

User Perception of Academic Library Service Quality and Value: The Case of the Ghana Institute of Journalism and Ashesi University College Libraries

Lydia Nyantakyi-Baah (NYNLYD001)

**A Dissertation Submitted in Fulfillment of the Requirements
for the Award of the Degree of Master of Philosophy in
Library and Information Studies**

**Library and Information Studies Centre
Faculty of the Humanities University of Cape Town
2016**

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DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in this dissertation from the work, or works, of other people has been attributed and has been cited and referenced.

Signature

Signed by candidate

Signature removed

Prof. Karin de Jager
(Supervisor)

Dr. Constance Bitso
(Supervisor)

Date: February 2016

DEDICATION

I dedicate this work to my husband, Ing. Victor Nyantakyi-Baah, and my children yet to come, Adom, Oye and Darkoa.

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LIST OF ABBREVIATIONS

AUC	Ashesi University College
ARL	Association of Research Libraries
CDD	Centre for Democratic Development
CULD	Committee of University Librarians and their Deputies
CARLGH	Consortium of Academic and Research Libraries in Ghana
CIT	Critical Incident Technique
GIJ	Ghana Institute of Journalism
HSCR	Human Subject Committee Review
ICT	Information and Communication Technology
IEA	Institute of Economic Affairs
NCTE	National Council for Tertiary Education
NRCD	National Redemption Council Decree
QUT	Queensland University of Technology
SPSS	Statistical Package for Social Science
UPSA	University of Professional Studies, Accra
VVU	Valley View University
VALUE	Valid Assessment of Learning in Undergraduate Education

ABSTRACT

This study explored the users' perception of the service quality and value of the libraries of the Ghana Institute of Journalism (GIJ) and Ashesi University College (AUC). Concepts like value, impact, quality, academic library service quality formed the conceptual framework of the study. The study is a comparative case study that solicited information from the perspectives of students, faculty and library staff. Open and close-ended questions were adopted to gather data from 185 and 147 third year students of GIJ and AUC respectively. All library staff and 15 faculty staff each from the two institutions were interviewed to augment the responses from the students. Statistical Package for Social Science was used to analyse the closed-ended questions and descriptive statistics such as frequencies and percentages were used to present the data analysis. Data from the interviews and open-ended questions were analysed qualitatively. Findings from the study showed that the libraries were used more frequently by students than by faculty staff. The perceptions of the quality of library staff services were found to be satisfactory in both libraries. The library environment and information resources were considered adequate by AUC library users, whereas they were considered as inadequate and poor at GIJ. In all, it was found that the quality of services and the value users derived from AUC exceeds that at GIJ. The most valued aspects of the libraries were the library collections, and the friendliness and willingness of library staff to assist users. It was also found that users derived a number of benefits from using the libraries, but the libraries had no specific guidelines for measuring their value. In the past, value had been determined by the use of the library resources and success stories of users. The study considered the nature of library value and made recommendations for improving library services.

CHAPTER ONE

1.0 INTRODUCTION

The environmental conditions under which libraries operate are gradually changing. These changing conditions include technological developments, increasing demand for higher education, increases in users' expectations, the growing importance of quality and limited funding for library resources and activities (Tunde & Issa, 2013: 46). This has raised questions as to whether libraries are still relevant in this age and whether some students and lecturers no longer consider the library as the first port of call for information because there are so many other opportunities to source information (Bannerman, 2009: 3).

Libraries are functioning in much more sophisticated conditions than in the 1990s. Now users have more opportunities to access information resources on their own with the introduction of the World Wide Web and the advancement in commercial search engines (Anderson et al., 2015: 3). It has become easier and simpler to use electronic resources so that even users without any training are able to search and find information they need and there is also increasing demand for accountability by university authorities.

—Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies” (Pritchard, 1996: 573). To demonstrate their relevance to the parent organisation or the university in which they are embedded and also to stay competitive and to secure adequate funding for their

operations, library staff should be concerned about the provision of quality services, adequate information resources, library facilities and should understand the needs and expectations of users.

Whilst most librarians are mainly concerned with how library policies function effectively, it is also crucial that the library finds out the usefulness of its services to users and the university in which the library operates because university librarians can no longer can depend on their patrons' belief in their importance. Rather, it has become necessary for librarians to demonstrate their value (Oakleaf, 2010: 11). Therefore, the quantitative indicators that served as benchmarks of quality in the past, such as number of volumes and number of journal subscriptions, are no longer sufficient. Libraries need to demonstrate how well they are doing and the extent to which users benefit from the library services (De Jager, 2002: 140).

The value of the academic library should be considered in relation to the role of the library to the parent organisation's most important areas of activities such as research, teaching and learning, and its social role in the community development at the present and into the future (Tenopir, Fleming-May & Chrzastowski, 2011: 370). The intention of this present study is to examine the perceptions of service quality provided by the libraries of two small universities in Ghana, and the value derived from using the libraries from the perspectives of students, faculty and library staff. The study was guided by "Library Value in the Developing World" by McCreadie (2013). McCreadie's study followed upon an earlier study, "working together: evolving value for academic libraries"

by Creaser and Spezi (2012). “Library Value in the Developing World” reports on findings of a six-month project with twelve case studies from developing countries including Ghana, and the findings of that project were compared with the present study.

1.1 Statement of the Problem

Libraries are experiencing calls for accountability and justification from resource allocators with increasing frequency and increasing intensity (Hinchliffe, 2011: 1). Those who invest in libraries and their institutions are concerned about the outcomes and impact of their investments owing to the economic challenges that have affected most academic institutions and their operations. Therefore, it is important for libraries to demonstrate their usefulness in academic institutions in order to ensure the provision of adequate funding and support.

The present global financial crisis had a major effect on resource provision to libraries (Stone & Ramsden, 2013: 546). Though libraries play an important role in scientific data and information production, publication and dissemination, teaching and learning, they might not get sufficient budgetary support to operate effectively in some African countries (Adetoro, 2010: 38). In Ghana, there has been a substantial slash in government budgets for public universities, and according to Ahenkorah-Marfo and Osei-Boadu (2013: 1), this has made it difficult for public universities in Ghana to support their libraries. The budget allocation for academic libraries is continuously decreasing in this country.

Paramount among the problems confronting academic libraries in Africa is the limited funding for information resources, and at the same time there are substantial increases in student intake at the tertiary education level (Asamoah-Hassan, 2012: 1). For instance, in 2007 there were fewer than 300 first degree students at GIJ, by 2015 the population was over 1,600. This indicates a more than 500% increase in eight years. The situation is not only peculiar to GIJ, as it exists in all the tertiary institutions in Ghana (Atuahene & Owusu-Ansah, 2013: 2). This has brought challenges to the institutions as well as their libraries (Afful, 2015: para. 2).

Another challenge facing libraries is the increase in use of sophisticated information and communication technology in searching for information. Students have become technologically skilled and it has become challenging to meet their high expectations. Some do not visit the library at all, or visit no more than a few times throughout their stay in the university (Goodall & Pattern, 2011: 160). Academic libraries with dwindling budgets have to work hard to meet the users' needs and to satisfy their information needs.

In addition to these problems, the support for libraries from policy makers and institutional heads in some African countries is discouraging (Asamoah-Hassan, 2012: 1). This can impact negatively on the provision of quality services and the value that users derive from using the library services. In most African universities, libraries are under-resourced and not up-to-date. Ogunsola (2011: para. 3) described the situation: ~~the~~ "the typical setting is to have a few fairly recent titles and a fairly large collection of old titles".

Another challenge that hinders the activities of academic libraries is the inefficient electricity power supply and poor Internet connectivity (Sarkar, 2012: 37). The difficult environment in which academic libraries operate makes it critical to measure the quality of services provided and their usefulness to users to help improve service delivery.

Despite the problems that academic libraries face, they have the challenge of managing information efficiently and effectively to facilitate teaching, learning, research and technology transfer. To make a positive impact and continue to stay competitive, libraries have to assess their performance in relation to the needs and expectations of their users. It has become necessary for libraries to reconsider the type and quality of services they offer and also develop schemes for discussions and collaboration with their users and the various stakeholders purposely for meeting their needs and expectations (Kasalu & Ojiambo, 2015: 2). The problem to be resolved by this study is to establish the extent to which students, faculty staff and library staff at two academic institutions in Ghana perceive the library resources and services to be of quality and value in addressing their core needs.

1.2 Purpose of the Study

The study aims to find evidence of quality and value in the services offered by the libraries of Ghana Institute of Journalism (GIJ) and Ashesi University College (AUC).

Objectives

To address the research problem, the objectives of the study were to:

- Investigate evidence of use of the library services.

- Investigate the purpose for which staff and students use the libraries.
- Find out users' perceptions of the quality of the services offered by the libraries.
- Find out users' perceptions of value of the services offered by the libraries.
- Find out if users are satisfied with the library services.
- Make recommendations based on the findings for the improvement of service delivery.

1.3 Research Questions

In an attempt to achieve the aim of the study, the objectives were broken down into research questions. Each of the questions below was derived from the objectives which must be answered to resolve the problem of the research. The research questions guiding this study were:

1. How frequently do users patronise the library services?
2. For what purposes do users use the libraries?
3. What is the perception of service quality of the libraries?
4. Are users satisfied with the services of the two libraries?
5. What is the perception of the value of the libraries?

1.4 Methodology

1.4.1 Research Design

The study adopted the case study research method which falls within the interpretive paradigm and aims to illustrate a construction of the perceived values assigned to the library in two academic libraries in Ghana. The interpretive paradigm will be discussed in

section 3.2. Leedy and Ormrod (2001: 114) defined a case study as an aspect of qualitative research in which detailed information is collected in relation to an individual, a programme or event for the purpose of learning more about an unknown or poorly understood situation. The case study method, according to Kumekpor (2002: 99), involves procedures and techniques of investigation usually but not exclusively based on intensive interviewing, and this is aimed at enabling the investigator to grasp and understand an individual, a group, a community, a social situation or an issue in order to make decisions that take into consideration the special and peculiar circumstances surrounding the case being investigated, or a practical solution relating to the case in question.

The most commonly applied definition of a case study is provided by Yin (2002: 23) who defined it as ~~an~~ empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and on which multiple sources of evidence are used". Therefore, it is a method of critical inquiry or examination seeking the facts of a case, a problem or a community and following all the issues involved from the beginning through to the end. That is, in library practice, a case study method involves a critical investigation and analysis of the circumstances surrounding a system, a problem or users with the view to better understand and improve services and also to appreciate the information needs of users.

The study involved two case studies for comparative purposes. The comparative case study is an essential tool of analysis. It improves our power of description, and it is an

essential part in concept-formation by emphasising likenesses and differences among cases (Collier, 1993: 105). “Comparative case studies involve the analysis and synthesis of the similarities, differences and patterns across two or more cases that share a common focus or goal” (Goodrick, 2014: 1). Whereas, the approaches employed in data gathering for single and comparative case studies are alike, comparative case studies call for a more comprehensive conceptual, analytic and synthesising work. According to Goodrick (2014: 1), it is mainly suitable for appreciating how a situation affects the success of an intervention and how best to modify the intervention to the specific situation to reach anticipated results.

1.4.2 Population

The Ghana Institute of Journalism (GIJ) and the Ashesi University College (AUC) libraries were purposively selected for the study. The reasons for selecting these two libraries were that GIJ is one of the newly accredited public universities, and AUC is also a newly accredited, but private university. The two institutions offered only undergraduate programmes at the time the research was conducted. Investigating these libraries will help to establish how the new universities are faring in relation to information provision in their respective academic communities. Proximity and easy access to the sites to gather data, and the fact that AUC library is seen as a model library in Ghana also motivated the researcher to choose this library in addition to her own institute’s library (GIJ). The intention was also to serve as an internal audit to improve service delivery in each case. The choice of the two libraries enabled the researcher to introduce an element of comparison into the studies, although it is acknowledged that

each is unique and they are not comparable in all their dimensions. Sampling and sample sizes will be discussed in section 3.6.

1.4.3 Data Collection

According to Pickard (2007: 90) there are a number of data collection instruments that are available to case study researchers: interviews, observation, document analysis, focus group discussions and questionnaires may be appropriate. She further added that case studies can be quantitative or qualitative depending on the issue that is being investigated. Powell and Connaway (2004: 61) also confirmed that in case studies a number of data collection instruments may be used. Yin (2002: 92) discussed the significance of triangulation in case study research. Such triangulation may be achieved through the use of different data collection techniques from several sources to support and enrich evidence-based research.

Hence, two research instruments were used for the study: questionnaires and interviews. Questionnaires were designed for the third year students from the two universities to find the purposes for which they used the library, the services they utilised, their experiences as they interacted with library services, and how satisfied they were with the quality and value of the library resources, staff services and the general environment.

In addition, the questionnaire was planned to include one question based on the Critical Incident Technique (CIT). A CIT questionnaire is a data-gathering approach that requires users of library services to reflect on specific, recent, library-related incidents and to indicate how useful, for instance, information obtained from material in the library was

for a recent or previous assignment (Weightman et al., 2009). CIT questions are a set of questions that express principles that can easily be changed to suit the situation under study (Weightman et al., 2009). According to the Folio Team (2005, para. 2), this approach helps library staff or trainers to find how users have understood or used the knowledge and/or skills that they gained from, for example, information and literacy skills training courses. It is a useful means of evaluating the influence of the library since users are able to provide instances when the library or its resources helped or failed them in the submission of assignments and/or in preparing for examinations.

In addition to the surveys, qualitative interviews were conducted face-to-face with the library staff and faculty staff. Interviews are suitable when it is difficult to observe participants openly. It also enables participants to provide certain vital information such as historical information. Powell and Connaway (2004: 150) stated that interviews are usually considered as the instrument appropriate for revealing complex issues that are potentially emotional in nature. However, the use of interviews could sometimes make the researcher be seen as an intruder (Creswell, 2009: 179). Hence, the interviewer needs to establish acquaintance with the interviewees, and it is also helpful to be familiar with the setting of participants before the actual interview begins.

The questionnaires were administered first to GIJ third year students, after which the faculty and library staff were interviewed. At AUC, the students answered the questionnaire before faculty and library staff were interviewed. The questionnaires were applied first at both universities because the numbers of the students were large (all the

level three hundred students) as compared to few library and faculty staff that were interviewed. Moreover, the students are the primary users of the library.

1.4.4 Preparation for the Data Collection

Ethical considerations related to the research are discussed in section 3.10. The researcher sought the consent of the librarians at both universities for the necessary assistance. The purpose of the research was explained to all the categories of people involved in the study. The questionnaire was pretested at two different universities, the University of Professional Studies, Accra (UPSA) and the Valley View University (VUU). Interviews were scheduled at convenient times for library staff and faculty members.

1.4.5 Data Analysis

The interview responses from library staff and faculty members were analysed qualitatively. For reliability and validity (as will be explained in section 3.9) the recorded data was examined carefully. The data was coded and transcribed and interpreted using content analysis based on the various themes that emerged from respondents' answers. The survey data collected were checked for completeness and coded. Descriptive statistics were used to represent the results where it was deemed appropriate, using the Statistical Package for Social Science version 16.0 (SPSS, Inc., 2007).

1.5 Limitation and Delimitations of the Study

There are several universities, both public and private, in Ghana, but it was not feasible to study them all. As explained above, the study was confined to GIJ, a new public university that specialises in communication studies, and AUC, a new private

university that specialises in business management, management and information systems and computer science. These Institutions were chosen due to proximity to the researcher, easy access to data and also with the intention to improve the services provided by the libraries.

In addition, it enabled the researcher to compare the services at GIJ and AUC, to serve as a useful guide in improving library services at both sites. The study focused on faculty members, first degree third year students and library staff to obtain in-depth knowledge of each case. Until recently, neither university ran a postgraduate programme, though after this research GIJ has begun a master's programme. Other potential library users such as first, second and final year students of the universities, administrative staff, part-time lecturers, external users and 17 students who help man the AUC library in the night services were excluded from the study. Reasons for omitting these categories of users were that they use the library less frequently and will therefore be less able to assess the quality and value of the libraries' services.

1.6 Brief History of the Ghana Institute of Journalism

The Ghana Institute of Journalism began as a department of the Accra Technical Institute (now Accra Polytechnic), which was established by Ghana's first president Dr. Kwame Nkrumah in October 1959. Over the years, the Institute has undergone significant changes, and owes its current status to two legislative instruments: the 1974 National Redemption Council Decree 275 establishing GIJ and the 2006 Act 717 which elevated GIJ to a tertiary status as a university. The Institute has three faculties: these are

communications and social science, public relations and advertising, and the faculty of journalism. GIJ has 1,697 first degree students, and focuses on communication studies (GIJ Annual Report, 2013: 3). The Institute since 2014 has been granted the permission by the National Accreditation Board to run a graduate program in Development Communication, Media Management, Journalism, and Public Relations. The Institute aims to be the preferred communication institution in the country (GIJ Annual Report, 2013: 3-5).

1.6.1 Overview of the Ghana Institute of Journalism Library

The Institute's library was established in 1960 and named after the first director, Mr. Richard McMillan. It was reorganised in 2007 to help serve the needs of the Institute new in its new role as a degree awarding university. The library provides information in print format for its patrons in support of teaching, learning, research and publication. About 70% of the library holdings are on communication studies and the English language.

The library collection is made up of books and periodicals (Nyantakyi-Baah, 2014). There are approximately 9,000 reference textbooks and 4,000 students' dissertations. The library used to subscribe to both print and electronic journals but has ceased to do so for some years now. It does not have access to electronic databases and does not belong to the Consortium of Academic and Research Libraries in Ghana (CARLIGH). Information resources are constrained. In addition, the library has 15 computers, of which eight are meant for students' use, two serve as electronic catalogues, and five are for administrative use. The library's circulation system is automated and it has a seating

capacity of 100. It currently offers the following services: orientation for new students, reference (literature searches), lending, Internet services, newspaper services and bibliographic instruction in support of teaching, learning and other activities of the faculties. The library now has over 1,600 registered users and is staffed by three professional and three para-professional library workers (Nyantakyi-Baah, 2014). The professionals have Master's degrees in Library and Information Studies. Therefore, it is regarded as a small library that supports a specialised university.

Photo of Richard McMillan Library - GIJ



Picture taken by the author in October 2014

1.7 Brief History of Ashesi University College

Ashesi University College was founded on 24th October 2001 as a private, co-educational, public benefit education institute functioning as a not-for-profit organisation. The university derives its name from a local Ghanaian language where –Ashesi” means –Beginning”. The university gained accreditation from the National Accreditation Board of Ghana in September 2001 and commenced teaching with 30 students in March 2002. The university offers four-year bachelor degrees in Business Administration, Computer Science and Management Information Systems. The main objective of the curriculum is

to nurture ethical and critical thinkers in the above disciplines (Ashesi University College, n.d.- a). The university college now has a student population of 619. The total faculty staff is 19 and library staff is four (Ashesi University College, 2014).

1.7.1 Overview of the Todd and Ruth Warren Library

AUC library was established in 2004. It provides Internet access through the campus wifi that extends to faculty, administrative offices, classrooms, cafeterias, and even outdoor gathering spaces. The library's collection is made up of both printed and electronic resources. It subscribes to a number of electronic information resources, including the PERI databases which give access to over 20,000 scholarly journals. It is also a member of the Consortium of Academic and Research Libraries in Ghana (CARLIGH) which gives access to several electronic databases.

The digital resources are supplemented by a paper collection that presently includes 6,000 books, 200 CD-ROMs as well as a selection of international and local magazines, newspapers, and research publications that focus on three core areas of business administration, computer science and management information. The library also has titles that cover the minor areas such as literature, literary criticism, social theory, philosophy, history and political science. In addition, there is a special collection that comprises materials related to general Africana and books specifically on Ghana.

The library is housed in the Todd and Ruth Warren Library building. It has two floors with seating for 150 users. Other facilities include the Joseph and Miyuki Dadzie Seminar Room which is used by small groups of students, faculty and staff. In addition, there is

the Catherine and Patrick Awuah Snr. Seminar Room which is occupied by the learning laboratory. Other facilities are 14 wide-screen computers, photocopiers and a scanner. The library is run by two professionals and two para-professionals, and 17 students from the university who assist the library staff. The library offers services like reference, computer/Internet, e-resources, newspapers, orientation, lending, bibliographic instruction and also reprographic services such as photocopying, printing and scanning, which are not considered typical library services, but at AUC, they are considered as some of the well patronised services. In addition, the library offers students textbooks that can be borrowed for a semester (Ashesi University College, n.d.- b).

Photo of Todd and Ruth Warren Library - AUC



Picture taken by author in October 2014

1.8 Justification for the Study

In recent times stakeholders of academic institutions are increasingly demanding evidence of the value of their services from various faculties and departments, to determine if they are worth their costs (Tenopir, Fleming-May & Chrzastowski, 2011:

370). Academic libraries are also searching for new ways to evaluate their services in order to improve services to the quality desired by their users. There has been some success; for instance, the development of user-oriented assessment tools like Valid Assessment of Learning in Undergraduate Education (VALUE) from the Association of American Colleges and Universities (n.d.). However, Rodriguez (2011: 1) pointed out that academic libraries still need concrete and effective means for relating library use to the benefits users derive in libraries that are valued by academic institutions. Hence, the primary purpose of this study is to assess perceptions of quality and value of GIJ and AUC libraries' services to their users.

The rationale of the research was to demonstrate the libraries' strength or weakness in multi-disciplinary environments such as academic institutions. It also sought to demonstrate how the library influences the success of students and faculty. The intention was to enable GIJ and AUC libraries, as a result of the study, to defend institutional investments in the library. The study considered the perspectives of both users and service providers in determining what their perceptions were of library quality and value.

The results of the study were intended to serve as a tool for demonstrating accountability and justifying funding needs to the university authorities and those responsible for resource allocation. It was also intended for benchmarking and continuous improvement in library services that are similar to GIJ and AUC libraries. The results of the study have helped to identify areas in which the libraries are weak: for instance, information resources and the library as a place of learning at GIJ were found not to be adequate and

comfortable for learning. These and other important findings from the study were compiled and forwarded to the librarians and authorities to take the necessary action to enable the libraries to improve their services.

1.9 Clarification of Key Terms

Although this section clarifies the key terms in this study, some of these terms such as user satisfaction, library service quality, impact and value are explored further in chapter two as they constitute the conceptual framework.

1.9.1 User Satisfaction

User satisfaction is a term generally used to measure customers' or users' perceptions of a company's products and services. Applegate (1997) defined user satisfaction in libraries as a personal and emotional reaction to a library service or product. Hernon, Nitecki and Altman (1999) indicated that satisfaction was a transaction-specific, relatively short-term measure, and focused on a personal, emotional reaction to service. For the purpose of this study, user satisfaction means the fulfilment of users' (students and faculty staff) expectations and needs as they use the library services and resources for learning, teaching, research and other purposes. User satisfaction alone is not an indicator of library value, but high satisfaction may indicate that valuable services are being delivered (International Organization for Standardization, 2014: 28).

1.9.2 Library Quality

The term quality is defined by the American Society for Quality (n.d.) as a subjective term for which individuals defines it differently. In technical usage, quality can have

two meanings, the characteristics of a product or service that bear on its ability to satisfy stated or implied needs, and a product or service free from deficiencies”. There are varied definitions of quality, but this study defined library quality as how good or effective the library services, resources and staff are in meeting users’ information needs.

1.9.3 Library Service Quality

The concept of service quality in the context of a library can be defined as the “difference between users’ expectations and perceptions of service performance and the reality of the service” (Sahu, 2007: 235). Sahu (2007: 235) further explained that service quality means being able to view services from the customers’ point of view and then meeting the customers’ expectations for service. This study refers to library service quality as a service that meets the purpose for which users patronise the library services.

1.9.4 Impact

Poll (2003: 5) defined impact as “the effect or influence of one person, thing, or action, on another”. For the purpose of this study, impact is the difference or change in users’ skills in searching and use of information resulting from the contact with library services.

1.9.5 Value

Value has a different meaning to different people. It is purely subjective. To Seracevic and Kantor (1997: 529), value has many scopes, characteristics or bases. According to them, philosophers consider value as the “worth of something, and the process of valuation as an estimate, appraisal or measurement of its worth”. Use or utility is a common means of defining value (Näslund, Olsson & Karlsson, 2006: 302). Oakleaf

(2010: 20) stated that —many library statistics, especially inputs and outputs, equate use with value, suggesting that the more books circulated or the more instruction sessions offered, the better the library”. Oakleaf (2010: 41) however, admitted that defining library value based on use is helpful but does not resonate well with institutional authorities unless it is linked with students’ performance or institutional goals. For this study, value is defined as the users’ perceptions of the benefits they get or how much good the library services and resources do for them.

1.10 Organisation of Chapters

Chapter one: Introduction consists of several parts including the research problem, objectives and research question of the study, rationale, limitations, scope of the study, research methodology, and definition of key words. The main aim of this chapter is to introduce the study.

Chapter two: Literature review looks at themes related to the study, the conceptual framework that discusses concepts such as quality, impact, value as they relate to academic library services; the distinction between quality and value; and library stakeholders’ approaches to measuring service quality and value. The chapter concludes with a discussion on quality assessment in libraries in developing countries.

Chapter three: Methodology explains the research paradigm, research design, data collection instruments and procedures, methods of data analysis that were employed for this investigation, development of research instruments, pretesting of instruments and mode of administering instruments.

Chapter four: Presentation and analysis of results presents the data gathered from the two universities. Data from the universities are analysed separately. In each situation, the survey responses from students are analysed first and the views of faculty and library staff from the interviews are added to confirm or contradict the responses from students.

Chapter five: Discussion of findings, conclusions and recommendations consists of detailed comparisons between findings of the two universities and presents the conclusions and recommendations. The list of references and appendices follow chapter five.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the conceptual framework for the study by exploring further the key concepts that were clarified in section 1.9, particularly the concepts of quality, impact and value. It goes further to review relevant literature on measuring service quality and value. This includes literature on library stakeholders' approaches to measuring service quality; clarification of the difference between quality and value; the need to measure quality and value; the early approaches of measuring quality; recent trends in quality assessment; and ends with a discussion on quality assessment in developing countries.

2.2 Conceptual Framework

This section explores the theoretical concepts related to the construct of value, quality and impact. The rationale for selecting these concepts is to address the research questions of the thesis and to gain useful insights for construction of appropriate data collection instruments in order to increase the validity of the study. Works addressing these concepts were explored in the published literature.

2.2.1 The Concept of Quality

Quality is an issue of increasing importance in all types of organisations since people appreciate a quality product or service. Quality as a subject of academic interest gained impetus in the 1950s as a result of the studies by management experts like Deming, Juran and Garvin (Manjunatha & Shivalingaiah, 2004: 145). The concept of quality was mainly

applied to products in the manufacturing sector. In defining quality, earlier researchers such as Juran (1980) and Garvin (1983) focused more on tangibles, that is, goods and products (Mei, Dean & White, 1999: 136). Garvin's (1983: 66) approach to quality is largely based on manufactured goods. He distinguished between internal quality (observed before a product left the factory) and external quality (incurred in the field after a product has been delivered and installed), and measured quality by malfunction. This was so because the manufacturing industry is mostly associated with producing physical products and objective concepts, hence it is easy to set quality standards and develop control procedures for goods on the basis of objectively measurable phenomena like length, weight, hardness, frequency, height and width (Snoj, 1995: 6).

Though the concept of quality is a widely studied subject in both the manufacturing and service organisations, there is no commonly accepted definition for quality. The Chambers Dictionary (Brookes, 2006: 1248) defined quality as —the grade of goodness, excellence; that which makes a thing what it is”. The American Society for Quality (n.d.) defined quality as —a subjective term for which each person has his or her own definition”. Technically, quality has two different meanings: the features of a product or service that is able to satisfy specified or indirect needs, or a product or service that is without deficits.

Snoj (1995: 96) defined quality from a marketing perspective, which is related to provision of service and keeping in mind the immaterial nature of service shows that explaining the level of excellence, extravagance and satisfaction in terms of

specifications and standards is difficult. However, adherence to standards and suitability for use are the common requirements for quality (Feather & Sturges, 2003).

Defining quality from the service organisation's perspective is more subjective than the manufacturing perspective due to the intangible nature of service and also the fact that the user or customer is involved in the process of service delivery most of the time. Schwarz (2011: 15), upon reviewing the works of researchers like Churchill and Surprenant (1982), Parasuraman, Zeithaml and Berry (1985) and Halstead, Hartman and Schmidt (1994) found that the evaluation process for services is different from the evaluation process for products. The way in which people form satisfaction judgments for services as opposed to products is perceived as being more difficult to assess because it is based on different types of expectations. For example, in receiving library services, different users have different expectations. Whereas some users place much emphasis on staff attitude such as being courteous, knowledgeable and willing to help users, others also have high expectations for information resources, while others consider physical facilities as the priority.

This complexity compelled marketing researchers in the 1980s like Kotler (1980), Gronroos (1982) and Parasuraman, Zeithaml and Berry (1985) to develop the concept of service quality that they considered more appropriate for service organisations. These researchers contributed to the growth of this subject and several models have been developed to measure service quality. The team of Parasuraman, Zeithaml and Berry had conducted several research studies to define service quality and identify the criteria that

customers use while evaluating the service quality in service organisations. Their SERVQUAL model was the basis from which LibQUAL+ was developed for assessing library service quality (see discussion of LibQUAL+ in section 2.6.3). They defined service quality as “the extent of discrepancy between customers’ expectations or desires and their perception of what is delivered” (Parasuraman, Berry & Zeithaml, 1990: 19). This definition has been widely quoted and referred to by several researchers including Hirmukhe, (2012: 1) and Auka (2012: 189). In other words, quality derives from the assessment of what customers expected before using a product or service and their experience of what was delivered.

Therefore, in the case of the academic library, if the service provided meets users’ information needs or expectations it can be considered that there is quality service. That is, when the information provided meets users’ needs and expectations and it is used by them, it might have a positive impact on users. For the purpose of this study, as was noted in section 1.9.2, the researcher defined quality as the extent to which the library resources and services were perceived to meet the needs of users. Inferring from the literature, assessing the academic library service quality, with the library being a service organisation, makes it more subjective. Hence, the decision to use questionnaires and interviews for users to express their views on how the library resources and services meet their information needs and expectations.

2.2.1.1 Academic Library Service Quality

Academic library concepts of service quality date back to the 1970s. Oldman and Wills (1977) described service quality in academic libraries as the distinction between users' expectations and perceptions of service performance. According to Sahu (2007: 235), within the library and information science field, service quality refers to the difference between users' expectations and actual service delivery.

Experts present various requirements for achieving service quality in academic libraries. Hernon, Nitecki and Altman (1999: 11) described service quality in academic libraries as comprising three main issues: the information resources, the environment in which service is delivered and service provided by staff. Similarly, Pindlowa (2002) mentioned that the quality of an academic library is related to services it provides to users, the space it offers for users and staff services. According to Kitana and Saydam (2014: 57), if a library is able to make available precise information at the time it is needed by users and in a desired form, then, it is providing quality service. Quality library services mean satisfying the requests of the individual user, fully and quickly.

However, the basic principles that underpin quality management are based on the continuing improvement of services, adopting a customer focused approach, and responding to the needs and activities of all other stakeholders (Kulkarni & Deshpande, 2012: 2). Verzosa (2011: para. 9) indicated that library service quality demands:

- Continuous improvement of services against the users' expectation.
- Acknowledging the interdependence of content, technology, facilities and (human) service.

- Staff who are knowledgeable of content, competent with technology, and committed to listening to and valuing user input.
- Understanding, appreciating and responding to user perceptions.

However, the most important aspect to providing quality service in academic libraries is being able to move forward and adapt to the changing needs and expectations of users and parent organisations. Since this is what governs the survival of an organisation and more importantly, the fact that the academic library operates in an environment which is very dynamic makes it imperative for librarians to adopt strategies that help meet the high expectations of users (Balague & Saarti, 2009: 227). Generally, quality is expressed by different users in their own understanding of quality, consequently the final judgment is by the user from a subjective point of view, depending on his or her needs and interests at a specific period (Snoj & Petermanec, 2001: 317).

2.2.2 The Concept of Impact

The extent to which a service is used and the degree of excellence of service provision alone are not enough to measure impact, there is the demand to demonstrate impact. Though difficult to demonstrate, the value of the academic library depends on the impact it makes on various facets of the educational goals of the university. Impact, as viewed by Poll (2003: 5) is —the effect or influence of one person, thing, or action, on another and it is also making a recognisable difference in an area that has worth or that is regarded as valuable”. Markless and Streatfield (2013: xvii) defined impact as —any effect of the service or of an event or initiative on an individual or a group”. Therefore, impact is the difference or change in an individual, a group, a community or a society resulting from the contact with library services. According to the International Organization for

Standardization (2014: 14), impact of libraries can generally be grouped into the following areas:

- impact of the library on the individual
- impact of the library on the parent institution or community
- social impact.

As a result of using the library services, the individual can undergo a behavioural or an attitudinal change; for instance, users can learn to consult a broad range of information resources, or to deal with subjects from an interdisciplinary point of view. Individuals or groups can also gain skills or competence in information literacy, become successful in academic research or other interests of the individual may be satisfied. This kind of impact can bring benefits in the form of attracting funding for research or attracting highly qualified staff. Socially, the library impacts on the lives of the people in the community it serves through acquisition of relevant information resources or the provision of assistance which can cause a transformation in an individual.

Markless and Streatfield (2013: xvii) described impact as neutral. This is because impact may be either intended or accidental and can affect library staff, senior managers, users and teaching staff. It can also be positive or negative. The difference or the change (that is, the impact) that occurs in an individual can be positive or negative depending on how the user perceives the encounter with the library services and staff. A positive occurrence at the library may lead to a positive outcome, whereas a negative occurrence may lead to a negative impact. For instance, in a situation when a user easily finds the information needed for an assignment, or receives services provided in a friendly environment, it can be described as a positive occurrence and this can lead to a positive impact. On the other

hand, when information needed is not found or the environment is hostile, it may lead to a negative impact. The impact of library use on users may be direct or instant (for example, getting access to relevant material that helps in answering a user's question) or it could be a long-term benefit such as acquiring Internet searching skills which could be useful throughout one's stay in the university and after.

According to De Jager (2013: slide 5), impact may be difficult to illustrate, but it is not insubstantial. While assessment of impact is a difficult process, it is relevant for the library's continued existence. The process is time-consuming and demonstrating change also takes time. It often requires longitudinal studies and research. Cause and effect relationships are often difficult to prove, and data is often not cost-effective to collect. Poll and Payne (2006: 551) noted that surrogate measures such as questionnaires and usage statistics can be used to assess impact. De Jager (2015: 6) suggested the use of surveys, interviews or focus groups to find out from individual library users about their experiences and perceptions of service delivery and resources, because the results from these approaches show the affective perceptions and personal views of respondents. This may explain why Markless and Streatfield (2013: 25) described impact as a slippery concept, and it is not surprising if library service managers find it difficult to get to grips with issues related to service impact. However, impact assessment is significant in measuring performance and improvement in library services, and it is also a means by which users determine the value they derive in using a library.

Hence, impact is the change in attitude or behaviour that a user exhibits after the encounter with the library resources and services, and it can be positive or negative. Like the other concepts, it is personal, hence, the researcher used interviews and questionnaires to find out from users the positive changes the library has brought to them. Library staff were also interviewed to share any positive changes they have observed in students after using the library for nearly three years.

2.2.3 The Concept of Value

According to Zeithaml (1988: 13), value may be defined in a variety of ways. Based on the four main definitions that emerged in an exploratory study she conducted, Zeithaml concluded that value can generally be defined as “customer’s overall assessment of utility of a product based on perceptions of what is received and what is given” (Zeithaml, 1988: 14). The present study focused on this meaning of value, that is, use value. This meaning is also similar to how Pislyakov, Kato and Marraud (2010: 4) described the value of their library. It is assumed that usage is a basic indicator of library performance (Webbmedia Group, 2012: slide 15). The more library usage increases and provided that users derive benefits from it, the more the value of the library increases. Oakleaf (2010: 21) noted that value can be defined based on library impact on users. It presupposes that the significant positive changes that users exhibit as a result of use of the library resources and facilities is described as value.

Explaining value is a challenge in any field and this is due to the fact that it has many dimensions, attributes or predicates. Within some contexts, value describes the relationship between things—whether concrete like products or intangible like

information—and their worth, which comprise their importance, helpfulness, effect, quality, use/usefulness, attractiveness and price (Saracevic & Kantor, 1997: 539). They also noted that “in any consideration or model of individual, organisational, or social behaviour based on human intentionality, value is an indispensable intermediating concept for establishing and guiding actions, relations, priorities, and exchanges” (Saracevic & Kantor, 1997: 539). For this study, value is defined as the users’ perceptions of the benefits they get or how much goodness the library services and resources do for them.

What constitutes significance or value to one user may not be the same to another, as perceptions of value are subjective. However, De Jager and Nassimbeni (2012: 26) also stated that in order for something to be valuable, it has to have certain hallmarks like being important, or significant, something worthy of being thought of. “If something is regarded as trivial, it does not have much value” (De Jager & Nassimbeni, 2012: 26). So if academic library services are seen as unimportant by users, it will become of less value to them.

From the literature reviewed it is clear that value is difficult to measure since it is largely subjective. The usefulness of the library services to its users varies from one user to the other depending on their information needs. Therefore, one appropriate means to measure the value of the libraries services adopted by the researcher was to solicit information from various library user groups in the two institutions about the usefulness of the library told in their own words.

2.2.3.1 The Value of Academic Library Services

The value of the academic library to its users has become a critical issue in the management of academic libraries. Librarians are now concerned about how the library services and resources benefit the students' success, faculty and the overall institutional aim.

Academic communities have long assumed the usefulness of both information and human resources in academic libraries (Tenopir, 2012: 6). However, in these present times of economic hardship, libraries are increasingly called to account for their value (Hinchliffe, 2011: 1). Libraries as part of universities are not left out in the call for accountability to demonstrate impact or value. For academic libraries to be successful, not just in these uncertain times, but into the future, Thomas (2010: 2) succinctly stated that:

We must reinterpret our organisations to reflect contemporary needs and values. This means charting a course that remains true to principles that have guided us since the development of librarianship as a profession, but which also looks to the services we can provide that represent the greatest value for our clients.

In order for academic libraries not to become trivial or peripheral to the activities of the institutions they serve, they have to demonstrate their value. The library services should support teaching, learning and research activities of their institutions (Poll & Payne, 2006: 550). Demonstrating the value of the library should be articulated to institutional stakeholders after assessing the perception of service quality which is good for internal management. Hence, the librarian and library staff should make conscious efforts to evaluate their services constantly, to find out practical ways to ensure continuous improvement in service performance and to advance the goals of their parent

organisation. For the academic library to be perceived as valuable by its community, it should reflect the academic society that it serves and should be made approachable to all users in the community who need the library to satisfy their information needs. The library should make sure it is deeply embedded in the university community by contributing to the teaching, learning, research and other activities through provision of relevant and accessible information services (He, 2014: slide 15).

In order to measure the value of library products and services, Tenopir (2012: 6) distinguished between the following approaches:

- Implicit value – assess usage by means of users' downloads, or usage records can be used to measure implicit value. It is anticipated that since users patronise libraries, they are considered valuable to them.
- Explicit value – involves the use of qualitative interview approaches that precisely ask users the value or benefits derived as a result of using library resources. For instance, asking users to indicate how helpful the library has been to them in their most recent research or class project and what the help has enabled them to achieve.
- Derived values – use several kinds of data gathered on both the returns and library and user costs that try to describe value in financial terms. An example is Return on Investment (ROI).

This research used the implicit and explicit approaches to measure value. Derived value approach was not used in this research since it involves financial calculations; and users

often find it difficult to translate services received into monetary terms because library services are difficult to quantify financially (Bamigbola, 2013: 6).

2.3 The Difference between Quality and Value

Quality and value are concepts that are used to describe products and services. The terms have currently emerged in most marketing and information science literatures due to the on-going need for organisations to improve their services.

As discussed earlier at section 2.2.3, value has different meanings to different users depending on how information or something is beneficial to the users. Quality relates to suitability of service or product to its intended purpose or use, which is determined by the expectations of the customer or user. Therefore, quality must conform to standards against which a service is measured with the idea of meeting users' needs and expectations. According to Nejati, Iran and Nejati (2008: 574), "quality of a service can be defined as the customer's perception of what is good or bad, acceptable or not acceptable service". Therefore, quality can be referred to as how good a service is and value as how much goodness a service does to users (Orr, 1973: 317).

Milfelner, Snoj and Pisnik Korda (2011: 606) noted that "perceived quality is the predecessor of perceived value and in the field of marketing, perceived quality is understood as one of the determinators of benefits". Other authors are of the view that perceived quality leads to perceived value, that is, when quality is perceived to be present there will be value attached. See for example, Hallowell (1996: 29), Hartline and Jones (1996) and Ladhari and Morales (2008). This assertion is true only when the service or

the product being provided is of relevance to users. If the service is of high quality and does not meet users' expectations or answer their information needs, it is considered without value. Therefore, quality is how good something is, that is, how good or effective the library staff services, information resources and physical environment are to its users; while value is the amount of goodness users derive from using the library resources and services depending on the individual user's needs.

2.4. The Need to Measure Quality and Value

Library managers and staff are now compelled to evaluate their services for a number of reasons: securing funds, justifying their existence in their parent organisation, making informed decisions, justifying a service need, establishing accountability and effective allocation of resources. Poll and te Boekhorst (2007: 21) indicated that for libraries, quality assessment will help to demonstrate their effectiveness to funding institutions and the public. Rehman, Shafique and Mahmood (2011: para. 2) confirmed that many libraries, especially the university libraries are focusing on evaluation of the users' needs and their satisfaction with their services to provide useful perceptions of service quality in libraries.

Furthermore, the impact of technology on library operations compels library managers to assess the quality and relevance of their services to ensure that services provided still meet the information needs of users since, there is no aspect of a library activity that ICT has not affected, including our users (Krubu & Osawaru, 2011: para, 1). Librarians' work has become technology based and also developed users with high expectations, who now

demand better quality services. The networked information settings manifest a change in user behaviour, users are able to access a vast range of resources from their own computers, without intermediaries, compelled librarians to reconsider assessing their service delivery (Dempsey, 2007: slide 11; Brophy, 2008: 9). Therefore, evaluating service quality and relevance will enable libraries to improve upon existing systems to remain attractive to users.

Despite the fact that evaluation of quality and value is very significant for the operation and survival of academic libraries, it can even be more complicated for libraries in developing countries which lack resources. Again, there is also the challenge of the absence of a uniform framework to measure quality and value.

2.5 Academic Library Stakeholders

Libraries work efficiently with different stakeholder groups in diverse circumstances (Sinikka, 2015: 4). In the academic community, there are different groups of people who have interest in the operations of the library. Poll and te Boekhorst (2007: 15) described these groups as stakeholders and they all have interest in the functioning of the library.

These stakeholders are:

- Users (real and prospective users)
- The funding authorities (a university or a community)
- Library staff

Aside from these groups, there may be additional stakeholders like staff representatives and the library committee.

In defining and assessing the quality of the academic library, these different groups of people are involved. The challenge for the library is to render services that will suit the needs of users and also prove to the funding agencies that libraries are worth investing in. In addition, Derfert-Wolf, Górski and Marcinek (2005: para. 3) pointed out that the quality of the library service determines the perception of the library within the parent institution and the society. Therefore, the library staff have to provide services that satisfy both users and funding agencies, as well as the library staff who also have their views on what quality services are.

The staff are also part of the stakeholders and they play an important role in the provision of quality and value to users. Quality services in academic libraries are made possible through staff who are competent and understand users' needs. Proficient library and information science professionals should influence research output in their parent institutions. In academic or research libraries, employees are vital in providing valuable and well-organised services to users. A library cannot survive without competent workers even if it has excellent equipment, collections and facilities (Warraich & Ameen, 2011: 1). Therefore, the library staff views of what constitutes quality should not be ignored.

The stakeholder groups define quality from different perspectives due to their individual needs and interests. The users are interested in the library meeting their needs and expectations as they interact with the library services. They may not be concerned about the frustrations of library staff or the smoothness of the procedures for providing the service that meet their different needs since they are not homogenous. Funding

institutions on the other hand, perceive quality as being able to cut costs, at the same time providing services that promote the university's goals. Library staff perceive quality as favourable conditions of service and availability of resources to work with. Table 2.1 below by Poll and te Boekhorst (2007: 15) clearly described the different stakeholders' perceptions of library service quality:

Table 2.1: Stakeholder's Perception of Quality

Users	Funding Authorities	Staff
Total access to information	Cost-effectiveness	Better working conditions
Provision of readily available information	Effective planning	Clear planning, straight processes
Speed and accuracy of delivery	Positive influence on users	Systematic staff development
Good in-library working conditions	Benefits for the institutions' goals	High standing of the library
Approachability of staff (readiness in assisting in searching for information)	Effective collaboration with other institutions	
Dependability of services	High reputation of the library	

Source: Poll and te Boekhorst, (2007: 15)

Irrespective of the divergent views of the quality of the academic library, Derfert-Wolf, Górski and Marcinek (2005: 3) advised that these views should be managed so that the library can effectively meet the expectations of all its stakeholders.

Cullen (2001: 663) pointed out that keeping and growing the customer base and concentrating on meeting users' expectations in academic libraries, has become imperative in the current environment. The users are the reason for the establishment of a

university and its library and without users the two facilities are useless. According to Hernon and Altman (2010: 2), service quality for libraries is having a good relationship with users. They indicated that any library that is able to observe all the standard practices of librarianship and the processes involved in acquisition to preserving material, but if it has no users, it cannot demonstrate quality because the user, who is the major component of the service, is unavailable.

Several authors are however, of the opinion that only librarians have the skills to assess the quality of library services. They claim that users cannot judge quality, as they do not know what they want or need, that professional authority will be undermined and that they will become subservient to users if they allow them to judge the quality of the library services (Hernon & Altman, 2010: ix). The researcher is of the view that assessing service quality from the perspectives of both users and service providers is an appropriate approach, since it gives the opportunity to both sides to judge what quality is.

This argument that users may not know what they want and therefore cannot judge quality may be true, but library science professionals should remember that while customers may not know the rules and ways of the library, they do know when they are satisfied or dissatisfied with the library's services. This has implications for the value users attach to the library. Kumar-Das and Kumar-Karn (2008: para. 6) offered the following recommendations. "Customers are the most important people to be served in the library. They are not dependent on the library rather the library depends on them. They are not just from the library but part of the library".

Users may be satisfied with services of lesser quality when they are unaware of other services available. However, one of the most important issues which should not be overlooked in providing quality service that leads to value in academic libraries is users' expectations. Users who patronise the academic library services come with different expectations relating to the various facets of the services. The academic library needs to provide services that meet the needs of users taking into consideration their unique characteristics and information needs. There are instances where users find it difficult to describe their information needs. Under such situations library staff should not neglect users, but guide them to define their needs. The provision of quality services in an academic community is very important as the same community evaluates their worth and the size of funding or support may depend on such evaluations.

The perspective of the user, must occupy a central place in all the activities of the library. However, service providers such as the librarian and staff may be unaware of their users' expectations, or they may misread them. McKnight (2009: 79) observed that library staff expectations about what customers want are not always precise. When expectations are not met and concerns that are very dynamic to users are not valued by the service providers, then the quality of service being provided is questionable.

Therefore, it is critical that library managers employ customer centred approaches in their service delivery to enable them to perform successfully (Al-alak & Tarabieh, 2011: 80). Li and Zhou (2010) affirmed this by indicating that the success of any business depends on the firms' ability to serve its customers. The views of other stakeholders on quality are

important for effective and efficient running of the library, but the literature reviewed has shown that the quality and value of the academic library depend on how the library is able to meet the needs and expectations of the user. Measuring service quality from the perspective of the user is the most important outcome measure to evaluate library services. This study looked at service quality and value from the perspectives of the users, that is, students and lecturers and the service providers (library staff). The purpose of adding the library staff, was to find out their opinions about how their users perceive the quality and value of the services they provide and whether their services satisfy users.

2.6 Approaches to Measuring Library Service Quality

Measuring library service quality is considered critical by library managers as such they have used traditional approaches as well as approaches that are user centred and evidence based to measure library service quality.

2.6.1 User Satisfaction as an Indicator of Service Quality

Service quality and satisfaction are two constructs that are very important in a study like this. This is because in service organisations, satisfaction plays a major role, and according to Alasandi and Bankapur (2014: 163), it is the positive feeling created after receiving a service that makes users desire to use the service again. The main objective of all types of libraries is to satisfy the information needs and expectations of users (Warraich & Ameen, 2011: 1). According to Bua and Yawe (2014: 26) the extent to which an academic library services satisfy its users defines how effective or efficient that library is.

Service quality and customer satisfaction are interrelated concepts. These concepts are used interchangeably, but researchers have attempted to be more precise about the meanings and the measurements of the two concepts, resulting in considerable debate (Hernon & Altman, 2010: 5; Kiran, 2010: 262). Kotler and Keller (2009: 789) defined satisfaction as “a person’s feelings of pleasure or disappointment that results from comparing a product’s perceived performance or outcome with their expectations”.

According to Hernon and Altman (2010: 4-5), “satisfaction is an emotional reaction, the degree of contentment or discontentment with a specific transaction or service encounter”. If the service performance falls below users’ expectations, they become dissatisfied. However, if service performance matches expectations, users become satisfied (Bua & Yawe, 2014: 26). Therefore, satisfaction can be personal and it is the degree to which users are pleased with the library services, with staff attitudes, and the library environment in fulfilling their needs and expectations.

Giese and Cote (2000: 15) explained that user satisfaction is identified by a response that relates to a specific focus of the user and occurs at a certain time (that is, while service is being delivered or after service delivery). It can therefore be inferred that satisfaction is an individual response to a service and it can be subjective depending on the time and needs of a user. It may or may not directly relate to the performance of the library. A user can receive an answer to the purpose of using the library but may not be satisfied because of an upsetting or angry encounter. On the other hand, another user may not receive an answer to his request but will feel satisfied because his encounter with staff was pleasant

(Hernon & Altman, 2010: 5). There is also a question of inappropriate satisfaction, that is, when users accept (or do not recognise) less than excellent service because their expectations have been too low, or they are unaware of what could be provided.

Service quality is an overall judgment of the superiority of a service as viewed in the context of specific statements that the library is willing to act on if customers find them of great value. From the users' point of view, service quality is the expression of thoughtful judgment to a specific service which is related to service experience, satisfaction, and expectations (Shoeb, 2011: 249).

Perceived service quality is a factor of customer satisfaction. Researchers like Saleem and Raja (2014: 706) and Caniago et al. (2014: 119) suggested that service quality provides a superior indicator of user satisfaction and indicated that service quality can influence satisfaction. Yu-Ying, Shyh-Jane and Miles (2011: 121) indicated that empirical evidence shows that service quality has positive and direct influence on customer satisfaction.

2.6.2 Early Approaches to Measuring Library Quality

Libraries have long attempted to evaluate the quality of their services and in doing so, they have used different measures such as input (the raw materials of the library on which the programmes arise—the money, space, collection, equipment and staff), systems, processes and output (the indicators of the use of the libraries' services and programmes such as gate counts, loans, reference queries, interlibrary-loans, current serials, videos and films, microforms, CDs, software, maps and , musical scores) that are not outcome-

based. Orr (1973: 318) proposed to investigate the interaction between resources, capability, utilisation and beneficial effects. He assumed that the increase in one variable leads to the other, however, not proportionately. According to De Jager (2002: 141) and Hernon (2002: 224), libraries had in the past tended to evaluate the quality and the usefulness of their services in terms of collection size and use of the collection.

Having a large collection and moving to large premises might be good, but the size of the collection does not necessarily reflect quality, since some libraries' shelves may be full of outdated and irrelevant materials and may not meet the needs of the users. However, the collection of any library plays a major role in determining the effectiveness of the library, and for the library to be considered of high quality, the collection must be selected in a way that will meet the expectations of users and satisfy their information needs (Saikia & Gohain, 2013: 175).

Other earlier researchers such as (Van House, 1989; Rzasa & Baker, 1972; Hamburg et al., 1974) used different output approaches to measure library effectiveness. Rzasa and Baker (1972) for instance, proposed an overall measure of the academic library which takes into consideration the number of users, information resources used, and the total number of potential users as a way of measuring library performance. Nitecki (1996: 181) observed that this traditional point of reference for determining the quality and value of a library's service no longer offered realistic goals for addressing effectively the university community's demands for information.

Input and output approaches do not show for what users use information acquired from the library and the benefits they derive from the use of the information, or the extent to which the library resources meet users' needs (Lewis et al., 2013: 185). The researcher is of the view that in assessing the library's service quality and value, the opinions of all library users must be considered in addition to usage statistics of the library services. The efficiency and effectiveness of library systems and processes are used to determine the academic library service quality (Naidu, 2009: 44). Systems and processes involve procedures which enable library staff to carry out their duties successfully in various services like the creation of records for materials in the library, circulation, providing access to the catalogue, acquisitions, serials control, interlibrary lending and others. The main objective for evaluating the library systems and process is for the improvement of the library operations to enable it function more efficiently. This type of evaluation works very well in addition to involving users' perspectives (Naidu, 2009: 44).

In the quest for improving quality services, academic libraries have also explored marketing models as a way of developing effective and efficient quality systems to serve users. According to Martín-Castilla and Rodríguez-Ruiz (2008: 133), the increasing globalisation and complexity of the current world economy explained the usefulness of adopting integrated models of management, such as benchmarking and the expectancy disconfirmation theory. These models posit that customers formed attitudes of satisfaction or dissatisfaction based on a comparison of their pre-consumption expectations and post-consumption experience of a product or service. According to Herson, Dugan and Matthews (2014: 128), customer expectations are based on the

perceived performance of a product or service, that is, they equate their expectations to actual performance and it turns out to be one of the following:

- confirmed when perceived performance meets expectations;
- affirmed when perceived performance exceeds expectations; or
- disconfirmed (Failed by negative disconfirmation) when perceived performance falls short of expectations.

This goes to explain that there is a high probability of satisfaction among customers or users if the service or product they consume performs above their expectation. In academic library management, it is important for managers to detect negative disconfirmation since it might discourage users to patronise the library services and it can also lead to poor image of the library. Even if managers have to measure their library in comparison with best practicing institutions or against its own standards for itself to improve upon the library's services, it is worth doing so.

Benchmarking is a quality management tool that has been used in the business industry and service organisations for over 30 years (Nicholas, 2010: 192). It has acted as a guide for successful change in organisations that were at the verge of collapsing (Wilson & Town, 2006: 75). According to Jurow and Barnard (1993: 123), "benchmarking can be defined as a process for improving performance by constantly identifying, understanding and adapting best practices and processes followed inside and outside the company and implementing the results". Kinnell, Usherwood and Jones (1999: 140) defined "benchmarking as the comparison and review of service performance or processes against best-in-class organisations. The aim is to identify and implement possible areas for improvement".

Therefore, benchmarking can be referred to as an approach of developing procedures that help an organisation or a library to improve upon its services by adopting standards that are already working well in other institutions or within. It is also a means for functioning effectively and efficiently. The reason for benchmarking in academic libraries is for the improvement of the different services provided to users. According to Hart (2002: 38), benchmarking should purposely be meant for the provision of essential data to support decision making and as a means of continuously enhancing services. It is, therefore, a means of improving upon service delivery by learning from sister institutions that are of the same size, have similar objectives and already performing well.

Research indicates that there are several types of benchmarking that can be used by libraries. Dragolea and Cofârlea (2009: 1813-1814), for example, mentioned the following types of benchmarking, which are:

- Strategic Benchmarking: For improving the overall performance of an organisation or a library by studying the long-term strategies and approaches that helped the best libraries to succeed.
- Competitive Benchmarking: Used by libraries to compare their positions with respect to the performance characteristics of their key services.
- Process Benchmarking: The aim is to identify and observe the best practices from one or more benchmark libraries.
- Functional Benchmarking or Generic Benchmarking: The purpose is to improve processes or activities by benchmarking with other libraries from different sectors or areas of activity but involved in similar functions or work processes.

- Internal Benchmarking: This takes place within an organisation's own department or sections. It enables easy access to information, economical and can be done within a limited time frame.
- External Benchmarking: It is seeking assistance from organisations that are successful on account of their practices. This kind of benchmarking provides opportunity to learn from libraries that are far advanced in their services and resources (Dragolea & Cotîrlea, 2009: 1813-1814).
- Benchmarking against oneself: This type of benchmarking emphasises improving on an organisation's own previous standard, and then monitor carefully how the performance within the organisation improves (Dacri, 2012: para. 2). That is, a library is able to improve, and develop better when it focuses on its internal mechanisms to provide services that will satisfy its users rather than focusing on another library's performance.

Benchmarking is rarely practiced in most African countries due to the unavailability of a uniform set of data and indicators for assessing quality. However, libraries in the developed countries started benchmarking since the 1980s (Nicholas, 2010: 192).

Through this they were able to correct challenges and improve upon core service areas such as collections, shelving, facilities, spaces, efficient and effective processes, planning and quality processes, which contributed to their success. For instance, during the period 1998-2000, the Virginia Library in the United States of America, engaged in a benchmarking pilot project with the goal of eliminating the problems they were having with the shelving of books (White, 2002: 17).

Through Process Benchmarking, the Queensland University of Technology (QUT) Library compared its acquisitions and cataloguing, document delivery and research support services with that of the University of New South Wales Library (Robertson & Trahn, n.d.: 1). Henczel (2002) indicated that the sharing of statistical data and other relevant information among benchmarked libraries helped to demonstrate to management the level of their performance and also proved to management the need for support. Nicholas (2010: 193) listed the following benefits libraries might derive when they benchmark:

- Helps in improving library performance
- Leads to customer satisfaction
- Reduces waste and ensures fair distribution of resources
- Helps in getting management support

2.6.3 Recent Trends in Quality Assessment

Although benchmarking may assist libraries to improve their performance and service quality, the assessment of library service quality recently tended to focus on users' perspectives (Lewis et al., 2013: 184). Library managers are constantly working to meet or exceed users' expectations because the entire library activities revolve around them. Given the growth of the demand for service quality in the last decades, researchers have developed several models or approaches that are user-centred.

The SERVQUAL model was grounded in the Gap Theory of service quality developed by marketing researchers Parasuraman, Berry and Zeithaml to measure service quality in

organisations (Parasuraman, Berry & Zeithaml, 1988). It has been acknowledged and used in all types of libraries including academic libraries. See for example Sahu (2007), Kiran (2010) and Shoeb (2011). While being widely applied, the SERVQUAL model has received lots of criticisms (Yu et al., 2008).

The limitations of the SERVQUAL compelled the Association of Research Libraries (ARL) in partnership with the Texas A&M University Libraries to develop, test and refine a tool that would serve the particular requirements of libraries. This led to a modified model (LibQUAL+), which allows a library to classify those attributes that ultimately address the needs of specific library users for service improvement (Thompson, Cook & Kyriallidou, 2006). The LibQUAL+ model is a web-administered survey which measures library service quality through 22 statements on three dimensions, notably:

- Affect of service
- Information control
- Library as place

Libraries have successfully used LibQUAL+ survey data to find out best practices, analyse shortfalls, and efficiently assign resources. Since LibQUAL+ was developed, it has extensively been used worldwide including the United States, the United Kingdom and other European countries, South Africa, Australia and Egypt. Data and reports generated from LibQUAL+ surveys allow library managers to evaluate whether services measured up to users' expectations. It gives the users the opportunity to indicate where

services need improvement, so that the library could respond and meet users' expectations (Association of Research Libraries, 2015: para. 2). Moenikia et al. (2011: 885) remarked that the LibQUAL+ model is a method that enabled librarians to effectively manage users' expectations and the necessity of meeting their needs. They added that what makes the model significant is that users can provide creative and useful information about a library.

Being derived from the SERVQUAL framework, the LibQUAL+ model inherits many of the same theoretical criticisms (Jayasundara, 2011: 66). The major drawback with this instrument is that it has been evaluated in the context of developed countries (Ladhari & Morales, 2008). Another challenge of using LibQUAL+ is how to translate the survey questions into different languages while maintaining the meaning, because generally, it is difficult for researchers to use an instrument that has been designed in a different language (Kalb, 2011: 2).

The LibQUAL+® Lite was developed in 2010 as an improvement on the earlier version. It is a shorter version and requires less time to respond. LibQUAL+® Lite uses item sampling approaches to collect data on all 22 LibQUAL+ core items. Whereas, each respondent answers to only a subset of items, each Lite user responds to a single relating item from all the subscales, and five statements that are randomly selected from the remaining 19 core LibQUAL+ statements (Association of Research Libraries, 2015: 3). Hence, LibQUAL+® Lite allows users to answer a small number of particular questions and the remaining questions are answered by few users who are selected at random.

Research conducted by Kyrillidou (2009: iii) found that LibQUAL+® Lite is a practical and ideal alternative to the long form of 22 core items that was developed since 2003. As a result, the time for gathering responses from users is reduced, though the library still collects data on all survey questions. LibQUAL+® Lite had a higher valid survey rate among both English and French respondents in Quebec and a large increase in completion rate, compared to the LibQUAL+ in 2007 results (Kalb, 2011: 5).

However, on reviewing various measures of service quality, Ladhari (2008) concluded that each service context is unique and managers should apply measurement approaches cautiously by taking into consideration cultural factors within which service is offered. In assessing service quality, librarians must put customers at the centre of the evaluation process. This study combines views of users and service providers to measure GIJ and AUC libraries service quality and value to have a holistic view of the status of the libraries' services for improvement. Reasons for not using LibQUAL+ for this study are considered in section 2.6.4 below.

2.6.4 Quality Assessment in the Developing World

It has been shown that libraries in the developed countries such as United States, United Kingdom, the Scandinavia and also in South Africa, are actively engaged in gathering evidence to demonstrate their impact or value. In many developed countries academic libraries work in collaboration with faculties to develop courses for students.

Therefore, their importance within the academic community is much felt. However, there are still challenges in measuring their value. Barr (2012: para, 2) indicated that although

some evidence is gathered, much of it shows proof of activities rather than demonstrating value and impact. A report by Creaser and Spezi (2012: 1) on academic library value in the United States, United Kingdom and Scandinavia, could not find any clear means of gathering evidence of the value of academic libraries for faculty staff. This could be due to the fact that library staff do not always gather or document the success users achieved through the use of the library or the good stories users told about the use of the library.

Research conducted by McCreadie (2013: 23) on library value in the developing world, selected twelve libraries from higher institutions in the following countries: Honduras, Indonesia, Ghana, Georgia, Kenya, Nigeria, Philippines, Senegal, Uganda, Ukraine and Zimbabwe. The study found that the majority of academic libraries in the developing world measure the value they provide to faculty and students through the quality and accessibility of their resource collections. Out of the 12 librarians that McCreadie interviewed, eight indicated that the value their libraries offer is measured through their resource collections and assistance offered to users. Some of the universities offer assistance to academic and IT section staff with information storage and retrieval skills. The outcomes of McCreadie's study also showed that there is no systemic evidence collected by the developing country libraries to demonstrate their value to the academic community.

In most developing countries there are no uniform standards against which library quality and value can be gauged. In Ghana, for instance, there are more than sixty academic libraries, both government and private. There is however, no common agreed set of

standards which libraries in these higher institutions can employ to assess service quality or value. Chiware (2012: para. 2) indicated that there is no readily available information on library uses in some African countries. There are no criteria for the kind of library data to be collected, or no collective agreements on how data must be gathered. Chiware (2012: para. 2) emphasised that there is a gap in the type of and the period at which statistics to be collected between highly developed libraries and the less endowed ones.

With this background, it makes it very difficult to use LibQUAL+ as an instrument to assess library quality. Assessment tools like LibQUAL+ do not fit appropriately into libraries in Africa due to challenges like requiring advanced technology, inadequate electricity supply and language difficulties. Libraries in African countries will need some kind of agreed standards against which academic libraries will use to measure the quality and value of their services, as the Committee of Higher Education Librarians in South Africa did in 2004 (De Jager, 2007: 109).

The application of some of these models requires a well-equipped ICT infrastructure. However, most libraries in the developing world face myriad constraints which make it difficult to acquire ICT infrastructure, thereby impacting negatively on service delivery. The dwindling budgets allocated to libraries, coupled with other challenges such as inadequate technological equipment, and the unconcerned attitude of authorities towards libraries make it challenging for some library managers to run a modern library that acts as a true learning centre which supports the various user groups in the academic community.

2.7 Conclusion

The call for evidence of quality and the value of library services in higher education institutions makes it imperative for library managers to evaluate their services. Users' perceptions of library service, quality and value are critical means of determining the effectiveness of the academic library and such perceptions also act as a means of identifying and meeting expectations and needs of users. The purpose of assessing academic library service quality and value is to measure service performance for continuous improvement.

Developing a culture of assessment within academic libraries is a very important step towards improving service quality and the value library users derive from services. The fundamental point is that action must be taken by library managers to find out the perception of service quality and value of their libraries. In an attempt to do this, various assessment approaches that are not user focused, such as output measures and those that are user-centred (such as user studies) have been used. The concepts of quality and value are purely subjective and very challenging to assess. However, the challenges associated with these concepts do not offer a justification for libraries in the developing countries or libraries with limited resources, not to assess the quality and value of their services since it is very important for the continued well-being of libraries.

The present study was guided by the work of McCreadie (2013) on library value in the developing world by adopting the approaches used in gathering data. The study combined

qualitative and quantitative questions and qualitative interviews to collect data from students, faculty and library staff from two academic libraries for comparative purposes.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research process that was followed when conducting the study. It begins with the research paradigm, the methodological approach and the research design that was followed. The chapter outlines the population, the sampling techniques as well as the data collection process and the methods of data analysis that were employed for this investigation. The justification for the selection of the research design, development of research instruments, pretesting of instruments, study population and sample size, and mode of administering instruments are discussed and explained. The objective of the research was to find out users' perceptions of the quality and value of GIJ and AUC libraries' services.

3.2 Research Paradigm

Creswell (2009: 6) defined paradigm as "a general orientation about the world and the nature of research that a researcher holds". Rossman and Rallis (2003: 36) referred to it as "a worldview and a shared understanding of reality". It also means a "logical framework for observation and understanding, which shapes both what we see and how we understand it" (Babbie, 2014: 31). Generally, it is a method of thinking about and conducting research (Antwi & Hamza, 2015: 218). Therefore, it is the individual assumption of how things work in the world, and the assumptions are affected by the beliefs and experiences of the researcher.

Paradigm plays a vital role in the social science research as it helps in the understanding of social behaviour (Babbie, 2014: 34). According to Tibenderana (2010: 59), there are different research paradigms in social science research which generally represent different worldviews with each paradigm having a distinctive way of understanding human social life, some of the paradigms are positivism, constructivism, critical and interpretivism. Each of these paradigms puts emphasis on specific types of research procedure. However, this study focused on the interpretivist paradigm.

The interpretive paradigm is in contrast with the positivist by focusing on the internal factors or forces that move people instead of external factors. The background of this viewpoint has been associated with Max Webber, a German sociologist (Gunter, 2000: 5). It emphasises an in depth reading or analysis of text, which could be in the form of conversations, documents or images. The purpose of reading is to ascertain rooted meaning of ideas as against its background (Neuman, 1994: 61). It is trusted that close review of such texts will divulge varieties of insights into a person's inner feelings or intentions. Therefore, interpretivist viewpoints appreciate how people interrelate with and make meanings out of issues with reference to their backgrounds which have been shaped by their values and standards (Croucher & Cronn-Mills, 2015: 40). Interpretive research typically tries to understand the social world as it is from the perspective of individual experience (Rossman & Rallis, 2003: 46).

The rationale for choosing the interpretive paradigm is that it makes available an exact reflection of reality (Croucher & Cronn-Mills, 2015: 55). It leads to the unearthing of

new discoveries—since the process involved, enables the researcher to know more at the end of a study than at the initial stage of a research. Credibility and reliability are critical considerations in interpretive research (Tuli, 2010: 101). This makes the findings of interpretive research more considered credible and trustworthy to the group studied and to the reader since the results relate to important elements in the research environment, as it depends greatly on the views of subjects being studied.

3.3 Methodological Approach

Melo and Sampaio (2006: 1) recommended that the assessment of library service quality involves approaches that present both quantitative and qualitative data. The study employed a qualitative approach even though it has some quantitative data. The quantitative approach is purposely for testing existing theories by exploring the connection between variables (Grinnell & Unrau, 2008). Quantitative methodologies are intended to produce numerically-scored data about social behaviour, reactions and impacts. It offers processes that make it possible to gather large quantities of data from large numbers of people. This is done by placing restrictions on research respondents, either in the way such individuals are required to think about and report upon their personal experiences or in a way their behaviour is operationally defined and measured” (Gunter, 2000: 42).

However, qualitative research attempts to comprehend why participants react as they do. Qualitative research tends to apply a more holistic and natural approach to the resolution of a problem than does quantitative research. It also gives more attention to the subjective

aspects of human experience and behaviour (Powell & Connaway, 2004: 59). It permits respondents to communicate freely about their understandings, selecting their own responses, their own language and even their own questions. It also allows the gathering of data about naturally occurring behaviour, without the interference of the researcher (Gunter, 2000: 42). Therefore, the researcher concentrates on learning the views of participants about a problem or issue not the views of the researcher on an issue or what writers express in their works.

The qualitative approach was employed because it enables the researcher to learn about a problem from the perspective of participants and this helps in finding appropriate solutions to the problem. This makes qualitative approach useful for gathering data about the information needs of library users. Some qualitative approaches include ethnography, grounded theory and the case study (Ellis & Levy, 2009: 325).

3.4 Research Design

The study consisted of case studies of two small university libraries in Ghana. The case study research design was adopted for the study and augmented by quantitative data. The case study uses multiple research methods and can make use of both quantitative data and qualitative material (Fisher, 2007: 60). According to Iorio (2004: 60), the case study as an aspect of qualitative research is primarily for obtaining an in-depth understanding of complex phenomena that are socially related, and are not possible to quantify. The most acceptable definition of case study is by one of the most famous case study scholars, Yin (2002: 23) defined case study as a practical review that examines an existing

phenomenon in its real life situation when the distinction between phenomenon and context are not obvious. “In many instances the power of the case study lies in its capacity to provide insights and resonance for the reader” (Fisher, 2007: 60).

According to Kumekpor (2002: 100), the case study is appropriate in situations where solutions are needed for individuals, persons or issues on the basis of circumstances peculiar to them rather than imposing general solution that might not work. It also provides a holistic account and in-depth knowledge about the case (Pickard, 2007: 86). If applied properly, the results of a case study provide reliable records on particular issues, a problem, a group or an individual situation.

3.4.1 Description of the Cases

The two selected libraries were the Richard McMillan Library of GIJ and the Todd and Ruth Warren Library of AUC. The Richard McMillan Library is situated in Accra, the capital town of Ghana at Gamel Abdul Nasser Road, Osu. The Todd and Ruth Warren Library is located at Berekuso in the Eastern Region about one hour drive, 32.2 kilometers from Accra central. These two institutions were studied to compare the quality and value of the services provided by the libraries. The investigation also offers the opportunity to study the libraries, its users and staff in detail, purposely for suggesting appropriate action to address issues concerning the quality and value of services provided by the libraries. The reasons for selecting the two libraries were discussed in section 1.5.

3.5 Population

The population for the study consisted of faculty members, third year students and the library staff of the two institutions. The purpose of adding the library staff, was to find different opinions and points of view about the libraries' service quality and value to users. Part-time lecturers and administrative staff were excluded from the study because they do not use the library enough to be able to assess its quality and value. The researcher selected the same categories of users, that is, third year students and faculty staff and the library staff to help conduct a comparison of the libraries.

3.5.1 Population for Ghana Institute of Journalism

GIJ has a total of 1,697 first degree students, 26 permanent faculty staff and six library staff. The table below gives a summary of the distribution of the level third year students, faculty and library staff (GIJ, Registry Statistics, 2014).

Table 3.1: Population of Third Year Students, Faculty and Library Staff

Students/Faculty and Library Staff	Number
Third Year (Level 300)	349
Permanent Faculty Staff	26
Library Staff	6

3.5.2 Population for Ashesi University College

AUC has a student population of 619. The university's faculty staff strength stands at 19 (permanent staff) and four library staff (Ashesi University College, 2014). Only permanent staff members were considered for the study. The library also has 17 students who assist in running the library during night services, but they were not included. The distribution of the population of AUC is shown below:

Table 3.2: Population of Third Year Students, Faculty and Library Staff

Students/Faculty and Library Staff	Number
Third Year (Level 300)	147
Permanent Faculty Staff	19
Library Staff	4

3.6 Sampling

In sampling, the main objective is to select a portion of a universe that enables the researcher to collect in-depth information about the subject (Kumekpor, 2002: 137).

Purposively, all the third year students of AUC and the 185 continuing students from GIJ as explained below were selected for the study. The other year groups were not considered, because in the opinion of the researcher, the first and second years had not used the library for long enough to be able to assess the library. The fourth year students were left out because the researcher did not want their participation to interfere with their final exams and project work. It was thought that they would not have been able to give the full co-operation needed for the study. The third year students group was selected because it was assumed that they had used the libraries for almost three years. Therefore, they had a good idea of the library services and were in good position to judge the quality and the value of the services they had received from these libraries.

3.6.1 Sample Size for Ghana Institute of Journalism

The third year students of GIJ were 349 in total. However, 185 of the third year students were continuing students and 164 were new students admitted to pursue a top-up programme. Hence, the 164 new students were excluded from the study since they had not used the library for a sufficiently long period. To enhance the response rate and also

to have different opinions of the quality and value of the library's services, the researcher purposively included all 26 faculty members and all library staff in the study. However, not all faculty staff were available, since some of them were on study leave, and those available, not all of them were prepared to respond to the study.

Therefore, through convenience sampling 15 faculty staff were interviewed for the study. On average, three faculty staff were interviewed in a day. The researcher conducted the interviews within a period of two weeks, that is, from October 1st to 14th 2014 due to the tight schedules of the faculty staff. There were some days that no faculty staff was available for interview. The total sample size for GIJ was 185 third year students, five library staff excluding the researcher and 15 faculty staff making a total of 205.

3.6.2 Sample Size for Ashesi University College

AUC has 147 third year students and they were all purposely selected for the study. The entire permanent faculty staff was 19, of whom 15 were available for the study. The selection of the 15 was not based on any particular order rather through convenience and their availability. The interviews were held at the offices of the individual faculty staff at their own time through arrangements made by the academic secretary on October 21st to 25th 2014. In all, it took the researcher five days to interview the faculty staff. Three of the four library staff were purposively included in the study. The other library staff member, a professional was not available throughout the interview period. The students on internship at the library were not included in the study since they were not permanent library staff and most of them do not work during the day. Consequently, the sample size

for AUC was 165 which was made up of 147 third year students, 15 faculty staff and three library staff.

3.7 Data Collection

In order to assess the concepts of quality and value, through using qualitative and quantitative research approaches, the development of appropriate instruments was required in order to solicit appropriate information to answer the research questions. The study adopted six questions from the data collection instruments employed by McCreadie (2013: 7) in her investigation into library value in selected developing countries as discussed in section 3.7.1.3. McCreadie's study used instruments such as quantitative questions for both library staff and faculty, qualitative telephone interviews with selected librarians and qualitative open-ended questions which were e-mailed to faculty staff. The purposes for adapting these questions for the present study were that they are appropriate for the investigation and also enabled appropriate comparisons to be made with McCreadie's findings and the present study.

The present study used two different instruments: questionnaires, which made use of combined open and closed-ended questions to gather information from the third year students of the two universities, and the use of qualitative interviews to gather information from the faculty and library staff of the two universities to help confirm or contradict opinions of the students. The questions about availability and use of library services, and perceptions of library value for this study were based on McCreadie's

questions on availability and use of library services and perception of library value. Questions about service quality and satisfaction were developed by the researcher.

3.7.1 Questionnaires

The questionnaire is a form or a document containing a number of questions on a particular theme, problem issue, or opinion to be investigated” (Kumekpor, 2002: 156). According to Taylor-Powell (1998: 2) the questionnaire offers a tool for collecting information which can be presented in table formats and discussed. They are generally used in evaluation as a basis for gathering information. Questionnaires have been used by several library science researchers in evaluating library service quality, satisfaction and perception of library value. See for instance Aforo (2012), McCreadie (2013) and Namaganda and Sekikome (2013).

The questionnaire has the advantage of receiving candid information from respondents since questions can be completed in the absence of the researcher. This also guarantees anonymity and gives ample time for the respondent to think and answer. It is also an easier and cheaper means of gathering data from a large group of people (Powell & Connaway, 2004: 125). However, there is the possibility that most respondents may leave questions unanswered or not return the questionnaire at all. To avoid this, the researcher was present to offer help to students who needed clarification of the questions. The rationale for using questionnaires for the students was to reach a majority of the third year students and more importantly to give the students who are less articulate an

opportunity to express their opinions, as some people do not feel comfortable being interviewed face to face.

3.7.1.1 Approaches to Administering Questionnaire

There are different means of administering questionnaires, depending on the population being studied. Some of the approaches are online or in a paper format which can be posted or e-mailed, or the researcher can administer questionnaires one on one or to a group of participants. Administering online or by email is cheaper, as the researcher need not to print questions for all participants. It also allows administering to a large number of people who are not all in one place (Powell & Connaway, 2004: 147). However, there is the tendency to have a low response rate since they might not return questionnaires on time or at all. Also, one may not know who actually filled the questionnaire and it cannot be employed where Internet connectivity is poor. The absence of the researcher to clarify issues can also be a disadvantage (Wyse, 2014: para. 3).

Administering paper questionnaires supervised by the researcher enabled the researcher to explain questions in detail to respondents when it became necessary. This leads to a high response rate (Berger, 2000: 190). Nonetheless, it can be expensive since more people are needed in the administration and also data collected is entered manually which can be difficult and expensive (Wyse, 2014: para. 3).

3.7.1.2 Mode of Questions

Both open and closed-ended questions were included in the questionnaires. The purpose of using open-ended questions was to permit free responses from respondents rather than

responses limited to a choice between suggested alternative answers. Open-ended questions raise issues, but the challenge is that they do not provide or suggest any indication for the respondent to choose from. They also have the disadvantage of providing the researcher with too many responses which are sometimes difficult to categorise and analyse. They may also discourage respondents because they normally take a longer time to answer and so are frequently left blank. However, they have the advantage of giving respondents the opportunity to provide their own answers, in their own language, in the way they prefer. Open-ended questions make room for the use of follow-up questions or probes (Powell & Connaway, 2004: 128).

Closed-ended questions usually have a higher response rate, because respondents just choose from available options. The probable responses are straightforward, that is, ranging from yes or no to a list of probable answers, to a scale demonstrating various levels of specific responses. Closed-ended questions have the benefit of being standardised due to the fixed-alternative nature of the questions (Powell & Connaway, 2004: 129).

They also help to ensure that answers are given in a frame of reference that is appropriate for the purpose of conducting the investigation. Responses to close-ended questions have the tendency to be more reliable than open-ended questions. They are easy to handle and quick to analyse and less cumbersome. They however, have the disadvantage of not allowing the respondent a free expression of his/her own words (Kumekpor, 2002: 171). To prevent this from occurring, every closed-ended question had a space to tick “other”

and then an additional space was provided for the respondent to explain what the “other” was in cases where any of the offered options were not regarded as suitable.

However, Powell and Connaway (2004: 129) concluded that close-ended questions are more efficient where possible substitute answers are simple to identify, limited in number and precise. That is, they are suitable for acquiring accurate information and eliciting expressions of views about issues on which people have clear opinions. The researcher used both open and close-ended questions since they supplement each other. The questionnaires for the two institutions differ slightly from each other. For instance, questions on e-resources and reprographic services were excluded from the questionnaire for GIJ since the library does not provide these services.

Apart from the open and close-ended questions, some of the questions for both the third years and the faculty staff were critical incident technique questions. See Weightman et al. (2009) definition for CIT at section 1.5.3. According to Chell and Luke (1998: 56), the critical incident technique is a:

Qualitative interview procedure which facilitates the investigation of significant occurrences (events, incidents, processes, or issues) identified by the respondent, the way they are managed, and the outcomes in terms of perceived effects. The objective is to gain understanding of the incident from the perspective of the individual, taking into account cognitive, affective, and behavioral elements.

The main purpose of CIT is to make respondents or users to focus on a specific time of information need and use. CIT has been used in various studies to determine the effectiveness, value and impact of library service provision. Reid, Thomson and Wallace-Smith (1998) used the technique in academic research to assess the impact of information

on decision-making in various libraries. They suggested that this approach tried to get closer to assessing impact by concentrating on the user's needs and assessing the perceived change in action as an effect of meeting a need through the provision of information.

The main objective of CIT is to determine the outcome of information use, and hence, by implication, the value attributed to the service providing the information. Tenopir (2012: 7) indicated that CIT can be employed by library managers to demonstrate the value of use, as well as the frequency of use of library services. It can be useful in demonstrating outcomes or the relative importance of library collections and readings to the purpose of using the library. Weightman, et al. (2009: 64) noted that CIT gives a precise evidence of need and use, rather than asking about use in general and it is recognised as viable for use in library science research.

Hence, faculty staff and students were asked to cite an instance when they received help from the library as far as their duties as lecturers in conducting research or preparing to teach are concerned, and as students what help have they received in terms of completing an assignment or their general studies on campus. They were also requested to indicate what the help received has enable them to do.

3.7.1.3 Structure of the Questionnaire

The questionnaire was divided into five sections and is available in the Appendices 1 and 4. Section A requested background data of respondents. Section B consisted of questions that addressed objectives one and two, that is, availability and evidence of

usage of services and purposes for which the services are used. Respondents were asked questions that solicited information about the awareness of the various services provided by the libraries, the frequency of use, the purpose of use and other relevant questions.

Section C comprised of questions that sought perceptions of service quality. Under this section the researcher sought to find from the third year students their perceptions of the quality of services provided by the libraries, staff attitudes towards provision of services, the quality of the various services, the information resources and the library environment or the physical facilities for effective studying.

Section D consisted of questions that required respondents to indicate their satisfaction with the service quality, information resources, staff attitudes towards service provision and the library environment.

Section E asked questions about objective four, which was about perceptions of the value of using the library services. Under this section, some of the questions were about the services that are most valued by users, the kind of help they have received from the library and what they have been able to achieve through the help given by the library. Specifically, some of the questions that were adopted from McCreadie's (2013: 13-15) study were: —@ a scale of 1 to 10 how do you value your library?" —Which of the services provided by your library is of most value to you?" —What do you value most about the services of your library?"

3.7.2 Interviews

Interviews were conducted to complement the questionnaires. According to Brenner, Brown and Canter (1985), the research interview is an artificial conversation designed to collect research relevant data, where one person answers all the questions and the other one asks the questions and records all the answers. Markless and Streatfield (2013: 136) indicated that there are four main types of research interview and these are: structured, exploratory, semi-structured and passive interviews. The researcher employed the structured interview. The interviews were done one-on-one. The same interview schedule with few changes depending on the various services offered by the libraries was repeated in the same tone of voice and with the same emphasis in the two universities.

Through interviewing, the researcher is able to interact with the community being studied and this makes it an appropriate method for data gathering. Hence, for the purpose of this study, faculty and library staff from GIJ and AUC were asked to voluntarily participate in qualitative interviews to help explain and express their opinions about the quality and benefits of using the library services. The interview schedule for both faculty and library staff focused on questions that solicited information on the evidence and purpose of using the library services, the quality of services provided by the library, the contribution of the library to users' information needs and the usefulness of the library, that is, the value users attach to the library services and resources as they patronise the library services. See Appendices 2, 3, 5 and 6 for the questions.

3.7.3 Pretesting Data Collection Instruments

To increase the validity of the data collection instruments, the researcher conducted a pilot study with ten library users of different libraries before completing the questionnaire for the study. A draft questionnaire and interview questions for third year students, service providers and faculty were tested at two different sites: the University of Professional Studies, Accra (UPSA) and the Valley View University (VUU) to ascertain the appropriateness, validity and reliability of the questions. This helped to improve the wording of the questionnaire by removing ambiguity, to improve the sequence of questions and to determine the time that was required to complete the questions. Some questions which were identified as difficult, controversial or irrelevant to the study were removed or reformulated.

3.7.4 Mode of Data Administration

The self-administered paper questionnaire was the preferred means of distributing the questionnaires since both electronic and postal mailing systems are not very reliable in Ghana. Another reason for this approach was that the respondents were within the reach of the researcher.

The researcher began by explaining to the third year students the purpose of the study to obtain their support. With the help of library staff at both institutions, the questionnaire was distributed to the third year students who came to the library. Notices were posted at vantage points to inform the students so through this some of the students themselves requested for the questionnaire, others were also identified by the circulation desk staff,

this was very easy because the two institutions are small and we knew who the third year students were. For the students who did not come to the library, the researcher personally went to the lecture halls of the third year students to explain the questionnaire to enable them answer and to return them to the library later. There was no issue of bias as the entire population was studied. This was made possible through arrangements with the faculty secretaries.

In the case of GIJ, an announcement was made on the Campus Radio for the third years to participate in the research. The researcher was available in the library during the data collection to offer assistance to respondents who needed further explanation. This contributed to the high response rate that was achieved in both institutions. The turnout was 73% for GIJ and 82% for AUC.

The qualitative interviews for faculty and library staff were conducted by the researcher alone, by booking appointments with the lecturers and the library staff of the two institutions at their own convenient times. The faculty and library staff also signed consent forms before the interview was conducted. As they responded to the structured interview questions, the researcher recorded the information and transcription was done later.

3.8 Data Analysis

According to Mouton (1996: 67) analysing data comprises both quantitative or statistical analysis and qualitative analysis which involves procedures such as thematic and content analysis. Thematic analysis is an approach for analysing qualitative data that focuses on

investigating themes in data. It is an easy to use method for qualitative research in many fields of study (Braun & Clarke, 2006: 77). –Content analysis is a method for summarising any form of content by counting various aspects of the content. This enables a more objective evaluation than comparing content based on the impressions of a listener” (List, 2002: chapter 16).

The study used both quantitative and qualitative data. The quantitative data was analysed using the Statistical Package for Social Science version 16.0 (SPSS, Inc., 2007). The questionnaires collected were checked for completeness, comprehensibility, consistency and reliability, that is, the data was cleaned for effective analysis. The next step was coding responses from the questionnaires in order to enter into the computer for analysis. Descriptive statistics such as frequencies and percentages were used to present the analysis where necessary. The qualitative interview responses and the open-ended questions or qualitative data were analysed and interpreted using content analysis based on the various themes that emerged out of respondents’ answers.

3.9 Validity and Reliability of the Data

–Validity is the extent to which a test measures what it is supposed to measure” (Croucher & Cronn-Mills, 2015: 303). A valid questionnaire addresses all the research objectives. There are several types of validity. Powell and Connaway (2004: 43) stated that some of the common ones are content validity, face validity, empirical and criterion-related validity; construct validity and predictive validity. Content validity was used for this study. Content validity signifies the extent to which an instrument measures the

subject of investigation. The questions of this study were related and organised around the central theme of the study which was about perceptions of library service quality and value. Some of the questions had already been used by earlier researchers such as Creaser and Spezi (2012) and McCreadie (2013), which had yielded valid results. The other questions were carefully designed to specifically address the research questions. The questionnaire was pre-tested as a means of validating the content.

Reliability on the other hand refers to “whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects” (Sullivan, 2011: 119). Reliability basically means consistency in results and it is an aspect of determining the validity of the data. Hence, it is the extent to which a test constantly measures what it intends to measure but at the same time producing similar outcomes (Croucher & Cronn-Mills, 2015: 107). The questions employed for this study were thoroughly constructed in order to make them repeatable in an identical situation achieving comparable results. Also to increase the validity and reliability in the study, the instruments were guided by the conceptual framework.

3.10 Ethical Considerations

Approval to conduct the research was obtained from the Library and Information Studies Centre at the University of Cape Town. After careful scrutiny of the research instruments by the Supervisors, ethics approval was also sought from the institutions studied. No potentially harmful or intrusive questions were included in the instruments and results were treated with the strictest confidentiality.

To be given the permission to conduct the research on AUC campus, all ethical issues involving the use of human subjects for the study were discussed with the Ashesi Human Subject Review Committee and approved. Permission was also obtained from GIJ. The researcher explained the aim of the research and made it clear that it is purely an academic research project. All participants were assured that information gathered from the study would be treated with the strictest confidence and would be used for the intended purpose only. Participation in this research was voluntary. The identity of participants was not disclosed. The research would not disadvantage participants or tarnish the image of the College. Respondents were asked to give their consent by signing a consent form before interviews were conducted or questionnaires were given out. Students/lecturers who participated, completed the study during their free periods, so there was no pressure on them to participate, and they were free to withdraw at any stage.

3.11 Summary

This chapter discussed the research methodology and the processes that were employed for the study. Detailed descriptions of the situation were given, the research design, the people that constituted the population of the study, the sampling technique and sample size selected, data gathering methods, mode of administering questionnaire and collection and the analysis of the various types of data collected were also explained. The next chapter discusses the presentation and analysis of results from the two libraries.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF RESULTS

4.1 Introduction

This section discusses the results of the data collected from GIJ and AUC. As explained in chapter three, the study solicited information from third year students, faculty and library staff at both universities about their perceptions of the libraries' service quality and value. Faculty and library staff were interviewed and third year students were given questionnaires consisting of open and close-ended questions to complete. The results of the instruments were combined. The response rate for the questionnaire for the third year students was 73% (135) for GIJ and 82% (120) for AUC. The library staff responses to the interview had been 100% and 30 faculty staff were interviewed, 15 from AUC and 15 from GIJ. The figures were rounded off to the nearest whole number. The data collected from the two universities were analysed separately as presented in this chapter. The results are discussed and compared in chapter five.

GIJ library information resources are mainly books, bound newspapers and students' dissertations. There are approximately 9,000 printed books and 4,000 students' dissertations. The resources are constrained as compared to the number of student population. AUC library provides both printed and electronic resources. Unlike GIJ, it is a member of the Consortium of Academic and Research Libraries in Ghana (CARLIGH) which subscribes to a number of electronic information resources. See detailed description of the two libraries and their services at section 1.6.1 and 1.7.1.

4.2 Presentation and Analysis of Results - Ghana Institute of Journalism

This section discusses the presentation and analysis of results from GIJ respondents.

4.2.1 Background Data of Respondents

Questions 1 & 2: Please indicate your age. Which programme are you pursuing?

The total population for the third year students used for the study has been discussed at section 3.6.1. Eighty-two (61%) of respondents were enrolled in a journalism programme, and 53 (39%) pursued a programme in public relations. Fifteen faculty staff were interviewed. They were from the faculties of communications and social science, journalism and public relations, and advertising. The selections were based on their availability and willingness to participate in the exercise. Five of the six library staff were interviewed for the study and the researcher was excluded, two professionals and three para professionals. Some 84% of third year students who responded to the survey were between the ages of 21-30. Twelve (8%) were in their twenties and below, and 12 (8%) were in the 31-40 age group.

4.2.2 Awareness of Service, Evidence and Purpose of Use

This section discusses the frequency with which users visit the library, use the library computers; their awareness of the services provided by the library, their use of the services and the purposes of use of the services. The extent to which faculty and library staff confirmed the perceptions of the students, was considered as well.

4.2.2.1 Frequency of Library Visits and Computer Use

Questions 3 & 4: How often do you visit the Library? How often do you use the Library computers?

Though ICT has transformed the delivery of information and knowledge in all spheres of life, the library remains the leading centre for information delivery for the academic community and the general public (Olaronke, Uzoigwe & Ajegbomogun, 2011: 4). Forty-two (31 %) of the third year students used the library twice or more a week, 30 (22%) also used it once a week and 16 (12%) used it daily. The other responses were 15 (11%), 11(8%) and 17 (13%) for users who visit twice or more a month, once a month and once or twice a semester respectively. Three representing 2% did not respond to the question and only one (1%) student indicated that he/she never visited the library (See Figure 4.1 below). This is a clear indication that libraries are still needed and well patronised in academic communities despite the challenges that the Internet has brought. Abbasi et al. (2014: 7) indicated that for most students the library remains a place for learning independently in private and silent spaces.

Access to computers in the library is of great benefit to users and library staff, since they serve as means of accessing information resources and managing the library system.

Eight (6%) used the computers daily and 15 (11%) used them twice or more a week. The remaining responses were 19 (14%) who used it once a week, 11 (8%) who used it twice or more a month and another 11 (8%) used it once a month and 34 (25%) used the computers once or more a semester. Two (2%) did not respond to the question. Thirty-five (26%) which is slightly more than a quarter of the respondents do not use the computers. They gave reasons such as the following for not using the library computers:

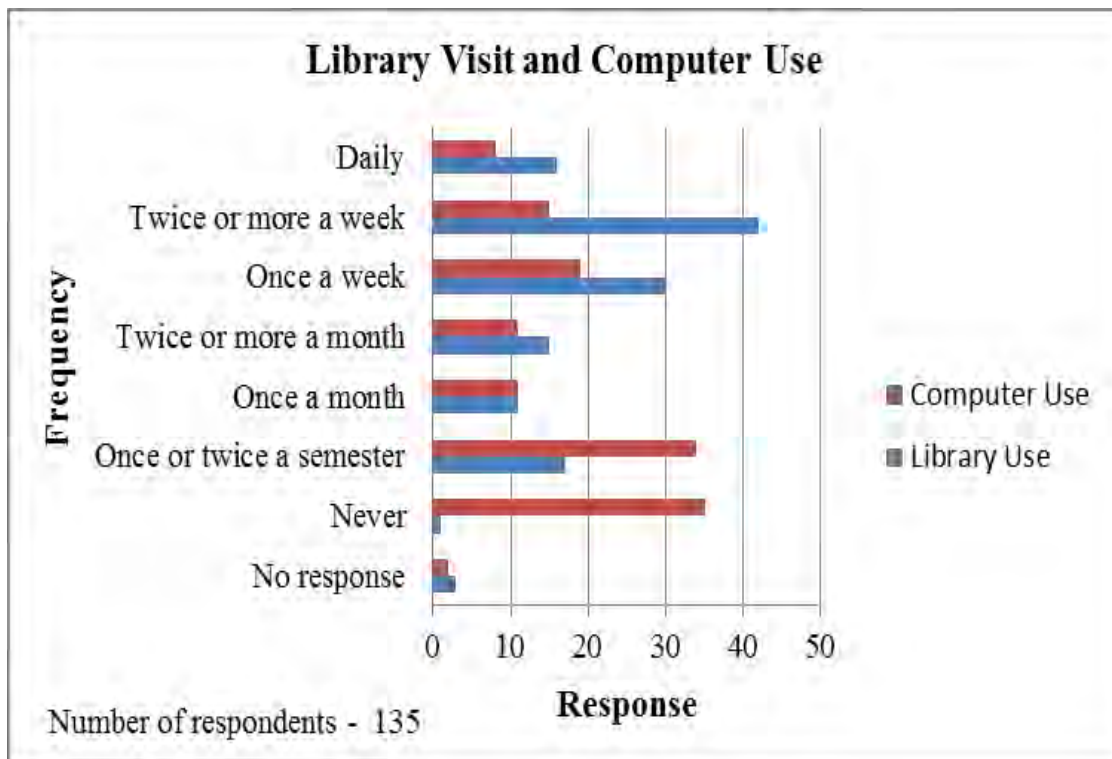
–The library computers are limited and most often there is no space”

–I have my personal laptop”

–I get whatever information I want with the help of my mobile phone”

Though students may get access to the Internet through their laptops and mobile phones, it is important for them to use the library computers since they can be guided and helped by the library staff in searching for information, or there may be programmes on the library machines that they may not have on their personal devices.

Figure 4.1



Five of the faculty staff interviewed visit the library once a week, three used it twice a week and another three also used it once a month. Only one person used it daily and none of the respondents said that he or she never used the library. Faculty staff do not use the library computers because they do not consider them to be convenient for use and some prefer using their own computers. The computers are mostly occupied by students because there are few of them.

4.2.2.2 Awareness of Library Services

Question 5: Which of the services provided by the library are you aware of?

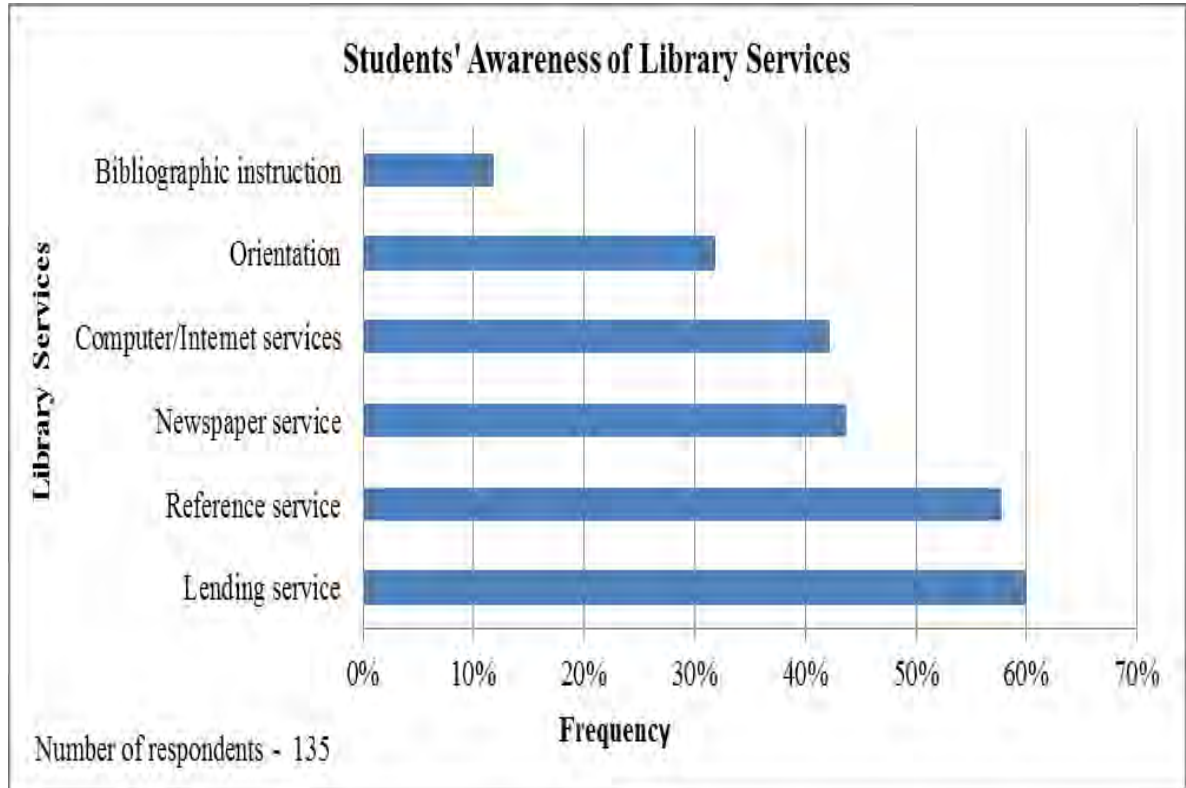
Making the services of a library known is necessary since information is an important resource that is needed for all kinds of research activities in the academic environment.

At GIJ, faculty staff are sent e-mails to update them on new additions and a list is published on the library notice board for the general community. The other services like reference and the newspaper service (both bound and current) are communicated to faculty staff through e-mails.

The survey responses from the third year students indicated that they were familiar with the library services. The services that students were most aware of were the lending services, with a response of 72 (60%) followed by reference service 69 (57%) responses. The other services which they mentioned of were newspaper service 53 (44%), computer/Internet services 50 (42%) and orientation 38 (32%). Bibliographic instruction services registered a low response rate of 14 (12%). This is due to the irregular

availability of the service, because of space constraints the library is not able to fully offer this essential service on a regular basis. See Figure 4.2.

Figure 4.2



Total multiple responses for awareness of services - 293

The thirteen out of the fifteen faculty staff that were interviewed, were aware of the lending and reference services and all the other services provided by the library. Both user categories' level of awareness of the library services was high. However, two of the faculty staff stated that they were not aware of the services provided by the library.

4.2.2.3 Evidence of Use of Services

Question 6: *Which services do you patronise?*

The term "patronise" is complex and may at times be ambiguous, but here it was simply meant to indicate the use of the services listed. The lending service was patronised by

students most. It showed a response rate of 82 (61%), followed by reference service 77 (57%) and newspaper service 60 (45%). Fifty-eight (43%) used the computer/Internet services. Forty-five (33%) said they took part in the orientation and 12 (9%) indicated that they have received bibliographic instruction. The response to orientation and bibliographic instruction was low since some students do not attend orientation; this may be because they do not report on time during the admission period, or do not consider it as very important.

Table 4.1 Students' Use of Library of Services

Services Used	Frequency	Percentage
Lending service	82	61
Reference service	77	57
Newspaper service	60	45
Computer/Internet service	58	43
Orientation	45	33
Bibliographic instructions	12	9
Number of respondents 135		

Total multiple responses - 334

Like the students, the library services that most of the faculty staff, 12 out of the 15 said that they patronised, were the lending of teaching materials, followed by the reference service, in particular the literature searches as indicated by ten faculty staff members. The other services that were well patronised were the newspaper service especially bound ones (the newspapers are frequently used for reviewing, content analysis and as teaching aids because of the Institute's speciality in journalism) and bibliographic instruction services mainly by the English department. An English lecturer made this comment:

–I have been contacting the library to teach my English class on how to use library and the Internet for searching for information”.

Only two faculty staff members used the library computers occasionally, because most of them complained that the library is crowded and they prefer to use the computers in their offices. The library staff response to services patronised most by users was confirmed by what the students and faculty said. Four of them said the faculty staff patronised the lending service especially textbooks, followed by reference service particularly literature searches and the newspaper service which was mentioned by three of the library staff. For students, all the library staff indicated that the services they patronised most were the lending service. The reference and newspaper services were mentioned by four library staff and the computer/Internet services had three responses. This agrees with the students' response that the lending service was their most patronised service.

4.2.2.4 Purpose of Use of Services

Question 7: For what purpose do you visit the library?

In academic libraries there are different categories of users and each user group purposely uses the library to meet a specific need according to their task or responsibility in the academic community. When the students were asked the reasons for using the library, 95 (70%) responded that they visit the library mainly to borrow and read library materials. The responses –to work on my assignment” were 86 (64%) followed by 62 (46%) for examination preparation. The responses indicated that 32 (24%) of the third year students visited the library to use the computers and the Internet. An interesting finding was that some students eight (6%) said they purposely come to the library to enjoy the air conditioners and relax. This was not mentioned by the library staff. This shows that students visit the library for other purposes that are not known to the library staff.

Table 4.2 Purpose of Use of Services by Students

Purpose for using the Library	Frequency	Percentage
To borrow and read library materials	95	70
To work on my assignment	86	64
To prepare for examination	62	46
To read my personal notes	54	40
To use the computer/Internet	32	24
To read for leisure	19	14
To enjoy the air condition and relax	8	6
Number of respondents 135		

Total multiple responses – 356

Fourteen of the faculty staff used the library for teaching preparation, 13 said they used it for research and eight used it for personal development. A lecturer said this:

–use the library for a number of reasons, for research, for information to update my teaching notes and also to update myself especially when I need real critical sources”.

The responses given are in line with the core function of academic libraries, that is, for supporting teaching, learning, research and publication and other recreational purposes.

According to the library staff, the reasons why students used the library was to refer to reference materials, borrow books, prepare for assignments and examinations, use library computers and the Internet, read personal notes and refer to bound newspapers. Only one library staff member said that students use the library for research purposes. They indicated that all faculty staff used the library for teaching purposes. Three other responses showed that faculty used the library for research. It appears that students have more varied reasons for using the library services than faculty staff realise.

4.2.3 Perception of Quality

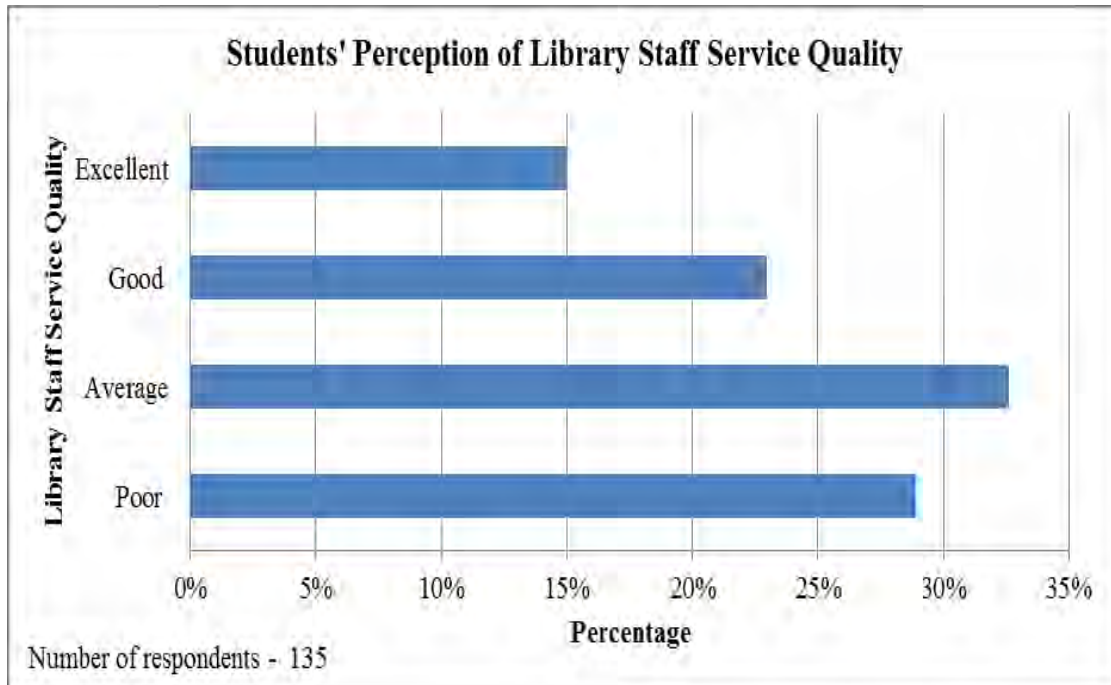
Perception of the quality of staff services, the quality of library services and the quality of information resources and the library environment were considered in this section.

4.2.3.1 Perception of Staff Service Quality

***Question 8:** How do you grade the quality of the library staff services?*

The library is a service organisation, and the main aim is to make current, relevant information and services available to users. Figure 4.3 below shows how students perceived the quality of the library staff services. One third of the students, 44 (33%) considered staff services to be average, 21 (15%) thought that services were excellent and 31 (23%) said good. However, 39 (29%) said staff service was of poor quality. The library staff should be more concerned about improving services offered to students. The conduct of library staff in terms of service delivery is crucial, because staff service is one of the key factors in providing quality services in academic libraries.

Figure 4.3



4.2.3.2 Perception of Library Services Quality

Question 9: *On a scale of 1-5 with 1 being the lowest and 5 being the highest how do you rate the quality of the services provided by the library?*

Providing quality service in academic libraries is really important as it draws and retains users to the library services (Somaratna & Peiris, 2011: 170). The third year students were asked to indicate their perceptions of the quality of the lending service, reference service, computer/Internet services, bibliographic instruction service, orientation and newspaper services on a scale of 1-5 with one being the lowest and five the highest. Students perceived the lending service to be of higher quality than the other services, with an average score of 3.9 on scale of 1 to 5. The newspaper service was rated 3.7 and orientation an average of 3.4. Computer/Internet and bibliographic services were considered to be of lower quality as these services registered 2.8 and 2.7 average score

points respectively. There are not many computers in the library and the Internet is not as efficient as users would have liked it. Bibliographic instruction service is not organised at a regular intervals and could therefore have been less well known. See Table 4.3.

Table 4.3: Students' Perception of Library Service Quality

Library services	Average Rating
Lending service	3.9
Newspaper service	3.7
Reference service	3.4
Orientation	3.3
Computer/Internet	2.8
Bibliographic instruction	2.7
Number of respondents 135	

However, the perception of library service quality by faculty staff was contrary to the students' view. Generally, all faculty staff considered service delivery to be excellent, from knowledgeable and helpful staff, although, they had some reservations about other issues that affect service delivery. These were some comments from faculty staff:

–I think services have been excellent, I have not experienced any bad encounter with the staff’.

"I was served by the librarian and she demonstrated a very outstanding performance, I was amazed at the level of her knowledge. The tragedy is that people are not making good use of the librarians”.

When the library staff were asked how they thought their users perceived the quality of services they provide, all the five respondents said their services are perceived to be of good quality because they work hard to meet the needs of users, and users show appreciation for the assistance they offer them. One of them made this comment:

–The quality of the services we provide is perceived high because about 80% of our users verbally express their appreciation for helping them”.

This is different from how the students perceive them, since 39 (29%) said staff service was of poor quality. However, two of the library staff members noted that services could have been better than what is currently being experienced by users if other facilities such as efficient Internet connectivity had been available, and that if there were enough space to properly execute the services.

4.2.3.3 Perception of Quality of Information Resources

Question 10: *How do you grade the quality of the library resources?*

The library collection should be developed in such a way that it will support the research, learning and teaching activities in the Institute. According to the Hart Research Associates (2012: 1) keeping high-quality information resources is the foremost priority among the primary clientele of the library. Table 4.4 shows that 12 (9%) noted that the information resources were of excellent quality and 32 (24%) found the library materials to be good quality. One third of the students 45 (33%) perceived the quality of the library's information resources to be average. Forty-six (34%) of the students indicated that the information resources were of poor quality and therefore did not meet their information needs.

Table 4.4: Students' Perception of Quality Information Resources

Information Resources	Rating	Percentages
Excellent	12	9
Good	32	24
Average	45	33
Poor	46	34
Number of respondents	135	100

GIJ library's information resources are mostly in print format. Generally, faculty perceived the materials to be good, but were not happy with the inadequacy of the information resources and the absence of e-resources, just as 34% of the students thought the information resources were of poor quality. Five of the faculty staff considered the library materials to be average and six of them were of the view that the print materials were of top quality and very relevant for research. The other four found the library to be under-resourced in terms of information resources. However, ten of the faculty staff complained about the absence of electronic resources like e-books and e-journals. Some of the views expressed were:

—think it is very good, but we need additional e-resources to make it a truly learning centre”.

—have a bit of a problem, the library is under resourced but then considering the size of the library the librarians are doing their best except that they need support from the Institute”.

Likewise, the library staff perceived the quality of the information resources to be of average quality but considered it to be inadequate since they are unable to provide some of the materials requested by users. They indicated that:

—Some of the materials are of good quality but at times users do not get the information they want and for the e-resources we are yet to get some”.

4.2.3.4 Quality of Library Environment

Question 11: How do you grade the quality of the library environment?

The library has a 100 seat maximum capacity. The ratio of library seats per student is one seat to 17 students. Forty-one (30%) of the third year students rated the library environment as average or acceptable. While 20 (15%) saw the library environment to be

of excellent quality, 30 (22%) said the environment was good. More than a quarter of the respondents, 44 (33%) commented that the environment was of poor quality and they do not consider it to be favourable place for learning. Pindlowa (2002) made it clear that the library space is important in providing quality services in libraries.

Table 4.5: Students' Perception of Quality of Library Environment

Rating	Response	Percentage
Excellent	20	15
Good	30	22
Average	41	30
Poor	44	33
Number of respondents	135	100

Eleven of the faculty staff thought the library space was too small. However, four mentioned that the arrangement in the library looks orderly and it was of a good quality environment for learning. A representative comment:

–The quality is okay, I suggest the library will be a bit remote from the classrooms to avoid noise coming to the library”.

Those who considered the library environment to be poor said:

–I think one of the reasons why I don't stay there is that the place is too small and it is crowded, it will be better to have a separate place for lecturers”.

The library staff described the library to be very well organised. They did not however consider it to be a good environment for effective studying and learning because of noise from lecture halls and inadequate space for users. A comment from a library staff member:

–The library looks well organised but because it is small, it becomes crowded and most of our users don't get a place to sit and noises from outside are heard clearly in the library, there is the need for a purpose built library”.

Faculty and library staff perception of the quality of the library as a place of learning confirm the perception of 33% of the students who indicated that the library environment was of poor quality.

4.2.4 Satisfaction

The success of the academic library also depends on the degree of satisfaction of users. Hence, libraries have to continuously assess the services and find out how users are satisfied with services provided. Yu-Ying, Shyh-Jane and Miles (2011: 121) confirmed this by suggesting that user satisfaction is dependent on the perceived quality that meets their expectations.

4.2.4.1 Satisfaction with Staff Services

Question 12: In general, how satisfied are you with the staff services offered by the library?

In providing quality services that are intended to satisfy users, academic librarians can distinguish their services through friendly, helpful and knowledgeable advice and the best technological resources available” (Somaratna & Peiris, 2011: 171). The majority of students, 92 (68%) were satisfied with library staff services and 13 (10%) were very satisfied. Thirty (22%) were not satisfied.

Table 4.6: Students’ Satisfaction with the Staff Services

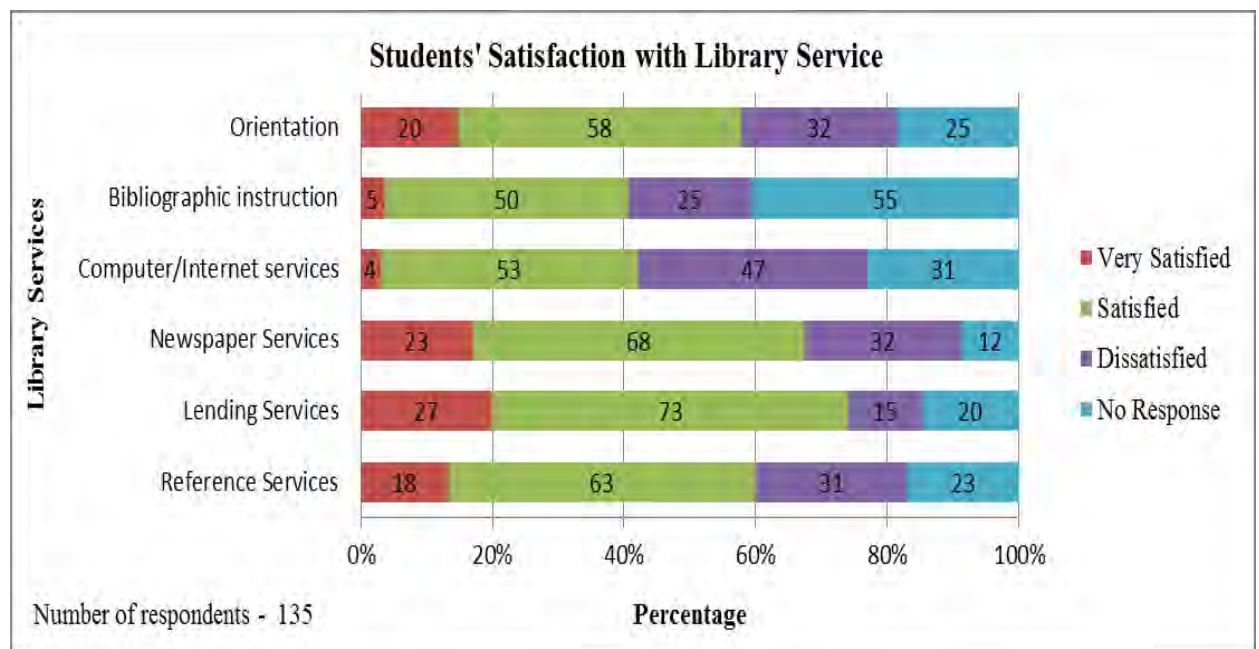
Grading	Frequency	Percentage
Very satisfied	13	10
Satisfied	92	68
Dissatisfied	30	22
Number of respondents	135	100

4.2.4.2 Satisfaction with Library Services

Question 13: Please indicate your satisfaction with the library services.

When students were asked to indicate their level of satisfaction with the library services, Figure 4.4 shows that students were more satisfied with the lending service with 27 (20%) indicating very satisfied, 73 (54%) who were satisfied, 15 (11%) were not satisfied and 20 (15%) did not respond. The next service that received a good response rate was newspaper service with 23 (17%) very satisfied, 68 (50%) satisfied, 32 (24%) were not satisfied. The services that registered low satisfaction rates, were the bibliographic instruction service and the computer/Internet services. Fifty-five (41%) of the respondents did not respond to the question about their satisfaction with the bibliographic instruction service, which is an indication that they were perhaps not aware of it. See Figure 4.4 below for detailed results.

Figure 4.4



Faculty staff were asked to indicate their satisfaction with the library services and responses were positive despite their dissatisfaction with the library environment. They were pleased with staff conduct in providing services and hard work irrespective of the challenges they faced. A lecturer said:

–I haven't met all the library staff but the ones who have served me, I will say their conduct was very satisfactory and I am very satisfied”.

It is clear that satisfaction with service was regarded as synonymous with how service providers conduct themselves in the process of service delivery.

According to the library staff, users are satisfied with the services because the complaints they received about the quality of service were minimal as compared to complaints about the size of the library and information resources available for use. This confirms results from a survey conducted in 2012 about users' expectations of the GIJ library. In that study, students were more satisfied with the services than with the physical library and their access to information (Nyantakyi-Baah & Afachao, 2012: 201). The library staff assessed their users' satisfaction with services they offered through feedback from both students and faculty. Faculty and library staff responses confirmed that 68% of the students were satisfied with the staff services in this present study.

4.2.4.3 Satisfaction with Information Resources

Question 14: In general, how satisfied are you with the access to information resources in the library?

Eighty-five students (63%) were satisfied with the information resources and 11 (8%) were very satisfied. However, 39 (29%) expressed dissatisfaction. The reasons for the

dissatisfaction could be as a result of all the reference textbooks being kept in closed access (behind the circulation desk) which restricts students from browsing through the textbooks since library staff retrieved the books for users. These responses confirmed the responses from the faculty and library staff interviewed. Adeniran (2011: 210) had emphasised that meeting the information needs of library users demanded the provision of actual information resources that satisfy users.

Table 4.7: Students' Satisfaction with Information Resources

Grading	Frequency	Percentage
Very satisfied	11	8
Satisfied	85	63
Dissatisfied	39	29
Number of respondents	135	100

About half of faculty staff were satisfied with the information resources in the library, because they perceived the materials available to be relevant and specifically met their information needs. The Dean of Communications and Social Science, who was one of the interviewees shared his view:

–I have noticed that you have relevant books in my field of studies, communication studies and I am also conscious of the fact that you are always sending us list of new additions, so for me I think I am satisfied”.

About half of the faculty staff were not satisfied and they were of the opinion that the library is not sufficiently well resourced. For instance, they mentioned that the library does not have e-books and e-journals and some of the materials were out-dated. These were the same reasons they gave for not considering the library materials as of high quality. A comment from a faculty staff member who was dissatisfied:

–No, I am not satisfied because there are no journals, e-books and e-journals and some of the books are old, a lot more room for improvement”.

On average, the library staff thought users were to some extent satisfied with the information resources but not very much, because books on the open shelf areas were old.

A comment from a library staff member:

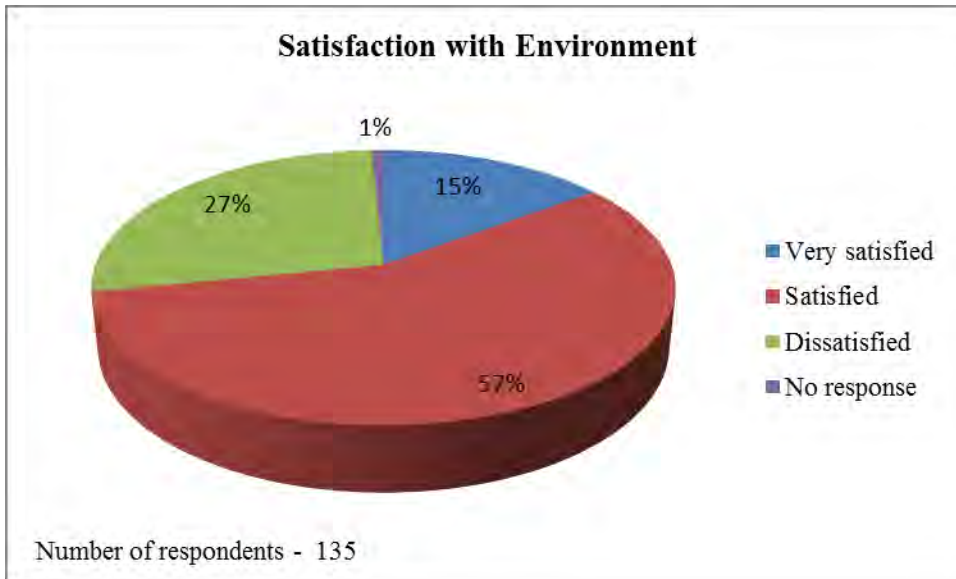
–Users are generally satisfied with the reference materials but they express dissatisfaction with the materials on the open shelves”.

4.2.4.4 Satisfaction with Library Environment

Question 15: In general how, satisfied are you with the library environment?

The library environment and physical facilities play a major role in providing quality and a satisfactory service to users. The building should be purposely built to facilitate the maximum use of all the resources in the library. Surprisingly, as depicted in Figure 4.5 below students were generally satisfied with the library environment as 77 (57%) indicated that they were satisfied and 20 (15%) were very satisfied. Thirty-seven (27%) were not satisfied with the physical facilities and one (1%) respondent did not answer the question. Faculty and library staff were not satisfied with the library environment, whereas, the majority of the third year students thought it was standard. Perhaps students were considering the well organised nature of the library, and they might not have been exposed to other libraries unlike the lecturers who might have had the opportunity to use bigger and well stocked libraries.

Figure 4.5



None of the faculty staff were satisfied with the library’s physical facilities. In an earlier question about the quality of the library’s physical facilities, the responses were not very positive. The perception of faculty was that the library environment was of a poor quality because the library space is inadequate. Therefore, it is not a surprise that they were dissatisfied. Some comments from faculty:

–That is where I have a problem, I think the library in terms of space is very small and it is a challenge for me as a lecturer”.

–I haven’t seen any significant change but I think it will also be disingenuous on my part to say there hasn’t been improvement, especially the arrangement in the library is orderly and bit more user friendly than when I was a student”- a lecturer and an old student.

The responses from the library staff confirmed the responses of the faculty staff about their dissatisfaction with the library environment. All library staff interviewed thought that their users were not satisfied with the library physical facilities. This is however,

contrary to the students' perception of the physical facilities as 72% said they were either very satisfied or satisfied with the environment.

4.2.5 Evidence and Perception of Value

While it is important to establish the quality and satisfaction of the services provided for users, it is also important that the library finds out the value of its services to users to check if it is indeed helping to meet the information needs of the academic community.

4.2.5.1 Library Services Most Valued

Question 16: Which of the following services are most valued by you?

The survey asked students to indicate the services that were most valuable to them by choosing as many as possible from the services provided by the library. As shown in Table 4.8, the services to which students assigned the highest score, were the lending service 82 (61%), the reference service 78 (58%) and the newspaper service 76 (56%). The computer/Internet service had a response rate of 60 (44%), orientation and bibliographic instruction services were scored very low that is, 45 (33%) and 40 (33%) respectively.

Table 4.8: Services Most Valued by Students

Library Services	Frequency of Responses	Percentage
Lending service	82	61
Reference service	78	58
Newspaper service	76	56
Computer/Internet services	60	44
Orientation	45	33
Bibliographic instruction	40	30
Number of respondents 135		

Total multiple responses- 381

Students, faculty and library staff shared the same view of services that were considered valuable. When faculty staff were asked which of the services provided by the library is of the most value to them, 14 of the faculty staff valued the lending service, particularly the lending of textbooks. The reference service was noted by eight faculty staff and the newspaper was service seen as equally useful with seven responses. A few, mainly those lecturers who had invited library staff to teach students how to use the library and to improve their information searching skills, mentioned bibliographic instruction. It is not a surprise that they did not mention the other services like computer/Internet and orientation as faculty staff do not use these services and might not be aware of them.

The entire library staff interviewed, specified that both faculty and students valued the lending service. More than half mentioned services like reference and newspapers as valuable to users. A library staff member gave this explanation for the lending service being valuable to users:

–The students and lecturers see the lending service to be very valuable because when it comes to journalism or communication studies, though our collection size is not large but I think we have the best textbooks”.

4.2.5.2 Most Valuable Thing About Library Services

Question 17: What do you value most about the services provided by your library?

Students were asked to note what they regarded as valuable about the services of their library. Some of the responses that featured frequently were the library materials; a respondent said:

–The access to communication studies materials fascinate me though this library is small but you would not get some of the books in this library at some of the big institutions libraries that offer communications studies”.

The next services that were regarded as valuable to the students, was the hospitable nature of library staff towards users and access to bound newspapers. The bound newspapers are really used like textbooks by students, because of their backgrounds as student journalists. See Table 4.9 for other services they valued. However, there were some negative comments about staff attitudes. Some of the representative comments were:

–“like the promptness and the willingness of the library staff to help students”.

–“What attracts me is the service offered by the staff but let me say here that one of your staff is always rude to people”.

Table 4.9: What Students Valued Most About the Library

Library Services	Frequency	Percentage
The library materials	42	31
The hospitable nature of the staff towards students	32	24
Newspapers especially bound ones	32	24
Reference service (Literature searches)	30	22
The computers and the Internet	28	21
Serene atmosphere for learning	20	15
No Response	12	9
Number of respondents 135		

Total multiple responses 196

When inquired from the faculty staff what they regarded as valuable about the services provided by the library, all fifteen of them said the library staff attitude, that is, their friendliness, readiness and commitment to serve users. Some comments from faculty staff:

–“The most valuable thing to me is the one when I tell them I am teaching political communication, introduction to media law or community journalism, this or that subject and they are able to quickly check and retrieve the materials for me. To me that is a priceless service rendered to me”.

–The quick response of some library staff to our needs makes me go there for my research work, in fact their commitment to support is great”

The library staff were asked to indicate what their users valued about the library.

The purpose of this question was to find out from the library staff what they thought was valuable to users about the services they provide. The issues highlighted were the library collection and attitude of staff towards users. All the respondents were positive and gave responses such as:

–It is about how we are able to get some important materials for them especially our reference textbooks are perceived valuable to users”.

The responses from the three groups indicate that the library collection and the attitude of staff were valued by users.

4.2.5.3 How Valued do you Think your Library is?

Question 18 for students and question 13 for faculty and library staff: On a scale of 1 to 10 with 1 being the lowest and 10 the highest how valued do you think your library is?

Students, faculty and library staff were asked to indicate how valued they thought the library was on a scale of 1 to 10 with 1 being the lowest and 10 being highest. The results are the averages of all the responses from the different respondents involved in the study. The value assigned to the library by students was 6.5. The value given by the faculty staff was 6.4 which was very close to that of the students’. The library staff were not reluctant to indicate how they thought their users valued their services, unlike the study conducted by Creaser and Spezi (2012: 4) where library staff were reluctant to indicate their value. The library staff thought that their users perceived their services to be an average of 6.0 which is slightly lower than the average scores from both students and faculty.

4.2.5.4 Usefulness of the Library to Users

Question 19: *Please could you think of an instance when the library resources or staff were helpful to you: What kind of help did you receive? What did that help enable you to do?*

The response to whether the third year students had received help from the library was positive. Only ten students said they had never received any help from the library. From the table below, the two areas in which students received most help, were locating books or relevant materials with 53(39%) responses; and assistance in conducting assignments and project work with 35(26%) responses. Other help received were in the form of orientation, or searching for information using the Internet. The assistance given to users was really considered beneficial and they appreciated it. A comment from a student:

“I was doing a project on the use of library by students of GIJ and the head of the library gave me all the assistance I needed. I was able to get the necessary information and it earned me good grade in that particular course”.

Table 4.10 shows comments from third year students on help received from the library.

Table 4.10: Help Students Received From the Library Staff

Help Received	Frequency	Percentage
Assistance with locating a book	53	39
Assistance with project work	35	26
Assistance with retrieving old newspapers	27	20
Assistance with orientation	27	20
Assistance with searching for scholarly materials online	19	14
Never received help from the library	12	9
No response	4	3
Number of respondents 135		

Summary of comments from students -177

The respondents listed what they had been able to achieve through the help of the library; see Table 4.11. More than a quarter, 38 (28%) indicated that they had been able to

complete their assignments on time due to the assistance offered them by the library staff. Thirty four (25%) mentioned that staff assistance enabled them to have a better understanding of the subject matter of the courses they were pursuing. Twenty responded that through the help of the library they were able to prepare and submit their project work on time and 27 (18%) were able to use the library effectively, especially for searching for materials on their own. Other achievements were acquiring good oral presentation skills and gaining self-esteem; obtaining good grades was mentioned by four respondents. A comment from a student:

–One of the staff helped me search for information for my assignment and actually taught me how to cite all the references. In fact I couldn't have done it without him”.

Table 4.11: Students' Achievements Through the Use of the Library

Achievements Through Use of the Library	Frequency	Percentage
It enabled me do my assignment on time	38	28
It enabled me have a better understanding of the subject	34	25
It enabled me search for materials in the library	27	18
It enabled me do my project work	20	15
It enabled me search effectively the Internet	10	7
It enabled me improve my oral presentation skills and self esteem	4	3
It enabled me get a good grade	4	3
No response	10	7
Number of respondents 135		

Summary of comments from students-147

The question asked how helpful had the library been to faculty staff in their last research or project and what that help enabled them to do. All of them said that they had indeed received help from the library, especially in the area of facilitating access to relevant documents for various purposes. Here is a comment given by a faculty member:

“I had a document from the library on election campaign and that is exactly what I am doing so my contact with the library goes a long way to enrich my thesis”.

Library staff were asked if they thought that the use of the library by the third year students had any positive influence on the students. They all responded in the affirmative, that the use of the library enabled the students to acquire lifelong skills like searching for information through the one-on-one assistance they offer to users. They mentioned that through observation they realised that the dependence of the third year students on staff for assistance has actually reduced over time. A comment from a library staff member was:

“Yes, students are positively influenced unlike most of the first and second year students, third year students don’t depend much on staff of the library when searching for information or conducting research”.

The above comments from faculty and the services providers are indications that the library has helped students and faculty, especially in accessing information, and the help has influenced them positively.

4.2.5.5 Improving the Library Services

Question 20: What would you like to be done to improve the value of the library to students?

The students noted a number of areas where they wanted the library to improve. Paramount among them were the upgrading the library in terms of space, which was mentioned by 65 (48%) of them. Forty-eight (36%) indicated the need for the addition of relevant books, and 35 (26%) wanted more computers to help meet their needs. The areas that were less important to students were subscriptions to electronic resources, photocopiers and printers, but only 15 (11%) of them commented on this. Generally,

undergraduates do not normally rely on journals for their information needs. Some of the comments from students were:

–I want the library to add more current books and especially books on our reading list must be available at the library to help make the course easy”.

When faculty were questioned about what they would like to be done to improve the library’s services; most of the interviewees expressed the need for the library to be expanded and a separate place to be provided for them in the library. A comment from a faculty member:

–Our library has to reflect the changes that are going on in the Institute. The institute is upgrading and the library needs equal upgrading which I am not seeing”.

The second area faculty wanted to see improved, was the acquisition of more relevant information resources, particularly the acquisition of electronic resources. This was indicated by ten of the faculty staff.

–We should sign up for one or two databases where students and lecturers will have access to information for learning and publication”.

The other areas that were important to them and where they wanted to see a change were efficient Internet connectivity and more computers.

The kind of developments the library staff mentioned were not different from what both students and faculty recommended. They suggested a corner for teaching staff, expansion of the library and building a collection that supports the needs of students and faculty staff.

4.2.5.6 Measuring of Library Value

How do you measure the value of your library?

This question was meant for the library staff only. The library staff were asked how they measured the value of their services. They did not have any standard means of measuring their value, although they perceived that their services were valuable to users through a survey they had conducted in 2012. Again, the library staff measured their value by the degree at which both students and faculty used their services and the success of their users. Some observations from the library staff were:

–We don't have any formal means of checking our value but students and lecturers have been telling us how sometimes the library has helped, for example, for the past seven years all the students who have been winning best students' awards are students who used the library most of the time”

–Well, the eagerness of students to make use of the library even when it is not official opening time and the use of our collection is enough evidence to tell us how valuable the library is”.

These comments confirmed the findings of McCreadie's (2013: 10) study where eight out of the twelve librarians interviewed indicated that the value their libraries offer is measured through the use of their resource collections.

4.2.5.7 Increasing Perceived Value of the Library

What one thing do you think the library could do to increase the perceived value of the library to faculty staff and students?

When faculty and library staff were asked what the library could do to increase its perceived value to them, nine of the faculty staff wanted the library to be in touch with faculties in the area of providing information or assisting in retrieving relevant information, six wanted prompt response to their needs, constantly informing faculty on

new additions and other sources of information and assisting in information literacy.

Some of the responses given were:

–“I think that the library should help lecturers in the responsibility of writing and publishing, by assisting in searching and use of information”.

–“I think a regular notification of available materials and faculty visit will improve how we value them”.

–“Ability of the staff to attend to our needs, I want them to respond to our call anytime we call on them”

The library staff indeed supported the need to improve users’ perceptions of library value.

The collective response was in agreement with what faculty proposed, that is, getting closer to users and attending to their needs. A library staff member said:

–“Looking at the present environment, there is nothing much we can do. However, I will suggest we should get closer to the faculty staff by providing the information they need and also being nice to students”.

Generally, the perception of service quality, satisfaction and value of the library has been positive, however some 30% expressed dissatisfaction among students. Detailed results from all groups studied are discussed in chapter five.

4.3 Presentation and Analysis of Results – Ashesi University College

This section discusses the presentation and analysis of results AUC. A brief description of the library and its services was provided in section 4.1.

4.3.1 Background Data of Respondents

Questions 1 & 2: Please indicate your age. Which programme are you pursuing?

One hundred and twenty students out of 147 returned the survey instrument and a majority of the students 68 (57%) who responded, were registered for the business

management programme, 32 (26%) of them were registered for management information systems and 20 (17%) pursued computer science. Ninety-five (79%) of the respondents were within the age 21-30 group, 12 (10%) were 20 years and younger and 13 (11%) were between 31-40 years. This matches the age group of the respondents of GIJ third year students, where majority of them, 84% fell within the 21 to 30 year age group. Fifteen faculty staff members were interviewed; they were from the faculty of business management, computer science and management information systems with the majority, seven, from the faculty of business management. Three out of the four library staff were interviewed, one professional and two para-professionals.

4.3.2 Awareness of Service, Evidence and Purpose of Use

This section looks at users' awareness of services, evidence of use of the services and purpose of use of services.

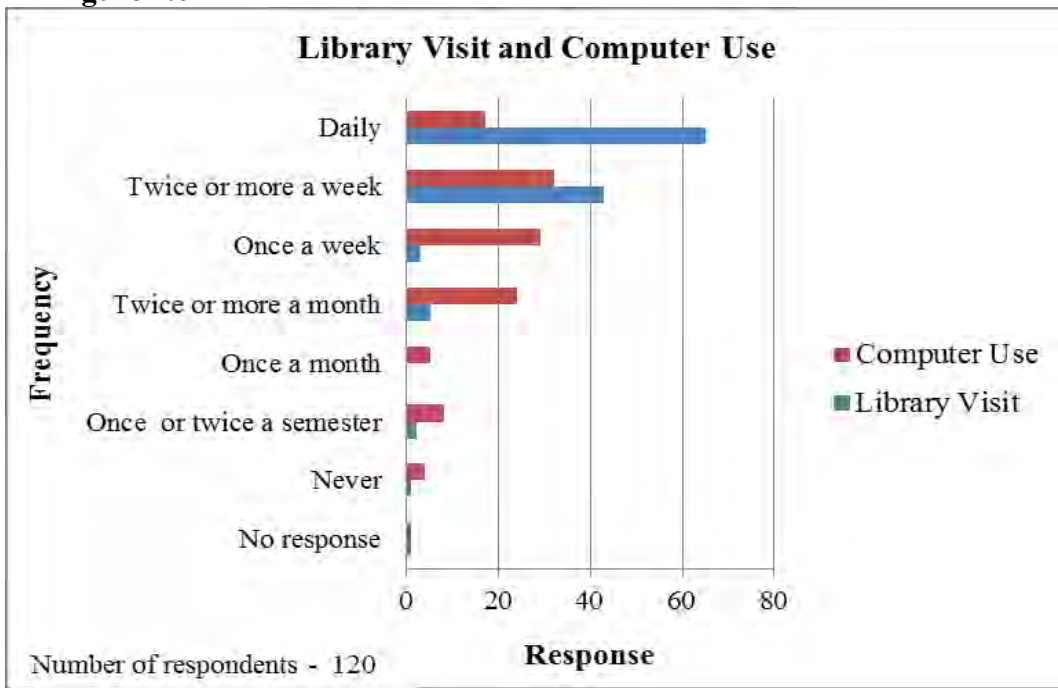
4.3.2.1 Frequency of Library Visits and Computer Use

Questions 3 & 4: How often do you visit the Library? How often do you use the Library computers?

When students were asked to indicate the frequency at which they visited the library, 65 (54%) of them indicated they used the library daily. Forty-three (36%) used it twice or more times a week. The other responses were five (4%) and three (2%) who visited the library either twice or more, or once a week respectively. Two (2%) respondents visited once a month and one person did not respond (1%). Only one respondent (1%) did not use the library and the reason given was he preferred studying in his room.

The library has fourteen computers connected to the Internet and students used them for searching for information and typing assignments. Regarding the use of the library computers, responses indicated that 32 (27%) used the computers twice or more times a week, 17 (14%) used them daily and 29 (24%) used them once a week. The other responses were 24 (20%) who used them twice or more a month, five (4%) used them once a month and eight (7%) of the respondents used them once or twice a semester. Four (3%) responded never and one (1%) did not respond to the question.

Figure 4.6



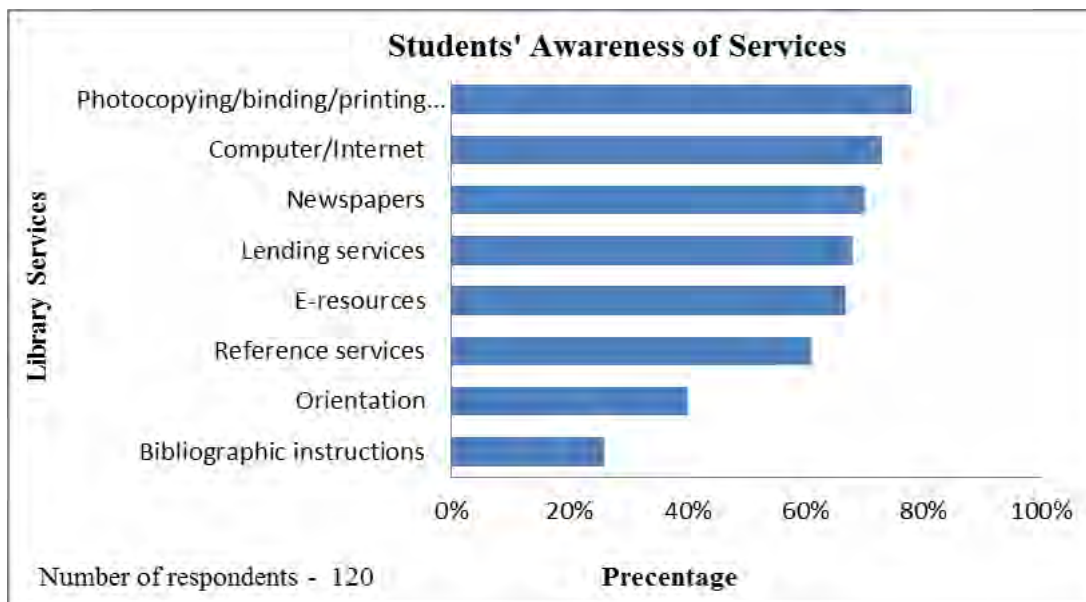
All faculty staff interviewed visited the library. About one fourth of them used it once in a fortnight and twice a month respectively. The rest used the library daily and thrice a week. This confirms that the physical library is still important to lecturers.

4.3.2.2 Awareness of the Library Services

Question 5: Which of the services provided by the library are you aware of?

Generally, the respondents were aware of the services provided by the library. The figure below shows a high response rate for most of the services provided in the library. For instance, photocopying/printing/scanning/binding/laminating services received 93 (78%) responses out of the 120 respondents. Computer/Internet services recorded 88 (73%) responses and 84 (70%) were aware of the newspaper service. The lending service, reference and e-resources were also known to the third year students since the frequency of the responses for these services ranged between 61% to 67%. The services that were not very popular with the respondents were orientation and bibliographic instruction services and this was similar to the responses of GIJ students, as will be discussed in chapter five.

Figure 4.7



Total multiple responses – 578

The faculty staff were aware of the services provided by the library. All together, they mentioned nine services. Majority of them mentioned the lending and the e-resources services. About a third noted the reference and photocopying/printing/binding/scanning... services. The other services that were not prominent were the computer/Internet service, which was mentioned by one faculty staff, the newspaper service noted by two people and the provision of the resource centre which was mentioned by two faculty staff.

4.3.2.3 Evidence of Use of Services

Question 6: Which services do you patronise?

Table 4.12 shows that most of the students 97 (81%) used the photocopying/printing/scanning/... services more than all the other services provided by the AUC library. The use of computer/Internet services registered 93 responses (76%), newspaper services 70 responses (58%). Lending, e-resources and reference services had 61 (51%), 58 (48%) and 47 (39%) responses separately. Orientation and bibliographic instruction were mentioned by few respondents, 45 (38%) and 13 (11%) respectively. The reason for this could be the infrequent delivery of bibliographic instruction by the library staff and perhaps that not all students had attended the annual orientation when they were admitted in the first year. It could also be that orientation took place long ago, when they were in first year, so some of them might have forgotten that an orientation had been organised for them. The higher patronage of computer/Internet services than some of the other library services is becoming very common in academic communities.

Table: 4.12: Students' Use of Services

Library Services	Frequency	Percentage
Photocopying/printing/scanning/binding/laminating	97	81
Computer/Internet	93	76
Newspapers	70	58
Lending	61	51
E-resources	58	48
Reference	47	39
Orientation	45	38
Bibliographic instructions	13	11
Number of respondents	120	

Total multiple responses 484

Each faculty staff member interviewed used at least one service. All of them used the e-resources. This signifies how important e-journals were since they augment the print collection and they can be accessed at users' own convenience without visiting the library. Most of them, ten indicated that they also used the lending service and photocopying/printing/scanning... services. The services that faculty staff did not patronise frequently, were the reference and newspapers services with only two responses.

From the perspective of the library staff, services faculty staff utilised most were the e-resources, lending of textbooks and reference services. This confirmed what the faculty staff had noted. Services that were patronised most by students, were photocopying/printing/scanning/binding/laminating, the computer/Internet and lending services. The students used the other services like reference and e-resources, but not as frequently as the computer-based services. The reason could be that generally undergraduates do not use journals as compared to postgraduate students and faculty who

normally depend on e-journals for their theses and publications (Bamidele, Omeluzor & Amadi, 2013: para 9).

4.3.2.4 Purpose of Use of Services

Question 7: For what purpose do you visit the library?

There are varied reasons for the use of library services and this helps in planning the activities of the library. There is the need for library staff to know how, where, and why users patronise the library to enhance services that are needed most and also to replace those that do not serve the needs of users. Table 4.13 shows the purpose for which students used the library services. The third years had more and more varied reasons for using the library. The majority of them 85 (70%) used it for preparing their assignments/project work. A good number of them 76 (63%) also used it for reading their personal notes. To borrow and read library materials registered 62 (52%) responses, 66 (55%) respondents used it for preparing for examinations and 20 respondents (17%) indicated reading for leisure. Fifteen (13%) and 10 (8%) of respondents purposely used the library for accessing the resource centre and holding group discussions or meetings.

Table 4.13: Purpose of Use of Library Services by Students

Purposes	Frequency	Percentage
To work on my assignment/project work	85	70
To read my personal notes	76	63
To prepare for examination	66	55
To borrow and read library materials	62	52
To read for leisure	20	17
To use the resource centre	15	13
To hold discussions or meetings	10	8
Number of respondents	120	

Total multiple responses - 334

Like other academics, the faculty staff used the library for teaching purposes. Almost all faculty staff interviewed used the library to assist in their teaching activities on campus. Ten (67%) of them used the library for their research activities and seven (47%) noted they used it for their personal development.

The library staff were asked for what purposes faculty and students use the library services. The library staff said that the faculty staff do not use the physical library as much as the students, but they use the e-resources and the physical library mainly for research, teaching and personal development. This agrees with the responses given by the faculty staff. According to the library staff, students used more of the library services than the faculty staff depending on their needs within the semester. Some of the reasons for which students patronised the library services were: researching, reading for leisure, group discussions, assignments and borrowing of library materials. This fits into the responses from the students.

4.3.3 Perception of Quality

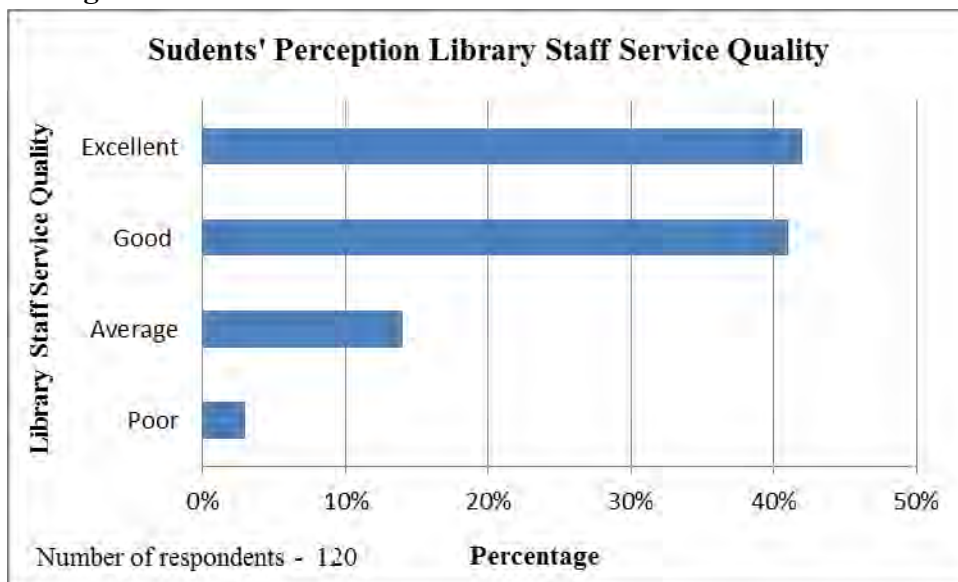
This section looks at the perceptions of the quality of the library services, the access to information resources and the library environment from the perspectives of users and the library staff. Hernon and Nitecki (1999: 11) noted that service quality in academic libraries involves three main areas; these are the information resources, the environment and the staff services.

4.3.3.1 Perception of Staff Service Quality

Question 8: *How do you grade the quality of the library staff services?*

The perceived quality of an academic library service is based on how well the provision of service meets users' expectations. This study will help to detect the challenges associated with the delivery of quality services at AUC and GIJ libraries and improve upon them. The students were asked to grade the quality of library staff services. The responses showed that 50 (42%) considered the library staff services to be excellent, while 49 (41%) said they were good and 17 (14%) responded with average. An insignificant number of four, representing 3%, thought staff services were poor. According to Kulkarni and Deshpande (2012: 15) library staff plays a central role in the provision of services to users. Good attitude is a requirement for quality service delivery.

Figure 4.8



4.3.3.2 Perception of Library Service Quality

Question 9: On a scale of 1-5 with 1 being the lowest and 5 being the highest how do you rate the quality of the services provided by the library?

Respondents were asked to rate the quality of the various services provided by the library on a five point scale with 1 being the lowest and 5 being the highest.

Photocopying/printing/scanning/binding/laminating services were rated very high by respondents, that is, an average score of 4.35, followed by lending service 4.00, e-resources with 3.84 and computer/Internet services 3.68 average score. Newspaper and reference services were scored 3.65 and 3.36 average points respectively. Again, orientation and bibliographic instruction were rated low as compared to the other services, the two services were scored 3.34 and 3.28 average points. However, orientation and bibliographic instruction should help users to use the library effectively and assist in easy retrieval and use of information. See Table 4.14.

Table 4.14: Students' Perception of Library Service Quality

Library Services	Average Ratings
E-resources	3.84
Reference service	3.36
Lending service	4.00
Photocopying/printing/scanning/binding/laminating	4.35
Computer and Internet services	3.68
Newspaper service	3.65
Bibliographic instruction	3.28
Orientation	3.34
Number of respondents 120	

From the interviews conducted on the faculty, four main issues contributed to the perceived quality of the library services: ease of use of the services, helpful staff,

responsiveness of staff and constant updates on useful information. Their views confirmed the students' perception that the library staff services were of good quality.

The following were some of the comments from the faculty staff:

–“I think it is very good quality because in most cases I was able to use the service successfully”.

–“The services are good, I like the responsiveness of the staff”.

All library staff said their users perceived the library services to be of good quality because users' needs were provided and they were assisted whenever they needed their help. The head librarian mentioned that a survey they had conducted earlier in 2013, showed that about 60% of their users were satisfied with their services. Hence, they were able to determine how their users perceived the quality of their services.

4.3.3.3 Quality of Information Resources

Question 10: How do you grade the quality of the library resources?

The currency and relevance of teaching and learning materials is important in academia, as the whole academic community depends on such materials for effective learning and research. The majority of the respondents 57 (48%) regarded the information resources of AUC Library as good and 36 (30%) said excellent. Seventeen (14%) rated the information resources as average, only four (3%) said poor and six (5%) did not respond to the question. Interview responses from faculty and library staff support that the information resources were of good quality.

Table 4.15: Students' Perception of Quality of Information Resources

Information Resources Quality	Frequency	Percentage
Excellent	36	30
Good	57	48
Average	17	14
Poor	4	3
No Response	6	5
Number of respondents	120	100

The information resources were generally considered to be of a high quality by all the faculty staff that were interviewed, because they thought the information resources were relevant and met their specific needs, that is, they were tailored to the courses they teach. About eight of the faculty staff considered the materials at the teaching and learning section to be very important. A comment from faculty staff member:

–It is quality because in my areas that I teach which are history, philosophy, leadership and public policy, the library has good resources. It is a much targeted collection and very classic”.

All the library staff interviewed mentioned that the library has very good information resources that support effective teaching and learning. They said users' perceptions of the quality of the information resources were high because of the textbook policy for students and the subscription to electronic databases. However, one library staff member indicated that some of the users' expectations were too high to meet.

4.3.3.4 Perception of Quality Library Environment

Question 11: How do you grade the quality of the library environment?

The library's physical facilities, building, the layout, neatness, reading tables and chairs all contribute in making a good library and they are important to library users. One basic

concept that remains important is that the library as a place must be able to support all services and activities of the library (Bennett, 2005: 15). The ratio of library seats per student is one seat to five students.

Table 4.16 shows that the library as a place was considered of high quality as 34 (28%) of the third year students ranked the library environment as excellent, 43 (36%) perceived it to be good and 25 (21%) said it was average. However, the rankings were a bit lower than the rankings accorded to staff services and information resources, as 15 (13%) remarked that the quality of the library environment was poor. This illustrates that library users have developed high expectations for good physical facilities. Three (2%) did not respond.

Table 4.16: Students' Perception of Quality of Library Environment

Library as a Place Quality	Frequency	Percentage
Excellent	34	28
Good	43	36
Average	25	21
Poor	15	13
No Response	3	2
Number of respondents	120	100

AUC Library environment was seen as of high quality by almost all the faculty staff. They considered the Library to be neat, well laid and conducive to learning, fully patronised and has good architectural design which makes the library environment a quality place to study or conduct research. A lecturer said:

–It is good as compared to other libraries in Ghana, because it is clean, relatively quiet, well laid and welcoming”.

However, one faculty staff was of the opinion that it is of good quality but the sitting area is too small. The library staff said the place is conducive to learning and very serene as already indicated by the students, but they did not hesitate to add that the environment was sometimes disturbed with noise from students when using the library at night.

4.3.4 Satisfaction

User satisfaction plays a major role in the provision of academic library services.

4.3.4.1 Satisfaction with Staff Services

Question 12: *In general, how satisfied are you with the staff services offered by the library staff?*

The students were asked to indicate their satisfaction with the library staff services and the responses were 43 (36%) who were very satisfied, while 72 (60%) indicated they were satisfied. Only a few of them, five (4%), said they were dissatisfied with library staff services. All faculty members and library staff also attested that staff services were satisfactory.

Table 4.17: Students' Satisfaction with Library Staff Services

Grading of Information Resources	Frequency	Percentage
Very satisfied	43	36
Satisfied	72	60
Dissatisfied	5	4
Number of respondents	120	100

The faculty staff responded that the library services were of high quality. The reasons for their satisfaction were that the library staff were dynamic, very helpful, made it easy for

faculty to access information and constantly updating faculty on available materials.

Some of the responses given were:

–I am very satisfied because the staff are doing a good job, they are helpful”.

–I am satisfied because they keep updating us on new resources all the time”.

The library staff perceived that their users were satisfied with the library services because of how they served users, especially when they needed help to conduct effective Internet searches for assignments and research. All library staff indicated that their users were satisfied and the evidence they had, was from an annual satisfaction survey and feedback from users. However, two of the library staff stressed that their users were satisfied but not completely satisfied, because of some challenges that remain. A library staff member remarked that:

–They are satisfied but I wouldn't say they are 100% because there are certain things that they are looking for which we are not able to provide, but they are okay”.

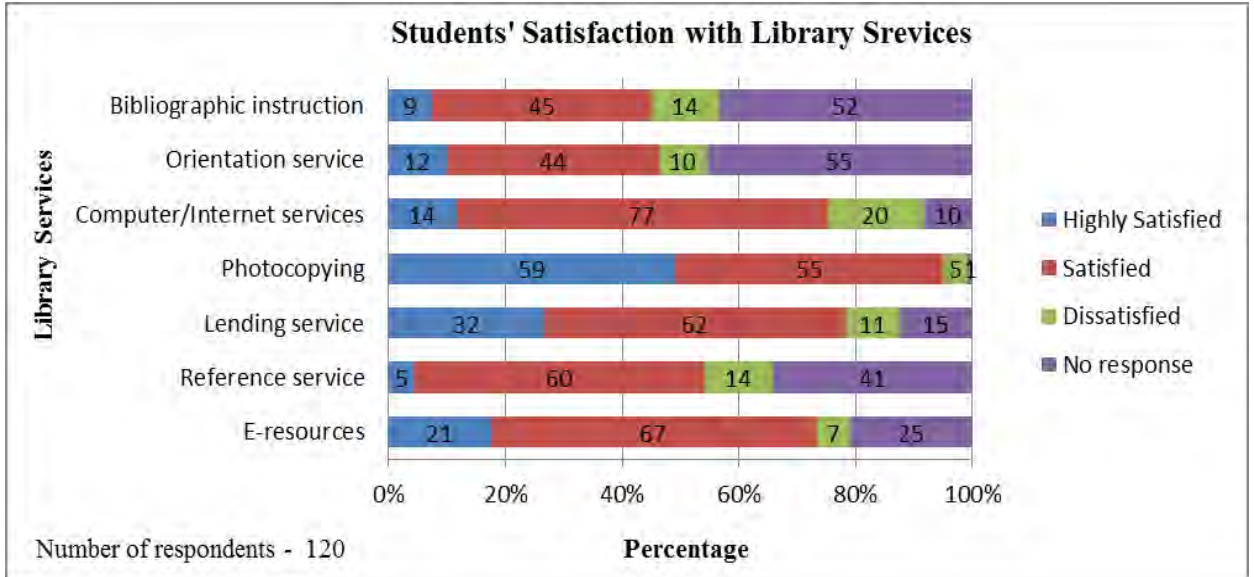
4.3.4.2 Satisfaction with Library Services

Question 13: Please indicate your satisfaction with the following library services.

From Figure 4.9 below, 59 (49%) of the third year students remarked that they were very satisfied with the photocopying/printing/scanning/binding/laminating services and 55 (46%) indicated satisfied. Five respondents (4%) were dissatisfied with the photocopying/printing/scanning/... services. The other services that were equally rated high were the lending service with 32 (27%) who were very satisfied and 62 (52%) satisfied. Respondents' satisfaction with computer/Internet services was 14 (12%) who were very satisfied, 77 (64%) satisfied, 20 (16%) indicated dissatisfaction and 10 (8%)

did not respond. Five (4%) of respondents were very satisfied with the reference service, 60 (50%) were satisfied, 14 (11%) were dissatisfied and 41 (35) did not respond.

Figure 4.9



4.3.4.3 Satisfaction with Information Resources

Question 14: *In general how satisfied are you with the access to information resources in the library?*

As indicated by Saikia and Gohain (2013: 175), the collection of a library plays a major role in determining the effectiveness of the library. Therefore, the collection should be selected in a way that will meet the expectations of users and satisfy their information needs. Table 4.18 shows that respondents were very satisfied with the information resources, as 25 (21%) indicated they were very satisfied and 84 (70%) said satisfied. A minority of them 11 representing (9%) were not pleased with the information resources.

Table 4.18: Students' Satisfaction with Information Resources

Grading of Information Resources	Frequency	Percentage
Very satisfied	25	21
Satisfied	84	70
Dissatisfied	11	9
Number of respondents	120	100

Interview responses from faculty and library staff indicated that the information resources were satisfactory. AUC faculty staff were all satisfied with the information resources of their library, only one faculty member complained that he was satisfied but some of the magazines were not current. However, the rest were very interested in the information resources, especially the e-resources were highly commended. A faculty member made this comment:

–I am satisfied because the electronic resources are relevant”.

The library staff were of the view that their users are satisfied with information resources in the library. They further mentioned that students approved of the textbook policy. The textbook policy at AUC enables individual student to have access to textbooks and to keep them till the end of a semester.

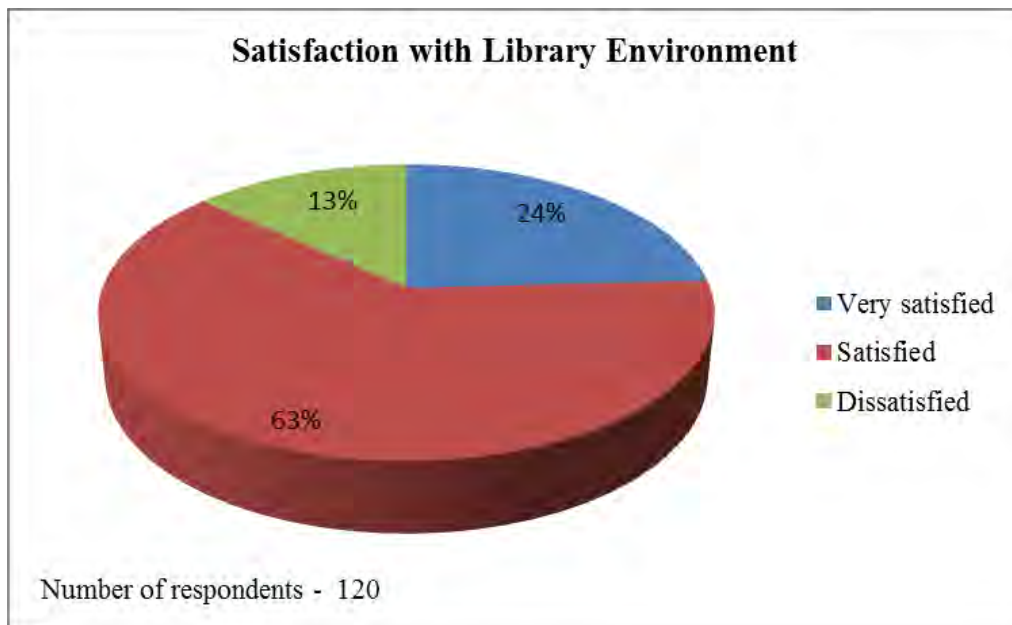
4.3.4.4 Satisfaction with the Physical Facilities

Question 15: In general, how satisfied are you with the library environment?

The library environment is a critical issue and library managers should always strive to make it attractive for all user groups. Approximately 29 (24%) of the third year students were very satisfied with the library environment. A greater percentage of them 75 (63%) said they were satisfied and 16 (13%) thought that the library environment does not meet

their expectation as far as a place of learning and conducting research is concerned. The 13% who were not satisfied with the library environment gave reasons like the place was noisy at night, and crowded at times.

Figure 4.10



All faculty staff responded that they were satisfied with the library environment due to its unique architectural design and the interior arrangement. A lecturer commented:

“I am satisfied because it is a welcoming place and the building is so distinctive”.

Abbasi et al. (2014: 8) recommended that the library should be situated in an appealing and attractive environment; it should have appropriate lighting systems because it creates a peaceful atmosphere for learning. The fittings should be comfortable and attractive in appearance with enough balance between informal and study type seating. AUC Library looks attractive and generally, students, faculty and library staff were satisfied.

4.3.5 Evidence and Perception of Value

This section discusses the services that were perceived as most valuable, how useful the library is to its users, measures for improving the value of the library services to users, and other relevant themes.

4.3.5.1 Library Services most Valued

Question 16: Which of the following services are most valued by you?

The third year students were asked to indicate the services that they found most valuable. Based on the 120 respondents, the most frequent service stated was the photocopying/printing/scanning/binding/laminating with 112 (93%) responses. This service might be seen as valuable to students, because it is provided for free and there is no limitation on the materials one can print, photocopy or scan provided it does not infringe on copyright law.

The next service that most of them valued was the computer/Internet services which were indicated by 106 respondents (88%). The lending and e-resources were among the top four services mentioned by the respondents, with frequencies of 98 (82%) and 79 (66%). Sixty-six (55%) considered reference services as valuable and 54 (45%) indicated the newspaper service as valuable. A few of the respondents mentioned orientation and bibliographic instruction, that is, 28 (23%) and 24 (20%) respectively.

Table 4.19: Services Most Valued by Students

Library Services	Frequency	Percentages
Photocopying/printing/scanning/binding/laminating	112	93
Computer /Internet services	106	88
Lending service	98	82
E-resources	79	66
Reference service	66	55
Newspaper service	54	45
Orientation	28	23
Bibliographic instruction	24	20
Number of respondents	120	

Total multiple responses - 567

The services that were valuable to students were different from the services faculty perceived to be valuable. The services that were valuable to faculty staff, were lending services, e-resources and reference services especially, literature searches. Most of the faculty staff, about twelve out of the fifteen interviewed, mentioned that they consider lending services as the most valuable service to them, followed by the electronic resources which was indicated by two thirds of the faculty staff. Fewer than half of them mentioned the reference service and two mentioned photocopying/printing/scanning/... services.

The library staff were asked to indicate the services that were perceived to be most valuable to their users. The purpose of this question was to find out if the library staff knew which services were most beneficial to their users. According to them, the services that were most valued to users were the e-resources, lending, photocopying/printing/scanning/... services, computer/Internet and reference services. They mentioned that the faculty staff valued lending services especially the textbooks for teaching, e-resources and the reference services. The students also liked the lending

service, photocopying/printing/scanning... services and the reference service, particularly helping users to retrieve information for the organisation of their assignments or class project. A library staff member commented that:

–All our services are valuable to users but the lending services and e-resources are much appreciated by faculty staff’.

4.3.5.2 Most Valuable thing about Library Services

Question 17: What do you value most about the services provided by your library?

In all, there were 189 multiple responses from the students about the things they valued most about the library. As indicated in Table 4.20 below, the area that received most responses, 32, was the friendliness and willingness of staff to assist students. The majority of the students made specific statements like:

–The staff is very helpful and they are all the time ready to assist’.

This assertion was confirmed by faculty and the library staff. The information resources of the library were the second most valued thing about the library to students, 31 made mention of this. A comment from a student was:

–I valued the availability of historical records’.

About a quarter said they valued the photocopying/printing/scanning/... services provided for them. The other areas respondents mentioned were the e-resources with 26 respondents indicating this, easy access to computer/Internet with 24 responses, and serene environment received 17 responses. Only ten respondents mentioned newspapers and the provision of seminar rooms. Sixteen did not respond to the question. Below is a summary of the comments from the students.

Table 4.20: What Students Value about the Library Services

What Users Value	Frequency	Percentage
The friendliness and willingness of staff to assist students	32	27
The information resources	31	26
The photocopy/printing /scanning/laminating	30	25
Availability of e-resources	26	22
The easy access to the Computer/Internet	24	20
The serene environment	17	14
The newspapers	10	8
The provision of a seminar rooms	10	8
No response	16	13
Number of respondents	120	

Total multiple responses 196

What faculty staff valued about the library, were the attitude of the library staff, the e-resources and the environment. The first two confirmed what the students considered valuable. This in turn confirmed Verzosa's (2011: para. 9) assertion that it is critical for the library staff to be knowledgeable and competent in assisting their users who have diverse information needs. The majority of the faculty staff, 12, made positive comments about the library staff services to users. A faculty staff member made the following comment:

“I guess aside the services I have mentioned, the one that I find most valuable to me is the librarian, the fact that she knows some of my research interest and in her touring around the Internet or the various connections she has, she has been able to put me out to very interesting resources that I would never have known or find myself. So having a person, a librarian who knows my interest and meet widely and communicate widely and direct me to the resources I need, that actually is most valuable to me”.

Apart from staff attitude, more than half of the faculty staff strongly considered the e-resources as the most valuable thing about the services of AUC Library.

When the library staff were asked what they think the faculty and students valued most about their services, their responses were not different from the students', except that

they did not mention their friendliness to users. They mentioned that for faculty members, the library's e-resources, the collection on teaching and how library staff keep faculty informed about their research area were valuable to them.

4.3.5.3 How Valued Do You Think Your Library Is?

Question 18 for students and question 13 for faculty and library staff: On a scale of 1 to 10 with 1 being the lowest and 10 the highest how valued do you think your library is?

The average of responses of the students was 7.2. On average, the faculty graded the value of the library to be 8.3. On the other hand, the library staff were also asked to indicate on the same scale how their users perceived the value of the library. Their average score was 7.0. The gradings by both faculty and students were higher than the library staff's grading. Faculty perception of the value of the library was higher (8.3) than the students' average score which was 7.2. This result is in line with the findings of Creaser and Spezi's (2012: 12) study especially their results on perceptions of library value from the United States. Their findings indicated that academics perceived the library to be more valuable than students.

4.3.5.4 Usefulness of the Library to Users

Question 19: Please could you think of an instance when the library resources or staff were helpful to you: What kind of help did you receive? What did that help enable you to do?

The students were asked if they have ever received help from the library and what that help enabled them to do. Most of the students who responded to the survey indicated that they had received help from the library staff, except two who indicated they had never received any help and 19 did not respond to the question. The responses showed that

students had received different kinds of help from the library staff. Most of them said library staff had helped them locate both print and electronic materials, taught them how to use the library and the facilities available, especially the photocopier and scanner. Help received in the use of the electronic databases was also appreciated. Some indicated that they received help in completing class projects in the form of organising the information and the referencing. Comment from a student:

–I needed reference books to write my assignment for end of semester project and the library staff helped me find one, I had a high mark that I think I couldn't have gotten without the library”.

The faculty staff also confirmed that the library had been helpful to them in their last research or project and what the help enabled them to do. Every faculty member interviewed had received help from the library. Here is a statement made by a faculty staff member:

–Yes, they gave me a book and it was on Aristotle's view on colours that informed the writing of an article on branding that I needed to do and how colour can be used as part of branding, it was insightful, and it gave me another perspective of colour and branding”.

In addition, there were seven responses that indicated other support the library had offered to faculty staff. Such support had been in the form of accessing relevant materials that enabled them to prepare and teach new courses and being informed in their research interest area. A comment from a faculty staff:

–The head librarian helped me to identify appropriate resources and it enabled me to have the idea of what other people are doing in my research interest area”.

The library staff were asked whether the use of the library by the third year students had any positive influence on them for example, acquiring skills in searching for information

and what evidence they had for that. The library staff said yes it had indeed been helpful to students. However, the head librarian was of the opinion that the impact is personal as it varies from a user to user depending how frequently individuals had used the library since their first years.

“I think it is personal, but those that have been coming to the library since first year now don’t depend on us so much to search for information, some can now search and use information properly, but for those who do not patronise the library services, I don’t think they have had much impact”.

4.3.5.5 Improving the Library Services

Question 20: What would you like to be done to improve the value of the library to students?

In all, the third year students made comments which can be grouped into nineteen areas in which they desired to see improvement. These are listed in the table below. Paramount among the areas mentioned were the provision of more computers, managing noise levels and educating students on how to use the library. Some representative comments were:

“I want them to add more computers so that even if I do not bring my laptop, I will still get access to one, and faulty computers should also be repaired on time”.

“I really like this library but it can be noisy at times especially in the night”.

The researcher learned that the night services are managed by students so it may be that the absence of the library staff allows students to make noise. The other areas mentioned were the addition of more staff, provision of more current books and the relaxation of some of the library rules; the students specifically wanted extension of the length of time for borrowing books to avoid penalties. Four respondents said that everything in the library was all right and about a quarter of the respondents, that is, 38 did not respond. Please see Table 4.21 for the other areas also mentioned.

Table 4.21: Improving Library Services

Areas for Improvement	Frequency
More computers should be acquired and faulty ones be repaired	21
Silence should be observed in the library at all times	16
Educate students about the library	15
Some of the library rules should be relaxed	9
More staff should be employed and trained to help students with their project and research	9
The library should be expanded	7
Provide more current books	6
Add more printers	2
Old newspapers should be organised	2
More multi sockets should be made available for students use	2
Longer opening hours	2
Improve the Internet service	1
All air conditioners should be working properly	1
I think everything in the library is alright for now	4
No response	38
Number of respondents 120	

Summary of responses from students-135

Faculty staff noted areas in which they would like the library to improve service to them and to the students. Some of their concerns were expressed by the students as well. They wanted longer opening hours and bound newspapers. Other areas they wanted to see improved, were the provision of professional periodicals like the *Harvard Review*, the addition of e-books, more other electronic databases, and more print materials and the introduction of interlibrary loan services. Interlibrary loan services for instance, offer rapid and efficient access to information resources in other libraries (Anderson et al., 2015: 3).

About three quarters of the faculty staff wanted the library to pay attention to information literacy for both faculty staff and students. Comments from faculty staff:

–I think we need a library that has books that are published in real time like every book that is vital and published within the academic year must be available”.

–I would like the library to focus on instruction on research and information literacy especially in areas such as African studies”.

From the perspectives of the library staff, the most important improvement they wanted was the addition of more print and electronic journals and e-books to help deliver up-to-date information to their users. This is different from the first three most important areas in which the students wanted to see improvement.

4.3.5.6 Measuring the Value of the Library

How do you measure the value of your library?

The library staff were asked if they had any means of measuring the value of their library, and it was found that they had no prescribed means of collecting evidence to measure their value. However, they measure the value of the library through the use of the collection, the high patronage of users in the services and the annual satisfaction surveys they conduct to find out how users’ needs are met or not met. Comment from a library staff member:

–We have never measured our value however, we are able to tell whether what are doing is valuable by the way both students and faculty patronise our services and use our collection”.

4.3.5.7 Increasing Library Perceived Value - Faculty Staff

What one thing do you think the library could do to increase the perceived value of the library to faculty staff and students?

This question was meant for only faculty and library staff. When faculty staff were asked what they thought the library could do to increase their perception of value, almost all of them indicated that they wanted to have more interaction with the library staff. Faculty staff also wanted them to focus more on instruction that is teaching information literacy.

Here are some comments made by a faculty staff member:

–Perhaps simply interfacing with us more. I believe the library is doing a great job but we don't interact very often we want to have more interaction in order to voice out our concerns”.

–I think if they can make relevant and timely information accessible to us on and outside campus it will increase the way we perceive them. They should check with lecturers and find out what we really need especially with junior lecturers and also educate us on self-services”.

The library staff suggested that what they could do to increase the perception of their value to students and faculty was that if they advertised their services and conducted more information literacy sessions it would increase the perception of value to users.

Others also mentioned were extending the opening hours and adding more journals and relevant books.

4.4 Summary

In this section, the results and verification for each section of the questionnaire and the interview for GIJ and AUC libraries have been presented. The data were analysed from the perspectives of third year students, faculty and the library staff. How the interview responses from faculty and library staff confirmed or contradicted students' responses

were shown. In general, the responses from all involved in the study were mainly but not entirely positive and there were some marked differences in the two institutions. The research results were organised and brief explanations were provided below each theme, table or graph. The research results relating to the following themes were presented:

- Background data of respondents
- Awareness of services, and evidence of the use of services
- Perception of service quality
- Satisfaction with service
- Perception of the value of library services

Detailed comparisons between the two institutions are found in chapter five.

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study in relation to the research objectives, questions and the literature reviewed. The aim of the research was to explore users' perceptions of academic library service quality and value and to assess their meaning and to understand the implications of their library use through the lens of the interpretive paradigm which was discussed in section 3.2. The data were collected from questionnaires administered to third year students from GIJ and AUC. Supporting interviews in order to obtain a rich picture of the situation at the two institutions, were conducted with faculty and library staff from GIJ and AUC. The response rates of students from GIJ and AUC were 135 (73%) and 120 (82%) respectively. The interview questions for faculty and library staff were grouped into sections that also focused on the research questions. The research questions that guided the study can be found at section 1.3.

5.2 Discussion of Findings

This section compares the findings of the responses from GIJ and AUC and considers their implications.

5.2.1 Frequency of Library Visits

The frequency with which users visit the library, helps library managers in the planning of activities to serve the information needs of users. The majority of the third year students at AUC, 65 (54%), used the library daily, while only 16 (12%) used it daily at GIJ. Instead, 42 (31%) of GIJ students used the library twice or more a week. All the faculty staff interviewed from the two institutions used their libraries. Few of them visit every day and the majority of them visit once a week or less frequently. It was also found that AUC faculty staff visit the library more often than the faculty staff of GIJ. The lower patronage of GIJ library as compared to AUC library could be as a result of the library being smaller and more crowded. GIJ users do not find it comfortable to sit in the library, which detracts from its perceived value to faculty.

5.2.2 Frequency of Computer Use

The introduction of ICT has affected all aspects of the library activities (Krubu & Osawaru, 2011: para 1). The presence of computers in the library add to the value of the library as a place of learning and users prefer libraries that provide access to computers, especially with connection to the Internet (Thompson, 2012: 21-22). The majority of the third year students from AUC used the library computers twice or more a week and at GIJ, students mostly used the computers once a week. Few respondents at AUC and 26% at GIJ did not use the computers in the libraries, and their reasons were that they had their own laptops and were unable to access the computers since they were occupied all the time. The faculty staff of both AUC and GIJ barely used the library computers.

Generally, the library is used more often than the computers in both institutions. This confirms the findings of McCreadie's (2013: 12) study where the number of respondents who used the library building, about 96%, was much more than the 30% of respondents who used the library website at least once a week. At both GIJ and AUC the physical library is still used and therefore possibly valued more than the limited computer access provided in the libraries.

5.2.3 Awareness of Services

Awareness of library services increases the use of the services (Lourdes & Karryl, 2012: 293). The awareness of the services provided by GIJ and AUC libraries to users was generally considered acceptable, as students and faculty staff were able to mention almost all the services provided by the libraries.

The level of awareness of the library's services by AUC students was higher than that of GIJ since the responses for each service was higher from AUC than responses from GIJ. The service that most GIJ third year students knew about was the lending service with 61% responses; while the most recognised service among AUC students, was the photocopying/printing/scanning/binding/laminating with 78% responses. The other services that were familiar to both sets of users were computer/Internet, reference and newspaper services.

Whereas, the majority of students from both libraries knew about the computer/Internet services, very few faculty staff mentioned computer/Internet services. Orientation and bibliographic instruction services were not well known, since responses from the two

libraries were very low. In a study conducted by Somi and De Jager (2005: 265) in the Fort Hare Library, it was found that more than half of the respondents had not taken part in the library orientation sessions though the sessions had been obligatory. They explained that the reason could have been due to late admissions, but in this study the respondents did not indicate that late admissions could have been the cause. It was however, suggested by the library staff that some students do not take orientation seriously.

Bibliographic instruction services were not well known as they are only conducted intermittently. The reasons for not conducting bibliographic instruction sessions more frequently, was that AUC was understaffed and GIJ library staff mentioned that there was not enough space for bibliographic instruction to be delivered more frequently. However, to deliver quality services, the libraries should endeavour to offer alternative approaches to user instruction, for example, by teaching smaller groups or sending instructions through users' email.

The present study found that lending services were the most common services known to faculty staff from both libraries. Apart from the lending services, more than two thirds of GIJ faculty staff were also aware of the reference and the newspaper services. Both faculty staff and students at AUC were aware of e-resources, reference and photocopying/printing/scanning/binding/laminating services.

Improving awareness of the various services and facilities of the library and stressing on their importance should be ongoing interventions aiming at maximum use of the library

services. The library should make public its activities to all users through the use of notice boards, bulletins and social media. It is important to develop a cordial relationship with new patrons so that they become aware of the library services and the help they can receive at every stage in their study (Namaganda & Sekikome, 2013: 409). Library staff should not only develop warm relationships with new students, but should also continue to build strong relationships with existing users, constantly reminding them of services available. The study revealed that there were cordial relationships between library staff and users and they were regularly informed about the new additions to the library collections at both institutions.

5.2.4 Evidence of Use of Services

The respondents at GIJ mostly used the same services used by faculty, that is, firstly lending, secondly reference, then newspapers, and finally computer/Internet services. Photocopying/printing/scanning/binding/laminating, computer/Internet, newspaper and lending services were the most patronised by AUC students, in that order. Apart from lending services, the other services that were patronised most by GIJ faculty staff were reference and the newspaper services rather than the e-resources, lending and photocopying/printing/scanning/... services used by AUC faculty staff. This shows that the services of both libraries were used and by implication valued by students and faculty.

The responses from the two libraries' staff indeed indicated that they knew the services that were patronised most by their users. GIJ library staff confirmed that the services both

faculty and students used most were the lending services, reference services and the newspaper services. In the case of AUC library staff, they were able to indicate all the services used most by their users except that they did not mention photocopying as one of the services used by faculty, which two thirds of faculty indicated they used.

5.2.5 Purpose of Use of Services

The four main reasons for using the libraries by students in both universities were to borrow and read library materials, work on assignments/projects, read personal notes and prepare for examinations. The library staff confirmed that students used the library to consult reference materials, borrow books, prepare for assignments and examinations, access library computers and the Internet, read personal notes and refer to bound newspapers. Faculty staff from AUC and GIJ used the library mainly for teaching preparation, research and personal development which differed from the purposes for which students used the library on account of the differences in their responsibilities in the academic community, and their divergent information needs. Students at both institutions valued the libraries as they have more varied purposes for using the library than faculty staff. Though use might not necessarily equate to value as was discussed in chapter 2, use is nevertheless an indicator that it fulfilled user needs.

5.2.6 Perceptions of Quality

The perceptions of GIJ students about the library staff service quality were lower than at AUC. Faculty staff from both institutions perceived library staff services to be very good. Generally, the information resources at AUC were considered sufficient and the library

environment was perceived to be of higher quality than at GIJ. Despite its shortcomings, GIJ library is nevertheless perceived as valuable to its users because it meets many of their information needs. Sixty-six percent of students graded the quality of the information from excellent to average while 34% thought it was of poor quality.

5.2.6.1 Perception of Staff Service Quality

Libraries are service organisations and their aim is to meet the needs and expectations of users and to improve their services. For library managers, the expectations and perceptions of users assist in guiding the growth, planning and building of rich collections (Kulkarni & Deshpande, 2012: 2). Among AUC third year students 83% perceived the library staff services to be excellent or good, and only 3% graded the quality of staff service as poor. GIJ third year students' perceptions about the library staff were not as positive as those of AUC; 38% considered staff service to be excellent or good, and 29% thought that staff service was poor due to the poor attitude of some library staff. With 29% indicating poor quality staff service at GIJ is not good because it casts a slur on the perception of service quality. In response to this, the staff have subsequently been trained in customer relations during the long vacation and it is hoped that service provision will now be improved.

GIJ and AUC faculty members as well as library staff thought the library staff services were of high quality as they described the services as very good and easy to use. Faculty members from both institutions described the library staff as helpful, knowledgeable, responsive and constantly updating faculty on information available.

Nevertheless, the response from GIJ library staff about students' perceptions of staff service quality was not as positive as those from AUC library staff. This confirms responses from 29% of GIJ students who said staff service was of poor quality. The reason for the discrepancies in the perceptions of GIJ library staff services from faculty and students could be (although not mentioned by any of the respondents) that the library staff were able to serve faculty better than students since there are fewer faculty staff and they only visit the library for materials, compared to students who spend longer hours in the library. Nonetheless, the size of the student population should not prevent staff from rendering quality service to students.

5.2.6.2 Perceptions of Library Service Quality

On rating the various services provided by the libraries, none of the students from either institution graded any of the services below 2.7 average score on a scale of 1 to 5 with 1 being the lowest and 5 being the highest. The services that attracted the highest scores were photocopying/printing/scanning/... with an average score of 4.35 and the lending service with 4.00 average score, both scores are from AUC. The scores for all the services by AUC students were higher than scores from GIJ students.

While the lowest average score from AUC was 3.28 for bibliographic instruction, GIJ had 2.7 as the lowest score for the bibliographic instruction service. In general students from both institutions scored the orientation and bibliographic instruction services lowest, probably on account of students not taking the annual orientation for new students seriously and bibliographic instruction not being organised frequently by the libraries as

discussed in 5.2.3. The high rating for the non-traditional services such as reprographic services and access to computers and Internet indicates that users are expressing a demand for these types of services and it is prudent that libraries expand their services to include more of such non-traditional services.

5.2.6.3 Perception of Information Resource Quality

The information resources of GIJ library were in print formats, whereas AUC has both print and electronic resources. Three quarters of the students at AUC perceived their information resources to be excellent or good and only 3% graded them as poor. In contrast, only about a third of GIJ students said the information resources were excellent or good and around another third thought the quality was poor. Their reasons were that some of the books were old or inadequate, and the lack of electronic resources.

Faculty of AUC considered the information resources at their library as of high quality. However, GIJ faculty perceived the few resources to be relevant but were not pleased with the absence of e-resources and they thought the resources were inadequate. At AUC they have varied resources for users, and faculty perceived resources to be excellent. According to Levine-Clark (2014: 425), academic libraries are permanently connected to their collections and as libraries change, the types of information resources have to expand to include other forms of information resources in addition to printed books.

At each university, both groups of users (students and faculty) and library staff shared similar perceptions of the quality of information resources in their library. In the case of AUC, the users as well as the library staff described the quality of the information

resources as very good, while at GIJ, both users and library staff agreed that the quality of the information resources was between average and inadequate. These unsatisfactory ratings from GIJ indicate that the information resources must be developed to include current materials on communications studies and other related disciplines by purchasing annually and partnering with the School of Communication Studies' Library of the University of Ghana to provide interlibrary loan services for users.

5.2.6.4 Perception of the Quality of the Library Environment

More than a quarter of AUC students perceived the library environment as excellent, while 13% classified it as poor and the rest thought the quality of the environment was average. Fifteen percent of GIJ students thought that the library environment was excellent and almost a third indicated that the environment was of low quality. Hence, the library environment was more acceptable to AUC users than those from GIJ. The noise levels in both libraries were a major concern for all users and service providers. AUC was perceived to have too few library staff. Hence, permanent staff are not available in the library for night services and students make noise especially at night.

The general perception of faculty concerning the quality of AUC library environment confirmed the opinions of the students. The ratio of library seats per student is one seat to 17 students at GIJ and one seat to five students at AUC. While a few faculty staff observed that the arrangement within GIJ library looked orderly, the majority perceived the library environment as poor and not favourable for learning and research because of inadequate space and noise from surrounding lecture halls. This point was reiterated by

the library staff. GIJ library environment does not support the purpose of the library as a place of learning and sharing knowledge. One may therefore conclude that the quality of library services at AUC exceeds that at GIJ, where perceptions of quality are much lower.

5.2.7 Satisfaction with the Libraries

Satisfying the information needs of library users demands the delivery of concrete information resources coupled with services that satisfy the users (Ikolo, 2015: 81).

5.2.7.1 Satisfaction with Services

Satisfaction with service delivery among the respondents was good, but more AUC students than GIJ students were satisfied. Only a small percentage of AUC students were not satisfied, but nearly a quarter (22%) of GIJ students were dissatisfied. The faculty staff from both institutions were satisfied with the library services, especially the attitude of library staff in service delivery. They mentioned that the services they used were good and the staff were helpful and dynamic. The library staff also perceived that their users were satisfied with services, but they acknowledged that there were challenges since they were not able to meet all the needs of their users.

5.2.7.2 Satisfaction with Information Resources

GIJ library users were not as satisfied as AUC students. Twenty-nine percent of GIJ students were dissatisfied with the information resources, while only nine percent of AUC students were not satisfied. Satisfaction with the information resources at AUC was confirmed by the AUC faculty staff. Likewise, the faculty at GIJ confirmed the students' dissatisfaction with information resources at GIJ. Overall satisfaction among AUC users

was higher than satisfaction at GIJ. The students' perceptions of the quality of information resources compare to their satisfaction level with the resources were very similar. One can identify a link between quality and satisfaction, where users indicated quality they also indicated satisfaction and where they indicated poor quality, they were dissatisfied.

5.2.7.3 Satisfaction with Environment

According to Kassim (2009: 113), "the role of the library as a place of learning and of access to information is as valid as ever". The responses revealed that all users and library staff were particular about working or studying in a library with a neat environment, with separate spaces for different categories of users. AUC students, faculty and library staff were satisfied because they described the library environment as welcoming.

On the other hand, all faculty and library staff of GIJ were not satisfied with the library environment as they wanted a purpose-built library to serve the needs of the academic community to achieve the functions of an academic library. Surprisingly, the third year students at GIJ did not perceive the library environment as poor as the faculty and library staff thought. A majority of the students were either satisfied or very satisfied. This suggests that users may be satisfied with lower quality if that is all they have or if they have not had the opportunity to patronise better or higher standards in a library environment. GIJ students may have been satisfied with the library environment because

they had no basis for comparison since this was the only library they have been using because of the Institute's unique background in communication studies.

5.2.8 Value of the Libraries

The services provided by the libraries were not the same in the two libraries as AUC offers e-resources and reprographic services which were not available at GIJ. Hence, not all the results were comparable as not all the services were available at both institutions.

5.2.8.1 Services Most Valued

The students were given a list of the services provided by their libraries to indicate those they valued most. GIJ students valued the lending service followed by reference service most. However, AUC students valued the photocopying/printing/scanning/binding/... services, followed by the computer/Internet services.

From the responses of AUC faculty, the lending of teaching textbooks and e-resources were most valued services and the lending of textbooks and reference services were most valued by GIJ faculty. The responses from the library staff in both institutions confirmed the results of the faculty staff, corroborating findings of McCreadie (2013: 14) that librarians and faculty most valued access to information resources and e-resources.

The two most valuable things about the libraries to the students at AUC and GIJ were the access to library materials and the friendliness of library staff. The most valuable things about AUC library to faculty staff were access to e-resources, library staff attitudes towards the needs of users, and the library environment. The only thing that GIJ faculty

valued was the attitude of the library staff, as they indicated that the library staff were committed to helping users and were very welcoming. This confirms how good library staff can positively affect the image of a poorly resourced library. The staff of the two libraries were highly valued by the faculty. In McCreadie's study, the most valued thing about the libraries indicated by both librarians and faculty was access to resources with the majority of them specifically indicating electronic resources. McCreadie's finding aligns with the responses from AUC faculty and library staff that the e-resources were most valued by faculty.

5.2.8.2 How are the Libraries Valued

The students and faculty were asked to indicate how highly they valued their libraries on a scale of 1 to 10. The responses from the two groups were almost identical: the average score from GIJ students was 6.5 and faculty was 6.4. AUC library was a little more highly valued than GIJ library. The average scores from AUC students was 7.2 and faculty staff was 7.8. The library staff were asked to indicate how highly students and faculty value their services. The results were 7.0 from AUC and 6.0 from GIJ library staff. All ratings from users and service providers from both institutions were similar. However, library staff from AUC and GIJ rated their value to be lower than what students and staff rated them. This indicates they were perceived to be doing better than they thought.

5.2.8.3 Help Received Through the Use of the Libraries

Students, faculty and librarians confirmed that the two libraries had been helpful to their users. Only a few students from both institutions indicated they had never received help from the libraries. The majority that had been helped, mentioned library staff assisting in locating both print and electronic materials, guiding them how to search for information on the Internet, organising references in assignments and the use of the library and facilities. The students indicated that through the assistance of the libraries, they were able to search effectively for both print and electronic information, evaluate information, cite sources correctly, improve their presentation skills and that they gained higher marks in examinations and in class assignments on account of assistance from library staff.

All faculty staff at AUC and GIJ confirmed that they too had received some kind of help from the libraries. The assistance consisted of accessing relevant and specific materials for publishing research papers, and in their teaching and constant updating of information in areas of research interest of individual faculty staff. Considering the benefits both user groups derive in the use of the libraries, it can be inferred that the libraries have positive influence on the success of students and faculty staff as far as teaching, learning and research are concerned.

The librarians believed that the use of the libraries had transformed the third year students, especially students who had been using the libraries consistently from the first year, had acquired information searching skills. The librarians from both institutions noted that students were positively affected, as they observed a drop in the dependency of

the third year students on library staff for assistance in using the library and resources. They thought that by their third year, the students were virtually independent as far as the use of the libraries was concerned.

5.2.8.4 Improving Library Services

Continuously improving the services of an academic library is important since constant updating is required to meet the varied needs of the different categories of users within the academic community. Users and librarians at GIJ wanted the library to be expanded and faculty staff needed a separate corner in the library. Apart from this, students, faculty and library staff commented on the need for adding more relevant information resources, especially e-journals for faculty, and more computers for students.

At AUC, faculty staff wanted the library to focus on instruction in research and information literacy, provision of bound newspapers and the introduction of interlibrary loan services. In addition, GIJ faculty and library staff wanted to have more information resources especially e-resources. Students from both institutions wanted more education on the use of the library, more computers and the rapid repair of faulty computers, silence in the library, and the relaxation of rules on overdue fines.

Some of these suggestions should not be difficult to implement. For example, repairing of faulty computers on time. However, none of the libraries has its own IT staff so it takes time for the ICT centres to respond to the call of the libraries. Lack of space at GIJ and too few staff at AUC make it difficult to conduct regular user education sessions for students and faculty. However, it is suggested that user education may be given online,

through mobile text messages and email. AUC can also train the students who helped in manning the library in the night, to help in conducting user education and again some library staff should be encouraged to take courses in ICT so that the libraries will not rely on the main ICT centres for help.

5.2.8.5 Measuring Library Value

The library staff were asked how they measured the value of their services. It was found that the two libraries have no systematic means of gathering data to measure their value. AUC library has a policy of conducting annual satisfaction surveys to find out how they have been performing. GIJ conducted a survey in 2012 of users' expectations, but it has not been repeated since. According to the librarians, these interventions enabled them to confirm their value through the extent of use of the library collections and feedback from users and the success stories of their users. At GIJ, the librarians commented that for the past seven years, students who have won the best students' awards were students who patronised in the library services frequently. This confirms the study of Creaser and Spezi (2012: 3) who noted that in all the cases they had studied, libraries in the United States, the United Kingdom and Scandinavia, did not systematically collect evidence of their value.

5.2.8.6 Increasing Perceived Value of the Libraries to Faculty

Faculty and librarians from both universities were asked what the library could do to increase its perceived value to faculty staff and students. Consensus from all the faculty staff was that they needed more interaction with the library staff, focusing on instruction

or teaching of how to search, retrieve, evaluate and use information appropriately, and constantly updating faculty on the new trends in their fields of research. The teaching of information literacy is not only important for students, lecturers also need help in this regard. About 90% of faculty staff from AUC and GIJ indicated the need for library staff to guide them in information searching and use. This confirms how valuable library staff are as indicated in the literature, a library cannot survive without competent workers even if it has excellent equipment, collections and facilities (Warrach & Ameen, 2011: 1).

According to AUC library staff, conducting information literacy sessions for faculty, marketing the library services, increasing the opening hours and adding more information resources especially e-databases, e-books and print materials would increase the perceived value of the library to faculty and other users. GIJ library staff commented that though the present conditions in which they work were not optimal, they agreed that they have to do something to increase their perceived value to their users. They suggested that getting closer to faculty by providing their information needs and being friendly to students, should increase their value. The two libraries have started considering the suggestions made by the users. For example, conducting information literacy sessions and interacting more with all categories of users are some of the major areas the libraries will focus on this academic year. Concerning the need for e-resources, this question has been discussed with management who will have to facilitate the necessary resources.

5.3 Summary of Findings

The study has illuminated the perceptions of third year students, faculty and library staff of GIJ and AUC on their perceptions of the quality of the library services, information resources, the environments as places of learning and the users' perceptions of value of their libraries. Users at both GIJ and AUC were aware of the services provided by their libraries. The study has indicated that the services provided by the two libraries investigated were not as numerous as the services provided by the libraries that were studied by Creaser and Spezi (2012) in the developed countries. The study also confirms the findings of McCreadie (2013) showing that the services provided by the libraries in the developing countries were mostly traditional and fewer than their counterpart libraries in the developed world.

The quality of services, information resources and the environment at AUC were considered acceptable by its users. AUC library and the attitude of GIJ staff confirmed Verzosa (2011: para. 9) and Adeniran (2011: 210) perceptions of the quality of a library's services: that the quality of a library services were a combination of how well staff serve users in terms of their level of knowledge, willingness to serve, politeness to users and showing respect; a balanced collection made up of variety of information sources that meet the information needs of users; and an environment that welcomes users and supports all the services that need to be provided.

Though, the aim of the study was not to equate satisfaction with quality since the two concepts are theoretically different, it was found that all the services that satisfied users, were the services that they perceived to be of high quality. This confirms the literature

reviewed that perceived service quality has impact on customer satisfaction (Saleem & Raja, 2014: 706; Caniago et al., 2014: 119). Users in AUC were generally satisfied, while GIJ library environment was less satisfactory to faculty and library staff, and the information resources were perceived to be inadequate.

Therefore, it is proposed that GIJ could improve on their information resources and the library environment to satisfy users. The earlier findings of this study was discussed with the Library Committee and by the close of the first semester of the 2015/2016 academic year, the library will move into a new structure which, although not big, is better than the present structure and it is hoped that perceptions of the quality of the services will improve as a result.

The use of the library services and collections and the reported impact on users are an indication that the library is to some extent valuable to them. This presupposes that in these two cases, the extent of use is a basic indicator of library performance. The more library usage increases and users derive benefits, the more the value of the library increases (Webbmedia Group, 2012: slide 15). Oakleaf (2010: 21) noted that value can be defined based on library impact on users. This study has shown that there has been evidence provided by students and faculty that the libraries had impacted positively on them. The fact that both faculty and students use the libraries for their information needs is a sign that they appreciate the essential role the libraries play in their stay on campus as students or lecturers, and thereby assisting in achieving the overall objectives of the universities.

5.4 Summary of Conclusions and Recommendations

The following table (Table 5.1) explains briefly the summary of research questions, the concepts that form the basis of the study, the conclusions and recommendations.

Table 5.1: Research Concepts, Summary of Conclusions and Recommendations

Research questions	Concepts	Conclusions	Recommendations
How frequently do users patronise the library services?	Implicit value from use.	<p>Most of the respondents used their libraries regularly and it is implied that the libraries are valuable to them.</p> <p>All services were well patronised except orientation and bibliographic instruction.</p>	<p>It is recommended that at the beginning of the 2015/2016 academic year both libraries publicize their services through the use of university websites, library guides and social media tools like Twitter and Facebook for optimum use so that users may derive value from their libraries.</p> <p>Bibliographic instruction sessions for all categories of users should be offered on a regular basis to enhance independent use of the libraries. This academic year orientation at GIJ was more detailed than previous years.</p>
For what purposes do users use the libraries?	Extent of use/Purpose of use.	The libraries were mainly used for teaching preparation, learning and research. Faculty used the library much less.	The two institutions should create different learning zones that suit the needs of different categories of users since students have more and varied purposes for using the libraries than faculty staff.
What is the perception of service quality of the libraries?	Service Quality	Both print and electronic information resources were seen as crucial for users.	<p>The management of AUC and GIJ should regularly purchase relevant books and electronic databases to maintain a rich collection that supports the core function of the universities.</p> <p>GIJ should become a member of CARLIGH to have access to electronic databases.</p>

		<p>Staff services were well recommended but some students complained about the attitude of some GIJ library staff.</p> <p>Users were very concerned about the library environment and facilities available. They wanted more space with computers and reprographic facilities and particularly objected to crowded and noisy environment.</p>	<p>GIJ library staff should be given regular training in customer care services in order to be more helpful to users.</p> <p>Noise levels in both libraries should be controlled by allowing some AUC staff to be on duty during night services and for GIJ, a new structure has been assigned to the library so it is hoped that after relocating, some challenges associated with space will be minimized. More computers will be added and there will be a section for reprographic services.</p>
Are users satisfied with the services of the two libraries	Satisfaction	<p>Satisfaction with service delivery was generally good at AUC, but 22% GIJ students were not satisfied.</p> <p>Information resources at AUC were more satisfactory than GIJ since users disapproved of the absence of e-resources.</p>	<p>GIJ library staff should be courteous to users. Staff that normally have problems with students have to be transferred to different sections where interaction with students is minimal.</p> <p>The libraries should increase their information resources by adding very current books, journals and e-resources.</p>

<p>What is the perception of the value of the libraries?</p>	<p>Explicit value</p>	<p>Access to library materials and the friendliness of library staff were most appreciated.</p> <p>No systematic means of measuring value.</p>	<p>Though most of the respondents indicated the libraries have been valuable to them, it is still important for library staff to get closer to users, improve on all aspect of services for users to perceive the libraries as valuable.</p> <p>There should be systematic means of measuring their value by regularly gathering data that indicates the success of the library in relation to achieving the university goals.</p>
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5.5 Conclusions

The study found that the libraries do not at present have any standard means of measuring their value. Libraries had previously been assessed in terms of the use of the collection and how satisfied their users were. McCreadie's study (2013) found similar concerns among the developing countries' libraries that she studied. From the current study it may be deduced that librarians lack the skills and techniques to gather data, to document, interpret and communicate this data to the authorities to help demonstrate their value. In view of the expertise built up through this study, regular follow up studies will be conducted to see how perceptions change as issues improve. The Feedback from such studies will increase the understanding of the expectations and needs of the users and how best to address them.

This research project was limited to two small libraries and it was found that limited work has been done on assessing library service quality and value from the perspectives of students, faculty and library staff in Africa, apart from McCreadie's (2013) work on some selected libraries in Africa which excluded students. It is, therefore, recommended that further studies be done in other academic libraries to find whether these findings persist in other institutions.

A more evidence-based approach in demonstrating library value, for example, aligning the university goals against the activities of the library and the probable indicators that will enable the library to demonstrate value is recommended. For example, the correlation between the collections, library space, user education or instruction and the

success of student learning, retention and completing of a course could provide evidence of library value in the academic community.

This study explored the perceptions of users and library staff of the service quality, library environment and information resources, and the extent to which they were valued by the users. Students at both institutions explicitly stated that they valued the libraries. What constituted value to faculty staff at the two institutions were the friendliness of library staff and access to information resources. It is anticipated that the findings of the study could serve as a guide to improving the services of the libraries for the benefit of users and the general academic community.

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APPENDICES

APPENDIX 1: Questionnaire for GIJ Third Year Students

This research seeks to find out users' perceptions of service quality and value in using the Ghana Institute of Journalism Library. Please complete the questions below. All responses will be treated as confidential. Participation in this research is voluntary.

Thank you.

Section A Background Data

1. Please indicate your age.

- | | |
|----------------|-----|
| 20 and younger | [] |
| 21-30 | [] |
| 31-40 | [] |
| 41-50 | [] |
| Over 50 | [] |

2. Which programme are you pursuing?

- | | |
|------------------|-----|
| Public Relations | [] |
| Journalism | [] |

Section B Awareness, Use of Services and Purpose of Use

3. How often do you visit the Library?

- | | |
|--------------------------|-----|
| Everyday | [] |
| Twice or more a week | [] |
| Once a week | [] |
| Twice or more a month | [] |
| Once a month | [] |
| Once or twice a semester | [] |

Never []

If never, please state your reason(s):.....

.....

4. How often do you use the Library computers?

Everyday []

Twice or more a week []

Once a week []

Twice or more a month []

Once a month []

Once or twice a semester []

Never []

If never, please state your reason(s):.....

.....

5. Which of the services provided by the library are you aware of?

Reference service (eg. Literature searches) []

Lending service []

Newspapers []

Orientation []

Internet/Computer []

Bibliographic Instruction (Being taught how to use the library and searching for information) []

6. Which of these services do you patronise (Tick as many as applicable)

Reference service (eg. Literature searches) []

Lending service []

Newspapers []

Internet/Computer []

Orientation []

Bibliographic Instruction (Being taught how to use the library and searching for information) []

7. For what purpose do you visit the library? (Please tick as many answers as applicable to you)

To borrow and read library materials []

To work on my assignment/project []

To prepare for examination []

To read my personal notes []

To read for leisure []

If others please specify.....

Section C Perception of Service Quality

8. How do you grade the quality of the library staff services?

Excellent []

Good []

Average []

Poor []

9. On a scale of 1-5 with 1 being the lowest and 5 being the highest how do you rate the quality of the following services provided by the library.

Reference service 1[] 2[] 3[] 4[] 5[]

Lending service 1[] 2[] 3[] 4[] 5[]

Internet/Computer 1[] 2[] 3[] 4[] 5[]

Orientation 1[] 2[] 3[] 4[] 5[]

Newspaper service 1[] 2[] 3[] 4[] 5[]

Bibliographic Instruction (Being taught how to use the library and searching for information) 1[] 2[] 3[] 4[] 5[]

10. How do you grade the quality of the library resources?

- Excellent []
- Good []
- Average []
- Poor []

11. How do you grade the quality of the library environment?

- Excellent []
- Good []
- Average []
- Poor []

Section D: User Satisfaction (Please tick only one box)

12. In general, how satisfied are you with the staff services offered by the library services?

- Very satisfied []
- Satisfied []
- Dissatisfied []

13. Please indicate your satisfaction with the following library services. **(Tick only one)**

Reference service Very satisfied [] Satisfied [] Dissatisfied []

Lending service Very satisfied [] Satisfied [] Dissatisfied []

Internet/Computer Very satisfied [] Satisfied [] Dissatisfied []

Orientation Very satisfied [] Satisfied [] Dissatisfied []

Bibliographic Instruction (Being taught how to use the library and searching for information) Very satisfied [] Satisfied [] Dissatisfied []

14. In general, how satisfied are you with the access to information resources in the library?

Very satisfied []

Satisfied []

Dissatisfied []

15. In general, how satisfied are you with the library environment?

Very satisfied []

Satisfied []

Dissatisfied []

Section E Perception of Value

16. Which of the following services are most valued by you? (**choose as many as applicable to you**)

Reference service []

Lending service []

Newspapers []

Internet/Computer []

Orientation []

Bibliographic Instructions (teaching how to use the library and searching for information) []

17. What do you value most about the services provided by your library?

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

18. On a scale of 1 to 10 with 1 being the lowest and 10 the highest how valued do you think your library is?

1 [] 2 [] 3 [] 4 [] 5 []
6 [] 7 [] 8 [] 9 [] 10 []

19a. Please could you think of an instance when the library resources or staff were helpful to you: What kind of help did you receive?

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

19b. What did that help enable you to do?

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

20. What would you like to be done to improve the value of the library to students?

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

Thank you very much for your participation

APPENDIX 2: Interview Questions for GIJ Faculty Staff

Perception of Services

1. How often do visit the library?
2. Which of the services provided by the library are you aware of?
3. Which of these services you mentioned do you use?
4. For what purpose do you use the library services?

Evidence and Perception of Quality

5. How do you perceive the quality of the library services?
6. How do you perceive the quality of your information resources?
7. How do you perceive the quality of the library environment?

Satisfaction

8. Are you satisfied with the library services? Explain.
9. Are you satisfied with the information resources? Explain
10. Are you satisfied with the library environment? Explain

Perception of Value

11. Which of the services provided by your library is most valued to you?
12. What do you value most about the services provided by your library?
13. On a scale of 1 to 10 how valued do you think your library is?
14. How helpful was the library to you in your last research or project? (What did that help enable you to do?).
15. What would you like to do to improve the library's services?
16. What one thing do you think the library could do to increase its perceived value to faculty Staff?

APPENDIX 3: Interview Questions for GIJ Library Staff

Awareness, Use of Services and Purpose of Use

1. For what purpose do students use the library services?
2. For what purpose does faculty staff use the library services?
3. Can you list the services that are patronised most by students?
4. Can you list the services that are patronised most by faculty staff?

Perception of Quality

5. How do users perceive the quality of the library services? Explain
6. How do you perceive the quality of the information resources? Explain
7. How do you perceive the quality of the library environment? Explain

Satisfaction

8. Are your users satisfied with the library services? How do you know?
9. Are your users satisfied with the physical facilities? How do you know?
10. Are your users satisfied with the library's information resources? How do you know?

Perception of Value

11. Which of the services provided by the library is most valued by your users?
12. What do you think the faculty and students valued most about the services provided by your library?
13. On a scale of 1 to 10 how valued do you think your library is to faculty staff and students?
14. Do you think that the use of the library by the third year students has any positive influence on them? For example, acquiring skills in searching for information. How do you evidence that?
15. What would you like to do to improve the library services?
16. How do you measure the value of your library?

17 What one thing do you think the library could do to increase the perceived value to faculty staff and students?

APPENDIX 4: Questionnaire for AUC Third Year Students

This research seeks to determine user perceptions of service quality and value in using the Ashesi University College Library. Please complete the questions below. All responses will be treated as confidential. Participation in this research is voluntary.

Thank you.

Section A Background Data

1. Please indicate your age.

20 and younger	[]
21-30	[]
31-40	[]
41-50	[]
Over 50	[]

2. Which programme are you pursuing?

Business Management	[]
Management and Information Systems	[]
Computer Science	[]

Section B Awareness, Use of Services and Purpose of Use

3. How often do you visit the Library?

Everyday	[]
Twice or more a week	[]
Once a week	[]
Twice or more a month	[]
Once a month	[]
Once or twice a semester	[]

Never []

If never, please state your reason(s):.....
.....
.....

4. How often do you use the Library computers?

Everyday []

Twice or more a week []

Once a week []

Twice or more a month []

Once a month []

Once or twice a semester []

Never []

If never, please state your reason(s):.....
.....
.....

5. Which of the services provided by the library are you aware of?

Reference services (eg. Literature searches) []

E- resources []

Photocopying/printing/scanning/binding/laminating []

Lending service []

Newspapers []

Orientation []

Internet/Computer []

Bibliographic Instruction (Being taught how to use the library and searching for information) []

6. Which of these services do you patronise (Tick as many as applicable)
- | | |
|---|-----|
| Reference services (eg. Literature searches) | [] |
| E- resources | [] |
| Photocopying/printing/scanning/binding/laminating | [] |
| Lending | [] |
| Literature searches | [] |
| Newspapers | [] |
| Internet/Computer | [] |
| Bibliographic Instruction (Being taught how to use the library and searching for information) | [] |
7. For what purpose do you visit the library? (Please tick as many answers as applicable to you)
- | | |
|--------------------------------------|-----|
| To borrow and read library materials | [] |
| To work on my assignment/project | [] |
| To prepare for examination | [] |
| To read my personal notes | [] |
| To read for leisure | [] |
| If others please specify..... | |
| | |

Section C Perception of Service Quality

8. How do you grade the quality of the library staff services?
- | | |
|-----------|-----|
| Excellent | [] |
| Good | [] |
| Average | [] |
| Poor | [] |

9. On a scale of 1-5 with 1 being the lowest and 5 being the highest how do you rate the quality of the following services provided by the library.

Reference service 1[] 2[] 3[] 4[] 5[]

E- resources 1[] 2[] 3[] 4[] 5[]

Lending service 1[] 2[] 3[] 4[] 5[]

Photocopying/printing/scanning... 1[] 2[] 3[] 4[] 5[]

Newspapers service 1[] 2[] 3[] 4[] 5[]

Internet/Computer 1[] 2[] 3[] 4[] 5[]

Orientation 1[] 2[] 3[] 4[] 5[]

Bibliographic Instruction (Being taught how to use the library and searching for information) 1[] 2[] 3[] 4[] 5[]

10. How do you grade the quality of the library resources?

Excellent []

Good []

Average []

Poor []

11. How do you grade the quality of the library environment?

Excellent []

Good []

Average []

Poor []

Section D: User Satisfaction (Please tick only one box)

12. In general, how satisfied are you with the staff services offered by the library services?

Very satisfied [] Satisfied []

Dissatisfied []

13. Please indicate your satisfaction with the following library services. (**Tick only one**)

Reference services	Very satisfied []	Satisfied []	Dissatisfied []
Lending services	Very satisfied []	Satisfied []	Dissatisfied []
Internet/Computer	Very satisfied []	Satisfied []	Dissatisfied []
E- resources	Very satisfied []	Satisfied []	Dissatisfied []
Photocopying/printing...	Very satisfied []	Satisfied []	Dissatisfied []
Newspapers service	Very satisfied []	Satisfied []	Dissatisfied []
Orientation	Very satisfied []	Satisfied []	Dissatisfied []
Bibliographic Instruction (Being taught how to use the library and searching for information)	Very satisfied []	Satisfied []	Dissatisfied []

14. In general, how satisfied are you with the access to information resources in the library?

- Very satisfied []
Satisfied []
Dissatisfied []

15. In general, how satisfied are you with the library environment?

- Very satisfied []
Satisfied []
Dissatisfied []

Section E Perception of Value

16. Which of the following services are most valued by you? (**choose as many as applicable to you**)

- Reference services []
Lending services []
E- resources []

Photocopying/printing/scanning/binding/laminating []

Newspapers service []

Orientation []

Internet/Computer []

Bibliographic Instructions (teaching how to use the library and searching for information []

17. What do you value most about the services provided by your library?

.....
.....

18. On a scale of 1 to 10 with 1 being the lowest and 10 the highest how valued do you think your library is?

1[] 2 [] 3 [] 4 [] 5 []
6[] 7 [] 8 [] 9 [] 10 []

19a. Please could you think of an instance when the library resources or staff were helpful to you: What kind of help did you receive?

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

19b. What did that help enable you to do?

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

20. What would you like to be done to improve the value of the library to students?

.....
.....

Thank you very much for your participation

APPENDIX 5: Interview Questions for AUC Faculty Staff

1. How often do visit the library?
2. Which of the services provided by the library are you aware of?
3. Which of these services you mentioned do you use?
4. For what purpose do you use the library services?

Perception of Quality

5. How do you perceive the quality of the library services?
6. How do you perceive the quality of your information resources?
7. How do you perceive the quality of the library environment?

Satisfaction with Service

8. Are you satisfied with the library services? Explain.
9. Are you satisfied with the information resources? Explain
10. Are you satisfied with the library environment? Explain

Perception of Library Value

11. Which of the services provided by your library is most valued to you?
12. What do you value most about the services provided by your library?
13. On a scale of 1 to 10 how valued do you think your library is?
14. How helpful was the library to you in your last research or project? (What did that help enable you to do?).
15. What would you like to do to improve the library's services?
16. What one thing do you think the library could do to increase its perceived value to faculty Staff?

APPENDIX 6: Interview Questions for AUC Library Staff

Awareness, Use of Services and Purpose of Use

1. For what purpose do students use the library services?
2. For what purpose do faculty staff use the library services?
3. Can you list the services that are patronised most by students?
4. Can you list the services that are patronised most by faculty staff?

Perception of Quality

5. How do users perceive the quality of the library services? Explain
6. How do you perceive the quality of the information resources? Explain
7. How do you perceive the quality of the library environment? Explain

Satisfaction with Service

8. Are your users satisfied with the library services? How do you know?
9. Are your users satisfied with the physical facilities? How do you know?
10. Are your users satisfied with the library's information resources? How do you know?

Perception of Value

11. Which of the services provided by the library is most valued by your users?
12. What do you think the faculty and students valued most about the services provided by your library?
13. On a scale of 1 to 10 how valued do you think your library is to faculty staff and students?
14. Do you think that the use of the library by the third year students has any positive influence on them? For example, acquiring skills in searching for information. How do you evidence that?
15. What would you like to do to improve the library services?
16. How do you measure the value of your library?

17. What one thing do you think the library could do to increase the perceived value to faculty staff and students?

APPENDIX 7: COVER LETTER

GIJ Library

July 25, 2014

Dear Lecturer/Student/Librarian,

I am conducting a research study entitled –Perception of the academic library service quality and value: the case of Ghana Institute of Journalism and the Ashesi University College libraries”, with faculty staff, students and library staff. The aim of this research is to explore the evidence and perception of service quality and value users derive in using the library services. This is purely an academic research. Therefore, information gathered from the study will be treated with the strictest confidence and will be used for the intended purpose only. With the permission of the Ashesi University Human Subjects Review Committee, I am requesting that you participate in this research.

I wish also to state that participation in this research is voluntary. The identity of participants will not be disclosed. The investigator will not use materials generally considered as socially unacceptable neither is the intension to punish participants or tarnish the image of the College. Participants in the study will be asked to complete a brief survey or respond to an interview asking them to indicate their views on the quality of the library resources, services, the library environment and the value they derive from using the library. The total time to participate in the study will be approximately 15 minutes. Students/lecturers who participate will complete the study during their free periods. (There will be no loss of academic class time).

*This research protocol has been reviewed and approved by the Ashesi University Human Subjects Review Committee. If you have questions about the approval process, please contact Chair, Ashesi University HSCR, (**chair’s Ashesi e-mail address**).*

Please give your permission by signing the enclosed consent form and send to the head of library.

Sincerely,



Lydia Nyantakyi-Baah

Consent to Participate

I have read the attached informed consent letter and agree to participate in the study entitled:

–User Perception of the Academic Library Service Quality and Value: The Case of Ghana Institute of Journalism and Ashesi University College Libraries”

Student's Name

Signature

Date