

AN EVALUATION OF READERS' SERVICES AT THE UNIVERSITY OF SCIENCE AND TECHNOLOGY LIBRARY - KUMASI, GHANA.

Isaac Osei, BA, Postgrad Dip. Ed, MPhil, Postgrad Dip Lib. Studies.,
University Library, U.S.T., Kumasi.

PART III

OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

The study sought to evaluate primarily reader services of the U.S.T. Library. This was to assess its performance as regards the functions expected of a University Library that supports learning/study, teaching and research, or to see how effectively the reader services unit of the Library has been rendering such services.

By means of questionnaires completed by the three categories of the University community - students, teaching staff and non - teaching staff and on-the-spot observations, the facilities, stock and services of the Library have been studied and some information on the strength and weaknesses of the operations of the Library made available. The information collected provided a yardstick that can be used to measure the performance of reader services at the U.S.T. Library, and the extent of user satisfaction or dissatisfaction with its services and facilities. To this extent, the evaluation has been of immense value. It has demonstrated that the non-teaching staff makes little use of the Library, its facilities, collections and services. It has also demonstrated the difficulties in measuring library services; the problems inherent in the comparison of library standards, problems involved in the use of inaccurate and inadequately collected statistics, problems of what to measure, the competence of those who do the evaluation if the client-centred approach is adopted; and even the reliability of the instrumentation.

In the main, Part III examines the main findings emerging from the study and offers proposals which might contribute towards improving the reader services function of the U.S.T. Library.

PHYSICAL FACILITIES

It was explicitly stated in the introduction that the availability of a building which is spacious, functional and specifically designed for library purposes was a necessity for the effective implementation of reader services programme, and this has been confirmed by the study via the use of questionnaires, that:-

- (i) Inadequate space has limited the Library's services to its readers.
- (ii) Ventilation was poor and this made the place stuffy and warm particularly in the afternoon, thus reducing the time readers spent around this period in the Library. It also affected staff performance, as they contrived all kinds of excuses to vacate their posts to find sanctuary in airy places.

The U.S.T. Library is functionally designed to accommodate 250 readers and 100,000 volumes, but with a student population of 3,588, teaching staff population of 527, non-teaching staff population of 1,012, spouses and children of staff and other external users, space to accommodate readers and stock of over 146,042 volumes, is woefully inadequate.

Currently, more wooden shelves have taken the place of readers' tables and chairs and have culminated in tight arrangement of these tables and chairs, to the inconvenience of the readers. This situation reveals clearly that the Library is operating under cramped and overcrowded conditions. For this reason the Library maintains uniform seating arrangement for the three categories of readers.

At this point, one may conclude that the building falls short of accepted standards, which stipulates that, a Library should be of sufficient size and quality to house the collection and to provide sufficient space for use by readers and for housing collections of the Library. It is also not capable of meeting peak demands for seating during semester examinations.

Similarly, ventilation and lighting must be efficient and effective to promote operational efficiency. However, these have been found to fall short of these standards. It has been revealed by the study that air does not circulate adequately in reader areas, particularly, inside the study carrels and the Undergraduate Library, as well as the area that houses the Reference Librarian. It is also revealed that lighting is poor in the Reference and Research Library, the Undergraduate Library and the Periodicals Section.

In sum, judging the space that the Library provides for readers and for its collections, ventilation and lighting against standards for university libraries, these facilities at the U.S.T. Library are not adequate or do not promote operational efficiency and effectiveness of use.



Isaac Osei

FINANCE

Undoubtedly, adequate financial support accounts for the success of reader services. A study of this Library's budget file has revealed that inadequate funding of the Library has culminated in the inadequate provision of books and periodicals, printing and stationery and thus have affected effective rendering of reader services.

The Library's budget is a distinct part of the University's budget, and therefore inadequate funding of the university leads to inadequate provision of funds to the Library. Operating on such a tight budget, the Library is unable to add any significant volumes to the stock. For example, in the 1985/86 academic year the Library added 4,107 volumes to its stock. Similarly, it added 5721 volumes (1986/87); 3529 volumes (1987/88); 3034 volumes (1988/89), and 3219 volumes (1989/90) academic year. However, according to the Librarian, the Library should add not less than 10,000 volumes per annum.

The story is equally dismal in the periodical collection. In the 1985/86 academic year, the Library added 25 titles; 56 titles in 1986/87; 31 titles in (1987/88) and nil in the (1988/89) academic year. In sum, inadequate funding has had effects on the provision of appropriate services and the accomplishment of necessary operations.

THE COLLECTION

The study attempted to appraise the stock by a subjective approach by seeking the views of students, faculty and non-teaching staff. This was to determine the adequacy and the availability of the collection.

The study has revealed that the lending collection is woefully inadequate to satisfy user demands. It is also found to be less accessible to borrowers. The Undergraduate Library is however, relatively better, and has therefore tended to obviate the inadequacies in the lending section by providing immediate availability and accessibility to books in high demand. For its currency, the stock has registered an intensive use by readers and statistics on utilization corroborate this contention. For example, daily counts of users totalled 16,943 for (1988/89) academic session, whilst that of the (1989/90) academic session was 15,668. At the same time the total number of references was 71,637 and 74,072 respectively. In house-circulation were 4.2 volumes and 4.7 volumes per capita respectively. However, there is a limit to the extent this could go. For instance, the squeeze in accommodation for readers limits the number of persons who could visit this section at a time.

The study has similarly revealed that the periodical collection is grossly inadequate. The appropriate core journals were not acquired. Commenting on this in the *Annual Report*, the Librarian had this to say:

"Subscriptions to journals could not be paid The few current journals that were received were donations many of which were not the core journals needed

by the Faculties/Institutes for real academic work"[1].

The situation has now begun to improve. Current subscriptions are secured under the World Bank Health and Educational Rehabilitation Credit and the Education Structural Adjustment Credit (EdSAC), through the Ministry of Education. Some selected Engineering Journals are now received through the generosity of the Valco Aluminium Company at Tema. International agencies such as the American Association for the Advancement of Science (AAAS); British Society of Immunology (BSI); British Ecological Society (BES); Canadian International Development Association (CIDA) and Netherlands Universities Foundations for International Co-operation (NFFIC) are providing for some back runs of core journals. The Library has therefore begun to improve the quality and size of its serial collection by filling existing gaps, and to meet teaching and research needs, in its various fields.

The reference collection does not present any good picture. It is out-dated and not comprehensive. For instance, daily counts of users of this collection totalled 16,514 and 13,168 in (1988/89) and (1989/90) academic sessions, whilst total references based on count of materials found on reading tables added up to 10,320 (1988/89) and 10,512 (1989/90) academic sessions. In-house circulation were 0.6 and 0.8 volumes per capita respectively.

The collection falls short of giving current information which is an essential commodity in academic pursuits particularly in the Sciences and Technology disciplines. Students and Faculty have therefore called for the replacement of the reference collection.

The Ghana collection is also found to be heterogenous and less comprehensive and therefore fails to meet the immediate demands of the user community. It is also available on few occasions.

It is in recognition of the deficiencies in the quality of the collections, gaps and impoverished quality of serials and the concerted effort to make up those deficiencies that the U.S.T. Library is seriously involved in library co-operation with the two sister universities; research institutions in the country, and other external institutions, bodies and agencies.

Areas of co-operation that the U.S.T. Library is deeply rooted in include, inter-Library loan service, exchanges and photocopying services. There is very little of bibliographical service, and no link at all in co-operative cataloguing, co-operative acquisition and networking.

CIRCULATION AND REFERENCE SERVICES

The study revealed that the performances of the circulation and reference staff are satisfactory. At the issue desk, service delivery is found to "save the time of the reader" a satisfaction of the fourth of the five cardinal laws of Library Science expounded by Ranganattan, and restated by Rzasa and Baker, as:

"to minimize time loss to the reader"[2]. What is more, students dependence on circulation and reference staff indicate the importance of the co-operation between them and the staff to make their searches for materials more effective and successful.

LIBRARY INSTRUCTION

The study has confirmed that library instruction, when effectively implemented was necessary for the effective use of the library. But when it is deficient and inadequate it leads to ineffective use of the library and some of its bibliographic sources. This invariably expands Vogel's assertion that "..... the absence of library instruction guarantees the non-use of at least some library services and resources"[3]. It is certain that it is not only the absence of library instruction that guarantees the non-use of at least some library services and resources, but a deficient and inadequate library instruction does the same. In fact, the latter has characterized that of the U.S.T. Library.

What is more, it makes it fail to live up to Ranganattan's first law of Library Science, that, 'Books are for use'. However, one could only properly make use of them if he is effectively taught the skills to locate, retrieve library materials and process information.

SERVICES

It is now pertinent to find out how the services rendered by the Library meet standards set for university libraries.

Firstly, the services provided by the library should be clearly related to the purpose of the university. This is perfectly the case with the services rendered by the U.S.T. Library. They all lean towards instructional, learning/study, research and information dissemination objectives of the university.

Secondly, the library's services should be designed to promote and facilitate effective use of recorded information by all of the library's clientele. At the local level, services such as photocopying services, reference and information services, circulation and lending services culminate into helping readers in the use of recorded information.

Thirdly, university libraries are expected to maintain and make available for use records of their total collections which are consistent and in conformity with recognized standards of cataloguing and classification. Without mincing words, the catalogues and classification scheme in use (the Library of Congress) at the U.S.T. Library, meet such recognized standards. One drawback however, is that, the catalogues are not often updated, which is a problem characteristic of the use of sheaf catalogues.

Fourthly, it is expected of university libraries to make most of their collections readily available for consultation in the library and should be available to authorized clientele within the context of the library's purpose, goals and objectives.

Use of the U.S.T. Library's collection is guided by rules and regulations. The number of books and related materials that one can borrow depends on one's status in the university setting. Also, only registered users are accorded the privilege of borrowing. With the exception of some popular collections under lock, such as items recommended to be used as temporary reference in the Undergraduate Library, materials in the Ghana collection room and where readers need to produce their identification or registration cards, all other collections are readily available for consultation in the Library. Terms of loan, retention periods, and access to the Library's collections for all user categories are described in the rules and regulations governing the use of the collections in the context of the Library's purpose, goals and objectives. This standard is therefore met.

STAFF

The staffing standards for university libraries require each university library to be adequately staffed and comprise a variety of personnel who could develop, organize and maintain the collections, provide information and references service necessary to meet user's needs. The professionals amongst them must perform the core academic and professional functions of the library: collection development, reference and information service, and substantive activities related to bibliographic control of materials. They must possess the appropriate academic and professional education and experience including, when necessary, graduate or professional degrees in their particular specialties, and must be versatile. Lastly, university libraries are expected to develop programmes to encourage and assist all members of staff in their professional growth and development.

The study revealed that the staffing position is adequate.

All the professionals either hold Fellowship of the Library Association (F.L.A.), first university degrees, or the masters degrees plus either the Associate of the Library Association (A.L.A.) or F.L.A. or Post-graduate diploma. The quality of the academic and professional qualifications of the professionals is therefore of high standards.

All the senior staff hold the non-degree diploma taken at the University of Ghana, Legon. Of the thirty-five Junior Library Assistants only eight have not yet obtained the Certificate in Librarianship awarded by the University of Ghana, Legon.

The Library periodically encourages staff to attend seminars, workshops and professional meetings as a step towards professional growth and development. Each year any two junior staff who pass the University of Ghana, Legon, entrance examinations for the Certificate in Librarianship course organised by the Department of Library and Archival Studies are granted study leave. Also, every three years, two holders of the Certificate are sponsored to read the non-degree diploma course at Legon. The professionals

are also regularly sponsored to read for their Masters degrees. Of the fifteen professionals only two hold first degrees with science bias. The rest though, hold qualifications in the Arts, Humanities and Social Sciences, have each familiarized himself with a subject area, to the extent that each is capable of giving or providing reference and information service when the need arises. There is also the spirit of team work to the extent that each taps the experiences of the other to enable the Library develop, organize and maintain the collections, and provide information and references services necessary to meet the needs of the user community.

CONCLUSIONS

Last but not the least, readers, besides the evaluation of physical facilities, collections and services, were once again requested to rate the state-of-the-art of the readers services unit on a three scale level - very satisfactory, satisfactory and unsatisfactory.

As indicated earlier responses for the evaluation of the former recorded serious inadequacies and pitfalls.

Based on same majority opinion, satisfactory ratings were however given to the performance of the readers' services unit.

The ratings for the latter is a little bit enigmatic. This is because if so many readers are satisfied with the performance of the readers services unit, then there is the higher probability that there is something wrong with their ratings for the former or could it be that users have been conditioned to be satisfied with whatever service they can get from the library.

Five things are however certain. Firstly, the readers' in their assessment of the variety of collections, services and facilities that are generally considered to be important in the evaluation of library service identified the various inadequates and strenghts.

Secondly, the results are based on the scope of activities of the readers within the precincts of the library.

Thirdly, the little use of the service of a library seems to be characteristic of science and technology biased readers' of a University library whose taste for practical work tend to make them concentrate more on laboratory work and frequent study tours.

Fourthly, the major instrumentation - the questionnaire, has face validity. According to D'Elia and Walsh, "an instrument is assumed to have face validity when it appears to measure the variables it purports to measure and then situation in which it is used is accepted by the subjects as being reasonable"[4].

In this study, the instrumentation measured all that were intended to be measured. What is more, the intended purposes of this evaluation were clearly stated to the respondents. Above all, the questions were specific, succinct and relevant to the respondents' knowledge of or experience with the Library. It appears there-

fore, that, the questionnaire, as a whole, exhibited reasonable face validity.

Fifthly, the instrumentation has content validity. "An instrument is assumed to have content validity when it can be demonstrated that the content of the instrument adequately the subject matter about which conclusions are to be drawn"[5].

There is ample evidence that the questionnaire designed for this study posed questions that were addressed to a variety of collections, services and facilities that are generally considered to be relevant and important in the evaluation of library services. The questions were modelled on questions used in other library evaluations. Therefore, within the context of the current state-of-the-art, the questionnaire for this study appears to have content validity.

At this point one may pause to ask if the same could be said of the reliability of the instrumentation. In other words, to what extent could the instrumentation be accepted to be reliable? A recourse to some observations by D'Elia and Walsh in a similar client-centred study is of considerable importance here. Though their study was based on the clients' use of a public library, their observations are however of equal importance, relevant and apt for looking at the situation unfolding in the evaluation of the reader services at the U.S.T. Library.

These observations are stated at length here:

"While these arguments for assuming validity appear to be reasonable, they are by no means conclusive. There is still the possibility that one or more of them are fallacious, thereby calling into question the validity of this questionnaire and, by extension, the credibility of this and possibly other studies employing user - based evaluations of the library. However, if the assumptions that the users in this study were competent to evaluate the library and that the instrumentation was valid are true, then the results of this study raise some serious questions about user behaviour"[6].

A cursory look at the U.S.T. study however shows that, there is an apparent lack of relationship between readers evaluation of specific collections, Physical facilities and services and their overall rating of the readers' services unit from which one can draw their self-reported degree of satisfaction. More so when these collections, services and physical facilities constitute the pillar behind reader services delivery.

However, just as D'Elia and Walsh have noted, if the assumptions that the users in this study were competent to evaluate the U.S.T Library, and that the instrumentation was valid are true, then the results could be cited as support of White's suggestion, that, "... users have been conditioned to be satisfied with whatever service they can get from the Library"[7].

Nevertheless, it has been demonstrated in this study, that library instruction which is central to the identification and retrieval of materials, and use of services and facilities has been found to be poor, inadequate,

deficient and ineffective.

To this extent, student users who are the main recipients of the Library's instruction programme, have exhibited gross ignorance of the retrieval tools and little knowledge of standard and quality reader services delivery. Therefore, their expectation for standard and quality reader services delivery has been low and hence seem to have conditioned to accepting the type of services offered them in the Library.

Nonetheless, library instruction is a kind of conditioning and therefore if the programme happens to be badly structured, deficient, inadequate and ineffective, it can lead one to have low expectations as a result of ignorance or lack of awareness of what to expect. At this point, students' demand for standard and quality reader services could be said to have been low and as such they have tended to overrate whatever services they were getting.

The same thing could be said about the non-teaching staff category who are also recipients of the impoverished library instruction programme.

What then could be said about the teaching staff who did not receive a similar instruction? They constitute a category of readers who are assumed to have received library instruction during their student days, and elsewhere during their postgraduate studies in well-stocked libraries abroad and where standard and quality reader services were provided. What is more, their use of the U.S.T. Library for several years as lecturers, research fellows and academics, has familiarized them with the service and facilities of the Library. It was therefore expected of them to have demanded high standard services like abstracting, indexing, literature searching and bibliographic services among others, even if the staff of this Library were not rendering such services. This is a little puzzling, because these services which they enjoyed outside the country are of much importance and relevance to their operations in this University and could help other lecturers and scholars in the sciences and technology disciplines, as well as arrest the prolific rate of publications done in their respective fields.

Their failure to demand such services may emanate from the following reasons. Firstly, lecturers by the nature of their training and academic standing rarely accord staff of university libraries the credence, respect and recognition they need to encourage them to render efficient reader services. Particularly, where the teaching staff either rightly or wrongly assume that the qualifications of the staff in a university library are not analogous to theirs, they see them as no better than the students they teach. This also brings in the other point that there is nothing better they could offer and therefore why waste one's time on them.

One other reason is that, readers by their nature tend to have a negative view about libraries, especially where perhaps their first contact with the library happened to have given them bad impression. If a library has a chronic deficiencies and inadequacies in its collections, readers tend to have low expectation of that library and hence demand less from such a

library. All these factors could be said to be ripe in the U.S.T. setting. To this extent, the teaching staff seem to have low regards for the Library and its staff and therefore, expect very little from the Library..

Their first hand experiences seem to have made them blind to the scope of services actually rendered. For instance, there is the case of the teaching staff using little of the Ghana Collection because of their lack of awareness of what is contained in the collection. Most of them think materials held in stock are mainly on Social Sciences, Arts and Humanities. However, the collection has some useful documents in the Science and Technology that are on Ghana. In a situation like this, it is only through an effective and sufficient education and through wide publicity that can expose them to the usefulness of the collection for advanced research.

All said, the low regard they have for the staff, their first negative experiences in the precincts of the Library, the chronic deficiencies and inadequacies in the collections, seem to have conditioned them to expect very little from the U.S.T. Library.

On the other hand, it could also be that their rating of 'satisfactory' for the performance of the readers' services unit smack of their failure and inability to recognize the limitations in the reader services rendered at the moment at the U.S.T. Library. This demonstrates a clear case of a lack of awareness. Either case, however, leads to little expectation and low demand for standard and quality services. It could then be said of the latter category of readers to have become conditioned to accept or be satisfied with whatever service they could get from the Library.

The non-teaching staff is not an exception to this observation.

In the same vein, the staff have also been conditioned by the low expectation and demands from the clientele to offer very little in response to their demands and expectations. The conditioning is therefore reciprocal.

This contention holds because the philosophy of user-based studies is that declared level of satisfaction is relative to user awareness. Therefore for any purposeful evaluation of this nature, the reliability of the instrumentation would be enhanced if the user population is adequately, critically and effectively educated, or has high level of user expectation and high level of awareness. At this point, users will develop high expectation and make greater demand for high standard and quality services. In this study, the students, in particular have not exhibited signs of having received a high level library instruction which is effective, efficient and adequate. Nor have they exhibited any high level awareness culminating in greater demand for standard and quality services. They seem to be contented with whatever services the U.S.T. Library renders.

In all cases, the students, the teaching and the non-teaching staff seem to have overated the little they did

receive.

The fact therefore remains that the readers had low expectations and little awareness and therefore expected very little. Hence, the same amount of services have been given them.

This could be cited as support of White's suggestion, that "... users have been conditioned to be satisfied with whatever service they can get from the library"[8].

It could then be cited as possible evidence that the readers of the U.S.T. Library had been well served.

RECOMMENDATIONS

1. These recommendations are made with the understanding that results of evaluative studies are not static. They cannot be cited as the state-of-the-art performance or user satisfaction or dissatisfaction with services and library activities each time the issue is raised. The increase or decrease in the resources, services, physical facilities and funding, and a qualitative or impoverished library instruction programmes, could always make a difference. Therefore, similar evaluations should be done periodically.

2. Physical facilities:

i. Accommodation: Pressure should be brought to bear on the management of the State Construction Corporation (SCC) to hasten work on the Library extension which is estimated to accommodate 1,200 readers.

ii Lighting: More ceiling bulbs must be provided to illuminate the periodicals section and Under graduate Library better.

iii Ventilation: Ceiling fans or standing fans must be provided to augment the inadequate natural ventilation.

iv. Flooring: The wooden flooring makes much noise therefore all such areas must be covered with wall to wall carpet.

3. Funding: Fortunately, the Government's recent adjustment programme in education allotted 10 per cent of the University budget to the Library. This is hundred per cent increase over the previous allocation which was 5 per cent. If this should be rigidly complied with, the Library would definitely recapture its lost image and glory and would be in a better position to acquire all needed materials and be able to render better and effective reader services.

4. The Collection:

i. The quantity of the collection need to be improved. This however depends on adequate provision of funds. Until there is an improvement in this direction, the Library's

system of recall and retrieval of overdue materials should be improved, and sanctions should be strictly and rigidly enforced to improve the availability of the lending collection. This could help ensure a fair circulation in the lending section, no matter how inadequate the collection is.

ii. The impact of borrowing by spouses and children of staff has not yet been studied. It is time this was studied to determine whether their borrowing has any effect on the inadequate lending collection. If it is found to have any negative effect, their borrowing privileges should be suspended until the situation improves. Similar studies could be done in the area of the borrowing by alumni and staff of educational institutions, particularly, the staff of Technology Secondary School, U.S.T.

5. Library Co-operative activities:

Since Library co-operation is a joint activity, these recommendations are applicable to the U.S.T. Library as well as the other two sister University libraries and research institutions. Co-operation among the university libraries in Ghana and research institutions is felt now more than ever for two main reasons. Firstly, in view of the present constraints on resources and the budget. Secondly, the inadequacy of materials in all the university libraries gives ample indication that cooperation would result in economising resources. For these reasons, The decision to build a union catalogue of periodicals for the three universities, and for each to purchase back numbers of periodicals on microcard which would enhance interlending, should be implemented with the urgency it deserves.

There is the need to compile a union catalogue of holdings and a directory of resources in the universities to ease the difficulties of knowing who has what. In the same direction, a comprehensive list of all the theses, dissertations or project work submitted by students of each of the three universities, as well as research projects carried out by Faculty should be undertaken to avoid unnecessary duplication of researches. It would equally prevent the waste of efforts and funds on such duplications.

The courier service through which materials are sent from one university library to another should be introduced in the country, to avoid loss of library materials through the postal system in Ghana.

Networking significantly transforms the field of information processing and dissemination. It has made its impact elsewhere and Ghanaian University Libraries should take a cue from it. With the attempts being made by the University libraries to install computers at various service points, particularly, acquisition, cataloguing, serials, reference and information and lending, the three university libraries stand the chance of continuing to serve their present user group better and

also to expand important and relevant services to a large number of users. Already, each of the university libraries has on its staff personnel who have studied library automation and therefore to give the available facilities the much needed push, there should be an immediate identification and establishment of standards which would be agreed upon individually and collectively towards a national inter-library co-operation.

6. Library Instruction Programme:

For a virile library instruction programme for freshers and even continuing students and further still for Faculty and non-teaching staff, the programme has to be properly, systematically and regularly conducted taking cognisance of needs as well. Also, it should emphasize the use of bibliographic tools the catalogue, title and author, classified indexes and bibliographies. Graduate students and other academic staff should be given adequate tutorial on micro-computer, indexing methods and other data base literacy.

These are the prerequisites for a meaningful use of the University Library and the exploitation of bibliographic sources to the full.

7. Specialized Services:

The University of Science and Technology is a Science and Technology institution, and the courses it runs and the focus of research cover areas which have a marked prolific rate of publications. It is therefore time the Library started providing Selective Dissemination of Information (S.D.I.) services, abstracting services and specialized in performing extensive literature searches, prepared bibliographies, answered involved reference questions and worked closely with library users in order to keep them abreast with the state-of-the-art in their fields of interest.

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5. Ibid. p.130
6. Ibid: p.131

7. White, Herb quoted by George D'Elia and Sandra Walsh: OP cit, p.131 (1983).
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APPENDIX I
QUESTIONNAIRE

1. Have you been given any library orientation?

YES

NO

2. Did you follow the orientation tour of the library

YES

NO

3. Do you think there is the need for another/more orientation tour(s) that involves much of how to identify, locate and retrieve library materials?

YES

NO

4. Do you find the material(s) you need when you use the catalogues?

OFTEN

SOMETIMES

SELDOM

5. My main difficulty in using the catalogues lie chiefly with:

Inadequacy of the catalogues

My unfamiliarity with the catalogues

others (Please specify)

6. Do you use bibliographies and indexes on your field(s) of study?

YES

NO

COLLECTIONS

QUANTITY OF COLLECTIONS

7. Rate the quantity of each of the following collections that you use in the library by indicating:
- 1. for adequate
 - 2. for fair
 - 3. for inadequate

COLLECTIONS QUANTITY ASSESSMENT

- (a) Circulation (Lending Collection)
- (b) Undergraduate Library
- (c) Periodicals Collection
- (d) Reference Collection
- (e) Ghana Collection

AVAILABILITY OF MATERIALS

8. Rate the availability of the following items you use in the library by indicating:
- 1. for always
 - 2. for almost always
 - 3. for few occasions
 - 4. for never

COLLECTIONS AVAILABILITY ASSESSMENT

- (a) Circulation (Lending Collection)
- (b) Undergraduate Library
- (c) Periodicals Collection
- (d) Reference Collection
- (e) Ghana Collection

LENDING

9. In general, is the charging system (borrowing of materials)
- Good
- Poor

If poor, explain why

.....

.....

10. Is our inter-library loan system
- Adequate
- Fair
- Inadequate

11. The amount of time waited for services delivery (Waiting for material to be obtained from a source outside the library) is

Convenient

Inconvenient

If inconvenient, please explain

.....

12. Are you satisfied with the number of books you are allowed to borrow?

YES

NO

If inconvenient, please explain

.....

13. Are you satisfied with the loan period? (Period you are allowed to keep the books)

YES

NO

If inconvenient, please explain

.....

14. Are you satisfied with our reproduction (Photocopying) services

YES

NO

If no, give reasons

.....

REFERENCE

15. How often do you go to reference staff to seek information involving extensive search

Very often

Often

Never

16. When you come in with a reference question do you find the reference staff

Able to help you

Seldom helpful

PHYSICAL ENVIRONMENT

17. Are you satisfied with the lighting system in all sections of the Library?

YES

NO

If no, specify section(s) you are dissatisfied with

.....
.....

18. Are you satisfied with the ventilation system in the Library?

YES

NO

19. Do you consider the hours of opening and closing the Library during the following periods convenient?

TERM TIME

A. Mondays - Fridays: 7.30 am - 10.00 pm

Convenient

Inconvenient

B. Saturdays: 8.00 am - 6.00 pm

Convenient

Inconvenient

PREPARATION FOR SEMESTER EXAMINATION:

C. Mondays - Fridays: 7.30 am - 10.00 pm

Convenient

Inconvenient

D. Saturdays: 8.00 am - 8.00 pm

Convenient

Inconvenient

LEVEL OF PERFORMANCE IN THE PROVISION OF PHYSICAL FACILITIES FOR READING AND STUDY

Rate: 1. for very satisfactory
2. for satisfactory
3. for unsatisfactory

20. Rate the level of performance of the Library in the provision of physical facilities for reading and study.

Very satisfactory

Satisfactory

Unsatisfactory

21. Rate the level of performance of the readers' services unit.

Very satisfactory

Satisfactory

Unsatisfactory