

# Assessment of Users' Satisfaction with Library Resources and Services at Bagabaga College of Education Library in Ghana

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**Abstract** – This study investigated users' satisfaction with library resources and services as well as purpose of visits at the Bagabaga College of Education (BACE) library in Tamale, Ghana. Three research questions were formulated to guide the study. The survey research design was adopted, using a population of 1043 students who were present on campus at the time of the study. A sample size of 105 was selected through random sampling technique. The instrument used for data collection was a questionnaire. Among the results of the study include users' satisfaction with online resources, news paper services and lending services. The study also revealed that users were dissatisfied with electronic support services and reprographic services respectively.

**Keywords:** Libraries, information resources, information services, users' satisfaction, purpose of visits, frequency of visits.

## I. INTRODUCTION

### 1.1 Background to the study

The significance of teacher education to national development can never be over emphasised. The quality of that education cannot be guaranteed without adequate educational facilities and key among them is the library. Bagabaga College of Education located in the Northern Region of Ghana was established in 1944 with the library. However, the name of the library was changed to the Kwame Nkrumah Centenary Library when Ghana celebrated the 100<sup>th</sup> birthday (1909-2009) of the first president of the country as a republic. The college was established to train academically sound, competent and disciplined professional teachers to teach in Ghanaian basic schools. Ogbekor, 2011 as cited in Yeboah et al (2018) states that a library is a collection of both published and unpublished books and other materials which are well organized, with competent staff that can assist users to meet their information needs. This point is further strengthened by Olanokun and Salisu as cited in Aghwotu and Alaowei (2016) who described the library as the nerve centre of an educational institution and a place where information is provided to serve all patrons irrespective of their ages, political and ethical background, religion, sex, etc.

The primary objective of libraries and their staff is to satisfy their patrons as far as practicable. Zeithman and Bitmar

(2000) as cited in Tiemo and Ateboh (2016) defined users' satisfaction as the means with which users determine that a product or service meet their required needs and expectations. This is similar to the findings by Iwhiwhu and Okorodudu (2012) and cited in Tiemo and Ateboh (2016) who found out that users' satisfaction with library information resources and services is a way in which users judge the adequacy of the library information resources and services rendered to them and also if their expectations are provided to them. Again, Adiniran (2011) as cited in Yeboah et al (2018) posited that the existence of an academic library is justified by its level of user satisfaction with its resources and services. In a similar manner, Ijiekhuamhen, Aghojare, and Ferdinan (2015) and cited in Yeboah et al (2018) argue that regular assessment of library resources should be employed as a management tool to ascertain the level of user satisfaction, and how the services could be improved.

### 1.2 Problem Statement

Colleges of Education were upgraded to tertiary status in 2008 following the recommendation of an Educational Review Committee Report in 2002. In Ghana, tertiary institutions are mandated to award diplomas and other higher degrees (Yeboah et al, 2018). With this upgrade, the expectation will be that libraries in the colleges would be adequately resourced with modern technology, professional staff and relevant information resources that can meet the information needs of their users. This study seeks to assess the level of user satisfaction with library resources and services at the Bagabaga College of Education Library in Ghana.

### 1.3 Objectives of the study

The study purposely wants to:

- Examine the level of users' satisfaction with library resources;
- Determine users' purpose of visits to the library;
- Determine the level of users' satisfaction with library services;

### 1.4 Research Questions

The study was guided by the following questions:

- What is the level of users' satisfaction with library resources?
- What are the purposes of visits by users to the library?
- What is the level of users' satisfaction with library services?

## II. LITERATURE REVIEW

One of the main functions of an academic library is to satisfy the information needs of its primary users in line with the prescribed curriculum of the institution which it serves. The users are the main part of the academic library. Yeboah et al (2018) state that library resources include all facilities, human and financial resources that help to make library resources available and accessible to users. The ability of the library to provide quality service to enhance teaching, learning and research depends a lot on the available resources. Simmonds (2011, cited in Adiniran, 2011) states that an academic library is expected to provide adequate materials to support teaching, learning and research in their mother institutions.

A study conducted by Edem and Edem (2002) on the level of utilization of reference resources in the University of Calabar Library revealed that users were satisfied with the quality of reference information sources services. Similarly, Ezeala and Yusuf (2011) investigated user satisfaction with library information resources and services at the Nigerian Agricultural Research Institute and found out that users were satisfied with duration of loan services, opening hours, the lightening system and the number of available computers. This is consistent with a study conducted by Oyelekan and Iyorsuun (2011) on the evaluative study of reader services in University of Agricultural Library, Markurdi which revealed readers' satisfaction with lending services, reserve materials services and bindery services. Other studies that indicated satisfaction by users with library services include; Saika and Gohain (2013), Ogbuiyi and Okpe (2013), Ikenwe and Adegbitero-Iwari (2014) and Tiemo and Ateboh (2016).

However, there are other studies that indicate dissatisfaction by users with library resources and services. The study conducted by Ezeala and Yusuf (2011) at the Nigerian Agricultural Research Institute as cited earlier showed that users were dissatisfied with the library orientation, photocopying services, bindery services; inter library loan services and electronic support services. A study by Saika and Gohan on users' satisfaction on library resources and services in Tezpur University (India) revealed that users were dissatisfied with mobile alert services. In the same vein, Ikolo (2015) investigated user satisfaction with library services at Delta State University and discovered that users were not satisfied with library services and collections.

## III. METHODOLOGY

The research design used for this study was the survey and questionnaire was used as the main instrument for data collection. The population of the study was made up of levels

100 and 200 students respectively of the college. The level 300 students were excluded from the study because they were out of the college for their off-campus teaching practice. The total population was 1043 and a sample size of 105 representing approximately 10% of the total population was used. The researcher administered and collected the questionnaires from the respondents. The random sampling technique was used to select respondents.

## IV. DATA ANALYSIS

All the questionnaires that were administered to the respondents were retrieved. Thus, there was a 100% response rate. The data collected in the study is presented below.

Table I. Age wise distribution of library users

Below 20	Male	%	Female	%	Total	%
21-30	48	45.7	32	30.4	80	76.1
31-40	13	12.3	12	11.4	25	23.8
41-50	0		0	0	0	0
Over 50	0		0	0	0	0

Source: Survey of the field, May, 2019

Table I shows that (76.1%) of respondents were males while (23.8%) were females. This represents the gender distribution of students who were involved in the survey as displayed in the table above.

Table II. Frequency of visits to the library

Frequency	No	%
Daily	22	20.9
Once a Week	25	23.8
Twice / more a week	26	24.7
Once a month	14	13.3
Twice/ more a month	10	9.5
Once/ Twice a semester	8	7.6
Never	0	0
<b>Total</b>	<b>105</b>	<b>100</b>

Source: Survey of the field May, 2019

As indicated in the table above, (20.9%) visit the library daily, (23.8%) visit the library weekly, (24.7%) visit twice/more a week, (13.3%) visit once a month, (9.5%) twice/more a month; (7.6%) once/twice a semester whereas none of the respondents never visited the library.

Table III. User Satisfaction with library resources

Type of Resource	Very Satisfied	Satisfied	Dissatisfied	Total
Reference Resources	23 (21.9%)	52 (49.5%)	30 (28.5%)	100
Online Databases	17 (16.1%)	45 (42.8%)	43 (40.9%)	100
Electronic Resources like CD ROMs	15 (14.2%)	28 (26.6%)	62 (59%)	100
Journals	21 (20%)	35 (33.3%)	49 (46.6%)	100
News Papers & Magazines	25 (23.8%)	39 (37.1%)	41 (39%)	100
Text Books	30 (28.5%)	41 (39%)	34 (32.3%)	100
Reference Materials in my subject area	19 (18%)	38 (36.1%)	48 (45.7%)	100
Computers for research	15 (14.2%)	23 (21.9%)	67 (63.8%)	100

Source: Survey of the field May, 2019

The table above shows that (21.9%) were very satisfied with reference resources, (49.5%) were satisfied while (28.5%) were dissatisfied with them. Only (16.1%) of the respondents were very satisfied with online databases, (42.8%) were satisfied whereas (40.9%) were dissatisfied. Whereas (14.2%) of the respondents were very satisfied with electronic resources like CD ROMs, (36.1%) were satisfied and (49.5%) were dissatisfied with them. (20%) of the respondents were very satisfied with journals, (33.3%) were satisfied while (46.9%) were dissatisfied. Whereas (23.8%) were very satisfied with news papers and magazines, (37.1%) were satisfied and (39%) were dissatisfied with them. For text books (28.5%) of the respondents were very satisfied, (39%) were satisfied while (32.35) were dissatisfied with them. While ((18%) of the respondents were very satisfied with reference materials in my subject area, (36.1%) were satisfied and (45.7%) were dissatisfied. Only (14.2%) of the respondents were very satisfied with the computers in the library, (21.9%) were satisfied and majority that is (63.8%) were dissatisfied with them.

Table IV. Purpose of visit to the library

Purpose	No	%
Borrow/checkout materials	17	16.1
Work on assignment/project	23	21.9
Prepare for exams	37	35.2
Read personal notes	20	19.04
Read for leisure	8	7.6
<b>TOTAL</b>	<b>105</b>	<b>100</b>

Source: Survey of the field May, 2019

Table IV shows that (16.1%) of respondents visited the library to borrow/checkout materials, (21.9%) visited to do project work/assignment, (35.2%) visited to prepare for examination,

(19.04%) visited to read personal notes, while (7.6%) visited to read for leisure.

Table V. User satisfaction with library services

Type	Very satisfied	Satisfied	Dissatisfied	%
Reference service	20 (19%)	23 (12.9)	62 (59%)	100
Electronic service	13 (12.3%)	21 (20%)	71 (67.3%)	100
Lending service	35 (33.3%)	57 (54%)	13 (12.3%)	100
Reprographic service	5(4.7%)	32 (30.4%)	68 (64.7%)	100
News Paper service	34 (32.5%)	35 (33.3%)	36 (34.3)	100
Internet service	12 (11.4%)	34 (32.3%)	59 (56.2%)	100
Orientation	40 (38%)	45 (42.8%)	20 (19%)	100
Bibliographic Instruction	37 (35.2%)	41 (39%)	27 (25.7%)	100

Source: Survey of the field May, 2019

Table V indicates that (38%) were very satisfied with orientation, (42.8%) satisfied, while (19%) were dissatisfied; (33.3%) were satisfied with lending services, (54%) satisfied, whereas (12.3%) were dissatisfied with lending services; (32.3%) were very satisfied with news paper services (33.5%) satisfied whereas (34.3%) were dissatisfied; (19%) were very satisfied with reference services, (12.9%) satisfied while (59%) were dissatisfied with reference services; (12.3%) were very satisfied with electronic support services, (20%) satisfied, whereas (67.3%) were dissatisfied; (11.4%) were very satisfied with internet services, (32.3%) were satisfied whereas (56.2%) were dissatisfied; (4.7%) were very satisfied with reprographic services, (30.4%) were satisfied, whereas (64.7%) were dissatisfied with reprographic services; (35.2%) were very satisfied with bibliographic instructions, (39%) are satisfied while (25.7%) were dissatisfied.

## V. DISCUSSIONS

The findings of the study revealed that (58%) of respondents were males while (41.8%) were females. The study is consistent with that of (Chong, 2002; Bar-llan et al., 2003; Patrick et al., 2015; Maina et al., 2017)) that men are heavier users of libraries and make more use of the complicated services. The findings also showed that majority (80%) of the respondents who were within the age bracket of (21- 30) years were more library users which is in agreement with (Lazinger et al., 1997; Bar-lian et al., 2003; Patrick et al., 2015). The study also revealed that more respondents (24.7%) visit the library twice or more a week. The findings again indicated that majority (49.5%) were satisfied with reference resources in the library which is consistent with that of Edem and Edem (2002).

More than half (58.9%) of the respondents expressed satisfaction with online databases which is consistent with Saika and Gohan (2013) but in sharp contrast to Ikoto (2015).

Majority (59. %) of the respondents were dissatisfied with electronic resources like CD ROMs which is consistent with Ikoto (2015) and Tiemo and Ateboh (2016). Putting the "very satisfied" and "satisfied" together, more than half of the respondents were satisfied with journals in the library. This finding is in agreement with that of Motiang et al (2014) and Ferdinand (2015). However, this is in sharp contrast with that of Tiemo and Ateboh (2016). Majority of the respondents were either very satisfied or satisfied with availability of news papers and magazines in the library which is consistent with that of Saika and Gohan (2013) as well as that of Ogbuiyi and Okpe (2013); but contrary to that of Tiemo and Ateboh (2016). Putting the figures for those who were "very satisfied" and "satisfied" together, majority (67.5%) of respondents were satisfied with text books in the library. This is consistent with (Saika and Gohan., 2013; Ogbuiyi and Okpe., 2013; Motiang et al., 2014) but sharply contradicts that of Tiemo et al (2016). More than half (54.1%) of the respondents were satisfied with reference materials in their subject areas which is inconsistent with Tiemo and Ateboh (2016). Majority (63.8%) of the respondents were dissatisfied with the computers available for research purposes in the library. This agrees with (Filson and Agykum., 2014; Tiemo et al., 2016; Yeboah et al., 2018).

The study also found out that a combined majority (76.14%) visit the library for academic purposes related to their curriculum needs. This is consistent with Patrick et al, (2015) and Karim, (2018). The study again revealed that a combined minority (23.7%) visit the library to either borrow/checkout materials. This revelation is consistent with that of Patrick et al, (2015).

The study showed that majority (59%) were dissatisfied with reference services provided in the library. This is consistent with that of Ikolo (2015) but sharply contradicts (Edem and Edem, 2002; Ogbuiyi and Okpe, 2013; Yeboah et al., 2018). Again, majority (67.3%) were dissatisfied with electronic support services in the library which confirms the findings of Ezeala and Yusuff (2011) and Ikolo (2015) but disagrees with Saika and Gohan (2013). Majority (87.3%) were happy with lending services of the library which agrees with (Ikenwe and Adegbileso 2014; Motiang et al, 2014) but contrary to that of Ikolo (2015). Similar to the findings of Ezeala and Yusuff (2011) and Ikenwe and Adegbileso (2014), the study revealed that majority (64.7%) of respondents were dissatisfied with reprographic services in the library. This contradicts the findings of Saika and Gohan (2013) and Motiang et al (2014) which revealed that users were satisfied with reprographic services.

On the part of news paper services the study found out that a combined majority (85.8%) were happy. This is consistent with those of Saika and Gohan (2013) as well as Ogbuiyi and Okpe (2013). This however is contrary to that of Yeboah et al (2018). Majority (56.2%) of the respondents were dissatisfied with the internet service in the library. This agrees with that of Ezeala and Yusuff (2011); but contradicts that of Singh and

Kuri (2017). The findings also showed that majority (80.8%) were satisfied with the orientation given to first year students; which is similar to that of Saika and Gohan (2013). This however, disagrees with the findings of (Ezeala and Yusuff 2011; Oyelekan and Iyortsum (2011; Tiemo et al., 2016). Again, a combined majority (74.2%) were happy with the bibliographic instructions given to them by the library staff. This is contrary to that of Yeboah et al (2018).

## VI. CONCLUSION

The current tertiary status of Colleges of Education needs improvement in library resources and facilities to meet the information needs of library users, and Bagabaga College of Education is no exception. However, the findings from this study revealed a lot of deficiencies in the areas of electronic services, reference services and internet services. Therefore, concrete measures must be put in place to adequately resource the library to respond to the new status of the college as a tertiary institution.

## VII. RECOMMENDATIONS

The college should provide adequate and well functioning computers with high speed internet facilities to ensure effective utilization of electronic resources for library users. Again, the college should update its collection with current and more relevant materials to meet the changing needs of library users. In addition, college management should support the library to offer effective reprographic services to users. Finally, library staff should improve upon their level of competence by attending workshops and seminars to be able to deliver quality service to users.

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