ABOUT IJLIS

The International Journal of Library and Information Science (IJLIS) (ISSN 2141 - 2537) is published monthly (one volume per year) by Academic Journals.

The International Journal of Library and Information Science (IJLIS) is an open access journal that provides rapid publication (monthly) of articles in all areas of the subject such as indexing styles, cart bibliography, information technology, database management, research methods etc.

The Journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence. Papers will be published approximately one month after acceptance. All articles published in IJLIS are peer-reviewed.

Contact Us

Editorial Office:  ijlis@academicjournals.org
Help Desk:  helpdesk@academicjournals.org
Website:  http://www.academicjournals.org/journal/IJLIS
Submit manuscript online  http://ms.academicjournals.me/
Editors

Dr. Tella Adeyinka  
*Dept. of Library information Studies, Faculty of Humanities, University of Botswana. Private bag 0022, Gaborone. Botswana.*

Dr. Ajay P Singh  
*Department of Library and Information Science, Banaras Hindu University (BHU), Varanasi India*

Dr. Ifidon, Elizabeth Ijose  
*Ambrose Ali University Ekpoma Edo State Nigeria*

Dr. Lawrence Abraham Gojeh  
*Jimma University, P. O. Box 378, Jimma, Ethiopia*
Editorial Board

Prof. Weimin Zhang
Humanities Reference and Instruction Librarian
University of Colorado, Boulder

Dr. Anthi Katsirikou
University of Piraeus Library
European Documentation Center
Member of the Board of the Association of Greek Librarians and Information Professionals
80 Karaole and Demetriou str,
18532 Piraeus,
Greece

Dr. Adaku Vivien Iwueke
Department of Information and Communication Studies,
Faculty of Humanities and Social Sciences, University of Namibia,
P/Bag 13301, 340 Mandume Ndumufayo Avenue,
Pionierspark, Windhoek,
Namibia

Dr. Elisha Chiware
Gulhane Military Medical Academy,
School of Medicine,
Department of Cardiology
Specialization: Interventional cardiology, clinical cardiology, intensive care
Turkey.

Dr. Topik Hidayat
Department of Biology Education
Indonesia University of Education (UPI)
Jalan Dr. Setiabudhi 229 Bandung 40154 Indonesia
Specialization: Botany
Indonesia

Dr. Feda Oner
Amasya University
Education Faculty
Amasya
Turkey

Dr. Maitrayee Ghosh
Documentation division, I.I.T Campus, Kanpur
P.K. Kelkar Library, Indian Institute of Technology,
Kanpur,
India - 208016

Dr. Ray Kirk
Director, Health Services Assessment Collaboration (HSAC),
Health Sciences Centre, University of Canterbury, Te Whare Wananga o Waitaha
Private Bag 4800 Christchurch 8140,
New Zealand

Dr. John T. Thompson,
Educational Computing Program
Computer Information Systems Dept.
Chase 208, Buffalo State College
1300 Elmwood Avenue, Buffalo, NY 14222
USA

Dr. Ku, Li-Ping
Library of Chinese Academy of Science,
33 Beisihuan Xilu Zhongguancun, Beijing 100190, P.R. China

Dr. Khaiser Nikam
Department of Library and Information Science
University of Mysore
Mysore-570 006
Karnataka
India

Dr. Musa Wakhungu Olaka
University of Missouri
School of Information Science and Learning Technology,
111 London Hall,
Columbia, MO 65201

Dr. Omwoyo Bosire Onyancha
University of South Africa,
Department of Information Science,
Theo Van Wyk Building 10-176, P.O. Box 392,
UNISA 003.

Dr. Shima Moradi
Department of Scientometrics
National Research Institute for Science Policy (NRISP)
Iran
# Table of Content

**Analysis of responsibilities of electronic readiness and software for museums online in national commission for museums and monuments in Nigeria**  
J. Onaade Ojo, A. Taye Pedro and A. Olayemi Nwogbe  
35

**Library value through user satisfaction: The case of academic libraries in Ghana**  
Evelyn Ogboo Apronti Tetteh and Lydia Nyantakyi-Baah  
44
Full Length Research Paper

Analysis of responsibilities of electronic readiness and software for museums online in national commission for museums and monuments in Nigeria

J. Onaade Ojo¹, A. Taye Pedro² and A. Olayemi Nwogbe³

¹Technical Services Department, University of Lagos, UNILAG Main Library, Akoka, Yaba, Nigeria.
²National Museum Onike, Lagos, Nigeria.
³Nigeria Institute of Medical Research, Yaba, Nigeria.

Received 31 May, 2017; Accepted 18 July, 2017

This study was carried to identify level of electronic readiness in museums by assessing the uses of electronic readiness provision in museum services, and also to determine the factors responsible for ineffective use of electronic readiness in museums. Descriptive survey research was used for this study. Total enumeration sampling technique was adopted for the sampling procedure. This was chosen because of the small number of number of population of professional museum staff involved which is put at 784 as at 2012. Questionnaires were distributed to museum professionals at 16 museums, located in the South-West and North –Central geo-political zones of Nigeria to collect for the study. Questionnaires administered, the data collected were analysed with the use of statistics depicting the mean and standard deviation. Findings indicated the highest availability of e-readiness resources by respondents was the use of computer (Mean =2.55) and followed by use of e-mail (Mean =2.53), museum website (Mean=2.23), internet (Mean=2.20), the least was CD-Rom (mean =1.62) respectively. The overall result indicated that computer is the most available e-readiness resources use in museums. It was recommended that the country’s museums must be computerised.

Key words: Electronic readiness, museums online, software for museums, national commission for museums and monuments, electronic resources, information communication technology.

INTRODUCTION

In the trend of electronic readiness world, few of the humanities have withstood the march of technology more tenaciously than museum. Museums tend to think of themselves more as custodians than communicators, now as long as electronic emerge. Museums, like other institutions, have succumbed to the propensity of our society to amass data in all its forms. Information and Communication Technologies (ICT) are affecting the modus operandi of the entire industries (Crowston and Myers 2004).
However, in recent years, museums have been given the opportunity to reach out to audiences beyond their physical vicinities with the help of the electronic readiness. Most museums maintain websites with varying degrees of museums services. With the inception of electronic, museums gained the ability to provide images and information about their collections online as a preview to the visit.

As it has progressively taken place in other areas, museums are increasing their use of electronic readiness, not only to support management operations through data collection and analysis but also to be directly used by visitors, in an attempt to enhance their experience of the exhibition (Sheldon, 1997).

A museum is a complex institution, one’s definition would depend on either one’s likes or dislikes for museums. Eboreime (2008) argued that museum was the cultural equivalent of the central bank of any nation. Museums are memory institution which organise cultural and intellectual record. Museum’s collections contain the memory of peoples, communities, institutions and individuals, the scientific and cultural heritage, and the products throughout time of our imagination, craft and learning.

According to Dempsey (2000), museums have changed from the imposing sites designed to preserve relics and to exhibit collections, to places where a mix of enjoyment, learning and experience outcomes are also pursued. Moscardo (1996) opines that museums play a significant role in culture and tourism worldwide. Through museums, societies represent their relation to their own history and to that of other cultures and people. Lumley (1988) contends that in addition to preserving and studying collections, “museums exist for the purpose of serving the community.”

Corroborating this fact, Ames (1986) submits that with increased levels of competition in the culture and tourism industry, it is becoming more important for museum professionals to identify the variables that will enhance the attraction and retention of museum visitors.

It is important to remember that digital databases of any kind are still a relatively new concept, and many, if not most, museums are still struggling to keep their in-house database updated (Sabin, 1997). In order for museums to make their databases available online, they first have to be sure they are up to date and useful and that they are updated regularly.

For many museums, this may be too intensive to be practical in light of limitations in financial and human resources but the advantage, when put in place, will be enormous in the long run. Research has shown that satisfaction is an important predictor of intention to revisit a place formally visited (Bowen, 2002).

However, Cosson (1991) thinks that regardless of growing pressure to become more competitive and self-reliant, museums, particularly in the public sector, have been slow in subscribing to the idea of customer orientation. Museums, as a part of the cultural industry, give meaning to present lives by interpreting the past. Museums were expected to “provide the symbols through which a nation and a culture understand itself” (Hewison, 1987).

In a more contemporary context, a museum helps people to understand the world by using objects and ideas to interpret the past, the present as well explore the future. It helps to preserve and research collections, make access of object and information in actual and virtual environments possible. It helps, in the interest of the public, to establish permanent non-profit-making organisations that can contribute long-term value to the communities (A new definition of museums, 2002).

Visitors to museums do not buy the attractions, but rather pay for the experience generated by the visit. These categories remind us of the elements of an experience proposed by Pine and Gilmore (1999) which claimed that the realms of an experience include entertainment, education, escape, and aesthetics:

“Entertainment: Entertainment is not only one of the oldest forms of experience, but also one of the most developed and the most common place and familiar. To arouse visitor’ interest, modern museums have incorporated more sensory aspects that involve “sight, sound and motion, and allow visitors to actively participate in the museum experience Kotler and Kotler (2007)

Education: Aside from entrainment functions museums also performs edutainment roles. Edutainment accords museums dual responsibilities involving entertaining and educating visitors concurrently.

Escape: Escapist experiences involve greater immersion than entertaining and educational experience. “Escapist experiences immerse the visitors in activities” (Pine and Gilmore, 1999)"

Estheticism: In aesthetic experiences, individuals immerse themselves in an event or environment to absorb or appreciate beautiful things Pine and Gilmore (1999).

Entertainment, education, escapist and aesthetic experiences cannot be staged without the involvement of props, (for example facilities and people). The elements that influence visitor’s experience include marketing mix products, price placed, promotion strategies and the aesthetic structure of the place (McLean, 1997).

The Museum and Library Services Act (2008) defines a museum as “a public or private non-profit agency or institution organised or a permanent basis for essentially educational or aesthetic purposes, which, utilizing professional staff, owns or utilizes tangible objects, cares for them, and exhibits them to the public on a regular basis”.

Museums as cultural attractions are an important element of the tourism destination and must adjust to new consumers’ needs (MacDonald and Alsford, 1997). Some authority consider that museums should maintain
strict guidelines in their exhibits, making sure that no place has been given to the misinterpretation of the past and react against a possible "over-interpretation" the present (Uzzel, 1989).

Therefore, in the trend of electronic readiness world, few of the humanities have withstood the march of technology more tenaciously than museum. Museums tend to think of themselves more as custodians than communicators, now as long as electronic emerge. Museums, like other institutions, have succumbed to the propensity of our society to amass data in all its forms. ICT are affecting the modus operandi of entire industries (Crowston and Myers, 2004).

In recent years, museums have been given the opportunity to reach out to audiences beyond their physical vicinities with the help of the electronic readiness. Most museums maintain websites with varying degrees of museums services. With the inception of electronic, museums gained the ability to provide images and information about their collections online as a preview to the visit. As it has progressively taken place in other areas, museums are increasing their use of electronic readiness, not only to support management operations through data collection and analysis but also to be directly used by visitors, in an attempt to enhance their experience of the exhibition (Sheldon, 1997).

This innovation therefore, where society will not only rely on the physical accessibility of the museums, they now have the opportunity to enjoy quite number of degree of museums activities online through electronic readiness as the focus of this research study.

Statement of the problem

Museums might have reached out to many audiences beyond their physical vicinities with the help of the electronic readiness. Many people who manage the museums, especially in developing nations of the world, do not realise that visitors have high expectation for and rely on online access for information than the rigour involved in searching for information in one museum complex to the other. Some do not realise that technological advancement has changed people’s orientation tremendously to the extent that everybody prefers to receive services at the comfort of their home.

Objectives to the study

The broad objective of this study is to examine the influence of electronic readiness on museums in Nigeria. Specifically, the study intents to:

1. Identify the level of electronic readiness in museums.
2. Assess the use of electronic readiness provision in museum services.
3. Determine the factors responsible for ineffective use of electronic readiness in museums.
5. Identify challenges of using electronic readiness resources in museums.

Research questions

The study will focus essentially on the following research questions:

1. What is the level of availability of electronic readiness in the Museums?
2. How often do you use electronic resources in the Museum?
3. What types of information services are available in the Museum?
4. What are the benefits of using electronic readiness resources in Museum?
5. What are the challenges of using electronic readiness resources in National Commission for Museums and Monuments of Nigeria?

LITERATURE REVIEW

The rise in knowledge intensity is being driven by the combined forces of the information technology revolution and the increasing pace of technological change. Globalisation is being driven by national and international deregulation, and by the Information Technology (IT) related revolution (Houghton and Sheehan, 2000) in order for a country to gain the benefits offered by IT, technology must be implemented and used effectively across society and the economy.

Moreover, countries face the threat of being left behind if they do not address the growing digital divides both between and within countries (Montazer et al., 2006). Many developing country leaders have embraced IT as an engine for growth and development to help their nations, and they are driving the necessary changes to make that happen (Montazer et al., 2006).

Decision-makers need to know where the country currently stands in terms of IT availability and use, so they can plan toward their goals to knowledge economy or knowledge society. Governments and development aid professionals often frame this discussion in terms of “e-readiness”, or how ready a country is to gain the benefits offered by IT in term of policy, infrastructure and ground-level initiatives (Montazer et al., 2006). An e-readiness process based on an objective assessment that leads to sound e-strategies can offer a path for converting good intentions into planned action that brings real changes to people’s lives (Bridge.org, 2005).
E-readiness is a relatively new concept that has been given impetus by the rapid rate of internet penetration throughout the world, and the dramatic advances in uses of IT in business and industry (Choucri, 2003). The e-readiness concept was originated by the intent to provide a unified framework to evaluate the breadth and depth of the digital divide between more and less developed or developing countries during the latter part of 1990s (Mutulaa and Van Brakel, 2006).

The first efforts in defining e-readiness were undertaken in 1998 by the Computer Systems Policy (CSPP) when it developed the first e-readiness assessment tool know as Readiness Guide for Living in the Networked World (CSPP, 2001). CSPP defined e-readiness with respect to a community that had high-speed access in a competitive market; with constant access and application of ICTs in schools, government, offices, businesses, healthcare facilities and homes; user privacy and online security; and government policies which are favourable to promoting connectedness and use of the network (Bridges.org, 2001).

"E-readiness" is shorthand for the extent to which a country’s business environment is conducive to internet-based opportunities (EIU, 2002). It is a concept that spans a wide range of factors, from telephone penetration to online security to intellectual property protection. It is an idea that has outlasted the Internet “bubble” that sparked such exuberance; and delivered such disappointment in the late 1990s EIU (2002).

E-readiness can mean different things to different people, in different contexts, and for different purposes (Bridges, org, 2001). E-readiness is also defined as the aptitude of an economy to use information and communications technologies to migrate traditional businesses into the new economy. E-readiness reaches its optimal level when the economy is able to create new business opportunities that could not be done otherwise (Koulopoulos and Palmer, 2001).

E-readiness in construction organisation also is defined as ability of an organisation, department or workgroup to successfully adopt, use and benefit from ICTs such as e-commerce (Ruikar, 2005). Since the development of the first e-readiness tool several e-readiness tools have emerged through efforts of development agencies, research organisations, academia, business enterprises and individuals (Mutulaa and Van Brakel, 2006). One of the museum’s central roles is to make information about the natural world accessible to a growing audience, its pioneering website provides scientific data, educational programmes and resource materials to millions of internet user across the globe (Natural History Museum Annual Report, 1999).

Digital technologies, and particularly the World Wide Web, have great potential to serve the challenges faced by museums in relation to access and audience development, which involves reaching and nurturing both existing and new audiences. Once you have thought about the likely implications of electronic for your museum, it is time to begin writing your electronic policy. The electronic policy is basically a written statement of how you are going to use ICT and what you are going to be using it for. The exact content of the policy will vary from museum to museum, but some broad headings we may want to think about include the following: Statement of intent – what you will be using ICT for:

1. Roles and responsibilities for managing ICT in your museum
2. Provision of technical support: There are three main ways of organising technical support:
3. As part of an on-going contract with the supplier of your ICT
4. As part of the terms of the warranty under which your equipment is supplier
5. As an on-going contract with a third party ICT services provider

Specification for software including operating system and productivity software having decided what you want your computer to do, you will need to identify the software which does it. You will also need to think about whether the computer will need to run specialist software such as image editing or a collections management system. You need to think about how you would like to use the computer to communicate – for example through the Internet or by email.

**METHODOLOGY**

The research design employed for this was descriptive survey research of correlation type. According to Landman (1988), descriptive research is primarily concerned with describing the nature or conditions and degree in detail of the present situation, and the emphasis was to describe rather than judge or interpret. Inferences about relations among the variables were made without any direct intervention from concomitant variation of independent and dependent variables.

The study carried out the influence of the independent variable on electronic for the dependent variable which was museum. The target population for the study was seven hundred and eighty-four (784) museum professional employees used were between grades level 08 to 15 with minimum of bachelor degree or its equivalent. Out of the six-geopolitical zones which made up of Nigeria, two geopolitical zones were selected on random sampling which was southwest and north central geopolitical zones of national museum.

The study was limited to conservators, ethnographers, museum educators, curators, archaeologist, museum visitors and tourists because they belonged to the category of museum staff who, by the virtue of their professional calling, education and experience.

Total enumeration sampling technique was adopted for the purpose of the study and sampling procedure respectively. It is chosen because of the small number of population of professional museum staff involved which is put as at 784 as at 2012 (National Commission for Museums and Monuments of Nigeria, Staff nominal roll, 2012). At least, 16 National Museum were involved in the geopolitical zones examined. This appears to be well informed to be able to respond well to the research instrument. The research
Table 1. Population of the study: Museum stations in south-west and north-central.

<table>
<thead>
<tr>
<th>Town</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagos</td>
<td>112</td>
</tr>
<tr>
<td>Abeokuta</td>
<td>14</td>
</tr>
<tr>
<td>Ibadan</td>
<td>77</td>
</tr>
<tr>
<td>Ile – Ife</td>
<td>60</td>
</tr>
<tr>
<td>Osogbo</td>
<td>54</td>
</tr>
<tr>
<td>Oyo</td>
<td>13</td>
</tr>
<tr>
<td>Esie</td>
<td>26</td>
</tr>
<tr>
<td>Ilorin</td>
<td>59</td>
</tr>
<tr>
<td>Lokoja</td>
<td>33</td>
</tr>
<tr>
<td>Markudi</td>
<td>10</td>
</tr>
<tr>
<td>Minna</td>
<td>50</td>
</tr>
<tr>
<td>Lafia</td>
<td>13</td>
</tr>
<tr>
<td>Jos</td>
<td>150</td>
</tr>
<tr>
<td>FCT, Abuja</td>
<td>49</td>
</tr>
<tr>
<td>Akure</td>
<td>41</td>
</tr>
<tr>
<td>Owo</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>784</td>
</tr>
</tbody>
</table>

Source: National commission for museums and monuments of Nigeria, staff nominal roll as at April 2012.

Table 2. Research question one: What is the level of availability of e-readiness in the museums?

<table>
<thead>
<tr>
<th>E-readiness resources</th>
<th>NA (%)</th>
<th>MA (%)</th>
<th>A (%)</th>
<th>ADA (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>24 (12.0)</td>
<td>83 (41.5)</td>
<td>51 (25.5)</td>
<td>42 (21.0)</td>
<td>2.55</td>
<td>0.95</td>
</tr>
<tr>
<td>Email</td>
<td>27 (13.5)</td>
<td>80 (40.0)</td>
<td>52 (26.0)</td>
<td>41 (20.5)</td>
<td>2.53</td>
<td>0.97</td>
</tr>
<tr>
<td>Museum website</td>
<td>47 (23.5)</td>
<td>82 (41.0)</td>
<td>49 (24.5)</td>
<td>22 (11.0)</td>
<td>2.23</td>
<td>0.93</td>
</tr>
<tr>
<td>Internet</td>
<td>47 (23.5)</td>
<td>90 (45.0)</td>
<td>39 (19.5)</td>
<td>24 (12.0)</td>
<td>2.20</td>
<td>0.94</td>
</tr>
<tr>
<td>Website</td>
<td>60 (30.0)</td>
<td>87 (43.5)</td>
<td>33 (16.5)</td>
<td>20 (10.0)</td>
<td>2.07</td>
<td>0.93</td>
</tr>
<tr>
<td>Software</td>
<td>105 (52.5)</td>
<td>39 (19.5)</td>
<td>39 (19.5)</td>
<td>17 (8.5)</td>
<td>1.84</td>
<td>1.02</td>
</tr>
<tr>
<td>Online databases</td>
<td>126 (63.0)</td>
<td>31 (15.5)</td>
<td>29 (14.5)</td>
<td>14 (7.0)</td>
<td>1.66</td>
<td>0.97</td>
</tr>
<tr>
<td>CD-ROM</td>
<td>131 (65.5)</td>
<td>26 (13.0)</td>
<td>32 (16.0)</td>
<td>11 (5.5)</td>
<td>1.62</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Answers to research questions

Table 2 indicated the ranking of the level of availability of e-readiness resources in the Museums as perceived by the respondents as follows: computer (Mean=2.55) was ranked highest by their mean score rating and was followed by e-mail (Mean=2.53), museum website (Mean=2.23), internet (Mean=2.20), website (Mean=2.07), software (Mean=1.84), Online databases (Mean=1.66) and lastly by CD-ROM (Mean=1.62) respectively. The result indicated that computer was the most available e-readiness resources used in museums.

Table 3 indicated the use of electronic resources in the Museum as follows: CD-ROM (Mean= 4.09) was ranked highest among other electronic resource in museum such
Table 3. Research question two: How often do you use electronic resources in the museums?

<table>
<thead>
<tr>
<th>Utilization of electronic resources</th>
<th>Never (%)</th>
<th>Occasionally (%)</th>
<th>Once a month (%)</th>
<th>Twice a month (%)</th>
<th>Once a week (%)</th>
<th>Daily a week (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD-ROM</td>
<td>91 (45.5)</td>
<td>31 (15.5)</td>
<td>4 (2.0)</td>
<td>4 (2.0)</td>
<td>19 (9.5)</td>
<td>51 (25.5)</td>
<td>4.09</td>
<td>2.16</td>
</tr>
<tr>
<td>Website</td>
<td>17 (8.5)</td>
<td>115 (57.5)</td>
<td>4 (2.0)</td>
<td>7 (3.5)</td>
<td>2 (1.0)</td>
<td>55 (27.5)</td>
<td>3.87</td>
<td>1.86</td>
</tr>
<tr>
<td>Internet</td>
<td>10 (5.0)</td>
<td>106 (53.0)</td>
<td>5 (2.5)</td>
<td>2 (1.0)</td>
<td>14 (7.0)</td>
<td>63 (31.5)</td>
<td>3.54</td>
<td>1.91</td>
</tr>
<tr>
<td>Email</td>
<td>11 (5.5)</td>
<td>91 (45.5)</td>
<td>4 (2.0)</td>
<td>8 (4.0)</td>
<td>14 (7.0)</td>
<td>72 (36.0)</td>
<td>3.31</td>
<td>1.94</td>
</tr>
<tr>
<td>Computer</td>
<td>3 (1.5)</td>
<td>90 (45.0)</td>
<td>2 (1.0)</td>
<td>4 (2.0)</td>
<td>4 (2.0)</td>
<td>97 (48.5)</td>
<td>2.97</td>
<td>1.98</td>
</tr>
</tbody>
</table>

Table 4. Research question three: What types of information services are available in the museums?

<table>
<thead>
<tr>
<th>Services delivery</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided tour services</td>
<td>10 (5.0)</td>
<td>3 (1.5)</td>
<td>50 (25.0)</td>
<td>137 (68.5)</td>
<td>3.57</td>
<td>0.76</td>
</tr>
<tr>
<td>Outreach services</td>
<td>17 (8.5)</td>
<td>3 (1.5)</td>
<td>55 (27.5)</td>
<td>125 (62.5)</td>
<td>3.44</td>
<td>0.89</td>
</tr>
<tr>
<td>Users education</td>
<td>21 (10.5)</td>
<td>2 (1.0)</td>
<td>59 (29.5)</td>
<td>118 (59.0)</td>
<td>3.37</td>
<td>0.94</td>
</tr>
<tr>
<td>Cultural awareness services (CAS)</td>
<td>10 (5.0)</td>
<td>-</td>
<td>108 (54.0)</td>
<td>82 (41.0)</td>
<td>3.31</td>
<td>0.72</td>
</tr>
<tr>
<td>Selective Dissemination of information</td>
<td>29 (14.5)</td>
<td>8 (4.0)</td>
<td>108 (54.0)</td>
<td>55 (27.5)</td>
<td>2.94</td>
<td>0.95</td>
</tr>
<tr>
<td>Internet services</td>
<td>38 (19.0)</td>
<td>77 (38.5)</td>
<td>57 (28.5)</td>
<td>28 (14.0)</td>
<td>2.38</td>
<td>0.95</td>
</tr>
<tr>
<td>Photocopy services</td>
<td>111 (55.5)</td>
<td>5 (2.5)</td>
<td>51 (25.5)</td>
<td>33 (16.5)</td>
<td>2.03</td>
<td>1.22</td>
</tr>
</tbody>
</table>

as website (Mean=3.87), internet (Mean=3.54), e-mail (Mean=3.31) and computer (Mean=2.97) respectively. The result showed that CD-ROM was the mostly used electronic resources in the museums.

Table 4 showed that the ranking of types of information services available in the museum is as follows; guided tour services (Mean=3.57) was ranked highest by their mean score rating and was followed by outreach services (Mean=3.44), users education (Mean=3.37), cultural awareness services (CAS) (Mean=3.31), selective dissemination of information (Mean=2.94), internet services (Mean=2.38) and lastly by photocopy services (Mean=2.03). This implies that guided tour services were mostly information services used in the museums.

Table 5 ranked the benefits of using electronic resources is as follows; faster delivery of information (Mean=3.53) was ranked highest by their mean score rating and was followed by effective service delivery by museum staff (Mean=3.40), bringing visitors into interactive with museum objects (Mean=3.40), easy access to electronic resources (Mean=3.39), better user satisfaction (Mean=3.34), save visitors’ time on searching (Mean=3.34), access to museum services off location (Mean=3.30) and lastly by access to more web based resources (Mean=3.27) respectively. The mean of ranking indicated that electronic resources makes information delivery faster in museums. This implies that electronic resources will be of the benefits of e-readiness of using electronic resources.

Table 6 ranked challenges of using electronic resources in the museums as follows; erratic power supply (Mean = 3.28) was ranked highest by their mean score rating and was followed by poor internet connectivity (Mean=3.19), lack of software resources in museum (Mean=3.17), computer malfunctioning and access to database (Mean=3.11), lack of ICT skills (Mean=3.08), costly to access and use (Mean=3.07), technological constrains (Mean=3.05), difficulty to access (Mean=3.02), lack of training and support of staff and visitors (Mean=3.02), lack of technical know-how (Mean=2.97) and lastly by social factors (Mean=2.94) respectively. It indicated that erratic power supply was the most challenging problem faced while using electronic resources readiness in the museums. The implication is that e-readiness will continue to suffer until the electricity is stabilized.

Table 7 ranked the level of electronic readiness in the museums was as follows; e-mail (Mean=2.31) was ranked highest by their mean score rating and was followed by Museum website (Mean=2.28), internet (Mean=2.19), Purchase of ICT equipment (Mean=2.16), e-readiness policy (Mean=1.94), software (Mean=1.92), online database such as WEB, FLICKR, TWEET, FACEBOOK (Mean=1.78) and lastly by CD-ROM (Mean=1.77). This implied that e-mail was the only e-readiness resource which was mostly used by museums professionals.

DISCUSSION

Findings of this study were based on users and their perception of availability of electronic readiness and use of electronic readiness by professional museum staff of
The result of the study indicated that computer was the most available e-readiness resource used in museums. There is significant relationship between electronic readiness on information services and museum readiness on information services. This was supported by several studies which have linked electronic readiness to museum readiness on information services, (Donovan, 1997). The use of e-readiness resources such as software is important to museum because its level of availability has strong predictor on how well a museum can perform in the service delivery. One of the results indicated that computer was the most available e-readiness resources used in museums. This implied that museum professionals need to adequately and effectively use electronic resources. This was supported by several studies which have linked e-readiness appraisal with use of e-readiness resources, (Donovan, 1997).

### Table 5. Research question four: What are the benefits of using electronic resources in museums?

<table>
<thead>
<tr>
<th>Benefits of using electronic resources</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faster delivery of information</td>
<td>18 (9.0)</td>
<td>4 (2.0)</td>
<td>33 (16.5)</td>
<td>145 (72.5)</td>
<td>3.53</td>
<td>0.91</td>
</tr>
<tr>
<td>Effective service delivery by museum staff</td>
<td>22 (11.0)</td>
<td>2 (1.0)</td>
<td>51 (25.5)</td>
<td>125 (62.5)</td>
<td>3.40</td>
<td>0.96</td>
</tr>
<tr>
<td>Bringing visitors into interactive with museum objects</td>
<td>20 (10.0)</td>
<td>2 (1.0)</td>
<td>55 (27.5)</td>
<td>123 (61.5)</td>
<td>3.40</td>
<td>0.93</td>
</tr>
<tr>
<td>Easy access to electronic resources</td>
<td>25 (12.5)</td>
<td>1 (0.5)</td>
<td>44 (22.0)</td>
<td>130 (65.0)</td>
<td>3.39</td>
<td>1.00</td>
</tr>
<tr>
<td>Better user satisfaction</td>
<td>26 (13.0)</td>
<td>7 (3.5)</td>
<td>41 (20.5)</td>
<td>126 (63.0)</td>
<td>3.34</td>
<td>1.04</td>
</tr>
<tr>
<td>Save visitor's time on searching</td>
<td>27 (13.5)</td>
<td>3 (1.5)</td>
<td>45 (22.5)</td>
<td>125 (62.5)</td>
<td>3.34</td>
<td>1.03</td>
</tr>
<tr>
<td>Access to museum services off location</td>
<td>24 (12.0)</td>
<td>4 (2.0)</td>
<td>60 (30.0)</td>
<td>112 (56.0)</td>
<td>3.30</td>
<td>0.99</td>
</tr>
<tr>
<td>Access to more web based resources</td>
<td>30 (15.0)</td>
<td>6 (3.0)</td>
<td>44 (22.0)</td>
<td>120 (60.0)</td>
<td>3.27</td>
<td>1.08</td>
</tr>
</tbody>
</table>

### Table 6. Research question five: What are the challenges of using electronic resources in the museum?

<table>
<thead>
<tr>
<th>Challenges of using electronic resources</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>A (%)</th>
<th>SA (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erratic power supply</td>
<td>27 (13.5)</td>
<td>14 (7.0)</td>
<td>35 (17.5)</td>
<td>124 (62.0)</td>
<td>3.28</td>
<td>1.08</td>
</tr>
<tr>
<td>Poor internet connectivity</td>
<td>36 (18.0)</td>
<td>11 (5.5)</td>
<td>32 (16.0)</td>
<td>121 (60.5)</td>
<td>3.19</td>
<td>1.16</td>
</tr>
<tr>
<td>Lack of software resources in museum</td>
<td>37 (18.5)</td>
<td>8 (4.0)</td>
<td>38 (19.0)</td>
<td>117 (58.5)</td>
<td>3.17</td>
<td>1.16</td>
</tr>
<tr>
<td>Computer malfunctioning and access to database</td>
<td>28 (14.0)</td>
<td>26 (13.0)</td>
<td>43 (21.5)</td>
<td>103 (51.5)</td>
<td>3.11</td>
<td>1.10</td>
</tr>
<tr>
<td>Lack of ICT skills</td>
<td>37 (18.5)</td>
<td>15 (7.5)</td>
<td>44 (22.0)</td>
<td>104 (52.0)</td>
<td>3.08</td>
<td>1.16</td>
</tr>
<tr>
<td>Costly to access and use</td>
<td>34 (17.0)</td>
<td>22 (11.0)</td>
<td>41 (20.5)</td>
<td>103 (51.5)</td>
<td>3.07</td>
<td>1.14</td>
</tr>
<tr>
<td>Technological constrains</td>
<td>38 (19.0)</td>
<td>16 (8.0)</td>
<td>44 (22.0)</td>
<td>102 (51.0)</td>
<td>3.05</td>
<td>1.16</td>
</tr>
<tr>
<td>Difficulty to access</td>
<td>45 (22.5)</td>
<td>13 (6.5)</td>
<td>36 (18.0)</td>
<td>106 (53.0)</td>
<td>3.02</td>
<td>1.23</td>
</tr>
<tr>
<td>Lack of training and support of staff and visitors</td>
<td>38 (19.0)</td>
<td>24 (12.0)</td>
<td>34 (17.0)</td>
<td>104 (52.0)</td>
<td>3.02</td>
<td>1.19</td>
</tr>
<tr>
<td>Lack of technical know-how</td>
<td>41 (20.5)</td>
<td>19 (9.5)</td>
<td>46 (23.0)</td>
<td>94 (47.0)</td>
<td>2.97</td>
<td>1.18</td>
</tr>
<tr>
<td>Social factors</td>
<td>38 (19.0)</td>
<td>29 (14.5)</td>
<td>41 (20.5)</td>
<td>92 (46.0)</td>
<td>2.94</td>
<td>1.17</td>
</tr>
</tbody>
</table>

### Table 7. Research question six: What is the level of electronic readiness in your museum?

<table>
<thead>
<tr>
<th>Appraisal of e-readiness</th>
<th>NA (%)</th>
<th>NRA (%)</th>
<th>RA (%)</th>
<th>VRA (%)</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>39 (19.5)</td>
<td>80 (40.0)</td>
<td>61 (30.5)</td>
<td>20 (10.0)</td>
<td>2.31</td>
<td>0.90</td>
</tr>
<tr>
<td>Museum website</td>
<td>39 (19.5)</td>
<td>84 (42.0)</td>
<td>59 (29.5)</td>
<td>18 (9.0)</td>
<td>2.28</td>
<td>0.88</td>
</tr>
<tr>
<td>Internet</td>
<td>43 (21.5)</td>
<td>97 (48.5)</td>
<td>40 (20.0)</td>
<td>20 (10.0)</td>
<td>2.19</td>
<td>0.89</td>
</tr>
<tr>
<td>Purchase of ICT equipment</td>
<td>44 (22.0)</td>
<td>96 (48.0)</td>
<td>45 (22.5)</td>
<td>15 (7.5)</td>
<td>2.16</td>
<td>0.85</td>
</tr>
<tr>
<td>e-readiness policy</td>
<td>73 (36.5)</td>
<td>78 (39.0)</td>
<td>36 (18.0)</td>
<td>13 (6.5)</td>
<td>1.94</td>
<td>0.90</td>
</tr>
<tr>
<td>Software</td>
<td>95 (47.5)</td>
<td>37 (18.5)</td>
<td>56 (28.0)</td>
<td>12 (6.0)</td>
<td>1.92</td>
<td>1.00</td>
</tr>
<tr>
<td>Online database such as WEB, FLICKR, TWITTER, FACEBOOK</td>
<td>111 (55.5)</td>
<td>36 (18.0)</td>
<td>40 (20.0)</td>
<td>13 (6.5)</td>
<td>1.78</td>
<td>0.98</td>
</tr>
<tr>
<td>CD-ROM</td>
<td>105 (52.5)</td>
<td>45 (22.5)</td>
<td>41 (20.5)</td>
<td>9 (4.5)</td>
<td>1.77</td>
<td>0.93</td>
</tr>
</tbody>
</table>

National Commission for Museums and Monuments performance. Questionnaires were designed and administered to museum users respectively. The study examines the demographic variables of museum professionals; individual human behaviour tends to vary with demographic factors. It is therefore pertinent to understand their demographic variables.

However, findings identified aforementioned from the various tables showed that analyses of responsibilities of e-readiness resources are prerequisite to the e-readiness study. The use of e-readiness resources such as software is important to museum because its level of
delivery.

This brings into the focus that the increased prevalence of electronic will allow museums to consider and use of ICT as a channel, to disseminate objects, exhibitions and museums services to current or potential visitors and researchers; however little is known of the user attitude toward this practice before now. Also, available services in the museums had shown that, guided tours has the highest mean of scoring, this implies that guided tour services were mostly information services used in the museums.

The findings also substantiate the complement roles of analysis of e-readiness recourses and the benefits of using the available e-resources. This means that an e-readiness would provide policy makers with a detailed scorecard of their economy’s competitiveness relative to its international counterparts. This fact corroborates Bui (2003) findings in which he asserts that countries are striving to become inclusive global information societies where all persons without distinction are empowered to create, receive, share and utilize information for their economic, social, cultural and political development. Therefore any country that is not electronically advanced is lagging behind in world trend.

Computer is the most available e-readiness resources used in museums by museum professionals despite all other electronic readiness resources to preserve objects as evidence of the past. As a representation of a museum collection, the records database itself has become a new entity. In a digital environment like CD-ROM or the internet a museum object is subject to new physical characteristics. The users now interact with not a collection of objects but an electronically coordinated collection and records. Taking into account the importance of autonomy and single visitors in a museum context, electronic is not only proposed to be able to personalize the experience and allow the consumer to move beyond the constraint of museum managers and interact with museum professionals but also enhances multiple-users access concurrently.

Interactive concepts of edutainment and entertainment will enhance service provision as noted by Pierroux (1998). Electronic can provide a mix of standardized services, and personalized services. Electronic readiness fast-tracks information delivery in the museums as confirmed by Ross (2001) in the review of related literature to this study in more than 70% of UK population has access to web technologies, from their homes, schools or offices.

Conclusion

Traditional museums are expected to engage in electronic readiness to enhance learning experience and entertainment, the sector still needs more innovative ideas and further research. Museums certainly not have sufficient in-house expertise to launch an electronic readiness project services without some external help. However, it can be argued that an electronic readiness services in museums does not necessarily involve great costs.

RECOMMENDATION

1. The country’s museums must be electronically technology talking into account the importance of autonomy and single visitors in a museum context.
2. Electronic is proposed to be able to personalize the experience and allow the consumer to move beyond the constraint of museum managers.
3. Interactive concepts of edutainment and entertainment will enhance service provision.
4. There is need for adequate infrastructural commensurate to electronic capacity must be provided to the museums.
5. There must be improved funding of the museums. Museums managers should source fund rather than relying on government for grants all of the time.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

REFERENCES


Full Length Research Paper

Library value through user satisfaction: The case of academic libraries in Ghana

Evelyn Ogboo Apronti Tetteh¹ and Lydia Nyantakyi-Baah²

¹Library, Methodist University College, Accra, Ghana.
²Library, Ghana Institute of Journalism, Accra, Ghana.

Received 29 April, 2019; Accepted 22 July, 2019

The study is an investigative survey of library users’ satisfaction of library services, resources, staff conduct and impact of the library on the academic achievements of users. Qualitative data was collected from College students, faculty and library staff of two academic libraries in Ghana using questionnaires and interview instruments. The survey established that library services, information resources and the physical library environment have value because users have shown high satisfaction of them. Material lending, photocopying, library space and staff conduct recorded higher level of satisfaction. It is however recommended that academic libraries in Ghana should be equipped with online resources, adequate and knowledgeable staff, and computer systems with high broadband. Also, libraries should endeavor to market library services and resources in order to demonstrate value among stakeholders.

Key words: Library value, library impact, user satisfaction, Ghana, information resources, service quality, staff conduct.

INTRODUCTION

Value creation is an exercise engaged in mostly by businesses in highly competitive industries with the aim of providing customers with a defined notion of value and the reasons to choose their products and services over that of their competitors (Zhang and Chen, 2008). The value of the academic library to its users has become a critical issue in the management of academic libraries. Librarians are now concerned with how the library services and resources benefit the students’ success, faculty and the overall institutional aim. For academic libraries to be successful, not just in these uncertain times, but in the future, Thomas (2010) 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.

Academic libraries are in competition with other sectors of their institutions for limited funding due to budgetary pressures (Tripathi and Jeevan, 2013) as cited in Tetteh (2018). This confirms Heider et al. (2012)’s claim that due to financial challenges, departments and divisions in higher education institutions are being examined for their
impact on the overall performance of their institutions. As a result, many academic libraries too have been asked to assess the value of their resources and services to teaching, learning and research. This supports a report that due to financial constraints, libraries in developing countries have difficulty paying for e-resources (Asamoah-Hassan, 2014). Besides, the emergence of new sources of information as a result of technological innovations has negatively affected the image of libraries (Hinchliffe, 2011; Ribble, 2011) In view of these, academic libraries are being called upon to demonstrate their value in order not to become peripheral to the activities of the institutions they serve.

Germano (2011) investigating cause of and remedy for the decline value of libraries, asserted that lack of competition is the underlying factor for the decline of library’s value. However, this is not a problem with products and services, instead a lack of marketing of library’s usefulness. Libraries are therefore being called upon to establish a ‘societal, cultural and educational benefits of libraries’ that is reflective of user needs. Also, a more sophisticated marketing, customer communication and service delivery which is based on users’ needs should be employed to justify library usefulness, and demonstrate their impact and value by evaluating their resources, their services, their contribution to the realization of their institutions’ mission and goals as well as their return on investment in order to find out practical ways to ensure continuous improvement in service performance (McCreadie, 2013). According to McCreadie (2013), libraries are well perceived by faculty. In developing countries, the value of the library is determined by the quality of the collection. However, in the developed world, it has been realised that access to materials is no longer critical, rather collaborative relationship between librarians and faculty through general marketing of library’s support for teaching and research is key to demonstrating value. This confirms the assertion that library marketing raises the library’s profile among teaching and research staff (Creaser and Spezi, 2012). Besides, Albert (2014) established that libraries are able to demonstrate value when they collect data on usage and impact of their support to their institutions. This supports the claim that libraries must go beyond evaluating their services to communicate the results of the evaluation in order to demonstrate value (Hinchliffe, 2011).

The study aims to assess the value of the Ghana Institute of Journalism (GIJ) and Ashesi University libraries based on user satisfaction. This research used the explicit approaches to measure the value of library resources, services and physical environment. This is done by investigating the following:

1. Users’ satisfaction with library services,
2. Users’ satisfaction with library resources
3. Users’ satisfaction with staff conduct.

4. Contribution of the library to the academics of users

The motivation for this study is to demonstrate the value of the library in order to justify funding for resources, as well as identify users’ needs towards better service provision. Putting this study into perspective, some existing literatures have been reviewed.

Demonstrating the value of academic library

Throughout history, academic libraries have served their institutions as repository, information provider, recreational facility, computer and information literacy training provider, and advocate among others. These services evolved as a result of changing needs of users and community. In spite of these achievements, libraries are said to be struggling with expressing and quantifying their value to stakeholders (Jaeger et al., 2011).

Tenopir (2011), discussing ways of measuring the value of library products and services mentioned:

1. The implicit value where focus is put on downloads or usage logs. This approach assumes that because the library is used, it has value. This however does not show purpose, satisfaction or outcome.
2. Explicit value focuses on the impact or the outcome on research, teaching and learning,
3. Derived value deals with the cost benefits of library resources. This is also referred to as Return on Investment (ROI).

According to Tenopir (2011), Tenopir et al. (2009b) and Tenopir et al. (2009a), most libraries have demonstrated implicit value for some time using usage statistics. For instance, Tenopir (2011) stated that usage logs revealed increase in downloads of e-resources over the last decade. Besides, a reading survey showed that reading among academics increased steadily from 150 articles in 1977 to about 280 by 2006 over the past. Implicit value assessment however does not demonstrate purpose, satisfaction or outcome of use, hence Tenopir (2011) advocated that the value of library should not only focus on implicit value where focus is put on downloads or usage logs but also on the explicit and derived values where impact on research, teaching and learning, and the cost benefits of library resources are assessed.

Some researches built upon this approach by not just collecting frequency of use but also assessing the purpose, motivations and outcomes. In a study of seven universities in the USA and Australia in 2004 to 2006, it was discovered that half of the scholarly article readings were for research purpose. Furthermore, Cobblah and Van Der Walt (2016), Dunne et al. (2013) and Botha et al. (2009) demonstrated explicit value of libraries by assessing user satisfaction of library services, resources and expertise. A survey conducted by the School of
Library and Information Science at the University of South Carolina reported that 92% of users think that library improves the overall quality of life and 73% feels that the library enhances personal fulfilment (Jaeger et al., 2011). Similarly, Sriram and Rajev (2014) and Poll (2012) posited that impact and outcome is required to establish value. Moreover, Chandrashekar and Adithya (2013), Aninawati (2011) and Harvey (2004) demonstrated library value by assessing the acquisition process of library materials, use of budget and maintenance of stock.

The popularity of the explicit value approach was due to the development of some methods and standards of assessing library services and resources. Markless and Streatfield (2006) identified four criteria for measuring users’ satisfaction with library resources:

1. Attitudinal change or change of perception
2. Knowledge about sources of relevant information.
3. Behavioural change – doing things differently
4. Doing things more effectively.

Furthermore, the SCONUL Impact Initiative also proposed stages in assessing the impact of higher education libraries (Payne, 2006). Also, library collaborations have developed toolkits, methods and procedures such as the ACRL Standards 2011, LQAF (Library Quality Assessment Framework) for NHS libraries in England, the new international standard, and the ISO 16439 to provide clarity and consistency to library assessments (Hiller, 2013; Poll, 2013, 2012; Dunne et al., 2013). Moreover, Weightman et al. (2009) and Abels et al. (2002) made separate contributions on measuring the impact of health libraries.

Despite the above measures, Dunne et al. (2013) asserted that measuring satisfaction is problematic because:

1. LIS impact studies tend to rely on users subjective views.
2. It is difficult to isolate cause and effect as they apply to use of service and subsequent change.

This notwithstanding, LIS impact study can still be useful as long as researchers accept their limitations, reduce bias and make the study relevant to learn from Urquhart (2004).

In recent times, policy makers and business minded stakeholders especially sponsors require library value measurement based on fiscal benefits of resources. In response to this, libraries especially public libraries adopted the Return on Investment (ROI) approach to demonstrating value, which associates library services with costs or potential prices. Libraries in Wisconsin, Pennsylvania, Florida and South Carolina have used the ROI model (Jaeger et al., 2011). Also, Sykes (2003) asserted that “library value is often seen through the lens of a business model particularly a Return on Investment perspective”. The approach involves the use of ‘value calculators’ which quantifies library value into the amount of money saved when a user borrows from the library rather than paying for the material. The problem with these concepts is that, the accuracy of services listed and corresponding prices quoted cannot be established. The risk associated with this therefore is that, ‘the services could appear too expensive or simply cost-inefficient’ thus ‘creating negative reactions’ (Germano, 2011). Jaeger et al. (2011) also argued that since libraries are social institutions, translating their services and products into monetary terms becomes unsuccessful. Explaining further, the research stated that information, knowledge and data do not have monetary value unless they are used to create a commodity then perhaps monetary figure can be imposed.

Another way by which library (especially public library) value has been demonstrated was by looking at library usage during times of economic crisis such as the Great Depression and the decade old economic crunch. Jaeger et al. (2011) citing Griffiths and King (2011); Carlton (2009); Yates (2009), Gwinn (2009), Jackson (2009), and van Sant (2009) reported that in the USA during the economic crunch, library usage increased significantly as patrons sought internet access, assistance to apply for jobs, social services and options for entertainment among others. Statistics collected shown that there was 5% increase in library cards issues, 10% increase in library visits and 17% increase in visits to library websites. In the studies, internet service revealed great potential to measure and express the economic value of public libraries by enabling assistance in education, technological literacy, job seeking, applications for social services, and other measurable contributions to the economy. About 3.7 million people have been reported to have successfully obtained employment through the use of library computer service (Jaeger et al., 2011).

In view of the limitation with measuring library satisfaction, Tanner (2012) suggested both the economic value and the social value approaches for demonstrating library value. It is also necessary for libraries to share assessment data with stakeholders to facilitate funding. Consequently, libraries should demonstrate value by establishing the intrinsic worth of their services based on patrons’ needs. This can be done by assessing the need of users and understanding the industry in which libraries operate so as to offer more attractive options for potential users who patronise other information providers.

User satisfaction as an indicator of library value

According to Hernon and Altman (2010), “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 and Yawe, 2014). Therefore, satisfaction can be personal and it is the degree at 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) explained that a user’s respond while a service is being delivered or after service delivery is indicative of user satisfaction. 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. In service organisations, satisfaction plays a major role, and according to Alasandi and Bankapur (2014), it is the positive feeling created after receiving a service that makes users desire to use the service again. In view of this, all libraries strive to satisfy the information needs and expectations of users (WARRAICH AND AMEEN, 2011). According to Bua and Yawe (2014), the extent to which an academic library services satisfy its users defines how effective or efficient that library is. For the purpose of this study, user satisfaction shall mean the fulfillment of users’ (students and faculty staff) expectations and needs as they use the library services and resources for learning, teaching, research and other purposes.

Academic libraries provide services and information resources ranging from print publications, e-resources, conducive environment, book lending, reference services, catalogue, photocopying, printing, study desks, computer and ICT facilities, information retrieval and delivery services, user information alert, interlibrary loan, research support, publishing support, technical support, information literacy, advocacy and policy formulation functions among others. These have been identified as key determinants of service quality in the libraries. Sriram and Rajev (2014) cited Abagai (1993) who also ascertained that the availability of the skilled staff, knowledge materials and physical environment can guarantee user satisfaction. Onuoha (2010) also assessed library services at Babcock University in Nigeria, and the findings revealed that circulation service, reference, photocopy and binding services were considered by the majority of the respondents to be effective, while compilation of bibliographies, indexing and interlibrary loan services were considered to be ineffective. Biradara et al. (2009) and Martin (2003) investigated the quality of library services and their findings revealed that the users were generally satisfied with library services but had specific concerns with areas such as access to electronic resources, catalogues and insufficient space.

Also, in a study conducted by Mohindra and Kumar (2015) to assess library service quality (LSQ) base on user satisfaction of AC Joshi Library, Panjab University in Chandigarh, India, found that library environment and library services outsored library collections in predicting user satisfaction. The findings of another study on a Malaysian University also revealed that (i) academic staff perceive the quality of library services to be just above average, (ii) library staff are considered quite helpful and able to instil confidence in library users, (iii) academic staff also believe that the library has a positive impact on their teaching, learning and research, and (iv) the overall satisfaction with the library services received a satisfactory rating (Kiran, 2010). Besides, Heider et al. (2012) recorded that studies have shown that library materials contribute to faculty’s publications as a result, faculty’s comment on their evaluation of resources and services was that libraries should expand access to e-resources and e-services. Other researches on the value of libraries based their assessment on the relevance of libraries’ collections – both print and electronic (Heider et al., 2012).

Furthermore, printing and photocopying facilities were found to have significant impact on user satisfaction in the Sur University College Library, Sultanate of Oman (Sriram and Rajev, 2014). Also, Cobblah and Van Der Walt (2016) investigated the contribution of effective library and information services to academic achievements at universities in Ghana and concluded that there was a correlation between effective library and information services, and academic achievements at the universities in Ghana. The study also established that library users were generally satisfied with the services provided. The provision of study space, book lending and internet services were the most effective and highly patronised services. The study also indicated that inadequate staff training programmes affected the ability of library staff to deliver effective library services.

These literatures have established that library collections, services and facilities include space, are key to user satisfaction. As stated earlier, user satisfaction is a personal response which can be determined by the needs and expectations of the user, hence even though some found satisfaction in library collections, others were impressed with services and yet others were pleased with library facilities such as computer, internet and space. It can also be realised that while earlier researches employed user satisfaction to determine implicit value of libraries, later publications established the explicit value of libraries which focuses on the impact of library services and products, to establish user satisfaction.

Effects of library use on student’s academic achievement

Academic libraries are essential in providing information resources and services to support teaching, learning and research. Vichea et al. (2017) supported this statement with the assertion that information is very important in order to achieve academic success. In view of this, many
researches have established a strong correlation between library use and students' performance. Investigating library use at Huddersfield University, West Yorkshire, Goodall and Pattern (2011) acknowledged that students who read more; as measured in terms of borrowing books and accessing electronic resources attain better grades. In addition, Cox and Jantti (2012) and Wells (1995) assessed the impact of library use at the University of Wollongong, New South Wales and the University of Western Sydney, Macarthur respectively and established that there was strong correlation between students’ grades and use of library information resource. This is supported by a study done to evaluate the impact of library on students’ retention and performance in the University of Minnesota, Minneapolis. The findings of the study suggested that “first-time, first-year undergraduate students who used the library had higher GPA for their first semester and higher retention from fall to spring than non-library users (Soria et al., 2017).

In another study however, the relationship between academic performance of students and library use could only be established partially (De Jager, 1997). This raised the question as to whether books borrowed from library were always read or understood by students. This notwithstanding, majority opinion still established that library use positively impacts students’ academic success. It has also been established that, “undergraduates attending research universities with greater academic library resources had higher self-reported gains in critical thinking” (Whitmire, 2002). Moreover, Atta-Obeng (2016) citing Amusan et al. (2012), Wijetunge (2000), Haggstrom (2004), Igbinovia (2016) and Eve et al. (2007) ascertained the contributions of academic libraries in promoting lifelong learning skills such as information literacy skills, research publishing, communication, presentation skills, ICT skills, and students’ ability to collaborate and share knowledge. Through this, libraries would be able to resolve the demand for accountability for students’ achievements. In essence, libraries should not only focus on usage and download counts as well as users impressions to determine library value. The trends are changing where libraries are being required to also establish value through impact. In this study, user satisfaction has been used to establish both the implicit and explicit values of libraries.

RESEARCH DESIGN

The study is a survey of two university libraries namely, the Ghana Institute of Journalism (GIJ) Library, and Todd and Ruth Warren Library, Ashesi University College (AUC), Ghana. The researchers used questionnaires and interviews to collect qualitative data from third year students, faculty and library staff on their perceptions of the libraries’ resources and services. Faculty and library staff were interviewed while third year students were given questionnaires consisting of open and close-ended questions to complete. The reasons for choosing third year students are because most of them were continuing students who had the opportunity to use the library for a long period. Also, from observation, unlike final year students who due to the intensity of their academic work are not willing to participate in other activities, third year students are more available and willing.

Four hundred and ninety-six (496) third year continuing students were proportionally sampled from a total student population of 2,216 from both universities. This constitutes 349 out of 1,697 students from GIJ and 147 out of 619 students from Ashesi University College (AUC). Since not all the 349 GIJ students were continuing students, purposive sampling was used to further select the 185 continuing students out of a total of 349 third year students. To enhance the response rate and also to have different opinions of the quality and value of the library’s services, 30 out of 45 faculty staff were sampled from both institutions base on their availability at the time of data collection. This constitutes 15 out of 26 faculty staff from GIJ and 15 out of 19 faculty staff from AUC. Eight (8) out of 10 professional and para-professional library staff were also sampled purposively for interview. This constitutes 5 out of 6 GIJ library staff and 3 out of 4 AUC library staff. In all, data was collected from a total of 370 respondents sampled out of a population of 2,271 students, faculty and library staff.

The response rate for the questionnaires was 73% (135) for GIJ and 83% (120) for AUC while that of faculty and library staff was 100% for each of the institutions.

The researchers used both open-ended and close-ended questions. The close-ended question comprises both multiple options and rank scaled questions. The questionnaires for GIJ differ slightly from that of AUC in that, questions on e-resources and reprographic services are excluded because the library did not offer those services.

The questionnaire constitutes questions on (a) requested background data of respondents, (b) availability and evidence of usage of services and purposes for which the services are used, (c) the awareness of the various services provided by the libraries, (d) users’ perceptions of service quality, and (e) perceptions of the value of using the library services.

Some of the questions were adopted from the data collection instruments employed by McCreadie (2013) in her investigation into library value in selected developing countries. 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. Examples of questions adopted from McCreadie are: On 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?

The questionnaires were self-administered at the libraries and lecture halls of both institutions because the respondents were within reach.

Unstructured interviews were conducted in the offices of the respondents (faculty and library staff) by the researcher after booking appointments with the lecturers and library staff. The interviews were recorded and later transcribed.

SPSS 21.0 was used to organize and analyse the data. Data was analysed using the descriptive and frequency distribution methods of data analysis. Findings were illustrated using tables and graphs.

RESULTS AND DISCUSSION

Users’ satisfaction with library services

According to Albert (2014), libraries are able to
Table 1. Users’ perception of library services.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Orientation</th>
<th>Bibliographic instruction</th>
<th>Computer/Internet services</th>
<th>Lending</th>
<th>Reference services</th>
<th>Photocopying</th>
<th>Total frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>32</td>
<td>14</td>
<td>18</td>
<td>59</td>
<td>23</td>
<td>59</td>
<td>205</td>
</tr>
<tr>
<td>Satisfied</td>
<td>102</td>
<td>95</td>
<td>130</td>
<td>135</td>
<td>123</td>
<td>55</td>
<td>640</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>42</td>
<td>39</td>
<td>67</td>
<td>26</td>
<td>45</td>
<td>5</td>
<td>224</td>
</tr>
<tr>
<td>No response</td>
<td>79</td>
<td>107</td>
<td>40</td>
<td>35</td>
<td>64</td>
<td>1</td>
<td>326</td>
</tr>
<tr>
<td>Total</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>255</td>
<td>120</td>
<td>1905</td>
</tr>
</tbody>
</table>

Table 2. Mean distribution of service variables.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>1.00</td>
<td>4.00</td>
<td>2.3412</td>
<td>1.04865</td>
</tr>
<tr>
<td>Bibliographic instruction</td>
<td>1.00</td>
<td>4.00</td>
<td>2.0627</td>
<td>1.00588</td>
</tr>
<tr>
<td>Computer/internet services</td>
<td>1.00</td>
<td>4.00</td>
<td>2.4941</td>
<td>0.84121</td>
</tr>
<tr>
<td>Lending</td>
<td>1.00</td>
<td>4.00</td>
<td>2.8549</td>
<td>0.92989</td>
</tr>
<tr>
<td>Reference services</td>
<td>1.00</td>
<td>4.00</td>
<td>2.4118</td>
<td>0.96344</td>
</tr>
<tr>
<td>Photocopying</td>
<td>1.00</td>
<td>4.00</td>
<td>3.4333</td>
<td>0.61812</td>
</tr>
</tbody>
</table>

demonstrate value when they collect data to assess library usage and impart. Also, according to Cobblah and Van Der Walt (2016), academic libraries need to critically examine the effectiveness of their services in order to judge their performance. In view of this, students, faculty and library staff of the GIJ and AUC were asked to value the quality of services offered in their libraries. The results are displayed in Tables 1 and 2.

It can be realised from Table 1 that photocopying services has less responses (120). This is because only one institution offered photocopying services. With a scale rating of 1 - 4 where 1 = ‘no response’, 2 = ‘dissatisfied’, 3 = ‘satisfied’ and 4 = ‘very satisfied’, the mean distribution of the variables for library services are captured in Table 2. As shown, orientation service records a mean of 2.3412, bibliographic records 2.0627, computer/internet services records 2.4941, lending service records 2.8549, reference services records 2.4118 and photocopying records 3.4333.

Comparing the means, it is obvious from the analysis that photocopying service has the highest level of satisfaction (m = 3.4333). The next level of satisfaction is scored by lending service (m = 2.8549). Comparatively, users derive the least level of satisfaction for bibliographic instruction service (m = 2.0627). In view of this, measures have to be taken to enhance bibliographic instruction. That notwithstanding, the mean of 2.0627 is moderate since it is within the middle of the scale (1-4). It can therefore be posited that, the general overview of users perception of library services is satisfactory.

The findings support the research of Sriram and Rajev (2014) that printing and photocopying facilities have significant impact on user satisfaction in the Sur University College Library, Sultanate of Oman. Cobblah and Van Der Walt (2016) also confirms this by asserting that “…library users were generally satisfied with the services provided by the university libraries”.

Again, the findings confirmed 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 and Afachao, 2012).

In spite of the generally high satisfaction for service, the study recorded some dissatisfaction. Figure 1 reveals the general perception of users on library services. A total of 34% of users gave no response or were dissatisfied with library services offered. The reason for not responding could probably be due to lack of awareness of the existence of the services, which equally shows poor service. Reasons for users’ dissatisfaction are revealed by responses from the interview where users complained that:

1. The libraries have few computers,
2. Slow internet,
3. No information literacy training for users and
4. Poor assistance for students’ projects.

This therefore requires necessary action to increase the computer systems and the broadband. Also, more library staff should be employed and trained to offer information literacy training and better assistance for students’ projects.
Satisfaction with staff conduct

With respect to staff conduct, a total of 86% of the respondents indicated satisfaction (Figure 2). The above perception was supported by a positive response from faculty staff. They were pleased with staff conduct and hard work irrespective of the challenges staff faced. Some lecturers commented as follows:

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

*I am very satisfied because the staffs are doing a good job, they are helpful. I am satisfied because they keep updating us on new resources all the time.*

Reasons for their satisfaction were that they offered instructional services, and library staff was dynamic, very helpful, update faculty on available materials, and they made it easier for faculty to access information.

These responses were confirmed by an annual satisfaction survey and feedback undertaken at the AUC. However, two of the library staff stressed that their users were satisfied but not completely satisfied, because of some challenges. In confirmation, 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.

Library staff from GIJ confirmed that users are satisfied with the services because they receive fewer complaints now from students.

This finding confirms the assertion of Hernon and Altman (2010) that the attitude of library staff when delivering service affects user satisfaction. It is clear that satisfaction with service was regarded as synonymous with how service providers conduct themselves in the process of service delivery.

On the other hand, 14% minority as shown in Figure 2 expressed dissatisfaction. This is probably due to complaint that staff do not interact with faculty to know their information needs. Also interview responses from faculty and library staff revealed that the number of library staff is too small and some library staff show bad attitude towards users. In response to poor attitude of staff, customer relation trainings have been undertaken with the hope of improving staff conduct. In effect the institutions surveyed would have to hire more library staff and train them to build the needed capacity to serve. This supports Cobblah and Van Der Walt (2016)’s claim that inadequate staff training affects library staff’s ability to deliver efficient service. The libraries should collaborate with faculty by introducing liaison librarianship service in the institutions.

Satisfaction with information resources

As indicated by Saikia and Gohain (2013), 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. Adeniran (2011) had also emphasised that meeting the information needs of library users demanded the provision of actual information resources that satisfy users. When students were asked to appraise the relevance of books, magazines, journals, online information resources, newspapers and other information resources in their libraries, Figure 3 shows that 80% majority respondents were satisfied with the information resources while 20% were dissatisfied.

In GIJ, staffs were divided on their opinion about information resources. Some faculty staff were satisfied with the information resources in the library, because they perceived the materials available to be relevant and meeting 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.

On the other hand, others 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 who was dissatisfied was:

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.

Fortunately, this complaint of lack of e-journals and e-books have been resolved since the GIJ library has recently joined the Consortium of Academic and Research Libraries in Ghana (CARLIGH) and now have
access to extensive electronic information resources.

Again, response from library staff confirms users’ dissatisfaction with information resources. Reason given being; most books on the open shelf areas were old. A comment from a library staff member was:

Users are generally satisfied with the reference materials but they express dissatisfaction with the materials on the open shelves though access to reference textbooks is restricted.

With regard to the AUC Library, interview responses from faculty and library staff indicated that the information resources were commendable. Only one faculty member complained that he was not satisfied with some of the magazines because they were not current. However, the rest were very impressed especially with the electronic resources. A faculty member made this comment:

I am satisfied because the electronic resources are relevant.

The library staff confirmed users’ satisfaction with a special mention of the textbook policy which enables individual student to have access to textbooks and to keep them till the end of a semester.

Both positive and negative responses revealed the importance of providing adequate and relevant information resources for libraries. This supports the argument that libraries are still relevant in spite of alternative sources of information.

Satisfaction with 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. Abbasi et al. (2014) recommended that the library should be situated in an appealing and attractive environment; it should have appropriate lighting systems because it creates a conducive atmosphere for learning. The fittings should be comfortable and attractive in appearance with enough balance between informal and study type seating.

When students were asked to evaluate the physical library building with its facilities, Figure 4 revealed that a total of 79% of respondents indicated that they were satisfied while (21%) thought that the library environment does not meet their expectation as far as a place of learning and conducting research is concerned. At AUC, reasons given for the dissatisfaction were noisy at night, crowding at certain times, and inadequate air condition.

All faculty staff interviewed 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.

Surprisingly in GIJ, even though majority of students were generally satisfied with the library environment, faculty and library staff was however not satisfied with the library environment. Perhaps students were considering the well organised nature of the library, besides, 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.

The perception of faculty was that the library environment was of 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 support the responses of the faculty staff about their dissatisfaction with the library environment. All library staff interviewed stated that the library space is too small; creating congestion during peak time. This finding therefore demands action to enhance the GIJ Library space.

Usefulness of the library to users

In assessing the contribution of library services to the academics of users, respondents were asked to give the kind of help received from the library and what that help enabled them to achieve. On a whole, 95.2% respondents have received various assistance from the libraries while only 4.8% had never received any help from the library as shown in Table 3. In one of the libraries, students received most help, with locating books or relevant materials (24.5% responses) and assistance in doing assignments and project work (14% 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. The following are comments from students:

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

This notwithstanding, the response from 4.8% that they have never received help from the library need to be addressed. This response could either be due to complained such as overcrowding, noise, poor staff attitude, and lack of irrelevant and inadequate resources of the respondents do not know the relevance of library to them. In either case, it is necessary that these complaints be addressed. Besides, library services and resources should be publicised. Also, off campus services should be introduced through online portals, so that all students can benefit from library services.

The respondents as displayed in Table 4 enumerated how the help they received from the library has impacted positively on their academic work. Sixty-four (23.8%) indicated that the use of the library enabled them to submit their assignments on time. Forty-two (15.6%) mentioned that the assistance from the library enabled them to understand their subjects. Another significant benefit that is worth noting is that ten (3.7%) of the respondents achieved a good grade in their exams. This confirms the claim by Soria et al.(2017) and Cox and Jantti (2012) that students who use the library frequently get higher GPA.

The other benefits such as the ability to search for the appropriate information online, ability to do project work, ability to acquire presentation skills and the ability to print and photocopy own work were also mentioned. Some of these skills mentioned have been confirmed by Atta-Obeng (2016) that academic libraries have enabled students to acquire lifelong learning skills like presentation and information literacy skills among others.

Below is a comment from a student:

Table 3. Help received from the library.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance with locating a book</td>
<td>72</td>
<td>24.5</td>
</tr>
<tr>
<td>Assistance with project work</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>Assistance with retrieving old newspapers</td>
<td>27</td>
<td>9.1</td>
</tr>
<tr>
<td>Assistance with orientation</td>
<td>31</td>
<td>10.5</td>
</tr>
<tr>
<td>Assistance with searching for scholarly materials online</td>
<td>29</td>
<td>9.9</td>
</tr>
<tr>
<td>Never received help from the library</td>
<td>14</td>
<td>4.8</td>
</tr>
<tr>
<td>They helped me with the photocopier when it jammed</td>
<td>34</td>
<td>11.6</td>
</tr>
<tr>
<td>They helped me with some literature searches</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>The library staff helped me print my assignment</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>The e-resources helped me do my literature review</td>
<td>7</td>
<td>2.4</td>
</tr>
<tr>
<td>I had my assignment bound in the library with the help of the staff</td>
<td>4</td>
<td>1.4</td>
</tr>
<tr>
<td>No response</td>
<td>23</td>
<td>7.8</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>294</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Number of respondents= 155
Table 4. Success with library use.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It enabled me do my assignment on time</td>
<td>64</td>
<td>23.8</td>
</tr>
<tr>
<td>It enabled me have a better understanding of the subject</td>
<td>42</td>
<td>15.6</td>
</tr>
<tr>
<td>It enabled me search for materials in the library</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>It enabled me do my project work</td>
<td>20</td>
<td>7.4</td>
</tr>
<tr>
<td>It enabled me search effectively the internet</td>
<td>10</td>
<td>3.7</td>
</tr>
<tr>
<td>It enabled me improve my oral presentation skills and self esteem</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>It enabled me get a good grade</td>
<td>10</td>
<td>3.7</td>
</tr>
<tr>
<td>It enabled me have the needed information for my project work</td>
<td>23</td>
<td>8.5</td>
</tr>
<tr>
<td>It enabled me seek alternative means of information</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>It assisted me print/photocopy my work</td>
<td>25</td>
<td>9.3</td>
</tr>
<tr>
<td>It helped me finish my work with ease</td>
<td>9</td>
<td>3.3</td>
</tr>
<tr>
<td>It helped me keep a better track of the books I borrow</td>
<td>1</td>
<td>0.4</td>
</tr>
<tr>
<td>The help made me enjoy my leisure reading in the library</td>
<td>2</td>
<td>0.8</td>
</tr>
<tr>
<td>No response</td>
<td>30</td>
<td>11.20</td>
</tr>
<tr>
<td><strong>Total responses</strong></td>
<td><strong>269</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Number of respondents = 255.

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.

The faculty staff also confirmed that the library had been helpful to them in their last research or project. Every faculty member interviewed had received help from the library especially in the area of facilitating access to relevant documents for various purposes. Here is a statement made by a faculty staff 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.

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.

Library staffs were also 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.

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
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.

CONCLUSION AND RECOMMENDATIONS

The survey has ascertained that academic libraries are of high value to both students and faculty. Library services, resources, physical environment and staff conduct all recorded high satisfaction. Among the services, book lending and photocopy services recorded highest levels of satisfaction. The study also revealed that through the library students have been able to obtain some lifelong learning skills such as presentation skills, ability to use internet, and the ability to find information materials in a library. Again, it was recorded that through the library some students got good grades. Moreover, 80% majority of respondents were satisfied with library information resources. This supports the argument that libraries are still relevant in spite of alternative sources of information. This confirms the impact of libraries as mentioned by Cobblah and Van Der Walt (2016). Furthermore, 79% majority of respondents showed satisfaction for the library environment. However, a total of 34% of respondents showed dissatisfaction with library services, 20% showed dissatisfaction with information resources and 21% showed dissatisfaction with library environment. Even though these are minority, their responses raise concerns for necessary measures to be taken. It is therefore recommended that the libraries should be equipped with relevant and adequate information resources. In respect to this, online resources are critical. In addition, the number of computers as well as the size of broadband should be increased to address challenges with online service delivery. Moreover, the number of library staff should be increased and continuous professional development provided to build their capacity to serve. This can improve staff conduct and facilitate collaboration between the library and stakeholders especially faculty. Furthermore, it is recommended that the library space be expanded and adequate air conditions provided to make the place comfortable and less noisy. Finally, marketing of library services and resources is highly recommended to create awareness, educate users and demonstrate value.

In conclusion, it should be reiterated that 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. By so doing, libraries will be able to meet the expectations of their stakeholders, demonstrate value to justify funding as well as establish their relevance over alternative sources of information.

Further research

The following are areas of further research necessary to compliment this study:

1. Users’ satisfaction with online services, staff ICT competence, advocacy and policy formulation functions of the library.
2. Library value from the perspective of university management.

Research limitations

The assessment of value was limited to users’ opinion. The perception of the universities’ management was not considered.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

REFERENCES


Folks are flocking to the library, a cozy place to look for a job: Books, computers and Wi-fi are free, but staffs are stressed by crowds, cutbacks. Wall Street Journal (15 January), p. A1.


Sykes J (2003). Value as calculation and value as contribution to the


