Users' Perception of Library Facilities: Evidence from the University of Cape Coast

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Abstract
The purpose of this paper is to present the findings of the users' perception of library facilities on quality of service at Sam Jonah Library University of Cape Coast, Ghana using Library Quality (LibQUAL+) model approach. The survey used the LibQUAL+ model to evaluate quality of service at Sam Jonah Library University of Cape Coast, Ghana. The data were collected from library users by administering the LibQUAL+ questionnaire in a printed format. Using the survey design, both open-ended and close-ended questions were used to obtain data from 400 respondents, comprising of 310 and 50 undergraduate and postgraduate students, respectively and 40 faculty members. Statistical Package for the Social Sciences (SPSS) version 21 was used to analyze data from the questionnaire and descriptive statistics in the form of frequencies and percentages. Inferential statistics was also used to determine the relationship between gender and adequacy of library resources. Findings from the study showed that majority of the respondents agreed that the library had adequate number of computers to meet their needs. The respondents also affirmed that the library had comfortable tables and chairs for effective learning and a space that is conducive for learning. However, postgraduate students did not consider the library environment conducive for learning. The respondents indicated that the printing materials in the library were inadequate. Students' expectations were higher than their perceptions on what the library provided. Therefore, the researchers recommended that the library should establish knowledge commons for undergraduate students and research commons for postgraduate students.

1. Introduction

The Library facilities is an important concept of "library as place" from the dimension of LibQUAL framework. The use of facilities in academic libraries contribute significantly to users' expectations and satisfaction. The academic library is the center of information, learning and research activities. One of the main objectives of academic libraries are to fulfill the intellectual requirements of the community they serve. Such a community includes; faculty, researchers, staff and students (Chaudhry, 1994). The quality library services delivery positively affect the quality of education outcomes and student's success. The use of the print and electronic information resources coupled with the role of the physical library space contribute to rendering quality of service in the library. The improvements of library facilities steadily increased visits and use of the facilities. Studies have indicated that improvements of library facilities increase the use of library services and facilities (Lawson, 2004; Shill & Tonner, 2004; Weise, 2004).

The adaption of technologically enhanced space influence high expectations of library users. To evaluate library quality of service regularly helps improve upon the areas where facilities need improvement in order to provide high quality of service and satisfaction to users. (Pedramnia et al., 2012; Mohindra and Kumar, 2015). The evaluation of library facilities in academic libraries has become top priority to examine and understand the users' needs and expectations. Performance assessment helps to ascertain the feedback of resources and services offered by librarians to users in order to make best use of resources and services. It is against this background that this study

examined the users' perception of library facilities in the University of Cape Coast (UCC), Ghana so as to improve its facilities for quality of service delivery in 2018.

2. Academic Libraries

In recent times, University libraries serve as social learning places where users can relax, and engage in communication with colleagues. It is a place for seeking information, learning and teaching. They serve as valued open spaces on campus for students that enhance users' educational experiences (Sanders, 2005). Users' perception of the library facilities has effects on the effective library design, space and use. The study found inadequate research on the factors underlying user perception of library facilities. It is important to indicate how useful library facilities can support users' information needs, and exert positive impacts on users' experiences. Though there are studies on library facilities globally and in Africa, inadequate study in this area has not done. (Given & Leckie, 2003).

3. Objectives of the study
In this study, the researchers have tried to address the following research objectives:
Research Objective 1. Identify the services provided and used in the Sam Jonah library.
Research Objective 2. Identify the infrastructure facilities in the library.
Research Objective 3. Examine the perception of users about the library information sources.
Research Objective 4. Assess the users' expectations and satisfaction of quality of service.
Research Objective 5. Determine skills of the Sam Jonah Library staff.

4. Review of related literature

Evaluation of university libraries facilities is an important exercise. This gives the opportunity to Librarians to strive to build an evaluation strategies and efforts as a part of the service and resource planning, development and implementation efforts (Bertot, 2004). Evaluation can be used as evidence to seek support from stakeholders for prioritized development of libraries; for increased budget; for hardware upgrading; and to modify policies; improve operations, services, and enhance infrastructure management and standardization (Fang, 2005). Lawson (2004) asserts that, executed library facilities makes the physical library environment new from a print collection into a more digitally enhanced facilities that promotes learning and research.

One of the duties of the library on campus is to enrich the community and public life that it serves in relation to the concept of third place. Oldenburg (1997) posits that the term 'third place' describes where people come to socialize outside of their home and workplace. The third place as a "generic designation for a great variety of public places that host the regular, voluntary, informal, and happily anticipated gatherings of individuals beyond the realms of home and work". Therefore, it could be stated that the library is the third place of life for library users.

Fisher, Saxton, Edwards, and Mai (2007) identified users' perception of the library as "physical place, social place, and informational place". Bennett (2003) mentioned two authentic ideas of library as place. First, it implies that libraries serves as service places, where information is gathered, organized, and managed. Second, libraries provide spaces where the core activities are learning and the sharing of information. The need to keep abreast of changes in the libraries environment and meet users' expectations are primary priorities and essential values of academic institutions.

The study looked at two reasons for discussing the issues of place in the library. Firstly, it is interesting area of study because it is an important aspect of users' involvement in the learning environment. Secondly, knowledge about the nature of place in library is useful to maintain and operate an existing places and create new places for users to use in libraries. A place in the library may be considered as a center of action, purpose and intention. "The interaction of people with a place creates common experiences and meanings, especially in public places". "The physical component of place can be understood as built environment". The library may be the place where users interact, promote network and share information using available facilities (Relph, 1976).

What this study sought to achieve was to determine how strong library facilities enhance quality of service at the Sam Jonah Library. Evaluating the quality of library services in an academic library helps to determine the quality of service offered to users and also find the best ways of improving service delivery practices in order to meet the information needs of users. The process of evaluation indicates what is being done well and should be continued, as well as what needs to be changed in order to introduce some new facilities which are relevant to the existing activities. (Matthews, 2012). According to literature, modernized library environment boost customer value, attract, retain and promote good relationship with users to achieve competitive advantage (Hasan, Ilias, Rahman, & Razak, 2009).

In order to succeed in offering quality of service in the new educational and information environment, the library has to become more user focused. Access and use of comfortable space, new print and electronic resources are the increasing expectation of users. However, these have become a challenge. The challenges faced with the library were; power outages, high cost of fuel to power stand-by generator, slow internet connectivity, low retrieval of e-resources such as online databases, eBooks, lack of access to current print books, journals as well as limited computers and photocopy machines. These problems affect the quality of service in the Sam Jonah Library. Available literature indicates that the present global financial crisis has a major effect on resource provision to libraries (Stone & Ramsden, 2013).

In Africa, insufficient money affects library environment and quality of service delivery. Librarians need to deal with quality rather than quantity despite their limited funds. Research has shown that most academic libraries in Africa are faced with low finances, high cost of Information Technology (IT) equipment, power outages, poor telecommunication infrastructure, inadequate skills and limited training on the effective use of e-resources (Hernon & Altmon, 2010).Therefore, it is important for libraries to improve upon their facilities, since demand for higher education, information and knowledge are the driving force for institution of higher learning. The quality of service depends on the way staff serve their users as well as good library environment.

The study looked at services and facilities offered to undergraduate and postgraduate students as well as faculty members. The study determined the satisfaction level of users in relation to accessing and using print and electronic resources and comfortable space. Melo and Repanovici (2019) assert that the assessment of academic library gives a response to the need of users and to confirm the role of academic library in a digital environment. Evaluation of library investments for example money, human resources, space, collections, computer equipment, computer workstations, photocopiers, scanners, printers, the website, internet connectivity and electronic databases help to ascertain the progress of service delivery and identification of the number of activities performed within a given period of time.

For the purpose of this study LIbQUAL+ model was used because it was appropriate for this study. LibQUAL is simple to use, understand and widely used in academic libraries. Rust and Lemon (2001) support the view that e-service is about providing e-services on the internet while Santos (2003) states that the higher e-service quality in the virtual environment can be determine by users. The quality of service depends on who provides the services as well as when, where, and how they are provided (Kotler & Armstrong, 2013).

4.1 LibQUAL+™ model.

LibQUAL+™ is a universally used survey system which provides information from the academic library users and allows libraries to assess their performance on three key dimensions of library service using digital or technological support, the physical space, and user service skills of staff (Rehman, 2012). The framework focuses on users' perceptions and expectations to improve libraries facilities. The LibQUAL instrument is a well-known and recognized model that libraries use to solicit, track, understand and act upon users' opinion of quality of service (ARL, 2010). This model has been widely used for the evaluation of quality of service in academic libraries. LibQUAL is used as standard tool that serves as a reference point at institutional, national and international levels. LibQUAL+ is a model that libraries use to get, understand, and act upon users views about quality service.

The dimensions that determined the users' assessment of quality service in the Library is in line with the 22 core survey statements which were divided into three dimensions, namely: Affect of Service, Information Control and Library as a place. The affect of service dimension relates to the perceptions of users about library staff competency, abilities and support. The affect of service, attempts to answer the question: How is the user being treated in the library? The library as a place is concerned with the physical environment, facilities and the infrastructure. The question to be addressed is that, are the facilities sufficient and acceptable by users? The overall appearance, practical use and experience of the building and its facilities contribute significantly to quality of service? The information control dimensions also explore the library's collection. It looks at whether the collections are sufficient to meet the needs of the users. Information control helps to answer the question, to what extent does the collection assist users to find and use the information needed for their study and research? Table 1 explains in detail the dimensions of the LibQUAL model.

4.2 Table 1 LibQUAL dimensions and their components LibQUAL Dimensions

Affect of Service
1. Employees who instill confidence in users
2. Giving users individual attention
3. Employees who are consistently courteous
4. Readiness to respond to users questions
5. Employees who have the knowledge and skills to answer users questions
6. Employees who deals with users in a caring manner
7. Employees who understand the need of their users
8. Willingness to help users
9. Dependability in handling users service problem
Information Control
1. Making electronic resources accessible from my home or office
2. A library web site enabling me to locate information on my own
3. The printed library materials I need for my work
4. The electronic information resources I need
5. Modern equipment that lets me easily access needed information
6. Easy-to-use access tools that allow me to find things on my own
7. Making information easily accessible for independent use
8. Print electronic journal collection for my work
Library as a place
1. Library space that inspires study and learning.
2. Quiet space for individual activities
3. A comfortable and inviting location.
4. A gate way for study, learning and research.
5. Community space for group learning

Adopted from: (Miller, 2008).

4.3 Perceptions

'Perception is an opinion about someone or something' (Stevenson 1997). In the context of this study, perceptions will mean how the users understand the library services as a result of their interaction with the library staff, its services and resources. Users' perceptions are key factors to the assessment of benefits provided by educational institutions. Users' perception and expectations are based on feelings, tastes and views of users. These experiences are influenced by different factors within a given period of time. Because perceptions may change within a period of time, it is necessary for organizations to continually assess users' perceptions (Naik & Gantasala, 2010).

4.4 Expectations

Hernon and Altman (2010) assert that users' "expectations can only be made if the users have perceived a gap in the services provided by an organization". Usually, expectation provides the desires of individuals which would give them opportunity to frequently keep using the services. In this study, user expectations are essential because if the expectations outweigh the perceptions, it can be assumed that the library services provided have a huge gap. Expectations are desired wants of users. It is the extent which users know that a particular attribute is important for service excellent provider. Expectations are theoretical concept that covers both service quality and satisfaction.

4.5 Satisfaction

According to Jayasundara (2009), user satisfaction is a general term which refers to an open display of feeling that comes from decision made from expected outcome with the service performance. Libraries have promoted user satisfaction through the utilization of human and material resources to give users what they want. Bartender (2016) states that skills are usually learned and developed through knowledge transfer. Users 'perceptions of an organization's products and services are measured by user satisfaction.

4.6 Infrastructure facilities

Infrastructure is the building that forms the basic component of any information organization. It is not only the physical structure but also the equipment. Nitecki (2011) states that the size, design, equipment and services offered by a library depend on what the library intends to be. Effective and efficient access to information and use of information depend on communication facilities such as computers, internet, printers, scanners, telephones, fax, and adequate supply of electricity. Akpojotor (2016) stated that postgraduate students in the 'Library and Information Science in Southern Nigeria' were highly aware and highly used electronic/internet resources. The library physical environment promote individual learning/study, group work, motivation and inspiration (Association for Research Libraries, 2013).

Library staff who were interviewed about the services library provides, added the following services: Interlibrary Loan and Document Delivery (ILL/DD), ICT services, printing, and scanning of documents. Others include access to academic databases, services to persons with special needs, user education (orientation and information literacy skills), cataloging and classification of books and gallery services.

4.7 Quality of service

Zahari, Yussof and Ismail (2008) stated that quality of service is the extent which a "service meets and exceeds customers' needs or expectations". Quality of library service depends on library's ability to have good information content which is enough to meet users' needs. Malvis, Rudowsky and Valencia (2009) suggest that quality of service is the satisfaction of the users' demands.Nyantakyi-Baah (2016) states that quality relates to "suitability of service or product to its intended purpose or use, which is determined by the expectations of the customer or user". Therefore, quality must 'conform to standards against which a service is measured with the idea of meeting users' needs and expectations'. Kitana and Saydam (2014) state that "if a library is able to make available precise information at the time it is needed by users and in a desired form, then, it is providing quality service". Quality library services means satisfying the requests of the individual user, fully and quickly. This implies that library staff should be responsive to users'

requirements. Loudes and Karrl (2002) state that awareness of library services increases the use of the services. Aguolu and Agualu (2002) assert that without adequate information sources to meet the actual information needs, quality of service is adversely affected. Graduate and Professional Students-GPSS (2014) indicated that the biggest concern with libraries was the opened hours.

5. Research methodology

According to Sarantakos (2013) research design offers the researcher the opportunity to get the opinions of the population concerning some issues of interest which are relevant to the study. The study used a survey method to determine the quality of service at Sam Jonah Library. This is because, it allowed the researchers to draw inferences from the results and also helped to answer research questions about the perceptions on issues under investigation. The study applied cross-sectional method. The reason why cross-sectional method was adopted was that it helped the researchers to collect empirical data through questionnaire. Data in this design was collected from the participants at a defined point in time. Cross-sectional design helps to compare many different variables at the same time. Both quantitative and qualitative approach was used for the study. Creswell (2007) defined quantitative research as the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. Quantitative research methods help researchers to quantify attitudes, opinions, behavior and other defined variables. Also, it assists to generalize results from a larger population sample.

The sample size for the study was obtained through the Krejcie and Morgan (1970) statistical table for determining sample size from a given population of 20,474, which gives a sample size of 400. However, this was increased to 456 to make room for invalid questionnaire and possibility of questionnaire not being returned. The researchers thus administered 450 pieces of questionnaire and conducted interview for six (6) library staff. A total of 400 questionnaire were returned and deemed valid and useful. This led to a response rate of 88.89% for the questionnaire. The undergraduate students were 310. Postgraduate students were 50 and faculty members were also 40.

The responses to the questionnaire were coded and processed by using Statistical Package for Social Sciences (SPSS) version 21. Descriptive statistics through percentages, tables and graphs was used to answer the items on the questionnaire. Chi-square was also adopted to test whether the responses were dependent on some respondent characteristics. The choice of the Chi-square test was appropriate because the variables, when coded, become either nominal or ordinal for which a non-parametric test is the best statistical tool to use.

6. Data analysis and results

The results section presents data on demographic information of respondents, users' awareness and usage of library services, frequency of library use, the use of print materials and electronic resources and why respondents visit the library. Others include; infrastructure facilities, library discussion section as well as skills of the library staff.

Table 2: Demographic information of respondents

| | Gender | | |
Category	Male	Female	Total
Faculty members	28	12	40 (10%)
Postgraduates	38	12	50(12.5%)
Undergraduates	184	126	310 (77.5%)
Total	250 (62.5%)	150 (37.5%)	400

n=400. Source: Field data, 2018

Table 2 shows that males constitute 62.5% while females constitute the 37.5% of the respondents. The undergraduates formed 77.5% of the respondents while postgraduate students and faculty members formed12.5% and 10% respectively. The dominance of male and undergraduate students was the true representation of the population of the University. It could be observed that the males dominate the faculty members, postgraduate and the undergraduate students. The result indicated that a small minority of respondents formed 1.0%, were between the age group of 31-40. Those with 20 years and below were 25.5% and 41-50 years were only 1.3%. With regards to the undergraduate students' categories, the result showed that 33.5%, were first year students. The result also indicated that 15.2% were final year students. The second year students formed 26.5% as well as the third year students were 24.8%. Among the respondents, the result indicated that College of Humanities and Legal Studies were the majority with 44.5%. College of Health and Allied Sciences, was 31.6%.The least number was College of Natural and Agricultural Sciences, 10.3%. Followed by College of Education Studies with 13.5%.

Table 3. Users' awareness and usage of library services

| | Postgraduates | | Undergraduates | | Faculty members | |
Services	Awareness	Usage	Awareness	Usage	Awareness	Usage
Reference service	76.0	68.0	82.9	67.4	87.5	77.5
Lending	80.0	48.0	72.9	20.3	92.5	65.0
Periodicals	88.0	48.0	68.1	42.3	87.5	62.0
Electronic/Internet Resources	86.0	66.0	76.8	57.4	87.5	62.0
Photocopying	78.0	54.0	59.4	41.0	80.0	70.0
Binding	48.0	10.0	26.5	8.7	65.0	42.5
User education	58.0	40.0	61.3	41.9	65.0	30.0
Outreach	20.0	4.0	22.9	5.5	52.5	22.5

n=400. Source: Field data, 2018

Table 3 presents data on users' awareness and use of library services. The results showed that 76% postgraduate students were aware of reference services at the library whereas 68% actually used the reference services. Reports on lending services revealed that 80% were aware that the library renders lending services while 48% agreed to have used the lending services before. Periodicals awareness revealed that 88% postgraduate students agreed the library offers periodicals

service to students and 48% of postgraduate students indicated that they had made use of the periodicals. Findings on the electronic/internet resources awareness among postgraduate students revealed that 86% were aware of the internet/electronic resources of the library but 66% were currently using the electronic service of the library. The findings showed that photocopying, binding, user education and outreach services provided by the library were low in terms of awareness and usage.

With respect to undergraduates' awareness and usage of reference service, it was revealed that 82.9% were aware but only 67.4% actually used reference services. For lending services offered by the library, it was revealed that 72.9% of the respondents were aware of its existence while 20.3% said that they had been using it. Periodicals awareness among undergraduate students showed that 68.1% of them were aware but only 42.3% of undergraduates actually used the periodicals. The findings on the electronic/internet resources awareness among undergraduate students revealed that 76.8% had knowledge of the availability of internet or electronic resource of the library but 57.4% actually used them. Again, 59.4%, 26.5% and 61.3% of undergraduate students indicated that they were aware that the library rendered photocopying, binding and user education services but 41%, 8.7% and 41.9% of undergraduates actually used such services respectively. Lastly, on the issue of outreach services offered by the library, it was least known service among undergraduates.

Statistics on faculty members' awareness of library services showed that 87.5% of them were aware of reference services while 77.5% actually used the reference services. Reports on lending services showed that 92.5% were aware that the library rendered lending services but 65% of the respondents agreed to have used lending services before. Awareness of periodicals service at the library among faculty members stood at 87.5% while the usage of periodicals by faculty members stood at 62%.Findings on the electronic/internet resource awareness among faculty members indicated that 87.5% were aware of electronic resources of the library while 62% had used electronic services before. The findings again showed that photocopying service provided by the library was known to 80% of faculty members but the usage of the service among faculty members was 70%. Again, the study indicated that binding service, user education and outreach service are among the services that declined in terms of awareness and usage.

7. Infrastructure facilities
On a quiet library environment for effective learning, the researchers discovered that majority of the respondents responded positively to a silent library environment. The result showed that undergraduate students with 64.5%, postgraduate students with 60% and faculty members 30% strongly agree that library is a quiet place for learning while 1% of undergraduate students strongly disagreed that the library was not quiet place to learn. The results indicated that 30% of undergraduate students, 26% of postgraduate students and 20% of faculty members strongly agreed that there were adequate number of computers in the library while undergraduates 19.4%, postgraduates 10% and faculty members 27.5% strongly disagreed that computers in the library were inadequate. In considering the existence of information sources in the library, 47.7% of undergraduates, 42% postgraduates and 52.5% faculty members of the respondents agreed that information sources were adequate. On the other hand, a handful of the respondents disagreed to that proposition. On reliable internet connectivity for effective teaching, learning, and research activities, respondents were asked whether they strongly agree, agree, undecided, disagree or

strongly disagree to the statement. From the findings, 29.4% undergraduates 40.0% postgraduates and 15% of faculty members "strongly agreed" to this statement. This implies that majority of the postgraduates use the internet more. This may be attributed to their intensive research work. With respect to photocopy facilities in the library, 30.0% for undergraduates, 46.0% for postgraduates and 30.0% of faculty members strongly agreed that there were photocopy facilities in the library.

8. Library discussion section

The result indicated that 84.5% of undergraduate students were of the view that a discussion section should be created in the library while 15.5 % of them also hold the view that a discussion section was not needed. Again, 76% of postgraduate students suggested that the library should have a discussion section as against 24% of them who were of the view that a discussion section should not be created in the library. On the part of faculty members, 87.5% of faculty members agreed that a discussion section should be created while 12.5% of them said otherwise.

Table 5. Chi-square test of dependency between gender and adequacy of library resources

Variables	Test Statistics	df	Asymp. Sig. (2-sided)
Gender and Adequacy Print Resources	4.326	4	0.364
Gender and Adequacy Electronic Resources	6.290	4	0.179
Category and Adequacy Print Resources	56.749	8	0.000
Category and Adequacy Electronic Resources	48.575	8	0.000

n=400. Source: Field data, 2018

Table 5 showed the analysis on the adequacy of library resources which was extended to cover whether the views expressed by the respondents were representative of the entire sample or depends on some characteristics of the respondents. Table 5 presents the results of the chi-square test of dependency between respondents' views and gender or category of the respondents. The results suggest that there is no statistical dependency between the responses of the respondents and the gender on the adequacy of the print media and of the electronic media [Asymp. Sig. (2-sided)>0.05]. The results, however, suggest that the views of the respondents on adequacy of library resources are dependent on the position of the respondents in the university community as either lecturers, postgraduate students or undergraduate students. Careful observation of the cross tabulation suggests that the views of the postgraduate students differ significantly from that of the lecturers and the undergraduate students. That is, the postgraduate students endorsed the adequacy of the print media of the library above the faculty members and the undergraduate students since all the 50 respondents strongly agreed to the statement. Again, the postgraduate students unanimously agreed that the electronic media of the library was not adequate. The latter observation can be justified by the fact that the postgraduate students were heavy users of the electronic resources as compared to the print resources as a result of research activities.

Table 6. Chi-square test of dependency between gender and access to library

Variables	Test Statistics	df	Asymp. Sig. (2-sided)
Gender and Accessibility of Webpage	2.602	8	.626
Category and Accessibility of Webpage/Website	35.022	8	.000
Gender and Catalogue for Easy Access	9.540	4	.299
Category and Catalogue for Easy Access	4.903	4	.297
Gender and Internet Accessibility	4.302	4	.367
Category and Internet Accessibility	11.385	8	.181

n=400. Source: Field Data, 2018

From table 6, the results suggest that gender again does not significantly affect the views of the respondents on accessibility of webpage, catalogue of the library resources and the accessibility of the library internet facility. The category of the respondents significantly affected their views on the accessibility of webpage. The cross-tabulation suggests that the views still differ for the postgraduate students who were in strong support of the view that the library webpage is accessible [Asymp. Sig. (2-sided) <0.05].

9. Why users visit the library

Table 4 Reasons why respondents visit the library

Reasons	Undergraduates %		Postgraduates %		Faculty members %	
	Yes	No	Yes	No	Yes	No
To borrow library materials	11.0	89.0	16.0	84.0	37.5	62.5
To study at the library	81.9	18.1	68.0	32.0	70.0	30.0
To work on assignments	61.3	38.7	56.0	44.0	27.5	72.5
To work on research/project	44.5	55.5	72.0	28.0	77.5	22.5
To work on publications	8.1	91.9	18.0	82.0	37.5	62.5
To prepare for examination/ quizzes questions	59.7	40.3	44.0	56.0	22.5	77.5
To read for leisure	29.7	70.3	16.0	84.0	22.5	77.5
Others	1.0	99.0	4.0	96.0	7.5	92.5

n=400   Source: Field Data, 2018

Table 4 shows that 11%, of undergraduates 16%postgraduates and 37.5% faculty members respectively, visited the library to borrow library materials. However, 89% of undergraduates, 84% of postgraduates and 62.5% of faculty members indicated that they did not visit the library to borrow library materials. Again, when the same respondents were asked whether they visited the

library to study, 81.9% undergraduates, 68% postgraduates and 70% faculty members respectively, admitted that they visited the library to study.

10. General satisfaction

The outcome indicated that 22.9%, 18%, and 10% of undergraduates, postgraduates and faculty members respectively said they were "very satisfied" with the opening hours of the library while 2.6%, 6% and 7.5% of undergraduates, postgraduates and faculty members were "very dissatisfied" with the opening hours of the library. The chi-square test of dependency suggests that no statistical dependency can be observed between the respondents' perception on the opening hours of the library and either the position and sex of the respondents at the five percent significance level (Asymp. Sig. (2-sided)>0.05). The results, however, suggest that some form of dependency can be observed at the ten percent significance level (Asymp. Sig. (2-sided) <0.1).

11. Summary and discussion

This study provided some insights into how users conceptualize the concept quality of service at the Sam Jonah library. By identifying the services provided by the library, users could identify and use them to meet their information needs. Loudes and Karrl (2002) state that awareness of library services increases the use of the services. From the result, it could be observed that reference service leads as the service which most undergraduates were aware of and used. This implies that undergraduate students were relatively new to the University environment and hence, they were more likely to visit the reference section to know services available in order to meet their information needs. Regarding postgraduate students, periodicals and electronic resources emerged as the services they were most aware of and used. This supports the findings by Akpojotor (2016) who stated that postgraduate students in the Library and Information Science in Southern Nigeria were highly aware and highly used electronic/internet resources. On reasons why users' visit the library it was indicated that Information seeking is a common need in the Sam Jonah library. Peterson (2005) states that reading, study, and research activities in an academic library is robust academic endeavors in the library. Majority of the respondents agreed that the library environment promote learning due to its conduciveness to its users. The 'physical environment' of the library enhance individual study, group work, motivation and inspiration (Association for Research Libraries, 2013).

According to Nitecki (2011), the size, design, equipment and services offered by a library hinge on the perspective of what the library aims to be. Effective and efficient information access and use depend on communication facilities such as computers, internet as well as adequate supply of electricity. Aguolu and Agualu (2002) stated that without adequate information sources to meet the actual information needs, quality of service is adversely affected. One of the key identified obstacles to the development of adequate information sources is lack of funds to purchase current materials for users. Users get frustrated when they visit the library and are not able to get what they need. When users experience frustrations, they fail to find information sources they want in the library. The study recommends that library management should acquire adequate information sources to promote users' satisfactions. Ajayi and Akinniyi (2004) found frustration among information seekers due to non-availability of information sources.

Discussion section in the library has become an integral part of learning. A study by Graduate and Professional Students-GPSS (2014) indicated that the biggest concern with libraries was the opened hours. In the case of Ghana, the study of Larson and Owusu-Acheaw (2012) at the University of Education, Winneba suggest that respondents were not happy with the library hours. They recommended in their study that library hours should be extended. In relation to Sam Jonah Library, though users were satisfied with library hours, they wish that library could open earlier. When respondents were asked if staff had the skills to provide them with the needed information, respondents forming more than half of the total sample population agreed that library staff were indeed trained and employed based on merits and this affirms a statement made by Bartender (2016). Bartender supports that skills are usually learned and developed through knowledge transfer.

12. Limitations and future research

The study focused only on the users at the Sam Jonah Library, University of Cape Coast, Ghana and not the entire Colleges, Faculties and Departmental libraries of the University of Cape Coast. Future research can be conducted in other public universities in the Region to obtain more generalizable results. Similarly, further studies could be conducted to examine user preferences at the Research Commons in the Sam Jonah Library

13. Conclusion

This study provided the empirical evidence of user perception and satisfaction about the use of the library services and its resources. The findings indicated that Sam Jonah Library offered satisfactory services and resources to its users but needed to do more to improve upon the deficiencies in quality of service delivery. The study provided insights into how the library can strengthen its services in order to satisfy users' needs and become user-focused. Given the importance of quality of service in academic library, the library needs to improve upon its services in order to remain relevant and have a valued place in the academic community. The library should evolve into an attractive place to support teaching, learning and research activities.

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