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COLLEGE OF EDUCATION
SCHOOL OF INFORMATION AND COMMUNICATION STUDIES
DEPARTMENT OF INFORMATION STUDIES

**PROMOTING LIFELONG LEARNING THROUGH INFORMATION LITERACY: THE
ROLE OF PUBLIC LIBRARIES IN GHANA**



**THIS THESIS IS SUBMITTED TO THE DEPARTMENT OF INFORMATION
STUDIES, UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE**

2015

DECLARATION

I hereby declare that this thesis is the result of my own research work undertaken under supervision, except for reference to other people’s work, which I duly acknowledged. It has not been submitted in part or wholly for any degree or examination at any other university. I take responsibility for any inaccuracies and shortcomings which may be detected in this work.

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Guy Ebenezer Amarteifio

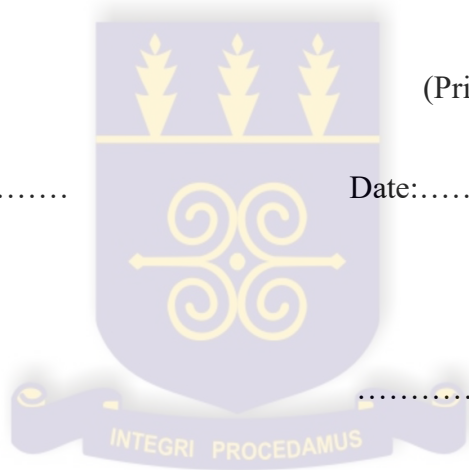
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DEDICATION

This work is dedicated first to the Almighty God for making it possible for me to go through this course, and then my parents Mr. and Mrs. James Ebenezer Amarteifio, Mr. Amarkai Amarteifio and Mr. and Mrs. Samuel Seddoh who saw the need to invest in my education despite financial hardship.



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This study owes its success to several people who contributed in various ways. Time and space will not allow me to mention each of them individually. However, some key personalities deserve to be mentioned.

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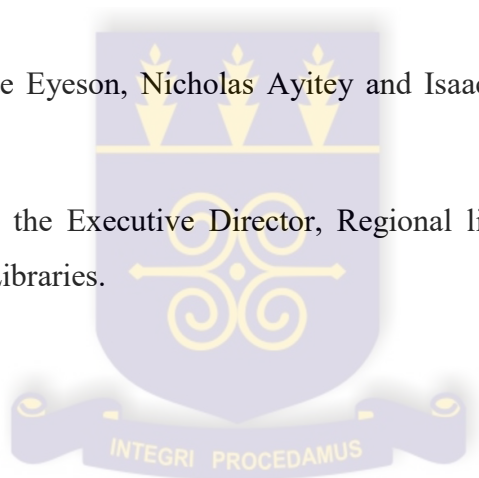
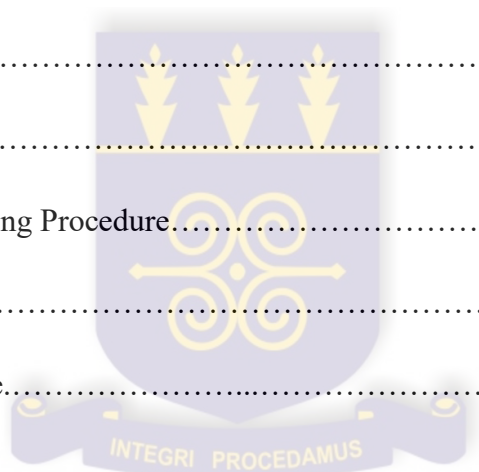


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LIST OF ABBREVIATIONS

ANZIL – Australia and New Zealand Institute for Information Literacy

CILIP - Chartered Institute of Library and Information Professionals

GhLA - Ghana Library Authority

IL - Information Literacy

LLL - Lifelong Learning

SCONUL - Society of College, National and University Library

ABSTRACT

The promotion of lifelong learning (LLL) through information literacy (IL) is all learning activity under taken throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment related perspective.

This study reports on survey carried out on ten (10) Regional Public Libraries in Ghana investigating the promotion of LLL through IL. The study used the single case method. The sample size of the population for the study was 376 comprising the Executive Director, Deputy Executive Director, Regional Librarians, staff belonging to the library class in the regional libraries and the registered readers in the regional libraries.

Copies of questionnaire were completed by the staff belonging to the library class of the regional libraries and a sample of registered users of the regional libraries. Interviews were also conducted with the Executive Director, Deputy Executive Director and Regional Librarians.

The results indicate that majority of the users are unaware of any IL activities being organized by the GhLA. They however, expressed interest in any programme that will help to develop their skills in information search and use. The study also reveals that majority of the staff lack the capacity to train users in IL due to their level of education. It has also come to light that there is no LLL and IL policy in the GhLA. This has led to the Regional Libraries providing IL services in a sporadic and uncoordinated manner. There is also the lack of funds and ICT equipment for the promotion of LLL through IL.

Suggestions to improve promoting LLL through IL in public libraries in Ghana include the following: the development of Information Literacy, the use of various promotion methods to

promote Lifelong Learning and Information Literacy, training of staff for IL and establishment of good relations and collaboration with other agencies to enhance implementation, evaluation, assessment and funding of ICT programmes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Lifelong learning (LLL) is inevitable for human survival and sustainable progress. It is a learning process which enables individuals and society to adapt to collective change and to the prevailing technological, economic circumstances and experiences of the times. These changes demand a simultaneous and corresponding change in human behaviour and change in attitudes and mindsets to be able to meet the changing needs of life. Thus, a society which is not learning to learn how to survive progress and sustain its achievements, is reclining or moribund. Lifelong learning is, therefore, the preoccupation of every responsible society and individuals. Lifelong learning allows individuals with lower educational levels to aspire to attain high qualifications. It gives them hope, self- efficiency and a sense of purpose in life. Economically, it makes people marketable on the job market and also individuals who hitherto would be earning meager salaries now get increase in their salaries (Hildebrand, 2008). Hildebrand, further identifies three potential benefits of lifelong learning which include:

- Sharpening of the mind.

As one is getting older, continuous learning helps to keep the mind sharp and improve memory. It is a known fact that learning in general has beneficial effects on the brain. Research has shown that people with more education and read regularly are less likely to have dementia in old age.

- Sharpening confidence.

Sometimes, when someone has not stepped out of their routine for a while, they have not taken on a new challenge or really applied themselves to learning something new, they may find the experience a bit daunting. With LLL this fear is more easily overcome. LLL helps to gain confidence in ability to learn and to share the information with others; gain confidence in who we are and what we have to offer.

- Sharpening interpersonal skills

Through LLL, older adults are meeting new people, forging friendships and relationships with others, and enjoying an active social life. LLL is a brilliant way to keep in touch with people, meet new friends, and enjoy life surrounded by the company of folks who are truly embracing the excitement of our later years. LLL keeps us involved as active contributors to society.

Lifelong learning is enhanced by information literacy. Information literacy (IL) thrives in a resource-based learning environment (Hancock, 1993) and forms the basis for lifelong learning. IL is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose

- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally (Association of College and Research Libraries,2006)

In a knowledge economy, for a person, a society or a country to progress on a sustainable basis, there is the need for the populace to imbue, acquire and employ all of the sets of competencies and skills. One such important skill is that of IL. The Association of College and Research Libraries (2000) defines information literacy as “the set of skills to access, evaluate ,organize, and use information from a variety of sources”.

To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literate people are those who have learned how to learn. They know how to learn because they know how information is organized, how to find information and how to use information in such a way that others can learn from them (The American Library Association, 1989).

An information literate person must be prepared for lifelong learning, because he/she can always find the information for any task or decision at hand. It means, therefore, that lifelong learning depends to a large extent on information literacy (IL). IL enables people to determine their information needs, find, evaluate and apply the required information to solve problems in life or address the emerging trends in life. Hence, for lifelong learning to be meaningful, IL is a sine qua non. There is, therefore the need to promote lifelong learning through well-orchestrated IL frameworks and programmes. Citizens need to be equipped with the requisite IL skills to be able to know their exact information needs, where to find it, how to retrieve or store the information,

the ability to analyze, verify and add value to the information and how to disseminate, communicate or apply the information, ethically and legally. One may therefore, argue that, there is a strong correlation between LLL and IL. (Chartered Institute of Library and Information Professionals, 2009)

One of the major institutions that promote IL and LLL is the public library. Therefore its role in the promotion of LLL and IL cannot be underestimated. The public library by International Federation of Library Association and Institutions/United Nations Education Scientific and Cultural Organization (IFLA/UNESCO) standards is the gateway to knowledge, provides a basic condition for LLL, independent decision making and social grouping. A public library is established to provide the information needs of the general public as it is regarded as the dynamic and premiere community access point designed to proactively respond to a multitude of ever changing information needs (Koontz and Gubbin, 2010). A public library has been likened to a people's university or the University of the Poor. This is because the public library is open to all and sundry, irrespective of one's status in society, occupation, age, sex and religion (IFLA, 2012).

Since public libraries are state agencies with the potential to promote the quality of human life, community development and sustainable progress, it is imperative to link the promotion of IL and lifelong learning to the capacity of public libraries to do so. The public library is often seen as a community centre where the citizens will come to access their information, education and information needs in order to be lifelong learners.

In Ghana, the public libraries are managed by the Ghana Library Authority (GhLA). The Ghana Library Authority was established by the Gold Coast Library Board ordinance, cap 118 as the Gold Coast Library Board which was re-enacted as Ghana Library Board and later as Ghana Library Authority Act 1970, Act 327 with the mandate to establish, equip, maintain and manage public libraries throughout the country. Currently, there is a network of libraries comprising ten regional libraries and fifty-three branch libraries. It was projected by the GhLA that by the year 2000, libraries would have been established in all the district capitals as well as the big towns in the districts. However, Ghana's economic recession over the years has made it difficult for the GhLA to accomplish this notable objective, Ghana Library Board (1975).

The vision of the Ghana library Authority is to establish public libraries throughout the country, so that no person will have to walk more than eight kilometres to have access to modern, well equipped, well stocked libraries with adequate trained staff (Ghana Library Authority,2007).

The Ghana Library Authority exists to provide a comprehensive and accessible public library services to promote lifelong reading habits among the populace with the objective of ensuring the development of the individual's social and intellectual capabilities and the creation of a well-informed society for national development.

The objectives of the Ghana Library Authority (GhLA) are to:-

1. Act as a center for information and data collection, processing, storage and dissemination to the general public.
2. Encourage and promote the reading habit from pre-school level to adulthood.
- 3 Support formal and informal education through the provision of reading materials such as books, periodicals and non-book materials.
- 4 Provide facilities for study and research.
- 5 Provide facilities and equipment to promote worldwide access to information.
- 6 Collect, store and preserve our national heritage for the present generation and for posterity.
- 7 Alleviate poverty through the provision of information, using all forms of media (Ghana Library Authority,2007).

The GhLA policy and strategic goals are:

1. To increase access to and participation in education and training
2. To improve quality of teaching and learning for enhanced pupil/student achievement.
3. To create an enlightened society through the provision of information.
(Ghana Library Authority, 2007).

In order to achieve the above objectives, the following are the main activities the GhLA engages in:

1. Preparation and dissemination of guidelines for the establishment of libraries.
2. Provision of public library facilities and the encouragement of the establishment of community libraries in rural areas.
3. Inculcation of reading habits in children from the primary school level.
4. Provision and dissemination of a variety of relevant information to the general public
5. Provision of book box, mobile and school library services to rural communities, schools and colleges, especially those without static libraries.
6. Training of GhLA's Staff and staff from School and College Libraries.
7. Organization and re-organization of libraries for schools, Ministries, Department, Agencies and rural communities.
8. Provision of consultancy services to District Assemblies, Ministries, Agencies, Departments and rural communities on the establishment equipping, management and development of public libraries.
9. Participation in, and organization of exhibitions of national interest.
10. Organization of reading promotion programmes such as Spelling Bee, Quizzes, Art, Debates, Poetry Recitations, Storytelling, book discussions, etc.
11. Preparation of the Ghana National Bibliography . (Ghana Library Authority, 2007).

It is, therefore important to review the Ghanaian situation within the global context to find out whether the public libraries in Ghana are actually promoting lifelong learning through information literacy.

1.2 Statement of the problem

Public libraries have been highly regarded institutions since their designation as a location that all community members can use to their advantage, regardless of economic or social status or demographic background .They serve as common meeting spaces for interest groups, students and businesses and act as a hub for job seekers. Public libraries also support their communities through their access to and support of E-Governance. For example, the New York Public Library offers guidance to job seekers through their search for employment via online career exploration opportunities and programmes on financial literacy, including sessions such as income tax preparation, budgeting, bonds and mutual funds, taxes and medicare.

In recent years Information Literacy has been regarded as the most important resource in promoting lifelong learning and has become a prerequisite for obtaining a job, participating meaningfully in society and learning throughout one's lifetime.

The public library service in Ghana (under the auspices of the Ghana Library Authority) has the mandate to promote lifelong learning in order to improve the quality of life of the people. Preliminary investigations conducted by the researcher (field study,2014) revealed that there is underutilization of resources in the public libraries for lifelong learning because most of the library users do not have the requisite skills to be able to recognize their information needs, locate and evaluate the quality of the information to solve problems. Most users lack knowledge on information sources and others continue to solicit for assistance for literature search to be

done for them. Baro et al. (2011) revealed that lack of IL skills is partly accountable for the underutilization of information resources among users which eventually leads to poor knowledge development, poor academic performance and poor research skills.

It is against this background that this study seeks to investigate how public libraries in Ghana can promote lifelong learning through information literacy.

1.3 Purpose of the Study

The purpose of this case study is to investigate the role of public libraries in promoting lifelong learning through information literacy.

1.4 Objectives of the study

The specific objectives are;-

- the extent of awareness of users on the importance of information literacy to lifelong learning.
- the level of awareness of public library staff to promote lifelong learning and information literacy among users.
- the kind of training skills acquired by staff of the public libraries to enable them to promote lifelong learning and information literacy activities.
- the existence of any policy to promote lifelong learning and information literacy.
- the availability of adequate resources and infrastructure to promote lifelong learning and information literacy.
- Make recommendations based on the research findings which can improve the promotion of lifelong learning in the public libraries.

1.5 Research Questions

- what is the extent of awareness of users on the importance of information literacy skills to lifelong learning ?
- What is the extent of awareness of public library staff in the promotion of lifelong learning and Information Literacy among users?
- What kind of training is offered to public library staff to promote lifelong learning and information literacy activities?
- What policies are available to promote lifelong learning and information literacy activities?
- What resources and infrastructure are available to undertake lifelong learning and information literacy activities?

1.6 Scope and Limitation of the Study

The scope of the study is limited to the ten regional libraries under GhLA's management, the library staff and users of the Regional Libraries .Other libraries such as the branch, district, municipal and metropolitan would not be included in this study, because they are not located in areas where public libraries are well patronized and also do not have all the units or sections that a public library should have unlike the regional libraries.

1.7 Theoretical Framework

This study adopts the model of the SCONUL (1999) Seven Pillars of Information Skills. It identified ‘the seven headline skills’ needed in order for a learner to progress from being a “competent information user” to a person with a more advanced level of “reflection and critical awareness of information as an intellectual resource”

Figure 1 illustrates these seven skills:

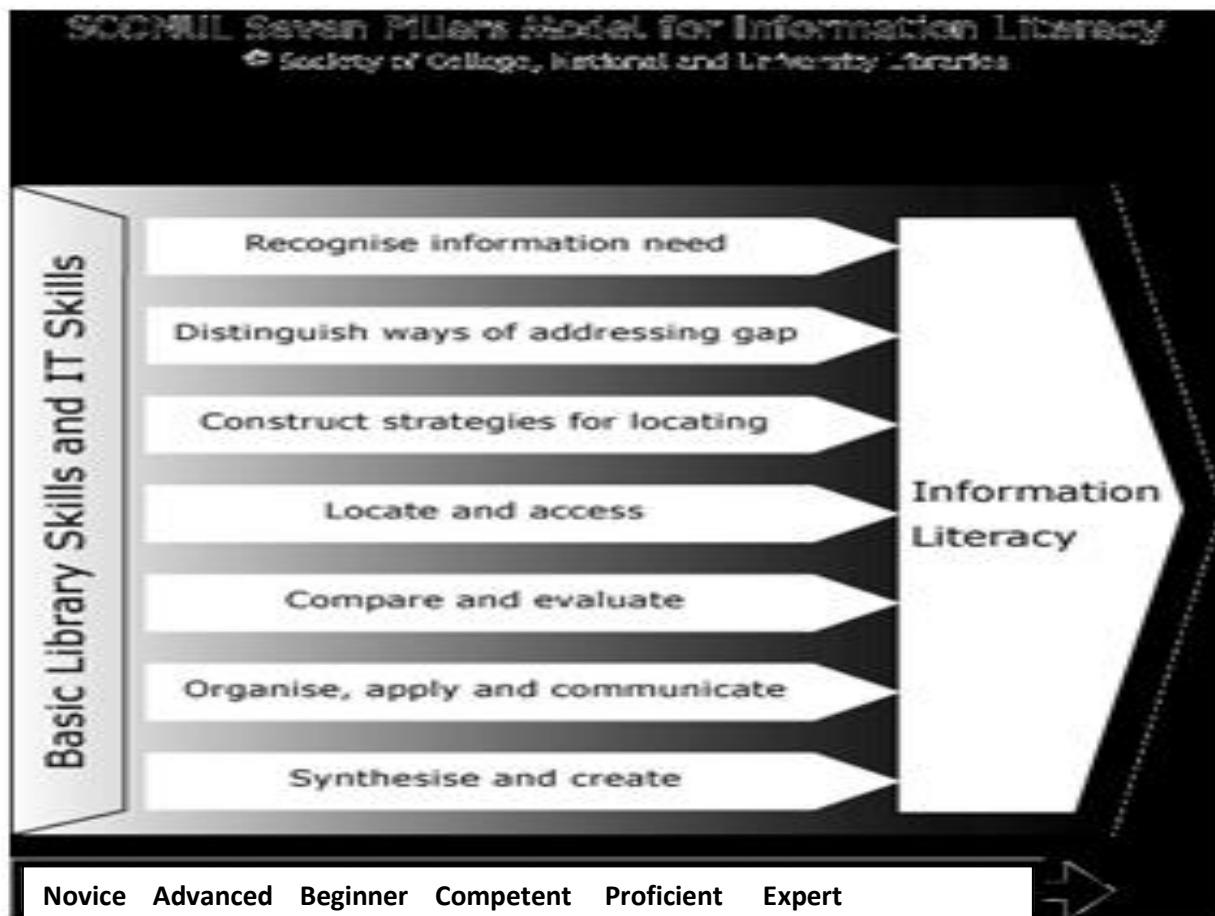


Figure 1: The '7 pillars' of information literacy (SCONUL, 1999)

The seven pillars model consists of the following:

1. Recognize information need: - this denotes knowing what is known, knowing what is not known and identifying the gap.
2. Distinguish ways of addressing gap: - this refers to knowing which information sources are likely to satisfy the information need.
3. Construct strategies for locating information: - this implies knowing how to develop and refine an effective search strategy.
4. Locate and access: - this refers to knowing how to access information sources and search tools to access and retrieve information
5. Compare and evaluate: - this speaks of knowing how to assess the relevance and quality of information retrieved.
6. Organize, apply and communicate: - refers to knowing how to associate new information with the old to take actions or make decisions, and ultimately how to share the outcomes of these actions or decisions with others.
7. Synthesise and create: - this refers to knowing how to assimilate information from a variety of sources for the purpose of creating new knowledge.

According to Sayers (2006), the Seven Pillars model can be likened to a ladder of progression, i.e. from the path of a novice to that of the expert : where the first four pillars (1-4) comprise the basic skills required and the remaining three (5-7) consist of the more advanced skills needed to understand and use information. The expectations of levels reached on each pillar may be different in different contexts and for different age levels of learner and is also dependent on

experience and information need. Any information literacy development must therefore also be considered in context of the broad information landscape in which an individual operates and their personal information literacy landscape (Bent, 2008).

In 2012 the model was updated and expanded to reflect more clearly the range of different terminologies and concepts which we now understand as ‘Information Literacy’. In order for the model to be relevant to different user communities and ages, the new model is presented as generic “core” model for Higher Education, to which a series of “lenses”, representing the different groups of learners, can be applied.

The model has been adopted by librarians and teachers around the world as a means of helping them to deliver information skills to their learners.

SCONUL conflated “information skills” and “information technology skills” to define seven information literacy skills. The seven pillars (e.g., locate and access, compare and evaluate, organize and apply, etc.) are presented in an iterative model, highlighting the need for practice and application of these skills to develop expertise. The continuous practice will bring about;

- creating awareness on the importance of IL and LLL
- equipping both library staff and users with the requisite IL skills needed for the promotion of LLL
- assisting management to provide efficient and effective IL and LLL policy

1.7.1 Influence of SCONUL model

The SCONUL model influenced the work of the Big Blue Project, which was jointly managed by Manchester Metropolitan University (MMU) and the University of Leeds and funded by the Joint Information Systems Committee (JISC). The Big Blue looked at how a coherent approach to information literacy could be delivered to students in the UK (2002). After surveying good practice in information literacy teaching across the HE sector, the project team established eight

key skills (Figure 2) that make an information literate student. As shown in this diagram, these skills reflect the seven skills identified in the SCONUL model:

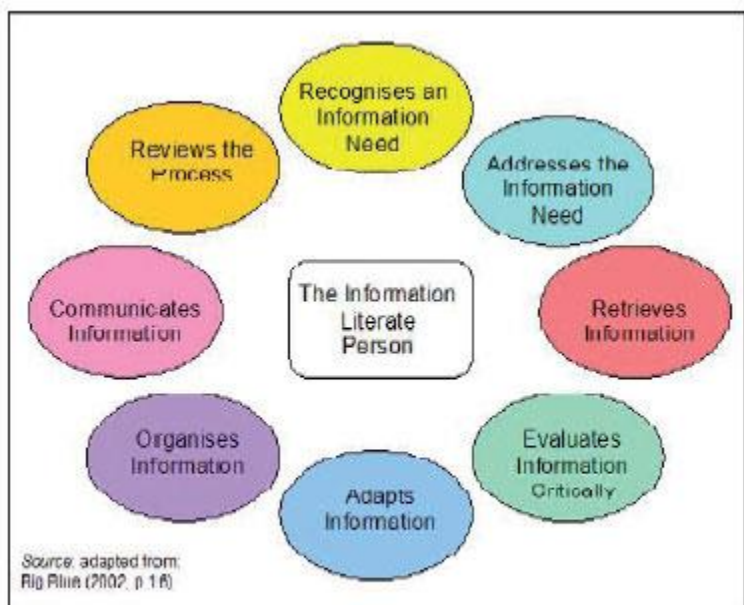


Figure 2

The Eight Key Skills That Make an Information Literate student

As these models illustrate, in order to be information literate students must be able to recognise when they need information and have a strategic approach to addressing their need. They must have the skills to retrieve information from a variety of sources and be able to critically evaluate the quality of the material found in terms of relevance, currency, bias and authority. Students also need to be able to interpret information using appropriate methods. Finally, they have to be able to review this process in order to manage and reflect upon the experience of learning. These skills form the basis of current InfoSkills training at MMU. The InfoSkills programme is built on the notion that library training must involve more than simply teaching students how to access a database or use the library catalogue. It takes a more holistic approach that helps students develop these skills and enables them to progress from being competent users of information to becoming information literate.

1.7.2 Relevance of SCONUL Model

The importance of developing information skills in students reaches far beyond helping them write an essay or complete other coursework. The skills associated with information literacy help foster independent learning and prepare students for lifelong learning. The emphasis on training students how to think critically and independently about information and its sources, and how to find, use and manage it – in other words, to learn how to learn – aims to give students skills that can be applied to all areas of university study and are transferable beyond the classroom, into the workplace and everyday life. This connection between information literacy, independent learning and lifelong learning is illustrated in Figure 3 from the Australian and New Zealand Institute for Information Literacy. The image shows information literacy as a formative element of independent learning, and in turn, of lifelong learning (Bundi, 2004).

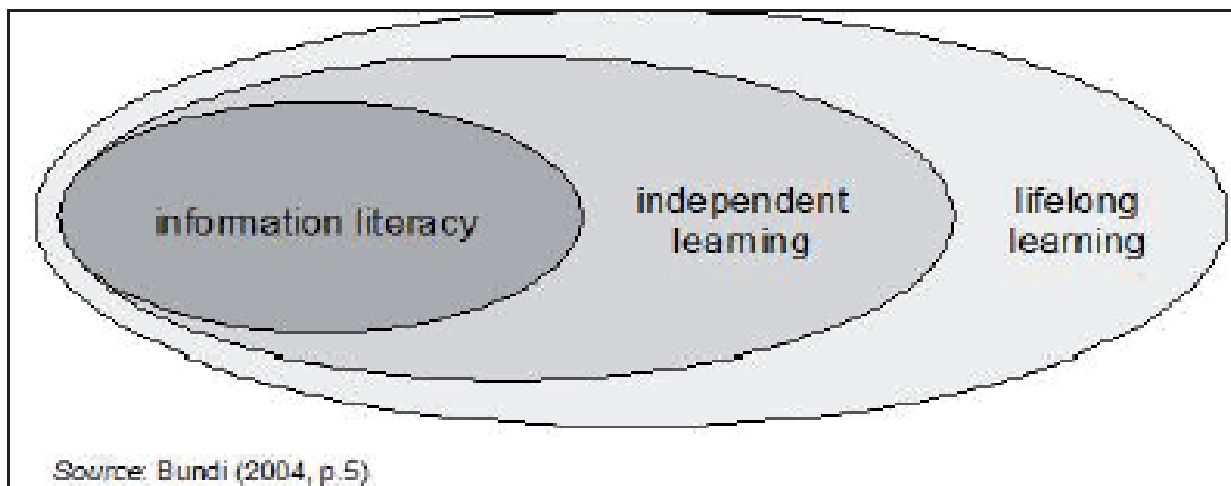


Figure 3

**Information Literacy as a Formative Element of
Independent Learning**

Source: Bundi, 2004.

Andretta (2005) points out, current government and university agendas to equip HE graduates with the skills for independent learning and other competencies for working successfully in the modern knowledge-based economy should acknowledge the fundamental importance of information literacy training in meeting this aim. This module in effect assists users to get the necessary awareness on the importance of IL and the independence to pursue LLL.

Information literacy is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to engage critically with content and extend their investigations, become more self-directed and assume greater control over their own learning. This model has a direct relationship to the research and also guides the researcher to meet the objectives of finding out the users awareness and competency level of the information literacy and ability to be lifelong learners.

1.8 Significance of the Study

The study is considered relevant to individuals because in a fast-changing and complex social, economic and political world people should become lifelong learners in order to meet life challenges and also be able to solve problems.

It is to address the literature gap related to lifelong learning and information literacy in public libraries in Ghana.

It is hoped that findings and recommendations of this study will bring about policy formulation and implementation by the Ministry of Education, Ministry of Communication, Ghana Library Authority and other stakeholders promoting lifelong learning.

It will also reveal some weaknesses or lapses if any, on the part of the Authority. The research will benefit the management of the GhLA to include in their plans measures to correct

weaknesses so as to strengthen the service delivery. It will also serve as guide or reference point for staff to perform their duties professionally and encourage people to contribute to existing body of knowledge and under take further research on the topic.

1.9 Organization of the study

The study is organized in six chapters.

Chapter one is the Introduction. It includes the background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, scope of the study, theoretical framework and the significance of study.

Chapter two reviewed related literature on world view of the topic, African view of the topic, Ghanaian view of the topic.

Chapter three deals with the research methodology which includes the research design, selection of cases, selection of subjects, population, sample size, sampling technique, instrumentation, data collection and analysis of data.

Chapter four covers data analysis and presentation of findings.

Chapter five focuses on the discussion and findings of the study.

Chapter six dealt with the summary of findings, conclusion and recommendations based on the outcome of the study.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review according to Neuman (2007) is a carefully crafted summary of recent studies conducted on a topic. It is based on the assumption that knowledge builds up and that people learn and build on what others have done. It involves extensive reading in areas which are either directly or indirectly related to the topic of study and provides supportive information that is necessary to the study.

The purpose of the literature review is to help the researcher to discover the existing literature in the area of study, know what previous studies said about the subject matter (on the promotion of lifelong learning and information literacy through public libraries), to appreciate the various dimensions of the work, to be informed better and be able to compare this study with previous related studies, in order to put the study in the right perspective. The review helped the researcher to relate the current study to the larger or broader on-going dialogue in the literature about the topic under study.

Also, the literature review serves as a good guide to the study and as a benchmark, for the researcher to compare his findings or the results of this study, with that of previous studies. Furthermore, the literature review provided this researcher a good framework for establishing the importance or relevance of this study.

Besides, literature review, would help the researcher to identify the gaps or deficiencies in literature in the field of study and how this study fills the existing gaps. The review of previous studies reveals areas that need further or indepth studies.

Bhattacharyya (2006) asserts that the review of the literature is very important in every study for the following reasons:

- It enables the researcher to see what has and has not been investigated
- It helps to develop general explanation for observed variations in a behavior or phenomenon
- The researcher is able to identify potential relationship between concepts and to identify researchable hypothesis.
- The researcher is able to learn how others have defined and measured key concepts
- Data sources that have been used by other researchers may be identified
- It enables the development of alternative research projects
- The researcher is able to discover how the research project is related to the work of others.

In general, literature review is to convey what knowledge and ideas have been established on a topic and what are their strengths and weaknesses.

The review covers the following sub-themes of the study: concept of Lifelong Learning, concept of Information Literacy, models of Information Literacy, Information Literacy and Lifelong Learning, the role of Public Libraries in promoting lifelong learning through Information Literacy. The examination of previous works took cognizance of the world view with respect to the global perspectives, the African view, and the Ghanaian context respectively.

The World has undergone a great deal of transformation through several ages. Starting from the Stone Age, Iron Age, Copper Age, Industrial Age(Industrial Revolution), the Renaissance Age and the Middle Age which became the end of the ancient world and also the beginning of the Modern World.

This era has been described as the Information Age. Today as a result of technology development the world is witnessing a proliferation of information each passing minute making the world currently become ever increasing complex such that what was held for a fact yesterday is no longer needed today. Technology that was regarded as excellent the previous day is no longer relevant or needed today. The current information overload requires people to validate and assess it, so that its reliability is verified (Lau,2005).

Due to the proliferation of information produced in this era of technology advancement which comes in various formats, it has raised the issues on authenticity, validity and reliability of the information available to the society at large. It has introduced the challenge of evaluating, understanding and using information in an ethical and legal manner (Association of Modern Technologies Professionals, 2015). This situation requires regular upgrading of the knowledge base of the individuals, groups, organizations and government. It is therefore imperative that for a person to function effectively one has to engage in continuous learning from childhood to grave. Bryant McGill asserts that “Lifelong Learning is like a never ending personal revolution”

2.2 The Concept of Lifelong Learning

Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie

post – compulsory education). This definition is based on Delors’ (1996) four pillars ‘of education for future.

- Learning to know – mastering learning tools rather than acquisition of structured knowledge.
- Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.
- Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capability, economic resilience, and social inclusion.
- Learning to be – education contributing to a person’s complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.

This is underpinned by “learning to learn”.

Lifelong learning can instill creativity, initiative and responsiveness in people thereby enabling them to show adaptability in post –industrial society through enhancing skills to:

- Manage uncertainty,
- Communicate across and within cultures, sub – cultures, families and communities,
- Negotiate conflicts.

The emphasis is on learning to learn and the ability to keep learning for a lifetime (Lifelong Learning Council Queensland Inc.,2014)

Another definition given by European Commission (2003) is “all learning activities undertaken throughout life on an ongoing basis in a variety of formal and informal settings with the aim of

improving knowledge, skills, understanding and competence within a personnel, civic, social and/or employment related perspective.

These definitions emphasize the fact that learning is not limited to childhood or to the classroom environment. Learning, on the other hand takes place throughout life and in a range of situations. In Spain, the concept of lifelong learning is legally defined as the act of useful learning carried out continuously with the aim of improving qualification, expanding knowledge and aptitudes (Ministerio de Educacion, n.d.)

Denmark's Ministry of Education stresses the long-standing of lifelong learning for adults, and the key role CVU (Continuous Vocational Training) plays in this- in line with European policy, that emphasis here is on training for un-skilled workers but relevant courses are offered for all adults.

Lifelong learning is a deliberate progression throughout the life of an individual where the initial acquisition of knowledge and skills is reviewed and upgraded continuously, to meet challenges set by an ever changing society CERLIM (1998).

Osborne and Oberski (2004) are of the view that a prevailing discourse within lifelong learning is that of flexibility of provision on meeting users' needs at time and places of their own lifelong learning allowing individuals to study what they can at their own pace and convenience.

Lifelong learning or learning from cradle to grave does not have the same connotation as recurrent education within the educational system. According to Osborne and Oberki (2004) Lifelong learning reflects a more holistic view on education and recognizes learning in and from

many different environments disparities in learning styles and in the nature and development of literacy in different countries. Learners become more self-directed and control their own learning.

Currently, there is growing interest worldwide by governments, professional bodies, employers, and workers in lifelong learning. This interest relates to the ongoing learning beyond compulsory education and initial occupational preparation across working life. Much of this interest is driven by key social and economic imperatives associated with sustaining individuals' employability in the context of changing requirements of work and working life, Billett (2010) cited by Halttunen et al (2014).

2.3 The Concept of Information Literacy

Over the years the term information literacy has been flooded with a lot of definitions. The term information literacy is not entirely a new idea. Hernon (1982) and Salony (1995) have bibliographic instruction and information literacy arguing that it is bibliographic instruction that has linked developed into information literacy. However, the term information literacy is credited to Paul Zurkowski. Zurkowski (1974) used the phrase to describe the "technique and skills" known by the information literate for utilizing the wide range of information tools as well as primary sources in moulding information solutions to their problem.

To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. Ultimately information literate people are those who have learned how to learn. They know how to learn because they know how information is organized, how to find and how to use information in such a way that others can learn from them.

Osborne (2004) asserts, “Information literacy is about people to operate effectively in an information society. This involves critical thinking, awareness of personal and professional ethics, information evaluation, conceptualizing information needs, organizing information, interacting with information professionals and making effective use of information in problem solving”.

Information Literacy competencies have been identified as a crucial element to foster lifelong learning and keep up with the fast changing world. However, Snavely (2008) emphasized that even though people claim that they have a high degree of confidence in using computers, their Information Literacy skills might be disgraceful. In today’s workplace, information, in most cases, can be easily retrieved from the Internet, but people waste so much valuable time because of a lack of adequate skills to find appropriate resources, evaluate information, and use the information effectively in solving problems (Badke,2008).

2.4 Information Literacy and Lifelong Learning

Resnick (2002) articulated that IL skills have become a prerequisite for obtaining a job, participating meaningfully in society, and learning throughout one’s lifetime.

The basic focus of education should be to prepare students to be lifelong learners, to know how to learn. Developing the competencies of information literacy requires an active learning process which presents a paradigm shift for education (Doyle, 1992). For lifelong learning to be successful and relevant one needs to acquire the information literacy skills in order to have the ability to determine information needs, locate, evaluate and use it to solve problems ethically. Without doubts, information literacy thus has become essential ingredient in any learning

environment. It provides a major tool or skill a person needs to perform a task to achieve results or solve problems in order to have developed individuals, society and the nation at large. Information literacy therefore forms the basis for lifelong learning.

Tamilchelvi and Senthilnathan (2013) postulate the interrelationship of both concepts as follows:

- Both concepts are largely self-motivated and self-directed. They do not require the mediation of an outside individual, an organization, or a system beyond the individual himself or herself, although advice and assistance from a respected friend such as a mentor or coach can be helpful.
- Both concepts are self-empowering. They are aimed at helping individuals of all age groups to help themselves, regardless of their social or economic status, role or place in society, gender, race, religion or ethnic background.
- Both concepts are self-actuating. The more information literate an individual becomes, and the longer the individual sustains good information literacy learning and practices those habits, the greater the self-enlightenment that will occur, especially if practised over an entire lifetime.

For lifelong learning to be successful and relevant one needs to acquire the information literacy skills in order to have the ability to determine information needs, locate, evaluate and use it to solve problems ethically. Without doubts, information literacy thus has become essential ingredient in any learning environment. It provides a major tool or skill a person needs to perform a task to achieve results or solve problems in order to have developed individuals, society and the nation at large. It is imperative to promote lifelong learning through information literacy in public libraries.

Horton (2005) is of the view that when information literacy and lifelong learning are harnessed together they can substantially improve the following:

- Set of personal choices and options opened up for, and offered to an individual, in the context of personal, family and societal matters;
- Quality and utility of education and training in both formal school settings preceding entry into the workforce, and later in informal vocational or on-the-job training settings;
- Prospects of finding and keeping a satisfying job and moving up the career ladder rapidly and with appropriate rewards, and making cost-effective and wise economic and business decisions;
- Participation of the individual effectively in social, cultural and political contexts, both at the local community level and at higher levels, and in identifying and fulfilling professional goals and aspirations.

Breivik (1999) records, for instance, that ‘‘ there is growing acceptance of the needs to have more active learning environments that prepare students for lifelong learning’’. And, according to Christine Bruce (1997), the recognition of the necessity of developing lifelong learning skills in students has been a large factor in the growth of interest in IL. Information literacy is a key component of, and contributor to, lifelong learning (Association of Colleges and Research Libraries, 2000). Crick, Broadfoot & Claxton (2004) simply delineates lifelong learning as the acquisition of skills and training beyond school. Lifelong learning relates to learning that takes place throughout one’s lifetime. It includes the main types of learning that takes place in informal and formal education as well as self-directed learning.

2.5 Awareness of Users on the Importance of Information Literacy.

The principles of public awareness-raising with particular emphasis on global efforts is to promote awareness of Information Literacy (Sayers, Richard, 2006).

Information Literacy is defined by the Association of College and Research Libraries in the United States as "the set of skills needed to find, retrieve, analyze, and use information."

As a way of creating awareness of IL , National Information Literacy Awareness Month highlights the need for all Americans to be adept in the skills necessary to effectively navigate the Information Age.”

In his speech during the Americans National Information Literacy Awareness month president Obama said, “Every day, we are inundated with vast amounts of information. A 24-hour news cycle and thousands of global television and radio networks, coupled with an immense array of online resources, have challenged our long-held perceptions of information management. Rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation. This new type of literacy also requires competency with communication technologies, including computers and mobile devices that can help in our day-to-day decision making. (Obama, 2009)

The United States National Forum on Information Literacy defines information literacy as "... the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand."

In 1989, the A.L.A. Presidential Committee established the National Forum on Information Literacy which is a volunteer network of organizations committed to raising public awareness on

the importance of information literacy to individuals, to their diverse communities, to their economy, and to engage citizenship participation.

On October 1, 2009, President Barack Obama's issued a proclamation establishing October as National Information Literacy Awareness Month. The evolution of this proclamation was a result of a joint petition submitted directly to the White House by Senator John F. Kerry and Senator Edward M. Kennedy on behalf of the National Forum on Information Literacy. Both senators agreed that preparing Americans to seek highly skilled jobs and compete successfully in a global marketplace was a top priority within our current economic recovery efforts.

As a result, the National Forum recognizes information literacy as a key 21st century skill set required for successful educational and workforce preparation. Information literacy empowers learners and workers to become informed decision makers by utilizing diverse methods and strategies to find, evaluate, assess and use effectively information from a variety of sources. These are, in effect, the lifelong learning skills needed by all people to live responsibly and work efficiently in today's information society

Information literacy rose to national consciousness in the U.S. with President Barack Obama's Proclamation designating October 2009 as National Information Literacy Awareness Month.

Every school, college/university, organization, and business around the nation to annually recognize October as National Information Literacy Awareness Month through organizationally designed, promotional efforts and activities that embrace consumer participation.

The change now taking place is a move towards a situated learning model where the process of learning is contextualized. The development of information skills is linked to situations where

the student directly experiences their value. Students acquire information literacy at the same time as they work with academic material, while library courses are linked to those already existing in the various academic curricula. The library's user improvement activities focus on the students and their information needs rather than on library resources. This model presents a challenge, since it is conditional upon closer co-operation between the library and the academic milieu and demands a combination of traditional librarian roles with new pedagogic skills. (Maria-Carme Torras,2004).

2.6 Level of Awareness of Librarians to Promote Lifelong Learning and Information Literacy.

The effectiveness of any library service depends to a large extent upon the manner in which the staff and their duties are organized (Beenham & Harrison,1990). The awareness of staff in the promotion IL also helps to determine the degree of knowledge and involvement in the sensitization of the library users on the importance of LLL and IL. At the University of Notre Dame, Liaison librarians are available to assist academic staff develop and enhance their research skills, as well as provide training for effectively utilising new and updated information resources. Instructional sessions may be in the form of workshops for groups, or individual consultations on a particular theme. Examples of recent activities are:

- Citation tracking, measuring impact and creating a research profile
- Updating and reinvigorating unit reading lists - tips and tricks
- The library discovery service - advanced search skills
- Citation management software - introductory or advanced sessions (The University of Notre Dame Australia,2013)

The graduate attributes of acquiring communication and lifelong learning skills, and developing efficient research and information retrieval skills are fundamental objectives of the Library's mission to staff and students.

In order to create awareness in IL, the IFLA has included information literacy statements in many of its policy documents (IFLA, 2002). Example is the UNESCO Public Library Manifesto (IFLA, 2000).

In South Africa where there are a few school libraries, the public library is heavily patronized by the school students for their assignments but unfortunately there is poor levels of guidance and resources to promote structured IL programmes (Hart, 2004)

In Maphotla, South Africa community-school library has partnership with school, provincial libraries services and the local authority to create IL awareness to the users in the community. (De Jager & Nassimbeni, 2007).

Mpumalanga Provincial Library Service in South Africa provides public library services largely in rural areas in its province. An IL programme was designed to equip the Public Librarians with IL skills which they applied in their libraries to create awareness (De Jager & Nassimbeni, 2007). The project was funded from UNESCO information for all programmes in 2006. The aim was to raise awareness in Information Literacy in public library services. To achieve these 30 public library workers in Mpumalanga were trained. The objectives of the project were;

1. To introduce the theoretical concept of IL to the project participants.

2. To provide them with the opportunity of designing a practical IL campaign for their library during the introductory workshop.
3. To allow them to implement their literacy campaigns in their own libraries over a five-month period.

A feedback or outcome from the project revealed that HIV/AIDS patients could access information on their health issues and more referred to medical practitioners and clinics. The communities were taught by participants to grow vegetables,(De Jager, & Nassimbeni, 2007).

In Denmark public libraries, in their attempt to create IL awareness are faced with the challenge to collaborate with school teachers and teacher librarians to promote IL among school children since they receive more attention than any other groups that use the library (Skov, 2004).

In the Nordic countries, in order to build on the large number of IL activities, the library staff embarked on a project to systematize IL strategy in public libraries (Hansen 2004).

2.7 Acquisition of Lifelong Learning and Information Literacy Skills.

According to Chartered Institute Library and Information Professionals, (2013), the skills required to be information literate require an understanding of:

- A need for information
- The resources available
- How to find information
- The need to evaluate results
- How to work with or exploit results

- Ethics and responsibility of use
- How to communicate or share your findings
- How to manage your findings

The Chartered Institute of Librarian and Information Professionals (CILIP) Public and Mobile Libraries Group provides information, training, development and networking opportunities to all levels of staff working in public and mobile libraries and act as advocates for public library services on information literacy in the United Kingdom.

CILIP organizes the Librarians Information Literacy Annual Conference (LILAC) for librarians and information professionals across the United Kingdom and delegates from over 30 different countries worldwide.

The conference bring together Librarians and information professionals who teach IL skills and interested in digital literacies and also want to improve the information seeking and evaluation of library users where ever they may be. New ideas, innovative teaching techniques, inspiring speakers and exciting social events are shared among participants (CILIP).The LILAC aims to:

- provide a forum for discussion
- disseminate information about local, national and international initiatives
- encourage the publication of articles, both nationally and internationally, which share new ideas, initiatives and experience
- encourage collaboration and support across all sectors of the profession
- highlight and promote good practice

The LILAC achieves these aims by:

- maintaining an active email list: lis-infoliteracy
- organizing the Librarians' Information Literacy Annual Conference (LILAC)
- publishing the Journal of Information Literacy (JIL)
- maintaining the Information Literacy website
- highlighting effective practice through the annual Information Literacy Award
- organizing meetings, seminars and training events
- responding to initiatives where appropriate
- working in partnership with other relevant organizations and agencies (CILIP, 2013).

2.8 Policy to Promote Lifelong Learning and Information Literacy.

Policies are clear, simple statements of how an organization intends to conduct its services, actions or business. They provide a set of guiding principles to help with decision making.

They include procedures which describe how each policy will be put into action in an organization. Each procedure should outline:

- Who will do what
- What steps they need to take
- Which forms or documents to use. (Department of Human Services, Australia,2015).

Educators worldwide either in the formal education or professional education systems have been developing strategies and policies for designing learning opportunities that will enable learners to

take advantage of the information and communication infrastructures available to them. For example public libraries in Canada under the policy of “Connecting Canadians”, a policy framework designed to make Canadian public libraries provide free computer access and to facilitate the development of Canadians’ information skills (Julien & Anderson, 2002; Julien, 2003) . Learning opportunities that enhance information literacy not only make use of information and communication infrastructures, but are designed to bring the information practices, that are effective in professional, civic and personal life into curriculum. These opportunities support learners of all ages to be effective in information practices and acquire the attribute of information literate. They are equipped with the skills to recognize the transferability of the processes involved to everyday life, community and workplace contexts.

The idea of lifelong learning and the centrality of information literacy to the lifelong learning agenda has made various inroads into the policies and programs of Australian universities (Bruce, 2001).

This has invariably influenced many universities in Australia to focus their attention on lifelong learning through information literacy and faculty librarian partnership.

In New Zealand a teacher reads non-fiction to children as narrative. As the children pose the questions that they anticipate may be answered in the text, and then reflect on whether their expectations are met, they learn to seek and evaluate information. (Moore and Page, 2002)

In Australia, undergraduate students keep diaries to reflect on their experience of learning to search the internet. They create web sites that organize information resources of use to a business of their choice; requiring access, evaluation and synthesis. (Edwards, 2000)

In 1994, the south Africa Education Ministry pushed, for information literacy education to be legislated. The law was to encourage, independent and critical thought, the capacity to question, enquire and reason, to weigh evidence and form judgements, to achieve understanding, and to recognise the provisional and incomplete nature of most human knowledge (South Africa. Ministry of Education, 1994)

In the Cape Peninsula University of Technology (CPUT), the library realized that to successfully integrate Information Literacy (IL) into the academic curriculum there had to be an institutional policy, as also indicated by Breivik and Gee [cited in Grafstein 2002].

A study was undertaken in four Tanzanian universities to investigate the status and practice of information literacy (IL) so as to determine the best ways of introducing or improving IL programmes. This article reports on the findings related to challenges and opportunities that could influence the effective implementation and introduction of IL programmes in Tanzanian universities. Data for the study was collected using a questionnaire-based survey administered to teaching staff, librarians and undergraduate students. Semi-structured interviews collected data from Deputy Vice Chancellors (DVCs) for academic affairs, Faculty Deans, Library Directors and a Library Head. The findings of the study showed that IL was new in the university curricula although some IL rubrics were being practiced, lack of adequate resources and an IL policy, lack of proactive solutions among librarians coupled with the need for adequate library staffing and

training, and collaboration between librarians and teaching staff in IL activities were all identified as challenges facing IL effectiveness (Lwehabura and Stilwell,2008.)

These opportunities would allow the introduction of effective and sustainable IL programmes. The article concluded that librarians should seize the opportunities that are available to spearhead IL while at the same time making sure they tackle the identified challenges.

2.9 Resources and Infrastructure to Promote Lifelong Learning and Information Literacy

Information literacy forms the basis for all of the other literacies. Developing the good question, selecting sources, searching for information, critically evaluating the information found, citing the resources, and creating a new product for a specified audience are all components of information literacy (Kathy Schrock,2015).

A modern library stocks a wide range of materials with which to satisfy the needs of its clients (Beenham & Harrison,1990). It also has the responsibility to provide space and a conducive environment for the library users in order to contribute to the quality of life.

Public libraries are accessible by the general public, they are open to all, and every community member can access the collection; the collection therefore should cover all branches of knowledge specifically the needs of the community it serves. Public libraries typically allow users to take books and other materials off the premises temporarily; they also have non-circulating reference collections and provide computer and Internet access to patrons.

Trained and quality staff with the requisite qualifications are essential components in the promotion of IL coupled with adequate funding. Research on the status and practice of information literacy (IL) in four Tanzanian universities was conducted. The study was to

determine the best ways of introducing or improving IL programmes. The study revealed that lack of proactive solutions among librarians coupled with the need for adequate library staffing and training impeded the promotion of IL. Collaboration between librarians and teaching staff in IL activities were all also identified as challenges facing IL effectiveness. Also identified were potential opportunities such as the support by the majority of university stakeholders to mainstream IL and make it a compulsory course.

Australia as a country has nearly 1500 public library service points which are made of 1,418 static and 76 mobile libraries. The public libraries' collections are made up of books, magazines, CDs, DVDs, and audio-books, e-books and wide range of electronic sources of information and recreational materials. Free computer and internet access are provided to the general public.

Relevant materials are also provided to members of the community such as;

- Resources to support LLL
- Large prints and audio books (older people)
- Local history
- Genealogy and family history
- Community language materials(newspapers, etc)
- Resources about ageing issues
- Health and career information
- Internet access for 'grey nomads'
- Spaces (meetings, discussion, etc.) Source-ALIA (2012)

2.10 Models of Information Literacy – The Concept and its Application in Education

Information literacy standards and rubrics provide behavioral descriptions to guide curriculum design and evaluation of students learning. These activities are further informed on variety of learning activities. The popular IL Models usually describe this process in terms of six to ten steps and have been developed in many countries among them are the UK, USA, Canada, Scotland, Australia and New Zealand (Penny Moore 2002). Majority of the IL models such as ACRL (ALA), Big6, Bruce, SCONUL, IFLA, Big Blue Project, ANZIL, CILIP model, according to research were proposed by organizations and therefore there is no specific IL model design for Public libraries. However ACRL and SCONUL models though were designed for tertiary education, after careful examination of the most common IL models, it has shown that the SCONUL and ACRL can be adopted by Public libraries or they design their own model from the other models(Khatun, M.,2013).

2.11 Role of Public Libraries in promoting lifelong learning through Information Literacy

The public library is an institution which supports adult education and lifelong learning and has the capability of narrowing the digital divide by providing free computer and Internet access and offering training courses to improve people's IL skills. Governments around the world have recognized the critical role of public libraries in developing the IL skills of their citizens. As a result, funds have been allocated to public libraries to purchase computers and establish Internet connections, and a variety of IL approaches have been employed (Harding, 2008). Over the last ten years Lifelong learning has become one of the major policies of Western Governments for the Information Society Competitiveness and job creation. The focus has been on information literacy , ICT Literacy, Training and re-skilling of the Citizens.

In Canada, Industry Canada identified public libraries as appropriate sites to implement Community Access Programs (CAP), an initiative with the aim to provide Canadians with affordable public access to the Internet and the skills they need to use it effectively; thus, the majority of public libraries currently provide Internet access and IL training programs for the public (Julien & Hoffman, 2008).

The world's information and library collections are becoming digitized in order to promote lifelong learning effectively. In Australia, the public libraries in their attempt to replace the printed materials electronically, saw it as a priority to train the general public to acquire ICT skills. They were taken through courses such as:

- introduction to the internet
- using electronic mail effectively
- genealogy on the net
- health resources on the net
- word for window
- excel
- PC troubleshooting

The ICT skills were to enable the public to be able to navigate the electronic sources to search for their information needs, where to locate them, how to evaluate and use the information to satisfy and solve their problems (Australian Library & Information Association, 2012)

At the end of the 1980s Japan as a country or government introduced programmes to promote lifelong learning principle into their tradition of life and culture. Purpose built public lifelong learning centres have appeared in more than 25 prefectures; 25 universities now have

departments for lifelong learning research. There are more than 160 lifelong programmes that have been introduced. (Jones, R. S., 2011),

Yang and Valdes-Cotera (2011) gave an instance where the China Ministries of Agriculture and Education promote lifelong learning among farmers through equipping them with scientific and cultural skills in order to increase productivity and their income.

2.11.1 Informationskompetence

Informationskompetence a term used in Denmark which means different things to different people (Eld, 2001). The term is used for information literacy. Recently, there has been a tendency especially in the public library sector to view almost all library activities, traditional or virtual as hosted under the information literacy umbrella; user education, library orientation, user-librarian negotiation, digital services etc. now seem to form a part of an all-inclusive concept of information literacy. On the other hand, many librarians perceive teaching information literacy in a narrow sense as synonymous with teaching information searching skills. According to Skov, (2004) “perhaps, the concept is being trivialised and watered down by these uses of the term?” (Skov, 2004)

2.11.2 Supporting Lifelong Learning in Public Libraries Across Europe

To improve the role of public libraries across Europe in delivering learning opportunities to their communities, the European project PULLs (Public Libraries in Learning society) was formed and funded by EU’s Socrates programme among six partners. The project outlined the development and implementation of model for delivering open learning to adult library users. The project revealed that public libraries have a significant role to play in supporting ICT skill

and wide information literacy learning. Research implications showed that public libraries are beginning to move from a passive access approach to supporting learning to a more active approach in delivering libraries - generated content themselves. It also came to light that there was the need for the public libraries to share useful results from their libraries to develop opening learning facilities and audiences for lifelong learning.

2.11.3 Supporting Village Libraries in Africa

The public expects public libraries to promote lifelong learning and also to improve the quality to lifelong learning. This expectation is not out of place. Public libraries should be adequately resourced and effectively managed by adequate compliant, innovating professional staff with the right sets of competencies and IL skills to be able to promote lifelong learning using appropriate IL models. Adequate equipment such as computers and accessories, as well as adequate and relevant tools should be provided.

The challenges, in the developing countries, has been whether public libraries have the capacity to promote lifelong learning and IL given the poor funding, staffing and inadequate collection and equipment

In Africa there are many villages with primary schools without libraries which can support them in their academic work as well as personal development. As a result most of these communities lack relevant information to solve their basic information needs.

In Burkina Faso for example there are thousands of primaries schools in villages but without libraries to address their information needs and the resources to address the issue are lacking. This has attracted a Non-governmental organization called Friends of Africa Village Libraries (FAVL) to support the village communities by establishing libraries. FAVL refurbishes donated

community buildings for the communities to use as libraries. They also provide reading materials to the libraries, sponsoring librarians training and as well as the payment of salaries to these librarians.

Among the beneficiaries in the communities are the children, young adults, farmers, weavers, traders and others in poor villages who are empowered to have similar access to information.

With support from donors FAVL has been able to establish and continuously manage eighteen libraries in Africa, 13 in Burkina Faso, three(3) in Ghana, one(1) in Tanzania and one(1) in Uganda (FAVL,2015)

(Friends of the Africa Village Libraries,2015)

In Ghana, the public libraries which are managed by the Ghana Library Authority have done little to promote lifelong learning and information literacy. Users often complain that they do not find what they need in the public libraries which often lead to public criticisms through the electronic and print media such as the newspapers and radio stations (EIFL,2011). Over the years, the Ghana Library Authority which used to be the pacesetter in West and East African countries in the administration of public libraries has failed to live up to their mission statement, "Ghana Library Authority is to provide comprehensive and accessible public library services to promote lifelong reading habits among the populace with the objective of ensuring the development of the individual's social and intellectual capabilities and the creation of a well-informed society for national development." (Ghana Library Board, 1975). There is also the need for staff in the public libraries to acquire relevant information literacy skill to support lifelong learning. Electronic Information for Public Libraries an international non-governmental organization has been supporting the GhLA by training its staff at the regional and districts on

internet search, ICT, advocacy, proposal writing and project management to empower staff to promote LLL and IL. This intervention was made possible in 2014 after a research on perception of public libraries was conducted in Ghana and five other African countries by EIFL.

2.11.4 Public Libraries Challenges in the Promotion of LLL and IL

The term “information literacy” is not currently as widely used or as familiar to staff in public libraries, as it is in the academic libraries and other professional sectors where Information literacy activity occurs. Perhaps it might be mere semantics used to describe the many different types of service provided in public libraries such as: “cyber-awareness”; net-safety”; “audience development”; “life skills” within lifelong learning and even “reader development” and “audience development”.

Public libraries are challenged to in their pursuance of promoting LLL and IL.

A report by the Saskatchewan Learning Provincial Library (2005) on the role of public libraries in contributing to the economic, social well-being and lifelong learning of Saskatchewan people identified some challenges faced in the promotion of Lifelong Learning and Information Literacy. These challenges include:

- Increasing costs to support e-learning services and technology that library users expect to be available to answer their informational need as well as continuing to be responsive to local /individual programming and traditional materials format needs.
- Responsive to information and literacy needs for people of all ages.
- Providing digitized content relating to Saskatchewan

- Promoting public awareness of library resources, services, programmes available to citizens.

2.11.5 Information Literacy Training in Public Libraries: A Case in Canada

Lai, H. (2011) undertook research that explored the current state of IL training to identify the strategies and methods used by Canadian Public Libraries in improving IL skills for their staff and users.

The study sought to find out the problems associated with the development of IL training.

The methodology used to undertake the study were document analysis, observations and focus group interviews to collect research data. The focus group interviews consist of six library staff members.

The research findings shows that Canada's public libraries valued their role as IL training providers and paid careful attention to staff development. The study also revealed that Canadian Public Libraries also collaborates with other institution extend their IL training responsibilities.

The research findings also revealed that apart from financial constraints, there is the challenge of public libraries to let their staff undertake the learning theories associated with IL education and adult learning in order to enhance the quality of the IL training.

The study also proposes four guidelines for the developing IL training of public libraries.

In Ghana lack of policy and public awareness are the main challenges in the promotion of LLL and IL.

In conclusion, lifelong learning is a human phenomenon necessary for survival, personal or individual progress and happiness. It enables people to learn how to cope with the vicissitudes of life, be able to manage their lives properly, and ensures the coherence of society. Experience and research have shown that public libraries stand a better position to support LLL and IL programmes because of their direct relationship with their communities and the resources they possess (Eve, J., de Groot, M. & Schmidt, A.M.,2007). It is therefore imperative that public libraries in the Sub-Sahara Africa for that matter Ghana should be supported by a legislature to be able to pursue LLL through IL vigorously.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

Methodology is the process of collection of data and analysis. Babbie (2002) defines research methods as the ways, techniques and procedures that are used in implementing the research design or research plan, in consideration to the underlying principles and assumptions that underlie their use. Irny and Rose (2005) are of the view that methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

The methodology, therefore, will enable the researcher to present a comprehensive approach showing how the study will be carried out. It will cover the description of the research design, selection of cases, population, sampling procedure and sample size, instrumentation, pre-test, data collection procedure and data analysis.

3.2 Research Design

The single case study method was used to undertake the study. It often involves observing what happens to, or reconstructing ‘the case history’ of a single participant or group of individuals. Case studies allow a researcher to investigate a topic in far more detail than might be possible if trying to deal with a large number of research participants. Yin (2009), defines a case study as an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. A case study research is concerned with investigating single or multiple units of study,

using familiar research methods for data collection such as interviews or surveys. Case studies are empirical investigations, in that they are based on knowledge and experience, or more practically involve the collection and analysis of data (Farquhar, 2009).

The researcher used the case study design because it explores real life experiences and situations with regards to the promotion of information and lifelong learning in Ghana (Salminen, Harra and Lautamo, 2006). The case study was used for the study because of the homogeneous nature of the research environment. It was also convenient and easy to get an in-depth information on a real life situation since the researcher is a staff of the organization to be investigated and therefore has knowledge and experience of the area of study.

3.3 Selection of Cases

The Ghana Library Authority has 10 regional and 53 branch libraries. The 10 regional libraries were selected for the study since the libraries are located in areas where public libraries are well patronized and also have all the units or sections that a public library should have unlike the branch libraries. The cases have similar characteristics of public libraries and are all under the public library system in Ghana. GhLA is the only public agency mandated by law or act of parliament to establish, equip, manage and maintain public libraries. The head office was selected to give information on the financial position and the policy drive of the public libraries. Funding and staffing of public libraries in Ghana are under the administration of the Ghana Library Authority and therefore the 10 regional libraries were all considered as one entity.

3.4 Selection of Subjects

3.4.1 Population

Defining the population allows the researcher to establish boundary conditions which specify who is to be included in or excluded from the study (Tuckman 1985).

The target population of the study was 1,317 made up of nine Regional Librarians (the researcher was excluded because he is the Greater Accra Regional librarian), 129 staff from the library class in the regional libraries, two management staff at the Head Office including the Executive Director, and 1177 users who patronize the regional libraries.

Table 3.1 Population

NO.	CATEGORY OF THE POPULATION	GROUP SIZE
1.	Top management of GhLA	2
2.	Regional librarians	9
3.	Library class staff of the regional libraries	129
4.	Registered users of the respective ten regional libraries	1177
	Total population	1317

3.4.2 Sample Size and Sampling Procedure

A sample is a selected subset of a population chosen by some process usually with the objective of investigating particular properties of the parent population and the sample size is the number of individuals to be included in the investigation (Everitt, 2006). According to Osuala (2005) a sample is a group of units drawn from the larger population. The sample size of the population is

supported by Alreck and Settle (1995), that a sample size should be 20% of the population if it is between 1,000 to 10,000. The population was made up of different categories of different sizes. Only the users category of the population was sampled. The other population categories of the population were used because they were not large.

Table 3.2 Numbers of Library Staff and Registered Users of the Regional Libraries

REGIONAL LIBRARY	LIBRARY STAFF	USERS
Ashanti	10	88
Brong Ahafo	12	73
Central	14	75
Eastern	8	65
Greater Accra	27	195
Northern	10	345
Volta	13	105
Upper East	9	150
Upper West	3	31
Western	23	50
Total	129	1177

Source: Ghana Library Authority, February, 2015.

The following procedures were used to determine the sample size;

1. The researcher used purposive sampling method to select the immediate past acting Executive Director (now Acting Deputy Executive Director) and the new, incumbent Executive Director as the only two (2) key informants interviewed because they are in a better position to give accurate information on finance and policy directions of the organization which are necessary for the promotion of lifelong learning and information literacy.
2. No sampling method was used for the selection of the nine (9) Regional Librarians and 129 Library class staff because according to the researcher relatively the numbers are small to be handled and help him to get a comprehensive information on the groups.
3. Proportionate sampling method was used to determine the size of the users to be included in the study to give a fair representation of the ten regional libraries.

The table below indicates that 20% of 1177 being the users population was calculated to determine 236 as part of the sample size

Table 3.3 Users Population Size

REGIONAL LIBRARY	USERS POPULATION	SAMPLE SIZE	
Ashanti	88	17.57	18
Brong Ahafo	73	14.58	15
Central	75	14.97	15
Eastern	65	12.98	13
Greater Accra	195	38.93	39
Northern	345	68.88	69
Volta	105	20.96	21
Upper East	150	29.95	30
Upper West	31	6.19	6
Western	50	9.98	10
Total	1177	234.99	236

Source: Ghana Library Authority, February, 2015.

Proportionate Sampling = $\frac{\text{Population for each RL} \times \text{Users Sample Size}}{\text{Total users population}}$

Total users population

Example

Proportionate Sampling for Ashanti Regional Library

$$88 \div 1177 * 236 = 17.57$$

3.5 Instrumentation

The instruments used for the study were the structured questionnaire, interviews and observations. This enabled the researcher to collect both primary and secondary data. As Fraenkel and Wallen (2000) pointed out, instrumentation is the process of collecting data. They argued further that questionnaire and interviews are virtually identical except that the questionnaire is usually self-administered by the respondent, while the interview schedule is administered verbally by the researcher or trained assistants.

3.6 Data Collection Procedure

Primary and secondary sources of data were collected for the study. Data collected for the study were in two (2) phases. Primary source of data for the study was collected through the semi structured interview guide and questionnaire administration. The secondary source of data was gathered through existing literature from books, journals, articles, a review of documentary evidence and available materials in print and electronic formats.

3.7 Data Analysis

Data analysis involves preparing the data for analysis, conducting different analyses, moving deeper and deeper into understanding the data (Creswell, 2012).

The Statistical Package for the Social Sciences (SPSS) was used to analyze the data collected from the questionnaire. The analysis was done based on the stated objectives of this research as captured in chapter one. The analysis was descriptive where summaries were expressed in

tabular form for interpretation. The data was coded and categorized accordingly and examined or analyzed under relevant areas of interest. Interviews conducted were audio- recorded. The data gathered from the interview transcripts, open-ended survey responses and the policy documents serving as the foundation of the organization were subjected to content analysis. Analyses of the qualitative and quantitative findings were done simultaneously.

The questionnaire included closed and open ended questions that allowed respondents to attend to the questionnaire with ease. The researcher chose questionnaire because the closed questions are easy to handle and quick to analyze and less cumbersome. They are suitable for the study because the categories are clear and can be identified for the respondent to make his/her own choice.

For Users, the questionnaire was grouped under eight (8) main subject headings including recommendations whilst the staff questionnaire was also grouped under six (6) main subject headings including recommendations. The following are the eight (8) subject headings of the user questionnaire;

- a) Background of respondents
- b) Library patronage and the awareness and importance of information literacy and lifelong learning
- c) Knowledge of information services
- d) Information needs
- e) Information access
- f) User competence in information literacy
- g) Lifelong learning

h) Recommendations

Main subject headings for the library class staff also include;

- a) Background of respondents
- b) Staff awareness of lifelong learning and information literacy
- c) Staff level of training in information literacy
- d) Policy on lifelong learning and information literacy
- e) Availability of resource and infrastructure to promote lifelong learning and information literacy
- f) Recommendations

The researcher posted the questionnaire for both the library class staff and the users of the regional libraries to the Regional Librarians by Expedited Mail Service (EMS) delivery to be distributed and administered. In all, 129 questionnaire were distributed to the library class staff and 236 questionnaire to the users of the regional libraries. Questionnaire answered by respondents were received by the researcher through EMS.

With the exception of the two (2) management staff and the Regional librarians, all the library class staff and the registered users were served with separate sets of questionnaire. Copies of questionnaire were sent to users and staff and collected back through public transport such as Metro Bus and O A Transport.

In addition to the questionnaire, the researcher used the interview method to collect qualitative data. It provided relevant information that might have been omitted or overlooked in the

questionnaire. In other words they added depth and validity to the study. Interviews were conducted for the Regional Librarians, Executive Director and management staff. The interviews were done face to face and through the phone. Besides, open-ended questions gave the respondent opportunity to express himself/herself on an issue and gave a basis for his/her answer (Kumekpor, 2002). The interview sought to find information on;

- Participants' knowledge in lifelong learning and information literacy
- The level of awareness of the promotion of lifelong learning and information literacy
- Challenges associated with the promotion of lifelong learning and information literacy

3.8 Distribution and Administration of Questionnaire

Out of 365 questionnaires distributed amongst the staff and users of the ten regional libraries of the Ghana Library Authority a total of 313 were completed and returned. It was made up of 236 questionnaire for registered users whilst 129 questionnaire for staff. This was after persistent telephone calls appealing to, and reminding regional librarians on the urgent need to return the completed questionnaires to the researcher to enable him to meet the deadline for the submission of the thesis.

3.9 Response Rate

On receipt of all the completed questionnaires, the researcher carefully sorted them to ascertain the actual quantity and quality of the returned questionnaires. It was detected that a total of 116 questionnaires were properly completed in the case of the staff and 197 for the users thus recording a response rate of 89.92% and 83.83% respectively. Babbie (1992) pointed out that the overall response rate was a guide to the representativeness of the sample respondents.

According to Babbie a response rate of at least 50% was adequate for analysis and reporting,. A response rate of at least 60% was good while that of 70% was very good. The response rates for this study was 86% and by Babbie's standard it was excellent.

3.10 Pre-testing

Pre-testing is aimed at testing the validity and reliability of the data collection instruments. Therefore, the purpose of the pre-test was to test the questionnaire and interview schedule to establish their reliability and validity. The procedure was thus taken to help the researcher to improve the internal validity of the questionnaires, ask the subjects for feedback to identify ambiguities and difficult questions, check that all questions are answered, discard all unnecessary, difficult or ambiguous questions, assess whether each question gives an adequate range of responses and re-word or re-scale any question that is not answered as expected.

The public branch libraries were not used for the pre-test because patronage at most of the branch libraries were lower than in the regional libraries. They also lack most of the information materials and facilities that promote lifelong learning and information literacy found in the regional libraries. Since the branch libraries are under the regional libraries, the researcher deemed it prudent to conduct the pre-test in the academic library.

The pre-test study was conducted on the library staff and users at the Balme Library of the University of Ghana at the Main Library, United Nations Library, the Reference Library, African Library, Research Commons, Reading Commons and the Cataloguing Department. Balme library was chosen for the pretest of the study because it is one of the largest and oldest libraries in Ghana which offers users opportunities for lifelong learning and training in information literacy skills. Users are given library instructions, orientations, and other library skills training

to equip them with the basic requisite knowledge and skills in Information Literacy and to enable them to become lifelong learners.

The Balme Library was also selected for the pretest because information literacy and lifelong learning are practiced in all libraries including the academic libraries. Besides, majority of the users of the public libraries are the youth between the ages of 18 -35 years, or students from the tertiary institutions and senior high schools just like those who use the Balme Library. Finally, the materials in the Balme Library cut across almost all branches of knowledge just like information materials in the public library. Questionnaires were administered to the users and the staff in the library class by the researcher.

The pre –test helped the questionnaire and interview schedule to establish their reliability and validity. It helped the researcher to get feedback to identify ambiguities and difficult questions, for example many of the respondents were confused with ‘job title’ this was changed to ‘position’ because that was what they understood better. All questions that were unnecessary, difficult or ambiguous were discarded. The recommendations from respondents especially the staff who seem to be well versed in the subject matter were very useful to reframe some of the questions.

3.11 Ethical Considerations

A letter of introduction was sought from the Department of Information Studies to confirm the identity of the researcher and genuineness of the research. It was also to gain respondents trust and permit of entry. Participants in the study were made aware of the intent and purpose of the research before their engagement through notes written on in the questionnaire preceding the

questions. The research was conducted strictly with assurance of confidentiality and non-disclosure of respondents' identity by not recording their names and giving respondents pseudonyms. The researcher followed the University of Ghana academic research code. All the materials used or consulted have been acknowledged

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CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The main objective of this study was to find out the role of public libraries in the promotion of Lifelong Learning (LLL) and Information Literacy (IL) in Ghana. The study was also to identify the major hindrances to the promotion of LLL and IL.

To this end, a set of separate questionnaires were administered to all staff of the Ghana Library Authority (GhLA) in the library class and the selected users of all the ten (10) regional libraries of the Ghana Library Authority (GhLA) respectively. In the case of the staff, the questionnaire covered the following thematic areas:

1. Background of the respondents based on their demographic characteristics; respondent's gender, age, level of education, position and rank in the organization, length of service with the library and number of years on their current jobs.
2. Staff awareness of LLL and IL.
3. Policy on LLL and IL.
4. Funding and availability of resources for the promotion of LLL and IL.
5. Challenges and recommendations on the promotion of LLL and IL.

With respect to the users, the questionnaire was based on the following main themes:

1. Respondents' background(i.e. gender, age, level of education and occupation)
2. Library patronage(length of time that respondents' have been using the library, frequency of library usage, purpose for using the library)

3. Respondents knowledge of information services in the library
4. Respondents information need
5. Respondents information access
6. Users competence in IL.
7. Respondents understanding of LLL.

In addition to the administration of the questionnaire, interviews were held with two (2) topmost management staff of the Ghana Library Authority (GhLA), i.e. the Executive Director and the Acting Deputy Executive Director respectively as well as nine (9) regional librarians.

4.2 Interviews with two (2) Management Staff and Nine Regional Librarians

The researcher conducted an interview with two (2) management staff (i.e. the Executive Director and the Acting Deputy Executive Director), and nine (9) regional librarians. The objective of the interview was to get qualitative information from Management and Regional Librarians to supplement the quantitative data collected using the questionnaire. The interview covered the following key areas: biographical information (e.g. respondents' position), policy on IL, availability of resources, skills training, collaboration, programmes organized by the GhLA to promote LLL and IL.

4.2.1 Demographic Information

4.2.1.1 Respondents' Position

All the respondents stated that they were the Heads of the Regional Libraries under the authority of the Ghana Library Authority. So with the exception of two respondents who said they were acting regional librarians, all seven claimed they were Regional Librarians.

On the average, the Regional Heads had been **at** their respective current positions for about nine-and-a-half years with the longest period being 23 years and the shortest being about eight months. Out of the nine regional Librarians, five of them had first degree in Information Studies and one had obtained a Diploma in Librarianship. Three other regional librarians have Masters in Library /Information Studies.

4.2.2 Existence of IL Policy

The researcher wanted to find out about the existence of a policy on IL. All the nine (9) regional librarians interviewed said that the GhLA did not have an IL policy. Five of the respondents actually emphasized that, if any existed, they were not aware of any such policy. The Executive Director and the Acting Deputy Director also acknowledged that the GhLA did not have an IL policy. So once there was no IL Policy, one could not talk of the content of a non-existent policy. Also, since there was no policy on IL, staff awareness of an IL Policy did not arise.

4.2.3 Trained Staff

All the interviewees agreed that some staff were trained to handle the IL programme.

4.2.4 Availability and Adequacy of Resources

Regional Librarians and the top management staff were asked whether the library had adequate resources to promote LLL and IL; in reply, all of the respondents acknowledged that the library did not have enough resources to promote IL and LLL. However, all also acknowledged that there were some trained staff to handle LLL programmes.

4.2.5 Programmes Organized by the GhLA

With regards to the programmes being organized by the GhLA to promote LLL through IL, all interviewees (the nine regional librarians and the two top management staff) mentioned the following: ICT training, Mobile Library Services, Schools Visit, Reading Clinics/Readers Club, In-service Training, etc.

4.2.6 Resources to Promote LLL and IL

There was disagreement on the issue of availability of adequate resources to promote LLL and IL. Whilst five (5) of the regional librarians agreed that the GhLA had the resources to **execute** the agenda of promoting LLL, four (4) of them disagreed that the GhLA had enough resources and the necessary infrastructure to promote LLL. Both the Executive Director and the Acting Deputy Director said GhLA had enough resources to promote LLL.

The resources cited by both the management staff and the nine regional librarians were: space, books, enthusiastic staff, mobile library van, limited computers, etc.

4.2.7 Collaboration with Other Sponsors

All the interviewees were asked by the researcher if the GhLA was collaborating with other institutions in the promotion of LLL and all interviewees affirmed that GhLA was in collaboration with a number of institutions. Some of the collaborators/sponsors were: Ghana

Investment Fund For Electronic Communications (GIFEC), Ghana Education Service (GES), Electronic Information For Libraries (EIFL), MTN, Ghana Together, Western Heritage, UDS, MMDAs, the Panford Family, Public Libraries for Development/TechAide, Friends of Africa Village Libraries (FAVL), etc.

4.2.8 Challenges faced by the Ghana Library Authority

Also all the interviewees agreed unanimously that the GhLA faced challenges such as: high staff turnover, inadequate qualified staff, lack of money, inadequate infrastructure, lack of equipment such as projectors and generators, and limited computers.

4.2.9 Measures to Address the Challenges

Some of the measures to address the challenges are: to solicit for funding, carry out on the job training, deepening collaboration and raising revenue outside the traditional resources were the responses the interviewees gave on measures to address the challenges.

4.3 Analysis of Data on Staff in the Library Class

4.4.1 Introduction

Members of staff of the Ghana Library Authority (GhLA) in the Library Class were involved in answering questions for various reasons. The researcher wanted to know the role of staff of public libraries in the promotion of LLL and IL. Also, it was to determine whether or not, staff had the necessary qualifications, skills or competencies, experience, knowledge and capacity to promote LLL and IL. Besides, the researcher wanted to find out if there was a policy to guide,

regulate and promote LLL. The questionnaire sought to establish the level of awareness of staff about the importance of LLL and IL and the need to organize IL programmes in order to promote LLL. Finally, the researcher wanted to find out about the availability and adequacy of resources facilities and funding for the promotion of LLL by Public Libraries staff in the Library Class of the GhLA. Staff in the library class were involved in answering the questionnaire because they are the line staff who carry out direct library services in the promotion of LLL and IL to users. The promotion of LLL and IL will, therefore, be their direct responsibilities unlike the auxiliary or supporting staff such as the Accounting Staff, Secretarial and Administrative Staff. These reasons, inter alia, informed the nature of the questionnaire for staff.

4.3.2 Demographic Characteristics of Staff

Questions on respondents' personal information such as gender, age, rank and position in the organization, service point, highest academic qualifications, length of service with the organization and schedule were asked. The import of questions on the demographic characteristics of respondents was to find out if the staff had the required skills, capacity, and experience to promote LLL.

4.3.3 Gender Distribution

Out of the 116 respondents, 68 (58.62%) were males and 48 (41.38%) were females. (Table 4.1). The female staff could serve as role models or mentors to female lifelong learners. This is because they may also realize that they have equal opportunities to be lifelong learners.

Table 4.1: Gender Distribution of Respondents

Response	Number	Percentage (%)
Male	68	59
Female	48	41
Total	116	100

Source: Field Data, 2015

4.3.4 Age Distribution

Table 4.2 illustrates the respondents' age distribution; out of the 116 staff in the library class, 43 (37.07%) were within the age bracket of 25-31 years; followed by those in the age groups 32-38 years which was 26 (22.41%); 39-45 years, being 16 (13.79%); 53 and above, was 13 or (11.20%), 46-52 years was 10 (8.62%) and 18-24 years recorded 8 (6.89%) respectively.

If age is an index of experience, then those staff who ought to have the requisite experience and exposure are those between the ages 39-60 years who are only 39 (34%) while those within the youthful age brackets of 18-38 years are rather in the majority 77 (66%). However, majority of the staff being the youth is good because they have the energy and many more years in active service to champion LLL and IL.

Table 4.2: Respondents' Age Distribution

Age(Years)	Number	Percentage (%)
18-24	8	7
25-31	43	37
32-38	26	22
39-45	16	14
46-52	10	9
53 & above	13	11
Total	116	100

Source: Field Data, 2015

4.3.5 Respondents' Rank

Rank is a determinant factor in the prosecution of LLL and IL programmes. More staff on the professional grade means the majority of the staff would have the necessary professional and academic qualifications to execute LLL and IL activities professionally and satisfactorily. In the field of librarianship or information management, higher rank goes with higher academic qualification and greater professional orientation and knowledge. It is assumed that staff with higher rank are better qualified, more experienced, and can promote LLL successfully. To this end, respondents were asked to indicate their respective ranks and the result is displayed in Table 4.3. Out of the 116 respondents, only 11 (9.48 %) were of the professional rank (i.e. Assistant

Librarian- 5, Librarian-4 and Senior Librarian-2). The paraprofessionals (ranging from the rank of Junior Library Assistant to Chief Library Officer) were in the majority (101). Four (4) respondents did not indicate their ranks. The sub-professionals within the ranks of Library Officer to Chief Library Officer who by their long service are expected to have gathered much experience and practical knowledge to be able to assist the professional librarians were equally fewer in number (10). It would, therefore, be concluded that the Authority does not have adequate qualified professional staff to carry out any successful promotion of LLL and IL. In the same vein, the public libraries in Ghana may be unable to initiate, execute and sustain LLL and IL.

Table 4.3: Rank of Respondents

Rank	Number	Percentage (%)
Chief Librarian	0	0
Principal Librarian	0	0
Senior Librarian	2	2
Librarian	4	3
Assistant Librarian	5	4
Chief Library Officer	2	2
Principal Library Officer	1	1
Senior Library Officer	0	0
Library Officer	7	6
Assistant Library Officer	24	21
Library Assistant	32	28
Junior Library Assistant	35	30
No response	4	3
Total	116	100

Source: Ghana Library Authority, 2015

4.3.6 Respondents' Department/Unit

Respondents were asked to state their respective service points or departments. The essence of this question was to establish whether the Authority has created a specific unit or department for the promotion of LLL and IL. It was also to find out how many staff were posted to such a specialized unit for the promotion of LLL (if any existed). As indicated in Table 4.4 (below), none of the respondents stated a unit/department charged with the responsibility of promoting LLL and IL. It therefore implies that, there is no LLL and IL department/unit in the Ghana Library Authority (GhLA) and no members of staff have been assigned the specific responsibility or job duty to LLL and IL. All the respondents (100) with the exception of the ICT (6) and the mobile library service (2) units were still involved in the traditional routine public library services delivery (i.e. lending, reference and processing of books). Eight (8) respondents provided 'No Response'.

Table 4.4: Respondents' Department/Unit

Department/Unit	Number	Percentage (%)
Administration	7	6.03
Adults Library	18	15.51
Children's' Library	31	26.72
Processing Unit	3	2.58
Mobile Library	2	1.72
ICT Centre	6	5.17
Lending Dept.	17	14.65
Reference Dept.	22	18.96
Extension	2	1.72
No response	8	6.89
Total	116	100

Source: Ghana Library Authority, 2015

4.3.7 Highest Qualification of Respondents

As stated earlier, staff's academic and professional qualifications are prerequisites for the successful implementation of library programmes such as LLL and IL. On this note, respondents were requested (Question 6) to state their highest qualifications. Out of the total of 116 respondents, four (4) had Masters degree in Library Studies/Information Studies and 16 with first degrees, 31 had Diplomas, 53 had acquired academic qualifications at the secondary school level

and one (1) respondent holding the Middle School Leaving Certificate. No response totaled 11 (Vide Table 4.5).

Table 4.5: Highest Qualification of Respondents

Qualification	Frequency	Percentage (%)
M. Phil	0	0
M. A. (MSC, MLS, MBA)	4	3
Degree	16	14
Diploma	31	27
Advance Level (GCE)	2	2
Ordinary Level	10	9
MSLC	1	1
S.S.S.C.E/W.A.S.S.C.E	41	35
B.E.C.E	0	0
No response	11	9
Total	116	100

Source: Field Data, 2015

Once again, the bulk of staff (86) neither had first degrees nor post graduate qualifications. This staff situation obviously could affect the promotion of LLL and IL in terms of quality of service and professionalism. But it was gratifying to note that, staff with Diploma qualifications were 31;

these have the potential to easily acquire first degrees and post-graduate qualifications which are necessary for the promotion of LLL and IL.

4.3.8 Continuous Learning and Acquisition of Further Qualification

Those who wish to promote LLL and IL must themselves be interested in pursuing continuous education or LLL to improve upon their lot and to be able to help other people better. Library staff need to be updating their knowledge in new concepts and emerging trends in technology. They must constantly learn to learn, and learn to unlearn the wrong or outdated knowledge.

To find out the learning attitude, enthusiasm and capacity of staff, the researcher wanted to know whether after joining the Ghana Library Authority (GhLA), staff had acquired additional qualifications. Their answers to this question was to help the researcher assess the readiness of staff to pursue further studies, deepen their knowledge in the relevant skills and capacity to promote LLL and IL.

Hence, in response to the question; ‘Have you acquired any additional qualifications since joining the Organization?’, 57 answered ‘Yes’, and another 57 answered ‘No’, only two (2) gave ‘No response’(Table 4.6).

Table 4.6: Respondents Who Acquired Qualification Since Joining Organization

Response	Number	Percentage (%)
Yes	57	49
No	57	49
No response	2	2
Total	116	100

Source: Field Data, 2015

4.3.9 Length of Service

Length of service in an organization has a correlation with experience and knowledge about the organization's operations, goals and policies. In effect, it could be stated that all things being equal, a staff's experience depends on the number of years the staff serves in an organization.

To find out the experience of staff, the researcher requested respondents to indicate their length of service with the Ghana Library Authority (GhLA). The result is indicated in (Table 4.7) as follows; less than a year 5(4%) respondents, between 1 and 3 years 21(18 %) respondents, between 4 and 6 years 25(22%) respondents, 7-9 years 15(13%) respondents and more than 9 years 50(43%) respondents. Going by the statistics, it means that, more staff (43%) in the library class have worked with the Ghana Library Authority (GhLA) for more than nine (9) years working experience which could be useful for the promotion of lifelong learning (LLL) and IL.

Table 4.7: Responses of Length of Service

Length of Service	Number	Percentage (%)
Less than a year	5	4
1-3 years	21	18
4-6 years	25	22
7-9 years	15	13
More than 9 years	50	43
Total	116	100

Source: Field Data, 2015

4.3.10 Number of Years on Current Position

In a related question which sought to find out the number of years staff have been on the current job schedule, majority of respondents 48 (41.37%) stated that they had been on their current job schedule for between one (1) and three (3) years. Those who had been on their current job schedule for more than nine (9) years were 23(19.82%) and 21(18.10%) respondents who had been on their current job schedule for between four (4) and six (6) years. Only seven 7(6.03%) had been on their present job schedule for less than one (1) year.

In all, about 57 (49.13 %) of staff had been on their current job schedule for between four (4) and more than nine(9) years. At least, four (4) years working experience by the researcher's standard should be enough to equip a serious staff to be able to render useful support in the promotion of LLL and IL.(refer to table 4.8)

Table 4.8 Respondents on Current Job Schedule

Number Of Years	Number	Percentage (%)
Less than a year	7	6.03
1-3 years	48	41.37
4-6 years	21	18.10
7-9 years	13	11.20
More than 9 years	23	19.82
No response	4	3.44
Total	116	100

Source: Field Data, 2015

4.3.11 Staff Awareness of LLL and IL

The researcher wanted to know whether staff were aware of the various kinds and forms of IL skills training and how regularly IL training programmes were being organized by the Ghana Library Authority (GhLA). The researcher also wanted to find out the reactions of the trainees about the training.

To this end, staff were asked whether they were aware of the training programmes the library organizes for users. In answer to this question, 64(55%) respondents said ‘Yes’ and 42(36%) said ‘No’. Per the answers, about 64 (55%) respondents knew that their libraries organize LLL and IL programmes. (See Table 4.9).

Table 4.9: Information Literacy Training for Users

Response	Number	Percentage (%)
Yes	64	55
No	42	36
Don't Know	8	7
No response	2	2
Total	116	100

Source: Field Data, 2015

4.3.12 Frequency on Information Literacy Training for Clientele

Paradoxically, 59(51%) respondents gave a 'No response' answer when they were asked to indicate the frequency with which IL programmes were organized by the library. The 57 respondents who answered the questions provided the following responses on the frequency that the library organizes IL Training for the clientele: Daily 2(2%), weekly 14(12%), monthly 1(1%), quarterly 8(7%), annually 19(16%) and occasionally 13(11%). From these figures (Table 4.10) it means that, respondents believed that IL programmes were being organized by the library annually. But the table also shows that IL programmes were organized weekly (14) and occasionally (13) and this tends to nullify the claim that IL programs were actually organized annually as there is a close range between the weekly and occasionally.

Table 4.10: Frequency of IL Training for Clientele

Period	Numbers	Percentage (%)
Daily	2	2
Weekly	14	12
Monthly	1	1
Quarterly	8	7
Annually	19	16
Occasionally	13	11
No response	59	51
Total	116	100

Source: Field Data, 2015

4.3.13 Kinds of Training Received by Library Staff

Table 4.11 shows the responses of the kind of training staff receive, those who gave no ‘response’ to the question on the kind of training received from the library were 56(36.84%). On the job training recorded 27(17.76) while ICT training was 22(14.47%) followed by In-service training 20(13.15%), library orientation 18(11.84%), reading clinic (7(4.6%) and workshop 2(1.31%) thus suggesting that the major kind of training organized by the library were on the job training 27(17.76), ICT training 22(14.47%), in-service training 20(13.15) and library orientation (18(11.84%).

Table 4.11 Responses on Training Received from the Library

Type of Training	Number	Percentage (%)
Library Orientation	18	11.84%
ICT training	22	14.47%
In-service training	20	13.15%
On the job training	27	17.76%
Reading Clinic	7	4.6%
Workshop	2	1.31%
No response	56	36.84%
Total	152	100%

Source: Field Data, 2015

4.3.14 Forms of Training Organized for Users

Also, with regards to the forms of IL training, the main areas were, ICT training/reading clinic which recorded the highest 17(14.65%), followed by reading clinics 11(9.48%), library orientation 10(8.62%), library orientation, ICT training and reading clinic 10(8.62%) accordingly.

Table 4.12: Forms of Training Organized for Clientele

Forms of Training	Number	Percentage (%)
Library orientation	10	8.62
ICT training	3	2.58
Reading clinics	11	9.48
Library orientation/ ICT training/ Reading clinics	10	8.62
ICT training/ Reading clinics	17	14.65
Library orientation/ Reading clinics	4	3.44
Library orientation/ ICT training/Reading clinics	6	5.17
Library orientation/ ICT training	2	1.72
Other-Academic Programmes/seminars/conference	2	1.72
No response	51	43.96
Total	116	100

Source: Field Data, 2015

4.3.15 Reaction of Clientele Who Participated in the Training Programmes

Staff were asked to state the reaction of clientele to the library's training programmes and responses were as follows: improved upon their ICT skills 46(40%), no response 29(25%), better performance in BECE ICT results 14(12%), more training programmes 13(11%), read better and encouraged to use the library 11(9%) and use the library materials with little assistance 3(3%). It would, therefore, be concluded that, clientele most favored the ICT skills training programme since it enabled them to improve their ICT skills and perform better in the ICT examinations at the BECE level. (Table 4.13).

Table 4.13 : Responses on the Reaction of Clientele Participation in the Training Programmes

Response	Number	Percentage (%)
Read better and encouraged to use the library	11	9
Improved upon their ICT skills	46	40
Better performance in BECE ICT results	14	12
More training programmes	13	11
Use the library materials with little assistance	3	3
No response	29	25
Total	116	100

Source: Field Data, 2015

4.3.16 Staff level of training in IL

The intention of posing questions on staff information literacy skills was to find out whether staff had the skills training in IL. So respondents were asked to state whether they had training in IL skills, or not. Out of the 116 respondents, 77(66.37%) answered ‘Yes’, 27(23.27%) said ‘No’ and 12(10.34%) gave ‘No response’. Most of the staff claimed they had training in IL skills (refer to Table 4.14).

Table 4.14: Staff with Training in Information Literacy Skills

Response	Number	Percentage (%)
Yes	77	66.37
No	27	23.27
No response	12	10.34
Total	116	100

Source: Field Data, 2015

4.3.17 Forms of Training

Staff were asked to describe the form of training programmes carried out by the library and they listed the following: workshop/seminar 44(36%), Academic programme 27(22%), in-service training 8(7%), on the job training (1). But 38(31%) respondents gave 'No response'. Therefore, workshop/seminars 44(36%) was the most popular form of training known to/by staff. (Refer to Table 4.15)

Table 4.15: Forms of Training

Form of Training	Number	Percentage (%)
Workshop/seminar	44	36
As part of Academic programme	27	22
In-service training	8	7
On the job training	1	1
ICT Training	1	3
No response	38	31
Total	122	100

Source: Field Data, 2015

4.3.18 Capacity to Train Others in Information Literacy Skills

The researcher wanted to find out the capacity of staff to train others in IL skills. Hence, respondents were asked to indicate whether or not they had the capacity to train other people in IL skills and 74 (63.79 %) answered ‘Yes’ while 32 (27.59%) answered ‘No’ with 10(8.62%) who gave ‘No response’. The responses indicated that majority of the staff claimed they had the capacity to train others in IL skills (see Table 4.16.).

Table 4.16: Respondents' Capacity to Train others in Information Literacy Skills

Response	Number	Percentage (%)
Yes	74	63.79
No	32	27.59
No response	10	8.62
Total	116	100

Source: Field Data, 2015

4.3.19 Category of Users Trained

Furthermore, the researcher wanted to find out which category of users the staff trained and the main category of users were: Basic School Students 21(18.10%), all category of users 20(17.24%) and fellow members of staff 10(8.86%). From the statistics (in Table 4.17) Basic school students were the major beneficiaries of the staff IL skills training programme.

Table 4.17: Category of Users Trained

Category of Users Trained	Number	Percentage (%)
Basic school students	21	18.10
All category of users	20	17.24
Students in Senior High Schools	1	0.86
Fellow members of staff	10	8.62
All category of users/ Basic school students/ Students in Senior High Schools/ Fellow members of staff	2	1.72
Basic school students/ All category of users	2	1.72
Basic school students/ All category of users/ Students in Senior High Schools	2	1.72
Basic school students/ All category of users/ Fellow members of staff	2	1.72
All category of users/ Fellow members of staff	5	4.31
Basic school students/ All category of users/ Fellow members of staff/ Students in Senior High Schools/People in the local movie industry	1	0.86
Basic school students/ Students in Senior High Schools/ Fellow members of staff	4	3.44

Basic school students/ Fellow members of staff	2	1.72
Basic school students/ Students in Senior High Schools	1	0.86
Attachment	1	0.86
Service Personnel Attachment	1	0.86
No response	41	35.34
Total	116	100

Source: Field Data, 2015

4.3.20 :Policy on LLL and IL

One of the objectives of the research was to find out whether the library has a Policy on LLL and IL. So respondents were asked to indicate ‘Yes’ if there existed a policy, ‘No’ if there was no policy and, ‘Not aware’ if they were in doubt. 55(47.41%) answered, ‘Yes’, 19(16.37%) answered ‘No’, and 27(23.27%) stated ‘Not aware’. Some respondents (15) gave, ‘No response’. Their answers presupposed that almost half of the staff 55 (47.41%) were aware that a policy in IL existed (Table 4.18).

Table 4.18: Policy on Lifelong Learning and Information Literacy

Existence of Policy	Number	Percentage (%)
YES	55	47.41
NO	19	16.37
Not aware	27	23.27
No response	15	12.93
Total	116	100

Source: Field Data, 2015

4.3.21 Availability of Resources and Infrastructure to Promote LLL and IL

To find out whether the library had the resources and the necessary infrastructure to promote LLL and IL, the researcher asked respondents to state Yes or No, whether the library has the necessary resources and infrastructure to promote LLL and IL. And the answers were: ‘Yes’ (72(62%), ‘No’34(29%) and No response 10(9%). To buttress their claims that the library had the required resources to be able to promote LLL and IL, respondents were asked to list the resources used in the promotion of LLL and IL and the following were listed (Refer to Table 4.19)

Table 4.19: Resources of Library to Promote Lifelong Learning

Response	Number	Percentage (%)
YES	72	62
NO	34	29
No response	10	9
Total	116	100

Source: Field Data, 2015

4.3.22 Funding and Promotion of LLL and IL

Respondents were asked whether they were aware of the availability of funds to promote LLL and IL and 31(27%) answered ‘Yes’, 42(36%) answered ‘No’ and 32(28%) said they were ‘Not aware’ and 11(9%) did not give any response. It can, therefore be inferred that, funds were not available for the promotion of LLL and IL.(Table 4.20)

Table 4.20 Funding for the Promotion of Lifelong Learning and Information Literacy

Response	Number	Percentage (%)
Yes	31	27
No	42	36
Not aware	32	28
No response	11	9
Total	116	100

Source: Field Data, 2015

4.3.23 Sources of Funding

Responding to the question on how LLL and IL are funded, respondents stated the following sources: Government of Ghana 34(27%), Donor Support 36(29%), 'Not aware' 3(2%) and No response 52(42%). The high 'no response' suggested that, staff were either unable to say how LLL and IL would be funded or they believed there was no funding for LLL but because they were uncertain about the funding, they chose not to respond.(Table 4.21)

Table 4.21: Sources of Funding for the Promotion of Lifelong Learning and Information

Literacy

Funding Sources	Number	Percentage (%)
Government of Ghana funding	34	27
Donor support funding	36	29
Not aware	3	2
No response	52	42
Total	125	100

The data gathered from the questionnaires were coded and analysed critically to arrive at some findings and conclusions.

4.4 Analysis of Data from Users' Responses

4.4.1 Users Demographics

Of the 197 respondents, 129(65.49%) were males and 63(31.98%) were females with five 5(2.54%)

'no responses'.

Table 4.22: Users' Gender Distribution

Gender	Number	Percentage (%)
Male	129	65.49
Female	63	31.98
No Response	5	2.54
Total	197	100

Source: Field Data, 2015

4.4.2 Age

Table 4.23 shows the age distribution of users. Majority of the users are the youth between the ages of 16 and 35 years. For instance, 70(35.54%) of the users were aged 16-20 years and 62(31.48%) of users were in the age bracket of 21-25 years with 23(11.68%) users in the age group of 26-30 years. 15(7.62%) users were aged between 31-35 years. Only 24(12.19%) users were outside the youth age bracket (36 years and above). The statistics show that, the majority of users were not only the youth, but were also students. This gives the library a window of opportunity to draw the youth into LLL and IL programmes.

Table 4.23: Users' Age Distribution

Age(Years)	Number	Percentage (%)
16-20	70	35.54
21-25	62	31.48
26-30	23	11.68
31-35	15	7.62
36 & above	24	12.19
No Response	3	1.53
Total	197	100

Source: Field Data, 2015

4.4.3 Level of Education

Respondents were asked to indicate their respective levels of education. This was to find out users level of education and how their educational level determined their interests and attitude towards LLL and IL. It was also to determine the effects of educational level on LLL and IL. Of the 197 respondents, 110(55.83%) had attained tertiary education, 83(42.13%) were Senior High School Students, and only three 3(1.52%) reached Basic School level. These results clearly showed that only literates patronized the public library or the public library makes room for only literates thus excluding illiterates from patronizing the library's resources, facilities and services. It further suggested that public libraries' services and products, target only persons mostly in the senior High Schools and tertiary institutions. This raises the question about the skills needed to

participate in LLL and IL; without doubt, literacy skills are required for LLL and IL.(see Table 4.24)

Table 4.24: Users' Level of Education

Educational Level	Number	Percentage (%)
Basic	3	1.52
Sec/Tech/Voc Level	83	42.13
Tertiary Level	110	55.83
Other	0	0
No Response	1	0.50
Total	197	100

Source: Field Data, 2015

4.4.4 Information Literacy Training for Users

Respondents were asked whether the library organizes training in IL for users. Out of the 197 respondents 64(55%) said YES; 42 (36%) said NO; 8(7%) said DON'T KNOW and 2(2%) NO RESPONSE. This suggests that users are aware the training on LLL and IL organized by the library (vide Table 4.25)

Table 4.25: Users' Information Literacy Training

Response	Number	Percentage (%)
Yes	64	55
No	42	36
Don't Know	8	7
No response	2	2
Total	116	100

Source: Field Data, 2015

4.4.5 Users Occupation

It was also realized that, majority of the users of the library 150 (76.14%) were students with only 19 (9.64%) and 11 (5.58%) being Civil Servants and teachers respectively. This explains that students use the library for the purpose of passing their examination or pursuing some other specific academic interest other than for LLL as their responses regarding the purpose for using the library portrayed.

Respondents were asked to indicate the length of time they had been using the library and out of the 197 users, 90 (45.69%) used the library for less than a year and 50 (25.38%) had been using the public library between one (1) and three (3) years with 26 (13.20%) using the library for between four (4) and five (5) years. Only 18 (9.14%) had used the library for more than nine (9) years.

Since the majority of users of the public were students, it probably explains the decreasing number in patronage in terms of the length of time they patronize the library; 90 (45.69%) for less than a year to only 18(9.14%) for more than nine (9) years. This is because students only use the public library as a conducive environment for studies. As soon as they finish their studies, they stop using the library which explains the low figures.(Table 4.26)

Table 4.26: Occupation of Users

Occupation	Number	Percentage (%)
Student	150	76.14
Civil Servant	19	9.64
Teacher	11	5.58
Business Executive	10	5.07
Artisan	2	1.01
Research Scientist	1	0.50
Pastor	1	0.50
Miner	1	0.50
No Response	2	1.01
Total	197	100

Source: Field Data, 2015

4.4.6 Purpose for Using the Library

Respondents were asked to indicate the purpose for using the library and 173 (48.59%) of the 356 responses showed that users use the library, 'To Study'. This was followed by 96 (26.96%) responses which indicated that users use the library, 'To Research'. Other responses showed that 41 (11.51%) users visit the library to read newspapers and magazines, 23 (6.46%) borrow library materials, 19 (5.33%) searched for books on the shelves, two (2) i.e. 0.56% used the library for unspecified reasons- probably as a rendez-vous and one (1) response (0.28%) used the library as a conducive space and also to access ICT services and facilities respectively (Table 4.27 is shown below to illustrate the responses with regard to respondents purpose for using the library)

Table 4.27: Respondents' Purpose for Using Library

Purpose	Number	Percentage (%)
To borrow Library materials	23	6.46
To study	173	48.59
To do research	96	26.96
To read newspapers and magazines	41	11.51
Search for books on the shelves	19	5.33
Other (specify)	2	0.56
ICT	1	0.28
Conducive for learning	1	0.28
Total	356	100

Source: Field Data, 2015

4.4.7 Information Needs

In response to the question, ‘What do you need the Information Materials for?’ respondents gave the following responses (Refer to Table 4.28.): for academic work (152 i.e. 57.79%), to keep updated on current issues (45 i.e. 17.11%), for personal development (38 i.e. 14.44%), for pleasure (1 i.e. 0.38%), other needs (1 i.e. 0.38%) and no response (1 i.e. 0.38%).

Table 4.28: Respondents’ Needs for Information Materials

Needs	Number	Percentage (%)
To keep update on current issues	45	17.11
For academics work	152	57.79
For personal development	38	14.44
For decision making	8	3.04
For problem solving	17	6.46
Other	1	0.38
Pleasure	1	0.38
No Response	1	0.38
Total	263	100

Source: Field Data, 2015

4.4.8 Subjects of Interest and Adequate Materials to Meet Users’ Needs

To find out whether users were getting enough materials on their respective subjects of interest, respondents were asked to state their subjects of interest and whether they were getting enough materials in those subject areas. Out of the total of 197 respondents, 106 (53.81%) answered ‘Yes’, 84 (42.64%) answered ‘No’ while seven (7) i.e. 3.55% did not respond to the questionnaire. This means that the public libraries have enough materials to meet the subjects of interest of users (Table 4.29).

Table 4.29: Respondents' Subject of Interest and Access Adequate Materials

Response	Number	Percentage (%)
YES	106	53.80
NO	84	42.63
No Response	7	3.55
Total	197	99.98

Source: Field Data, 2015

4.4.9 Information Access

Respondents were asked to indicate how they access information in the public library. This was to ascertain the information search behavior of users and to find out the IL skills of users with particular reference to their knowledge of information sources and library skills.

The following were the mode of access to information in the public library (Table 4.30): 99 (50.25%) respondents said they seek assistance from the Library Staff, 68 (34.52%) users claim they go directly to the shelves, 9(4.56%) respondents use the card catalogue 19(9.6%) use all the already stated means to access information while two (2) did not respond to the question.

Table 4.30: Respondents Access to Information in the Library

Mode of Access	Number	Percentage (%)
Seek assistance from the library staff	99	50.25
Use the card catalogue and other search tools	9	4.56
Go directly to the shelves	68	34.51
Seek assistance from the library staff/ Go directly to the shelves	18	9.13
Seek assistance from the library staff/ Go directly to the shelves/ Use the card catalogue and other search tools	1	0.50
No Response	2	1.01
Total	197	100

Source: Field Data, 2015

4.4. 10 Mode of Access to Information in the Library

From the responses, majority of users of public libraries (55.71%) seek assistance from the library staff in their bid to access information in the library. It, therefore, means that, users repose confidence in the library's staff to be able to assist them to get the right information. It also means that the library's staff are challenged to demonstrate their knowledge and professional expertise to assist users.(refer to Table4.30b)

Table 4.30b: Respondents Access to Information in the Library

Mode Of Access	Number	Percentage (%)
Seek assistance from the library staff	122	55.70
Use the card catalogue and other search tools	9	4.10
Go directly to the shelves	84	38.35
Others	1	0.45
Seek assistance from other users	1	0.45
No Response	2	0.91
Total	219	99.96

Source: Field Data, 2015

4.4.11 Use and Treatment of Information

The researcher wanted to find out whether users find it easy to use information materials in the library; it was also to test their information literacy skills with regard to how to locate access and evaluate the information. Out of the 26 respondents, a colossal number of 165 (83.75%) answered, 'Yes' to suggest that, they find it easy to use the library materials in the library. Only 26 (13.20%) answered in the negative and five (5) gave, 'No Response' with one (1) not aware (See table 4.31.). To those users who found it difficult to use the information materials in the library, they were asked to indicate whether or not, they sought assistance from the library staff and majority answered in the affirmative.

Table 4.31: Easy Usage of Information Materials in the Library

Response	Number	Percentage (%)
Yes	165	83.75
No	26	13.19
Not Aware	1	0.50
No Response	5	2.53
Total	197	100

Source: Field Data, 2015

4.4.12 Barriers to Information Access

Access to public libraries is crucial for the promotion of lifelong learning (LLL). To this end, the researcher sought to find out the barriers inhibiting users access to information in the library.

Users were, therefore, asked to state the barriers inhibiting them from accessing information in the library; of the total of 205 responses, 90 (43.90%) responses indicated inadequate stock. This was followed by lack of shelf-guides 33 (16.09%), lack of knowledge of information materials available in the library 28(13.59%), lack of knowledge of the use of the catalogue 25(12.19%), no response was 20(9.75%), 6 (2.92%) responses indicated the uncooperative attitude of the library staff. Only three (3) said that the lack of knowledge in the use of the information materials available was a hindrance. (Refer to table 4.32)

Table 4.32: Inhibitors to Access to Information in the Library

Barriers	Number	Percentage (%)
Uncooperative attitude of library staff	6	2.92
Lack of knowledge in the use of the catalogue box	25	12.19
Lack of knowledge of the information materials available	28	13.59
Inadequate stock	90	43.90
Lack of shelf guides	33	16.09
Lack of knowledge in the use of information materials available	3	1.46
No Response	20	9.75
Total	205	100

Source: Field Data, 2015

4.4.13 User Competence in Information Literacy

User competence is key in LLL. Without the requisite skills and competencies, one cannot participate in LLL and IL. Also, it is only when a user has acquired the necessary library skills, literacy skills, computer literacy skills, etc that one can be described as an information literate. A user should be competent enough to realize his/her information need, know where and how to access the information, be able to evaluate the source and content of the information, add value to it and be able to use the information legally and ethically that the user can be said to be competent. To this end, the researcher wanted to know the competency of users and whether they were aware of LLL and IL programmes being organized by the library.

4.4.14 IL Competence Training Programme

Hence, respondents were asked whether the library has been organizing training programmes for clientele or not. In response, eight (8) (4.06%) answered, 'Yes', 28 (14.21%) answered, 'No', 48

(24.37%) gave ‘No Response’ and as many as 113 (57.36%) claimed they were, Not Aware of any library programmes being organized for clientele (see Table 4.33).

Table 4.33: Training Programmes for Clientele

Response	Number	Percentage (%)
Yes	8	4.06
No	28	14.21
No Response	48	24.36
Not Aware	113	57.36
Total	197	100

Source: Field Data, 2015

4.4.15: Frequency of Organizing Training for the Clientele

A follow-up question on how often the library organize training for clientele was asked, 174 (88.32%) out of the total of 197 respondents gave no response to the question, The following responses were given by the respondents with regards to the frequency that the library organizes programmes for the clientele (See Table 4.34) ; daily 1(0.50%), weekly 2(1.01%), monthly 4(2.03%), quarterly 3(1.52%), annually 8(4.06%), occasionally 5(2.53%), no response 174(88.32%)

Table 4. 34: Frequency of Training Programmes

Period	Number	Percentage (%)
Daily	1	0.50
Weekly	2	1.01
Monthly	4	2.03
Quarterly	3	1.52
Annually	8	4.06
Occasionally	5	2.53
No response	174	88.32
Total	197	100

Source: Field Data, 2015

4.4.16 Forms of IL Training Programmes

The researcher wanted to know the forms of training known to users that the library organizes for the clientele. This is important because if users know the different forms of training organized by the library, it will help them to decide which form of training to participate in. Besides, library training helps users in their pursuit in lifelong learning. But if users are unaware of the form of training being offered by the library, they will not deem the public library to be important in the promotion of lifelong learning.

The extent of the promotion of LLL and IL will depend on the forms of training organized for the users.

Hence, the question, ‘what forms of training does the library organize for its clientele?’ attracted the following responses from respondents; no response, 165 (81.28 %), Library orientation, 19 (9.35%), ICT

Training, 15 (7.38%) and Reading Clinics, four 4 (1.97%) respectively. (See Table 4.35)

Table 4.35 : Forms of Training Organized for the Clientele by the Library

Form of Training	Number	Percentage (%)
Library orientation	19	9.35
ICT training	15	7.38
Reading clinics	4	1.97
No response	165	81.28
Total	203	100

Source: Field Data, 2015

4.4.17 Awareness and Level of Satisfaction of IL Training Programmes

Respondents were asked to indicate their level of satisfaction with the training organized by the library and their responses were as follows; ‘no response’, 146 (74.11%), not satisfied, 13 (6.59%), quite satisfied 14 (7.10%), satisfied, 14 (7.10%) and very satisfied, 10 (5.07 %). It can be concluded that, either users were unaware of training programmes offered by the library and so were unable to appreciate the library’s programmes, or the library did not organize any LLL or IL programmes of interest to them, hence their large ‘No responses’. (See Table 4.36)

Table 4.36 : Respondents Level of Satisfaction with the Training

Level of Satisfaction	Number	Percentage (%)
Very satisfied	10	5.07
Satisfied	14	7.10
Quite satisfied	14	7.10
Not satisfied	13	6.59
No response	146	74.11
Total	197	100

Source: Field Data, 2015

4.4.18 Ability to Identify and Retrieve Information

The ability of a person to identify his/her exact information need is an attribute of an information literate necessary for LLL. Lifelong learning has to do with the ability to deal with emerging issues to be able to cope with the vicissitudes of life. Therefore, the researcher wanted to ascertain the ability of users to identify their exact information needs. So respondents were asked to indicate their level of agreement as to whether or not they are able to identify their exact information needs. Out of the total of 197 respondents, 96 (48.73%) agreed that they have the ability to identify their exact information needs, thirty-seven (37) (18.78%) strongly agreed, 26 (13.20%) disagreed and 16 (8.12%) strongly disagreed. The responses presupposed that most users (48.73%) were capable of identifying their exact information needs. Since most of the users

as indicated in the previous statistics (Table 4.37) were students, they obviously looked out for information that enhanced their academic performance.

4.37 Respondents Ability to Identify Exact Information Needs

Level of Agreement	Number	Percentage (%)
Strongly agree	37	18.78
Agree	96	48.73
Disagree	26	13.19
Strongly disagree	16	8.12
No response	22	11.16
Total	197	100

Source: Field Data, 2015

4.4.19:How Respondents Find and Retrieve Information in the Library

Respondents were asked to indicate their level of agreement whether or not, they knew how to find and retrieve information in the library. Respondents indicated their levels of agreement as follows; strongly agree, 47 (23.85%). Agree, 120 (60.91%), disagree, 19 (9.64%), strongly agree, six (6) (3.04%) and No response, five (5) or (2.53 %). In effect, about 60.91% of respondents claimed they knew how to find and retrieve information in the library. This is a good sign because, the ability to locate and retrieve information are skills, competencies or attributes of an

information literate person. All that the public library needs is to harness the available human resources and devote all programmes that will enhance their LLL and IL activities (Table 4.38).

Table 4.38: Knowledge of Information Retrieval in the Library

Level of Agreement	Number	Percentage (%)
Strongly agree	47	23.85
Agree	120	60.91
Disagree	19	9.64
Strongly disagree	6	3.04
No response	5	2.53
Total	197	100

Source: Field Data, 2015

4.4.20: Ability to Analyze, Verify and Add Value to the Information

Furthermore, users ability to analyze, verify and add value to the available information makes them information literates. The researcher, therefore, wanted to find out whether users of the public library had these skills. So they were asked to indicate their degree or level of agreement of their ability to analyze, verify and add value to information and the result was; strongly agree, 29 (14.72%), agree, 133 (67.51%) , disagree, 19 (9.64%), strongly disagree, eight(8) (4.06%) and No response, eight (8)or (4.06%). Majority of users, 133(67.51%) agreed that they could analyze, verify and add value to the available information and this supports earlier responses which point to the fact that most users are information literate to an extent. (Table 4.39)

Table 4.39: Respondents' Ability to Analyze, Verify and Add Value to the Information

Level of Agreement	Number	Percentage (%)
Strongly agree	29	14.72
Agree	133	67.51
Disagree	19	9.64
Strongly disagree	8	4.06
No response	8	4.06
Total	197	100

Source: Field Data, 2015

4.4.21: Dissemination and Communication of Information

The researcher asked respondents to indicate their level of agreement on their ability to disseminate and communicate information effectively. Dissemination of information and effective communication are prerequisites for LLL and IL. Ability to share information on knowledge is central in LLL and IL programmes hence, the need to know respondents ability to disseminate and communicate information. Responding to their level of agreement, respondents stated thus (Table 4.40); strongly agree, 34 (17.25%), agree 116 (58.88 %), disagree 21 (10.65 %), strongly disagree, 19 (9.64 %), no response, seven (7) (i.e. 3.55%)

Table 4.40: Respondents' Ability to Disseminate and Communicate Information**Effectively**

Level Of Agreement	Number	Percentage (%)
Strongly disagree	34	17.25
Agree	116	58.88
Disagree	21	10.65
Strongly disagree	19	9.64
No response	7	3.55
Total	197	100

Source: Field Data, 2015

CHAPTER FIVE

FINDINGS AND DISCUSSIONS

5.1 Introduction

The purpose of the study has been to investigate the role of public libraries in the promotion of LLL through IL.

The objectives of the study were to find out:

- the extent of awareness of users on the importance of information literacy.
- the level of awareness of public library staff to promote lifelong learning and information literacy.
- the kind of training skills acquired by staff of the public libraries to enable them to promote lifelong learning and information literacy activities.
- the existence of any policy to promote lifelong learning and information literacy.
- the availability of adequate resources and infrastructure to promote lifelong learning and information literacy.
- the recommendations based on the research findings which can improve the promotion of lifelong learning in the public libraries.

To this end, questionnaire administration and key informant interviews were conducted, while the users and staff in the library class in regional libraries answered the questions, the Executive

Director and Deputy Executive Director and Regional Librarians were interviewed. The following findings were arrived at after the data was analyzed.

5.2 Demographic Data of Respondents

The study found out that most of the library's users' were males in their youthful age; they were mostly students in the Basic Schools, Senior High Schools and Tertiary Institutions. Also, the users were literate. LLL should involve everybody whether male or female, old or young, literate or illiterate and the differently abled persons. However, the study showed that the males dominated the females, persons living with disability were excluded, non-students were fewer in number and so the public library had not made adequate provision for such category of minority or disadvantaged users.

5.3 Awareness of Users of the Importance of IL

From the analysed data, it was found out that majority of the users were unaware of any IL activities being organised by the GhLA. However, they demonstrated their interest in searching for their information needs. Major R. Owens has said “ Information literacy is needed to guarantee the survival of democratic institutions. All men are equal but voters with information resources are in the position to make more intelligent decisions than citizens who are information illiterates”. De- Jage and Nassimben (2007), Mpumalanga a province in South Africa in 2006 obtained funding from UNESCO Information for All Programme and was able to raise awareness of information literacy in public library services by working with some 30 public library workers to improve their information service delivery and raise the profile of the public library.

IFLA (2014), in 2013, Singapore National Library undertook a nationwide campaign to promote IL in Singapore. The campaign was branded SURE which stands for Source, Understand, Research and Evaluate. The campaign covered numerous aspects such as the provision of accessible IL resources, promotion on both tradition and social media channels as well as engagement and outreach efforts to students and teachers.

5.4 Level of Awareness of Public library Staff to Promote LLL and IL

Though most of the junior and paraprofessional staff claimed to have the capacity to organise LLL programmes, it was clear that they did not understand the issues involved in the promotion of LLL and IL. In Canada public libraries (Lai, 2011) a research data according to the library's booklets and staff interviews, revealed that public libraries were aware of their educational roles in training and regular training sessions were arranged at the other branches across the city. In Ghana if public libraries were made aware of their educational roles in training users and also giving the requisite IL skills will help staff in understanding issues involving the promotion of LLL.

5.5 Staff Capacity to Promote LLL and IL

The data analysis indicated that, majority of the staff were junior and para-professional staff who did not have the requisite skills and capacity to promote LLL and IL. This was testified by the Executive Director, the Deputy Executive Director and all Regional Librarians. It is, therefore, imperative that any LLL and IL agenda cannot be successfully executed without qualified and

capable staff of the public library. Nganga, (2014) argues that the key finding of his study on Kenya National Library Services (KNLS) were: it lacks a standardized information literacy programme; inadequate professional staff to promote lifelong learning; lack of information literacy training policies; the institution has not integrated ICT's and internet connectivity in all its libraries and the heterogeneous nature of users affects information literacy training. The study concludes that there are some forms of information literacy training in the institution; however the training offered is not adequate to promote lifelong learning policies. The study recommends that the institution should improve the information literacy programs and teaching methods; address human resource readiness to help in the promotion of lifelong learning; formulate information literacy training policies; integrate ICT and internet connectivity in all its branch libraries.

5.6 Existence of Policy on LLL and IL

The Executive Director, the Deputy Executive Director and all Regional Librarians acknowledged the fact that there was no LLL and IL Policy. This assertion from management staff was contrary to the erroneous views of majority of the junior and paraprofessional staff that such a policy exists. The claim by the junior and non-professional staff that there is an IL Policy shows their crass ignorance of the issues involved in LLL, IL and the role the public library should play. LLL and IL cannot be pursued without a policy to guide the content, processes, strategies and structures needed for an effective and efficient LLL project. One of the recommendations of the 14th Annual IS Conference (2013) was that, "There should be an

Information Literacy framework for all public and private universities to provide guidelines on effective and efficient delivery of information literacy programmes”.

It was found out that, no unit or department had been established to promote or carry out specifically LLL and IL programmes. Thus, the researcher believes that a policy would help guide, regulate, control, monitor and evaluate the performance of public libraries with particular reference to the promotion of LLL and IL. Judging from the GhLA vision and mission statement, as well as its goals, one can conjecture that, LLL is one of its priorities. But ironically, LLL has not been clearly enshrined in its vision. It has been argued that each public library system should incorporate LLL and IL into its vision (Literacy and Lifelong Learning working Group, 2011) for the role of the public library systems with regards to the promotion of LLL, the group spelt out the follows:

1. that the ten public library systems continue to articulate and promote an understanding of the role of libraries in literacy and LLL to the provincial public library system and to others concerned with literacy;
2. that each public library system integrate literacy and LLL into the vision, mission, values, goals and objectives statements within their strategic plan;
3. that the provincial public library system, in partnership with the provincial library and Literacy Office, assess public library to respond to the literacy and LLL needs of their communities; that every regional library system have at least one dedicated literacy coordinator position on their staff, and that municipal library systems have a fully staffed literacy unit;
4. that the public library sector support and participate widely in multi-sector groups involved with literacy and LLL services;

5. that the public library sector contribute to the development of a provincial literacy strategy.

5.7 Kinds and Forms of Training Skills Required by Staff of the Public Libraries to Promote LLL and IL

The services and programmes offered by the various regional libraries as revealed by the regional librarians was so sporadic, uncoordinated and quite haphazard. Lai (2011), argued that research findings revealed that Canada's public libraries valued their roles as IL training providers and paid careful attention to staff development by offering various training approaches in order to provide efficient IL instructions for the public. The inability to coordinate and sporadic administration of IL programmes by the public libraries is in accordance with Julien and Hoffman's (2008) study in which they found that library staff faced the challenges of becoming better teachers and proper pedagogy or teaching models were needed to empower library customers to develop better IL skills.

5.8 Resources to Promote LLL

The role of public libraries in the promotion of LLL is not in doubt. Public libraries in Ghana like elsewhere have carried out various literacy promotion activities over the years without adequate funding (Literacy and Lifelong Learning working Group, 2011). But without adequate, regular funding, public libraries cannot sustain any IL programmes. Whilst it has always been anticipated that the state i.e. local or central government would provide the needed funding, this

has been an illusion in most cases thereby starving public libraries of the necessary financial and logistic support.

It was found out that the public library has some resources that could help promote LLL. Space is very necessary for LLL. The public libraries have adequate spaces. However, the data showed that most of these libraries lacked modern information and Communication Technologies, adequate internet connectivity, comfortable furniture, etc. (King'ori, Chegi & Kemoni, 2013) Besides, the information materials are available though inadequate. The public libraries also lack funds, equipment and well-trained staff to promote LLL.

The overall responses from the staff of public libraries indicated that many of them had not undertaken courses beyond the on-the-job training. The few lucky ones had Basic ICT training. A good number of them did not have first degrees qualifications. Besides, very few of them were professionals. In that case, it would be extremely difficult for them to provide any meaningful programmes that would help to promote LLL.

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CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The study set out to investigate the role of public libraries in the promotion of LLL through IL with the following objectives in mind:

- To find out the extent of awareness of users on the importance of information literacy.
- To find out the level of awareness of public library staff to promote lifelong learning and information literacy.
- To find out the kind of training skills acquired by staff of the public libraries to enable them to promote lifelong learning and information literacy activities.
- To find out whether there is the existence of any policy to promote lifelong learning and information literacy.
- To find out whether there is the availability of adequate resources and infrastructure to promote lifelong learning and information literacy.
- To make recommendations based on the research findings which can improve the promotion of lifelong learning in the public libraries.

The study sought answers to the following questions:

- What is the extent of awareness of users on the importance of information literacy skills?
- What is the extent of awareness of public library staff in the promotion of lifelong learning and Information Literacy?
- What kind of training is offered public library staff to promote lifelong learning and information literacy activities?
- What policies are available to promote lifelong and information literacy activities?

- What resources and infrastructure are available to undertake lifelong learning and information literacy activities.

In this chapter, a summary of the major findings is given, conclusion drawn and recommendations made.

6.2 Summary of Findings

The study established the following:

- It has been revealed that majority of the users are unaware of any IL activities being organized by the GhLA. They however, expressed interest in any programme that will help to develop their skills in information search and use.
- The study has also revealed that majority of the staff lack the capacity to train users in IL due to their level of education.
- It was found out that, no unit or department had been established to promote or carry out specifically LLL and IL programmes.
- It has also come to light that there is no LLL and IL policy in the GhLA. This has led to the Regional Libraries providing IL services in a sporadic and uncoordinated manner.
- There is also lack of funds and ICT equipment for the promotion of LLL through IL.

6.3 Conclusion

Research in the area of LLL and IL in public libraries is considered to be a grey area where most researchers in Ghana have not shown much interest as compared to the academic libraries. Therefore the attempt by the researcher to conduct a study in this area has brought to the fore the potential of public libraries in promoting LLL through IL. Hitherto the main focus of public libraries in Ghana had been on the promotion of the reading habit among the population.

However, the responses given by the users during the research showed that public libraries in Ghana must step up their role in the promotion of LLL through IL in order to remain relevant in the country.

6.4 Recommendations

6.4.1 Development of Information Literacy Policy Framework

There should be an information literacy framework for all public libraries in Ghana to provide guidelines on effective and efficient delivery of LLL and IL programmes. The Ministry of Education must establish a sustainable funding framework for public information literacy and lifelong learning services and programmes that would help to stabilize the delivery of literacy services in the regions on an equitable and fair basis (Literacy & Lifelong Learning Working Group, 2011)

6.4.2 Awareness

The study recommends promotion of information literacy programmes Nationwide.

The following promotional methods may be used:

Strong advocacy is needed in the library community about the role public libraries play in IL and LLL. Vigorous Steps should be taken to raise the awareness of government officials, academic administrators, business and industry leaders. Also opinion leaders in the Civil Society, Media and not for-profit sectors, as to how and why Information Literacy and Lifelong Learning are directly related to the ability to achieve their respective long-term goals and objectives, the need to allocate significant levels of resources and assets for those purposes, and the need to prioritize and devise strategies, mission and vision statements, action plans and monitoring mechanisms to accomplish them.

- Information and communication technologies-Intranet, face book, twitters-

The public libraries should be automated and hooked to the internet. This allow awareness creation of IL through information and communication technologies such as intranet, face book, twitters and blog

- Library bulletin-

A section of the library bulletin should wholly be devoted to promotion in information literacy.

- Ghana Library Authority Newsletter-

The officer in charge of information literacy should encourage library staff to write articles related to information literacy and educate and inform staff and the general public on developments in IL and LLL in the Ghana Library Authority Newsletter.

- Institutional radio station

Issues for promotion of information should be enhanced. For example, Radio broadcasts on electronic resources, reading culture and plagiarism should be encouraged.

- Learning Environment-

Adequate learning materials and equipment should be provided. This includes furniture like desks, tables, computers, white board markers and conducive environment for learning, etc.

6.4.3 Training of Staff for IL programmes

In order to enhance and maintain sufficient knowledge and skills to the training staff, it is necessary to have regular seminars and workshops on current teaching and learning methods and also on best practices. Only professional library staff with a master's degree and above in library science or members of staff with minimum qualifications for appointment as Assistant librarian should be involved in teaching activities coordinated by the head of LLL and IL department/unit.

Staff members should be encouraged to attend both local and international conferences so as to benefit from new experiences and also build their career paths. As a formal programme, IL should be examined according to academic institutional guidelines and a periodic evaluation of the programme should be undertaken.

6.4.4 Information Literacy Needs

Information literacy is a process which gives users the skills to solve their problems. There must be a model which must begin with the identification of the needs of users. In order for meaningful research to take place, a problem must be identified (King'ori, Chege & Kemoni, 2013). Similarly the users must have an expressed need or a problem to be solved.

The expression of the need for information is the beginning of the search process. Since the user is aware that the needed information is available in the library, the first step is identification of the material needed through the available tools in the library.

In this case, the most obvious tool is the online public access catalogue (OPAC). The next step in this process is accessing the information needed. The next step is the search strategy, the user is aware about the variety of resources available in the library i.e. printed materials like books,

periodicals, e-journals and e-books. In order to get specific items, it is necessary to determine the search strategy. The items can be searched through author, title or subject entries. The search strategy reveals the available resources only to the extent that the user is able to manipulate the OPAC. If the user is computer literate, there are likely to be fewer problems.

6.4.5 Collaboration with Libraries and Other Agencies

This study recommends the establishment of good relations and collaboration with other agencies that will enhance implementation, evaluation, assessment , and supplement the funding of the IL programmes.

6.4.6 Funding of IL Programmes

In order to improve funding, all the activities and tasks regarding LLL and programmes should be reflected in the library annual budget so as to ensure that adequate amount is provided.

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No. 5

APPENDICES

Appendix 1

QUESTIONNAIRE FOR LIBRARY USERS

I am an MPhil student from the Department of Information Studies, University of Ghana, conducting a study on the promotion of lifelong learning through information literacy with focus on public libraries in Ghana.

Kindly devote some time to answer the questions below.

Confidentiality of the information provided is assured.

INSTRUCTIONS: Please tick the appropriate option.

Where the question requires a written answer use the space provided.

A: Background of Respondent

1. Sex

- a) Male
- b) Female

2. Age

- a) 16-20 years
- b) 21-25 years
- c) 26-30 years
- d) 31-35 years
- e) 36 years and above

3. Education

- a) Basic Level

- b) Secondary Level/Technical/Vocational
- c) Tertiary Level
- d) Other, (please specify).....

4. Occupation

- a) Student
- b) Civil Servant
- c) Teacher
- d) Business Executive
- e) Artisan

B: Library Patronage

5. How long have you been using the library?

- a) Less than a year
- b) 1-3 years
- c) 4-6 years
- d) 7-9 years
- e) More than 9 years

6. How often do you use the library?

- a) Daily
- b) Once a week
- c) Once a month
- d) Occasionally

7. For what purpose do you use the library (You may select more than one option?)

- a) To borrow library materials
- b) To study

- c) To do research
- d) To read newspapers and magazines available
- e) To search for books on the bookshelves
- f) Other (Please specify).....

C: Knowledge of Information Services

8. Which of the following services in the library are you familiar with?

- a) Lending Services
- b) Reference services
- c) Photocopying services
- d) On-line/Internet services
- e) Current Awareness Services

9. Which of the following information services do you often patronize?

- a) Lending Services
- b) Reference services
- c) Photocopying services
- d) On-line/Internet services
- e) Current Awareness Services

D: Information Needs

10. What do you need information materials in the library for?

- a) To keep up-to-date on current issues
- b) For academic work
- c) For personal development
- d) For decision-making
- e) For problem solving

f) Other (Please specify).....

11. Which subject area is of most interest to you? (please specify)

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

12. Do you get enough materials in the library on your subject area of interest?

a) Yes

b) No

13. If “No”, why not?

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

E: Information Access

14. How do you access information in the library?

a) Seek assistance from Library staff

b) Use the card catalogue and other search tools

c) Go directly to the shelves

d) Other, (please specify).....

15. Are the information materials easy to use?

a) Yes

b) No

16. If “No”, do you seek assistance from the library staff?

a) Yes

b) No

17. What are the barriers inhibiting your access to information in the library?

- a) Uncooperative attitude of the library staff
- b) Lack of knowledge of the use of the catalogue
- c) Lack of knowledge of the information materials available
- d) Lack of knowledge in the use of the information materials available
- e) Inadequate stock
- f) Lack of shelf guides

F: User competence in information literacy

18. Has the library been organizing training programs for the clientele or users?

- a) Yes
- b) No
- c) Not aware

19. If “Yes”, how often does the library organize training for the clientele? Tick the answers that match your choice.

- a) Daily
- b) Weekly
- c) Monthly
- d) Quarterly
- e) Annually
- f) Occasionally

20. If your answer to question 19 is “Yes”, what are the forms of training organized for the clientele that you are aware of (You may select more than one option).

- a) Library orientation
- b) ICT training
- c) Reading Clinics
- d) Others, please specify.....

21. How satisfied are you with the training organized by the library?

- a) Very satisfied
- b) Satisfied
- c) Quite satisfied
- d) Not satisfied

Kindly state your level of agreement with the following statements:

22. I am able to identify my exact information needs.

- a) Strongly agree
- d) Agree
- c) Disagree
- d) Strongly disagree

23. I know how to find and retrieve information in the library

- a) Strongly agree
- d) Agree
- c) Disagree
- d) Strongly disagree

24. I am able to analyze, verify and add value to the information

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

25. I am able to disseminate and communicate information effectively

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

26. I apply information ethically and legally

- a) Strongly agree
- d) Agree
- c) Disagree
- d) Strongly disagree

G. LIFELONG LEARNING

27. What do you understand by lifelong learning?

Please tick () as many as you can those that fit your decision

- a. Learning to live together and with others
- b. Learning to achieve a specific objective
- c. Learning in school
- d. Learning beyond traditional schooling
- e. Learning for longer hours
- f. Flexible learning
- g. Learning pursued throughout life
- h. Others (state).....

28. Do you use the library?

Yes No

29. If yes what do you use the library for?

Please tick as many as possible

- a. to read newspapers magazines/journals, books

- b. to read my own notes
- c. to search for information
- d. to meet friends and other people
- e. use as a quiet, conducive place for study or learning

30. Do you think the library has helped you to achieve your aim?

- a. Yes
- b. No

31. If yes, in what way has the library helped you to achieve your aims?

Please tick as many as possible

- a. Able to manage my health
- b. Pass interviews
- c. Pass examination and acquire higher academic qualifications
- d. Gain promotion/upgrading at workplace
- e. Enhanced my business
- f. Improved upon my job performance
- g. Meet people, learn from them, and become more sociable
- h. Abreast with current issues, and improved my knowledge base
- i. Access to information materials (e.g. books, newspapers, magazines/periodicals, etc.) which I do not have
- j. Acquired library skills i.e. can find information materials from/in the library.
- k. Study in a more convenient and conducive environment.
- l. Others (Please specify).....

RECOMMENDATIONS

Please feel free to make suggestions or recommendation

Thank you

Appendix 2

QUESTIONNAIRE FOR LIBRARY CLASS STAFF OF THE REGIONAL LIBRARY

I am an MPhil student from the Department of Information Studies, University of Ghana, conducting a study on the promotion of lifelong learning through information literacy with focus on public libraries in Ghana.

Kindly devote some time to answer the questions below. Confidentiality of the information provided is assured.

INSTRUCTIONS: Please tick the appropriate option.

Where the question requires a written answer use the space provided.

A: Background of Respondent

1. Sex

a) Male

b) Female

2. Age

a) 18-24years

b) 25-31 years

c) 32-38 years

d) 39-45 years

e) 46 years-52

f) 53 and Above

3. What is your rank?

4) What is your position?.....

5) Please state your highest qualification

7. Have you acquired any further qualification since joining the organization?

a) Yes (Please state the qualification acquired).....

b) No (Please give reasons for your answer)

8) How long have you been working with your organization?

a) Lesser than a year

b) 1-3 years

c) 4-6 years

d) 7-9 years

e) More than 9 years

B: Staff awareness of lifelong learning and information literacy

10. Has the library been organizing information literacy training for the Clientele/users?

a) Yes

b) No

C) Do not know

11. If you answer to question 10 is ‘Yes’, how often does the library organize training for the clientele?

a) daily

b) Weekly

c) Monthly

d) Quarterly

e) Annually

f) Occasionally

12. What kind of the training have you received from the library?

- a) On the job training
- b) In service training
- c) ICT training
- d) Library orientation
- e) Other, please specify

13. What are the forms of training organized for the clientele (you may select than one option).

- a) Library orientation
- b) ICT training
- c) Reading clinics
- d) Other, please specify

14. what has been the reaction of clientele who participated in the training programme?

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

C: staff level of training in information literacy

15. Have you had any training in information literacy skills?

- a) Yes
- b) No

16. If your answer to question 15 is ‘Yes’ what was the form of the training?

- a) workshop/ seminar
- b) As part of academic programme
- c) Others, please specify.....

17. Do you have the capacity to train others in information literacy skills?

- a) Yes
- b) No

18. If Yes to question 17 who have you trained so far?

- a) Basic schools' student
- b) All category of users
- c) Students in Senior High School
- d) Fellow members of staff
- e) Other please specify.....

D: Policy on lifelong learning and information literacy

19. Does the library have a policy on lifelong learning and information literacy?

- a) Yes
- b) No
- c) Not aware

E: Availability of resources and infrastructure to promote lifelong learning and information literacy

20. Does the library have resources to promote lifelong learning?

- a) Yes
- b) No

21. If your answer to question 20 is 'Yes' please tick some of the resources used in promotion lifelong learning

- a) Money

- b) Information materials (such as books newspapers, audio-visuals, CD- ROMS)
- c) Computers
- d) Projectors, video cameras, and other communication gadgets
- e) Photocopiers machines
- f) Personnel/staff with information literacy skills
- g) Internet service/online databases
- h) Space i.e. conducive place for learning activities
- i) Other please

specify.....
.....
.....
.....

F: Funding for promotion of lifelong learning and information literacy

22. Does the library have funding for the promotion of lifelong learning and information literacy?

- a) Yes
- b) No
- c) Not aware

23. If your answer to question 22 is ‘Yes’, how is promotion of life long learning and information literacy funded (You may select more than one option)

- a) Government of Ghana Fund
- b) Donor support
- c) Other, please specify.....

G: Recommendations

24. What suggestions do you have to improve the promotion of lifelong learning and information literacy?

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Appendix 3

INTERVIEW SCHEDULE FOR EXECUTIVE DIRECTOR AND REGIONAL LIBRARIANS OF THE GHANA LIBRARY AUTHORITY

INTRODUCTION

I am an MPhil student from the Department of Information Studies, University of Ghana conducting a study on the promotion of lifelong learning through information literacy with focus on public libraries in Ghana.

This interview is to seek your views on the topic of study. Any information provided will be kept confidential.

Your permission is being sought to tape-record the interview in order to capture the exact information provided for the study.

1. State for the records your position
2. How long have you been working at your present position?
3. May I know your highest academic qualification?
4. Does the Ghana Library Authority have a policy on Information Literacy?
5. If “Yes”, what does the policy say?
6. Are staff aware of such a policy?
7. Are there trained staff to handle the Information Literacy programme?
8. What are some of the programmes organized by the Ghana Library Authority to promote lifelong learning through information literacy?
9. Does the library have adequate resources and infrastructure to promote lifelong learning through information literacy?
10. If ‘Yes’ what are some of the resources used to promote lifelong learning and information literacy?
11. Is the Ghana Library Authority in collaboration with other institutions in the promotion of lifelong learning through information literacy? If “Yes”, What is the nature of the collaboration?

12. What are some of the challenges faced in promoting lifelong learning through information literacy?
13. What measures have been put in place to ensure the sustainability of the programme?