The Availability, Awareness and Utilization of Ghanaian Language Materials in Libraries: The Case of Colleges of Education in the Northern Region of Ghana

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Abstract
Ghanaian Language and Culture is one of the courses offered in the College of Education (CoE) in Ghana. As a result, several Ghanaian Languages are approved to be studied in these CoE. With this approval, every College is designated to study a particular language depending on the location of the college and/or the dominant language spoken at the college location coupled with the choice of the student. Notably, students find it difficult to read accurately with the right speed and prosody in the various Ghanaian Languages of study, through observation. Essentially, language acquisition occurs in continual interaction with peers, teachers, and the content. Consequently, contents could mainly be found in written materials or documents made available to students for interactions. Each college is thus supposed to have a library equipped with at least these content materials on the programs they offer. However, the availability of these materials at the colleges had been a bone of contention between

students, tutors, and librarians. This study, therefore, seeks to quantitatively investigate the availability, awareness and utilization of Ghanaian Language materials in the libraries of CoE in the Northern Region of Ghana. Through random sampling with questionnaires, data collected from 84 students, 7 tutors, and 4 librarians were coded and analyzed using SPSS as a tool and following Blumler and Katz's 'Uses and Gratification Theory'. The study reveals that materials on these Ghanaian languages of the study found in the libraries of these colleges are woefully inadequate to be utilized. Even, the little materials available in these libraries are under-utilized by these students. The study further establishes that the lack of materials coupled with under-utilization affects bilingual education and the performance of these students in their various Ghanaian languages of study in the CoE in the Northern Region of Ghana. The study also reveals that 57% against 43% and 51% against 49% of students and tutors respectively are aware of the availability of these Ghanaian Language materials in the CoE libraries but under-utilize them or use them only when they need information or when they are preparing for exams or other reasons.

0. Introduction

Every academic library's primary responsibility is to choose, acquire, and arrange its materials so that students, teachers, staff members, and researchers may easily access them. This makes it possible for libraries to fulfill their mission of connecting people and acting as their basis for upbringing. Libraries primarily stock items that are useful to students' learning and development, claim Rasaq (2000) and Edeghere (2001). This satisfies the need for all learning packages that teachers and students view learning as lifelong activities.

For Okpa (2013), libraries are a variety of resources and materials arranged and kept in each school by qualified and professional librarians to provide services to students and instructors to improve and sustain educational businesses. Ifidon (1996) noted that libraries keep educational resources to help and support the school system's curriculum. Books, periodicals, newspapers, electronic resources, microforms, recordings of all kinds, videotapes, slides, computer

study kits, and many more are among the organized materials kept in libraries (Fayose 1995; Ibrahim 1999; Hussaini & Jimah 2004).

Books are among the essential resources kept at the library to provide a range of services to a variety of clients. We can easily ascertain whether these resources are present or not only when a variety of resources are kept in the library to fulfill the expectations of its users or clients to ensure that the quality of education is improved. However, some libraries are unable to offer the services that their patrons require because they are either short on particular items or their users, especially teachers, have no knowledge of every service they offer. Occasionally, teachers who are even expected to use or spark students' interest in using libraries are either ignorant of or under-informed about the services they offer (Dina, 2001). Teachers were hindered in their ability to use libraries effectively since they had little to no experience doing this throughout their school years (Usman, 2003).

However, the value of a library's collection depends on how it organizes its resources and then makes them available to its patrons, in addition to how many resources it possesses (Olajide & Adio, 2017). As a result, a library's contents are of benefit to a user if they are organized to make retrieval simple and connected to the user's information needs. However, having materials available in the library is different from simply having access to them (Eiriemiokhale and Ibeun 2017; Aguolu and Aguolu 2002).

Through marketing, one of the ways to increase the usage of library materials is to make users aware of the resources that are in stock. The stakeholders in their communities should be informed about the services provided by their librarians by librarians. Stover (2006) argues that every librarian engages in marketing as long as they engage in web page development, implementing services, conducting a needs assessment, and promoting events in the library. All these activities are conducted to create awareness among users of the holdings of the library.

The CoE libraries in the Northern region have a distinct history, though. Not all course materials, particularly those related to

Ghanaian languages, are kept in the libraries of these Northern Region colleges. The limited selection of fictional literature in these libraries negates the value of helping students enhance their reading comprehension and multilingualism. As a result, the libraries of these colleges had a limited number of storybooks as resources. Also noted is the paucity of resources in Ghanaian languages in the market. This largely accounts for the low achievements of students' high competency in their respective Ghanaian languages. In affirmation, Chatry-Komarek (2008), Altbach and Teferra (1998), and Woodhall (1997) argue that the limited amount of material available in the local languages is one of the major factors that account for the low achievements of Multilingual Based on Education (MTBE) in sub-Saharan Africa.

The importance of studying the Ghanaian language cannot be underestimated. Yet, little or no materials are found in our libraries, especially libraries at the CoE in the Northern Region, hence the need for this study. To assess the availability, knowledge, and use of Ghanaian language resources in the CoE in Northern Region libraries.

The understanding of sound-symbol or meaning-symbol correlation is made easier by the use of a familiar language in literacy instruction (Naddumba & Athiemoolam 2022; Apuya 2021; Inyega 2017). Students can communicate through writing as soon as they comprehend the rules of the orthographic (or other written) system of their language (Shafi, Kazmi, & Asif 2020), and reading comprehension is most effectively learned when students are able to use psycholinguistic guessing strategies and are conversant in the language (Schwartz & Sparks, 2019). However, Birch & Fulop (2020) contend that training pupils to decode words in the L2 can result in a lengthy learning process before they are able to understand what they are "reading."

Using the L1 strengthens the emotive domain, which includes confidence, self-esteem, and identity and fosters drive, initiative, and creativity (Jiang & Ngien 2020; Cohen & Henry 2019; Pérez-Fuentes, et al. 2019). Contrary to submersion classrooms where they are forced to sit silently or repeat mechanically, leading to frustration and ultimately repetition, failure, and dropout (Moraga Arguedas 2021;

Trujillo, 2020), L1 classrooms allow children to be themselves and develop both their personalities and intellects.

When students learn their mother tongues alongside the L2, they develop bilingualism and biliteracy (Tsang & Lo 2020; Ganuza 2019; Page 2017). Learners are encouraged to comprehend, speak, read, and write in more than one language through bilingual education (Proctor et al. 2020).

1. Overview of the Study of Ghanaian Languages at the Colleges of Education

Dagbani, Gonja, Twi, Dagaare, Kasem, Ga, Dangbe, Ewe, and Fante were the Ghanaian Languages approved to be studied in all Ghanaian schools including CoE, but Kusal and Gurene were added to the approved Ghanaian Languages a few years back. Likpakpaln and Sisali have also been approved by the academic board of the University of Education, Winneba to be mounted as courses at the School of Languages, Ajumako. It implies that soon, students Likpakpaln and Sisali will be studying in our various Colleges and other educational institutions. This, when approved, will trickle down to the basic schools in Ghana so that Likpakpaln and Sisali will be taught in various classrooms, especially as a subject at the upper primary and above. With this, a college is designated to study a particular language depending on either the location of the college and or the dominant language spoken there, and also the choice of the student. For instance, all the CoE in the Northern Region must study Dagbani and other languages students choose to study.

Owing to this, each of these colleges in the Northern region must employ Dagbani tutors since Dagbani is the approved Ghanaian language of study for students within the Region. Thus, students who choose to attend these Colleges must do Dagbani, and students who want to study other Ghanaian Languages rather than Dagbani will be doing that on their own since there will not be a tutor to handle them in those Ghanaian Languages. They only have to depend on the college library for the local language materials. The library, therefore, serves the needs of all these students.

Before the introduction of the B. Ed. program in the CoE, Ghanaian Language was a core subject for every first-year student. First years were taken through the grammar and literature of their various languages of study in the first and second semesters respectively. In the second semester, they were supposed to read books in the three genres of literature, that is, drama, prose, and poetry.

With this, adequate materials in the various Ghanaian Languages were therefore supposed to be made available to students either through their tutors' recommendations or at the libraries of the colleges. After going through this, students are expected to competently read, write and be able to do basic grammatical analysis in their various Ghanaian languages of study. It is also to improve their mother tongue and the development of multilingualism among students. Student teachers are also being trained to teach at the basic schools where they are expected to implement the Language Policy and also assist their learners also develop multilingually.

3. Statement of the Problem and Research Objectives

Libraries in academic institutions serve as information centers for various users. Thus, students, lecturers, faculty members, and other researchers see the library as an important center for the acquisition of information. However, libraries in the CoE are in their initial development stage towards meeting the information needs of students, tutors, and other researchers as far as libraries continue to be growing organisms as postulated by Ranganathan (1950). This applies to the collection, the space, and the physical structures of the library. The importance of mother tongue competence cannot be downplayed in the academic development of a child. These competencies are developed through the five (5) components of reading; phonological awareness, phonics, vocabulary acquisition, comprehension, fluency, and writing. Ghanaian Languages students in the CoE in the Northern Region have low competence in the 2Rs (reading and writing) of their various Ghanaian Languages of study. This is partly the consequence of the inability to read prints in their various Ghanaian Languages, hence the need for this study. This study, therefore, seeks to find out whether the Ghanaian language materials are readily available in the various libraries of CoE in the Northern Region, the level of awareness of their availability in the libraries of these colleges, and

how these materials are being used by tutors and students. As a preliminary study, this research is significant because there is little or no existing literature on this area of study; therefore, it will contribute to the current knowledge in this field.

The objectives of the study are to:

1. investigate the availability of Ghanaian language materials in the CoE libraries.
2. find out whether students and tutors are aware of the availability of Ghanaian language materials in the libraries of CoE in the Northern Region.
3. investigate the usage of the available Ghanaian Language materials in the libraries of the CoE in the Northern Region by students and tutors.

4. Literature Review

Ghana is a multilingual society with about 44 indigenous languages and several cross-border languages (Hall, 1983). The state since independence officially approved nine of these languages for use in education and the media: Twi, Dagaare, Dagbani, Dangme, Ewe, Ga, Gonja, Kasem, and Nzema. These languages were chosen because they are largely spoken and have a strategic distribution (Hall, 1983). The nine approved local languages are, however, not the medium of instruction and have varied statuses in education in accordance with the policy on the use of the mother tongue in the education of successive governments since independence.

Bilingual programs make it easier to transfer linguistic and cognitive talents. Students can start reading and writing in the L2 once they have mastered basic literacy in the L1 and communication abilities in the L2 (Trivedi 2022; Amrand 2021). This allows them to effectively transfer their literacy abilities into their native language. The pedagogical tenets underlying this positive skill transfer are Cummins' (1991, 1999) interdependence theory and the idea of common underlying proficiency, which states that once oral L2 skills are developed, prior language knowledge can be accessed and used in the second language without the need for re-learning (Alimi, Tella, Ademyemo and Oyeweso 2020).

A more definite number has been given by Gordon and Grimes (2005), who mentions the number of spoken languages in Ghana as 83, which includes English and two sign languages. All the indigenous languages of the country have been classified as the Niger-Kordofanian language family belonging to the Gur and Kwa sub-families. The least number proffered is forty, while the largest estimate is eighty-three (Owu-Ewie 2009).

Dzinyela (2001) postulates that despite pupils' and teachers' awareness that pupils understand better when L1 is used as a medium of instruction, most pupils continue to listen to their teachers and parents who all prefer English to L1 because English is prestigious and being literate in English symbolizes upward mobility. This assertion has affected the production, provision, and use of Ghanaian Language materials in our educational institutions in Ghana.

Perhaps, the reason for the neglect of the Ghanaian Languages in educational institutions is the assertion of Woolman (2001), Wolff (2005) and Wolff (2018) who all see African languages as primitive idioms with limited communicative value, only to be spoken by illiterate hunter-gatherers, farmers or cattle-herders, and for culturally highly restricted matters only. Further, African languages are in no way apt to be used for any advanced or written communication pertaining to political, economic, cultural, and social matters of our times, in particular not for anything to do with modern technology, science, and political philosophy.

Hovens (2002) on the other hand, also observes that pupils who started their education in their mother tongues tend to read and write better even in the second language than those who start in the second language. Further, the study notes that classrooms, where the local language was used, were more stimulating, interactive, and relaxed.

Mother tongue is known to be one of the factors that promote a solid foundation for learning in the early years (Dea et al., 2014; Carol et al., 2010). Mother tongue helps children gain high-level creativity, high-level sensitivity to grammar, and problem-solving skills.

On the contrary, Akramov & Asante (2009) identify over 100 linguistic and ethnic groups in Ghana with these groups maintaining a sense of ethnic identity. They further state that, due to the similarities in the various dialects and the increasing mobility of the population, a typical Ghanaian understands at least one of five major languages - Akan, Nzema, Dagbani, Ga, or Ewe as well as English, which is the official language of the country.

A child's first comprehension of the world around him, the learning concepts and skills, and his perception of existence start with his mother tongue. Early education in the mother tongue expands the verbal facility and cognitive realm of the child (Iyamu & Ogiegbaen, 2008).

It is also held that children who come to school with a strong foundation in their mother tongue develop strong literacy abilities in the language used at school (Saville-Troike, 1988). According to Vivian et. al. (2015), early introduction to a foreign language distorts the accumulated vocal and verbal facility, thought process, and cognitive equilibrium. The success or otherwise of this assertion, however, depends very much on the type of preparation prospective teachers undergo in the CoE.

The language policy as it stands now has several implications for teacher preparation since it is clear that the Ghanaian language is to be taught as a subject right from the Basic one. This thus implies that all CoE in Ghana is to expose their students (i.e., the teacher trainees or prospective teachers) to the teaching and learning of the content of the prevalent Ghanaian language of their area. To ease teacher posting the Teacher Education Division (TED) of the Ministry of Education in Ghana has directed all CoE to take their students through the content of at least two Ghanaian languages. Teacher trainees are also to learn the use of the Ghanaian languages as media of instruction (MOI) for all subjects in the lower primary except the English language. In effect, every teacher trainee should be able to teach the Ghanaian language both as a subject and as MOI in schools. These first two implications lead to another: There will be available in the CoE tutors who possess specialized skills to provide the requisite training in the content of the selected Ghanaian languages as well as the

methodology for teaching Ghanaian language and using it as MOI. Also, materials for teaching and learning in the local languages must be available for use in the CoE. Apart from this the curricula of the colleges must incorporate methods for developing teaching and learning materials in the local languages and for using them as MOI. In this way, teachers who graduate from college can prepare basic materials on their own and use them to teach their pupils. All these imply that teacher trainees will be made to study the content and structure of the Ghanaian language and what this means for children's language acquisition. They must also be exposed to the rationale for the language policy using empirical evidence.

Krolak (2006) argues that to express and record local culture and knowledge it is necessary to translate relevant materials into indigenous languages. According to him, it is important to have a strong and vibrant local publishing industry. Unfortunately, a complex book chain connecting the creators of knowledge to users of the knowledge is struggling, especially in libraries which occupy an important position in the book chain. Makotsi (2004) also indicates that Africa produces a few of the world's books, especially books in the local languages (Ndhlovu & Makalela 2021). This led to the importation of about 70% of books that we use on the African continent. By implication, libraries will be stocked with foreign language materials at the expense of local language materials.

A special survey on the use of library resources by the University of Kalyani students indicated that students need guidance in their use of library resources and that journals, textbooks, and lecture notes were the resources mostly used by the students (Sohail, Pandye, and Upadhyay, 2012). Simmons & Andalee (2001) report that the perceived quality of library resources is a key to library usage by users. Aladeniyi & Owokole (2018) examine the utilization of library resources by undergraduate students of the University of medical sciences, Ondo, Nigeria. The study found that relevant library resources were available for use and most students use the library for examination, research, and general information.

Jamil, Tariq, and Jamil (2013) sampled teachers and students to find out their usage of library resources. The results of the study revealed

that libraries were underutilized and the reason behind this was the unavailability of relevant resources in the library. Anhwere, Paulina, and Manu (2018) investigate lecturers' utilization of library resources at the University of Cape Coast, Ghana; the results revealed that library resources such as textbooks, journals, research monographs, research reports, newspapers, indexes/abstracts, internet services, and dictionaries/encyclopedias were available and lecturers preferred the use of textbooks to any other library resources. The study of Koforidua Polytechnic student use of library resources in Ghana by Owusu-Acheaw & Larson (2014) indicated that most Koforidua Polytechnic students are aware of the library resources, however, most of them could not use the available resources because of a lack of information retrieval skills.

The current study is focused on how students and tutors' awareness and availability of local language library resources influence the effective use of these materials in the CoE libraries in the Northern Region of Ghana. The basis for this study is the lack of literature on the availability and utilization of Ghanaian language resources in libraries of CoE in the Northern Region of Ghana.

5. Methodology
This research is carried out in four CoE, that is, E. P. College of Education - Bimbilla, St. Vincent College of Education - Yendi, Tamale College of Education, and Bagabaga College of Education - Tamale, all located in the Northern Region of Ghana. The study employs a quantitative design.

5.1. Participants
The study target population was 150, however, 95 people made up 84 students, 7 tutors, and 4 librarians' responses were sampled for analysis. A simple random technique was used to proportionately select the student participants but all seven (7) Ghanaian language tutors and four (4) librarians from these colleges in the northern region were used for the study. Table 1 below shows the demographics of the participants.

Table 1. Demographic information of respondents (students, tutors, and librarians)

Gender	Freq.	%	Level	Freq	%	Tutors	Librarians	
Male	56	66.7%	200	35	41.7%	6	4	
Female	28	33.3%	300	49	58.3	1	0	
Total	84	100%		84	100%	7	4	95

Table 1 above, contains the demographic information of the respondents. The respondents were made up of male and female level 200 and 300 teacher trainees of these four colleges in the Northern Region of Ghana. 56 (66.7%) of the respondents were male and 28 (33.3%) were female. Level 200 students were made up of 35 (41%) of the respondents while 49 (58.3%) of the respondents were level 300 students. Another segment of the respondents were Ghanaian language tutors and librarians of the participating colleges. The Ghanaian language tutors were 7 in number, 2 from each of the colleges except for St. Vincent CoE, which had only one tutor for the Ghanaian Language at the time of research. Among the tutors representing these colleges, only one respondent was a female, the rest were males. All four (4) library respondents from these CoE were males. Male students dominate their female counterparts perhaps as a result of their proportions in the population. The time of this research coincided with the period level 300 students were on campus for their end-of-semester exams. This explains why their response rate was higher than the level 200 students.

5.2. Data collection tools
Google form questionnaires made up of 15 items were designed taking into consideration the three objectives of the study. Each of these categories, that is, students, tutors, and librarians were given questionnaires with different items to respond to. However, the first sections of all the categories were centered on ascertaining the awareness and availability of the Ghanaian language materials in the

libraries and whether students are fully aware of these materials in these libraries. The second parts of the questionnaires were also on whether the available materials were easily accessed by the tutor and the students and how often these participants access them. Finally, the last portions of the questionnaires were to explore how these available and accessible materials are used; when students actually use these materials and for what. The questionnaires were sent to the WhatsApp platforms of students who were offering Ghanaian Language as one of their elective courses for them to respond to them. And once a questionnaire is responded to, the responses would be saved in Google Documents, we will just go there and view the responses. For tutors, the questionnaire was sent to their individual WhatsApp lines for their responses. All the librarians and the tutors of these four CoE were males.

The data collected were first coded, and the resultant data from the Google forms were analyzed using SPSS to generate tables, simple counts of means, percentages and figures Chi-Square test was used to determine whether availability and awareness of the Ghanaian language materials can determine their usage.

For confidentiality, the participants' names were not required in the questionnaire. Again, the questionnaire made it clear in the introductory part that the responses of participants were exclusively for academic purposes and only for this research. Throughout this research, the researcher created and maintained a very comfortable environment for smooth research. The questionnaires were pretested on students and language tutors of CoE that were not considered for this study to ensure their reliability for this study. It was also sent to colleagues and other senior researchers for them to read for ambiguous questions on it.

6. Results
The following tables present the responses of the participants in the various colleges of education in the Northern Region based on the research objectives.

6.1. Availability of Ghanaian language materials in the library
On the availability of Ghanaian Language materials at the libraries of the Colleges of Education in the Northern Region, **Table 2** below presents the participants' responses.

Table 2. Availability of Ghanaian language materials in the library

Responses	Students Frequency	Tutors' frequency	Librarians' frequency
yes	36	4	3
no	35	2	1
not sure	13	1	0
Total	84	7	4

Table 2 above, contained responses on the availability of Ghanaian language materials in the Northern Region CoE libraries. 36 (yes) students indicated that Ghanaian language materials were available in their respective colleges' libraries whiles 35 students selected 'no', which meant that Ghanaian language materials were not available in their libraries and 13 of the students were not sure of its availability in the library. 4 tutors also selected 'yes', language materials were available in the CoE libraries and 3 tutors indicated that Ghanaian language materials were not in the libraries.

6.2. Types of available Ghanaian language materials
The responses of the participants on the type of materials available in the libraries of the CoE in the Northern Region were presented in Table 3 below.

Table 3. Type of Ghanaian language materials available in the CoE libraries

Item	No. of students (Frequency)	No. of Tutors	No. of Librarians
prose	25	2	3
poetry	22	3	3
Drama	27	2	2
grammar	20	4	2

Source: field data

Table 3 contains responses to the type of local language materials found in the CoE libraries in Northern Ghana. The researcher asked the respondents to select from the checkboxes the type of local materials in their various colleges' libraries. The results revealed that, out of 84 students, 25 of them selected prose, 22 checked poetry, 27 selected drama, and 20 of them selected grammar. Also, out of 7 tutors, 2 tutors indicated that there were prose materials in the library, 2 selected poetry, 2 indicated drama, and 4 checked grammar. However, the results of the librarians revealed that all these types of Ghanaian language materials were available in their libraries. Out of 4 librarians, 3 of them indicated there were prose and poetry, and 2 indicated the availability of drama and grammar. Only one librarian indicated that none of these types of materials were available in his library.

7.3. Awareness of the availability of the Ghanaian language materials
Table 4 below is the representation of the responses from the various participants in the CoE in the Northern Region.

Table 4. Awareness of Ghanaian language materials

Responses	Students in percent	Tutors in percent
yes	57	51
no	43	49

Source: field data

In Table 4 above, the researcher wanted to find out whether students and Ghanaian language tutors of these said colleges were aware of the availability of Ghanaian language materials in their various colleges' libraries. The results shown above revealed that most students and tutors of the colleges were aware of the availability of the materials as 57% of the students were aware of the materials available in their libraries while 47% indicated they were not aware of the materials. The results also revealed that only 46% of level 200 are aware of the availability of Ghanaian language materials in the library and 54% of them are not aware of it. 73% of level 300 students were aware of the availability of the materials whiles only 26% of them were not aware of its availability in the library. Also, 51% of the tutors selected (yes), that they were aware of the availability of Ghanaian language materials in their libraries whiles 49% selected (no), meaning they were not aware of the availability of the materials.

6. 3.1. How students became aware of the materials available
Students' responses on how they got to know about the Ghanaian Language materials available in the libraries of the CoE in the Northern Region are presented in Table 5 below.

Table 5. How students became Aware of Ghanaian language materials in the library

Categories	Stud. Freq.	Stud. %	Tutors Freq.	Tutors %
Library orientation	16	19%	2	28.6%
My effort	22	26.2%	6	85.7%
Library notice board	4	4.8%	0	0%
My Ghanaian language tutor	32	38.1%		

Source: field data

The researcher wanted to find out how respondents became aware of these materials in their respective libraries. Therefore, table 5 above contains the responses of the respondents on how the respondents became aware of Ghanaian language materials in the libraries. The respondents were asked to indicate if they became aware of the materials through library orientation, their effort, the library notice board, and their Ghanaian language tutor. Most of them indicated that they had information about the materials through their Ghanaian language tutor (38.1%). Some of them also indicated that they had the information through their effort (26.2%). 19% of the students also indicated that they became aware of the Ghanaian language materials through library orientation and 4.8% said they got the information through library notice boards. Most of the Ghanaian language tutors became aware of the local language materials in the library through their effort (85.7%) and while few of the tutors became aware through library orientation (28.6%).

6.4. Students use of the available Ghanaian language materials

Respondents were required to state whether they use the available Ghanaian Language materials in the libraries of the CoE, state how

often they use these materials and when they use them. Table 6 below were the responses to these various themes.

Table 6. Students' use of Ghanaian language resources in the library

Question	Response units	Student frequency	Tutor frequency	male	female
Do you use Ghanaian Language Materials from the Library?	yes	37	2	19	18
	no	47	5	37	10
How often do you use Ghanaian language materials?	all the time	36	1	4	24
	ones a while	11	1	11	37
	Not at all	37	5	28	8
What times do you need Ghanaian language materials most	all the time	24	7	16	8
	other	24	5	15	9
	Never	12	0	11	1
	during exams	24	5	14	10

Source: field data

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Table 7. Chi-Square test of the impact of availability and awareness on the use of Ghanaian language materials

Test	Value
Chi-Square	46.04
p-value	0.01
phi	0.74

The researcher wanted to find out whether students and staff use Ghanaian language materials in the library. The researcher, therefore, asked the respondents to indicate 'yes' or 'no' to show the status of their use of the Ghanaian language materials in the libraries. Results from the table revealed that 37 students out of the 84 respondents who were students were using the resources and 47 of them indicated they were not using them. The results also revealed that 2 out of the 7 tutors were using the Ghanaian language resources in their libraries, the rest indicated that they were not using the Ghanaian language materials available in their respective libraries.

Respondents were also asked to indicate how often they were using the Ghanaian language resources in the library. They were given three options to choose from. The options were: 'all the time', 'once a while' and 'not at all'. 36 of the students selected that they were using it all the time, 11 of them said they were using it ones a while and 37 of the students indicated they were not using it at all. The results of the tutors also revealed that 1 of the tutors was using it all the time, 1 also indicated using it once in a while and 5 of the tutors said they were not using it at all.

The researcher again wanted to find out the times respondents need Ghanaian language materials from the library in a multiple respond set of questions, meaning, respondents could select more than one option. Again, four options were given for them to choose from. These options were: 'all the time', 'other', 'never', and 'during exams.' 24 of the students said they needed Ghanaian language materials all the

time, 24 of them also indicated they needed it at other times, 12 of them also said they never need it and 24 indicated that they needed the materials during examinations.

The researcher also conducted a crosstab analysis of students' usage of Ghanaian language materials by gender. 19 males indicated (yes), they were using Ghanaian language materials and 37 of them indicated (no), they were not using them. 18 females selected (yes), they were using the resources whiles 10 of them said they were not using them. 4 male students indicated they use Ghanaian language materials all the time, 24 of them said they use it once a while and 28 males students never use the resources at all. 11 females use the resources all the time, 37 of them use it ones a while and 8 of them never used it at all. Also, the results revealed that 14 male students needed Ghanaian language materials during exams, 16 of them needed them at all times and 15 needed them at other times and 11 males never needed them. again, 10 females needed them during examinations, 8 needed them at all times, 9 needed them at other times and 1 female never needed them.

The chi-Square test was further conducted to test whether the availability and awareness of Ghanaian language materials in the CoE libraries have a significant difference in the usage of the materials. The results revealed that availability and awareness of the Ghanaian language materials has significant difference in their use and the difference is strong, $t(84)= 46.04$, $p=0.01$, phi=0.74. which implied that, though the materials were available in the CoE libraries and students and tutors were aware of them, they were still not using them. The results can be seen in Table 7 above.

7. Discussion
This study was designed to investigate three (3) objectives. The first objective was to find the Ghanaian language materials available in the CoE libraries' stock. The findings revealed that Ghanaian Language materials were available in the libraries. The findings also revealed the types of materials that were available. These included poetry, drama, prose and grammar materials. This finding is in line with Alademiyi and Owokole (2018) who indicated that relevant library materials are available for students and lecturers to use for their academic purposes.

The second objective was to find out about the awareness level of students about the availability of Ghanaian language materials in their colleges' libraries. The findings again revealed that apart from the first-year students who were not aware of the availability of the materials, the rest of the students (level 200s and 300s) and tutors who handle Ghanaian language courses in the teacher colleges of education in Northern Ghana were aware of the availability of Ghanaian language materials in the college libraries. Level 200s and 300s are students in their second and third years in the COE. The study also revealed how students and tutors became aware of the Ghanaian language materials. Most of them became aware of them through their research efforts in the library. Others also became aware of them through the following ways: their Ghanaian language tutors who normally direct them to the materials in the library, library orientations and library notice boards. This finding is consistent with the findings of Owusu-Acheaw and Larson (2014) who found in their study that Koforidua Polytechnic students were aware of the library resources. They again indicated that students and lecturers gain knowledge of the library resources through library orientations.

The final objective was to investigate the usage of Ghanaian language materials by students and tutors of COE in Ghana. The findings revealed low utilization of the Ghanaian language resources among students and tutors of the CoE. These findings again confirmed the findings of Jamil, Tariq and Jamil (2013), Madondo, Sithole and Chisita (2017), Ifijeh, Ogbomo and Ifijeh (2018) and Yebowaah and Plockey (2018) who indicated low usage of library materials among students and lecturers.

This lack of utilization of the language resources in the college library may be a result of different factors. Either the content of the resources does not have much course content for the students and tutors or the materials are not relevant to the courses taught in the college. Again, there may be a lack of marketing of the library resources to inform the users of the college libraries and the materials available to them for their use. Users of the library use resources that have perceived direct usefulness to them especially students who are preparing for their examinations and other related academic works.

This study indicates the availability of Ghanaian language materials in the CoE libraries in Ghana. The study also indicates students' and tutors' awareness of the materials, however, the usage of the materials is low among both students and tutors of the Colleges. The reason can be explained from two perspectives. That is the perspective of the theoretical lens of this study and the perspective of the researchers' observation. The theory of gratification indicates that the use of library resources by students depends on the perceived usefulness of the resources to the students. Even though the Ghanaian materials may be available in the CoE libraries and students and tutors may be aware of them, their use of the students and tutors towards their course work will determine their level of usage of the materials. Therefore, the materials in the library may not be useful to the students and tutors for their programs of study. The second perspective is the researchers' observation. Another reason for the low usage of the materials may be a result of the fact that the libraries have not been able to entice the students and tutors with the resources that they have through the adoption of intense marketing strategies. If the students and tutors do not see the link between the library resources and the courses that they offer, they may not use the resources in the library. Again, the government of Ghana is supplying course materials to CoE students, these may seem sufficient to the students hence, their nonuse of the library resources.

8. Conclusion and Recommendations

The study reveals that there are few Ghanaian Language materials in the libraries of the CoE in the Northern Region. Where the Ghanaian Language materials are even available in these CoE, they are under-utilized. The majority of the respondents who indicated that they use Ghanaian Language materials in their respective CoE libraries agreed that they use these materials to obtain general information, for examinations, assignments and research. Some of the Ghanaian Language materials especially Dagbani, that are found in the libraries CoE are archaic and do not follow the autographical rules of the language. Generally, there are inadequate Ghanaian Language materials in the libraries of CoE in the Northern Region of the country. This affects the performance and learning of Ghanaian Languages in the CoE in the Region. Therefore, CoE should make an

effort to stock its libraries with Ghanaian Languages materials to promote bilingual education among its students.

Based on the findings of the study, the following recommendations were suggested by the researchers:

- Library education must be intensified about the resources that they have in their stock and the relevance of these resources to the courses in CoE programs.
- Libraries must go beyond acquiring the materials that are given to students by the government by acquiring and providing rare and relevant materials to their user communities.
- The libraries should target the tutors as part of their marketing system. As can be seen in the findings, most of the students got to know about the library resources through their language tutors.
- College management and government should support the libraries by providing the needed funds for the acquisition of library materials. This will help the libraries maintain their place as learning and knowledge centers.

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