asquith Commission was the Elliot Commission appointed by the Secretary of State for the colonies in June 1943. Its main responsibility was to 'report on the organization and facilities of the existing centres of higher education in British West Africa, and to make recommendations regarding future university development in that area'. The commission was also to find out whether the whole of British West Africa would be able to support more than one university college.

In the end, the Elliot Commission published a majority report, which recommended the establishment of two university colleges in the Gold Coast and Nigeria. It also published a minority report, which held that only one University College for the whole of West Africa was feasible. The British Government decided on receipt of the report that one university college for the whole of British West Africa should be established at Ibadan in Nigeria. But the people of the Gold Coast could not accept that recommendation. Under the leadership of a prominent scholar and politician the late Dr J.B. Danquah, the people of the Gold Coast made it known to the British Government that they did not only desire a university of their own, but also that indeed they would contribute funds towards such a development. In view of the circumstances the British Government had to review its earlier decision and agreed to the establishment of the University.

By an Ordinance dated, 11th August 1948, the University College of the Gold Coast was established '**for the purpose of providing for an promoting university education, learning and research**'. As a temporary convenience, it occupied the



Western compound of Achimota School and the transfer to the present site at Legon Hill started in 1952 when the first 93 under-graduates moved into Legon Hall, the first Hall of residence

From its inception, the University College was admitted to the Scheme of "Special Relationship" extended by the University of London to certain English and overseas University Colleges. Under this scheme, the University College was allowed to teach for the external degree examinations of London University. It also allowed the College to modify the London syllabuses to suit local conditions and to take part in the setting and marking of examinations. But London University gave final approval to courses and examinations since the degrees given were those of the University of London

The first Principal was David Mowbray Balme, after whom the Balme Library has been named. Mr Balme was far-sighted, courageous and dedicated to the promotion of scholarship. By his vision, industry and single-mindedness, he built a College and laid the foundation for a strong university, which is now a source of pride. In his ten years of principalship, he created an institution whose keynote was orderly living with dignity in a community of scholars.

During the 1960-61 academic year, the College Council made a request to the Government of Ghana for legislation to constitute the University College into a University with a power to award its own degrees. The Government appointed an International Commission to examine the problem. On the recommendation of that Commission, an Act of Parliament established the University of Ghana on October 1, 1961 (Act 79). The then President of the Republic of Ghana, Dr Kwame Nkrumah,

became the first Chancellor of the University, with Nana Kobina Nketsia IV, Omanhene of Essikado as the First Vice-Chancellor. The aims of the new University, as spelt out by Act 79, were as follows.

- i. **To provide higher education;**
- ii. **To undertake research;**
- iii. **To disseminate knowledge; and**
- iv. **To foster relations with outside persons and bodies**

Academic life of the University is centred on a College, Faculties, Institutes/Schools and Centres of Research/Learning. There is a College of Health Sciences (constituted by the Medical School, Dental School, School of Allied Health Sciences, School of Public Health and Noguchi Memorial Institute for Medical Research). The faculties are Agriculture, Arts, Law, Science, Social Studies and School of Administration, a school of faculty status.

The University of Ghana is now the largest and oldest of all universities in Ghana. It has also achieved great recognition in the world of academia by being affiliated to a number of international institutions, namely the International Association of Universities (IAU), the Association of Commonwealth Universities (ACU) and the Association of African Universities (AAU). The University is also a member of the League of World Universities, which comprises 47 renowned research universities all over the world. Not the least, the University has also established academic and research links with several universities and research institutions worldwide.

1.2.2 Organization

The Act of Parliament which established the University of Ghana made provision for a Chancellor as titular head, the Vice-Chancellor as Executive Head, a governing council including both academic and lay persons, and an Academic Board including ex-officio and elected members to advise council on academic matters.

The governing body of the University is the Council whose chairman is appointed by the Chancellor and shall act for him in his absence. The membership of the Council is 15 including a majority of lay members with representation from Alumni, Students' Representative Council, Graduate Students' Association of Ghana, University Teachers Association of Ghana and Teachers and Education Workers Union.

The University Council appoints the Vice-Chancellor, and the day-to-day administration of the University is conducted under his leadership. He is the academic and administrative head and chief disciplinary officer of the University. A Pro-Vice Chancellor, a Registrar and a team of administrative and professional staff assist him in the performance of his duties.

The pillars of the university system are the Boards and Committees through which all sections of the university are administered. However, the university's administration can be discussed under these broad groupings: Academic, Development and Finance, and Services.

A. ACADEMIC

Academic Board

Executive Committee

Appointments Board

Boards of Faculties

Board of Graduate Studies

Research and Conferences Committee

Scholarship Committee

Academic Planning Committee

Management Committee for Agricultural Research Stations

B. DEVELOPMENT AND FINANCE

Development Committee

Estimates Committee

Finance Committee

Investment Committee

Tender Board

C. SERVICES

I. Academic Support

Bookshop Board

Library Board

Publications Board

Data Processing Centre Management Board

2. **Student Support**

Residence Board

Management Committee for the Central Cafeteria

3. **Municipal and Welfare**

Estate management Committee

Municipal Organization Management Committee

Housing Committee

Hospital Management Committee

Primary School Management Board

Security Committee

Each of these Boards and Committees are regulated by statute as to composition, functions, quorum, etc. In reality, however, all the Boards and Committees are standing committees of the Academic Board. The Academic Board, chaired by the Vice-Chancellor, thus, receives annual reports on the work of the Boards and Committees and approves their decision.

One Board of much relevance to this study is the Library Board. The composition of the Board is as follows.

Chairman The Vice-Chancellor or his representative

1 member appointed by each Faculty Board

2 members elected by the Finance Committee

1 representative, School of Administration

1 representative of Schools and Institutes

2 members appointed by the SRC

University Librarian and Deputy

Registrar's Representative/Secretary

Finance Officer's Representative

The function of the Library Board, subject to the directions of the Academic Board, is **'to supervise and direct the policy of the Balme Library and such other matters as may be delegated to it.'**

The day-to-day management of the Balme Library rests on the shoulders of the University Librarian, supported by the Deputy Librarian and heads of the various units in the library²¹. The University Librarian is, thus, the Chief Executive Officer of the library and his status is equivalent to that of Professor. The University Librarian is, therefore, responsible for providing leadership and implements the decisions of the Library Board, of which he/she is a member. The University Librarian also ensures that the library is managed and its business conducted in accordance with the approved rules and regulations of the University.

The University Librarian represents the library within and outside the university and shall project the image of the library through various fora. Finally, the University Librarian is ultimately held accountable for everything which takes place in the library.

Figure 2 is the organizational chart of the Balme Library

Figure 2: Organizational Chart of the Balme Library



1.2.3 Corporate Environmental Factors

The University of Ghana can be referred to as a corporate entity established by an act of Ghana's Parliament. By the act, certain legal rights and privileges were conferred on it so as to enable it meet its corporate objectives. The corporate environmental factors of the University, thus, refers basically to those elements or forces prevailing within the establishment or emanating from its internal environment. The following can be discerned as constituting the corporate environmental factors of the University:

- a. **The organization structure of the University** (this is usually portrayed by the University Organizational chart or chain of command and the various boards and committees that keep the University Administration running),
- b. **The organization culture of the University** (these are the shared beliefs and values among members of the University and includes the management style adopted by University Administrators in achieving organizational objectives),
- c. **The resources available to the University** (these could be looked at in terms of financial, physical infrastructure, store and knowledge of available personnel, the technological, research and development capabilities of the University),
- d. **Students of the University** (made up of locals and foreigners), and
- e. **Organized or recognized groups on campus** (these are workers, lecturers and other senior members)

For the purpose of this thesis, the corporate environmental factors will be restricted to the organization structure, culture, resources and the three groups of senior members, that is, the lecturers, librarians and administrators of the University

1.3 STATEMENT OF THE PROBLEM

By all indications, university education in countries of Sub-Saharan Africa is in a crisis and the quality of education is deteriorating. All stakeholders of the continent's university education, comprising African governments, university administrators, academics, civil society groups and even the foreign donor community attest to this fact. Edward Jaycox, a former World Bank Vice-President for Africa and Akim Okuni, a Ugandan scholar put the crisis into perspective respectively as follows

African universities are facing enormous difficulties, including declining budgets, lack of qualified instructors and outmoded academic programmes that fail to meet local needs (Jaycox)²²

African Universities are plagued by meager educational budgets, broken-down equipment and out-of-date and/or looted libraries (Okuni)²³

The University of Ghana, the country's premier institution of higher learning, represents a classic case of a state-funded institution having been run on a shoestring budget for too long a time. As a result, this has had its toll on the institutional health of the university. One vital institution within the university set-up that has borne the brunt of the under-funding has been the main university library, the Balme Library. The

predicament that the Library finds itself in today can be discussed from two perspectives, its under-funding and its marginalization in the University.

1.3.1 Under-Funding of the Library

Given the wide acceptance of the Library as the fulcrum of the University, it is imperative that enough resources are made to it to finance its operation. Financial resources for the Balme Library are made out of the University's budgetary allocations, annually made to it by the Ghana government.

In discussing funding of a university library, there are certain antecedents or benchmarks to refer to. The *Parry Report*²⁴, the often-quoted publication on survey of British university libraries recommended that six(6) per cent of the total university expenditure should be set aside as library budget. Within the Ghanaian context, the *Report of the Ghana University Rationalization Committee (URC Report)*²⁵ also recommended that 10 per cent of all funds released to the universities should be used to stock the libraries. Last, but not the least, Raseroka²⁶, a notable librarian from Botswana, suggested that a 'minimum of 10 per cent of the total university budget be regularly allocated for library operations, excluding staff salaries.

The above authorities have been cited to give one a fair idea as to how a university library, like the Balme Library, should be funded by its parent institution, the university. It could be contended, here, that the poor performance of the Ghanaian economy over the past several years has affected the government's capacity to finance public institutions (including the state universities). However, Antwi²⁷ argues that the 'university authorities also share part of the blame of under-funding their libraries by



giving far less funds to the libraries than what the URC stipulates'. For instance, the University of Ghana spent three (3) per cent, averagely of its total expenditure on the Balme Library in the 1980s but this figure dropped to two (2) per cent in 1995.²⁸

To confront the under-funding plight of the University, the institution, with the support of government, has instituted an Academic Facilities User Fee (AFUF). The AFUF is paid by freshmen and continuing students and is now used as budgetary supplement to finance projects in the faculty and other academic units. On that basis, 10 per cent of the AFUF (i.e., ₵189million) was allocated to the Balme Library by the University during the 2000-2001 academic year. Unfortunately, these provisions are yet to make a meaningful impact on information provision in the library, most especially, in the area of book purchases and renewal of periodicals subscriptions.

The effects of limited library budgets are quite visible in these areas:

- a. The virtual cancellation of journal subscriptions from a peak of 5,200 journals in the early 1970s²⁹. Now, the little that trickles in is by courtesy of gifts or exchanges
- b. Generally, most of the books on the shelves are out of date and yet the library has no capacity to order or purchase new ones. The library in 1997, for example, was able to purchase only 69 out of nearly 1500 books acquired³⁰. This means that a greater part of the library's acquisitions, about 95 per cent, was by way of donations and any librarian is very much aware of the dangers inherent in building a library's stock largely on donations
- c. Having operated in its building for well over forty-years, the library is now bursting at its seams and crying for more space. The library was designed to

house 250,000 volumes of books and to accommodate 350 readers. Currently, the stock is over 350,000 and the greatly increased numbers of patrons do compete for limited seating spaces

- d. A major component of the library's strategic plan is to automate operations and services³¹. Unfortunately, the computerization programme has not made much headway as anticipated. The library is, generally, grappling with a manual circulation control system despite a phenomenal increase in registered library users. Furthermore, the On-line Public Access Catalogue (OPAC) project is yet to take off. Although, some amount of local networking has been done in the library leading to easy Internet connectivity, it is yet to cover all sections of the building, like the Africana, Students' Reference, United Nations and the World Bank Libraries. Besides, the little networking accomplished was funded through donor support, that is, the Danish Development Agency (DANIDA)³². In effect, if the computerization programme were pursued with zeal and speed, it would cut down considerably on the man-hours and drudgery associated with the existing manual systems.
- e. Other problems to highlight are: the Balme Library does not have a stand-by generator to keep services running when electricity goes off, and, the only microfilm reader broke down years ago thus denying users the use of microfilm-based documents.

1.3.2 Marginalization of Library

For some time now, the status of the Balme Library has plummeted within the University of Ghana system. This has led to it being sidelined in major issues concerning it, and with that of the university. This observation was also confirmed by a study of 18 university libraries in Africa (including the Balme Library) by the International African Institute (IAI) in 1995. The IAI writes

The relative value of the university library is decreasing, leading to its marginalization in the academic activities of the university ... Many academics no longer use the library...³³

The seeming marginalization of the Balme Library could be attributed to the following factors.

- i. The perception of some of the library stakeholders (such as top university administrators, some faculty members) often tends to becloud their relationship with the library. This, in effect, means that the powers that be on campus repeatedly do not see the Balme Library as an equal partner worthy of helping the University to meet its stated objectives. In other words, the library is looked at as an entity that can be pushed around and, that, others can decide what is good for it. Two examples are cited to buttress this assertion. First, the Balme Library has not been involved in the planning and execution of academic programmes on campus. Many courses have been introduced recently without the library knowing of them, such as Social Policy Studies (1996), Public Health (1995), Insect Science (1998) and Environment

Science (1998/99) In such a situation, there is very little the library could do to meet the information needs of the new disciplines. Secondly, the library was never consulted to make any input in the building of the Balme Library Annex in the year 2000. The end result was the flurry of criticisms leveled against the structure by experts³⁴. The major criticisms were as follows: 'it lacks architectural beauty'; 'that means of escape is considered very inadequate'; 'that the structure has no fire cover'; and, 'so soon, structural defects (i.e., cracks) have started developing in the building'.

- ii. The organization structure of the University tends to deny the library a representation on very important standing committees and boards, except the Academic and Bookshop Boards. According to Amanquah,³⁵ the Balme Library has its own Board but, "invariably, it is dominated by non-librarians (3 librarians as against 12 others)". He concludes that "in such a situation the library has very little say and others decide what should and should not be done."
- iii. The correlation between low funding of the library and its effect on relevant information provision has resulted in the lowered value of the library in the eyes of lecturers and researchers. Increasingly, academics have adopted other strategies to obtain information, including reliance on personal and departmental libraries, networking among fellow academics and access to on-line databases (i.e.; the Internet);

- iv The above factors notwithstanding, it could be argued that the library management has also failed to have a deeper understanding of the internal environmental dynamics so as to exploit it to its advantage

To sum up, the statement of the problem has dilated on the questions of the low-funding of the Library and the manner in which it has been marginalized in the scheme of things in the University. The cumulative effect of the problems is.

- a. That the Balme Library, currently, has not been empowered enough to adequately support the learning, teaching and research programmes of the University; and
- b. That the marginalization of the library on campus is harming its growth potential and this does not augur well for the full realization of the objectives of the University.

1.4 PURPOSE STATEMENT

The purpose of this study is to investigate the degree to which corporate environmental factors affect the Balme Library's capacity to provide information support for teaching, research and learning at the University of Ghana

1.5 OBJECTIVES

This study seeks to accomplish the following objectives

- i To find out how the organizational structure of the University affects information provision in the library,

- ii To examine how the organizational culture of the University affects the library's capacity to provide information,
- iii To investigate how the resources of the University affect the provision of information in the library; and
- iv To find out how the perceptions of groups in the University of the Library and librarians affect the Library's mandate of providing information

1.6 THEORETICAL FRAMEWORK

The theoretical framework in which this study is based is Organization Theory. However, to fully comprehend the import of this theory, it will be necessary to dilate on organizations. We seem to live in a world where nearly every aspect of modern life is influenced in one way or another by organizations. Amitai Etzioni¹⁶ acknowledged this fact and wrote thus

"We are born in organizations educated by organizations, and most of us spend much of our lives working for organizations. We spend much of our leisure time paying, playing, and praying in organizations. Most of us will die in an organization, and when the time comes for burial, the largest organization of all-the state-must grant official permission."

A variety of definitions have been suggested by sociologists, psychologists, and organization and management theorists as to what an organization is. Some of them will be cited to begin the discourse on organizations. Chester I. Barnard¹⁷ defines an organization as "a system of consciously coordinated activities or forces of two or more person," whilst James M. Higgins¹⁸ sees an organization as "a collection of people

working in a coordinated manner to achieve a common purpose.” **Gatewood, Taylor and Ferrell**³⁹ also share the import of the above definitions by saying that, “organizations are groups of individuals who work together to achieve the goals or objectives that are important to these individuals” On his part, **Bengt Abrahamsson**⁴⁰ explains that organizations “are deliberately designed social structures which have been established by a certain person, group or class, in order to implement certain goals”. Finally, **Amitai Etzioni**⁴¹ defines organizations as “social units (or human groupings) deliberately constructed and reconstructed to seek specific goals” From the definitions cited, it is clear that when people gather together and formally agree to combine their efforts for a common purpose, an organization is the result

The manner in which organizations came into existence is the concern of **Kuper and Kuper**, as well as **David L. Sills**. **Kuper and Kuper**⁴² say that organizations “came into existence when individuals place the resources available to them (such as skills, money or prestige) under some sort of central control, rather than using them individualistically”. **David L. Sills**⁴³ postulates that the “collective efforts of men may become formally organized either because all of them have some common interests or because a subgroup has furnished inducements to the rest to work in behalf of its interest”

Having taken a brief look at definitions of organizations and how they came into existence, it will be most appropriate, at this juncture, to identify some important common denominators of organizations According to **Edgar Schein**⁴⁴, a prominent organizational psychologist, there are four characteristics common to all organizations, and these are.

- i Coordination of effort,
- ii Common goal or purpose,
- iii Division of labour, and
- iv Hierarchy of authority

Coordination of effort means that when individuals join together and coordinate their mental and/or physical efforts, great and exciting things can be accomplished. In other words, coordination of effort multiplies individual contributions to meeting the objectives of an organization.

Secondly, coordination of effort cannot take place unless those who have joined together agree to strive for something of mutual interest. A common goal or purpose gives an organization's members a rallying point.

Thirdly, by systematically dividing complex tasks into specialized jobs, an organization can use its human resources efficiently. Division of labour, therefore, permits each organization member to become more proficient by repeatedly doing the same specialized task.

Last, but not the least, management theorists argue that if anything it to be accomplished through formal, collective effort, then, someone should be given the authority to see that the intended goals are carried out effectively and efficiently. Authority refers to the right to direct the actions of others. Without a clear hierarchy of authority, coordination of effort is difficult, if not impossible, to achieve. This hierarchy of authority is sometimes referred to as the chain of command.

The foregoing accounts on organization refer more to formal organizations, although we do have informal organizations within our social setting. Informal organizations are often temporary and arise spontaneously. Formal organizations, on the other hand, are stable, often keeping the same structure and continuing to exist for many years. Individual members may come and go, but formal organizations continue to function. Examples of organizations are business enterprises, government departments, churches, hospitals, and universities, just to name a few.

The focus of this discourse will, at this point, be on Organization Theory (OT). A theory is an explanation based on observation and reasoning, especially one that has been tested and confirmed as a general principle explaining a large number of related facts⁴⁵. D.S. Pugh⁴⁶ declares that OT is the study of the structure and functioning of organizations, as well as the behaviour of groups and individuals within them. Outhwaite and Bottomore⁴⁷ also assert that OT emerged, most especially after World War I, partly in response to the need for practical, professional and scholarly knowledge for managers and administrators in both the public and private sectors. They go on to say that the theory has concerned itself with the relationship between the individual personality, the structure of authority, the organization of work and role of technology. Other issues in the domain of OT are small groups, goals, motivation, leadership, communication, decision-making, alternate organizational and sub-organizational systems, and the 'environment' of organizations.

Looking at the areas covered by OT makes it an interdisciplinary body of knowledge. Pugh, Outhwaite and Bottomore also acknowledge this fact in their writings and say that OT draws primarily on the disciplines of sociology, psychology, economics, and political science and, to a lesser extent, on production engineering.

The importance of OT to society and in studying the operations of organizations cannot be underestimated. As this account on organizations clearly shows, individuals spend a greater part of their lives dealing with one organization or another to satisfy their livelihood and psychological needs. How organizations function, therefore, is of great personal significance to all of us. Secondly, managers of organizations need to be conversant with the theory so as to enable them identify problems and determine appropriate solutions. In addition, the theory helps researchers to understand the principles of how organizations work and find answers to why they fail to meet their stated objectives or even collapse, as the case may be.

The University of Ghana is an autonomous state organization established by an Act of Ghana Parliament. The Balme Library, a unit within the University, also exhibits the characteristics of and functions as a small organization, although it operates in such a manner as to fit into the larger organizational structure of the University. Organization Theory, therefore, offers the framework to study and understand the problem at hand-how environmental factors of the University affect the Balme Library's capacity to provide information to support learning, teaching and research.

1.7 SIGNIFICANCE OF STUDY

This research is important for the following reasons:

First, though a lot of studies have been carried out on various aspects of the Balme Library organization, none has been done so far, on the subject of this thesis. It must, therefore, be seen as a trail blazer.

Second, Organization Theory was used as a framework to carry out this research. By so doing an avenue was created to test the practicability or otherwise of the theory to study an information providing agency.

Third, this research makes a contribution to the body of literature on the problems associated with providing information in university libraries in Ghana, using the Balme Library as a case study. Academic library managers, most especially in Ghana, will find the work very insightful on the issue of resourcing a university library in the face of unfavourable signals from the corporate environment.

Finally, the University top management and other stakeholders should find this research very useful because it examines a nagging subject that has been left unexplored for quite some time. The findings will rouse the powers that be in the University to see the correlation between a well-resourced library and meeting the corporate objectives of the University.

1.8 ORGANIZATION THE STUDY

The study is organized into six chapters. Chapter One covers the general introduction and puts into perspective the statement of the problem, purpose and objectives of study as well as the theoretical framework.

The review of the literature related to the study is undertaken in Chapter Two, while the Third Chapter spells out the methodology of the study. This indicates the research design, the sampling and the instruments for data collection.

Chapter Four is the presentation and analysis of data, and the discussions of findings are taken care of in Chapter Five.

The last Chapter, Six, presents the summary and recommendations

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CHAPTER TWO

LITERATURE REVIEW

This chapter focuses on a review of the literature that has a bearing on the research topic. Specifically, the review will be on the following issues: corporate environmental factors, perception of groups in the university towards the library, provision of information by a university library, and the effect that corporate factors have on information provision. The review will, thus, involve general literature as well as specific literature on Ghana or, for that matter, the University of Ghana. In this regard, the following variables will form the basis of the literature review

- 2.1 Organization Structure.
- 2.2 Organization Culture.
- 2.3 Organization Resources.
- 2.4 Perception of Groups in the University Towards the Library or Librarians.
- 2.5 Provision of Information by a University Library.
- 2.6 Effect of Corporate Environmental Factors in Information Provision

2.1 ORGANIZATION STRUCTURE

There is substantial literature on the subject of Organization Structure (OS). In fact, the earlier writings on organization saw it as nothing more than formal OS and it is for this reason that Warner¹ also indicates that 'organization structure has been one of the

central issues in organization theory over the last century. A number of authors, though, have come out with their perspectives on OS

Warner² defines OS as the 'way in which an organization is built up, the way in which relations and relationships between people in an organization are more or less regulated. On their part, Duham and Pierce³ see OS as something that 'identifies and distinguishes the individual parts of an organization and ties these pieces together to define an integrated whole'. Wright and Noe⁴ say that OS 'is the arrangement of positions and groups of positions with the organization. It is described in such terms as reporting relationships, patterns of interaction, and distribution of responsibilities.'

Schermerhorn⁵, on his part, defines OS as the 'system or network of communication and authority that links people or groups together as they perform important tasks'. He explains further that OS is the way in which the various parts of an organization are arranged to both divide up the work to be done and coordinate performance results. A "good" structure does both of these things well and is an important asset to an organization. Last, but not the least, Rosemary Stewart⁶ asserts that 'small organizations can work well with little formal structure, but... there comes a time, in the growth of a company where more thought needs to be given to how work and relationship should be organized'.

From the various definitions and perspectives of the writers, it seems clear that an OS is an important phenomenon in the life of any organization. The concept of OS, however, is best seen in the form of an organization chart – a diagram of how jobs and reporting relationships are arranged within an organization. A typical organization chart

usually shows the official view of how the organization is intended to function. From an organization chart, one can learn the following:

- ⊗ **Division of work** - Positions and title indicate major work responsibilities
- ⊗ **Supervisory relationships** - lines between positions show who reports to whom.
- ⊗ **Communication channels** - lines between positions show formal channels of communication
- ⊗ **Major subunits** - positions reporting to a common manager represent departments or divisions.
- ⊗ **Levels of management** - vertical layers show the management levels in an organization⁷

The organizational structure of the University of Ghana is spelt out in Act 79 passed by the Ghana Parliament in 1961, together with the amendments made over the years. For instance, an apolitical Chancellor now heads the University, which, in times past, was the preserve of the Head of State. The University of Ghana can be described as a highly formalized, bureaucratic and departmentalized organization. By formalization, it means that the institution's organizational procedures, rules, and personnel requirements are written down and enforced. Many employees of the University encounter this formalization when they receive their departmental handbook, which tries to control their behaviour by defining members' rights and obligations.

In many organizations, decentralization of authority and formalization accompany one another. As managers delegate authority to people in lower organizational levels, as is the case with various departments of the University of Ghana, a set of rules, policies,

and procedures is created to guide the decisions made by lower-level employees. Formalization, thus, becomes a way of controlling the decision making of organization members.

Formalization also helps managers achieve consistency, coordination, economy, and standardization in their organization's operations⁸. By prescribing expectations for employees, an organization can reduce variability and take steps to assure that decisions are being made within an acceptable range.

To sum up, the University of Ghana has a consultative, participatory governance structure that enhances information flow coupled with an inherent system of checks and balances⁹.

In extolling the virtues of formalization, one must also be cautious of the dangers associated with excessive formalization. According to Wright and Noe¹⁰, too much formalization can 'encourage rigidity at the expenses of creativity and flexibility'. They also added that overly detailed rules and procedures could make employees' jobs boring and limit their ability to suggest improvements or exceed performance standards. Finally, they said that if innovation requires changing the rules or justifying actions outside standard procedures, formalization could slow down an organization's response to change.

On his part, David Needle¹¹ intimates that 'once a structure has been installed, it is often very difficult to change it.' He, however, concedes that a 'firm that adheres stubbornly to a structure that is totally inappropriate to the contingencies that it faces may be creating problems for itself.'

The last issue that can be raised with regard to OS is the fact that behind every formal structure typically lays an “informal structure” – a set of unofficial working relationships among organizational members. In the view of Schermerhorn¹², the informal structure helps people to get jobs done easier and in a more timely fashion. Furthermore, it helps employees to communicate with one another, support and protect one another, and satisfy the need for social interaction.

On the negative side, Schermerhorn, again, argues that the unofficial and informal structures may work against the best interests of the organization as a whole. They can be susceptible to rumour, breed resistance to change, and even divert work efforts from important objectives. People left out of informal groupings, that is, the “outsiders,” may feel less a part of daily activities and become dissatisfied with their work.

2.2 ORGANIZATION CULTURE

According to Mealiea and Latham¹³, although the study of culture has been important in anthropology and folklore studies, it was not until the 1980s that management scholars became widely interested in the topic. Higgins¹⁴ and Warner¹⁵ share the same opinion. In management literature, the term ‘corporate culture’ is common, and an earlier concept in use since the 1950s is ‘organization climate’.

Despite these assertions, there are some managers, consultants and academics that have dismissed Organization Culture (OC) as a fad¹⁶. These persons argue that because of the faddish nature of the concept, the literature on OC consists of a remarkable collection of pep talks, war stories and some insightful in-dept case studies. In other

words, OC may seem too subjective to merit much attention. Nevertheless, OC has proven to be more than a fad. It has gained its place in organization theory from the 1980s onwards. For that reason, the concept nowadays is given much prominence in many books of management.

Higgins¹⁷ says that organizational culture is that “pattern of shared values and norms that distinguishes an organization from all others”, whilst Wright and Noe¹⁸ add that the idea “comprises the norms and values shared by members of the organization”. Gatewood, Taylor and Ferrell¹⁹ reinforce the above definitions by intimating that organizational culture “refers to the values, beliefs, traditions, philosophies, rules, and heroes that are shared by members of the organization”. Last, but not the least, Kreitner²⁰ defines organizational culture as the “collection of shared (stated or implied) beliefs, values, rituals, stories, myths, and specialized language that fosters a feeling of community among organization members”.

A strong organizational culture, according to Kreitner²¹, performs four important functions:

- i. It gives organizational members a sense of identity;
- ii. It encourages commitment to the organization's mission;
- iii. It promotes organizational stability; and
- iv. It influences behaviour by helping individuals to make sense of their surroundings.

This, therefore, makes organizational culture a very critical part of an organization's internal environment and the survival of an organization may depend on it.

The literature on organization culture has also been influenced by reports of differences among national cultures that affect organizations and management. The evident competitive success of Japanese organizations in the 1960s and 1970s led to the recognition that national culture mattered²². Similarly, a strong culture has almost always been the driving force behind continuing success in American business²³. For this reason, Europeans have begun to emulate both Japanese and U.S. cultural models in an attempt to improve productivity²⁴.

While all organizations have cultures, not all cultures have an equal impact on employees. Strong cultures – organizations in which the key values are intensely held and widely shared – have a greater influence on employees than do weak culture. The more that employees accept the organizations key values and the greater their commitment to those values, the stronger the culture is.

Whether an organization's culture is strong, weak, or somewhere in between depends on factors such as

- i. The size of the organization,
- ii. How long it has been around,
- iii. How much turnover there has been among employees, and
- iv. The intensity with which the culture was originated²⁵

In some organizations, it is unclear what is important and what is not – a characteristic of weak cultures. In such organizations, culture is less likely to mold or constraint managers.



An organizational culture has to be understood at two levels. the mythical side, which includes the myths, stories, heroes, symbols, slogans, and ceremonies, and “the way we do it around here.”²⁵ “The way we do it around here” is indicated in strategy, systems, styles, staffing, skills, rules, procedures, policies, and norms.

The organization culture of the University of Ghana has been a phenomenon acquired over the years, right from the University’s establishment. With regard to the mythical side, the following three examples can be cited:

- i. The Latin motto of the University, that is, “**Integri Procedamus**” meaning “**Progress with integrity**”,
- ii. The University also prides itself as a ‘premier university of the country’ and, by inference, must set the standards for other universities in Ghana to follow. For this reason, the University in the year 2002, launched a **Corporate Strategic Plan**²⁷ aimed at re-defining its strategic direction for the years ahead, and
- iii. The University has an **anthem**²⁸ that extols the virtues of the institution and inspires employees and students alike to excel in whatever they do

The “way we do it around here” phenomenon is seen in the strict reliance of rules, procedures and policies by the institution in its organization, as well as in other facets of campus life. Legon projects the well-established maxim in universities that ‘it is only the academic staff and their students who matter. The non-academic members of the campus community are regarded as some kind of appendage without whom academic life would still be carried out, albeit less comfortably’.²⁹ For this reason, there is the virtual involvement of the academic staff in the decision-making

processes of the University. Even with non-academic committees of the University, the academic staff still dominate³⁰.

This fact, notwithstanding, there is a cordial relations between University Management and Unionized employees through regular consultation.³¹ The Unions are also represented on some non-academic committees on campus.

For the University's management style, it could be described as a 'slow, over-centralized and bureaucratic decision-making system'³². Management has also shown authoritativeness in its dealings with non-academic departments, including the Library. Furthermore, there is 'poor work ethic among some teaching staff coupled with a weak mentoring and supervision system'³³.

Despite the value of culture to many an organization, the concept of organization culture can be faulted in certain areas. First, the literature on the notion does not distinguish between the values of the founders and leaders and those of the ordinary employees. It rather perceives the organization as having one particular type of culture, and this, in reality, is not always the case.

The emergence of sub-cultures among groups in an organisation has shown that the culture of founders and leader tend to be different from that of the organizations members. It is a fact that members' values depend primarily on criteria other than membership in the organization, and these could be gender, nationality, class and occupation³⁴.

Secondly, culture in an organization is analogous to personality in an individual³⁵. In as much as the individual changes his/her culture to reflect a changing society, the same cannot easily be said of an organization culture. The literature on the concept

gives the impression of restrictions being placed on managers as to what they can and cannot do. In effect, strong organization culture constraints a manager's decision-making options concerning all management functions. Organizational culture, to an extent, contradicts the widely-held belief that 'culture changes'.

All said, it must be borne in mind that organization culture 'is not an ideological gimmick ... but a stubborn fact of human social organization that can scuttle the best of corporate plans if not taken into account'.³⁶

2.3 ORGANIZATION RESOURCES

Resources are what every organization needs to enable it attain its objectives. **Wheelen and Hunger**³⁷ define corporate [or organization] resources as 'those assets that form the raw materials for the production of an organization's products or services'. This is what economists refer to as 'factors of production'. **Wheelen and Hunger**³⁸ go further to articulate that 'company [or organization] resources are typically considered in terms of financial, physical, and human resources, as well as organizational systems and technological capabilities'. **Johnson and Scholes**³⁹ also share the sentiments of **Wheelen and Hunger** but go a little further to include what they termed 'intangibles' (for example, 'goodwill') as being part of organization resources.

Organization resources could, thus, be discerned as follows: **physical, financial, human, technological, information system and good will**. Physical resources refer to land, buildings, machinery and utilities available to an organization. Financial resources are the monies that an organization possesses, and it is also determined by the organization's ability to raise funds when the need arises.

The human resources of an organization, according to **Byars and Rue**⁴⁰ are the 'right number of qualified people in the right jobs at the right time'. They represent one of the organization's largest investments. In the view of **Milkovich and Boudreau**⁴¹ 'human resources provide the creative spark in any organization ... without effective people, it is simply impossible for an organization to achieve its objectives'.

With regard to technological resources, it is determined by the extent to which an organization achieves its objectives through the use of the appropriate and modern technologies. Here, one is referring more to how the organization is automated to produce its goods or services. The technologically - advanced organization is usually perceived as being a step ahead of its competitors.

Information, these days, has become a vital resource and those organizations that possess it have a competitive advantage over others. With the help of modern-day computers, or information technology (IT) for short, organizations have been able to put in place systems that 'collect [or retrieve], process, store, and disseminate information to support decision-making and control'⁴². These are what have come to be known as 'Management Information Systems'.

Last, but not the least resource of an organization is goodwill. According to **Kempner**⁴³, goodwill is 'that part of the value of a business attributed to its reputation and connections. While it clearly has a monetary value it is not at all easy to quantify this. In accounting theory it may be considered to be that part of a firm's capital value'.

From the discussion above, it is clear that resources are critical to the survival and success of any organization. Unfortunately, not all organizations possess equal amounts of resources, most especially money, since this can enhance an organization's capability

to acquire other resources. In some organizations, such as universities in Africa, the amount of money available to them to run the institutions is almost always in short supply and this must be divided among several departments. The budgeting process typically used to allocate this scarce resource, invariably, becomes politicized. In this regard, Ozowa⁴⁴ comments that university librarians are 'very often not active participants in the university political forum'

The University of Ghana is well endowed with resources⁴⁵. It has a large tract of land, a congenial campus with large real estate holdings, highly qualified, experienced and competent academic staff and a good reputation or strong goodwill. At the same time too, there are glaring shortfalls in its resource base, namely an inadequate management information system, overloaded infrastructure (i.e. halls of residence, lecture halls, etc.) and under-funding by government coupled with absence of innovation in fund raising⁴⁶

Of the resource shortfalls, lack of adequate funds or under-funding is the most serious. The Vice-Chancellor has, on numerous occasions, bemoaned this fact⁴⁷. In the view of Akiagba Sawyerr⁴⁸, the 'uncertainty of government subventions is a principal impediment to more rational university planning'

2.4 PERCEPTION OF GROUPS IN THE UNIVERSITY TOWARDS THE LIBRARY AND LIBRARIANS

It is now a common phenomenon to find groups operating in organizations, either in a formal capacity or in an informal manner. Academic interest in groups and their importance to organizational success can be traced back to the now famous Hawthorne

studies conducted by Harvard University researchers⁴⁹. As a result, many management books have given ample treatment to the concept of 'group' or 'group behaviour' in organizations. Furthermore, most managers today also agree that groups of all kinds, formal or informal, significantly influence the behaviour of individuals and the larger organizations for which they work⁵⁰. In the view of **White and Bednar**,⁵¹ 'groups are the fundamental building blocks of organizations'

In defining 'a group' a wide range of definitions has been expounded, yet, according to **Anderson and Kyprianou**⁵², no universally accepted definition has emerged. For this reason, a couple of the definitions will be cited, without necessarily being part of the controversy.

Costley and Todd⁵³ define a group simple as 'two or more individuals working together to achieve a common goal'. On his part, **Mills**⁵⁴ defines a group as 'two or more persons who come into contact for a purpose and who consider the contact meaningful'. Thirdly, **Shaw**⁵⁵ also asserts that a group can be defined as 'any two or more people who interact with one another such that each person influences and is influenced by the other'. Lastly, **Gatewood, Taylor and Ferrell**⁵⁶ define a group as 'two or more individuals who communicate with one another, share a collective identity, and have a common goal'

From the above definitions, certain facts as to why a group exists in an organization can be stated:

- i. Members are motivated to join,
- ii. Members perceive the group as a unified unit of interacting people;
- iii. Members contribute to group processes, and

- iv. Members reach agreement or disagreement through interaction (Anderson and Kyprianou)⁵⁷

Two main groups are found in organizations and these are formal and informal groups. Formal groups are deliberately created by the organization as part of its formal structure and generally have their own formal structure as well. Such groups have specific tasks aimed at achieving organizational objectives. Examples are project teams, audit teams, committees, boards, labour unions and professional associations.

Informal groups, on the other hand, arise spontaneously through friendship or common interest but do not exist to accomplish a formal goal. This means that though members of informal groups have mutual objectives, they are not necessarily related to those of the organization. Examples are *ad hoc* committees, discussions and cliques. An informal group can be a most effective device for blocking and obstructing new ideas, or the best way of putting them into practice.

Universities, as corporate entities, have identified or recognized groups operating in them. In fact, by virtue of their organization structure, these groups will, as a matter of necessity, be established to enable the universities meet their set targets. Among the groups are academic staff or faculty, administrators, students, and other support staff such as clerical, health, laboratory and estate workers.

In the University of Ghana, formal groups identified are faculty (organized under the umbrella of UTAG), university administrators (organized under GAUA), librarians, students (organized under National Union of Ghana Students, Students' Representative Council or Junior Common Rooms) and senior and junior staff employees (organized under UGSSA and TEWU (Legon) respectively). Decision making in the university,

according to **Odoom**⁴⁸, 'takes place within the University Council, the Academic Board and the various committees and boards of the Academic Board' The faculty by virtue of the Act establishing the University and other statutes dominates these. **Mayhew**⁴⁹ argues that this came about because 'the business of universities is the production of knowledge and that only those concerned with that business ought to be involved in decision-making' The labour unions operating on campus are as a result of the country's labour laws and they exist primarily to champion the interest of their members

Incardi and Rothman⁵⁰ assert that groups, that exist for any length of time, tend to develop norms, values, and goals that often evolve into a unique style of life – a subculture – the content of which is passed onto new members as they join the group. They also say that groups have the tendency to isolate themselves from most other groups, an attitude referred to as 'consciousness of kind' by sociologists. In this regard some groups are known as 'in-groups' and others as 'out-groups'. In-groups are characterized by a strong sense of identification, loyalty, and the exclusion of nonmembers. By contrast, an out-group is composed of the nonmembers of an in-group and may be viewed with contempt or even hostility by the in-group's constituents. When in-group/out-group differentiations are carried to an extreme, there is no middle ground and the consequences can even be dangerous.

There is enough literature on perception of groups operating in the university towards librarians, most especially by faculty and, to a lesser extent, by university administrators⁵¹. Most of the studies were undertaken in the United States and none, so far, has been carried out in Ghana.

Marchant⁶² puts into perspective the faculty perception of librarians as follows

- i. The librarian is projected as a 'keeper of books' to which they wish him to adhere,
- ii. Jealousies of faculty over librarians' effort at controlling students through effective exploitation of library resources. To faculty, the library contained ideas with which the professor disagreed;
- iii. The high relative status of faculty in relation to all other campus groups (the in-group/out-group dichotomy). Faculty, thus, equates the librarian with the administrator.
- iv. Librarians have been accused of craving faculty status as an end in itself and so, giving faculty status to librarians would water down its image because of the lower educational norms of librarians

Oberg, Schleiter and Van Houten⁶³ suggest that how librarians are viewed by the primary user group (i.e., faculty) influences not only their status, but also their relative degree of isolation from the centers of campus power and how intensively and successfully its resources are exploited. Importantly, the authors add that the perception of faculty influences how well the library is funded

According to Munn⁶⁴, academic librarians do worry a lot about many things but the most important of them is "The Administration", made up of the 'institution's president, vice-president, provost plus perhaps a few of the more powerful deans'. Munn continues that directors of academic libraries are especially prone to worry about the Administration because it 'establishes the salary and official status of the director and his staff, which sets at least the total library budget, which decides if and when a new

library building shall be constructed and at what cost' In short, it is the Administration – not the faculty and still less the students – which determines the fate of the library and those who toil therein.

Furthermore, librarians are perceived by the Administration as not being part of either the 'administrative inner circle itself or the select group of faculty oligarchs and entrepreneurs whose view carry great weight. They are thus excluded from the real decision-making process of the institute'

Munn⁴¹, therefore, sums up the perception of academic administrators vis-à-vis the librarian (or library) as follows.

- a. Administrators don't think very much about the library at all;
- b. The library is one of those academic sleeping dogs which the harassed administrator is quite content to let lie;
- c. Many academic administrations view the library as a bottomless pit;
- d. The librarian does not often carry great weight in the academic power structure.

On their part, Stebelman and others⁴² say that 'one of the most important activities of any library is to recognize its most powerful and influential constituents in academic libraries, it is university administrators and faculty'. The writers⁴³ agree with Munn that it is the 'administrators who determine the library's budget, approve acquisition of new online catalogs and information management systems, and define librarian status and rewards'. They finally add that administrators and faculty often fail to be sympathetic to changes taking place in the library 'because they do not understand them'.

From the above discourse, it is quite clear that the stereotype views of such powerful and influential groups in the university affect their dealings with librarians, and in the provision of resources to the library. As earlier indicated, the studies undertaken on the perception of the groups in relation to academic librarians were undertaken in the United States, however, this does not negate the fact that some of those perceptions and conclusions made may equally be applicable to the Ghanaian environment.

2.5 PROVISION OF INFORMATION BY THE UNIVERSITY LIBRARY

Libraries are organized information centers and, wherever they are found, they fulfil certain essential purposes. In the case of the university library, its essential function is 'to support the teaching and research programme of the university by acquiring print and non-print materials, processing them and making them available for use'⁴⁸. Specifically, the library in the university acquires the following reading materials or sources of information: relevant books, periodicals on most subjects taught in the university, reference books, theses, reports, conference proceedings, pamphlets, newspapers and microforms. These materials go a long way to satisfy the information needs of faculty and students.

The university library acquires its stock through purchases, gifts, exchanges and legal deposits. Compared to other libraries, the collection of the university library tends to be enormous. For instance, the Harvard University Library in the United States has the world's largest collections, about 10 million volumes.⁴⁹ Large university library collections could be explained by the fact that universities offer numerous courses (and must provide every information on each course), the many users who have to consult the

collection, the varying research taking place in the university and the financial resources available to the library or the university. No wonder, large university libraries are found in countries like the United States, Britain, Canada, Germany, Japan, Australia, etc. However, to the library clients, the library's 'greatness' is determined not so much by the large collection as how relevant it is to satisfying their information needs⁷⁰.

The acquisition of books and other non-book materials, by the university library is just the first step towards information provision. The library, most importantly, needs competent staff to organize the acquired materials to ensure easy access by the library clients. In the words of Gelfand⁷¹, the university library needs the 'intellectual and professional services of men and women who have been trained for precisely such purposes'. Furthermore, academic librarians are also preoccupied with how best to disseminate the library collection to the numerous users. This is often referred to as the 'service period of library development'⁷². Among the services provided by academic librarians are reference and information services, user education, compilation of bibliographies (or reading lists), current awareness services, and borrowing facilities to bona fide users.

It is now becoming increasingly clear that funds made available to university libraries to provide information, whether in the developed or developing countries, is never adequate. The ever increasing cost of books and periodicals, the proverbial 'information explosion' (that has overwhelmed acquisition librarians as to what to acquire and what to leave out) and, of course, varying researches taking place in the universities, have compelled the libraries to resort to more resource sharing. By so doing, the libraries are able to prevent dissipation of scarce resources and to make judicious use



of the limited resources. Resource sharing, sometimes referred to as 'library cooperation' or 'networking' or 'consortium building' simply means the 'sharing of information resources available in one library by the clientele served by other libraries'.⁷³

Some university libraries, in an attempt to strengthen their information provision capacity, have also incorporated the emerging information and communication technology (ICT) or the 'new technologies'. This has given rise to a new concept known as the 'electronic library'. Although this is widespread in the developed countries, the technology is now catching up with university libraries in Africa. According to Barker⁷⁴ an 'electronic library is deemed to be one in which the core processes of the library become basically electronic in nature'. In such an electronic library, it is common to see On-line Public Access Catalogues (OPACs), Internet connectivity, access to on-line databases, CD-ROM search facilities and subscription of periodicals on-line.

The electronic library concept has also emboldened university libraries to pursue meaningful resource sharing activities, whether locally or internationally. Finally, the electronic library's networking technology 'enables information provision to be decentralised and has been observed to power the end user'.⁷⁵

To end the review of the provision of information by the university library, it is realized that there has been a progression from print media, through resource sharing to the electronic library. The main library of the University of Ghana, the Balme Library, is also going through a similar progression, though it could have done this much faster if adequate resources had been made available to it by the parent university.

2.6 EFFECT OF CORPORATE ENVIRONMENTAL FACTORS IN INFORMATION PROVISION

So far, the literature reviewed above has revealed some kind of relationship that, there are a number of corporate environment factors of a university, for example, that have the tendency to affect its library's capacity to provide information. These are in apparent reference to organizational structure, culture, and resources, as well as the perception of groups in the university.

Contributing to a publication on information and libraries in the developing world, Nwafor⁷⁵ had something to say on how university's organizational structure and culture affect the capacity of its library to provide information. He says that although 'an increasing number of African universities are recognizing the academic nature of their libraries, it will be wrong to use this as a valid index in measuring the general attitude of the institutions to their libraries.' The writer then goes on to assert that the position of the library in a university depends on many factors, foremost amongst which are 'the degree of interest of the chief executive (or the Vice-Chancellor) in library matters' and 'the library director's political clout'. This, in effect, means that if the chief executive is not 'pro-library' and the university librarian is also sidelined in 'campus politica', then the university library will, obviously, be the loser in the allocation of university resources.

With regard to organization resources, Ifidon⁷⁶ highlights the effects of government funding on university libraries in Nigeria. Universities in Nigeria, like those in most Sub-Saharan countries, are owned and funded wholly by their governments. Ifidon says that dwindling oil revenues over the years, coupled with inflation, has affected universities' budgets and, consequently, what the universities allocate to their

libraries. This eventually affects library acquisitions! The writer concludes that if positive action is not taken to improve the access to learning materials by students, then, the quality of graduates is likely to diminish.

Narrowing the review to the situation in the University of Ghana, it can be said that the extent to which corporate environmental factors affect the Balme Library's ability to provide information cannot, at this point, be determined, although one can be quite certain with that of organization resources (e.g., financial, physical and human resources). However, it is only through a systematic gathering and analysis of relevant data that some valid conclusions can be made regarding the linkage, or otherwise, between corporate environmental factors and information provision by the Balme Library.

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CHAPTER THREE

METHODOLOGY AND DATA COLLECTION

This section spells out the design of the research, the sampling, instruments for data collection, and data analysis

3.1 RESEARCH DESIGN

The survey research, according to Jones¹, is 'probably the most visible and pervasive form of research in the social and behavioural sciences'. This study, therefore, adopted the survey research method to measure, and analyse some identified variables (stated as Objectives) and drew valid conclusions out of them. To ensure this, there was also the need for a systematic and efficient data collection technique, and the quantitative approach was used for that purpose.

3.2 SAMPLING

Respondents for this study were selected from a population of groups of senior members in the university. However, a notable group excluded from the study was the students. Though their population stood at nearly 16,000 (during the 2002/2003 academic year),² they are usually considered as 'junior members of the university' and they have little say as to how resources are procured and disbursed to units of the university, including the library. Senior members, on the other hand, virtually run the university as administrators, faculty and departmental heads and as board/committee members of the university. Therefore, a study of this nature which sought to investigate

the state of information provision by the university library and how it secures its financial resources from the parent organization, (and, even government) must surely seek the views of these 'influential and powerful' persons in the university. In this regard, the groups of senior members chosen for this research were the top administrators, faculty, members of the (Balme) Library Board, and the librarians of the Balme Library.

The expression 'top administrators' is synonymous with 'principal officers' of the university, as published by the University of Ghana Reporter. The personalities involved are the Vice-Chancellor, Chief Executive of the University, the Pro-Vice-Chancellor, the Registrar, the Finance Officer and the University Librarian (Chancellor and Chairman of University Council are not included in this group).

Faculty refers to the academic staff of the various faculties in the university and they could be described as the 'valued users of the library'. However, selecting a sample of faculty was rather problematic for the researcher. Researchers and lecturers from the university's Agricultural Research Stations (ARS) and the University of Ghana Medical School (UGMS) Korle-Bu, for example, were excluded from the survey sample by virtue of distance. In addition, lecturers of the UGMS have access to a well-stocked medical library. The consequence of this situation is that such researchers/lecturers hardly use the Balme Library for any meaningful academic work (Balme Library users registration records support this fact) and, as such, are not in a strong position to address the issues under study.

Furthermore, an examination of registration/borrowing records of the Balme Library seemed to indicate that academic staffs from faculties or institutes with well-equipped libraries were not so eager to use the resources of the Balme Library. These

faculties/institutes were: the Faculty of Law, the School of Administration (SOA), Institutes of Adult Education and African Studies (and their affiliates), Noguchi Memorial Institute of Medical Research, Institute of Statistical, Social and Economic Research (ISSER), and Regional Institute for Population Studies (RIPS). The academic staff list⁴ of the above-mentioned units puts their number at 126 (100%) and Balme Library records indicate that 40 (33%) of them have registered with the Library. Of the registered number only 11 (9%) had borrowed library books at the time of this write up.

The above information clearly shows how distance and a good departmental or institutional library have affected the use of the Balme Library by some members of faculty. However, since this research is aimed at securing a meaningful input from faculty, the above-named units (such as UGMS, Faculty of Law, SOA, etc.) were generally excluded from the survey. The only concession made, though, was to elicit the views of representatives of the units on the Library Board of the University.

On the whole, the sample for the study, 120 respondents, was selected randomly from a population of 282 lecturers/research fellows from the following faculties and schools: Agriculture, Arts, Science, Social Studies, Legon Centre for International Affairs (LECIA) and School of Communication Studies. The population was determined through the use of the University of Ghana Staff List 2002. In fact, faculty population figures were a summation of the staffing positions in the departments under the various faculties. Table 1 presents the population/sample figures as described.

Table 1 : Population/Sample Figures for Selected Faculties/Schools on Campus

Faculty/School	Population	Sample
Faculty of Agric	40	17
Faculty of Arts	70	30
Faculty of Science	78	33
Faculty of Social Studies	85	36
LECIA	6	3
School of Comm. Studies	3	1
Total	282	120

With regard to the sample figures and specific respondents, names of all lectures/research fellows in each department/school were written on pieces of paper and folded. They were dropped into a bowl, vigorously shaken and the sample respondents randomly picked, one after the other. For instance, the sample for Economics Department is 9 from a population of 20 lecturers. Department of Information Studies is 3 from 6 lecturers, and Department of Political Science is 5 from 12 lecturers.

The governance of the Balme Library is under a Library Board, a standing committee of the Academic Board of the University. Its main function is 'to supervise and direct the policy of the Balme Library and such other matters as may be delegated to it'.⁵ On the whole, the library board's function, according to Thompson, 'basically is the guardianship of the university library, ... and to recommend and secure the necessary finances for the library'.⁶ Again, membership of the board 'tries to reflect the subject and

faculty balance of the university' and, also, 'include a sprinkling of the more high-powered university figures – deans and senior professors.' The obvious advantage of having such members is that the library thereby enlists some influential voices in promoting its aims

It was, therefore, deemed appropriate to seek the views of members of the Library Board on issues being investigated in this study. Ten (10) out of the 17 members of this notable body were selected as respondents, excluding the two representatives of the students body, the Board Chairman (i.e., the Vice-Chancellor), Development Committee representative (now the Vice-Chancellor), the University Librarian and his Deputy, and Registrar's Representative/Secretary. In the case of the Vice-Chancellor and the University Librarian, they had already been selected as part of the top administrators group to be interviewed.

Librarians in the Balme Library were the last group of respondents, and eleven of them (excluding the University Librarian, Deputy Librarian and the researcher) were incorporated in the survey. As management personnel of the library, they have a lot to say regarding the state of information provision by the library and the factors inhibiting such a service. Furthermore, librarians as a group had, for some time, rightly or wrongly borne the brunt of the negative perception of influential groups on campus, such as the academic staff and administrators. There was the need to explore this perception variable as to how it had affected or enhanced the provision of the needs of the library by the university. All said, the opinions of the librarians were considered as very crucial to the research, thus their selection.

3.3 INSTRUMENTS FOR DATA COLLECTION

Two main instruments were used to collect data for this study, namely the Questionnaire and the Interview

In the case of the questionnaire, three types were designed: for faculty members, librarians and members of the Library Board respectively. Each questionnaire asked for the background information on the respondents as well as eliciting information regarding the objectives of study. Finally, the questionnaires sought to find from the respondents the effect that the objectives have on the Balme Library's capacity to provide information.

The questionnaires also contained both open-ended and close-ended questions (See Appendices II, III and IV for the specimens). The open-ended questions were adopted to permit free and natural responses from respondents, rather than limiting them to choices between suggested alternative answers, as would have been the case with close-ended questions. To ascertain whether the designed questionnaires were in perfect order, the researcher carried out a pre-test on a few 'captive' respondents so that flaws could be identified and corrected.

The second data collection instrument used was a Structured Interview and this was administered on a group of top administrators of the university, otherwise referred to as 'principal officers'. These personalities, as earlier indicated, have a lot to do regarding the needs of the library, as well as seeing to it that the necessary funds are released to support it work. For this reason, the views of the administrators were considered very important. However, considering the busy schedules of the officers concerned and the

nature of questions to be posed, the interview instrument was chosen as more appropriate. Primarily, the interview was to help in the thorough clarification of issues on the funding of the Balme Library by the interviewees (See Appendix V for a specimen of the Interview Schedule)

3.4 DATA COLLECTION

The different questionnaires were distributed to the target groups by hand for self-administering. Looking at their numbers, the completed questionnaires from the librarians and members of the Library Board were retrieved personally. In the case of the faculty members, a self-addressed envelope of the researcher was attached to each questionnaire to make it easy for completed questionnaire to be returned.

For the interview, a copy of the interview schedule was made available to each administrator prior to the interviews. This offered the administrators ample time to prepare for the interview. The researcher recorded the answers given to the questions in his own handwriting. Furthermore, the face-to-face interaction associated with the data collection afforded the researcher the opportunity to ask probing question.

3.5 DATA ANALYSIS

The data so collected were processed through editing, and the use of computer processes to enhance easy analysis of the data. In addition, the processed data were reported quantitatively in the form of frequency distributions. With the assembled data, the researcher went ahead to qualitatively ascertain the effect of corporate environmental factors on information provision by the Balme Library.

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CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

This chapter presents data collected from questionnaires completed by some senior members of the university, namely faculty and librarians. It also presents responses from an interview schedule administered on some top administrators in the university. The questionnaires and the interview schedule were administered in March and April, 2003. These tools were to aid in eliciting information as to how corporate environmental factors affect the Balme Library's capacity to provide information support to academic work in the University of Ghana.

Apart from the two data gathering tools mentioned, the researcher was also privy to documents of the library and the university and, of course, the literature related to this study. This wealth of data has been embodied in the presentation and analysis of data. In addition, the data gathered from each group of respondents have been analysed separately in order not to complicate the results obtained.

Responses from the various categories of respondents are presented in Table 1.

Table 1: Category of Responses from Respondents

Category of Senior Members	Population(P)/ Sample(S)	Questionnaire		No. of Persons Interviewed	Percentage of Responses
		Administered	Returned		
Members, Library Board	10 (S)	10	6	-	60
Faculty Members	120 (S)	120	60	-	50
Librarians	11 (P)	11	10	-	90.9
Top Administrators	6 (P)	-	-	5	83

4.1 QUESTIONNAIRE FOR MEMBERS, LIBRARY BOARD

The Library Board is composed of representatives of the major constituents of the university and other ex-officio members. These constituents are the University Administration, Finance Committee, Faculty and Schools, the Balme Library, Hall Libraries and the students' body. This gives a total membership of 16. A questionnaire was administered on a sample of members (10) to gather information on how the University's (organization) structure affects the Balme Library's provision of information to support academic work in the University. However, the researcher was able to retrieve six (60%) of the questionnaire. The reasons were that some respondents just failed to return their questionnaires, while another had just been nominated to the Board and felt he had no meaningful input to make. The questionnaire sought specific data on three headings: background information, membership of the Library Board and information provision by the Balme Library.

A. BACKGROUND INFORMATION

i. Gender

The returned questionnaires from the members of the Library Board (LB) showed the gender distribution as one female and five males. This means that the LB is composed of both sexes, although the men are in the majority, according to the list of membership

ii. How long has member been with Faculty/School?

Respondents were asked how long they had been members of the faculty or school. Table 2 presents the responses and, from it, majority of respondents have been with their units for 11 years and above. This also means

Table 2: Years with the Faculty/School

Years	Frequency
1 - 5 years	-
6 - 10 years	1
11 - 15 years	1
16 - 20 years	1
Over 21 years	3
Total	6

that the older members of faculty are nominated to serve on the LB, probably to let their rich experience impact on the deliberations of the Board.

B. MEMBERSHIP OF LIBRARY BOARD

Respondents were to indicate the Faculty or School that they represent on the Library Board. The following were their responses: Finance Committee, Faculty of Arts, School of Administration, Department of Information Studies, College of Health Sciences and Faculty of Law. The minimum length of time that one of the respondents had served on the Library Board was 2 years, although there were others who had been on the Board for over 5 years.

Besides the Library Board, all the respondents indicated that they served on other Boards/Committees in the University. This is not surprising because the University is administered through Boards and Committees and these are usually dominated by Faculty members. It is, thus, not uncommon to find a faculty member serving on two or more committees.

The frequency with which the Library Board meets in a year is usually determined ahead of schedule by the University and published in the University Reporter. This equally applies to all Boards and Committees in the University. The Library Board is expected to meet three times in a year. Respondents were, therefore, asked to indicate the number of times that the Library Board had met over the last two or three years. From the responses, the meeting of the Library Board for the past few years were few and far between, a fact confirmed from the minutes of Library Board meetings. This,



therefore, gives an indication that by such spring meetings, the Board positioned itself to inadequately address the plight of the library

C. INFORMATION PROVISION BY THE BALME LIBRARY

i. Visit to the Library

The respondents said that they did not visit the library regularly, except "once in while". They visited the library to look for 'information for teaching and research', 'books to borrow', 'use the library's Internet facilities' and on 'private visits'

In their assessment of information provision by the Balme Library, the respondents were in agreement that it was "Inadequate" and needed to be "Improved"

ii. Information about Developments in the Library

The respondents said that the means through which they got informed about developments taking place in the library were Library Board meetings, Official Library correspondence, University Newsletter and through personal contacts with the University Librarian and other librarians. On the whole, the means chosen to obtain information about the library turned out not to be the best, as the respondents gave "No" and "Somehow" answers to that variable.

iii. Library Board effort at Improving Information Provision

That the provision of information to support academic work by the Balme Library falls short of expectation is a fact. This was confirmed by the respondents as well. On this note, the respondents were asked what the Library Board did, during the tenureship of respondents, to improve the situation. From their responses, it seems they could not mention anything concrete as having been done by the LB, apart from mere complaints. Whether these complaints were followed up or not, the minutes of Library Board meetings never showed. Meanwhile, all the respondents said they were prepared to promote the interest of the library in any forum on campus.

Summary of Responses of LB Members

The responses of LB Members could be summarized as follows.

1. The meetings of the LB for the past few years were fewer than expected.
2. The respondents did not visit the Library so regularly because the state of information provision was inadequate.
3. The means available to respondents to get information about developments in the library were not the best.
4. On the whole, the LB has not done much to address the information provision-related problems in the library.

4.2 QUESTIONNAIRE FOR FACULTY MEMBERS

The questionnaire elicited information from faculty members under three headings, background information, Balme Library and information provision, and faculty's perception of librarians in relation to information provision. One hundred and twenty (120) questionnaires were given out to the respondents as sample and 60 of them were returned, giving it a 50 per cent response rate. The breakdown of returned questionnaires, on faculty basis, is presented in Table 3

Table 3: Returned Questionnaires on Faculty Basis

Faculty	Administered	Returned	Percentage
Agriculture	15	9	7.5
Arts	29	18	15.0
Social Studies	38	17	14.2
Science	34	13	10.8
LECLIA	3	2	1.7
Communication Studies	1	1	.8
Total	120	60	50

A. BACKGROUND INFORMATION

i. Gender

The gender of faculty respondents showed that the male respondents outnumber their female counterparts. The male were 44 (73%), while the female were 16 (about 27%) This was not a deliberate act to favour or spite any group of respondent but, rather, the outcome of a random sample selection. Nonetheless, the population of the faculty members being used in the study clearly showed that the male outnumber the female in a ratio of 3.8:1.¹

ii. Attendance of University of Ghana

Respondents were asked whether they attended the University of Ghana for any higher education. Table 4 presents the responses to the question. The Table shows that

Table 4: Respondents Attendance of University of Ghana

University	Frequency	Percentage
University of Ghana	50	83.3
University of Cape Coast	4	6.7
KNUST	3	5
Outside Ghana	3	5
Total	60	100.0

50 (83.3%) of the respondents had their first degree from the University. Only 10 (16.7%) of the respondents had their first degree from other universities.

A further analysis of the questionnaire showed that 24 (40%) of the respondents had their second degrees (i.e., M.A. or MPhil.) from the University of Ghana, while a

further 36 (60%) had it from universities outside the country. Lastly, 37 (61.7%) of the respondents have had a Ph.D degree, and, of this number, only 7 (11.7%) had theirs in the University of Ghana and 30 (50%) secured them outside Ghana.

The question as to which university the respondents had their higher degrees from was meant to determine how many of them did patronize the Balme Library during their student days on Legon campus. By this patronage, those respondents were, thus, in a better position to give a fair assessment of information provision by the Library. On the other hand, those respondents who had their second or third degrees outside the country were also well-positioned to comment on how information provision by a modern university library should be like.

iii. Academic Status

The researcher also sought to find out the academic status of the respondents; the responses are presented in Table 5. From the Table, the majority of the respondents were Lecturers and Senior Lecturers, all totaling 50 (83.3%). The other 10 (16.7%)

Table 5: Academic Status of Respondents

Status	Frequency	Percentage
Lecturer	25	41.67
Senior Lecturer	25	41.67
Association Prof.	4	6.66
Professor	3	5.00
Research Fellow	3	5.00
Total	60	100.00

respondents were made up of Research Fellows, Associate Professors and Professors. The data, as captured in Table 6, meant that the respondents cut across all the categories of the faculty and, so, whatever opinions presented adequately reflect those of the academic staff.

iv. Years of being a Faculty Member

This study assumed that the longer a respondent had been a member of faculty, the better he/she was positioned to comment on the state of the Balme Library. For this reason, Table 6 presents a breakdown of the years that the respondents have clocked as faculty members. From the Table, it shows that majority of respondents

Table 6: Years of Respondent Being a Faculty Member

Years	Frequency	Percentage
1 – 5 years	7	11.7
6 – 10 years	20	33.3
11 – 15 years	7	11.7
16 – 20 years	14	23.3
Over 21 years	12	20.0
Total	60	100.0

(i.e., 33 (55%) have been members of faculty from 11 years upwards.

B. BALME LIBRARY AND INFORMATION PROVISION

I. Use of the Library by Faculty

The questionnaire sought from the respondents how often they used the Balme Library. The library is usually regarded as the fulcrum or nerve center of academic work in any university. From the analysis of the questionnaire, as high as 54 (90%) of the respondents indicated that they used the library "occasionally", while a further 4 (6.7%) said they did so "once a semester." The last two respondents (3.3%) said they "never" visited the library.

This was an indication that faculty was not using the Balme Library as one would expect from academics. It meant, therefore, that there might be something wrong with either the information provision by the Balme Library or with the faculty members themselves, or a combination of both factors. The responses also showed that the few times that the respondents visited the library, they did so for the following reasons (listed based on the number of responses):

- a. to seek information for research,
- b. to seek information for teaching,
- c. to borrow books,
- d. to see a member of staff,
- e. for quick reference information, and
- f. for Internet related issues.

On the other hand, the non-patronage of the Balme Library by the respondents were attributed to the following factors (also, listed based on the number of given responses):

- a Reliance on personal library.
- b Availability of Internet facility in the department.
- c Reliance on departmental library.
- d Inadequate information provision by the Balme Library
- e Atmosphere in library not congenial.

ii. Use of Library by Students

The motivation by students to use a university library usually comes from their lecturers. It is through the lectures and the assignments given to students that compel them to patronize the library. Again, one could also mention the annual orientation programme organized for freshmen by the university library as another push factor. The respondents were, thus, asked as to whether they refer students to use the resources of the Balme Library

From the questionnaire, 45 (75%) of the respondents (faculty) did indicate that they refer students to the Balme Library. Their reasons for doing so are summed up below:

- a it is the information source for academic work in any discipline;
- b for items not available in the departmental library;
- c for their academic development; and
- d to develop the skills and habit of accessing information from library.

On the other hand, 15 (25%) of the respondents said they hardly refer students to the library and the reasons given could be captured as follows

- a. departmental library meets the information needs of students,
- b. there are no relevant material in the library because they are outdated;
- c. students don't read, so there is no point referring them to the library, and
- d. they (respondents) do not know what is available in the library so as to refer students.

Despite the high referrals of students to the library by respondents, a high number of the respondents 40 (66.7%) indicated that, they "cannot determine" whether the students, indeed, used the Balme Library for academic work. This answer given by the respondents was a surprise, as one can easily detect the use of library resources by students through their contributions at tutorials, references cited on assignment scripts and during the writing of dissertations by final year students. Still, on determining the use of the library by students, 12 (20%) respondents gave an emphatic "No", and eight (8) (13.3%) respondents said "Yes".

With regard to the question as to whether the respondents have had complaints from students relating to information resources in the Balme Library, Table 7 presents such responses. From the Table, half of the respondents, 30 (50%) said "Yes" to having

Table 7: Complaints from Students on Library Resources

Response	Frequency	Percentage
Yes	30	50
No	20	33.3
Don't remember	5	8.3
No response	5	8.3
Total	60	100 approx

Table 8: Informing Faculty of New Publications

Variable	Frequency	Percentage
Very effective	-	-
Effective	8	13.3
Somewhat effective	12	20
Of little effect	12	20
Not effective	28	46.7
Total	60	100.0

the Table, majority of the respondents (40 (44.7%)) thought the means through which the library informs them is "Of little effect" and "Not effective". Only 8 (13.3%) respondents said the current system is "Effective".

The fact that many of the respondents sounded pessimistic regarding the way new publications were communicated to them was not surprising. The reason is that for the past few years, the Balme Library had ceased to come out with a Library Bulletin. This publication used to inform faculty about new additions to the library stock and it was a simple means of luring them to the library.

iv. Adequate Resources for the Library

Resources, in the form of adequate funds, are important if the Balme Library is to improve further the provision of information. This statement was further supported by the respondents, who all said that adequate resources were needed by the library.

However, there seemed to be no consensus among the respondents as to whether the Library is competing with faculty for the resources of the University. Thirty-five (58.3%) of the respondents said the Library is "Not" competing with faculty, while another 20 (33.3%) thought otherwise, and said "Yes". The remainder of the respondents, 5 (8.3%) said they "Don't know".

On the issue as to who should be responsible for providing the information needs of the library, the respondents gave the following answers:

- a. University of Ghana (100% response rate);
- b. Ghana Government (60% response rate);
- c. Ministry of Education (57% response rate); and
- d. Donors support (35% response rate)

Still on the resources for the library, 57 (95%) of the respondents said they were prepared to make a case for the Balme Library in addressing the shortfall in its information provision. The means to accomplish this assignment are summed below.

- a. Through Faculty Representative on the Library Board
- b. Through the Deans at the Executive Committee or at the Academic Board;
- c. Through a memo to the Vice-Chancellor,
- d. Discussion with the University Librarian,
- e. At Faculty Board meetings; and
- f. At Convocation

FACULTY PERCEPTION OF LIBRARIANS IN RELATION TO INFORMATION PROVISION

How Librarians are Perceived

respondents were also asked to indicate how they perceived librarians of the university. The responses are summed below (based on responses to variables):

Service providers (90% response rate);

Professional librarians (80% response rate);

Some are academics (70% response rate); and

Supporting staff (35% response rate)

Administrators (15% response rate)

In addition to these responses, one can say that the perception "Service providers" and "Professional Librarians" have been associated with the librarians for a very long time. However, the ratings given to the category "Some are academics", though, were the high ratings given to the category "Some are

As a matter of fact, some of the librarians of the Balme Library have now attained academic status and have been lecturing on part-time basis in the University. If it takes being 'academic' to be perceived favourably by the faculty, then 'non-academic' librarians in the University of Ghana must not hesitate to join the ranks.

A question is often asked whether librarians make any contribution to the achievement of the academic goals of the faculty. The answers given by the respondents to this question generally supported the assertion that, indeed, librarians make a contribution. In fact, 54 (90%) of the respondents said "Yes" to the question posed, while 6 respondents indicated that they were "Not sure".

ii. Library - Faculty Interaction

If the interaction or relationship between the university library and the faculty is formalized, then much could be achieved in terms of meeting the information needs of faculty. With this assumption, respondents were asked if there was any faculty member acting as a liaison officer between the department and the Balme Library. The responses given showed clearly that almost all the faculties lacked such a liaison officer. Fifty-six (93%) respondents said "No" to the liaison officer question, while 4 (7%) respondents said "Yes". Even those who claimed to have such an officer did not have any regular briefings from him/her

In a further question as to why the faculty had no such liaison officers, the respondents said that they "Don't know" or were "Not aware of such an establishment". Meanwhile, all the respondents (100%) agreed that there should be closer collaboration between the faculty and librarians.

On the issue of having a representative of the library on the Faculty Boards, majority of the respondents (52(87%) said "Yes" to the suggestion. However, 8 (13%) respondents said "No" to the idea. The reasons they gave for not supporting the representative idea were as follows: "Discussions there are purely academic", "Librarians could stay in touch by other means", "It is okay to have things sorted out at the Academic Board", and "It may not change anything".

iii. Faculty - Librarians Contacts

As a way of determining the level of personal contacts between faculty and librarians, the respondents were asked whether such interactions existed outside the

library setting. From the responses it seems there was a high level of personal contacts. Places of such contacts were the Hall Council/Tutorial Board meetings, University committee meeting, occasionally at lectures and at private social functions. The contacts at the Hall and University meetings were indications that the librarians were getting involved in the running of the university.

Summary of Responses from Faculty Members

The responses of faculty could be summarized as follows:

1. A large number of the respondents had their first and second degrees from the University of Ghana.
2. Majority of respondents occasionally used the Balme Library for academic and non-academic purposes.
3. The non-patronage of the Library on a more frequent basis by many respondents was attributed to the poor and inadequate information provision by the Library.
4. Although respondents often referred students to the Library for their literature needs, they (respondents) were unable to determine whether, indeed, the students used the Library for academic work.
5. Faculty was not effectively informed of new additions to library stock, nor, on other developments.
6. Respondents subscribed to the idea that the library requires adequate resources to deliver on its mandate, and that the responsibility of providing such resources lay more with the University authorities.

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- 4 Although respondents often referred students to the Library for their literature needs, they (respondents) were unable to determine whether, indeed, the students used the Library for academic work.
- 5 Faculty was not effectively informed of new additions to library stock, nor, on other developments
6. Respondents subscribed to the idea that the library requires adequate resources to deliver on its mandate, and that the responsibility of providing such resources lay more with the University authorities

7. Virtually, all the respondents said they were prepared to make a case for the Balme Library in addressing shortfalls in its information provision
8. The respondents largely perceived librarians as 'service providers' and 'professional librarians', but there were also high ratings for those librarians regarded as 'academics'
9. There is the need to strengthen library-faculty interaction through the appointment of faculty liaison officers, and the Library must be represented at Faculty Board meetings.
10. There is a high level of personal contacts between faculty and librarians both within and outside the library setting.

4.3 QUESTIONNAIRE FOR LIBRARIANS

The questionnaire meant for librarians of the Balme Library was designed to elicit information on three sub-headings: background information, state of the Balme Library and perception of stake holders' efforts towards provision of information by the Library

A. BACKGROUND INFORMATION

L Gender

The gender of librarians who administered the questionnaires showed that the female librarians were more than the male. This reinforced the fact that there were more female librarians than male in the Balme Library

ii. **Highest Qualification**

The questionnaire asked the librarians to indicate their highest qualifications and this is presented in Table 9. Seven of the librarians have the professional qualifications, in the form of a Graduate Diploma or a Master of Arts degree. Three other librarians

Table 9: Highest Qualification of Librarians

Qualification	Frequency	Male	Female
Grad. Diploma	4	1	3
Master of Arts	3	1	2
Master of Philosophy	3	2	1
Total	10	4	6

have gone further to secure post-professional qualifications, that is, Master of Philosophy degrees. However, a further analysis of the Master of Philosophy qualifications shows that two librarians (a male and a female) had such degrees in the field of public administration.

iii. **Years of Being a Librarian**

Another variable under "background information" was "how long" the respondents have worked as librarians in the University. The assumption behind this question was that the longer one has been a librarian on campus the better he/she is informed about developments

Table 10: Years of Been a Librarian

Gender	Frequency	Percentage	Male	Female
1 - 5 years	4	40	1	3
6 - 10 years	4	40	2	2
11 - 15 years	-	-	-	-
16 years and over	2	20	1	1
Total	10	100	4	6

in the Library and in the University. The data so collected are presented in Table 10.

From the Table, eight (8) of the librarians (80%) have been practicing the profession for up to 10 years and only 2 librarians (20%) have done so for 16 years and above. On the whole, the responses given by the librarians reflected their depth of knowledge of the subject matter of research, possibly acquired over the years as university employees.

iv. Professional and Academic Librarians

Currently in existence in the University of Ghana are two categories of librarians – professional and academic. Professionals are those librarians who possess the basic professional qualifications, in the form of a Graduate Diploma or a Master of Arts degree in library studies. Academic librarians, on the other hand, are those in possession of M.Phil researched degrees (preferably in library studies), in addition to the basic

professional qualifications. Such persons applied for a change of status (i.e. from professional to academic) and had it approved by the University authorities.

The fact that a librarian has had a change of status to that of academic opens the way for him/her to become a lecturer, either on part-time or full-time basis. Apart from the monetary gains, one also becomes more acceptable to the fraternity of the academic staff on campus.

For this reason, the questionnaire sought to find out the numbers involved regarding the two categories of librarians. From the responses, only two (20%) of the librarians were academic and eight (80%) of them, professionals.

B. STATE OF THE BALME LIBRARY

i. Is Balme Library Adequately Resourced?

The resources, especially, financial, made available to a library would empower it to fulfill its information provision mandate. This financial variable is very critical to the operations of a university library where adequate and current information are needed to enable the parent institution fulfill its mission. It is for this reason that librarians in the Balme Library were asked whether, in their estimation, the Library was adequately resourced. From their responses, virtually all the librarians (90%) were in agreement in the assertion that the Balme Library is not adequately resourced. The odd one out did not give any response to the question.

ii. **Responsibility of Providing Needs of Library**

Closely related to the issue of the resources made available to the Balme Library was the question as to whose responsibility it was to provide the needs of the Library. If this was established then one would be sure as to who is/are to be held accountable for lapses in the Library services. The responses of the librarians are presented in Table 11

Table 11: Responsibility of Providing Library Needs

Gender	Out of 10 respondents	Percentage
Univ. of Ghana	10	100
Balme Libr. Mgnt.	6	60
Min. of Education	5	50
Library Board	4	40
Donors support	1	10
No idea	-	-

From Table 11, all the respondents (100%) indicate that the responsibility of providing the needs of the Library lies squarely with the University of Ghana authorities. A further 60% said that the management of the Balme Library was to see to the provision of such needs. The Ministry of Education and the Library Board followed in that order



with the provision of needs, with 50% and 40% responses, respectively. The least of the responses, 10%, was for donors support.

Another related question wanted to find out from respondents whether the needs of the Library would be met in the foreseeable future. Six (6) of them (60%) sounded quite optimistic that things could change for the better. Another 3 librarians (30%) said they were not so sure of future developments and, thus, opted for the 'Don't know' category. Only 1 librarian (10%) was the pessimist, who said 'No'.

For the optimists, their main reason for sounding so confident was the fact that the new Vice-Chancellor of the University (i.e., Professor Kwadwo Asenso-Okyere) had shown particular interest in the Balme Library. Some of their responses could be captured as follows:

- a. 'We seem to have a Vice-Chancellor who is in love with the Library';
- b. 'The commitments that the new Vice-Chancellor is making'; and
- c. 'The Vice-Chancellor is a "friend of the library"'.

In trying to probe further, a question was asked whether the perception of the Vice-Chancellor influences the kind of resources made available to the Library. In response, 80% of respondents agreed to this assertion but cautioned that 'this was an ad-hoc approach and should be stopped'. Respondents thought that, rather, the Library should be resourced as a 'matter of university policy'. However, it must be noted that the goodwill that the new Vice-Chancellor has towards the Balme Library was exemplified by his announcement that extension works should be made to its present buildings. This would increase the seating capacity for readers and, also, improve library facilities and services. Plans are, indeed, far-advanced for the project to take off.

iii. The Library Stock

An important resource in any library is the stock, usually made up of books, periodicals and other related materials. For a university, its library needs to be abreast with the literature by acquiring current and relevant materials to support the university's higher academic programmes. It was with this in mind that the respondents were asked to make an assessment of the Balme Library stock.

From the responses, 80% of them were unanimous that the library stock was "Inadequate", "Outdated" and "Unbalanced". What needed to be done was to have the books and periodicals "Updated". On the other hand, 20% of respondents indicated that the Balme Library stock was "Adequate" and "Satisfactory".

4.3.3 Librarians' Perception on Stakeholders Regarding Information

Provision by Library

The librarians were asked of their perception of the stakeholders of the Balme Library and how this blighted or enhanced information provision by the Library. The stakeholders were the (Balme) Library Board, the faculty and university administrators.

i. The Library Board

Respondents were asked a series of questions on the Board which bordered on its performance and how it secures inputs for the Library's operations. From the answers, it became quite evident that most of the respondents (90%) were not well-informed about the operations of the Board. The answers given on the Board's performance and the way

it secures vital inputs for the library were either "Somehow" or "Don't know" Only one respondent (10%) was very definitive with his answers. This could be explained that for the past few years, this respondent had been a member on the Board (representing Hall libraries) and was once a recorder at the Board's meetings

The virtual lack of knowledge on the activities of the Library Board by most of the respondents might be due to the fact that there were no briefings whatsoever by Balme Library representatives on the Board. It could also be that for the past five years or so, the role of Secretary to the Board had been taken over by a Senior Assistant Registrar in the office of the Vice-Chancellor.² Hitherto, this role was assumed by the University Librarian. These developments might have contributed to the information drought on the performance of the Board by the librarians

However, perusing the minutes of the Board meetings for the period 1997-2002, it looked as if a critical issue like the low funding of the library hardly came up for discussion. Even discussion of the vexed question of renewal of journal subscriptions, was never conclusive

ii. Faculty Members

Members of faculty are usually regarded as 'valued users' by the Balme Library. In the past, the selection of library materials (books, periodicals) was virtually done by them, and their patronage of the library was an indication that it was meeting their information needs. This, being the case, the respondents were asked to comment on the use/non-use of the Library by faculty, as well as the relationship between them and faculty. Furthermore, the respondents were to indicate how they were perceived by

faculty and vice-versa, and also to determine whether faculty members would make a case for the Library in addressing shortfalls in its information provision.

The following are the librarians' responses to the issues raised above.

4.3.3 ii (a) Visit to Library by Faculty

Responses on how often the library was visited by faculty, is presented in Table 12. From the Table, 80% of respondents indicated that faculty "Somehow" visited the library, while a further 20% said faculty do "Not" pay any visit. This, in effect, meant that faculty was not patronizing the central library of the University as one would expect.

Table 12: Visit to the Library by Faculty

Category	Frequency	Percentage
Yes	-	-
Somehow	8	80
No	2	20
Total	10	100

The reasons given for the low patronage by faculty were as follows:

1. Outdated library books and journals,
2. The library not meeting their information needs,
3. Faculty's lack of interest in the Library,
4. Total apathy on their side,
5. Some of them use personal/departmental libraries.

6. Some do come to try new resources online;
7. Some of them are computer-shy to even use online databases; and
8. Pride and ignorance prevent them from coming.

However, the responses did indicate that faculty members were most concerned about the state of information provision in the Balme Library. Fifty (50) per cent of respondents said faculty was "Somehow" concerned, while a further 30% said "Yes". Only 20% of respondents said they did not think faculty was that concerned. All the same, 90% of respondents indicated that some faculty members were willing to make a case for the Balme Library in addressing the shortfall in its information provision endeavour

4.3.3 ii (b) Relationship with Faculty Members

Respondent librarians were asked to comment on their relationship with faculty members. This whole concept of relationship or interaction between librarians and faculty is usually described in the management literature as 'inter-group dynamics'. But whichever way one looked at it, effective interaction, whether formal or informal, between groups goes a long way to ensure the realization of organization objectives. At least, there would be less and less group conflict and perceptions of groups towards one another might also change, preferably for the better. However, these statements by no means suggest that the relationship between groups in organizations can ever be free of conflict or misunderstanding.

In more specific terms, a cordial or healthy relationship between librarians of the Balme Library and faculty members of the University of Ghana would be beneficial to both parties. First, faculty could get to know the Library's problems better, most especially, in the area of information provision. Secondly, faculty could also learn more about developments taking place in the Library, for instance, the introduction of online information sources. On the other hand, librarians of the Balme Library would become familiar with the peculiar needs of faculty and, then, focus the Library's attention on those areas

Table 13 presents responses as to whether being a 'Professional' or 'Academic' librarian affects ones relationship with some faculty members. Thirty (30) per cent of respondents said ("Yes") that a librarian's status affects his relationship with some faculty members, while a further 40% said "No". Another 30% of respondents did not have any idea on the issue.

Table 13: Status Affecting Relationship with Faculty

Category	Frequency	Percentage
Yes	3	30
No	4	40
Don't Know	3	30
Total	10	100

On the whole, all respondents said that their relationship with faculty members were either 'Very cordial' or 'Cordial'. This cordiality had come about through contacts with faculty members, whether 'Daily', 'Weekly' or 'Once a while'. The opportunities for the contacts have been the following:

- 1 During working hours (in library);
- 2 During working hours (in faculty);
- 3 At University committee meetings (i.e., Library Board, Faculty, Board, Hall Council/Tutorial);
- 4 In the Senior Common Room;
- 5 At functions on campus (such as Convocation, Congregations, etc.);
- 6 After church service

4.3.3 ii. (c) Informing Faculty of Developments in the Library

The question as to whether faculty members are officially informed of developments in the library received mixed responses. 'Officially' is used to refer to correspondence or authentic information emanating from the library to faculty. Table 14 presents the responses.

Table 14: Informing Faculty of Developments in the Library

Category	Frequency	Percentage
Yes	2	20
Somehow	4	40
No	2	20
Don't know	2	20
Total	10	100

From the Table, 20% of respondents said "Yes", to the effect that faculty was adequately informed of developments in the Library and 40% said "Somehow". A further 20% of respondents gave an emphatic "No" and another 20% said they "Don't know".

The means through which faculty was informed included letters, posters and columns of *Campus Update* newsletter of the University. However, according to respondents, the mode of communication was fraught with problems. In the first place, there was no clear cut library policy as to whose responsibility it was to issue out the information. Secondly, the few notices that got to the departments were most often not circulated to members, or, that, members failed to read them.

In this regard, 90% of respondents said that during formal and informal contacts with faculty members, the librarians took the opportunity to discuss privately with some faculty members developments or problems in the library. Lastly, 80% of respondents did indicate they had no idea as to whether faculty was being catered for better than the

Library, in terms of resource allocation. Only 20% of respondents said faculty was "Somehow" favoured.

4.3.3 ii (d) How Faculty Members Perceive Librarians and Vice Versa

The questions as to how faculty members perceive librarians and *vice versa* elicited mixed responses. While 50% of respondents said that faculty members perceived them as "Colleagues" another 40% indicated that they were perceived as "Non-colleagues". One respondent failed to make a choice. A further analysis of the "Pro-colleagues" responses showed 20% saying that the faculty members perceived them also as "Professionals". Similarly, one respondent (10%) of the "Non-colleagues" camp qualified his/her answer by saying that faculty members rather perceive them as "Professionals".

On the other hand, librarian respondents generally perceived faculty members as "Colleagues". In fact, all respondents (100%) did say so. However, three of the respondents (30%) said that faculty members often tended to be "Selfish," "Bullies" and "Snobbish".

C. UNIVERSITY ADMINISTRATORS

1. Visit to Library by Administrators

Respondents were first asked to comment on whether the University Administrators did visit the Balme Library. As administrators, such visits would go a long way to enable them to learn at first hand developments taking place in the library. The responses are presented in Table 15.

Table 15: Do Administrators Visit Balme Library?

Category	Frequency	Percentage
Yes	2	20
Occasionally	7	70
No	-	-
Don't know	1	10
Total	10	100

From Table 15, 70% of respondents said the administrators "Occasionally" visited the Library, whilst 20% of them intimated, with certainty, that the administrators did visit the Library. One other respondent (10%) did not have any idea on the administrators' visit.

Furthermore, the respondent said that the visits to the library by the administrators were made in their "Official capacity." This, in effect, meant that if the administrators were not on official visits, then, they would not come to the library for anything. One should also be a bit concerned about the administrators' inability to visit the library in a 'non-official capacity.' Probably, they have been so much engrossed in "administrative duties" that they have no time to visit the library. But whichever reasons that could be advanced, the administrators must factor in reasonably regular library visits as part of their work itinerary. In fact, utilizing the library resources by the administrators would go some way to sharpen their skills and, also, enhance any prospects of publishing if the need arises.

Furthermore, the librarians (90%) indicated that whichever form of visits that the administrators made to the library, have been “Irregular” or “Very irregular” Meanwhile, the means through which the library informs the administrators about development/problems in the library were as follows: Using the forum of the Library Board, Official Correspondence and Personal Contacts by the University Librarian. As to whether these means of informing the administrators have been effective, 40% of respondents said “Don’t know”, 30% said “Somehow”, 20% said “Yes” and 10%, did not respond

2. University Administrators Perception of Library/Librarians and Vice Versa

The way the university administrators have perceived the Balme Library and its librarians over the years was another issue that the respondents, also, reacted to. Table 16 presents responses on the administrators’ perception of the library.

Table 16: Administrators’ Perception of Library

Category	Frequency	Percentage
Very Important	1	10
Important	1	10
Less Important	3	30
Not Important	1	10
Peripheral	2	20
Don’t know	2	20
Total	10	100

From the Table, 20% of the respondents said that the administrators perceived the library as "Very Important" and "Important". A sizeable number of respondents, 60%, said that the administrators regarded the Library as "Less Important", "Not Important" and "Peripheral". Another 20% of the respondents said they had "No idea" on the subject matter.

On the administrators' perception of librarians over the years, the views of respondents were split. Fifty (50) per cent of them said the administrators perceived librarians as "Colleagues", while another fifty per cent said they were perceived as "Non-colleagues".

On the other hand, 80% of the respondent librarians perceived the University administrators as "Colleagues". However, 20% of the same group of respondents qualified their "Colleague" tag by adding that they tended to be "Power-brokers", "Inflexible" and "Arrogant". The other 20% of respondents who perceived the administrators as "Non-colleagues" also saw them as "Campus politicians", "Unsympathetic", "Inflexible" and "Arrogant".

In the light of librarians' perceptions of administrators, they (the librarians) were asked whether this perception had been translated into the manner issues concerning librarians and the Library were handled by the same administrators. From the responses, 50% said "No", 30% indicated "Don't know" and 20% said "Yes". For those who said "Yes" the instances given to buttress their view were the following:

- i. "the manner the university authorities went about to construct the Balme Library Annex without consultation whatsoever with the University Librarian and other librarians," and

- ii. "that, if they [university authorities] really cared about the library, then allocating funds to it would not have been a problem at all".

Still on the authorities' perception, the final question posed was whether the administrators gave any impression that librarians were good managers, worthy of handling the affairs of the Balme Library. From the responses, 20% said "Yes", 30% said "No" and 10% said "Somehow". Lastly, 40% of respondents said they "Don't know".

3. Allocation of Resources (Funds) to Library

The issue of adequate funding to enhance the operations of a library cannot be over-emphasized. Respondents were, therefore, asked whether the university administrators appreciate the inadequate funding problem of the Balme Library. Their responses are presented in Table 17

Table 17: Administrators Appreciation of Library Funding Problem

Category	Frequency	Percentage
Yes	2	20
Somehow	3	30
No	1	10
Don't know	4	40
Total	10	100

From the Table, 20% of respondents said "Yes" to the administrators' appreciation of the inadequate funding problem of the Library. A further 30% of respondents said "Somehow", while 10% said an emphatic "No". Finally, an appreciable 40% said they "Don't know".

In relation to the question as to whether the university authorities treated the Library fairly in funds allocation, compared to faculties/units, the responses were as follows:

- i. 40% of respondents said "Somehow";
- ii 30% of respondents said "No"
- iii 30% of respondents said they "Don't know"

4. Organizational Structure and Library's Capacity to Secure Adequate Resources

Organizational structure or the chain of command in an organization could frustrate or enhance a unit's capacity to secure adequate resources for its operations. This becomes a reality when an organization finds it difficult to secure enough financial resources to fulfill its corporate objectives. For instance, a number of subvented state organizations in Ghana, including the universities, are facing this problem of inadequate funding. Respondents were to comment as to whether the University of Ghana's organizational structure affects the Balme Library's capacity to secure adequate resources for its operations. Table 18 represents the responses

Table 18: Does the Organizational Structure of the University Affect the Library's Ability to Secure Resources?

Category	Frequency	Percentage
Yes	4	40
Somehow	1	10
No	1	10
Don't know	4	40
Total	10	100

Forty per cent of the respondents, according to Table 18, did indicate that the organizational structure affects the Library's capacity to secure adequate resources. A further 10% said "Somehow" to the issue, while another 10% said "No". An additional 40% of respondents finally said they "Don't know".

D. SUMMARY OF LIBRARIANS RESPONSES

The responses by librarians of the Balme Library to the questionnaire are summarized as follows

1. The Library is not adequately resourced to fulfill its information provision mandate
2. The responsibility of providing the needs of the Library lies with the following bodies
 1. University of Ghana

- ii. Balme Library Management
 - iii. Ministry of Education
 - iv. (Balme) Library Board
- 3. The funding position of the Library will improve as a result of the keen interest shown in its matters by the Vice-Chancellor.
- 4. Library stock (books, periodicals) are inadequate, outdated and unbalanced.
- 5. For the stakeholders of the Library
 - i. the Library Board has not done much for the Library,
 - ii. faculty does not visit the Library because it (the Library) has not been able to meet its (faculty's) information needs,
 - iii. University Administrators hardly come to the library except on official visits, which are occasional;
 - iv. Over the years, the administrators have perceived the Library as less important, and
 - v. The organizational structure of the University affects the Library's capacity to secure adequate resources.
- 6. On the whole, relationships with faculty and university administrators are cordial.

4.4 RESPONSES OF PRINCIPAL OFFICERS OF THE UNIVERSITY

The researcher interviewed some principal officers of the University to solicit their opinions on how some of the corporate environmental factors affect the provision of information by the Balme Library. The personalities involved were the Pro-Vice-Chancellor (also, on expressed behalf of the Vice-Chancellor), the Deputy Registrar (on behalf of the Registrar (then on leave), the Finance Officer, and the University Librarian (assisted by the Deputy Librarian). A standard Interview Schedule was used for the purpose (see Appendix V), and the questions were framed in accord with the objectives of the study. Specifically, the Interview Schedule sought answers for the following issues: funding for the Library, the dire periodicals situation in the library, the University's organization structure in relation to the Library, and the principal officers' (non-librarians) perception of the Library.

However, this does not mean that in drawing up the questions, it was assumed that the respondents were equally capable of answering all questions satisfactorily. Rather, what the researcher sought to achieve was to elicit as detailed information as possible from the areas that each respondent was very conversant with. At the end of the day, one would be able to piece together all the not-too-detailed information into a coordinated complete data. The following accounts were the responses of the personalities mentioned above.

i. Deputy Registrar (assisted by Assistant Registrar (Secretary to the University's Finance Committee))

The budgetary allocation to the University from the government for the past few years have fallen far short of expectation. For instance, the per centage of approved budget, in relation to the estimates, were 41.5% (2002) and 30.9% (2003). Even here, what came in was used mainly to pay staff emoluments. Other sources of funds available to the university were the AFUF and Internally Generated Funds (IGF).

In a situation like this, very little disbursement could be done in relation to other recurrent expenditures. This, invariably, affected the University's capacity to fund adequately the activities of the Balme Library. However, the University now allocates 15% of the AFUF to the Balme Library to finance its recurrent expenditures. For the foreseeable future, the Library and the University will have to depend on the AFUF as a budgetary supplement.

In tackling the questions as to whether the organization structure of the University and the perception of principal officers weighed heavily against the Balme Library, the respondent said that one should look at what is happening currently and not so much into the past. This statement was a tacit admission that the Library had not been treated fairly in the recent past. The respondent buttressed his statement by mentioning the new vision and administrative style of the current Vice-Chancellor which will impact positively on the Balme Library. He also intimated that the University Librarian is now part of the central administration and partakes in the Monday meetings of the top administrators in the University every fortnight.

ii. **University Librarian and the Deputy**

The funding of the Balme Library by the University could be categorized into two periods pre-AFUF and post-AFUF. The pre-AFUF period was a long one, actually dating from the establishment of the University in 1948. From this time onwards, till probably the late 1970s when the national economy started declining, government budgetary allocations to the University were manageable enough to meet the needs of the Library. Largely, the Library used its share of funds, however small, to cover the purchases of books (through the University Bookshop) and the renewal of periodical subscriptions as well. One notable feature, though, was the difficulty usually associated with securing the funds from the Finance Officer. The funding difficulties of the University and, indeed, the Library came to a head in the 1980s and the '90s, which culminated in the institution of the AFUF.

Within the AFUF regime, the Library is usually informed as to how much had been allocated to it. Currently, the allocation is 15% of AFUF payments and the Library is using these funds for virtually all manner of expenditure, except that of capital, which is the responsibility of the University.

Regarding the dire periodical subscriptions situation in the Library, the respondents said through donor assistance, the Library is currently accessing on-line periodical databases. Although this facility was for a brief period, it is the best that the Library could offer its readers in the short term. In the long term, the University Librarian felt the issue was a perennial one facing all university libraries in the country,

and must be tackled, probably, at the Committee of Vice-Chancellors and Principals (CVC-P) level.

According to the respondents, the organizational structure of the University often hinders the Library's efforts to secure the necessary resources to operate with. The respondents summed up like this: **"when resources are being shared, they often forget the Library"** This statement, truthfully, referred to the situation in the immediate past. Nevertheless, the new Vice-Chancellor, in the person of Professor Kwadwo Asenso-Okyere, at the helm of affairs was beginning to change the perception of some of the principal and key officers in the University. In short, the vision of the new Vice-Chancellor of effecting structural and administrative changes in the University differs slightly from the situation in the past. This seemed to have compelled the other top University administrators to pay working visits to the library to acquaint themselves of developments.

iii. **The Finance Officer**

Giving an overview of the financial situation of the University, the Finance Officer (FO) said that the **"situation has gotten worse over the years"** Currently, the government is able to give the subvention for emoluments, but very little comes to finance administrative, service and investment activities. What the University did to meet these expenditures was to fall on Internally Generated Funds (IGF). Table 19 represents the Government's subvention releases for the past three years

Table 19: University of Ghana, Government Subvention Releases*

Year	Budgeted (₵)	Approved by Government (₵)	Released by Government (₵)
2000	43,774,000,000	24,366,000,000	31,217,719,933
2001	79,184,000,000	46,927,000,000	48,848,016,000
2002	142,338,000,000	59,030,575,642	66,578,260,687

*Data provided by the Finance Officer, University of Ghana, Legon

Invariably, the precarious financial position of the University was translated in the low funding of the Balme Library and its associated problems. In the midst of these financial difficulties, the University authorities continue to insist that they perceive the “library as the nerve center of academic activities and funded the library as such” The FO cited the building of the Balme Library Annex as a manifestation of the concern that the authorities have for the Library.

In the case of AFUF payments by students, the FO said it was an attempt to pass on to students a percentage of the faculty academic cost. The Balme Library now gets 15% of AFUF, which the FO maintains, was “more than any other administrative sector of the University” The Pro-Vice-Chancellor is in charge with the formula for the allocation of AFUF funds

On the thorny issue of periodicals subscriptions, the FO felt some of the AFUF should be used for that purpose. Unfortunately, this suggestion was found not to be feasible, as any attempt will result in the exhaustion of the Library's entire AFUF funds, due to the enormous foreign exchange payments involved. To tackle the dire periodicals

situation in the Library would, therefore, demand a more pragmatic approach than what was being suggested by the FO. Indeed, the suggestion demonstrates the degree of ignorance at the level of University administrators, of how expensive library management is.

Finally, on the question as to how the Library had been sidelined and discriminated over the past years, the FO responded that **“now there is a good recognition of the library”**. He added **“the position of the University Librarian is now statutory and has been raised to a status higher than that of a Dean. He attends the Monday meetings of the University top administrators”**. Again, the other top administrators are visiting the Library more often than hitherto the case.

iv. **Pro-Vice-Chancellor**

The Pro-Vice-Chancellor (Pro-VC) was the last respondent to be interviewed, and this was also done on behalf of the Vice-Chancellor, who felt the issues to be addressed could be adequately handled by the Pro-VC. Having been informed that previous respondents (the Deputy Registrar and the Finance Officer) had given detailed information on the major questions on the **Interview Schedule**, the Pro-VC decided to focus more on those concerning the AFUF and the periodicals subscriptions.

The Pro-VC re-affirmed that 15% of the AFUF payments were given to the Balme Library. This was in addition to the programme of equipping the Library with computers, which was aimed at making it a digital or an electronic library. The computers being referred to were actually approved for purchase by the Ghana Education

Trust Fund (GET Fund) to enhance the Library's ICT programme. In the statement of the Pro-Vice, the university **"is doing well for the Library"**

On the issue of periodicals subscriptions, the Pro-VC said the library could rely on the AFUF for the purpose. When his attention was drawn to the fact that by using AFUF for periodicals subscription will virtually deplete the funds, he remarked that the "University Librarian should make a case (on how best to renew periodicals subscriptions) and the administration will have a look at it" He added that a similar thing was done for the Science Faculty where "Chemicals to the tune of some £200,000 were purchased for the year 2002"

4.5 SUMMARY OF RESPONSES OF PRINCIPAL OFFICERS

From the responses given by the Principal Officers to the Interview Schedule, the following summary is made:

- i Government budgetary allocations to the University for the past few years have always fallen far short of expectation
- ii This has, invariably, affected the University's capacity to adequately fund the activities of the Balme Library.
- iii The Balme Library is allocated 15% of the University's AFUF payments.
- iv The periodicals subscriptions situation in the Library looks very critical and a better way should be found to resolve the issue
- v Currently, the perception is that the new Vice-Chancellor at the helm of affairs will impact positively on the fortunes of the Library

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CHAPTER FIVE

FINDINGS AND DISCUSSION

This study is essentially about determining the effect that corporate environmental factors (at the University of Ghana) have on the provision of information by its main Library, i.e., the Balme Library. The crucial word in this context is 'effect' and it must be looked at in two main ways: positively and negatively. In other words, the variable, effect, could be interpreted as enhancing or empowering and, at the same, as a drawback. With this understanding, it is possible to have the two contexts of effect at play to achieve a particular result, although one aspect of effect could have an undue influence in the circumstance than the other.

Nevertheless, one important factor that cropped up in the course of data collection is what may be termed the '*October, 2002 factor*'. This refers to the appointment of the current Vice-Chancellor of the University, Professor Kwadwo Asenso-Okyere in October, 2002. In his induction speech on October 1, 2002, the new Vice-Chancellor said, *inter alia*, that "there is the need to bring about some changes to the way we do our things to give a new face and orientation to the University". On that premise, he further called for an "Institutional Transformation Programme to enable the University tackle the challenges that confront it"¹.

The vision of the Vice-Chancellor became somewhat apparent during data gathering for this study. So, this important variable would be alluded to in the ensuing findings/discussion on corporate environmental factors *vis-à-vis* information provisions. From the findings made by the study, it could be affirmed that the task set, by way of the

stated objectives, has been largely fulfilled. The findings are further discussed below using the study objectives as sub-headings

5.1 HOW ORGANIZATIONAL STRUCTURE AFFECTS INFORMATION PROVISION BY LIBRARY

The first objective for this study was to find out how organizational structure of the University of Ghana affects information provision in the Balme Library. As previously presented, organizational structure, as defined by Wright and Noe (1996) "is the arrangement of positions and group of positions within the organization. It is described in such terms as reporting relationships, patterns of interactions, and distribution of responsibilities". The University of Ghana also has a well-defined organizational structure, as spelt out by Act 79 of 1961 and with amendments made over the years. This is in addition to the numerous Boards and Committees that help the principal officers of the University to administer the institution.

However, in determining how the University's structure affects the Library in providing information, the intention is not to subject the entire structure of the institution to a critique. Rather, it is the actions and inactions of those Boards and Committees that impact directly on the operations of the Library that will be the focus of discussion.

The first University Board to be put under scrutiny was the Library Board, which, subject to the directions of the Academic Board, "supervises and directs the policy of the Balme Library and such other matters as may be delegated to it". Inferred from this function is that the Board must see to it that the Library is well maintained and adequately resourced so as to fulfill its objectives on campus. Unfortunately, the

responses given to the questionnaire by some members of the Board and perusing the Board correspondence/minutes files showed clearly that it had not done much for the Balme Library. This assertion is being made with particular reference to securing vital resources for the Library. For instance, the issue of periodicals acquisition appeared on meeting agenda on many occasions, but no concrete decision was ever taken. The same could be said of the Board's inability to ensure the procurement of a generator for the Library despite the pressing need over the years for such equipment.

Secondly, the importance that the University accords the Library Board has been insufficient, to put it mildly. Although the Vice-Chancellor is the chairman of the Board, there have been numerous occasions when the Board's meeting had been cancelled because the chairman was not available or was chairing another scheduled Board meeting. The then Acting University Librarian was recorded as having complained to the Registrar in July 1998 of this unhealthy development.

Still, on the lack of importance that the University attaches to the Library Board saw the appointment of an Assistant Registrar (in the office of the Vice-Chancellor) as Secretary to the Board in April 1998. Hitherto, this position was the preserve of the University Librarian. The basis for this appointment had not been thoroughly explained, unless to say, from hindsight, that it was an attempt to marginalize the University Librarian and the Library. Closely related to this issue is that attendance at the Board meeting had always been characterized by high absenteeism by some members (with no apologies, though). This lent credence to the fact that some members have seen the lack-of-importance signs and were, also, not taking the Board's deliberations very serious.

The next factor to dilate on is that decisions taken by the Board, like those bordering on financial expenditure, library's physical development, purchase of capital equipments, etc., often ended up before other committees/boards of the University. Some of the committees are the Finance Committee and the Development Committee, of which the University Librarian is not a member. The question that readily comes to mind is who puts forward the case of the library before these committees? The fact remains that seeking approval for Library Board decisions before these committees usually takes time or are unduly delayed or approval is never given.

A case in point was when a committee (i.e., the Development Committee or the Development Office) executed a project for the Library, and without the knowledge of the Library Board nor input from the University Librarian. This was the building of the Balme Library Annex. In fact, the drawings for the Annex were done by the University's Development Office. From the minutes of the Library Board, there is no record to show that the Board ever took a decision on the project, apart from being informed when the contractor suspended work due to payment difficulties.

From the fore-going, it is quite apparent that the Library Board had, over the years, not done much to address the peculiar needs of the library. This could be explained partly by the fact that the policy making capacity of the Board has often been thwarted or interfered with by other committees in the University. The end result was that, invariably, some operations of the Library got severely affected. For that reason, the Library cannot provide the information support and services needed for academic work in the University.

The Vice-Chancellor, in his induction speech in October, 2002, talked about institutional transformation, and this would entail, among other things, 'expediting the decision making process' and 'setting up an effective and transparent administrative/managerial system'. Nonetheless, these could be described as nothing more than intentions that are yet to be manifested in the organizational structure of the University. On the other hand, if really the transformation takes off the ground, one prays that the changes will also be felt in the way and manner the Library Board, which is chaired by the Vice-Chancellor, takes its decisions. Anything short of this will result in perpetuating the *status quo*.

5.2 HOW ORGANIZATIONAL CULTURE AFFECTS PROVISION OF INFORMATION BY THE LIBRARY

According to Higgins (1991), the organizational culture is simply that 'pattern of shared values and norms that distinguishes an organization from all others'. Until quite recently, the concept was thought of as a fad, but now, it is recognized as a critical part of an organization's internal environment and that the survival of an organization may depend on it. An organizational culture has to be understood at two levels: the mythical side and what may be described as "the way we do it around here". The "way we do it around here" is indicated in strategy, systems, styles, staffing, skills, rules, procedures, policies, and norms.

The organizational culture of the University of Ghana must be seen more in the way-we-do-it-around-here phenomenon rather than the mythical side. In this regard, the organizational culture of the University is seen in the strict reliance of rules, procedures

and policies by the institution in its organization. Although Legon is regarded as the 'premier university of the country', basically, decision making in the University is slow and over-centralized. This gives the institution a conservative outlook, especially as it always tries to maintain the *status quo*.

The effect that this situation has had on the Balme Library's capacity to provide information over the years must be seen in the following areas.

- i. How the top administrators urgently address issues affecting information provision in the Library, and
- ii. The extent to which the top administrators involve the University Librarian in deciding major library, academic and policy issues of the University.

In tackling the first issue, as to whether the top administrators urgently address information provision issues of the Balme Library, the evidence showed that the University had been very slow to act or never acted at all. Three issues will be discussed in relation to the matter just raised and these are: the acquisition of a back-up power generator for the Library, renewal of periodicals subscriptions, and the purchase of new books.

Firstly, the library had felt the need, over the years, for a generator to enable it to provide uninterrupted services in the day and the night when power outages occur on the national grid. Unfortunately, many discussions on the topic bore no fruit, resulting in the Library having to close when such outages occur to the discomfort of readers. The issue of periodicals subscriptions and the purchase of new books has always been a thorny one, because of the supposedly 'huge foreign exchange involved'. Although foreign institutions, like the World Bank and the American Association for the Advancement of

Science (AAAS) helped to put some new life into the library stock, the assistance ended some years ago. A lot of discussions have also gone into these matters but, as usual, nothing concrete has come out of them.

These cases have been cited to show how the University had continued to pay lip service, over the years, to provide for the information support needs of the Library, but had failed to deliver on its promises. It is recognized by all the stakeholders that the Library is one of the high spending units in the University, but since the Library is regarded as the 'academic center and the heart of the University', no effort must be spared by the authorities to address its critical needs. Relevant books and current periodicals are critical materials for any university library, the Balme Library included, and failure to satisfy these needs will result in the gradual death, not only of the Library, but also of the University.

The second issue to delve into is the effect of organizational culture in marginalizing the Balme Library (or the University Librarian) in vital matters affecting it and the larger University. The following examples are cited to support the above statement. First, the Balme Library was not involved, whatsoever, in the building of the Library Annex, although the structure was put up in the name of the Balme Library. Later on, the University Librarian was tasked to prepare a comprehensive plan on how to utilize the edifice, but the University administrators turned round to 'hijack the building', as it were. The Balme Library is currently restricted to the use of the ground floor as a cyber café, while the other three floors are being used for other things totally unrelated to library work.



Secondly, when it comes to the planning of new academic programmes (or courses) on campus, the Balme Library is never involved. Such programmes like Social Policy Studies, Public Health, Insect Science and Environmental Science were planned for the University some few years ago without the knowledge of the Balme Library. However, the Library is expected to factor in the new courses in the acquisition of library materials or in the provision of information. This is quite a daunting task for the library!

The marginalization of the library (or the University Librarian) was taken to a higher level when the Library was denied any input in the drawing up of the University's Corporate Strategic Plan for 2001-2010. For instance, in October, 2000, a workshop was organized at Akosombo for 50 participants drawn mainly from the University. They were to deliberate on the new corporate strategic plan for the University. Surprisingly, the University Librarian was the only Principal Officer that was not invited to the workshop. So, whatever input made for the Library in the strategic plan was guess work made by non-librarians.

To sum up, the organizational culture of the University has led to non-satisfaction of pressing Library needs and the marginalization of the Library in the scheme of things in the University. However, in view of the appointment of a new Vice-Chancellor with his 'new management style', one believes that the marginalization of the Library and those who labour in it will be a thing of the past.

5.3 HOW RESOURCES AFFECT THE LIBRARY'S CAPACITY TO PROVIDE INFORMATION

Resources are what every organization needs to enable it attain its objectives. In the view of Wheelen and Hunger (1987) 'organization resources are typically considered in terms of financial, physical, and human resources, as well as organizational systems and technological capabilities'. The resources available to the University of Ghana are both enhancing and a drawback to enable it to meet its core corporate objectives, i.e., producing the manpower needs of the country and adding to the body of knowledge through research. The strengths in its resources are the large tracts of land, a competent academic staff, a good reputation and an emerging IT infrastructure. The resource shortfalls could be seen largely in the area of its finances. This is attributed to the government's inability to fully satisfy the financial needs of the university, due to a stagnant national economy and other pressing national commitments.

The manner in which the resources of the University affect the Library's capacity to provide information is discussed under the following topics

- i. the financial resources allocated to the Library to operate with,
- ii. the extent to which the University is improving the Library's physical structure, and
- iii. the extent to which the Library has benefitted from the ICT Programme of the University.

The study had shown that the funds allocated to the Library to enable it to operate efficiently have fallen short of its needs for the past several years. As a result, most of the books on the Library shelves are outdated and renewal of periodicals subscriptions has virtually ceased. Linked to this is that faculty is not patronizing the Library for any meaningful academic work because it cannot provide their information needs. All these are the fall out of the under-funding of the University by the Ghana Government.

A way out of the University's financial predicament was the payment of AFUF by students, of which 15% is currently given to the Balme Library for its non-capital expenditure. Unfortunately, the AFUF money has created the impression, among some of the University top officials, that it could be used to renew periodicals subscriptions as well. In fact, in a meeting with the Deans in the University on May 11, 2000, the then Acting University Librarian informed them that the annual subscription cost of five periodicals for each of only 29 (out of the 61) departments in the University amounted to 490 million cedis. This figure was way above the then 10% of the AFUF (i.e., 189 million cedis) then given to the Library by the University. The University should, therefore, find an appropriate means to fund the purchase of books and journals for the Library, over 90% of which are purchased from outside Ghana.

Regarding the Library's physical development, not much has been done to enable it cope with its large collection and increasing number of readers. Mention was earlier made of the Balme Library Annex building and how the Library had been denied total use of the building. The Vice-Chancellor, in October, 2002, promised an extension to the current library building but it seems the project is taking long to start. This is creating anxiety among library staff and users.

The Balme Library has made progress in its ICT programme, supported largely by donors and the University of Ghana. The Corporate Strategic Plan of the University (2001-2010) makes provision for the setting up of a **Digital Library** with subscriptions for on-line journals and books. Although, a lot more needs to be done with the digital library concept, the Balme Library is bracing itself for the task ahead through local area networking, equipping staff with computer skills, setting up of computer laboratory and cyber café, and the purchase of numerous personal computers (many connected to the Internet). Specific mention could be made of donor assistance here. The University's VSAT system currently in use was provided by United States Agency for International Development (USAID) and, it's operating bandwidth, upgraded from 64kbps to a maximum of 512kbps by Ghana National Committee on Internet Connectivity (GNCIC). On the part of the University, it provided other vital inputs and employed the critical personnel to maintain the system. These developments have also helped many departments on campus to get connected on to the Internet.

For the Balme Library, the ICT programme had enhanced some aspect of service delivery and housekeeping operations. However, the University must give the financial backing to the Library to execute the OPAC and circulation control projects, which have been on the drawing board for quite some time. In this discussion, one should also bear in mind that the changing technological environment of the campus, i.e., the so-called '**wired campus**', had, somewhat, changed the relationships between faculty and the Balme Library. This study found out that some faculty members were not visiting the library as expected because they have access to Internet facilities at their departments.

5.4 HOW PERCEPTION OF GROUPS AFFECT INFORMATION PROVISION BY THE BALME LIBRARY

Costley and Todd (1987) defined a group simply as 'two or more individuals working together to achieve a common goal' and it could be found almost everywhere in work organization, families, schools and sports clubs. Just as an individual can be said of having a perception, the same is also true of a group. Perception is the mental grasp of objects or the impression so formed about a specific object or idea. These perceptions are often passed on to new members as they join the group. As a result of the interactions among group members and the perceptions so formed, most managers today agree that groups (formal or informal) significantly influence the behaviour of individuals and the larger organizations for which they work.

The University of Ghana, as a corporate body, has a number of formal groups operating within it and three of such groups were also the focus of this study. The groups were faculty or lecturers (operating as UTAG), university administrators (organized under GAUA) and Librarians of the Balme Library. Specifically, this study sought to find out how perceptions of groups operating in the University affect information provision by the Balme Library. A lot of studies were undertaken in the United States between the 1960s and 1990s about the perception of librarians by faculty and administrators' groups in the universities/colleges. These perceptions were very critical of the librarians (and the library) and how well the library is funded.

In this study, the findings showed clearly that the perception of the University administrator's group, most especially, towards the librarians/library affect the provision of information in the Balme Library. The University's top administrators, it must be recalled, virtually hold the key to allocating resources to departments and units in the University. What can be added, though, is that in the not too distant past, the perception of faculty towards librarians was also not so favourable. A case in point was when librarians in the Balme Library started moves to secure academic status, a process which had to be approved by faculty-dominated Academic Board of the University. The process became lengthy, selective and, at times, very acrimonious. The academic status debate has now been put to rest and all parties are satisfied of the outcome. On the other hand, the extent to which information provision was affected by the perception of faculty towards librarians could not be determined by the study, although one would have expected some advocacy on the part of faculty members towards falling standards in the provision of information by the Balme Library. After all, things started declining in the Library many years ago, and that was the time Library needed their support most.

From the study's findings, it also emerged that the administrators and faculty groups were beginning to have a favourable view of librarians and *vice versa*, though one cannot say that for all of them. In fact, the groups largely perceived themselves as "colleagues" striving towards a common goal. There was also good rapport and interaction among the groups. This was an indication that perception is not static and that it could change over time. With this favourable perception, faculty, for example, were prepared to make a case for the Balme Library to address shortfalls in its information provision. On the other hand, there were still traces of the old perception of librarians as

"Service providers" and "Supporting staff", meaning that perception takes a long time to die.

To sum up the discussions on groups perceptions in the University of Ghana, it could be stated that the findings were quite conclusive that the perceptions have negatively affected the Balme Library's ability to pursue its mandate effectively

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CHAPTER SIX

SUMMARY AND RECOMMENDATIONS

This chapter will provide a summary of the study and highlight the main findings. It will finally 'draw the curtain down' on the study with some recommendations

6.1 SUMMARY

As a center of higher learning and research, the library of a university must support its parent institution in the best way possible so as to enable the university fulfil its mission and vision. The library's support is manifested in the acquisition of relevant information sources with funds provided by the parent university and other funding bodies. If the university library, for example, is situated in a developed country, then securing the necessary funds to operate with would not be much of a problem. The same, though, cannot be said of university libraries in developing countries. The main reason for this development is that the national economies of developing countries are not healthy enough to adequately finance institutions of higher learning, as well as their libraries.

The Balme Library, the main library of University of Ghana Library system, was officially opened to the reading public in January, 1960. Before then, the Library, like the then University College of Gold Coast, had operated from Achimota College, some few miles west of the present Legon University campus.

With adequate financial resources and the needed support from its stakeholders, the Balme Library was able to acquire the relevant books, periodicals and related materials to support the academic programmes of the university. The Library thus, became a centre of research for scholars within the university and those outside. If one were to subscribe to the assertion that, 'a good university is just as good as its library', then the early years of the Balme Library could be described as such. In other words, a good library is essential for sound scholarship.

The turning point in the fortunes of the library began from the mid-1970s onwards when the Ghanaian economy's difficulties came to a head. In fact, the government of the day and subsequent ones had difficulty to generate enough money – both local and foreign currencies – to fund governmental activities, including that of higher education. As a public-funded University that relies on the government for 95 per cent of its operational expenses, any reduction in its budgetary allocation (however small) could cause great hardship to units in the University. This was the situation the University of Ghana found itself in the period under discussion.

In the midst of these difficulties, the Balme Library decided to automate part of its housekeeping operations and reference service. This was an attempt to implement some aspect of the Library's strategic plan and, also, incorporate ICT into its information delivery. However, one must be candid to admit that the Library's ICT programme (such as the Internet connectivity) had some help from foreign donors, such as DANIDA, IFLA, GNCIC, etc. These developments were started and pursued in earnest in the 1990's. From the year 2000 onwards also the Library has received a high degree of

support in its ICT programme through the parent university and the Ghana government, (i.e., the GETFund).

Despite these developments, the overall funding position of the Library was quite critical. This could be attributed to the fact that the resources made available to the University of Ghana by the government kept shrinking. For some of the stakeholders of university education in Ghana, the dwindling financial base of the universities was an indication that the university system was in deep crisis. A way out of this predicament was to institute what has become known as the Academic Facilities User Fee (AFUF) which is paid by new and continuing students. The AFUF had somehow come to supplement the traditional subvention to the University by the government.

The inadequate funding of the University vis-à-vis the Balme Library has led to serious setbacks in the Library's collection development. For instance, most of the books on the shelves are outdated and the Library resorts largely to gifts and donations as basis for building its stock of books. In addition, the Library has not been able to renew its subscription of periodicals for some years now. The dire consequence of this development on academic work in the University cannot easily be glossed over. A related effect was the non-patronage of the Library resources by faculty as was hitherto the case. Another problem worth mentioning was the virtual marginalization of the Library in the scheme of things in the University.

The problems facing the Library, as highlighted above, had brought to the fore the question as to whether the stakeholders of the University Library still consider it as central to the realization of the University's objectives. The matters raised above, therefore, influenced the decision to embark on this study. It had the purpose of



investigating the degree to which corporate environmental factors affect the Balme Library's capacity to provide information support to academic work in the University of Ghana

Specifically, the study sought to accomplish the following objectives:

- i to find out how the organizational structure of the University affects information provision in the Library;
- ii to examine how the organizational culture of the University affects the Library's capacity to provide information,
- iii to investigate how the resources of the University affect the provision of information in the Library, and
- iv to find out how the perceptions of groups in the University of the Library and librarians affect the Library's mandate of providing information

In approaching the study, a number of publications and documents were examined in order to gain a good insight into the corporate environmental factors generally, and on specific areas of the University. This was done in relation to the objectives of study. Furthermore, the views of the University's top administrators, librarians in the Balme Library, members of the Library Board and some faculty members were also sought as critical inputs to the study. Three different questionnaires and an interview schedule were, therefore, administered to the respondents to elicit information in line with purpose and objectives of study.

The immense data gathered were critically analyzed and a number of findings made. These findings largely enabled the researcher to come up with answers to the study objectives and they are presented as follows.

1. The organizational structure has largely not favoured the Balme Library in securing the necessary inputs that will empower it in its information provision functions. The reason is that the (Balme) Library Board has failed in its statutory duty to secure the vital resources for the Library to deliver on its mandate.
2. The organizational culture of the University has also greatly affected the Balme Library's capacity to provide information. The conservative nature of the University, characterized by "the way-we-do-thing-here" attitude, has made the administrators to be slow to act or not act at all on issues affecting information provision in the Library. Secondly, the Library has been marginalized when it comes to deciding on major academic and non-academic issues of the University, including issues concerning the Library itself.
3. The organizational resources of the University, most especially financial resources, have been inadequate to meet the critical information needs of the Library. This was largely attributed to the low budget estimates usually approved to the University by the Ghana government. Besides, from the little that also trickled in, the University failed to give the Library its due share.
4. The perceptions of groups in the University, in the past, were not so favourable to librarians in the Balme Library. This, eventually, affected the ability of the Library to provide informational support to academic on campus. Gradually, these perceptions are changing but it will take a little longer to have all negative perceptions erased.

6.2 RECOMMENDATIONS

In the light of the above findings and conclusions and, also, in view of some problems identified during the study, the following recommendations are being made

1. Re-positioning of the Library in the University

a. The time has now come to re-position the Balme Library in its rightful place as the 'nerve center of academic work in the University'. This will require changing the perception and attitudes of all stakeholders to the fact that it is, indeed, the library that largely ensures the meeting of the corporate objectives of the University. Specifically, the bulk of the perception change will have to come from the University administrators who must see the peculiar needs of the Library as crucial and address them with promptness

b. A key component of the re-positioning debate is the satisfaction of the financial needs of the Library. It may be necessary to fall on the government or the GETFund, the alumni of the University and other corporate bodies to raise the required funds to satisfy the solvent problem of the Library. This fund, for example, could be used solely to renew periodicals subscriptions which have been in arrears for a long time. A lot also depends on the Library Board which should wake up to its responsibilities to the Library. Currently, the University Librarian takes part in the "Monday meetings" of the Vice-Chancellor and his immediate administrative corps, but this must be pushed further to have the Library's boss on the Finance Committee of the University. By so doing, a sustainable funding for the university library could be assured. Furthermore, the University must explore the possibility of reviewing upwards the current 15% of AFUF allocated to the library. This will enhance the Library in its book acquisitions since too

much reliance on gifts is not good for its development. Last, but not the least, the University authorities should initiate discussion with the government to explore the possibility of replacing the annual budget of the University with long term grants. These grants, which should be of four or five years duration, for example, will enable the University to manage its finances better and, also, make long term planning more meaningful.

c. Finally, there is the issue of extension to the Library buildings. Some years back in the 1970s, the idea of a new library building to replace the existing one was mooted. It was to be on the site of the present Balme Library Annex. However, that idea has now been abandoned, and an extension to the Library buildings proposed. The delay in the commencement of the project is causing a lot of anxiety to library staff. More effort should be made to get the project off the ground, as the cramped nature of the present building is a discomfort to both staff and users.

2. Marketing the Library

a. The Library itself had been anonymous for far too long. Most constituents in the University do not know very much what goes on there, nor the difficulties it is encountering. It must, therefore, reach out to the university public and inform them of new developments taking place in the library and the challenges it is facing. This brings the idea of the Library coming out with a 'Newsletter' which will incorporate the new vision of the Library and market it. Such a publication must be widely circulated to faculty, the administrators, the students' body and to donors. Again, the now dormant

Library Bulletin must also be revived. It used to be a means of informing faculty of the new additions to the library collections.

b. Still, on the marketing of the Library, it must try and form some kind of a lobby group, like the 'Friends of the Balme Library'. This group, for example, could lobby the University establishment and those outside, to prioritize the needs of the Library and give them quick attention. Areas the lobby group could focus on should be the acquisition of periodicals and recommended books or, at best, renew the on-line periodicals subscriptions. Furthermore, the Balme Library should try and subject its operations to public scrutiny by having something like an 'Open Day' or 'Library Week'. At this function the influential in the University and other potential donors could be invited to grace the occasion and also make certain commitments to the Library. Again, the Library must consider the idea of 24 hours opening, most especially during the revision and examination periods of the academic calendar. This will really make an impact on the students body.

3. Modernizing the Library

a. Modernizing an academic library could take various forms but the Balme Library is pursuing its version through a computerization programme. However, a lot more needs to be done, and at a faster pace. For instance, the OPAC and Circulation projects are taking too long to come to fruition, besides, they must be executed in such a way as to enable the faculty, most especially, to access the Library database from their various departments.

b. Furthermore, the computerization should make it possible to link the Balme Library with other automated libraries on campus. This will enhance resource sharing among the libraries and improve referral service to library users.

4. The Library and the Future

a. There are many other things that the Library could do, from within, to strengthen its position for the future. Firstly, the Library's management should always endeavour to utilize judiciously the financial and other resources made available to it. This is the only way of assuring the University authorities and donors that the resources made to it are in capable hands and are being used efficiently and effectively.

b. In addition, the judicious use of resources also demands some form of co-operation in acquisitions of publications by the Balme Library and other semi-autonomous libraries on Legon campus. These libraries are the Institute of African Studies, ISSER and School of Administration. After all, the funds used for such acquisitions do come from the same government kitty and much savings could be made through co-operate acquisitions.

c. Thirdly, the Library and its staff must aspire towards professionalism in the way it conducts its business. For instance, the staff should be more proactive in meeting the information needs of library users, be more user-friendly and should all be computer literate so as to strengthen the Library's ICT programme. At the same time, the University authorities must give the needed support to the University Librarian to instil discipline in the Balme Library.

d. From the findings of the study, the perception that some faculty members have on the status of librarians in the University of Ghana is gradually changing for the better. This is as a result of the fact that some librarians have become 'academic'. For this reason, more librarians in the Balme Library and those elsewhere on campus must aspire to the top in their career by becoming 'academic librarians'. It is the surest way of gaining recognition of their peers on campus.

e. Last, but not the least, the library must put in place mechanisms to strengthen library-faculty relations. Through this, the suspicion that has characterized the relationship between the two groups over the years could be further broken down. In this regard, 'faculty liaison librarians' or 'faculty outreach librarians' could be appointed.

5. The University Librarian

a. Indications, from the study's findings, show that the current status of the University Librarian has been greatly elevated. This is unprecedented in the annals of the University and can be attributed to his personally high academic status as a full professor. However, the enhanced status could be projected further if the University Librarian is made responsible for major library matters in the University, including staff appointments, promotions and movement. By so doing, the position of the Librarian will be consolidated in the University and the libraries on campus will be more focused in meeting the information needs of users.

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UNIVERSITY ANTHEM

1. Hail University of Ghana
The nation's hope and glory
The place that bears the star of peace
That bids us all to do our best
Let the great Tower of learning inspire
both young old
May we proceed in unity to uphold the public cause.

//: Arise, arise O Legon
Defend the cause of freedom
Proceed in truth and integrity to make
our nation proud ://

2. We ask for strength and wisdom
As we climb the hill of learning
May we excel in what'er we do
As we prepare to face the world
with a mind ready at all times
And a conscience quick to feel
May we proceed in unity to uphold the public cause.

//: Arise, arise O Legon
Defend the cause of freedom
Proceed in truth and integrity to make
our nation proud ://

APPENDIX II

**QUESTIONNAIRES FOR MEMBERS OF LIBRARY BOARD ELICITING
INFORMATION ON THE STATE OF INFORMATION PROVISION
BY THE BALME LIBRARY**

This questionnaire is to gather information on the above subject matter to enable the researcher work towards on M.Phil. Thesis. The data being sought is thus purely for an academic purpose and all responses will be kept confidential.

Please, tick [] or elaborate your answer as the case may be.

Thank you in advance for your co-operation

A. BACKGROUND INFORMATION

1 Gender: Male [] Female []

2 How long have you been a member of the faculty or school?

1 - 5 years []

6 - 10 years []

11 - 15 years []

16 - 20 years []

21 years and over []

B. MEMBERSHIP OF LIBRARY BOARD

3 Which faculty/school are you representing on the Library Board?

4 How many years have you been a member of the Library Board?

5. Apart from the Library Board, do you serve on any other board/committee in the university? Yes [] No []

6. Can you recall the number of time that the Library Board has met over the last three or two years?

C INFORMATION PROVISION BY THE BALME LIBRARY

7. How often do you visit the library?

Daily []

Weekly []

Fortnightly []

Monthly []

Once in a while []

Hardly visit []

8. If you do visit the library, what motivates you to do so? (Please, give more than one answer, if necessary)

Information for Teaching []

Information for research []

Borrow books []

Check on some reference []

Reservation of books []

Inter-library loan services []

Use the Internet facilities []

Acquisition of new books matters []

Official visit []

Private visit []

9. If you don't visit the library, what reason(s) account for this?
-
10. How do you get informed about development in the Balme Library? (Please, give more than one answer if necessary)
- | | |
|--|-----|
| Library Board meetings | [] |
| Official Library correspondence | [] |
| University Newsletter/Campus Update | [] |
| Personal contacts with librarian or and other librarians | [] |
| Campus notice boards | [] |
| From the grapevine | [] |
| Other means (specify) | |
-
11. Regarding Question 11, is the means chosen adequate for you to get informed about the library? Yes [] Somehow [] No []
12. What is your assessment of the state of information provision by the Balme Library?
-
13. What effort has the Library Board made, during your membership, to improve the information provision situation in the Balme Library?
-
14. In relation to Question 14, have these efforts been successful? Yes []
- No [] Don't know []

- 15 Can you use your position, as a member of the Library Board, to promote the library interest in any forum on campus? Yes ☐ Somehow ☐ No ☐

APPENDIX III

QUESTIONNAIRE ON FACULTY PERCEPTION OF THE
BALME LIBRARY AND LIBRARIANS AND THE EFFECT
IT HAS ON THE PROVISION OF INFORMATION
BY THE LIBRARY

This questionnaire is to elicit information on the above subject matter to enable the researcher work towards an M Phil Thesis. The data being sought is thus purely for an academic purpose and all responses will be kept confidential

Please, tick [] or elaborate your answer as the case may be

Thank you in advance for your co-operation

A. BACKGROUND INFORMATION

1. Gender Male [] Female []
2. Academic Department
3. Did you attend the University of Ghana for higher education? Yes [] No []
4. If your answer to Question 3 is "Yes", what was/were the programme(s) you pursued at Legon? (please, tick more than one answer, if necessary) ...

First degree []

Masters (non-M.Phil) degree []

M.Phil degree []

Ph D degree []

5. Academic status:

- Assistant lecturer []
- Lecturer []
- Research fellow []
- Senior lecturer []
- Senior Research fellow []
- Associate Professor []
- Professor []

6. For how long have you been a faculty member?

- 1 - 5 years []
- 6 - 10 years []
- 11 - 15 years []
- 16 - 20 years []
- 21 years and over []

B. BALME LIBRARY AND INFORMATION PROVISION

7. How often do you use the Balme Library?

- Daily []
- Weekly []
- Fortnightly []
- Monthly []
- Alternate days []
- Occasionally []
- Once a semester []
- Once a year []
- Never []



- 8 If you do patronize the Balme Library, for what reason(s) do you go there?

(Please, tick more than one, if necessary)

Information for teaching ☐

Information for research ☐

Quick reference information ☐

Borrow books ☐

Inter-library loan services ☐

Use the Internet facilities ☐

Use the CD-ROM services ☐

Ordering of new books ☐

Internet related issues ☐

To see a member of staff ☐

Others (specify)

- 9 Regarding question 7, in case you are not patronizing the Balme Library for academic work, what factors contribute to the phenomenon? (Please, tick more than one, if necessary)

Department library satisfies needs ☐

Personal library satisfies needs ☐

Relying on colleagues for information ☐

Internet facility available in the department ☐

Inadequate information provision by the Balme Library ☐

Atmosphere in library not so congenial ☐

Library staff not so helpful []

Limited time at my disposal []

10. Do you get informed about developments taking place in the library?

Yes [] No []

11. How effective is the library in keeping you informed of new publications/materials in your discipline?

Very effective []

Effective []

Somewhat effective []

Of little effect []

Not effective []

12. What is your assessment about the current state in the provision of information by the Balme Library?

Very good []

Good []

Not good []

Very poor []

13. Who should be responsible for providing the information needs of the library?

(Please, tick more than one, if desirable)

Ghana Government []

Ministry of Education []

University of Ghana []

Donors support []

No one is responsible []

Don't know []

14. Do you often refer students to use resources in the Balme Library?
Yes [] No []
15. If answer to Question 14 is "Yes" what is/are the reason(s) for doing so?
16. If answer to Question 14 is "No", what is/are the reason(s) for doing so?
17. Are there indications that students are using the Balme Library resources adequately for their academic work? Yes [] No []
Cannot determine []
18. Have you had complaints from students regarding information resources in the Balme Library? Yes [] No [] Don't remember []
19. Do you share the view that adequate resources are needed for the library to improve further the provision of information? Yes [] No []
20. Is the library competing with the faculty for the resources of the university?
Yes [] No []
21. As a faculty members, are you prepared to make a case for the Balme Library in addressing shortfall in its information provision? Yes [] No []
22. If your answer to Question 21 is "Yes", how would you do this?

C PERCEPTION OF LIBRARIANS IN RELATION TO INFORMATION
PROVISION

23. How do you perceive librarians of the Balme Library?

Academics ☐ ☐

Some are academics ☐ ☐

Professional librarians ☐ ☐

Service providers ☐ ☐

Administrators ☐ ☐

Managers ☐ ☐

Supporting staff ☐ ☐

Other (specify) _____

24. Do librarians make any contribution to the attainment of the academic goals of the faculty? Yes ☐ No ☐ Not sure ☐

25. Is there any faculty member acting as a liaison officer between the department and the Balme Library? Yes ☐ No ☐

26. If answer to Question 24 is "Yes", has there been regular briefings from this officer? Yes ☐ No ☐

27. If answer to Question 24 is "No" why is there no such officer at the department? _____

28. Do you think there should be closer collaboration between the faculty and librarians? Yes ☐ No ☐

29. Do you subscribe to the idea of having a representative of the library on the

Faculty Board? Yes [] No []

30. If answer to Question 28 is "No" why the objection? ..

.....

31. What is your idea on how the Balme Library is currently managed?

.....

.....

32. Outside the library setting, what contact do you have with librarians? (Please, select as many answers as applicable)

University committee meetings []

Hall Council meetings []

Tutorial Board meetings []

Occasionally at lecturers []

Private social functions []

33. Are there any comments that you may wish to make about librarians of the Balme Library that have not been brought out by this questionnaire? (Please, do so here)

.....

.....

.....

.....

.....

.....

.....

.....

APPENDIX IV

QUESTIONNAIRE ON THE PERCEPTION OF LIBRARIANS OF
THE BALME LIBRARY REGARDING INFORMATION
PROVISION BY THE LIBRARY

This questionnaire is to elicit information on the above subject matter to enable the researcher work towards on M Phil Thesis. The data being sought is thus purely for an academic purpose and all responses will be kept confidential.

Please, tick [] or elaborate your answer as the case may be.

Thank you in advance for your co-operation

A. BACKGROUND INFORMATION

1. Gender Male [] Female []
2. Highest Qualification
3. How long have you been a librarian in the Balme Library?
1 - 5 years []
6 - 10 years []
11 - 15 years []
16 years and over []
4. There are two categories of librarians currently in the university Which one do you belong? Professional [] Academic []

B. STATE OF THE BALME LIBRARY

5. Do you think the Balme Library is adequately resourced? Yes [] No []
6. Who is responsible for seeing to it that the library's needs are provided? (Please, select more than one answer, if necessary)
Ministry of Education []

University of Ghana	[]
Balme Library Management	[]
The Library board	[]
Donors support	[]
No idea	[]

7. What is your opinion about the library stock (i.e., books and journals)

8. Are there indications that the needs of the library will be met in the foreseeable future? Yes [] No [] Don't know []
9. Regarding Question 8, could you please elaborate on your answer?

C PERCEPTION ON STAKEHOLDERS (Library Board, Faculty, University Administrators) EFFORTS TOWARDS PROVISION OF INFORMATION BY LIBRARY

1 The (Balme) Library Board

10. Has the library board been very instrumental in the affairs of the Balme Library? Yes [] Somehow [] No [] Don't know []
11. Do you think the library board has been doing enough to secure the necessary input so for the library's operations? Yes [] Somehow [] No [] Don't know []

12. Do you see a conflict of interest situation on the part of some board members when it come to securing resources from the university? Yes [☐]
Somehow [☐] No [☐] Don't know [☐]
13. What is your view on the fact that resources made available to the Library highly depend on the perception of which Vice-Chancellor is in office? (as chairman of Library Board)
14. How do you assess the performance of the library board for the past five years?
- Excellent [☐]
Very Good [☐]
Average [☐]
Negligible [☐]
Poor [☐]
Very poor [☐]
No idea [☐]

2 Faculty Members

15. Do faculty members visit the Balme Library more often?
- Yes [☐] Somehow [☐] No [☐]
16. What reason(s) can you deduce for their coming or not coming to the library?

17. Do you think the current status of the librarian, be it 'Professional' or 'Academic' affects his/her relationship with some faculty members? Yes [☐] No [☐]
Don't know [☐]
18. Currently, what is your relationship with faculty members?
- | | |
|------------------|------------------------------|
| Very cordial | [☐] |
| Cordial | [☐] |
| Somewhat cordial | [☐] |
| Poor | [☐] |
| Very poor | [☐] |
19. How often do you get in contact with faculty members?
- | | |
|--------------|------------------------------|
| Daily | [☐] |
| Weekly | [☐] |
| Fortnightly | [☐] |
| Monthly | [☐] |
| Once a while | [☐] |
| None at all | [☐] |
20. What opportunities do you have for meeting faculty members? (Please, tick more than one answer, if desirable)
- | | |
|-----------------------------------|------------------------------|
| During working hours (in library) | [☐] |
| During working hours (in faculty) | [☐] |
| University committee meetings | [☐] |
| Library Board meetings | [☐] |
| Senior Common Room | [☐] |

Social functions on campus

[]

Others (specify)

21. Should there be closer collaboration between librarians and faculty members?

Yes [] Somehow [] No [] Don't know []

22. Do you subscribe to the idea of having a representative of the library at Faculty

Board meeting? Yes [] Somehow [] No [] Don't know []

23. How do faculty members generally perceive librarians of the Balme Library?

(Please, select as many answers as necessary)

Colleagues []

Non-colleagues []

Subordinates []

Professionals []

Non-entities []

Push-overs []

24. How do you also perceive the faculty members of the university? (Please, select as many answers as necessary)

Colleagues []

Non-colleagues []

Superiors []

Good fellows []

Understanding Fellows []



Selfish []

Bullies []

Snobbish []

Others (specify)

25 Officially, are faculty members adequately informed of developments in the library? Yes [] Somehow [] No [] Don't know []

26 If answer to Question 28 is "Yes" how is the informing done?

27 If answer to Question 28 is "No", why are they not been informed adequately?

28 Do you often discuss privately with some faculty members developments or problems in the library? Yes [] Somehow [] No [] Don't know []

29 Is the faculty being catered for better than the library, in terms of resource allocation? Yes [] Somehow [] No [] Don't know []

Are faculty members concerned about the state of information provision in the Balme Library? Yes [] Somehow [] No [] Don't know []

- 31 Are faculty members willing to make a case for the Balme Library in addressing shortfalls in its information provision?

Yes (all of them) []

Yes (some of them) []

Never []

Don't know []

- 3 University Administrators (i.e. Registrars, Finance Officer, Pro-Vice-Chancellor, Vice-Chancellor)

- 32 Do the administrators visit the Balme Library? Yes [] Occasionally []

No [] Don't know []

- 33 If answer to Question 32 is "Yes", or "occasionally" why do they do so? (Please, select more than one answer, if necessary)

Official visit []

To borrow books []

To make reference []

To transact private business []

As a mere visitor []

- 34 How regular have been the visits to the library by the administrators?

Very regular []

Regular []

Irregular []

Very irregular []

35. If your answer to Question 32 is "No", what reason(s) account for this?
36. Through what means do the library use to inform the administrators about development/problems in the library?
37. In relation to Question 39, have the means of informing the administrators been very effective? Yes ☐ | Somehow ☐ | No ☐ | Don't know ☐
38. Over the years, how have the university administrators perceived the library?
- | | |
|----------------|--------------------------|
| Very Important | ☐ |
| Important | ☐ |
| Less important | ☐ |
| Not important | ☐ |
| Peripheral | ☐ |

