

UNIVERSITY OF GHANA, LEGON

COLLEGE OF EDUCATION

SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

DEPARTMENT OF INFORMATION STUDIES

**LIBRARY ACCESS AND USE FOR USERS WITH SPECIAL NEEDS AT THE
UNIVERSITY OF EDUCATION, WINNEBA**

BY

BERNARD KOFI KULEKPO

(10323007)

**THIS DISSERTATION IS SUBMITTED TO THE UNIVERSITY OF GHANA,
LEGON, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF MA IN INFORMATION STUDIES DEGREE**

INTEGRI PROCEDAMUS

OCTOBER, 2021

DECLARATION

STUDENT'S DECLARATION

I, Bernard Kofi Kulekpo, hereby declare that this dissertation, with the exception of quotations and references contained in other works which have all been identified and duly acknowledged, is entirely my own original work. It has not been submitted, either in part or whole, for another degree elsewhere.

Signature: 

Date: 15/09/2022

SUPERVISOR'S DECLARATION

I, Dr. Ebenezer Ankrah (PhD) hereby declare that the preparation and presentation of this work was supervised in accordance with the guidance for supervision of dissertation as laid down by the University of Education, Winneba.

Signature: 

Date: 15 / 09 / 2022

DEDICATION

This work is dedicated to my lovely sons, Selorm, Mawulawoe and Nunyala, my dear wife, Martha, Parent, uncle, Akwetey Addamado and my late grandmother in-law, Mary Impraim.



ACKNOWLEDGEMENTS

A successful accomplishment of a dissertation of this nature is only possible with the help of a painstaking supervisor. In this connection, I owe a debt of gratitude to my Supervisor, Dr. Ebenezer Ankrah (PhD) who supervised this work and saw to its completion. I am fortunate to have you as my teacher and a supervisor. You have not only supervised me, but equipped me with requisite knowledge and skills; I will always be indebted to you particularly for how you took time to change my research objectives to its meaningful and researchable state.

Endless gratitude goes to the Head of Department Dr. Ebenezer Ankrah (Ph.D.) under whose headship I have successfully gone through a master's degree programme, and other lecturers at the Department who were equally my superiors but showed much concern in diverse ways anytime they saw me.



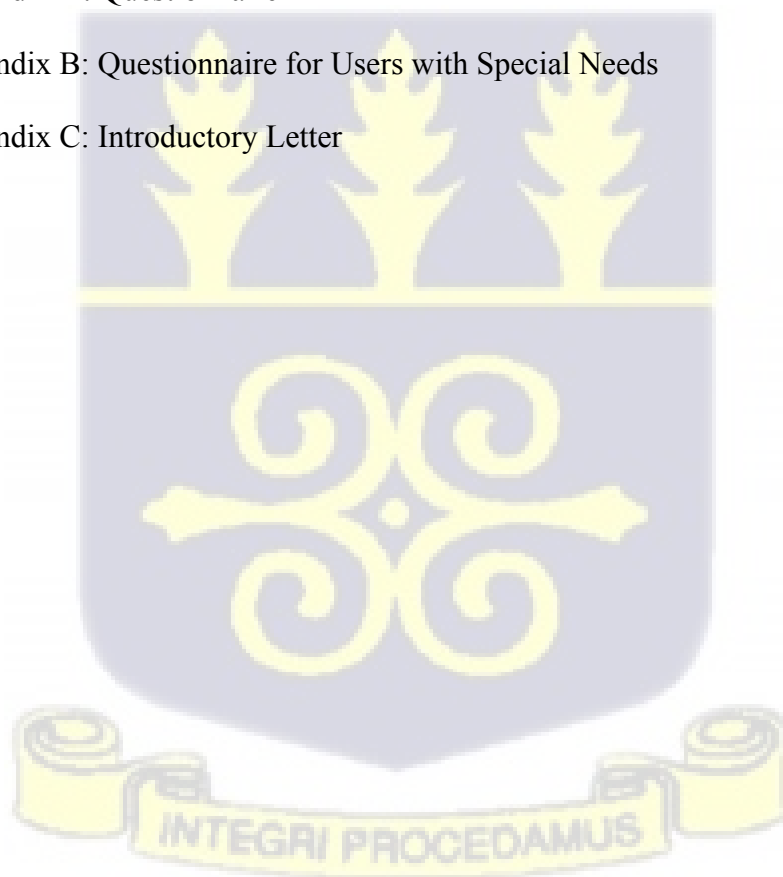
TABLE OF CONTENTS

Content	Page
DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF ABBREVIATIONS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Background to the Study	1
1.1 Statement of the Problem	5
1.2 Purpose of the Study	8
1.3 Research Objectives	8
1.4 Theoretical Framework	9
1.5 Scope/Limitations of the study	14
1.6 Significance of the Study	15
1.7 Setting/Research Environment	16
1.8 Organisation of Chapters	18
CHAPTER TWO: LITERATURE REVIEW	19
2.0 Introduction	19
2.1 Overview of Disability	20
2.1.1 What does disability mean?	20
2.1.2 Types of disabilities	22
2.1.3 Physical Impairment	22

2.1.4 Hearing Impairment	23
2.1.5 Visual Impairment	23
2.1.6 Growing Trend of Disability	24
2.2 Library access and use	25
2.3 Challenges of Special Needs Students in Access and Use of Library Resources	30
2.3.1 Barriers for PWDs	30
2.3.2 Physical barriers	31
2.3.3 Barriers to accessing services for PWDs	34
2.3.4 Communication	36
2.3.5 Library anxiety	37
2.4.0 User education for user-librarian collaboration	40
2.4.1 Library staff/user training	46
2.5 Guidelines for Students with Special Needs in Accessing and Using Library Resources	47
2.5.1 Personnel	48
2.5.2 Communication	48
2.5.3 Collections	49
2.5.4 Services	50
2.6 Summary of Literature Review	52
CHAPTER THREE: METHODOLOGY	54
3.1 Introduction	54
3.2 Research Design/Strategy	54
3.3 Selection of Case	56
3.4 Study Population	56
3.5 Sample and Sampling Technique	57

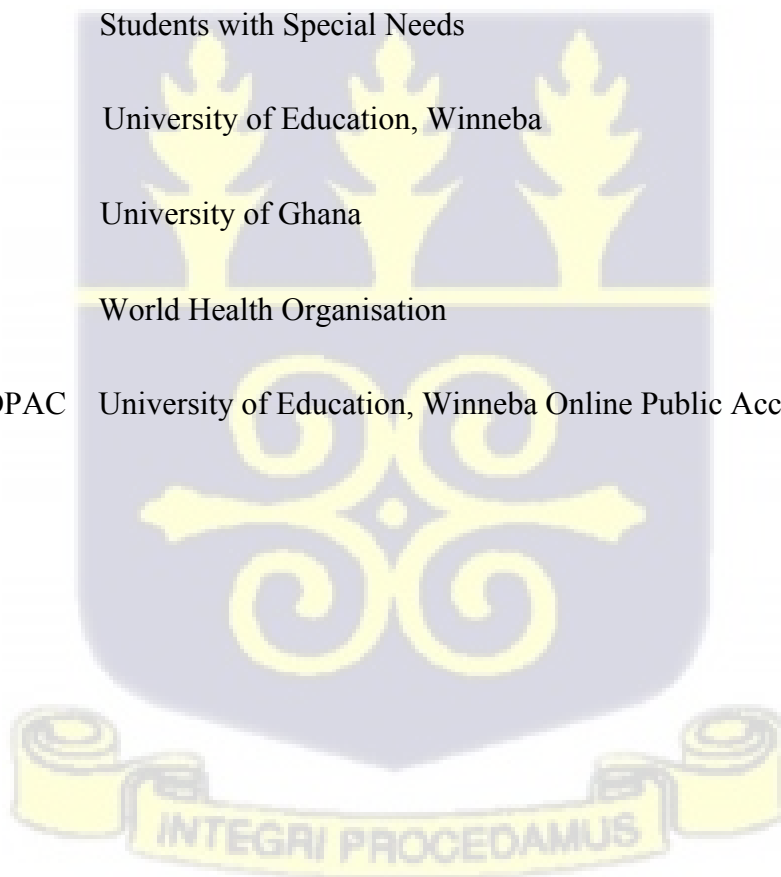
3.6 Data Collection Instruments	58
3.7 Data Collection Procedure	59
3.8 Data Analysis	60
3.9 Ethical Considerations	61
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF FINDINGS	62
4.0 Introduction	62
4.1 Results	62
4.1.1 To assess the extent to which library users with special needs have access and use library in the University?	62
4.1.2 What inherent challenges affect library patrons with special needs in access and use of library?	67
4.1.3 What user education for user-librarian collaboration available for patrons with special needs?	72
4.1.4 What guidelines available for librarians towards patrons with special needs in accessing and using of library?	75
4.1.5 Discussion of Findings	78
4.2 Extent to which library users with special needs have access and use library	79
4.3 Challenges of Special Needs Students in Access and Use of Library	82
4.4 User Education for User-librarian Collaboration	84
4.5 Guidelines for students with special needs in accessing and using library resources	85
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	87
5.1 Introduction	87
5.2 Summary of Findings	87
5.3 Extent Library Users with Special Needs Have Access and Use Library	87

5.4 Challenges of Special Needs Students in Access and Use of Library	88
5.5 User Education for User-librarian Collaboration	89
5.7 Conclusion	89
5.8 Recommendations	90
5.9 Extent Library Users with Special Needs have Access and Use Library	90
5.10 Challenges of Special Needs Students in Access and Use of Library	90
5.11 User education for user-librarian collaboration	91
5.12 Guidelines for Students with Special Needs in Accessing and using Library	
Resources	91
REFERENCES	92
APPENDICES	101
Appendix A: Questionnaire	101
Appendix B: Questionnaire for Users with Special Needs	107
Appendix C: Introductory Letter	112



LIST OF ABBREVIATIONS

ADA	Americans with Disabilities Act
CRPD	Convention on the Rights of Persons with Disabilities
IFLA	International Federation of Library Associations
PWDs	Persons with Disabilities
PWSNs	Persons with Special Needs
SDG	Sustainable Development Goal
SPED	Special Education
SWSNs	Students with Special Needs
UEW	University of Education, Winneba
UG	University of Ghana
WHO	World Health Organisation
WINNOPAC	University of Education, Winneba Online Public Access Catalogue



LIST OF TABLES

Table	Page
3.1: Population of the Study	56
3.2: Sample size of the Study	57
4.1a: The frequency distributions of library staff's responses to the questionnaire items	62
4.1b: The frequency distributions of students with special needs to the questionnaire items	64
4.2 a: The frequency distributions of library staff's responses to the questionnaire items	68
4.2b: The frequency distributions of students with special needs to the questionnaire items	69
4.3a: The frequency distributions of library staff's responses to the questionnaire items	72
4.3b: The frequency	73
4.4a: The frequency distributions of library staff responses to the questionnaire items	75
4.4b: The frequency distributions of students with special needs responses to the questionnaire items	76



LIST OF FIGURES

Figure	Page
1.1: Accessibility for all	11



ABSTRACT

Previous studies have reported that academic libraries in Ghana are often not well equipped to meet the special needs of special-needs students despite the provisions of Ghana's Disability Act 2006. Hence, this study was conducted due to a lack of recent such studies at the University of Education, Winneba to find out whether users with special needs have adequate access to and use the library at the university. The significance of the study is that its findings would help the library to understand and thereby implement measures to improve the quality of access and use of the library for users with special needs in the university. Four research questions were posed. It was a descriptive survey where a cross-sectional survey was used for this study. The study sample totaled 50 respondents, comprising 25 front desk library staff of the university library and 25 students with special needs at the Department of Special Education. These respondents (i.e., library staff and library users with special needs) were chosen using a simple random sampling technique and a purposive sampling technique, respectively. A closed-end questionnaire featuring Likert-type response scales was used to collect data. The statistical techniques used to analyse data collected were frequencies and percentages. The results of the study revealed that, even though users with special needs access and use the library, some resources are not used as expected due to the unavailability of assistive technology devices. The results also revealed that library staff were not familiar with sign language, which was the main communication modes for students who are deaf. The recommendation, therefore, was that assistive devices should be procured and library staff be trained in sign language and other areas in disability issues so that they can support library users with special needs in the University.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The World Health Organisation (WHO) estimates that over a billion people, representing about 15% of the world's population, have some form of disability (WHO, 2013). Out of this number, roughly 80% live in poor and developing countries (Mensah, 2008). Oye-Lithur, Stickney and Nathan (2007) estimated that 10% of Ghana's citizens were "Persons with Disabilities" (PWDs). This large minority group is socially excluded as they are deprived of their basic rights to access information. All citizens should have access to information as it permits self-development and active participation in a democratic society (Todaro, 2005). Unfortunately, this important right eludes most PWDs. Consequently, there was a need for global, regional, and national legislative interventions like the United Nations Convention on the Rights of Persons with Disabilities (CRPD), the Americans with Disabilities Act (ADA), the African Charter on Human and People's Rights, and others that strived to include the rights of PWDs.

In a bid to uphold the rights of PWDs, Ghana passed the Disability Act 2006 (Act 715). Section 6 of the Act urges owners or occupiers of facilities opened to the public to provide apt amenities that make them open and available for use by PWDs. This also obliges public service providers to ensure that such services are accessible to PWDs. The Ghanaian government gave a 10 year moratorium by which time there should have been total compliance of the law. Since the moratorium elapsed in 2016, there have been no empirical studies conducted to confirm if academic libraries in Ghana have complied with the provisions and directives of the Persons with Disability Act. This study, therefore, seeks to draw from the International Federation of Library

Associations and Institutions' (IFLA's) checklist (Irvall & Nielsen, 2005) on what constitutes disability-friendly libraries to investigate library access and use for users with special needs at the University of Education, Winneba Ayong, Baada & Baayel, (2021).

UEW, then University College of Education of Winneba (UCEW), brought together seven diploma-awarding colleges located in different towns in Ghana, including Akwapim-Mampong's College of Special Education, under one umbrella institution. UEW is among three out of 12 public universities in Ghana that enroll students with all forms of disabilities and has a full department of special education. UEW has libraries that serve its community. Academic libraries serve the educational objectives of a university. Therefore UEW libraries exist to serve the needs of students and faculty including those with special needs.

A special-needs person(s) is anyone who has difficulty performing. Any library user who needs special attention to function within the library environment. In order to use the library effectively, the user needs to have contact with the entire library environment. In a library setting and functional information seeking, special needs (or additional needs) refer to individuals who require assistance for disabilities that may be movement (orientation and mobility), information retrieval skills, access to information sources, washroom facilities, and staff. Those with visual and hearing impairments, people born with a congenital condition such as cerebral palsy, people who have lost part(s) of their body due to an accident, or people suffering from severe arthritis or dementia, among others (pregnant women, hospitalized/sick individuals, staff/students on presentation assignment, retirees), according to the World Report on Disability (2011). To sum up, there is an increasing trend of PWDs' exclusion and a decrease in access and use of libraries for PWDs in Ghana and other parts of the

world. Also, there is a growing trend of people with disabilities that has necessitated the passage of several laws globally, yet not much has been done with regards to the barriers and challenges of PWDs for information access and use that constitute a basic human right. Thus, building an inclusive library environment will be good for all since everyone is a potential disabled person.

The Sustainable Development Goal (SDG) 4 that stresses inclusive (that is, giving equal access to both people with and without disabilities) and equitable quality education and promotion of lifelong learning opportunities for all is somehow dependent on ensuring inclusive-built environments in institutions of higher learning, of which the library is part (Tudzi, Bugri & Danso, 2017). However, the built environment presents one of the greatest challenges of providing equal opportunities and full integration of PWDs in Ghana (Mensah, 2008).

Academic research and knowledge acquisition at the university level depends on academic users' (lecturers and students') ability to access and use library resources. The University of Education, Winneba (UEW), like all other academic institutions, admits all categories of students, including those with special needs (PWSNs).

The basic purpose of every library, irrespective of its nature or size, is to satisfy the information requirements of its users. From resource selection to organization, storage, and distribution, every aspect of a library's operations is carried out with the needs of its patrons in mind. Every library's ultimate objective becomes user happiness. In order to make the greatest use of the resources that are available, libraries must evaluate their services. They need to contact the target audience, determine whether the services are fit for the needs of the users, and learn what the consumers think of the services. Students referred to all library staff as librarian.

Libraries are among those institutions within the university that have the mandate to remove all forms of barriers associated with their access and use, empowering students with disabilities by offering more accessible and user-friendly services (Fagbola, Uzoigwe & Ajegbomogun, 2011). According to the American Library Association Policy on Library Services for People with Disabilities, libraries must act as nondiscriminatory institutions by ensuring equal access to library resources, including reading materials, facilities, and assistive technologies for individuals with disabilities, as well as involving those people in the planning, implementing, and evaluating of library services, programs, and activities (ALA Policy B.9.3.2, 2001). Asante & Sasu (2005) share the views of ALA policy in Section 715 of the Persons with Disability Act, 2006). A communication mode could be a barrier for special-needs library users, such as students who are deaf (Holmes, 2007). Every student needs information to start and complete their assignments, examinations, and theses. Bhatti (2013) posited that library information acquisition has been described as an important commodity in education. As a student, the best place to get information after lectures is the library. The library is the gateway to information acquisition (Anasi, 2010). Also, a library is defined as a place where information is acquired, processed, repackaged, preserved, and disseminated without barriers (Obidike & Idoko, 2011). Information is the main tenant of all education. An individual's access to and use of information determines the level and quality of educational development of the person (Lee, 2001).

Guidelines may be viewed as a standard that serves as a planning and assessment tool for both new and existing libraries. The local norms for every specific academic library are represented through guidelines. These guidelines will act as a broad statement of the fundamental right of PWDs to read, study, and access information, as

well as a tool for the creation, administration, and evaluation of academic libraries. The guidelines are aimed at librarians, library administrators, university authorities, disability groups, legislative and administrative branches of government, and other agencies/authorities that have interest for managing and funding academic libraries (Lehmann & Locke, 2005).

1.1 Statement of the Problem

The University of Education, Winneba (UEW), like other academic institutions, admits all categories of students, including students with disabilities (SWDs). However, it seems that libraries have not considered focusing particular attention on the provision of library services to students with disabilities (Chima & Eskay, 2013). However, in the contrary, Hill (2013) posited that, library profession is a powerful and outspoken advocate for improved information access for those with impairments. Questions concerning how the profession views the problem emerge given the discipline's long-standing interest in the topic of services to individuals with disabilities. Like any other students, those with disabilities need to have easy access to and use a library that is friendly to all users. Studies show that everyone needs information for daily decision-making that permits self-development and active participation in a democratic society (Koulikourdi, 2008; Todaro, 2001; Yoon & Kim, 2011). There are different types of library users with different information needs. For the latest developments, it's current information need; for complete and detailed information, it's exhaustive information need; and for a specific information need, it's everyday information need. This all-important right eludes most PWDs in Ghana as "national and private information and communication service providers" exempt the PWDs from public information access and many newspapers, books, and educative materials are offered in inaccessible format to persons with visual impairments.

(Mensah, 2008). Again, the SDG 4 declares the need to ensure "inclusive and equitable education for all." Yet, less than 2% of PWDs in Ghana attain education past the second cycle level (Ghana Statistical Services, 2013; Tudzi et al., 2017) and even these few numbers struggle since "the built environment of educational institutions, including libraries, is usually inaccessible to PWDs" (Fidzani et al., 2013; Ashigbi et al., 2015).

Lee (2000) stipulated four challenges for PWDs not using libraries as: unable to question; unable to find the book; unable to communicate with the librarian; and the book is too difficult to read (deaf). According to Grassian & Kaplowitz (2009), students have challenges using libraries and identified these as: students' unfamiliarity with library instruction, unfavorable library environments, and the absence of an information mediation process. The library environment seems to be for general users with no special arrangement for SWDs. preliminary enquiry suggest that Library staff and students with disabilities have mostly been unaware of each other in terms of library use and library services available due to hidden nature of some disabilities like hearing impairments (offei, 2005). According to Lee (2000), challenges of using sign language in explaining or interpreting to students to facilitate information acquisition; the library environment disability-friendliness; the staff trained to serve PWDs; and special services available for PWDs. Information available at the library seems to reveal that none of the staff in the library understands sign language, which is the main communication mode for students who are deaf. Information available at the resource centre at the Department of Special Education of UEW indicates that, the population of students with disabilities has increased, and PWDs in Ghana and the world have increased. Therefore, libraries staff must have the conscious effort to training and acquiring technologies that would aid or support PWDs in library use.

There are many different types and levels of sophistication in the technology that may be used to get around problems with utilizing standard equipment (Ekwelem, 2013). A long-standing question for libraries everywhere is how to draw in potential library users. In an academic library, patrons, users, or customers, include students; faculty; PWDs; nonresidents; and staff (university community). Often, many of the people in a community who would benefit greatly from library services are not using them, either because they don't know what the library offers, they don't see the library as relevant to their lives, or they are unable to access the library's services (due to distance, limited hours, restricted access, unfriendliness of the environment, etc.) (Katz, 2013). Guidelines for library services to library users with disabilities must be fully practice draw more PWDs to libraries so that all library users are not treated as same. As a result, it is necessary to assess the extent to which library users with special needs have access to and use the university library (Koulikourdi, 2008) and (Irvall & Nielsen, 2005).

Several studies have been conducted on the library access and use for persons with disabilities and or special needs in the world, Africa and in Ghana as well. Despite the fact that the University of Education, Winneba is committed to education provision and has a department that focuses on special education, with the mission of producing professional and quality teachers for education as well as supporting educational policies and research, including disability-related research, most of the research conducted concerning library access and use at the University of Education, Winneba has either not been conducted in recent years or does not focus on library access and use. Although Adjei & Andoh-Mensah, (2015) researched on access to and use of libraries among students with special needs, the focus was on the University of Education, Winneba and Kumasi polytechnic, Kumasi, while the study by

Acheampong, Hayford, Rockson, & Dogbe (2020) was limited to only students with visual impairment. Also, a study by Appiah (2016) focuses on the information seeking behavior of visually challenged students.

It is against this background that the researcher conducted the study on library access and use for users with special needs at the University of Education, Winneba. The need for this study is to assess the extent to which library users with special needs have access and use the library in the UEW and also to find out what inherent challenges affect library patrons with special needs in accessing and using the library. The study again is to identify user education for user-librarian collaboration available for patrons with special needs and determine the guidelines available for librarians towards patrons with special needs in accessing and using libraries.

1.2 Purpose of the Study

The purpose of the study was to find out library access and use for users with special needs at UEW

1.3 Research Objectives

The objectives for the study were:

1. To assess the extent to which SWSNs have access to and use the University library.
2. To find out what challenges that affect SWSNs in accessing and using the library.
3. To identify user education for user-librarian collaboration available for SWSNs.
4. To determine the guidelines available for librarians towards SWSNs in accessing and using library.
5. To make recommendations based on the findings of the research.

1.4 Theoretical Framework

This section discussed the theoretical framework which guides this research. A theoretical framework is the basis for the limits of a study. Theoretical framework is the lens through which a researcher sees and approaches his or her work (Osanloo & Grant, 2016). Once these limits are known, one can seek answers to topical questions developed on broad subjects and stay on track by digging into information that just has to do with the main research problem.

In many Ghanaian universities, access and use for library users with special needs seems not well established compared to the attention given to 'normal' people. In order to provide equal opportunities for all library users, it is necessary for the library management to focus attention on every aspect of potential library users, including SWSNs, as well as library services and library staff who are between the library resources and the users (Irvall & Nielsen, 2005). Inclusion in library access to and use is necessary; ideally, libraries should be easily accessible to all potential users, including PWDs (Chima & Eskay, 2013). The library is there for non-disabled students and those with special needs. To acknowledge that there is a new perspective on the issue of library services for all users, it is critical to raise awareness about how to approach this new perspective. Additional effort, knowledge, patience, and (where available) technological aids are required (IFLA, 2000).

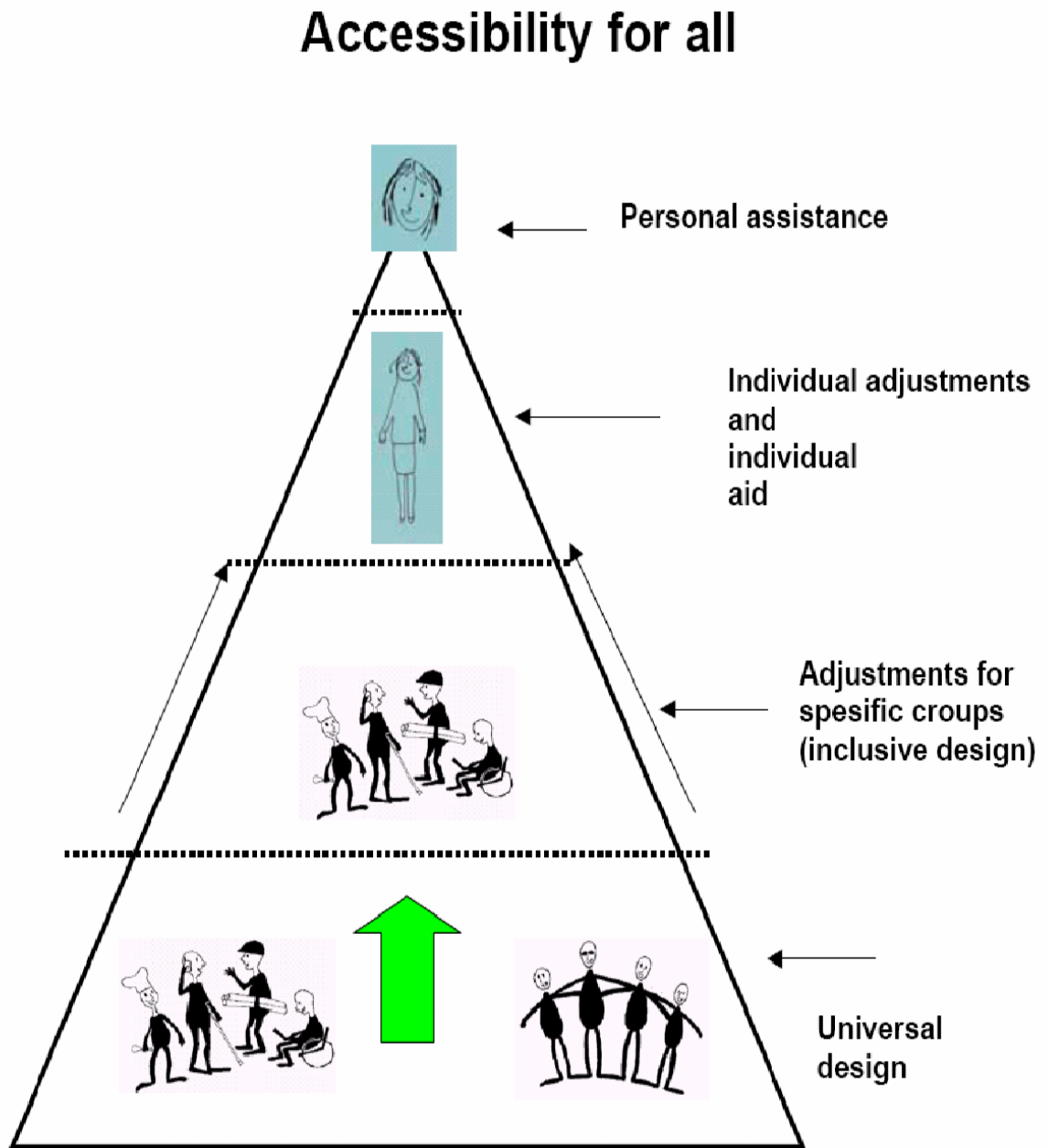
Therefore, the researcher used "the accessibility for all" by the Norwegian Delta Centre (2008) to present how libraries may develop their services and programs to meet the needs of every user. The researcher chooses the "accessibility for all" by the Norwegian Delta Centre over other theories due to the explanations of the four components of the model and the link to PWDs and library access and use. The model

identified four components namely, universal design, inclusive design, individual guidance, and personal assistance.

The Norwegian Delta Centre (2008) drew up this model in defining the libraries' services to people with disabilities, using universal design as a major strategy in an attempt to narrow the accessibility gap and place individual services within the model. The researcher therefore adopted the accessibility model to place both ordinary and special library services within a new framework and used both traditional and new examples from the libraries.



Figure 1.1: Accessibility for all



The model, "The Accessible for all" was tested in Norway from May 2001 to December 2004. It was initiated by the Norwegian Archive, Library, and Museum Authority, with the Delta Centre and the Labour Market Authorities as main collaborators on the national level. The aim of the theory was to give library users who are disabled the same access to the library services as other users. The main objectives of this project have therefore been to remove disabling barriers in the

physical surroundings and increase accessibility to electronic services in the libraries. The first component of accessibility model is the universal design as a major strategy. The shaping of products and environments in such a way that they can be used by everybody is to adopt universal or inclusive design to attract all. The more effort one puts into this strategy, the more inclusive the library services will be altogether.

The second component of the model is its inclusive design. To provide services to groups of individuals with special needs, the library will have to supply the universally designed library and library services with special equipment and initiatives. Again, the more inclusive these efforts are, the less effort will have to be made on the next level of the triangle. In the theory of "The Accessible Library," a computer with the necessary technical devices for various user groups and the DAISY6 format for digital talking books were some of the measures taken to include groups with special needs. Other inclusive efforts to be made may be the production of easy readers, tactile books, WhatsApp (social media app) group for chatting with the librarian or audio books, already well-known to the libraries but still necessary to provide for groups who find the traditional collection of the libraries less available. However, as more text-based information is digitized and made available through speech generators and braille lists, more resources can be used to produce specially arranged audio books for those in need, thereby strengthening this production. One example of this is the production of audio versions of textbooks with complicated content, like mathematics, physics, and other fields that demand highly qualified readers to interpret illustrations, diagrams, and tables (Norwegian Delta Centre, 2008).

The third component of the accessibility model emphasizes the need for individual adjustments and individual guidance. Both universal design and inclusive design aim at making accessibility better for the public at large and for groups with similar needs. Nevertheless, it will be necessary to meet the individual's needs because people with disabilities are like most people: different. The physical environment and the operations that are necessary to access the services require sight, hearing, mobility, efficiency, abilities, etc. on different levels. In a working situation, a person with reduced ability in one or more of these fields may need assistance in adjusting technical equipment and receive guidance in using software, etc. in a way that lowers or eliminates the barriers (Norwegian Delta Centre, 2008).

Another important part of the "Accessible for all" theory is to establish a new type of job, the position of information officer. Knowledge about technical aids and disability was considered to be an important qualification for these positions, and they were therefore given to people with impairments. One of their tasks has been to assist library users unfamiliar with the technical devices, and they have also had the task of making the library resources and services known among the public. In a library, it will never be sufficient to place advanced technical equipment, or install inclusive software or equipment, and then leave it to the patron to learn how to use these tools by themselves (Norwegian Delta Centre, 2008).

Many libraries offer services to people who have difficulties taking part in the ordinary library services or benefit from special organized activities adapted to their personal needs. The traditional home service, delivering books to people who are not able to come to the library themselves, is a well-known example (Norwegian Delta Centre, 2008).

The fourth component of the accessibility model is personal assistance. People with large and complex disabilities often need a personal assistant to partake in different activities. People in unfamiliar situations may also need personal assistance before they are able to cope with the situation themselves. Individual guidance and personal assistance may be defined by personal assistance being where the patron is unable to do something for himself but needs a second part to actually perform the act on his or her behalf. Guidance, on the other hand, has as its aim to make the patron able to perform the act himself in the future after being given guidance. A Brailist Librarian acts as a personal assistant to visually impaired students and or a sign language interpreter acts as an assistant to students with disabilities in the library (Norwegian Delta Centre, 2008).

Accessibility for all was chosen as the framework on which this study was based because it presents a platform for libraries to develop their services for all users, regardless of their social status or physique. The four models—universal design, inclusive design, individual guidance, and personal assistance—serve as a guide for libraries to redesign their services to meet the needs of all users. Thus, the UEW library must have a second look at their services to include the needs of users with disabilities.

1.5 Scope/Limitations of the study

There are 15 public universities with academic libraries in Ghana, but the research was limited to the University of Education, Winneba due to the fact that the selected institution has the department of special education and had a considerable number of PWDs as the main focus of the study.

The study focused on the access and use of the library for users with special needs at the University of Education, Winneba.

This research involved two major subject areas: information studies (Librarianship) and special education. Therefore, not many examples were given in the two subject areas.

1.6 Significance of the Study

This study is significant since gleaning through literature revealed that literature covering library access and use for users with special needs at the UEW is almost absent. It thus fills a knowledge gap in this area of academia and serves as a reference point for further study.

The study's findings will aid in determining the extent to which students with special needs (SWSNs) have access to and use the university library resources. This will enable the library management to review specific library services for students with special needs and organize in-service training for staff.

Also, the results of the study will help in exposing what challenges affect access and use of library resources for SWSNs. This would inform the librarian and university management to sponsor staff to study special education and related courses and improve the concept of subject librarian.

Again, the results of the study will help in identifying appropriate user education for user-librarian collaboration towards users with special needs. This will enable the library management to review disability-related services for library patrons.

Moreover, the results will help in revealing what guidelines are available for librarians for SWSNs access and use of library resources. This will help librarians and

the university management decides which technological equipment and devices (assistive technology) to acquire, such as visual alarms, computers, and other assistive devices for the library, and appropriate in-service training for library staff to promote inclusive library use.

Finally, the results of the study would add to the existing literature for other researchers interested in similar problems.

1.7 Setting/Research Environment

The study covered all the two campus libraries of the University of Education, Winneba, situated in the central region of Ghana. This was purposefully selected because it practices inclusive education; UEW is among three out of 12 public universities in Ghana that enroll students with all forms of disabilities.

The University of Education, Winneba (UEW) was established in September, 1992 as a University College under PNDC Law 322. On May 14th, 2004, the University of Education Act, Act 672, was enacted to upgrade the status of the University College of Education of Winneba to the status of a full university.

The University College of Education of Winneba brought together seven diploma-awarding colleges located in different towns under one umbrella institution. These colleges were Winneba's Advanced Teacher Training College, Specialist Training College, and National Academy of Music; Ajumako's School of Ghana Languages; Akwapim-Mampong's College of Special Education; Kumasi's Advanced Technical Training College; and Mampong-Ashanti's St. Andrews Agricultural Training College. Kumasi and Ashanti-Mampong are currently not part of UEW.

The three sites in Winneba, now referred to as the Winneba campus, are the seat of the Vice-Chancellor, with a satellite campus at Ajumako.

UEW has a mission to train competent professional teachers for all levels of education, as well as conduct research, disseminate knowledge, and contribute to educational policy and development.

The aims of UEW

1. To provide higher education and foster a systematic advancement of the science and art of teacher education:
2. To train tutors for the colleges of education and other tertiary institutions:
3. To provide teachers with professional competence for teaching in pre-tertiary institutions such as preschools, basic, senior secondary schools and non-formal education institutions: and
4. To foster links between the schools and the community in order to ensure the holistic training of teachers.

Campuses

The University of Education, Winneba currently operates from two (2) campuses: the College of Languages Education in Ajumako and the Winneba Campus, comprising the south, central, and north campuses. The North Campus houses the main administration of the university. The Department of Special Education is at North Campus. Students in special education and other students with special needs from other departments are registered at the resource center for students with special needs. These students are residing on and around the campuses of Winneba and are potential library users.

The University of Education, Winneba Libraries include Osagyefo Library at the south campus (the main campus library), the north campus (Faculty) library, the College of Languages Education Library-Ajumako Campus (stocks materials on

language education), and five specialized branch and department libraries. Our collections include books, journals, compact disks, etc. in electronic and hard copy forms.

1.8 Organisation of Chapters

The study was organised into five chapters. Chapter 1 covered the introduction of the study and included the study background, problem statement, and purpose of the study; the study objectives; theoretical framework, scope of the study, and significance of the study; as well as the research setting and ethical considerations; and ended with a description of the chapters in the study. Chapter 2 contained a review of relevant literature on the variables captured within the study, which included the theory used for the study and other related empirical studies on library access and use for users with special needs; challenges of library users with special needs in accessing and using the library; user-librarian collaboration available for users with special needs; and evaluating policy guidelines on library standards for PWDs in the UEW library.

Chapter 3 covered the research methodology, study framework and strategies used for the study and described the research design, study setting, population, sampling technique and data collection procedure.

The findings of the study were analysed and presented in the fourth chapter. Chapter five presented a summary of findings, conclusions, and recommendations. obtained in relation to relevant literature.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers review of previous related studies on the topic. The literature review will be categorized under the following sub-headings arising from the key themes in the research questions:

2.1 Overview of Disability

What Does Disability Mean?

Types of Disabilities Physical Impairment

Hearing Impairment

Visual Impairment

Growing Trend of Disability

2.2 Library access and use

2.3 Challenges of SWSNs in access and use of library resources

Barriers of PWD

Physical barriers

Barriers to accessing service for PWDs

Communication

Library anxiety

2.4 User education for user-librarian collaboration

Library staff/user training

2.5 Guidelines for library services for SWSNs.

Personnel

Communication

Collections

Services

Summary of literature review

2.1 Overview of Disability

This section discusses studies on disability around the world, in Africa, and in Ghana. Other research that looked at the different sorts of disabilities and the rising disability trends was also reviewed. The goal was to present a comprehensive view of impairment. This sub-section attempted to answer fundamental questions such as what disability is, what types of disabilities exist, and what the current rate of disability is.

2.1.1 What does disability mean?

"Disability" is a fluid notion that has been interpreted differently by various academics. It has been extensively discussed by a lot of authors all around the world. Enfield and Harris (2003) asserted that the global debate, attitudes, assumptions, and perspectives on disability are typically classified into four models: the "Charity Model of Disability," the "Medical or Individual Model of Disability," the "Social Model of Disability," and the "Rights-based Model of Disability." Individually centered, the charity and medical models of disability portray PWDs as victims of their impairment, attributing disability to the individuals' physical state that prevents them from carrying out their typical daily activities. As a result, the charity model thought that PWDs required our assistance, pity, charity, sympathy, and welfare in order for them to be cared for (Harris & Enfield, 2003). The medical paradigm, on the other hand, considered PWDs as people who had a medical issue that needed to be treated. As a solution to this problem, these two models proposed segregating PWDs from "Normal" people by providing special services and institutionalizing PWDs in special institutions such as special schools, homes, sheltered employment places, and

hospitals, where experts such as social workers, special education teachers, medical professionals, and therapists can provide special care for these unfortunate individuals. Todaro (2005), in support of this concept, stated that disability is a medical condition that prevents people from using part of their bodies to accomplish daily tasks, either partially, entirely, or with ease. The change from the medical model to the "social model of disability" occurred as a result of handicapped people and researchers realizing that disability is a social construct (WHO, 2011; Joint, 2005). Rather than their bodies, people are disabled by societal obstacles. According to Joint (2005), this shift in thinking about disability caused people to blame impairment on society's refusal to adjust to the character of "the crippled group," who as a result became socially ostracized, rather than perceiving disability as an individual problem. Many documents (for example, WHO, 2013; Craven, 2008; Oye-Lithur, et al., 2007; WHO, 2011) define disability in relation to SMD and declare that disability results from the interaction of "health conditions, personal factors, and environmental factors" and thus encompasses impairments, limitations, or restrictions that largely limit individuals' daily activities and prevent them from participating fully and effectively in society on an equal basis. SMD's definition of disability as an interaction demonstrates that disability is not a personal attribute and that in order to improve PWDs' participation in society, the barriers that obstruct PWDs in their daily lives must be addressed. According to this study, the library is a part of society and can thus contribute to a disabling environment for PWDs. If libraries in Ghana can remove barriers in the library environment, it will go a long way toward assisting library users with disabilities to achieve independent living and fully participate in their daily library use. The "Right-base Model of Disability," according to Harris and Enfield (2003), is closely related to the social model and focuses on fulfilling PWDs'

human rights, such as the right to health, education, and employment, which are often denied to them, so that they can have the same opportunities and share in society. As a result, laws were needed to ensure that the barriers erected by society were removed. The goal of this paradigm was to enable PWDs to participate effectively in society and hold public organizations and structures accountable for enforcing these rights. Looking at this approach, it becomes clear that the libraries under investigation must promote the cause of library users with disabilities by including them in all aspects of service delivery. This will have the good effect of allowing library users with disabilities to share on an equal footing with those who do not have disabilities.

2.1.2 Types of disabilities

According to the World Report on Disability (2011), PWDs are disparate, including wheelchair users, people with visual and hearing impairment, people born with a congenital condition like cerebral palsy, people who have lost a part of their body due to an accident, or people suffering from severe arthritis or dementia, among others.

2.1.3 Physical Impairment

According to researchers, it is defined as a loss of entire or partial body function that impacts a person's capacity to move. Physical disability, according to Watson et al. (2006), is defined as the total or partial loss of an individual's bodily functions or the total or partial loss of a body part. This handicap was described as "motor-impaired" by Koulikourdi (2008). They included people who had experienced "quadriplegia, paraplegia, hemiplegia, craniocerebral trauma, or amputation of the top and lower limbs," according to her. It can be hereditary or arise from injury or disease, according to Robertson (2007), and can include "amputations, arthritis, back difficulties, cerebral palsy, multiple sclerosis, muscular dystrophy, post viral fatigue syndrome, and spinal cord injuries."

2.1.4 Hearing Impairment

According to Gilton (2012), hearing loss can affect one or both ears and range from mild to severe, causing people to have difficulty processing linguistic information with or without amplification. Again, the difference could be that when hearing loss happens, a person can become partially or completely deaf, and it is more difficult for children who are born deaf or become deaf before learning to speak to communicate using speech. According to Koulikourdi (2008), deafness is defined as those who, despite the use of hearing aids, are unable to comprehend ordinary speech using their own hearing. The term "hard-of-hearing" refers to someone whose hearing is slightly impaired and who appears unable to understand other people. According to Robertson (2007), hearing impairment is often a hidden disability that is not visible, and there is a common misconception that people with hearing impairment can't "hear any sounds at all," which is not true; "the person is likely to be able to hear some frequencies and may be lip-reading." According to Robertson (2007), hearing impairment can range from people who lose their hearing temporarily owing to a treatable medical illness to those who are deaf and have permanent hearing loss, as well as people who are deaf and have permanent hearing loss.

2.1.5 Visual Impairment

According to Robertson (2007), the Impairment Discrimination Act (DDA) 2005 defines a visually impaired person as someone who is "blind or partially sighted, has uncorrectable vision loss, or has a physical disability that makes it hard for them to hold a book or move their eyes." According to Koulikourdi (2008), Greek law 958/1979 defines a blind person as "someone whose visual sharpness is less than 1/20 of the norm, despite any conceivable medical intervention." "People with visual impairments, such as cataracts, tunnel and peripheral vision, people who have

difficulty reading normal text, and others" are examples of people with visual impairments. Impeded vision can be caused by eye disorders or untreated refractive defects, according to the World Report on Disability. According to WHO (2011) and Robertson (2007), visual impairments might be congenital or develop later in life. "Some circumstances remain constant, while others deteriorate or change." People with visual impairments are divided into three categories based on their level of vision: those with low vision, those who are functionally blind, and those who are completely blind.

2.1.6 Growing Trend of Disability

According to W.H.O estimates based on the worldwide population in 2010, over a billion individuals, or over 15% of the world's population, have some sort of impairment (WHO, 2013). According to the 2011 World Report on Disability, this is due to the aging population, and almost everyone will be impaired, either temporarily or permanently, at some point in their lives, with those who are older likely to have increasing challenges in functioning. Friedman and Norman (2012) backed up this claim by using the term "temporarily able-bodied" to characterize people who are not disabled, implying that everyone is vulnerable to becoming incapacitated. In 2013, the World Health Organization (WHO) added the global rise in chronic health conditions to the aging population, declaring that national disability patterns are also subject to trends in environmental and other factors such as natural disasters, traffic accidents, conflict, diet, and substance abuse. WHO (2011) and Mensah (2008) argue that developing countries have a higher disability rate than high-income countries.

Since most African countries are designated as "developing countries," the aforementioned estimate suggests that more PWDs live in Africa than anywhere else. According to the National Health Policy (2007), there is a growing tendency of PWDs

in Ghana, and Mensah (2008), as well as Oye-Lithur et al. (2007), estimate that ten percent of Ghana's inhabitants are PWDs. The Ghana Human Development Scale (GHDS) and the Norwegian Association of the Disabled (NAD) conducted district surveys in 1993, 1998, and 1999, respectively, and found that the three most common categories of disability were vision impairment, hearing impairment, and physical disabilities (Mensah, 2008). According to Ghana's National Health Policy (2007), the visually impaired make up the largest category of individuals with disabilities, followed by the physically challenged, those with learning difficulties, and people with hearing impairments. According to the data above, PWDs make up a large minority group in the world, accounting for around 15% of the global population. Around 80% of this projected number lives in underdeveloped nations, with individuals with disabilities accounting for 10% or more of Ghana's population. According to this estimation, it is past time for this major minority population to be included in the public health care system, which includes the provision of library services, so that the entire human species can live in dignity and happiness.

2.2 Library access and use

In many universities in Ghana, access and use for users with special needs, including in libraries, is not yet available or even expected. In order to provide equal opportunities for all library users, it is necessary to look with the eyes of these user groups in regard to every aspect of the library, as well as library services and library personnel who are between the library resources and the users (Irvall & Nielsen, 2005). Inclusion in library access and use is necessary; ideally, libraries should be accessible to all potential users without regard to any disabling condition (Chima & Eskay, 2013). The library is there for hearing students and all those with special needs. To recognize the fact that there is a new point of view on the issue of library

services to all users, it is critical to raise awareness on how to approach these new ways of providing access to information in all of its many forms and formats, as well as provide assistance to the specific location of information being sought. Additional effort, knowledge, patience, and (where available) technological aids are required (IFLA, 2000). The library's inclusiveness necessitates the hiring of a subject librarian (special educator; sign language/brail staff).

Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities <https://en.wikipedia.org/wiki/Accessibility>. Traditionally, library users have been classified into groups. Aina (2004) grouped users into children, pupils, students, adults, professionals, researchers, policy-makers, artisans, and those with disabilities. Though the groupings include some groups of people with disabilities, the other groups mentioned are all potentially disabled. Some of the causes of disability are accidents, aging, and disease. According to Grassian and Kaplowitz (2009), users are in a bracket of those fresh out of high school and mature ones who are working class, including faculty and staff. It is a fact that everyone, whether literate or not, has information needs. People use the library for various reasons and to satisfy different needs.

The University Library is an academic library. According to Reitz (2004), an academic library is an integral part of tertiary institutions such as universities and alike, with the responsibility to serve the information and research needs of its users. A university library is defined as a library or library system established, administered, and funded by a university to meet the information, research, and curriculum needs of its students, faculty, and staff (Reitz, 2004). A university library is directly under the administration of that university and must work towards achieving the goals and objectives of the university.

Drake (1984) opines that access to information is difficult to explain.

The term access is used in the professional arena and usually means making information available. In most instances, however, we do not make information available; we make books available and leave the user to find the needed information in our stock of printed material. "

Drake (1984) continued that the definition has evolved as libraries are making more information available in electronic format and progressively reducing their stockpile of hard copies or print. This evolution must encapsulate the fundamental principle of access. In an era of information overload, it would be considered better to identify and reduce barriers to access to information as restrictive access is a violation of the United Nations Universal Declaration of Human Rights. The concept of freedom of access to information is perhaps most clearly outlined in Article 19 of the UN Universal Declaration of Human Rights. According to the declaration, all human beings have the fundamental right to have access to all expressions of knowledge, creativity, and intellectual activity, and to express their thoughts in public. (Hamilton, 2003).

A public library shall, as far as practicable, be fitted with facilities that will enable people with disabilities to use the library (Persons with Disability Act, 2006 Act 715). The IFLA Free Access to Information and Freedom of Expression (IFLA/FAIFE: 2002) on its website posts the view that the right of access to information and ideas is vital for any society. It underscores that if citizens of the world are to participate and make informed choices, they must have unrestricted access to information and knowledge. An informed and knowledgeable citizenry will add value to the right to access freedom, prosperity, and the development of society. This argument is corroborated by Hamilton (2003), who says that "the idea is that access to information

allows citizens to participate in the democratic process and make informed choices that will lead to the development of society. Information flow suffers and democratic processes are slowed down when someone's freedom of expression or access to information is restricted. However, it must be accepted that, although there may be the will, access could be impeded by a range of factors. It has been argued by Hamilton (2003) that, libraries make every attempt to provide access to as wide a range of resources as possible. As indicated, the will could be inhibited by factors such as budget constraints, selector bias, and legislation imposed by the government.

Chan and Costa (2005:p.141-163) point out that "developing nations today are confronted with major problems, including poverty, high illiteracy rates, intense foreign debt, overpopulation, and lack of access to knowledge and information, which has a compound effect resulting in further underdevelopment." Libraries must accept that they have a duty to help library users have access to knowledge and information to equip them for the information age (Chan & Costa, 2005).

In technologically affluent societies, limitations on access to knowledge are manifested in different forms. Van Dijk, Jan (2006) has identified four types of barriers to access, which are classified under four successive types of access:

1. Motivation - Lack of elementary digital experience caused by lack of interest, computer anxiety, and unattractiveness of new technology ("mental access").
2. Physical - No possession of computers and network connections ("material access").
3. Skill - Lack of digital skills caused by insufficient user-friendliness and inadequate education or social support ("skills access").
4. Usage - Lack of significant usage opportunities ("usage access").

The cursory mention of these barriers to access to knowledge in technologically affluent societies must not be interpreted as insignificant; it should be marked for review. It must be accepted that ICTs may be considered as the solution to barriers to information in developing countries. Convincingly, "The application of ICT solutions for developing countries opens up a vast range of possibilities. Giving an opportunity to the vast majority of citizens in the hinterland to cross the digital divide to obtain access to information resources and services provided by ICT is the next revolution waiting to happen "(Mathur and Ambani 2005, pp.349-351).

Given the fact that knowledge and information can, through improvised technology, be delivered to deprived communities, the library can serve as a link between the information that is available and the user communities. However, as indicated by Godlee, Pakenham-Walsh, Ncayiyana, Cohen, and Parker (2004), it is important for the library to provide the right information at the right time, thereby facilitating access to knowledge. This is corroborated by Feather (2006), who says that the problem is to select and assess information sources rather than to have them and that the librarians bring their personal understanding into the evaluation process. As more information is provided using twenty-first century or modern technology, libraries play a significant role in ensuring access for all people to the Internet and other information resources. In making electronic resources accessible and internet information searchable for all people, principles of universal design should be employed to promote inclusion in library access and use.

Universal design means that, rather than designing your services and facilities for the average user, you design them for people with a broad range of abilities and disabilities. Keep in mind that patrons may have learning disabilities as well as visual,

speech, hearing, and mobility impairments. Although a library cannot be expected to have specialized equipment for every type of disability, staff should be aware of the options for making library resources accessible and should make available equipment that they can anticipate will be used or is available at a relatively low cost. In addition, develop a procedure to ensure a quick response to requests for accommodations to meet the needs of users with special needs.

2.3 Challenges of SWSNs in Accessing and Using the Library

A number of different factors determine the impact of disability on an individual. These include the type and severity of the disability, the age of onset of the disability, and whether the condition was sudden or gradual. Schooling, life experiences, personality, support services available, and communication preferences are other determinants of an individual's adjustment to the disabling condition (Chima & Eskay, 2013). The library is a visual environment, which makes it challenging for the Visual impaired persons. A reference interview is a challenge for the deaf. Structural architecture and the general environment are a challenge to the physically challenged. The researcher therefore discussed the challenges under barriers for library users with special needs, or PWDs.

2.3.1 Barriers for PWDs

This section reviews the literature on various barriers to access for people with disabilities, with a focus on physical barriers in the built environment and impediments to accessing services for people with disabilities. The main questions addressed in this section are what constitutes physical barriers in the built environment and what constitutes barriers to obtaining services that prevent PWDs

from social inclusion. Disabilities are caused by a variety of societal constraints. Physical barriers in the built environment that restrict people's movement and use of space, and barriers that hinder people from receiving services, are the two types of barriers. When these hurdles are added together, they comprise the social barriers that cause disability. These barriers discriminate against people with disabilities and prohibit them from participating in society.

2.3.2 Physical barriers

There are various barriers in the built environment that make most public areas inaccessible to PWDs. As a result, certain members of the general public are denied their fundamental human right to unrestricted movement in and use of public places simply because they have a disability. The built environment, according to Tudzi et al. (2017), includes both the outdoor environment surrounding buildings and the internal areas within buildings. Barriers in any of these areas can make the built environment unpleasant and inaccessible to people with disabilities, preventing them from accessing it. According to Mensah (2008), one of the most significant barriers to ensuring equal opportunity and full integration of PWDs in Ghanaian society is the physical and constructed environment. According to WHO (2011), a person's environment has a significant impact on their impairment experience and extent. By erecting barriers to participation and inclusion, inaccessible environments contribute to impairment. The following are some examples of the impact of physical impediments in the built environment as identified by various studies:

- i. If a wheelchair user finds themselves in a building without an accessible bathroom, they may become disabled. That is, the presence of a washroom that does not account for the extra space required for a wheelchair user to move through renders the washroom useless for the wheelchair user,

thereby making it as if no washroom exists (Heaven, 2004; Robertson, 2007; Tudzie et al., 2017; WHO, 2011).

- ii. If there is no elevator, people with physical limitations and vision impairments are unable to access the upper floors of a multi-story building. That is, if elevators are used instead of steps, every portion of the building becomes accessible to everyone, regardless of disabilities (Craven, 2008; Todaro, 2005; Tudzie et al., 2017).
- iii. Steps, stairwells, and ramps without handrails on both sides and tactile signs at the foot to alert those with impairments. People with vision impairments need handrails because they use their hands to trace them while walking to guide them to their destination. Most people with vision impairments become fully dependent on others if they are not present (Todaro, 2005; Tudzie et al., 2017).
- iv. Impossible-to-reach parking spaces (Tudzie et al., 2017).
- v. Narrow outdoor access pathways to and around buildings with no hard surface make it impossible for the visually impaired to navigate safely in such an environment (Todaro, 2005; Tudzie et al., 2017).
- vi. There are no automatic or revolving entrance doors, which would make life easier for those with a variety of disabilities (Heaven, 2004; Tudzie et al., 2017).
- vii. People with vision impairments are disabled by open risers on stairwells. (Tudzie et al., 2017).
- viii. All individuals, including PWDs, are disabled by slick floor surfaces (Tudzie et al., 2017).

- ix. Wheelchair users are unable to enter narrow halls or doors with obstructions (Todaro, 2005; Tudzie et al., 2017).
- x. Inappropriate signage that isn't helpful to individuals with disabilities (Heaven, 2004; Tudzie et al., 2017; WHO, 2011).
- xi. Inadequate restroom facilities that fail to account for the extra space required for wheelchair users to maneuver (Heaven, 2004; Tudzie et al., 2017).

These and many other hindrances are real-world physical accessibility barriers that exist to such a degree that the rights of PWDs are cruelly constrained, or even lost. There have been several studies on library services for PWDs across the world that have revealed that these barriers also exist in libraries. Among the physical barriers revealed by Todaro (2005) on "Library Services for People with Disabilities in Argentina", which focused on 20 different libraries in Argentina that provided services for visually impaired and physically handicapped people, revealed that there exist architectural barriers that bring about environmental obstructions that are physical, like a lot of steps in stairways, narrow doorways, entrance of the building with steps, and no ramp, amongst others. These foil free movement for PWDs. Heaven, (2004); Robertson, (2007); and others made similar discoveries. Despite the fact that the Republic of Ghana's 1992 constitution stipulated that any place to which the public has access must have appropriate facilities for the disabled, and that section 6 of the Disability Act 2006 (Act 715) states that "the owner or occupier of a place to which the public has access shall provide appropriate facilities that make the place accessible to and available for use by PWDs," a study conducted by Tudzi et al. (2017) to see if one major component of the disability system is accessible to The entire library environment was hostile, particularly in terms of physical access, with

poorly planned architectural necessities such as staircases and steps preventing PWDs from entering the facilities. This supports Beaton's (2005) assertion that libraries are a part of society and thus contribute to a "disabling environment." As a result, libraries can play a role in enabling the disabled to fully participate in communal life. A review of the literature reveals that any impediment in the form of architectural design and item arrangements both inside and outside a building can prevent people from accessing the environment, rendering them incapacitated.

2.3.3 Barriers to accessing services for PWDs

Inadequate policies and standards, negative attitudes, lack of service provision, inadequate funding, lack of accessibility, and inappropriate technologies and formats for information and communication were all identified as major barriers to accessing services in the UN Secretariat's disability report (World Health Organization, 2011). Every person has the right to use a variety of services to improve their social well-being. The list of services that people need on a daily basis is extensive, and each of these services is critical to humanity's survival. Unfortunately, most PWDs are unable to use these essential services, rendering them incapacitated. Healthcare, education, jobs, and transportation are just a few of the services available. In terms of barriers to accessing services that cause people to become disabled, WHO (2011) claims that policies and service delivery systems, including the rules that govern service provision, can act as barriers that prevent people from participating in society. As a result, the WHO's World Report on Disability created some scenarios that demonstrate how barriers to accessing services can cause people to become disabled. According to the report, a deaf person who does not have a sign language interpreter and a blind person using a computer without screen-reading software, as well as a lack of information in an appropriate alternative medium for those with visual or

hearing impairments, will find it impossible to access whatever they are looking for. Certain individuals require certain pieces of equipment and software in order to function in society. In Ghana, for example, Mensah (2008) states that hearing-impaired people have limited access to public information because "both national and private information and communication service providers cut them out, and many newspapers, books, and educational materials are presented in a format that is inaccessible to the blind." In other words, while people have access to both private and public information as well as the content of any information materials of their choice for any purpose they want to put it to, people with hearing and visual impairments are excluded from accessing this information, which may have a negative impact on them all because service providers do not take into account the fact that in their quest to provide information and communication, they do not factor in the fact that in their bid to provide information and communication. In relation to barriers to service access in the library, several studies that focused on serving PWDs in the library revealed that for the libraries to offer an inclusive library environment that does not prevent PWDs from accessing library services, it is necessary for the library to be furnished with adaptive technologies and assistive devices. So, Joint (2005) put it this way "Larger libraries may have better resources to build a wide set of services like offering high quality IT-based assistive technologies and creating excellent infrastructural improvements to enhance the physical accessibility of the library environment." It was also revealed that if these technologies or devices are not provided in advance, before PWDs even begin patronizing the library, they create handicaps in the library environment, as stated by Joint (2005). If service providers fail to anticipate needs rather than react to needs, and libraries fail to adjust their services in advance by including the demands of every patron, a disabling

environment is created for specific client groups. In agreement with this assertion, Robertson (2007) argues that providing services in an accessible and inclusive manner is critical and borders on a moral and legal duty, as attitudes and inappropriate or bad reactions create barriers for PWDs. It is therefore critical for library service providers to take a more proactive approach, focusing on ensuring an inclusive learning environment while offering all library services. To summarize, there are several barriers that prevent individuals from accessing services, rendering them disabled in that area, and the literature shows that even failing to anticipate the needs of all individuals and including those needs in service delivery can go a long way toward rendering some people disabled.

2.3.4 Communication

Library staff are often not aware that a library user approaching them for assistance is deaf or hard of hearing until the user communicates. Library users who are deaf communicate in a variety of ways: speaking, writing, signing, gesturing, or a combination of these. People often assume that the deaf will use sign language or read lips (speech reading), but not all do (Gardner & Gardner, 1969: p. 664-672). In most cases, librarians use voice language to communicate with library users, such as: library orientation, library tours, reference interviews, answering of queries, check-out and check-in services (borrowing process), photocopying, and printing. Most students who have hearing problems often prefer to use standardized gestures (American sign language as in UEW) as a replacement for talking and listening (sign language) as a mode of communication with themselves Johnson and Hersh (2008) The authors also stated that anytime those students want to communicate with a speaking person who does not sign, they often use visual information from the lip movements of that person for understanding (lip reading). Hersh and Johnson (2008) discussed voiced and

voiceless sounds such as (b/p, d/t, and g/k). Communication in the library is mostly by speaking. Some myths and facts about deafness are that all people who are deaf read lips (speech reading). Lip reading has its challenges. It is also a myth that all deaf people sign. Many people who are deaf sign, but not all. There are also many different sign languages, but they are not universal. American Sign Language as in UEW and skill levels in each language (just as there are with other languages). More so, the shelving, searching, and retrieval processes require staff help. Though there are a few guides in the library, most of the time, users need to ask for directions. Communicating with staff is always a challenge for library users who are deaf since the library staff are not able to understand the sign language of the deaf. As a result, users who are deaf do not know what services the library could provide them with and the staff could not know the information needs of the deaf.

2.3.5 Library anxiety

Grassian and Kaplowitz (2009) opined that unease, apprehension, and panic are words mostly used to describe feelings about using libraries and library resources. It is pleasant and rewarding to use a library and its resources to identify and locate information without difficulty. For some library users who are regular Internet users, Google, Yahoo, and Wikipedia give fast information, although what makes the information authentic may not be guaranteed. These authors further noted that library websites, on the other hand, present anxiety-producing barriers, such as cumbersome menus, even when called simply "catalog," which may throw users off since users are comfortable with search engines. Some even call library databases of all kinds "search engines," including the library's online catalog (WINNOPAC for UEW). Although these are not to be barriers, procedures for retrieval of information sources turn out to be barriers due to the many complex means of getting to, selecting, utilizing, and

interpreting results from multiple "search engines" and then locating materials, online or in print. All of this, including identifying known library materials and their location, now requires computer use in just about every type of library, including University of Education, Winneba (UEW) libraries. As a result, for those who are not regular or even computer users, library anxiety has increased with the proliferation of online information research tools, including library catalogs, melding into anxiety about computers and technology in general. In addition, library websites and the physical library itself both remain an overwhelming maze for many users who are deaf. This is particularly true for large libraries with vast online and print collections, spread out in arrangements that seem confusing, as in the Library of Congress classification scheme (LC) adopted by most academic libraries. These are very different from the categories used in physical and online bookstores. It is no wonder that using libraries and information research tools can make people feel anxious, as they still do (Grassian & Kaplowitz, 2009). The authors, citing Mellon (1986: pp.160), stated that 75-78% of library users studied felt anxious when using the library. The report mentioned library size, lack of knowledge of physical locations, and not knowing where to begin or what to do as significant factors in determining levels of library anxiety. Three key points emerged from the study: students generally feel that their own library-use skills are inadequate while the skills of other students are adequate; their inadequacy is shameful and should be hidden; and their inadequacy would be revealed by asking questions.

These are possible reasons for low or non-use of libraries and could be students' unfamiliarity with library instruction, unfavorable library environments, or absence of an information mediation process.

Grassian and Kaplowitz (2009) described library anxiety as the negative feelings of fear and inadequacy that undergraduate students feel when they first use the library. The underlying reasons for this anxiety, according to him, could be because students were intimidated by the size of the library; they didn't know what to do in the library; or they didn't know how to begin the research process.

A study by Lee (2001) reveals that library services for individuals with disabilities are regarded as part of the integration of individuals with disabilities into mainstream society. The purpose of the research is to identify current problems faced by mainstream libraries in the provision of library services to individuals with disabilities and also to present practical solutions that are appropriate.

The researcher was quick to say that, although the study covers other disabilities such as hearing and mobility impairment, it is mainly concerned with visual impairment. Individuals with visual impairments are the most disadvantaged in libraries because they are unable to read printed materials. On the aspect of hearing impairment, the study reveals that the major challenges with library use are concerned with communication and the age of onset. According to the study, a deaf person may only receive 30 to 70% of the information communicated by a hearing person who uses speech or has recently learned sign language. Even the best lip-reader can only read about half of the words on the lips; the rest must be guessed based on the content of what is being said. Childhood deafness affects the whole of a child's initial experience and the first year of life in silence.

The study therefore categorized the difficulties into four areas: unable to question; unable to find the book; unable to communicate with the librarian; and the book is too difficult to read. The study relied on literature review, observation, and interviews as a

method of data collection. The study is organized into three parts. The first part outlines the background information about the integration of individuals with disabilities, the characteristics and difficulties of individuals with disabilities, and the development of library services for individuals with disabilities from the earliest times to the present. The second part presents the findings of research in the areas of physical, technological, and human factors. The last part proposes solutions to problems and draws conclusions. The emphasis throughout the study is to identify current problems faced by mainstream libraries in the provision of library services for individuals with disabilities and also to present practical solutions that are appropriate.

2.4.0 User education for user-librarian collaboration

Library instruction is to teach users the necessary skills needed to make good use of library resources. This is necessary to promote full exploitation of library resources and to create awareness for subsequent use of the library resources. Also, it may be challenging for users of academic libraries to gain knowledge of library use on their own. Therefore, provision of instruction on library use is necessary. The authors relate library instruction programme to the library environment (Amusa & Iyoro, 2013). The authors again argued that library instruction programs conducted in the library have the benefit of introducing students to the library's physical space as well as intangible services. Students can also be convinced that the library is a comfortable and friendly place to work, and that it can provide convenient help for all their information needs. Competency is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desires that make individual action effective in a particular environment (Deakin, 2008). Library orientation and instruction are among the programs used to enhance library skills for the new students. These programs help students learn about various types of library facilities as well as library resources and

services. According to Deakin (2008), it would be beneficial to learn how a well-designed library orientation program affects students' usage and information-seeking abilities and to see if such a program would produce more library users.

Library users have expressed that academic libraries have lost relevance and need no funding. This is because the quantity of information resources on the Internet is taking over the traditional physical libraries as an IT-driven world and or the Internet, together with local networking devices and systems, can play their role (Rible, 2011). The way forward is to intensify library staff/user training through orientation and user-librarian collaboration to change perception (Library Philosophy and Practice, 2012).

Grassian and Kaplowitz (2009) stated that students who received library instructions upon entering college were less likely to experience library anxiety. It is important for library instructors to be friendly and approachable. They should address the issue of library anxiety in a candid way so that students understand that they are not alone with this feeling. Library instructors should also encourage cooperative learning as a part of their instruction programmes.

Given (2004) opines that library use instruction sessions should show students how the library could benefit them because many of them are not aware of the valuable services the library offers that can make life much easier for them. In addition to these, library use instructions will also improve their study and research skills.

Amusa and Iyoro (2013) conducted a study on the non-use of library services by freshmen students. It was found out that libraries need to market their services better to the students that are not frequent visitors to the library. She emphasized that if

lecturers brought their classes to the library once a semester for an instruction session, academic librarians would have a captive audience with which to market the advantages of the library. This includes not only library services but also the library building itself.

Amusa and Iyoro (2013) asserted that library instruction would help students perceive libraries as credible resources. Students see faculty as subject experts and interact with them almost every day. On the other hand, they view librarians as people who work in the library with whom they almost never interact. They do not think of librarians as subject experts, or even research experts, but only as people managing library collections. The library should offer guided tours of the library for both individuals and groups of people with special needs. Many of these patrons may have difficulties reading information about the library. Information about access, services, materials, and programs should therefore be available in alternative formats, in the case of students who are deaf as:

- Information in subtitled and/or sign language videos.
- Information via text messages and/or email and WhatsApp.
- Information on the library's accessible website (audio information should also be available as text).
- Easy-to-read text for patrons who were born deaf or became deaf before acquiring language skills (Irvall & Nielsen, 2005: 13).

Collaboration is a form of relationship that may exist among librarians and users of the library, which could promote understanding and use of library resources among students with special needs. This collaboration encourages learning and the development of good library habits.

An ethnographic study at the University of Rochester by Marshall, Burns, and Briden (2007) revealed that if students feel comfortable in the library and with librarians, they access and use the library well. Furthermore, that study showed that students often consult people they know when in need of help. However, if the people they consulted have no experience in the subject area, they are more likely to consult a subject specialist librarian. According to Marshall, Burns, and Briden (2007), the logical conclusion from these observations is that librarians need to find a way to attract students. To do so, they have to be friendly, unassuming, proactive, and knowledgeable in order for the relationship to thrive.

According to Brunton (2005), working with a librarian and attending user-education sessions will significantly reduce barriers to library use such as ineffective search strategies, poor time management, and fear of technology. The user education programme and interventions by the librarian shape the information-seeking behaviour of students and help overcome problems such as anxiety and stress. However, such user-education programs need to address the active learning experience, support student-librarian partnerships, take into account various learning styles, and accommodate the changing modes of information delivery. Again, user-librarian collaboration also has an influence on the use of academic libraries. It can also encourage the development of higher standards of library instruction and information-seeking behaviour. This collaboration is premised upon the mutuality of expectations, ability, willingness, and satisfaction of staff and users. Academic libraries, through the reference librarian, can provide opportunities for collaboration and welcome enquiries from users. User-librarian collaboration can take place during the library's instruction sessions or when users seek information during the search process (Brunton, 2005).

Brunton (2007) observed the relevance of the information mediation process as follows:

The information mediation process can facilitate information search processes by enabling diagnosis of the problem as well as building a framework for learning effective search strategies.

The library supports the reading and research needs of its users in the university community. It is the responsibility of librarians to provide better services to their users to make sure that information sources, services, and other resources are well organised for users' benefits. Hence, user education programs are very crucial for library users' achievement (Library Philosophy and Practice, 2012).

A study conducted by Adjei and Andoh-Mensah, (2015) to investigate access to and use of libraries among students with special needs at the University of Education, Winneba and Kumasi polytechnic, Kumasi. In the study, purposive sampling techniques and simple random sampling techniques were used to sample the students with special needs and the front desk library staff. A questionnaire was used as the main research instrument for gathering data. The study revealed that the University of Education, Winneba library has students with special needs as part of their library users. There are no specialized facilities in terms of equipment and reading materials for these students. Also, the library does not have a policy that takes care of the needs of students with special needs. Finally, staff have no special formal training on disability issues or how to assist these special users. Adjei and Andoh-Mensah, (2015) concluded that access to and use of libraries by students with special needs has been hampered by a host of challenges, thereby affecting their library use and hence academic work. It was recommended, among other things, that the library must have a

separate room stocked with modern equipment and other materials for use by students with special needs, and that library staff should also have some level of training on issues and concerns of special-needs students to be able to offer better services to them. Finally, there should be a policy governing access and use of the library, about which students and staff would be educated.

In another study, Amusa and Iyoro (2013) employed a survey method to investigate the influence of library environments, user education, and user-librarian collaborations on the use of academic libraries by undergraduate students in Nigeria. 2,676 students from six universities in the South-West of Nigeria responded to the questionnaire. The findings revealed that academic libraries are less used because of the availability of alternative information systems (such as the Internet, reading-rooms in residence halls and apartments), a poor library environment, inadequate user education programs, and the absence of formal user-librarian collaboration programs. It is recommended that the internal and external environment of the libraries be improved; that user education programs be extended to 2 semesters; and that user-librarian collaborations be institutionalised.

Again, a study by Lamptey (2010), which is concerned with library use at Kwame Nkrumah University of Science and Technology (KNUST), revealed that university libraries acquire print information resources such as books and journals as well as electronic information resources to support teaching, learning, and research, and also facilitate knowledge dissemination. This explains why various library services have been developed to promote and facilitate the effective use of recorded information in all formats by users. The researcher examined the resources available and the services offered by the KNUST Library. The methodology used was based on records on files,

interviews, and observations. It is concluded that, in spite of library budget cuts, KNUST Library has made systematic efforts to promote effective use of its resources by its users. It then made several recommendations to facilitate the effective and efficient use of KNUST Library resources.

2.4.1 Library staff/user training

The library is a part of the general context of the societal institutions that promote education, research, learning, social cohesion, and the higher aspirations of humankind (Gorman, 2006). The academic library environment encompasses all the circumstances, people, things, and events around the library and can have potential effects, positive or negative, on library usage. The design of a library can influence users' behaviors and satisfaction in the same way that the physical environment and organization of a library can. The attitudes of library staff also matter because they will make users feel at ease or uncomfortable when using library services.

Every staff member, such as library administrators, existing staff both at professional and clerical levels, new employees, and national service personnel, should be trained in awareness. All staff should be able to answer basic queries that do not require expertise in disability issues through in-house awareness training programs. Those staff designated for disability issues should have to take further specialist training at the Special Education Department (SPED) and serve as liaison librarians and trainers on disability issues. The SPED must be consulted anytime the library wants to have a program on disability issues. For the enhancement of communication with clients with disabilities, it is recommended to have at least one staff member learn how to sign and read Braille. Given that most people with disabilities have little experience with and knowledge of libraries, user training should be included in staff training programs,

particularly for the use of special equipment and devices. Individual user training should be conducted (Lee, 2001), (Norwegian Delta Centre, 2008) and (IFLA, 2000). Involving library users goes a long way to ensure the high quality of services to both library users and the staff. Knowing what users' information needs are is an important part of the accessibility of existing services, and how to improve them further is vital if people with disabilities are given recognition (Usherwood, 2016).

2.5 Guidelines towards SWSNs in Accessing and Using the Library

According to Chima and Eskay (2013), ideally, libraries should be accessible to all potential users without barriers. As depositories of information, libraries constitute a key institution in the university, yet library users who are deaf often discover that personnel, communication, collections, and services are not positioned to their advantage. This could be a barrier to their access and use of the library to its full potential. The International Federation of Library Associations and Institutions (IFLA) presented a guideline for library services to deaf people. The guidelines seek to address issues related to library personnel, communication, collections, and services offered by libraries (IFLA, 2000). Communicating their information needs to the library personnel is not effectively completed. Students who are deaf often have difficulty communicating and more often require additional skills, and that depends on the degree of hearing loss and the age at which the person experienced it, i.e., age of onset. Central to an understanding of these individual differences is an understanding of the difference that the age of onset can make. Generally, the older an individual is when hearing loss is experienced, the more comfortable that individual is likely to be with indigenous oral and written languages. Individuals who are born deaf or become deaf before learning to speak may have difficult-to-understand speech or

use no speech at all, making it difficult to read (IFLA 2000). The guidelines are grouped into four categories: personnel, communication, collections, and services.

2.5.1 Personnel

A competent library staff member in disability-related issues must be put in charge of services to library users who are deaf. For example, at the reference service and front desk, where those staff have direct contact with the users. The responsibilities of that staff should be clearly defined to include training of other staff, liaising with the resource center for students with special needs, and/or contacting the university's academic section for updates. The IFLA guidelines pertaining to personnel, according to IFLA (2000), extend to employing a member from a disability group, say, deaf, to take up responsibilities in terms of services and training, as in the case of Lori Stambler at the Queens Borough Public Library (QBPL) in New York. The QBPL hired a deaf librarian, Lori Stambler, to train the library staff about deaf-related issues, to teach sign language classes for all those who, in one way or another, render services to the deaf, and to teach literacy classes for library users who are deaf. In working with the library, Stambler was able to help turn around the situation (Hollander, 1995).

The guidelines also mentioned the source of library professionals and called for schools of librarianship to review their curriculum to include teaching of disability-related courses (IFLA, 2000). The IFLA guidelines are geared towards inclusion in library use.

2.5.2 Communication

According to the resource center for students with special needs (RCSSN) (2017), the main communication mode of individuals who are deaf and belong to the deaf cultural

community in UEW is American Sign Language (ASL). At least one of those library staff who has direct contact with this group of users ought to learn how to communicate using sign language and organize training in basic sign language for other library staff (Hollander, 1995). According to Opong (2003), students who are deaf but have residual speech, their voice language is less audible and, as such, they need special listeners to understand what they say. Students who are deaf pretend to understand when they are forced to listen to voice language because they do not want to worry the speaker or waste their time (Opong, 2003). Library use starts almost immediately after library orientation or some time before.

According to the resource center for students with special needs (RCSSN) (2017), the main communication mode of individuals who are deaf and belong to the deaf cultural community in UEW is American Sign Language (ASL). At least one of those library staff who has direct contact with this group of users ought to learn how to communicate using sign language and organize training in basic

Therefore, library orientation must be done by a staff member that doubles as a sign language interpreter or a sign language interpreter who understands library concepts and various services available and could sign for better understanding. A twenty-first century technology capable of aiding and proving beneficial to library users who are deaf (LUWD) in the use of library resources must be acquired and made available to LUWD (Chima & Eskay, 2013; IFLA, 2000).

2.5.3 Collections

Academic libraries, such as that of UEW libraries, are set up to satisfy the information needs of their users. According to IFLA (2000) guidelines, all libraries should collect reading materials, electronic sources, and other information sources relating to

deafness and deaf culture that will be of interest to both deaf and hearing library users, which would not put the deaf at a disadvantage (media and/or technological systems with audio portions should be captioned or signed). The IFLA guidelines noted that libraries should acquire, maintain, and offer information about educational options, referral agencies, and programs for deaf people without discrimination.

2.5.4 Services

IFLA (2000) recommended that all of the library's collections, services, and programs be made accessible to its users who are deaf, and that the library must include its deaf community of PWDs in the development of services and collections, and in the establishment of advisory committees, service organizations, and networks. It is also recommended that

- Libraries should have sign language interpreters at all of their programs, such as library orientations and tours.
- Deaf libraries must strive to include all that relates to deaf library users and take into consideration an unbiased variety of deaf-related electronic links.
- Library staff must be aware of the communication preferences or modes of their users who are deaf in order to respond or approach them with the right etiquette.

In an attempt to make the deaf feel comfortable in a mainstream environment such as a library, IFLA (2000) guidelines state that libraries must make available Telecommunication Devices for the Deaf (TDDs), Telephone Relay Services (TRS), visual signaling devices for doorbells, telephones, sounds of babies crying, and closed-caption decoders for television. All these and other deaf-related issues must be the competence of at least one library staff member. The overall goal of all of these

devices is to improve accessibility to information most people gain through their hearing (Heckendorf, 2009).

The guidelines have a lot of items that could be seen as caption resources. Captions resources are generally regarded as a bridge, linking deaf individuals to the digital world so that they have access to library materials, news, entertainment, and other information. Studies have shown the usefulness of captioning for students with hearing impairments.

Agboke and Udofia (2015) investigated the availability of caption resources and library patronage by hearing impaired students in university libraries in South-South Nigeria. One research question and one hypothesis were formulated to guide the study and tested at the (0.05) level of significance. Survey research design was employed. The population for the study was 57 hearing-impaired students from 10 universities in South Nigeria. A purposive sampling technique was used in the study. They developed a structured questionnaire to elicit information from the respondents. Frequency distribution and percentages were used to determine the level of availability and use, while Pearson Products Moment Correlation (PPMC) was used to test the hypothesis. The findings revealed that a significant relationship exists between the availability of captioned resources and library patronage by hearing impaired students. The findings also revealed the non-availability and patronage of captioned resources by hearing impaired students. According to the findings of the study, providing captioned resources for hearing-impaired students in university libraries in South-South Nigeria will increase patronage. Based on the findings, it was recommended, among others, that universities in South-South Nigeria should provide captioning resources for the hearing-impaired students in their respective libraries.

Indeed, this study has proven that patronage of captioned resources in university libraries depends on their availability. The availability of captions in the library will increase patronage, but in a situation whereby these resources are not provided in the library, there will be no patronage by hearing-impaired students. It was discovered in the study that universities in South-South Nigeria do not provide captioned resources for hearing-impaired students, thereby resulting in no library patronage of the resources by these students.

In conclusion, Academic libraries would do a lot of good to students who are deaf and those with various disabilities in general by implementing the IFLA guidelines in order to increase library usage by students who are deaf in the UEW.

2.6 Summary of Literature Review

According to the literature reviewed, academic libraries, like UEW library, serve the information needs of all categories of users, including those with special needs. Library access and use must not be a barrier regardless of the library user's status. The UEW library must endeavor to redesign its services to include all users. The review of literature was centered on library access and use for students with special needs; challenges of library users with special needs; user education for user-librarian collaboration; and guidelines for library services for students with special needs, with some related sub-headings explaining the fact that library users with special needs also need quality library services in relation to access to information for their academic work and all that information seeks to address. Also, the review revealed that library staff that assist students with special needs must be competent enough to provide specialized assistance to people with special needs, such as the ability to

communicate with the deaf using sign language and acquire appropriate technological devices to assist the users with special needs.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the specific methods that the researcher adopted in conducting the research. It basically discusses the research design, population, sample size and sampling technique, instruments for data collection, data collection procedure, methods for analyzing the data collected, as well as fieldwork problems and limitations.

3.2 Research Design/Strategy

A descriptive survey was used as the design for the study so that inferences could be made about characteristics with respect to the sample size. Cohen, Manion, and Morrison (2017) note that descriptive surveys are versatile and practical, especially for the researcher in identifying present needs. The authors further note that descriptive research is basic for all types of research in assessing the situation as a pre-requisite for conclusions and generalizations. Fraenkel and Wallen (2003) in support said that the purpose of descriptive research is to observe, describe, and document aspects of a phenomenon as it naturally occurs. The design has an advantage of producing good amount of responses. They further contend that in descriptive research, the events or conditions either already exist or have occurred, and the researcher merely selects the relevant variables for analysis of their relationship.

Best and Kahn (2014) opined that a descriptive survey is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes, opinions that are held, processes that are going on, or trends that are developing as in librarianship and patrons with special needs

(PWSN). Fraenkel and Wallen (2003) also maintained that in descriptive research, an accurate description of activities, objects, processes, and people is the objective.

The descriptive survey deals with interpreting the relationships among variables (librarians and PWSN) and describing their relationships. A descriptive survey seeks to find answers to questions through the analysis or relationships between or among variables (Fraenkel & Wallen, 2003). In addition, the descriptive survey affords the opportunity to select a sample from the population being studied and then generalize from the sample of the study (Best & Kahn, 2014; Gay, 1987). Descriptive research design is highly regarded by policy makers in the social sciences where large populations are dealt with using questionnaires, which are widely used in educational research since data gathered by way of a descriptive survey represents field conditions. However, there are difficulties involved in a descriptive survey, especially when one uses questionnaires. These include ensuring that the questions to be answered are clear and not misleading; getting respondents to answer questions thoughtfully and honestly; and getting a sufficient number of questionnaires completed and returned so that meaningful analyses can be made (Fraenkel & Wallen, 2003).

Despite the shortcomings identified, the descriptive survey design will be used because, according to Fraenkel and Wallen (2003), the big advantage of the design is the potential to provide a lot of information obtained from a sample of individuals. It will be practical to use the descriptive survey since it will involve the subjects of study (library staff and PWDs) as respondents sought to find out whether SWSNs at the UEW have access to and use the library.

3.3 Selection of Case

The researcher chose the University of Education, Winneba (UEW) as the case for this study because UEW has a Department of Special Education (SPED) at the Winneba campus. Furthermore, UEW enrolls students with all forms of disabilities for SPED (main) and other departments who are potential library users that this research seeks to study. UEW is one of the three universities among twelve (12) public universities in Ghana that enroll students with all forms of disabilities. The researcher is a staff member of UEW Osagyefo library and has rich experience working with PWDs in the library.

3.4 Study Population

The study population comprised a total of 221 participants, made up of 171 students with special needs and 50 library staff. The table below gives a breakdown of the population size of the study.

Table 3.1: Population size of the Study

	Level 100 students	Level 200 students	Level 300 students	Level 400 students	TOTAL
Students with Visual Impairment	20	48	26	35	129
Students who are deaf	17	12	5	3	37
Students with Cerebral Palsy	-	-	-	-	2
Students who are Physical Impairment	-	-	-	-	3
Library staff					50
TOTAL					221

Source: Record on file at the library secretariat and resource center of SPED.

3.5 Sample and Sampling Technique

The sample size was selected from the population using a purposive sampling technique. Purposive sampling technique will enables the researcher to extract a lot of information out of the data that is collected (Creswell, 2014). This involves front desk, reference, electronics, and serials library staff of the south and north campus libraries (on duty) at the time of collecting data and selection of students with special needs at the lecture halls of UEW through approved means.

For the purpose of practicality, a sample size is always selected from the population and used for the research. According to Creswell (2014), sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample.

It was difficult to get the PWDs to avail themselves of the research because of the perception that researchers take advantage of their condition but nothing was done to improve their situation. The purposive sampling approach was used to identify students with disabilities at lecture halls and also have their interpreters to help give better explanations of the study to them. This method helps the researcher meet the respondents at the appropriate location to contribute to or participate in the study. This technique helps a researcher to find and enlist participants that may otherwise be hard to reach. All the library staff were also purposively sampled for the study. Preliminary enquiries suggest that, mostly, SWSNs answer questionnaires in groups under the supervision of an assistant.

The study sample size was comprised of a total of 50, made up of 25 students with special needs and 25 library staff. The table below gives a breakdown of the sample size of the study.

Table 3.2: Sample size

	Level 100 Students	Level 200 students	Level 300 students	Level 400 students	TOTAL
Students with Visual Impairment	2	4	4	5	15
Students who are deaf	1	1	3	3	8
Students with Cerebral Palsy	1	-	-	-	1
Students who have Physical Impairment	1	-	-	-	1
Library staff					25
Total					50

3.6 Data Collection Instruments

The main instrument used for data collection was a questionnaire. Cohen, Manion, and Morrison (2014) and Kothari and Garg (2014) agree that questionnaires are the most used and one of the best instruments for collecting survey information. For the purpose of double checking facts presented by respondents, the researcher used records on file and observation.

A questionnaire on problems faced by students with special needs was designed for PWDs and library staff. Questionnaires were designed based on each research objective to ensure that all issues were addressed. The questionnaires help to collect data from students with special needs (SWSNs) or PWDs and librarian staff. The researcher made arrangements for those who need some level of explanation for the questionnaire to have an American Sign Language interpreter (ASLI) at the resource

centre of the department of special education, UEW, to help read and interpret the questionnaire for students with disabilities while the researcher is also around. This would enhance inappropriate responses to the questionnaire. The Likert scale was used due to its resourcefulness in assessing personal attitudes and value clarification (Kothari and Garg, 2014). The degree of agreement with an intentionally polarized statement (such as "Strongly Agree" for the attitudinal object) provides a measurement regarding attitude toward said attitudinal object (Likert, 1967).

With the use of the Likert scale, the respondents are asked to indicate the extent to which they agreed or disagreed with a statement by selecting one of the following choices: Agree (1) or Disagree (2).

The four (4) research objectives were stated separately to guide the direction of Likert-type questions for both staff and students. The researcher tried to do away with the jargon of the 2 major subject areas, i.e., information studies (library studies) and special education, so that both groups of respondents could understand the questions and answer appropriately.

3.7 Data Collection Procedure

Two sets of the questionnaires were personally administered to the participants purposively selected for the study. An introductory letter was presented to the university librarian and the head of the department of special education at UEW. The researcher met the participants (library staff), briefed them on the topic, and assured them of the confidentiality of the information that would be provided. Students with special needs (SWSNs) were also met through their assistants. The researcher set aside two weeks for the administration and collection of the questionnaire due to

different lecture periods for different courses. The researcher recalled 22 out of 25 questionnaires distributed to PWDs and all 25 distributed to library staff.

Records on file such as borrowing statistics request books were consulted for information on the extent of SWSNs' access and use of the library. The researcher also observed the activities of staff services to SWSNs and how some SWSNs behave in the library.

3.8 Data Analysis

Questionnaire data

The questionnaire data analysis first begins by identifying the major categories and prominent themes that emerged from the data associated with the key themes raised in the research objectives. Two groups of participants were involved in the data collection (library staff and students with special needs). According to Hancock (2002), data analysis in research includes compressing the mass of information gathered and introducing the outcomes in a way that imparts the most important points. The data analysis was done after the data collection. The Statistical package for Social Sciences (SPSS) was used for the analysis.

Documents on file

The documents available at the reader service of the library that were utilized included the user register and the borrowing register. The user register examined contained records of library users (students) registered from year to year to borrow library materials at the UEW libraries. The borrowing register examined contained records of library users and materials borrowed. The records on file were compiled based on the status (disabled/category) of the users. These collected statistical data were then used as evidence to back up both library staff and users with special needs

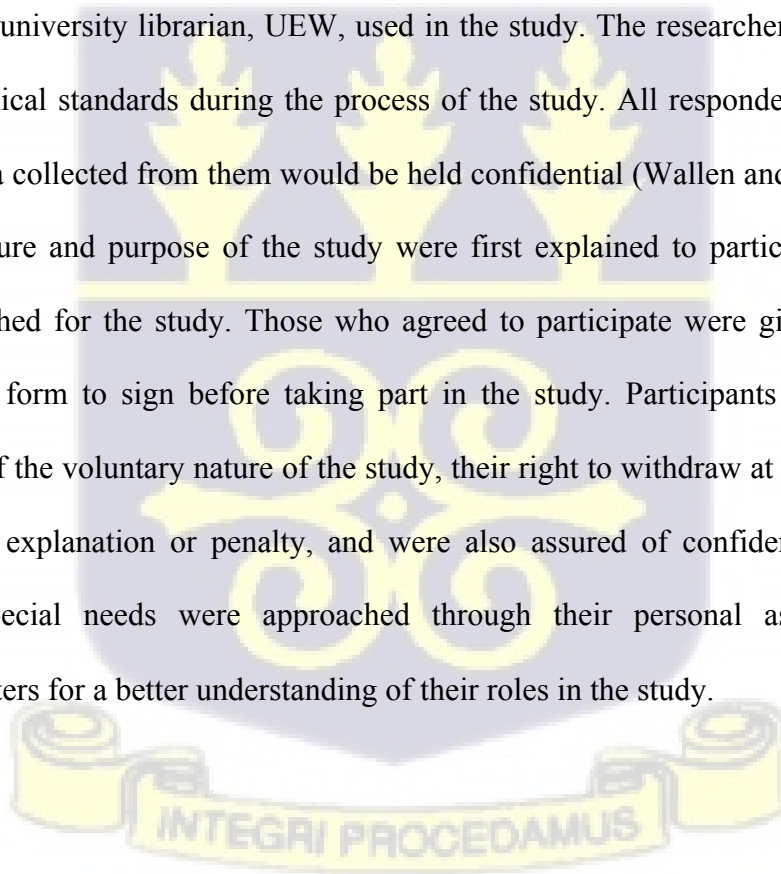
responses on library access and use for users with special needs at the University of Education, Winneba.

Observation

The researcher observed the activities of library staff towards SWDs and how regular or the frequency of access and use of the library of SWDs.

3.9 Ethical Considerations

The researcher abided by "the code of ethics in doing research at UG" (University of Ghana research ethics policy, 2013) and asked for an introductory letter from the Department of Information Studies and duly acknowledged all sources that consent and approval were sought from the authorities of the department of special education and the university librarian, UEW, used in the study. The researcher also maintained high ethical standards during the process of the study. All respondents were assured that data collected from them would be held confidential (Wallen and Fraenkel 2000). The nature and purpose of the study were first explained to participants who were approached for the study. Those who agreed to participate were given an informed consent form to sign before taking part in the study. Participants were also made aware of the voluntary nature of the study, their right to withdraw at any point in time without explanation or penalty, and were also assured of confidentiality. Students with special needs were approached through their personal assistants and or interpreters for a better understanding of their roles in the study.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the results and findings from the study. The data from the two respondents was analyzed based on the research objectives as well as each set of questionnaire items. The results from the questionnaire items under each research objective for students with special needs were analysed to buttress the corresponding questionnaire items for library staff under the same research objective. The researcher again compared some outcomes with what was observed and also with records on file. For the analysis of the data, the researcher combined the responses at the two extremes, such as strongly agree (SA) and agree (A) as one and strongly disagree (SD) and disagree (D) as the other for discursive purposes. Responses to items were coded and fed into the computer using the statistical package for the social sciences (SPSS) version 2.0. A total of 25 library staff and 22 students with special needs responded to the questions. The descriptive statistical method was finally adopted in the final data analysis.

4.1 Results

Research objective 1:

4.1.1 To assess the extent to which SWSNs have access to and use the University library

To answer this research objective, library staff's responses to questionnaire items 6–12 and students with special needs responses to questionnaire items 6–12 were used.

Table 4.1a shows the frequency distributions of library staff's responses to the questionnaire items, and Table 4.1b shows the frequency distributions of students with special needs to the questionnaire items.

Table 4.1a: The frequency distributions of library staff's responses to the questionnaire items

STATEMENTS	Agree	Disagree
	F (%)	F (%)
6. Patrons with special needs have access to and use the library.	21(84%)	4(16%)
7. Patrons with disabilities have access to and use library resources (electronic resources, audiovisual library, serials library, reading room).	18 (72%)	7 (28%)
8. Different types of patrons with special needs (deaf, blind, and physically disabled) use the library's resources.	10(40%)	15(60%)
9. Patrons with special needs have access to and use of the main library hall, as well as their own laptop computers and reading materials.	10 (40%)	15 (0%)
10. The library has lost its relevance to the internet and database searching.	18 (72%)	6 (24%)
11. I sometimes conduct reference interviews to help patrons with special needs.	4 (16%)	19 (76%)
12. Patrons with special needs ask for sources of information and or directions in the library.	24(96%)	14(0%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)



Table 4.1b: The frequency distributions of students with special needs to the questionnaire items

STATEMENT	Agree	Disagree
	F (%)	F (%)
6. I go to the library and use it.	12 (54%)	10 (45%)
7. I access and use library resources (electronic resources, audiovisual library, serial library, reading room).	11 (50%)	11 (50%)
8. Some of my colleagues with special needs (deaf, visual, physical) use the library resources.	6 (27%)	16 (72%)
9. I access and use the main library hall with my laptop and reading materials.	8 (36%)	14 (36%)
10. The library has lost its relevance to the internet and database searching.	13 (59.1%)	8 (36.45%)
11. Library staff ask questions in order to assist me in getting what I want.	15 (68.2%)	7 (31.8%)
12. I ask the library staff what I need in the library.	13 (59.1%)	7 (31.8%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)

Table 4.1a shows the frequency distributions of library staff's responses to the questionnaire items, and Table 4.1b shows the frequency distributions of students with special needs to the questionnaire items

Findings

With regard to item 6 in Table 4.1a that focused on finding out whether students with special needs have access and use the library, it was observed that, out of a total of 25 library staff who expressed their opinions on this, 18 (72%) agreed that students with

special needs have access and use the library. In Table 4.1b item 6, that focused on finding out whether students with special needs have access and use the library, out of 22 students with special needs (SWSNs) respondents, 12 (54%) responded YES to the statement. This confirms that they access and use the library; this goes to confirm the view of Drake (2005), who opined that access to information is a complex concept. Observations made by the researcher indicate that some PWDs visit the library. Again, it shows that there is some form of support and assistance from the staff with regard to services as argued in the accessibility model (Norwegian Delta Centre, 2008).

In relation to item 7 in Table 4.1a, that focused on finding out from library staff whether SWSNs access and use library resources (electronic resources, audiovisual library, serial library, and reading room), 10 (40%) agreed with the statement, while 15 (60%) disagreed. This suggests that these resources are not used. In relation to items 7, 8 and 9 in Table 4.1b focused on finding out whether SWSNs use library resources such as electronic, audio-visual, and serial libraries, the response was 11 (50%), 16 (72%), and 14 (63%), all in disagreement with the statement. Regarding item 8 in Table 4.1a, which was directed at finding how often SWSNs use the library resources, it was observed that 10 (40%) agreed while 15 (60%) disagreed out of 25 library staff. The trends in these responses further show that SWSNs do not use these resources. It again shows that just a few of them do and not often. The pattern of responses also hinted that those devices that could attract them to use those resources were not there. If Hamilton (2003), Norwegian Delta Centre (2008), and Drake (2005) were right by arguing that librarians should go a step further to make information available in all formats and dismantle all forms of barriers to accessing information since restrictive access is a violation of Article 19 of the United Nations Universal

Declaration of Human Rights, then also shift from the old system of making books available and leaving the user to find needed information in the library's stock of printed material.

With item 9 in Table 4.1a, which is aimed at finding out whether SWSNs access and use main library halls with their own laptops, reading materials, or library reading materials, It was observed that 18 (72%) agreed while 6(24%) disagreed, confirming the agreement and disagreement of library staff. Items 10 and 11 in Table 4.1b, which sought to find out whether SWSNs go to the library with their own books and not to read library materials and also their own laptops, were agreed with 13(59.1%) as against 8(36.45%) and disagreed with 15(68.2%) against 7(31.8%), showing that SWSNs go to the library with their own books and not to read library materials and also their own laptops. This confirms the second component of the model that the library will have to supply the universally designed library and library services with special equipment and initiatives to attract users with disabilities (Norwegian Delta Centre, 2008)

Concerning item 10 in Table 4.1a, which asked whether the library had lost its relevance to internet and database searching, the majority, 19 (76%), disagreed with the statement. This confirms Grassian and Kaplowitz's (2009) opinion that librarians still teach in libraries.

With regard to items 12 and 13 in Table 4.1b, which were to find out whether SWSNs knew about e-resources and WINNOPAC in the library, it was agreed with 13 (59.1%) out of 22(100%) respondents to support the library staff response above, and it also means that the staff has marketed the resources that support a study by (Toner, 2005).

In relation to items 11 and 12 in Table 1a, which were focused on knowing from library staff whether they sometimes conduct reference interviews to help library users in general and whether students with special needs ask for sources of information and or direction in the library, out of a total of 25 respondents, 24 (96%) library staff agreed to item 11 and 21 (84%) agreed to item 12, showing that there is staff-user collaboration, which is in agreement with Brunton (2007) and Marshall, Burns, and Briden (2007).

Results

Research objective 2

4.1.2 To find out what challenges affect SWSNs in accessing and using the library

To answer this research objective, library staff's responses to questionnaire items 13–21 and students with special needs responses to questionnaire items 13–21 were used.

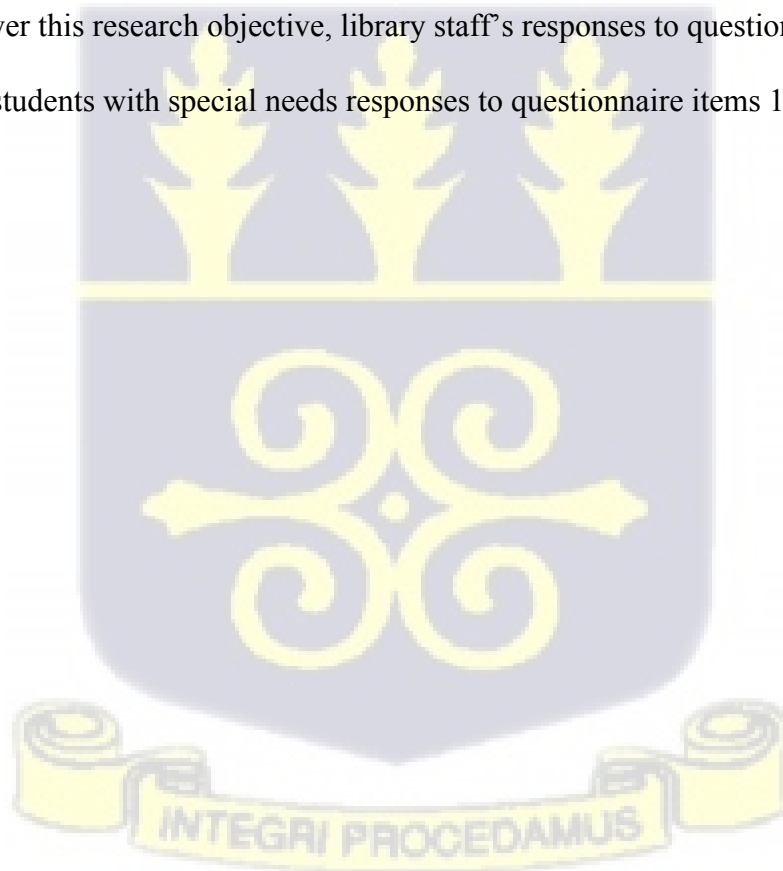


Table 4.2a shows the frequency distributions of library staff's responses to the questionnaire items, and Table 4.2b shows the frequency distributions of students with special needs to the questionnaire items.

Table 4.2 a: The frequency distributions of library staff's responses to the questionnaire items

STATEMENTS	Agree F (%)	Disagree F (%)
13. I sometimes open/assist patrons with physical disabilities.	23(92%)	1(4.0%)
14. The library designates staff for patrons with special needs.	1(4%)	23(92%)
15. I can spot students with disabilities among library patrons.	9(36%)	16(64%)
16. Students with disabilities ask for sources of information and or directions in the library.	6(24%)	19(76%)
17. PWDs are aware of a special library (braille) for the visually impaired.	21(84%)	3(12%)
18. Students with disabilities (the deaf) communicate in sign language.	18(72%)	7(28%)
19. I can communicate with students with disabilities (SWDs) in sign language.	11(44%)	14(56%)
20. There is a ramp to the library for patrons with special needs.	6(24%)	19(76%)
21. The library environment is appropriate for PWDs	1(4.0%)	23(92%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)



Table 4.2b: The frequency distributions of students with special needs to the questionnaire items

STATEMENT	Agree F (%)	Disagree F (%)
13. Library staff sometimes assist us (PWDs) when entering the library.	7 (31.8%)	14 (63.6%)
14. The library designates staff for PWDs.	6 (27.3%)	16 (72.7%)
15. Library staff are able to identify me.	10 (45.5%)	12 (54.5%)
16. I do not ask for sources of information or directions in the library.	12 (54.5%)	10 (45.5%)
17. I am aware of a special library (braille) for the visually impaired.	16 (72.7%)	6 (27.3%)
18. The deaf communicate in sign language.	18 (81.8%)	4 (18.2%)
19. I see library staff communicating in sign language.	6 (27.3%)	16 (72.7%)
20. There is a ramp to the library for PWDs.	1(4.0%)	23(92%)
21. The library environment is appropriate for me.	1(4.0%)	23(92%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)

Table 4.2a shows the frequency distributions of library staff's responses to the questionnaire items, and Table 4.2b shows the frequency distributions of students with special needs to the questionnaire items.

Findings

With regards to item 13 in Table 4.2a and 4.2b that was focused on finding out from library staff whether they sometimes help PWDs on their way in and within the library, out of a total of 25 respondents, 23(92%) agreed with the statement. This means that library staff help users with special needs when entering and within, including information retrieval. Item 13 in Table 4.2b: 14(63.6%) out of 22 respondents disagreed by indicating that there was no assistance from the library staff.

The help in this item could mean something different to the two groups of respondents.

In relation to items 14, 15 and 16 in Table 4.2a and 4.2b that focused on finding out whether there is a library staff designate for PWDs, whether library staff are able to identify PWDs and if there is a reserved place for PWDs in the library, respectively, out of 25 respondents, 23(92%) agreed with item 14, out of 25 respondents, 9(36%) agreed, while 16(64%) disagreed with item 15. This means that staff are not able to identify PWDs. Apart from those with hearing impairments (a hidden disability), most disabilities are visible. The direction of the response shows that PWDs have an alternative for library use or staff are not interested or do not pay particular attention to the PWDs. This was confirmed by the response in Table 4.2b item 15 as 12(54.5%) disagreed that library staff are able to identify PWDs, meaning no empathy was shown to PWDs in the library service. 19(76%) for item 16; Table 4.2a disagrees to mean that PWDs do not ask for help. This was supported by responses from Table 4.2b.12 (54.5), which agreed that PWDs do not ask staff for help.

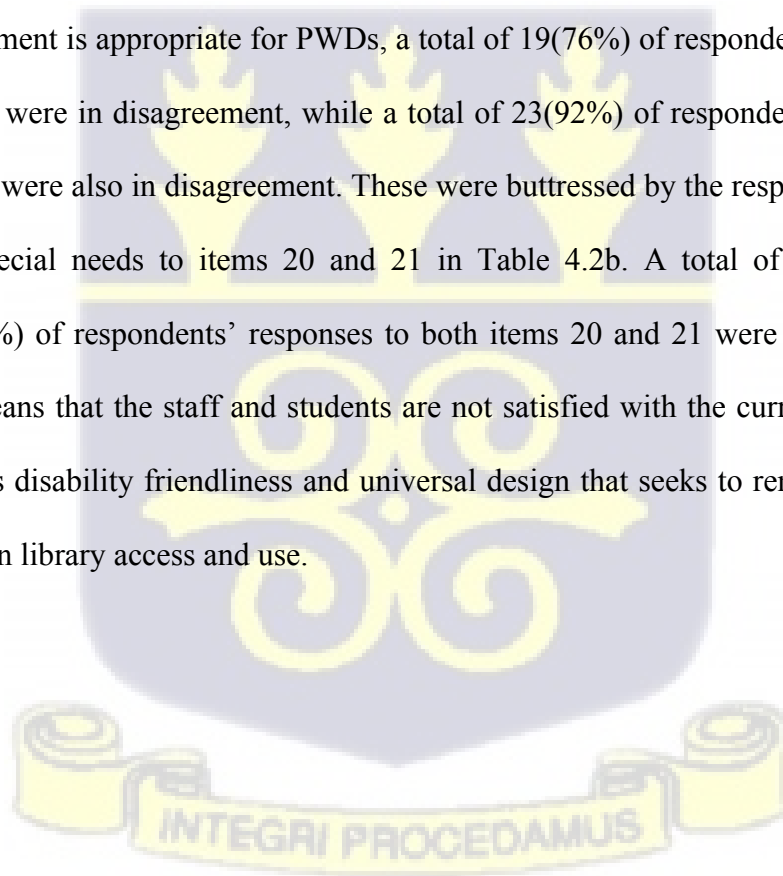
Regarding questionnaire item number 17 in Table 4.2a that was geared toward finding out whether PWDs are aware of a special library (braille) for the visually impaired, out of 25 respondents 21(84%) agreed, while 3(12%) disagreed. This means that there is enough awareness creation for the special library, which was confirmed by the responses in Table 4.2b with 16 (72.7%) agreeing and 6 (27.3%) disagreeing out of 22 respondents.

Item 18 in Table 4.2a was directed at finding out whether the deaf communicate in sign language. Out of 25 respondents, 18(72%) agree and 7(28%) disagree. This means that library staff are aware of the mode of communication of the deaf. This was

confirmed by the students with special needs, with 18 (81.8%) agreeing that the deaf communicate in sign language with 4 (18.2%) in disagreement, which could mean their understanding of other communication like lip-reading and tactile.

As regards item 19 that sought to find out whether library staff do communicate in sign language, a total of 14(56%) out of 25(100%) library staff disagree, which means that they do not understand or communicate in sign language. This was confirmed by a total of 16 (72.7%) out of 22 students with special needs who disagreed with item 19 in Table 2b that sought to know if library staff were seen to communicate with the deaf in sign language.

Regarding items numbers 20 and 21 in Table 4.2a that focused on finding out whether there is a ramp to the library for patrons with special needs and whether the library environment is appropriate for PWDs, a total of 19(76%) of respondents' responses to item 20 were in disagreement, while a total of 23(92%) of respondents' responses to item 21 were also in disagreement. These were buttressed by the responses of students with special needs to items 20 and 21 in Table 4.2b. A total of 23(92%) out of 22(100%) of respondents' responses to both items 20 and 21 were in disagreement. This means that the staff and students are not satisfied with the current nature of the library's disability friendliness and universal design that seeks to remove barriers for PWDs in library access and use.



Results

Research objective 3:

4.1.3 To identify user education for user-librarian collaboration available for SWSNs

To answer this research objective, library staff’s responses to questionnaire items 22–26 and students with special needs responses to questionnaire items 22–26 were used. Table 4.3a shows the frequency distributions of library staff’s responses to the questionnaire items, and Table 4.3b shows the frequency distributions of students with special needs to the questionnaire items.

Table 4.3a: The frequency distributions of library staff’s responses to the questionnaire items

STATEMENTS	Agree F (%)	Disagree F (%)
22. The library has special library service arrangements for patrons with special needs.	9(36%)	16(64%)
23. Patrons with special needs are registered separately.	5(20%)	20(76%)
24. I have a special educational background or attend in-service training on disability issues.	6(24%)	19(76%)
25. There is a reserved seat for patrons with special needs.	5(20%)	20(82%)
26. SWSNs pay late fees (if they are overdue)	13(52%)	12(48%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)

Table 4.3b: The frequency distributions of students with special needs responses to the questionnaire items

STATEMENT	Agree F (%)	Disagree F (%)
22. The library has a special library service arrangement for me.	5 (22.7%)	16(72.7%)
23. We were registered separately with a separate database of us (PWDs).	4(18.2%)	18(81.8%)
24. The library staff exhibits the characteristics of a special educator or professional in disability issues.	12(54.5%)	10(45.5%)
25. There is a reserved reading area for patrons with special needs.	5(22.7%)	16(72.7%)
26. The library has assistive technologies for people with disabilities.	4(18.2%)	18(81.8%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)

Table 4.3a shows the frequency distributions of library staff's responses to the questionnaire items, and Table 4.3b shows the frequency distributions of students with special needs to the questionnaire items.

Findings

With regard to items 22 and 23 in Table 4.3a, which intend to find out whether the library has special library service arrangements for patrons with special needs, out of a total of 25(100%) respondents, 16(64%) of library staff responses were negative for the statements, respectively, indicating that there are no special library service arrangements for patrons with special needs. This was confirmed by the responses of 16(72.7%) out of 22 respondents in Table 4.3b.

With regards to item 23 in Table 4.3a, which sought to find out whether patrons with special needs are registered separately or there is a database of PWDs, out of a total of 25 respondents, 20(76%) disagreed, indicating that the library has no record of PWDs.

With regards to item 23 in Table 4.3b, which sought to find out whether the PWDs were registered separately with a separate database of them (PWDs), Out of 22(100%), 18(81.8%) disagreed, which confirmed the responses of item 23 in Table 4.3a.

Considering item 24 in Table 4.3a and 4.3b that aimed at finding out whether library staff have special educational background and or attend in-service training on disability issues and if the PWDs see library staff exhibiting characteristics of a special educator or professional in disability issues, respectively, out of a total of 25(100%) respondents in Table 4.3a , 19(76%) disagreed and was slightly challenged in Table 3b with 12(54.5%) agreeing that library staff exhibited characteristics of special educators and or professionals in disability issues when attending to PWDs. This indicates that the majorities of the staff have no background in disability-related subjects but serve PWDs with empathy and professionalism.

Regarding item 25 in Table 4.3a and 3b that was to explore whether there is a reserved reading area for patrons with special needs, out of a total of 25(100%) library staff, 20 (82%) agreed with the statement and out of a total of 22(100%) patrons with special needs in Table 3b, 16(72.7%) also disagreed. This indicates that no reserved area is there for PWDs in the library.

With regards to item 26 in tales 4.3a and 3b that focused on finding out from library staff and students with special needs whether there are assistive technology devices in the library, an appreciable number of respondents, i.e., 19(76%) of the library staff

disagreed with the statement, while 18 (81.8%) of the SWSNs expressed no. These trends of responses show that the library does not have assistive technology devices that contradict what IFLA guidelines stand for. This may also explain why the SWSNs do not use some of the resources.

Results

Research objective 4:

4.1.4 To determine the guidelines available for librarians towards SWSNs in accessing and using the library

To answer this research objective, library staff's responses to questionnaire items 27–33 and students with special needs responses to questionnaire items 27–33 were used. Table 4.4a shows the frequency distributions of library staff's responses to the questionnaire items, and Table 4b shows the frequency distributions of students with special needs to the questionnaire items.

Table 4.4a: The frequency distributions of library staff responses to the questionnaire items

STATEMENTS	Agree F (%)	Disagree F (%)
27. I have a special educational background.	7(28%)	23(92%)
28. I received in-service training on disability issues.	7(28%)	16(64%)
29. The library has assistive technology devices for students with disabilities.	13(52%)	11(44%)
30. I know of a disability policy on library use for PWDs.	5(20%)	19(76%)
31. There is always a sign language interpreter during library orientations and other programs.	17(68%)	6(24%)
32. The library environment is perfect for PWDs.	7(28%)	16(64%)
33. The library has separate rules for PWDs.	7(28%)	18(72%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)

Table 4.4b: The frequency distributions of students with special needs responses to the questionnaire items

STATEMENT	F	
	YES (%)	NO (%)
27. I'm aware that some library employees have specialized educational backgrounds.	5 (22.7%)	17(77.3%)
28. Library staff are skillful in serving me.	6 (27.3%)	16(72.7%)
29. The library has assistive technology devices for students with disabilities.	11(50.0%)	11(50.0%)
30. I know of a disability policy on library use for PWDs.	9(40.9%)	13(59.1%)
31. There was a sign language interpreter during library orientation.	10 (45.5%)	12(54.5%)
32. The library environment is perfect for PW Ds.	8(36.4%)	14 (63.6%)
33. The library has separate rules for PWDs.	5 (22.7%)	17(77.3%)

Key: F = Frequency; % = Percentage

(Source: Field data collected, 2021)

Table 4a shows the frequency distributions of library staff's responses to the questionnaire items and Table 4b shows the frequency distributions of students with special needs to the questionnaire items

Findings

With regard to Item 27 in Table 4a, which was directed at finding out whether library staff have special educational backgrounds, the responses were 23(92%) disagreeing out of a total of 25 who responded. Closely related to the above was item 27 in Table

4b. That was also focused on finding out from SWSNS whether library staff have special educational backgrounds. Out of 22 respondents, 16(72%) responses were negative. This shows that the 2 items confirm each other to mean that the library staff do not have special educational backgrounds or that no more than 2 staff have special educational backgrounds.

With regards to item 28 in Table 4a, which was focused on finding out from library staff whether they receive in-service training on disability issues, the response was in absolute disagreement, i.e., 16(64%) out of a total of 25 respondents. Related to the above, item 28 in Table 4b sought to find out from SWSNS whether the library staff were skillful in serving them, which is to mean the same as item 28 in 4.4a. Out of 22 respondents, 16(72.7%) of SWSNS's responses were negative. This confirms the response of library staff in item 28 Table 4.4a.

Considering item 29 in Table 4a that was centered on knowing from library staff whether the library has assistive technology devices for students with disabilities, 13(52%) agree while 11(44%) disagree, out of a total of 25(100%) respondents. Item 29 in Table 4b, students with special needs responses were 11(50.0%) and 11(50.0%) for agree and disagree out of 22(100%) respondents. This means that assistive devices in the braille library are being considered by both library staff and SWSNs, hence the split responses.

As regard to item 30 in Table 4.4a, which was to find out if library staff knew of a disability policy on library use for PWDs, out of 25 (100%), 19 (76%) responded in the negative. The disagreement was confirmed by 13(59.1%) out of 22(100%) respondents with disabilities.

Regarding item 31 in Table 4.4a and 4b that was centered on finding out from library staff and students with special needs whether there is always a sign language interpreter during library orientations and other programs, 17(68%) said yes out of a total of 25(100%) library staff and out of a total of 22(100%) students with special needs respondents, 12(54.5%) said no. These two conflicting answers could mean that some students with special needs do not attend most library orientations and or programs; or library does not always involve a sign language interpreter.

As regards item 32 in Table 4.4a and 4.4b that focused on finding out whether the library environment is perfect for PWDs, the responses skewed towards the negative for both respondents—that is, 16(64%) and 14 (63.6%)—out of a total of 25 and 22 respondents, respectively.

In relation to item 33 in Table 4.4a and 4.4b that were developed to find out whether the library has separate rules for PWDs, the responses were no for both respondents, as 18(72%) out of a total of 25 library staff and 17(77.3%) out of a total of 22 students with special needs who responded, respectively.

4.1.5 Discussion of Findings

The discussion of findings is centered on the major research objectives of the study which will be discussed under the following themes in relation to existing literature and focused on:

1. Assess the extent library users with special needs have access and use library.
2. Inherent challenges that affect library patrons with special needs in access and use of library.
3. User education for user-librarian collaboration available for patrons with special needs.

4. Guidelines available for librarians towards patrons with special needs in accessing and using library.

4.2 Extent to which SWSNs have Access to and Use the University Library

The finding revealed that both library staff and students with special needs (SWSNs) agreed with 18 library staff (LS) representing (72%) and 12 SWSNs representing (54%) that students with special needs have access and use the library. This goes to confirm the view of Drake (2005), who opined that access to information is a complex concept. Again, it shows that there is some form of support and assistance from the staff with regard to services as argued in the accessibility model (Norwegian Delta Centre, 2008).

In relation to finding out whether SWSNs access and use library resources (electronic resources, audio-visual library, serial library, reading room), 15 library staff members representing 60 percent responded yes. In relation to items 7, 8 and 9 in Table 4.1b, focused on finding out whether SWSNs use library resources such as electronic, audio-visual, and serial libraries; if they go to the library with their own reading materials and laptop, SWSNs' responses were 11 (50%) for item 7, 16 (72%) for item 8, and 14 (63%) for item 9, all in disagreement with the statements. Regarding item 8 in Table 4.1a, which was directed at finding how often SWSNs use the library resources, 15 respondents, representing 60% of library staff, disagreed with the statement. The trends in these responses further show that SWSNs do not use these resources. It again shows that just a few of them do, and not often. The pattern of responses also hints that those devices that could have attracted them to use those resources were not there. Norwegian Delta Centre, 2008), and Drake (2005) were correct in arguing that librarians should go above and beyond to make information available in all formats and remove all forms of information access barriers, because

restrictive access violates Article 19 of the United Nations Universal Declaration of Human Rights. Again, libraries should shift from the old system of making books available and leaving the user to find needed information in the library's stock of printed material.

With item 9 in Table 4.1a, which is aimed at finding out whether SWSNs access and use main library halls with their own laptops, reading materials, or library reading materials, 18 library staff constituting (72%) agreed on items 10 and 11 in Table 4.1b, which sought to find out whether SWSNs go to the library with their own books and not to read library materials and also bring their own laptops to the library; 13 representing (59.1%) and 15 representing (68.2%) SWSNs agreed, showing that SWSNs go to the library with their own books and not to read library materials and also bring their own laptops. These confirm the second component of 'accessibility for all'; the library will have to make available all that is universally designed and library services with special equipment and devices and initiatives to attract users with disabilities (Norwegian Delta Centre, 2008). Inclusion in library access and use is necessary; ideally, libraries should be accessible to all potential users without regard to any disabling condition (Chima & Eskay, 2013). As agreed, Aina (2004) grouped users into children, pupils, students, adults, professionals, researchers, policy-makers, artisans, and those with disability conditions.

The majority of library staff, 19 (76%), disagreed with the statement in response to question 10 in Table 4.1a, whether the library has lost its relevance to internet and database searching. This confirms Grassian and Kaplowitz (2009), who opined that

librarians still teach in libraries and that the fact that a user has a laptop does not mean access to an authentic source of information on the net.

In relation to items 11 and 12 in Table 4.1a that were focused on knowing from library staff whether they sometimes conduct reference interviews to help library users in general and whether students with special needs ask for sources of information and or direction in the library, 24 representing (96%) of library staff agreed to item 11 and 21 representing (84%) agreed to item 12, showing that there is staff-user collaboration, which is in agreement with Brunton (2007) and Marshall, Burns, and Briden (2007).

With regard to item 12 in Table 4.1b, which was to find out whether SWSNs knew about e-resources and WINNOPAC in the library, it was agreed by 13 respondents (59.1%) that this buttressed the library staff response. This means that the staff/library has marketed the resources (Toner, 2005). Responses were again linked to Van Dijk and Jan (2006), who identified four types of barriers to access, which are classified under four successive types of access:

1. Motivation: lack of elementary digital experience caused by lack of interest, computer anxiety, and unattractiveness of new technology ("mental access").
2. Physical: no possession of computers and network connections ("material access").
3. Skill: Lack of digital skills is caused by insufficient user-friendliness and inadequate education or social support ("skills access").
4. Usage: Lack of significant usage opportunities ("usage access"). Godlee, Pakenham-Walsh, Ncayiyana, Cohen, and Parker (2004) and Feather (2006)

direct that it is important for the library to provide the right information at the right time, thereby facilitating access to knowledge.

4.3 Challenges of SWSNs in Accessing and Using the Library

The findings revealed that 23 representing (92%) of library staff agree that staff help PWDs/SWSNs on their way in and within the library, whilst 14 representing (63.6%) of PWDs/SWSNs disagreed. (2017) stated that the built environment includes both the outdoor environment surrounding buildings and the internal areas within buildings. Barriers in any of these areas can make the built environment unpleasant and inaccessible to people with disabilities, preventing them from accessing it.

The help in this item could mean something different to the two groups of respondents. Library staff need to know about different categories of disabilities and which ones help to give as in disability etiquettes. Aina (2004) grouped users into children, pupils, students, adults, professionals, researchers, policy-makers, artisans, and those with disabilities. Libraries must accept that they have a duty to help library users (Chan and Costa, 2005).

The majority of library staff (LS), representing 92%, disagreed that the library designate staff for patrons with special needs. I disagreed that staff are able to identify students with disabilities among library users is 16 (64%), and 19 of LS, representing 76%, disagreed that students with disabilities ask for sources of information and or direction in the library. 21(84%) LS agreed that PWDs are aware of a special library (braille) for the visually impaired and 18(72%) agreed that students with disabilities (the deaf) communicate in sign language.

Further, library staff disagreed that they are able to communicate with PWDs in sign language; that is 14 of the library staff respondents' opinions (56%). 19(76%) agreed that there is a communication barricade to the library for patrons with special needs, and 23(92%) disagreed that the library environment is appropriate for persons with disabilities (PWDs).

16(72.7%) agreed that students with special needs are aware of a special library (braille) for the visually impaired and 18(81.8%) agreed that the deaf communicate in sign language.

16(72.7%) of students with special needs disagreed that staff communicate in sign language; 23(92%) disagreed that there is a ramp to the library for PWDs; and 23(92%) disagreed that the library environment is appropriate for PWDs.

The findings contradict the World Health Organization's claim that policies and service delivery systems, including the rules that govern service provision, can act as a barrier that prevents people from participating in society. As a result, the WHO's World Report on Disability created some scenarios that demonstrate how barriers to accessing services can cause people to become disabled. According to the report, a deaf person who does not have a sign language interpreter and a blind person using a computer without screen-reading software, as well as a lack of information in an appropriate alternative medium for those with visual or hearing impairments, will find it impossible to access whatever they are looking for (WHO, 2011).

Assistive technologies or devices should be provided in advance, before PWDs even begin patronizing the library. If not, it creates a handicapped environment in the library (Joint, 2005).

The first component of the accessibility model is universal design as a major strategy (Norwegian Delta Centre, 2008).

Robertson (2007) argues that providing services in an accessible and inclusive manner is critical. Attitudes and inappropriate or bad reactions create barriers for PWDs. It is therefore critical for library service providers to take a more proactive approach, focusing on ensuring an inclusive environment while offering all library services. Most students who have hearing problems often prefer to use standardized gestures (sign language) as a mode of communication (Hersh & Johnson, 2008).

4.4 User Education for User-librarian Collaboration

Most library staff, that is 16 (64%), disagreed that the library has special library service arrangements for patrons with special needs. Staff 20 (76%) disagreed that patrons with special needs are registered separately; 19 (76%) disagreed that I have a special educational background and/or attend in-service training on disability; 20 (82%) disagreed that there is a reserved place for patrons with special needs; but 12 (48%) agreed that SWSNS pay overdue fine. The responses of LS were in agreement with the responses of SWSNs, with higher percentages.

Collaboration is a form of relationship that may exist among librarians and users of the library, which could promote understanding and use of library resources among students with special needs. Deakin (2008), Library Philosophy and Practice (2012), Given (2004) and Brunton (2005) agreed that user-librarian collaboration can take place during the library's instruction sessions or when users seek information during the search process. Knowing your users and their information needs promotes collaboration. Other ways are to intensify library staff/user training through orientation and user-librarian collaboration to change the perception of users.

A liaison librarian and a trainer on disability issues and special education expertise must be consulted anytime the library wants to have a program on disability issues. For the enhancement of communication with clients with disabilities, it is recommended to have at least one staff member learn how to sign and read Braille. Given that most people with disabilities have little experience and knowledge of libraries, user training should be included in staff training programs, particularly for the use of special equipment and devices, individual user training should be placed (Lee, 2001; Norwegian Delta Centre, 2008; IFLA, 2000).

Marshall, Burns and Briden (2007) revealed that if students feel comfortable in the library and with librarians, they access and use library well. Furthermore, students often consult people they know when in need. However, if the people they consulted have no experience in the subject area, they are more likely to change direction. According to Marshall, Burns, and Briden (2007), the logical conclusion from these observations is that librarians need to find a way to attract students. To do so, they have to be friendly, proactive, and knowledgeable in order for the relationship to thrive. The academic library environment encompasses all the circumstances, people, things, and events around the library and can have potential effects, positive or negative, on library usage (Gorman, 2006). A staff member who has direct contact with PWDs ought to learn how to communicate in sign language (Hollander, 1995).

4.5 Guidelines for SWSNs in Accessing and Using the Library

The findings revealed that library staff disagreed with the following statements: I have a special educational background of 23 representing (92%); I receive in-service training on disability issues of 16 representing (64%). These responses mean that the majority of library staff have no special educational background and are not given in-

service training on disability issues, which was supported by the responses of SWSNs with 17 representing (77.3%) and 16 representing (72.7%). These responses contradict the International Federation of Library Associations and Institutions (IFLA) (IFLA, 2000).

The majority agree that the library has assistive technology devices for students with disabilities (13, 52%) but the responses of SWSNs were split with 11(50.0%). The responses of LS could mean that computers in the library and those assistive devices at the braille library were considered as assistive devices.

19 out of 25 library staff disagreed with the statement. I know of no disability policy on library use for PWDs. The students' responses were in agreement with that of the staff, with 13 out of 22 respondents disagreeing with the same statements. There is always a sign language interpreter during library orientations and other programs. 17(68%) LS agreed with the students' responses, with 12 representing (54.5%).

16 (64%) of the staff disagreed, and 14 (63.6%) of the PWDs agreed. 18(72%) library staff disagreed that the library has separate rules for PWDs and 17 (77.3%) out of 22 students with disabilities who responded were in support.

The trend of the responses indicates that there is no policy document known to library staff and library users with disabilities with regards to library access and use. Records on file do not indicate that there is a working document that guides library staff on services for library users with disabilities.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of major findings in relation to the research objectives of the study; conclusion; and recommendations based on the findings resulting from the study to help library access and use for users with special needs at the University of Education, Winneba.

5.2 Summary of Findings

The study was to find library access and use for users with special needs at the University of Education, Winneba. The main research objectives of the study were to: assess the extent to which library users with special needs have access and use the library; inherent challenges that affect library patrons with special needs in access and use of the library; user education for user-librarian collaboration available for patrons with special needs; and guidelines available for librarians towards patrons with special needs in accessing and using the library. The major findings of the study are as follows:

5.3 Extent to which SWSNs Have Access to and Use the University Library

- More than seven-tenths (72%) but only about half (54 %) of students with special needs (SWSNs) agreed that SWSNs have adequate access to and use of the library.
- Almost two-thirds (60%) of the library staff disagreed that SWSNs are able to access and use electronic resources (audio-visual library, serial library, reading room).

- Only half (50%) of SWSNs disagreed that they are able to effectively use library resources such as electronic, audiovisual, and serial libraries.
- Majorities of the SWSNs go to the library to read their own books and not library materials (59.1%) and to use their own laptops (68.2%), which is corroborated by the majority of the library staff (60%) who disagreed that the SWSNs use the library resources, and also mostly (72%) agreed that SWSNs access and use library halls with their own laptops, reading materials, or library reading materials.
- The majority of library staff (76%) disagreed that the library has lost relevance in terms of Internet and database searching.
- Library staff mostly agreed that they conduct reference interviews to help library users (96%), and that SWSNs ask for sources of information and or direction in the library (84%).

5.4 Challenges of SWSNs in Accessing and Using the Library

- Almost all (92%) of the library staff agreed that library staff help SWSNs on their way in and within the library, but almost two-thirds (63.6%) of the SWSNs disagreed.
- Almost all the library staff (92%) disagreed that the library designate staff for patrons with special needs and that the library staff look out for and identify students with disabilities (64%).
- High majorities of the library staff agreed that SWSNs and other PWDs (persons with disabilities) are aware of special library facilities (braille) for the visually impaired (84%), that students with deafness disabilities (hearing impairment) communicate in sign language (72%), but mostly disagreed that they themselves are able to communicate with SWSNs in sign language (56%).

5.5 User Education for User-librarian Collaboration

The majority of library staff disagreed that the library has special library service arrangements for patrons with special needs (64%), that patrons with special needs are registered separately (76%), that library staff have a special education background and/or have attended in-service training on disability issues (76%), or that there is a reserved place for patrons with special needs (82%), and the SWSNs disagreed more.

5.6 Guidelines towards SWSNs in Accessing and Using the Library.

- Only about half (52%) of the library staff agreed that the library has assistive technology devices for students with disabilities, which is similar to the proportion of SWSNs (50%) who disagreed that such devices were available.
- Most of the library staff (76%) disagreed that they knew of disability policy on library access and use for PWDs, while the disagreed percentage for the SWSNs was 59.1%.
- Diverging percentages of the library staff (68%) and the SWSNs (54.5%) agreed that there is always a sign language interpreter during library orientations and other programs.
- About the same, almost two-thirds of both the library staff (64%) and SWSNs (63.6%) disagreed that the library environment is perfect for PWDs, while higher percentages of the library staff (72%) and the SWSNs (77.3%) agreed that the library has separate rules for PWDs.

5.7 Conclusion

Libraries mostly deal with people of diverse backgrounds and characteristics. Inevitably, some of these people will be people with disabilities or those with special needs.

Based on the findings, this study concludes that the UEW library should have a second look at its services to users with special needs in general and try to design a policy that would promote inclusive library use. This would go a long way to attracting library users with special needs in access and use of library resources. An academic library is a public-free environment in which restrictions or barriers to access and use are, to some extent, prohibited. In order to meet the information needs of this group of library users and to make the library accessible, 21st century assistive technology devices and appropriate staff should be made available for library users with special needs.

5.8 Recommendations

The following are the recommendations arising from the findings of the study.

5.9 Extent to which SWSNs have Access to and Use the University Library

The finding revealed that the following: students with special needs (SWSNs) have access and use the library without using some resources and facilities as a result of the unavailability of appropriate assistive technologies and communication gaps. Thus, the library must put in efforts to add assistive technologies to what is already existing, and more training sessions must be conducted continuously to keep the students and staff aware of themselves.

5.10 Challenges of SWSNs in Accessing and Using the Library

The findings revealed that library staff help PWDs/SWSNs on their way in and within the library, but the PWDs/SWSNs disagreed, which means that staff services to the PWDs are not enough or satisfying. There was no staff designated to serve PWDs. This could be the reason for the PWDs' not asking for directions or help from the staff and the staff's inability to communicate in sign language. The library environment

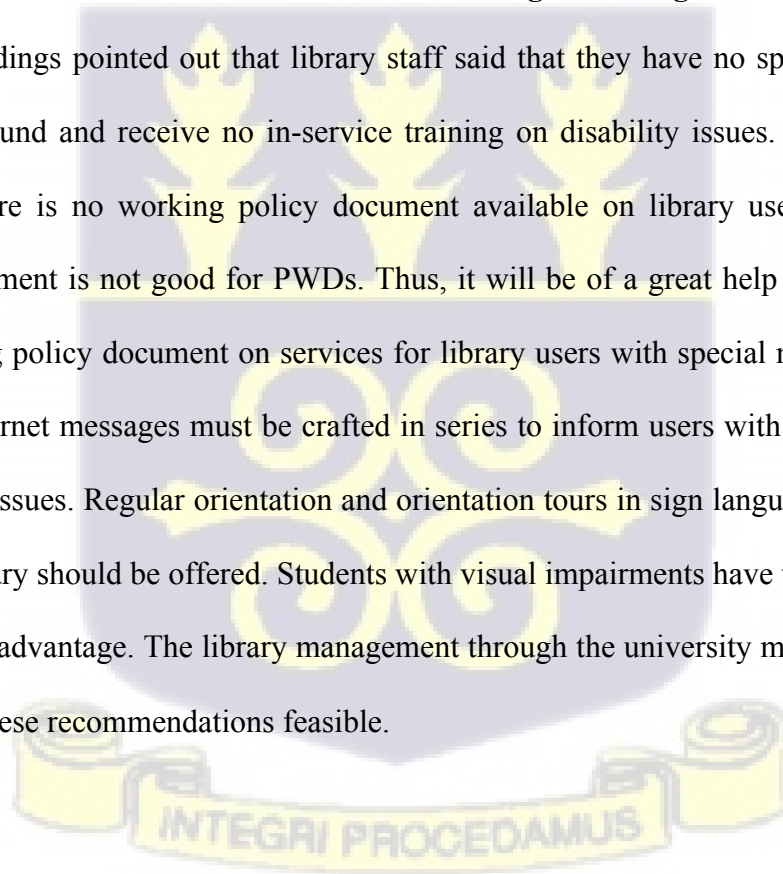
was not right for PWDs, which is the major concern of the respondents. Thus, the library management must organize in-service training and sponsor some staff to take courses in disability programs and learn basic sign language. Also, the library environment must be redesigned to universal design standard (ramps and rays, closed gutters) and appropriate format of library materials must be made available for PWDs.

5.11 User Education for User-Librarian Collaboration

The findings revealed that there is no special library service arrangement for users with special needs and any statistics or records of PWDs in the library. These suggest that the library must open a separate register for PWDs and have special or separate rules for serving them.

5.12 Guidelines towards SWSNs in Accessing and Using the Library

The findings pointed out that library staff said that they have no special educational background and receive no in-service training on disability issues. It came out also that there is no working policy document available on library use and the library environment is not good for PWDs. Thus, it will be of a great help to put together a working policy document on services for library users with special needs. WhatsApp and internet messages must be crafted in series to inform users with special needs on library issues. Regular orientation and orientation tours in sign language on the use of the library should be offered. Students with visual impairments have the braille library to their advantage. The library management through the university management could make these recommendations feasible.



REFERENCES

- Acheampong, N. O., & Dogbe, D. (2020). Access to Library Facilities and Resources by Students with Visual Impairment at University Of Education, Winneba. *Library Philosophy and Practice*, 1-16.
- Adjei , K. O. K., & Andoh-Mensah, F. (2015). Access to and use of libraries among students with special needs at the University of Education, Winneba and Kumasi polytechnic, Kumasi. *International journal of current research*, 7(01), 12106-12113. <http://www.journalcra.com>
- Agboke, A. L. & Udofia, E. P. (2015). Captions resources and library patronage by hearing impaired students in university libraries of south-south Nigeria. *Library Philosophy and Practice*, 7(4), 91-95.
- Aina, L. O. (2004). *Library and information science text for Africa*. Third World Information Services Ltd.
- Alemna, A. & Armah, A. L. (2007). Provision of library and information services for the visually challenged students in Ghana's Public Universities. Proceedings of the Seminar on Access to Information organised by the Committee of University Librarians and their Deputies, University of Education, Winneba, April 10-11, 2008.
- Alhassan, S. (2015). *Writing a thesis: A guide for social students*. ICEIR.
- Ali, R.M. & Nisha, N. F. (2011). *Library Philosophy*.
- American Library Association (2001). *ALA Policy B.9.3.2*.
- Amusa, O. I. & Iyoro, A. O. (2013). Influence of library environments, instructional programs and user-librarian collaborations on library use by undergraduate students in Nigeria. *Chinese Librarianship: An International Electronic Journal*, 35, 72-86.
- Anasi, S. N. (2010). *Curbing youth restiveness in Nigeria: The role of information and libraries*. *Library Philosophy and Practice* (e-journal), Paper 388.
- Appiah, D. K. (2016). *Information Seeking Behaviour of Visually Challenged Students in Public Universities: A Study of University of Ghana, Legon and University of Education, Winneba* (Doctoral dissertation, University of Ghana).
- Asante, L. A. & Sasu, A. (2005). *The persons with disability Act, 2006 (Act 715) of the Republic Ghana: The law, omissions and recommendations*.
- Ashigbi, E. K. Y., Danso, A. K., & Tudzi, E. P. (2015). Persons with disabilities and the built environment: A user perception of the University of Ghana. *Ghana Journal of Higher Education*, 2, 72-94.
- Atkins, L. & Wallace, S. (2012). *Qualitative research in education*. Sage Publication.

- Ayoung, D. A., Baada, F. N. A., & Baayel, P. (2021). Access to library services and facilities by persons with disability: Insights from academic libraries in Ghana. *Journal of Librarianship and Information Science*, 53(1), 167-180.
- Avoke, M. (2004). Some historical perspectives in the development of special education in Ghana. *European Journal of Special Needs*, 16, 29-30.
- Barry, J., & Barry, J. (2012). Assistive Technology in Libraries for Patrons with Disabilities: An Annotated Bibliography.
- Beaton, M. (2005). Glasgow City Council: Library, information and learning services for disabled people in Glasgow. *Library Review*, 54(8): 472-8.
- Best, J. W., & Kahn, J. V. (2014). *Research in Education: Pearson New International Edition*. Essex.
- Bhatti, R. (2003). A study of library usage and satisfaction by social scientist at Bahanddin Zakariya University, Multan. *Library Philosophy and Practice*, Issue 89, 1-22.
- Bonnici, L. J., Maatta, S. L., & Wells, M. K. (2009). US national accessibility survey: Librarians serving patrons with disabilities. *New Library World*, 110(11/12), 512-528. <http://dx.doi.org/10.1108/03074800911007532>
- Brunton, C. (2007). The effects of library user-education programs on the information-seeking behaviour of Brisbane College of Theology students: An Australian case study. *Journal of Religious & Theological Information*, 7(2), 55-74.
- Buckland, M. (1999). *Library Services in Theory and Context* (2nd Ed). <http://digitalassets.lib.berkeley.edu/sunsite/Library%20Services%20in%20Theory%20and%20Context,%202nd%20Edition.pdf>
- Busha, C. H. & Harter, S. P. (1980). *Research methods in librarianship: Techniques and interpretation*. Academic Press.
- Chan, L. & Costa, S. (2005). Participation in the global knowledge commons: Challenges and opportunities for research dissemination in developing. *New Library World* 106, (3/4), 141-163.
- Charles, S. (2005). Person first, disability second: disability awareness training in libraries. *Library Review*, 54(8): 453 - 458 Permanent link to this document: <http://dx.doi.org/10.1108/00242530510619147>
- Chesney, D. (2017). Disability, accessibility, and universal design in the engineering curriculum, University of Michigan.
- Chima, J. N. & Eskay, M. (2013). *Educational Library and Communication Services*.
- Clarcke, R. (1999). User education at main library of the University of West Indies, St. Augustine: A historical chronicle. *Library Review*, 48(5), 242-250.

- Clee, J., & Maguire, R. (1993). Library environment and library usage. *Library Management*, 14(5), 6-8. <https://doi.org/10.1108/01435129310043824>
- Cohen, L., Manion, L., & Morison, K. (2011). *Research methods in education* (7thEd.). Routledge.
- Cooper, D. R., & Schindler, P. S. (2003). *Business research methods* (8th ed.). McGraw-Hill/Irwin.
- Craven, J. (ed). (2008). *Web accessibility: Practical advice for the library and information professional*. Facet Publishing.
- Creswell, J. W. (2003). *Research design, qualitative, quantitative and mixed methods Approach*. Sage Publication
- Creswell, W. J. (2014). *The research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). SAGE Publications.
- Deakin, C. R. (2008). Pedagogy for citizenship. In F. Oser & W. Veugelers (Eds.), *Getting involved: Global citizenship development and sources of moral values* (pp. 3-55). Rotterdam: Sense Publishers.
- Delen, D. B. V. (1979). *Understanding educational research: An introduction* (4thEd.). McGraw Hill, Inc.
- Dorsey, A. (2005). Breaking down barriers to open wide the library doors. *Feliciter*, 51(4), 181–183.
- Drake, M. (1984). User fees: Aid or obstacle to access? *Wilson Library Bulletin*, 632-633.
- Drake, M. A. (2005). *Encyclopedia of library and information science. First update Supplement* (2nded.). Taylor & Francis.
- Eberhart, G. (2010). *The Librarian's Book of Lists*. ALA, p.1.
- Ekere, F. C. (2006). *Administration of academic libraries: A book of readings*. UCO Academic Publishers Limited.
- Ekwelem, V. O. (2013). Library services to disabled students in the digital era: challenges for outcome assessment. *Library Philosophy and Practice*, 4.
- Fagbola, O., Uzoigwe, C. & Ajegbomogun, V. O. (2011). Libraries driving access to knowledge in the 21st century in developing countries: An overview. *Library Philosophy and Practice*, 42 (3), 88-91.
- Feather, J. (2006.) The context of change: Information professionals and the information profession in an information society. *Health Information and Libraries*, 53 65–71.

- Fidzani, L. C., Mafatlane, G. R., Sechaba, N., Gabaratane, K., Pontsho, K., Gwatiwa, N., Dintwa, T., Onkgolotse, O., Tjitunga, A., Kgosisejo, K., & Mothobi, D. (2013). Accessibility of University of Botswana main campus buildings to wheelchair users. *Botswana Journal of African Studies*, 27(1), 125-152.
- Fleming, H. (1990). *User education in academic libraries*. Library.
- Flick, U. (1998). *An introduction to qualitative research*. Sage.
- Fosu, V. K. (2010). *The Theory and Practice of Classification*. Centre for Distance Education (ICDE) Legon.
- Fraenkel, J. R. & Wallen, N. E. (2003). *How to design and evaluate research in education* (5th Ed.). McGraw-Hill Companies Inc.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). McGraw Hill.
- Frederick, M., (2007). *You and your deaf employee: A guidebook from Frederick County Workforce Services*.
- Friedman, J. L., & Norman, G. C. (2012). Norman/Friedman principle: Equal rights to information and technology access. *The Texas Journal on Civil Liberties & Civil Rights*, 18(1), 47 - 68.
- Gadagbui, G. Y. (2013). *Exceptionalities, inclusive education, personality disorders, & Gerontology-the aged*. Department of Special Education, University of Education, Winneba.
- Gardner, R. A., & Gardner, B. T. (1969). Teaching Sign Language to a Chimpanzee: A standardized system of gestures provides a means of two-way communication with a chimpanzee. *Science*, 165(3894), 664-672.
- Garrod, P. (2004). *Adaptive technologies in public libraries*. Public Library Networking Focus, UKOLN An issue paper from the Networked Services Policy Task Group. Number 1
- Gay, R. L. (1987). *Educational research: Competence for analysis and application* (3rded.). Merrill Publishing Company.
- Ghana Statistical Services (2013). *2010 Population census, national analytical report*. Ghana Statistical Service.
- Gilton, D. L. (2012). *Lifelong learning in public libraries: Principles, programs, and people*. Scarecrow Press.
- Given, L. M. (2004). Faculty and librarians' perspectives on academic space: Setting the stage for students' information behaviour. *Information Research*, 10 (1), 209.
- GMIT Library (2008). *Library services for students with disabilities policy document Galway Campus*.

- Godlee, F., Pakenham-Walsh, N., Ncayiyana, D., Cohen, B. & Parker, A. (2004). *Can we achieve health information for all by 2015?*
- Goldmann W. R. (2010). Deaf and hearing impaired: Communication in service context. *Encyclopedia of Library and Information Sciences* (3rd ed.) 1441-1448.
- Gorman, M. (2006). *The wrong path and the right path: The role of libraries in access to, and preservation of cultural heritage*. Routledge.
- Grassian, E. S, & Kaplowitz, J. R. (2009). *Information literacy instruction: Theory and practice* (2nded.). Neal-Schuman Publishers.
- Hallahan, D., Kauffman, P., James, M. & Pullen, P. C. (2016). *Exceptional learners: An introduction to special education* (20th Ed.). Pearson Education.
- Hamilton, S. (2003). Freedom to access to information and freedom of expression: The Internet as a tool for global social inclusion. *Library Management*, 24(8), 407-416.
- Hancock, B. (2002). *Trent focusses for research and development in primary health care: An introduction to qualitative research*. Trent Focus.
- Harris, A., & Enfield, S. (2003). *Disability, equality and human rights: A training manual for development and humanitarian organisations*. Oxfam Publication.
- Heaven, S. (2004). The provision made by higher education library services. *Library and Information Research (LIR)*, 28(90): 2430.
- Hersh, M. A. & Johnson, Michael, A. J. (Ed) (2008). *Assistive technology for visually impaired and blind people*. Springer.
- Hill, H. (2013). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research*, 35(2), 137-142.
- Hollander, P. (1995). Deaf-advocacy at Queens Borough PL. *American Libraries*, 26(6), 560–562.
- Holmes, J. (2007). Serving an invisible population: Working with patrons with developmental disabilities. *Colorado Libraries*, 33(4), 35-40. https://www.academia.edu/4168652/European_Academic_Research_Journal_Romania_August_Edition_2013.
- Hunt, N. & Marshall, K. (2002). *Exceptional children and youth: An introduction to special education* (2nded.). Houghton Mifflin Company.
- IB Educator, (2016). *Learn how to apply complex systems theory in a library*. <http://blogs.ibo.org/sharingpyp/2016/07/12/learn-how-to-apply-complex-systems-theory-in-a-library/>
- IFLA. (2012). *IFLA code of ethics for librarians and other information workers*.

- International Federation of Library Associations (IFLA) & Free Access to Information and Freedom of Expression (FAIFE) (2002). *The IFLA Internet Manifesto*.
- Irvall, B. & Nielsen, G. S. (2005). *Access to libraries for persons with disabilities- Checklist*. The Hague, IFLA Headquarters-(IFLA Professional Reports: 89)
- Irvall, B., & Nielsen, G. S. (2005). *Access to libraries for persons with disabilities: Checklist*. IFLA Professional Reports.
- John, M. D. (Ed.). IFLA (2000). *Guidelines for library services to deaf people*. (2nd ed.), IFLA Headquarters, The Hague. International Federation of Library Associations and Institutions (IFLA) Professional Reports, No. 24.
- Joint, N. (2005). Disability issues and libraries: A Scottish perspective. *Library Review*, 54(8), 449 – 452. <http://dx.doi.org/10.1108/00242530510619138>.
- Jordan, R. & Powell, S. (1995). Skills without understanding: A critique of a competency-based model of teacher education in relation to special needs. *British Journal of Special Education*. 2 (3), 120-123.
- Katz, L. S. (2013). *Helping the difficult library patron: New approaches to examining and resolving a long-standing and ongoing problem*. Routledge.
- Kothari, C. R. & Garg, G. (2014). *Research methodology: Methods and techniques* (3rd ed). New Delhi: New Age Techno Press.
- Koul, L. (1984). *Methodology of educational research*. Vikas Publishing House PVT Ltd.
- Koulikourdi, A. (2008). Library services for people with disabilities in Greece. *Library Review*, 57(2), 138 – 148. <http://dx.doi.org/10.1108/00242530810854017>
- Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services*. Libraries Unlimited.
- Kumekpor, T. K. (2002). *Research methods and techniques of social research*. Son Life.
- Kwafoa, P. N. Y. (2016). *Provision of library services for the visually impaired in public universities in Ghana* (Unpublished MPhil thesis).
- Kwarteng, K.O., Boadi-Siaw, S.Y. & Dwarko D.A. (2012). *A History of the University of Cape Coast. Fifty years of excellence in tertiary education: (1962-2012)*. Cape Coast: UCC Press.
- Lamprey, R. B. (2010). Promoting effective use of library resources and services at Kwame Nkrumah University of Science and Technology Library, Kumasi, Ghana. *Ghana Library Journal*, 22(22), 1-2.

- Lee, Y. S. (2001). *Accessible library services for people with disabilities: A model for Korean libraries*. A Doctor of Philosophy Degree thesis submitted to the University of London. <http://discovery.ucl.ac.uk/1382396>.
- Lehmann, V., & Locke, J. (2005). *Guidelines for Library Services to Prisoners*. IFLA Professional Reports, No. 92. International Federation of Library Associations and Institutions. PO Box 95312, 2509 CH, The Hague, Netherlands.
- Likert, R. (1967). *The human organization: Its management and value*. McGraw-Hill.
- Marshall, A., Burns, V. & Briden, J. (2007). Know your students: Rochester's two-year ethnographic study reveals what students do on campus and how the library fits in. *Library Journal*, 132(18), 26-29.
- Mathur, A. & Ambani, D. (2005). ICT and rural societies: opportunities for growth. *International Information and Library Review*, 37(3), 349-351.
- Mellon, C. A. (1988). Attitudes: The forgotten dimension of library instruction. *Library Journal*, 113(14), 137
- Melton, R. F. (1994). Competency and perspective. *Educational Research*, 36 (3), 5.
- Mensah, O., Williams, J., Atta-Ankomah, R., & Mjomba, M. (2008). *Strengthening the Disability Movement in Ghana through Organizational Capacity and Advocacy: Contextual Analysis of the Disability Situation in Ghana*.
- Miller, R. & Brewer, J. (2003) (Eds.). *The A-Z of social research: A dictionary of key social science research concept*. Sage.
- Monroe, J. (1987). Improving services to the deaf. *Collection Building*, 8(3), 37-40.
- Murphy, M. & Johns, C. J. (1977). *Handbook of library regulations*.
- National Health Policy (2007). *Creating wealth through the ministry of health*.
- Needs at the University of Education, Winneba. (Unpublished Thesis). University of Education, Winneba
- Nwalo, K. I. N. (2003). *Fundamentals of library practice: A manual on library routines*. Stirling-Horden.
- Obidike, N. A. & Idoko, N. A. (2011). The library as an effective tool for understanding the health status of rural communities in Nigeria. *Library Philosophy and Practice*.3(8), 71.
- Offei, N. Y. (2005). Communication for the deaf. In Avoke, (Ed.) *Rudiments of Special Education*. Department of Special Education, University of Education, Winneba.
- Ogden, P. W. (1996). *The silent garden: Raising your deaf child*. Gallaudet University Press.

- Olger, M. & Garner, S. (1996). Professional development to meet special education needs. *British Journal of Special Education*, 23(3), 74.
- Osanloo, A., & Grant, C. (2016). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. *Administrative issues journal: connecting education, practice, and research*, 4(2), 7.
- Oye-Lithur, N., Stickney, S., & Nathan, S. (2007). *The simplified version of disability rights in The Commonwealth Human Rights Initiative, Africa*.
- Palmer, M. (2011). Disability and poverty: A conceptual review. *Journal of Disability Policy Studies*, 21(4), 210-218.
- Pandey, R. S., & Advani, L. (1996). *Perspectives in disability and rehabilitation*. Vikas Publishing House.
- Persons with Disability Act, 2006. Act. 715.
- Addai-Wireko, A., Nukpe, P., & Frimpong, A. D. (2020). Adaptive Technology for Supporting Persons with Disability in selected Public Academic Libraries in Ghana. *Library Philosophy & Practice*.
- Pinder, C. (2005). Customers with disabilities: The academic library response. *Library Review*, 54(8), 464 – 471.
<http://dx.doi.org/10.1108/00242530510619165>
- Reitz, J. (2004). *Dictionary for library and information science*. London; Libraries Unlimited,
- Rible, H. (Winter, 2011). *Why libraries are relevant in the digital age California Polytechnic State University*.
- Robertson, J. (2012). *Disability and Diversity*
- Robertson, L. (2007). *Access for library users with disabilities*.
- Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference*(7thed.) Merrill.
- Todaro, A. J. (2005). Library services for people with disabilities in Argentina. *New Library World*, 106(5/6), 253-268.
- Tudzi, E. P., Bugri, J. T., & Danso, A. K. (2017). Deterrent libraries: denying persons with disability. *Journal of Science and Technology*, 37(1), 113-126.
<http://dx.doi.org/10.4314/just.v37i1.10>
- Twumasi, P. A. (2001). *Social research in rural community*. Ghana Universities Press.
- University of Ghana Research Ethics Policy. (2013).
- University of Washington (2009). *What is assistive technology?*

- Van Dijk, J. & Hacker, K. (2003). The digital divide as a complex and dynamic phenomenon. *The Information Society*, 19, 315–326.
- Van Dijk, Jan A. G. M. (2006). *Digital divide research, achievements and Shortcomings*.34, 221–235.
- Watson, K., Hill, R., & Sommer, D. (2006). *Library requirement for people with a physical disability or a hearing or vision impairment /print disability*.
- Wedgeworth, R. (1995). Toward a global library community. *American Libraries*, 3(2), 1012-1014.
- WHO (February 2017). *Deafness and hearing loss: Fact sheet*
- Wilcox, S. (2008). *Sign language*. Microsoft Corporation.
- Williamson, K., Wright, S., Schauder, D., Jenkins, L. & Stillman, L. (2000). *Leveling the playing field: The role of libraries in providing online services for people with disabilities*, ALIA 2000 Proceedings.
- Wolfram, S. (1985), *Complex system theory*.
<http://www.stephenwolfram.com/publications/academic/complex-systems-theory.pdf>.
- World Health Organization (WHO) (2011). *World report on disability*. WHO Press.
- World Health Organization. (2013). *Sixty-sixth World Health Assembly: Disability report by the Secretariat*.
- Yoon, H. Y., & Kim, S. Y. (2011). Development strategy of the alternative format materials for disabled people in Korea. *Aslib Proceedings*, 63(4), 380 – 398.
<http://dx.doi.org/10.1108/00012531111148976>.



APPENDICES

APPENDIX A: QUESTIONNAIRE

UNIVERSITY OF GHANA

DEPARTMENT OF INFORMATION STUDIES

QUESTIONNAIRE FOR LIBRARY STAFF

I am an M.A. student from the department of Information Studies (University of Ghana) undertaking a study on library access and use for users with special needs at the University of Education, Winneba Please take a few minutes from your busy schedule to complete this questionnaire as honestly as possible. Information you provide will be treated as confidential. Thank you.

Kindly check [√] the appropriate answer provided.

SECTION B: Bio Data.

1. What is your gender?

a) Male []

b) Female []

2. Age?

a) 15 – 20 []

b) 21 – 25 []

c) 26 – 30 []

d) 31 – 35 []

e) 36 – 40 []

f) 41 – 45 []

g) 46 and above []

3. What is your designation?

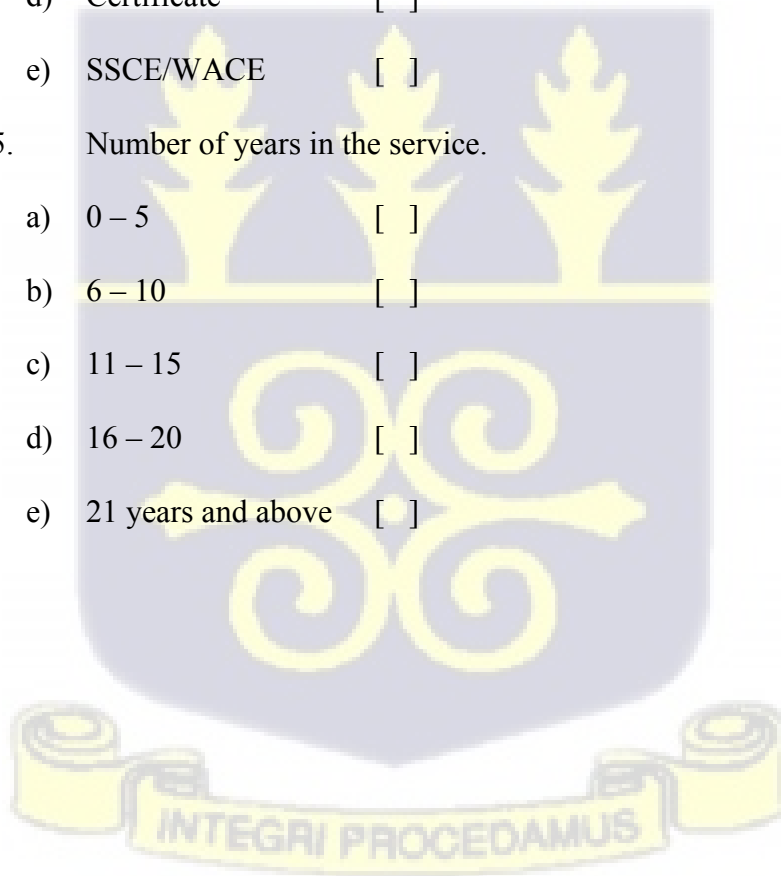
- a) Senior Assistant Librarian Library Assistant
- b) Assistant Librarian Junior Library Assistant
- c) Principal Library Assistant
- d) Senior Library Assistant

4. Your highest academic qualification.

- a) Post Graduate
- b) First Degree
- c) Diploma
- d) Certificate
- e) SSCE/WACE

5. Number of years in the service.

- a) 0 – 5
- b) 6 – 10
- c) 11 – 15
- d) 16 – 20
- e) 21 years and above



SECTION B

To what extent do SWSNs have access to and use the University library?

Strongly Agree = **SA** Agree = **A** Disagree = **DA** Strongly Disagree = **SD**

QUESTION	SA	A	DA	SD
13. Patrons with special needs have access and use the library.				
14. Patrons with special needs have access and use library resources (electronic resources, audiovisual library, serials library, and reading room).				
15. Different categories of Patrons with special needs (deaf, visual, physical) use the library resources.				
16. Patrons with special needs have access and use the main library hall with their own laptops and reading materials.				
17. The library has lost its relevance to the internet and database searching.				
18. I sometimes conduct reference interviews to help patrons with special needs.				
19. Patrons with special needs ask for sources of information and or directions in the library.				

SECTION C

What challenges affect library SWSNs in accessing and using the library?

QUESTION	SA	A	DA	SD
13. I sometimes open for or assist patrons with physical disabilities.				
14. The library designates staff for patrons with special needs.				
15. I am able to identify students with disabilities among library users.				
16. Students with disabilities ask for sources of information and or directions in the library.				
17. PWDs are aware of a special library (braille) for the visually impaired.				
18. Students with disabilities (the deaf) communicate in sign language.				
19. I can communicate with students with disabilities (SWDs) in sign language.				
20. There is a ramp to the library for patrons with special needs.				
21. The library environment is appropriate for PWDs.				

SECTION D

What user education for user-librarian collaboration available for SWSNs?

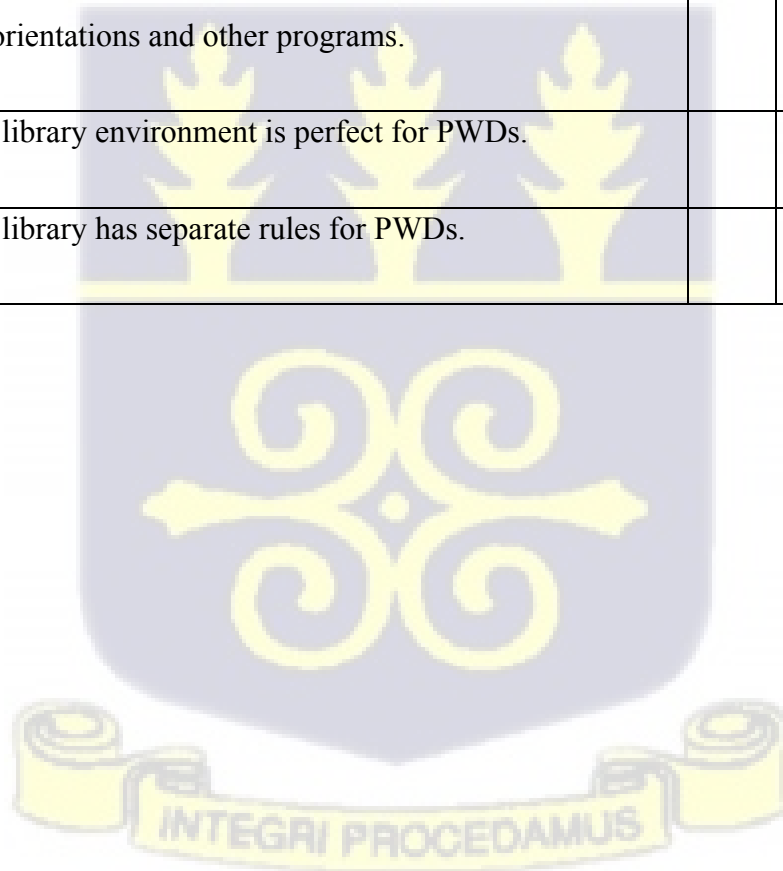
QUESTION	SA	A	DA	SD
22. The library has special library service arrangements for patrons with special needs.				
23. Patrons with special needs are registered separately.				
24. I have a special educational background or attend in-service training on disability issues.				
25. There is a reserved place for patrons with special needs.				
SWSNs pay past-due charges.				



SECTION E

What guidelines available for librarians towards SWSNs in accessing and using the library?

QUESTION	SA	A	DA	SD
27. I have a special educational background.				
28. I have received in-service training on disability issues.				
29. The library has assistive technology devices for students with disabilities.				
30. I know of a disability policy on library use for PWDs.				
31. There is always a sign language interpreter during library orientations and other programs.				
32. The library environment is perfect for PWDs.				
33. The library has separate rules for PWDs.				



APPENDIX B

QUESTIONNAIRE FOR USERS WITH SPECIAL NEEDS

I am an M.A. student from the department of Information Studies (University of Ghana) undertaking a study on library access and use for users with special needs at the University of Education, Winneba Please take a few minutes from your busy schedule to complete this questionnaire as honestly as possible. Information you provide will be treated as confidential. Thank you.

Kindly check [√] the appropriate answer provided.

SECTION A: Bio-Data

1. What is your gender?

(a) Male []

(b) Female []

2. Age?

15 – 20 []

21 – 25 []

26 – 30 []

31 – 35 []

36 – 40 []

41 – 45 []

45 and above []

3. Department.....

4. Level.....

5. My disability is.....

SECTION B

To what extent do library SWSNs have access to and use the University library?

Strongly Agree = **SA** Agree = **A** Disagree = **DA** Strongly Disagree = **SD**

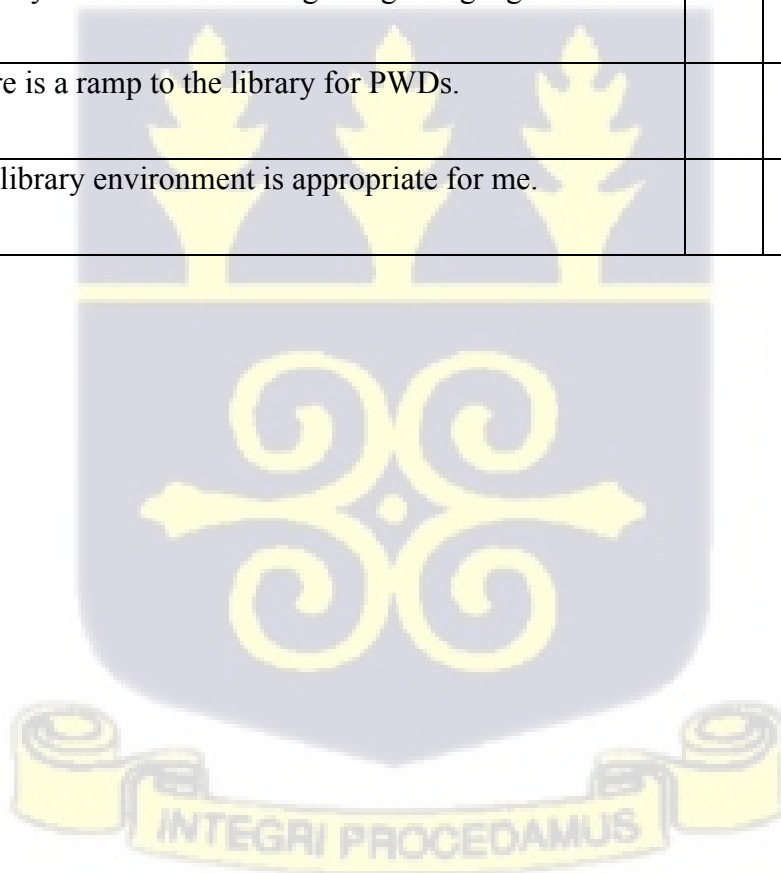
QUESTION	SA	A	DA	SD
6. I access and use the library.				
7. I use library resources (electronic resources, audiovisual library, serials library, reading room).				
8. Some of my colleagues with special needs (deaf, visual, physical) use the library resources.				
9. I access and use the main library hall with my laptop and reading materials.				
10. The library has lost its relevance to the internet and database searching.				
11. Library staff ask questions in order to assist me in getting what I want.				
12. I ask library staff what I need in the library.				



SECTION C

What challenges affect library SWSNs in accessing and using the library?

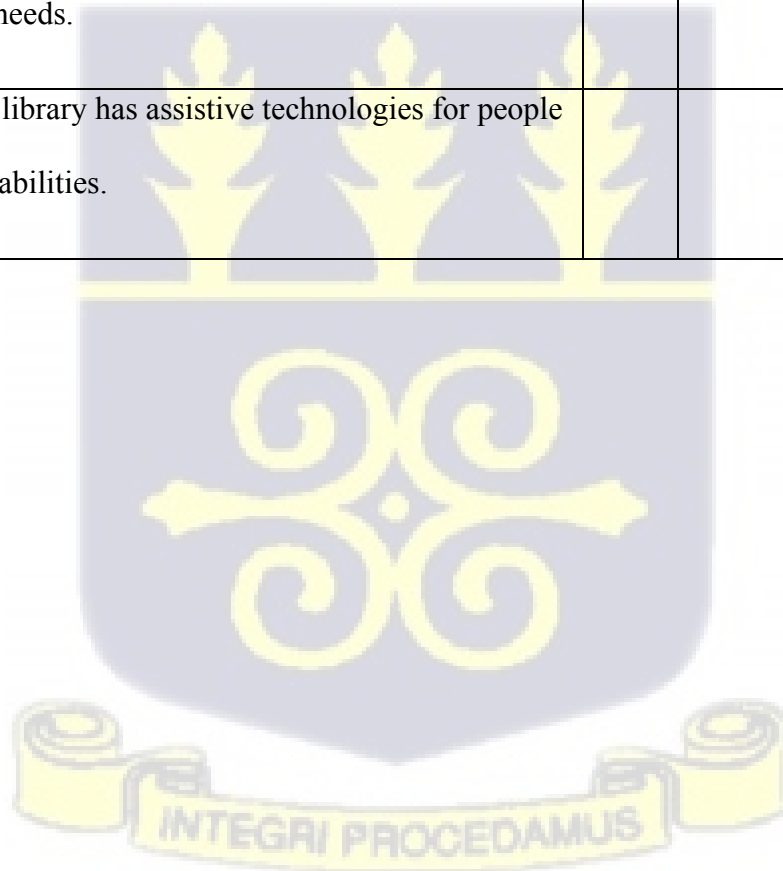
QUESTION	SA	A	DA	SD
14. The library designates staff for PWDs.				
15. Library staff are able to identify me.				
16. I do not ask for sources of information or directions in the library.				
17. I am aware of a special library (braille) for the visually impaired.				
18. The deaf communicate in sign language.				
I see library staff communicating in sign language.				
20. There is a ramp to the library for PWDs.				
21. The library environment is appropriate for me.				



SECTION D

What user education for user-librarian collaboration available for SWSNs?

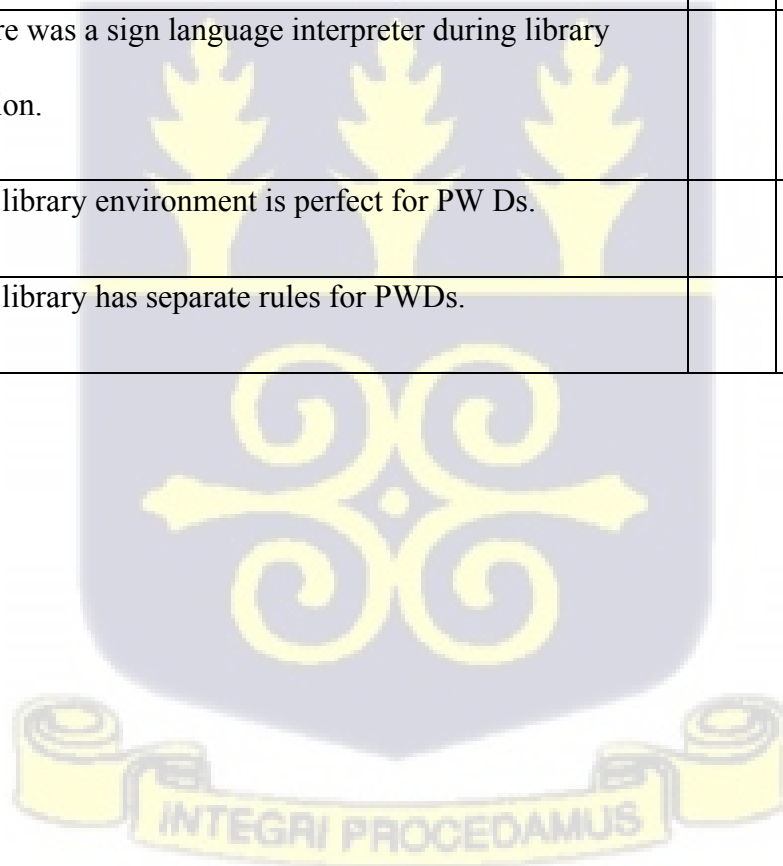
QUESTION	SA	A	DA	SD
22. The library has a special library service arrangement for me.				
23. We were registered separately with a separate database of us (PWDs).				
24. The library staff exhibits the characteristics of a special educator or professional in disability issues.				
25. There is a reserved reading area for patrons with special needs.				
26. The library has assistive technologies for people with disabilities.				



SECTION E

What guidelines available for librarians towards SWSNs in accessing and using the library?

QUESTION	SA	A	DA	SD
27. I'm aware that some library employees have special education backgrounds.				
The library staff were skillful in serving me.				
29. The library has assistive technology devices for students with disabilities.				
30. I know of a disability policy on library use for PWDs.				
31. There was a sign language interpreter during library orientation.				
32. The library environment is perfect for PW Ds.				
33. The library has separate rules for PWDs.				



APPENDIX C: INTRODUCTORY LETTER



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

Ref. No.:.....

November 4, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

I write to introduce to you Mr. Bernard Kofi Kulekpo, an M. A student of the Department of Information Studies, University of Ghana, Legon.

He is researching on the topic “**Library Access and use for Users with Special Needs at the University of Education, Winneba**”.

Please assist him with the necessary information that he will need to undertake the research.

Thank you.

Yours faithfully,

Dr. Ebenezer Ankrah
Head of Department



COLLEGE OF EDUCATION

• Tel: +233 (0) 303 937 957

P. O. Box LG 60, Legon, Accra, Ghana.

• Email: dislegon@ug.edu.gh

• Website: www.coe.ug.edu.gh