

**USERS' ATTITUDES TOWARDS THE LIBRARY OF THE
UNIVERSITY OF THE WESTERN CAPE**



BY

ARNOLDUS RUDOLPH DAVIDS

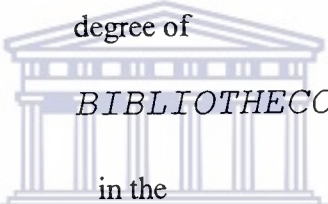
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UNIVERSITY OF THE WESTERN CAPE**

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ARNOLDUS RUDOLPH DAVIDS

Submitted in partial fulfillment of the requirement for the

degree of
MAGISTER BIBLIOTHECOLOGIAE
in the



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UNIVERSITY OF THE WESTERN CAPE
University of the Western Cape

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DATE SUBMITTED : 15 NOVEMBER 2000
BELLVILLE : UNIVERSITY OF THE WESTERN CAPE

I declare that **USERS' ATTITUDES TOWARDS THE LIBRARY OF THE UNIVERSITY OF THE WESTERN CAPE** is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed: *Stawick*

Date: 16-11-2000



LIST OF ACRONYMS

CALIM	Consortium of Academic Librarians in Manchester
COPOL	Council of Polytechnic Librarians
CPD	Continuing Professional Development
IULC	Inter-University Library Committee
SABINET	South African Bibliographic and Information Network
SCONUL	Standing Conference of National and University Libraries
UK	United Kingdom
USA	United States of America
UWC	University of the Western Cape

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SUMMARY

For any academic work at a university, students and staff are entirely dependent on the adequacy of the library. That is why the reason for the existence of university libraries is to provide essential study and reference material to supplement the instruction given to students in the lecture-rooms, as well as to support academic progress and research.

The problem addressed in this study is to look into lecturing staff and full-time students' attitudes towards the University of the Western Cape Library. An attempt is made to identify their attitudes toward the services and the materials they are offered.

In order to assess, the success of one particular library, the University of the Western Cape Library, in appeasing the needs of its users, a survey of its full-time students and lecturing staff population of six faculties was undertaken during 1999 to solicit their views on the library and its ability to fulfill their needs.

The study is approached within the context of user studies as a scientific discipline around which a growing body of theoretical concepts have been formulated. It is also an area of research in which many surveys around the user and her/his needs have been conducted over the preceding decades. In particular the user of the academic library and his needs, especially at undergraduate as well as postgraduate level have been the objects of investigation.

There seems to be a need to involve library staff in continuing education programmes. This will assist library users, who can expect to be informatively supported by the library staff who are both knowledgeable and up to date in their fields. It all helps to add to the professional competence of the staff and the skills that they produce to satisfy user needs.

There are also issues for debate with regard to books and periodicals collections. It is hoped that with a better library orientation, better search strategies will be encouraged and then, probably, even more users will be satisfied with the stock. However, bearing in mind that the majority use of the library stock, on most occasions, is limited to the items available in the reserve section. Care should be taken that selection criteria are strictly adhered to, and that all the subjects taught at the university are covered, so that there are no gaps in the collections.

A very real problem to the university is one of finance. The cost to duplicate, for example, prescribed texts sufficiently, will absorb a large proportion of book funds, which will mean less money left for building a balanced research, book and periodical collection. It is therefore suggested that the Senate Library Committee should try and put a well-balanced library budget in place. This will insure that the library that is regarded as the heart of the university will remain a relevant and integral part of every student's life on campus.

It appears that some lecturers order many books for a very specialised field of research, or for their own field of study, which is too specific or not related to the needs of students. After a few years the lecturer may leave and the items would have lost their value in terms of needs of the students.

The acquisition policy of the library is that academics recommend the books to be ordered for their subjects' areas through the library. However, gauging from some of the comments received with regards to the stock, a more structured procedure seems necessary for the purchasing of items by the departments.

The fact that the library still has a shortage of books (especially new and up-to-date material) due to the large number of students per faculty, once again strengthens the case that the Senate Library Committee should put a well-balanced library budget in place. It is therefore suggested that the library should consider the number of students in each faculty when ordering books and other library material.

In this study cognizance has been taken of relevant research findings and theoretical concepts as they apply to the particular field of investigation.



1.1 Background to the study

University libraries have been the scene of ongoing change over the past few decades. The “traditional” library with its core collection of monographs is giving way to the “virtual” library that provides remote access to the contents and services of libraries and other information resources, combining an on-site collection of current materials in both print and electronic form, with an electronic network which provides access to, and delivery from, external worldwide library and commercial information and knowledge sources (Visser, 1996: 12).

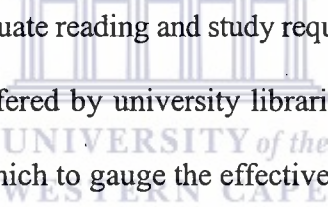
A library’s main responsibility or function, therefore, is to serve the needs of a particular community, be it local (as in the case of an academic library, like the University of the Western Cape library) or national (as in the case of a national library, like the State Library). Libraries must help their users make the fullest use of the information sources which have been collected. Catalogues are created and maintained at great expense, published bibliographic tools are acquired and space is provided for the users to consult these materials, some of which either cannot or do not need to be taken out on loan. Furthermore, the library staff are normally at hand to give assistance and advice (Paisley, 1968: 1).

Folster (1989: 9) points out that user studies often paint a discouraging picture. Libraries in practice seem to serve only a small percentage of the members of their communities. In the case of a university, it is difficult to know what the main body of the clientele, that is the students, think about the library. But without some knowledge regarding their expectations of, and attitudes towards, the librarians and services, librarians are in danger of trying to communicate

(since librarianship is a means of communication) with an unknown audience. It would then seem relevant for a university library to study how users use the library and what their attitudes towards the library are.

Ruth (1997: 170) argues that it would seem that two factors militate against the effective use of the library and neither of them originates in the library itself. One is the reliance on prescribed texts and the other is the amount of work that students are expected to “get through”. The words “get through” are put in inverted commas because students clearly cannot “understand”, “process”, “integrate” or do anything similar with the material. Even though they may be endowed with privileged schooling, entering tertiary education is difficult.

1.2 Problem Statement



For undergraduate and postgraduate reading and study requirements, and against the background of the professional services offered by university libraries, satisfaction of student/user needs remains the touchstone with which to gauge the effectiveness of services offered. Although libraries do a great deal to provide functional buildings, appoint professional staff, manage them according to sound principles, and furnish their libraries with balanced book collections of a high standard which are made available to their users through modern methods and techniques of access, utilising sophisticated technological equipment, the important question remains whether university libraries really succeed in satisfying the information and other needs of their users.

University libraries, which provide services to individuals or groups of individuals, need to assess and re-assess their services, and the way in which these services are delivered, to ensure that user needs are optimally satisfied within the constraints of limited resources. Where such

a survey is conducted within a particular institution, specific problems which students and staff have to cope with, and specific complaints which are being raised from time to time , can be thoroughly and objectively investigated. At the same time opening and improving communication channels with the body of students/users can be achieved (Lawton, 1989: 123).

The research problem for this study, therefore, is concerned with two aspects:

1. Assessment of the information needs, information retrieval and use patterns of the University of the Western Cape (UWC) campus community (lecturers and students) and what these practices reveal about the incidence of use of computerised information resources and services offered by the library.
2. Assessment of the attitudes, perceptions and preferences of the UWC campus community (lecturers and students) regarding library services.

This problem requires the study of the actual users rather than the persons who happen to be in the library when the survey is conducted. In addition, the concern here is with needs as well as attitudes voiced by the users and not the attitudes voiced by the librarians operating the system. The focus of this study, therefore, is on the library users as well as non-users and their reactions to the library, its collection and staff.

1.3 Objectives

According to Swisher and McClure (1984: 15),

Library-related research is intended to improve the effectiveness of the library, increase the degree to which the library can resolve the information needs of its clientele, and prepare itself for organisational change and adaptation to the environment.

The main purpose of this study is to gather information that would serve as a future aid for strategic planning towards the “preferred future” for library services at the University of the Western Cape and would meet the diverse needs of the campus community. This study therefore aims to:

1. investigate information retrieval and use among the UWC campus community (lecturers and students) for their teaching, research and learning, and what these practices reveal about the incidence of use of computerized information resources and services;
2. determine the crucial user needs, as well as attitudes, perceptions and preferences of UWC lecturing staff and students, to be able to design new user education services aimed at enhancing information literacy among faculty members and students; and

1.4 Research questions

This study will try and find answers to the following questions:

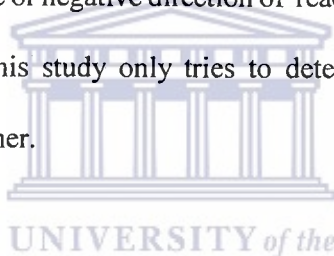
1. What are the information needs, and the information retrieval and use patterns of lecturers and students at the University of the Western Cape?
2. Can students and lecturers find their way about the library easily?
3. Are the catalogues a stumbling-block or an aid to use?
4. Do students and lecturers know of all the help the library staff can give them, and are they ready to make use of it?
5. How well, in short, is the library putting itself across?
6. What are the students’ and lecturers’ attitudes towards the university library (staff and services)?

1.5 Scope and delimitations

The scope and objectives of this study were limited, in order to keep them within manageable bounds. Limits were set for this purpose only, and were not intended to imply that the subjects excluded (all part-time students/users) were less interesting, less important to the library profession, or less worthy of study by librarians, than those who were included.

The first of these limitations concerns the aspect of attitude that was to be studied. As Newcomb (1964: 40) shows, a person's attitudes incorporate all of his beliefs and feelings, but this study focused upon a single aspect of this attitude complex, an aspect comprising two of Crespi's (1965: 5) four dimensions :

“Evaluation - positive or negative direction of reaction” and “Affect - intensity of feeling and movement”. This study only tries to determine whether one attitude is more favourable than another.



The second limitation imposed in this study concerns the object of the attitudes studied. As McKillop's definition indicates, attitudes may have as their objects “any topic, institution, practice, or person”(McKillop, 1952: 3). But this study's only concern was with attitudes toward the library of the University of the Western Cape. It was not concerned with attitudes toward university libraries in general, or with attitudes toward other objects, e.g. reading, that may affect library use.

The third limitation is implicit in the use of the terms “library user” and “non-user”, which according to Evans (1970: 46) represents a dichotomous division of the population of potential library users. Therefore, this study was concerned with the difference between lecturers/students

who do not use the university's library at all and those who do use it.

The final limitation was one identified by Garrison (1962: 233) in one of his studies:

First, what is measured is the association between variables and not cause and effect. The associations noted may be accidental or may be due in large part to the action of other unknown factors. Secondly, the correlations are between properties of groups rather than individuals. It sought, however, to reach conclusions which may be applied both to individuals and to groups.

The target group for this study include the lecturers and students of six faculties at the University of the Western Cape, namely Arts, Community and Health Sciences, Education, Economics and Management Sciences, Law, and Science. Thus Faculties of Dentistry and Religion were excluded because the researcher discovered that these two faculties have their own branch libraries. This target group is further delimited to full- time postgraduate and undergraduate students, excluding all part- time students/lecturers.

1.6 Definitions of terms

The following key concepts are defined in order to avoid possible misunderstanding:

1.6.1 Attitude

Ivey (1986: 15) points out that sociologists and psychologists found it difficult to reach a consensus on the precise meaning of the term "attitude". In his review of the development of the concept of attitude, Allport (1967: 7-8) recorded as many as seventeen distinct definitions (including his own) by 1935. McGuire (1969: 142) notes that the psychologist Nelson had listed

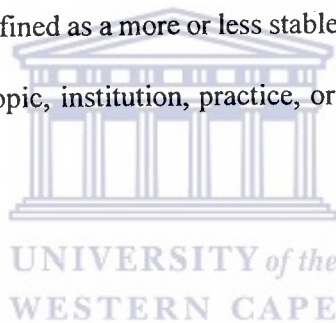
thirty such definitions by the end of the 1930s. One of the earlier definitions of attitude is the succinct statement posited by Thurstone (1931: 197):

Attitude is the affect for or against a psychological object.

McGuire (1969: 360) does, nevertheless, put forward a definition of his own at a later stage, in which he expressed his own views:

...attitudes are pre-dispositions to classify sets of objects or events and react to them with some degree of evaluative consistency. While attitudes logically are hypothetical constructs (i.e. they are inferred but not objectively observable), they are manifested in conscious experience, verbal reports, gross behaviour, and physiological symptoms.

For this study, attitude is defined as a more or less stable tendency to respond in a favourable or unfavourable way to any topic, institution, practice, or person (this is McKillop's definition, quoted first on page 5).



1.6.2 Users

Kemp (1988: 38) maintains that “users” are those for whom information systems are created - the “ultimate beneficiaries”. In the context of their direct use of information systems, they are often referred to as end-users to distinguish them from users in the sense of intermediaries, who use or supply services on behalf of and for users.

1.6.3 Non-user

Hermon and Pastine (1977: 130) have inferred a working definition of a non-user. They stated that “a non-user may be defined as a person who spends two hours or less in the library per week and who uses it only for social, study-hall, or reserve reading purposes”.

1.7 Significance of the study

The importance of the user in a library was recognised decades ago by Ranganathan (1963: 9).

He attempted to summarise the essence of the library with the following statements:

- a) Books are for use
- b) Every reader her/his book
- c) Every book its reader
- d) Save the time of the reader
- e) A library is a growing organism.

Ranganathan has played a pioneering role with his contribution to theoretical thinking in this field. His work was supplemented by Strang (1968: 4) in the field of “Readers Services”, and later researchers gave more specific attention to academic libraries and their users.

Various views of what constitutes user studies, and the use of attitude surveys in this regard, are found in the literature. It is interpreted by Meredith and Bonnie (1982: 325) “...as an interdisciplinary operation for the enlargement of knowledge about the information behaviour of the actual and potential users with the help of the empirical social research methods”.

According to Moss and Green (1980: 161) “attitude surveys are no novelty in university libraries...but they remain an important and potentially useful way of communicating with and ultimately helping those for whom the library and its systems exist”. The function of these largely pragmatic studies then mainly consists of reinvigorating changes in the goals of the library organisation, for example, to introduce new kinds of services, to open the library earlier, or for longer hours and also very important is the revision or modification of widespread theories about user behaviour. An investigation of this kind can also provide management with the

necessary information for formulating a programme to meet the needs of the future.

This user study is undertaken to obtain more knowledge of the lecturers and students as users, and to help the library to meet their needs more effectively. In the present economic climate, libraries are faced with the problem of allocating their limited resources in such a manner as to generate maximum benefits to their users. In times like these, with the increasing economic constraints, it becomes more important to the actual success of the library to have a knowledge of what promotes effectiveness of library services. What better way to evaluate this than through a study of its users, the main reason for the existence of the library?

One of the main functions of user studies is to ensure that academic libraries fulfil their mission as centres for the retrieval and dissemination of information. User studies in this instance are not meant as a pragmatic means of raising the library's prestige, but rather to ensure that the educational function of books and libraries is recognised and enhanced. Since academics and students are primary users of a university library, their needs must be of some consequence to the library in setting general goals and short and long range targets. User satisfaction is a complex set of perspectives, values, expectations, and experiences. Various studies of user success have found that about half the people trying to find a book in a library are successful. Saracevic, Shaw, and Kantor (1977: 7) found that 40-50 percent of the patrons attempting to obtain a book eventually left the library without having obtained satisfaction.

In order to obtain the objective of satisfying users' needs, feedback is necessary. It becomes necessary to know more about users' needs, habits, problems, frustrations, and their convictions about the library services. As one can appraise from the foregoing, the need to conduct a user

study commences from “a wish to evaluate services, in order to establish how far good use is being made of scarce and decreasing resources, to re-assess priorities, or to justify the existence of all or part of the services currently offered” (Stone and Harris, 1984: 1).

1.8 Arrangement of chapters

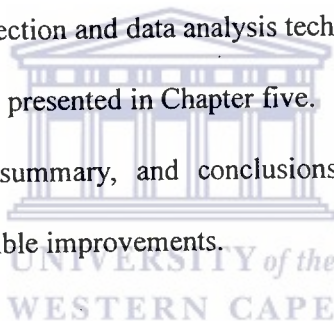
Chapter One comprises a statement of the research problem and the research objectives, as well as other essential information needed to understand the problem comprehensively.

Chapters Two and Three present a review of the related literature to elucidate the research problem and support the investigation.

Chapter Four provides an overview of the design of the Users’ Attitude Survey with a detailed description of the data collection and data analysis techniques.

The results of the study are presented in Chapter five.

Chapter Six contains a summary, and conclusions drawn from the study as well as recommendations for possible improvements.



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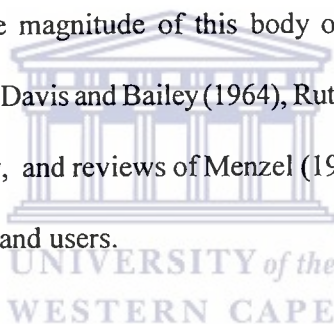
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2.1 Introduction

In order to locate any material which might be considered germane to this study a literature search was made through Library Literature (back to 1960), Information Science Abstracts (back to 1960), Library and Information Science Abstracts (back to 1966), Annual Review on Information Science and Technology (back to 1952) and an online search on SABINET (South African Bibliographic and Information Network). Robert and Burns (1973: 39) argued that the number of library/information system “user” studies, both published and unpublished, from South Africa and abroad is prodigious and scattered throughout the literature of information science. Some idea of the magnitude of this body of literature can be obtained from the numerous bibliographies of Davis and Bailey (1964), Rutgers (1967), Atkin (1971) and DeWeese (1967) to mention but a few, and reviews of Menzel (1960), Fishenden (1965), Hanson (1964) devoted to information use and users.



In reviewing the literature covering “user” studies, one of the first distinctions, according to Haffajee (1982: 7), which the reader must make is that between studies which examine the use made of an information system and studies which examine the user who has become or who wishes to become involved with that system. Robert and Burns (1973: 39) have found it almost impossible to separate categorically studies which analyse the ways in which researchers locate, use or disseminate information from studies which examine the user per se, her/his demographic characteristics, motivation, behaviour and attitudes. Most of the studies cited were primarily concerned with how and in what ways an information system was being used rather than with the user and her/his feelings, behaviour, or attitudes toward that system. Unfortunately, there is no

clear line demarcation between the two and in many of the user studies they overlapped in considering not only what the information user does to locate needed information, but her/ his characteristics as well as her/ his attitudes and behaviour toward the information system itself (Robert and Burns, 1973: 40).

Another distinction which the reviewer of use studies must keep in mind is that between research into the ways in which information is required from the system and studies that examine the ways in which information is passed from the system to the user (Haffajee, 1982: 8). Robert and Burns (1973: 40) maintain that there is yet another category of use studies and these are concerned with research into the attitudes of the user toward the information system itself. Such studies examine the highly subjective reactions of an individual to the information system at his disposal and attempt to quantify or measure these reactions often using very sophisticated techniques. Because of the many difficulties encountered in behavioural research and the complexity of its measuring techniques they have remained largely untried in the world of information systems. Interestingly enough Triandis (1968:125) brought several of these attitude scaling techniques (Thurstone, Likert, Guttman and Edward and Kilpatrick) to the attention of the information science profession as early as the late 1960's.

A third distinction mentioned by Haffajee (1982: 9) which must be made while reviewing the literature of "user" studies is that between those attitudes which develop toward specific information sources (bibliographic tools, individuals, or reference stations) within the system and those attitudes which are manifested toward the information system as an entity itself.

2.2 Attitude studies

In this wealth of user studies only a relative handful of researchers, e.g. Feinler and others (1965), Line (1963), Rosenberg (1966) and some others have called attention to the need for examining the user's attitude toward the information service she/he is using. Bundy and Wasserman (1970: 152) call the lack of standardized research instruments a major impediment to the research methodology of Librarianship/Information Science. Ford (1973: 98) also touches this point in one of the better surveys of current research into user behaviour.

Purdue University Libraries Staff Association as cited by Moriarty (1968: 22) conducted a study of user attitude using a scaling technique designed by Remmers and Kelly in 1934. Later, in reviewing this research, Moriarty (1968: 26) commented that, "...Osgood's Semantic Differential would probably have been a better instrument to use though a more costly and time consuming one..." In the same paper, according to Robert and Burns (1973: 43), Moriarty draws attention to the fact that the independent variables of school, class, library use, academic achievement are not as important in determining attitude toward an institution as might be supposed and he warns of a "...general-cultural pre-disposition to respond favourably to the institution of libraries..... subordinate, more specific affects...".

✓ North (1967: 44) surveyed students and faculty to discover their attitudes towards the new library using the Semantic Differential and the College and University Environment Scales. The instrument used here was composed of 24 concepts each using nine different seven-point scales. Lubans and others (1975: 1-12) conducted a survey of the History and Economics Faculty at the University of Colorado, as well as a random sample of other lecturing staff with regard to undergraduate library skills. Questions posed included a rating of students'/ lecturers' abilities to

make use of library resources for research and term papers; student knowledge of appropriate resources to use when writing term papers, types of assignments which require student use of library resources; reasons for not giving assignments requiring library use; responsibility for explaining indexes, bibliographies, and other reference sources of a specific field; and relative effectiveness of types of formal library instruction. Lecturers felt that formal library use instruction of some sort, provided by librarians, is a key factor in improving and increasing both students' and lecturers' use of library resources.

Paisley (1965: 45) claims that the most common instruments for the study of the information user and her/his needs have been the direct distribution or mailed questionnaire, diary studies, and interviews, with the questionnaire being probably the most widely used of the three. Davis (1971: 9) has added to these direct observation and the critical incident technique while pointing out the need to be concerned with future and potential users as well as with the present user.

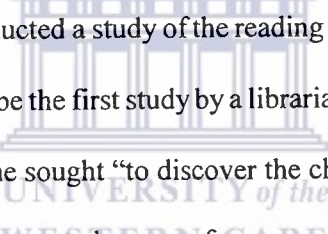
Haws, Peterson and Shanrock (1989: 6) conducted a study at the Iowa State University of faculty practices, attitudes and perceptions towards a required library skills course. They concluded that faculty members realised the need for the required library instruction course. While rank and type of appointment were not related to responses, faculty support for library instruction varied among colleges surveyed. The colleges of Family and Consumer Sciences, Education, Agriculture, and Engineering showed the strongest support, while the colleges of Sciences and Humanities, Business, and Design exhibited less support. Noticeable differences existed between responses from lecturers who required library research from students and those who did not have such a requirement. Lecturers who gave research assignments were more likely to think that students do not have skills to do library research; less likely to think that they themselves need to teach library skills; and more likely to think that the required library skills course should

continue.

Voos (cited by Robert and Burns, 1973: 51) who conducted one of the best methodological surveys of the user and her/his information requirements refers, in a chapter titled "*Conclusions and Recommendations*"; to the need for a new set of attitude measuring scales similar to the Likert or to the Semantic Differential which can be used in the information transfer setting.

Carnovsky (1967: 85) pointed out:

They [attitude studies] may indicate a favourable climate of opinion, which strengthens the library's position in the community; or they may suggest so much dissatisfaction that the library should seriously consider its shortcomings.



Ridgeway (1936: 1-33) conducted a study of the reading habits of non-library users in Flushing, New York which appears to be the first study by a librarian in which the investigation of attitudes was a primary objective. She sought "to discover the characteristic attitude toward the library which go far deeper than mere stated reasons for non-use". In fact, however, Miss Ridgeway's primary interest was in the reading habits of her subjects and their attitudes toward books, rather than their attitudes toward the library. Her study, therefore, was more concerned with attitudes, and not with the quality of the library itself. Ridgeway's study, however, indicates that the attitudes of at least some of her subjects - non-users all- were unfavourable to the library. Evans (1970: 31), however, argued that since her subjects were all non-users it provides no indication that the attitudes of library users were more favourable to the library than the attitudes of non-users, or that library use is affected in any way by attitudes toward the library.

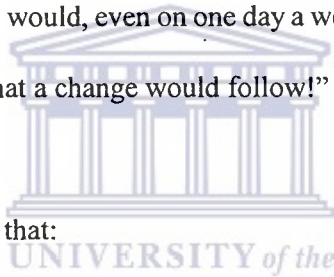
Joeckel and Carnovsky (1940: 380) explained their use of the questionnaire when they conducted

their study by saying:

“Librarians like to think that as public servants they are reasonably well aware of what the public wants and that their general policies are patterned accordingly. As a matter of fact, however, they generally have little more than the vaguest notion concerning the reaction of the public to the library. Even the members of the staff who have daily contact with patrons know comparatively little about what the public thinks of the library...the great masses are inarticulate. If they are pleased with what they get, they take it for granted; if they are displeased, they either bear it silently or stop coming.”

Smith (1937: 337) indicated his belief in the importance of public attitudes by writing:

“If only all librarians would, even on one day a week, try to see their own libraries as the public sees them, what a change would follow!”



Jolly (1962: 140) points out that:

“The student must be confident that the library staff is both competent and willing to help her/him, and must be able to seek this help with a complete absence of self-consciousness or diffidence. There is a general impression that students use libraries far less than they ought to. If this impression is indeed based on facts we need to know far more about the nature and causes of the present situation before we can hope to remedy it”.

✓ Thomas (1994: 212) argued that:

“if our goal as librarian instructors is to reach the greatest number of students, our efforts may bear fruit faster if we concentrate them on faculty who have shown themselves to be more inclined to use our services anyway”.

2.3 The interaction between users and systems

Evans (1970: 25) argues that "Library use, as a form of human behaviour, probably is influenced to some degree by attitudes but since other factors also influence library use it cannot be assumed that the influence of attitudes is significant". Various opinions on the significance of this influence have been expressed in the professional literature of librarianship. For example, Weeler (1934: 93) indicated a belief that attitudes were very important:

"Good feeling among the public and the readers directly influence increase in book use...the library should be, in a way, more alive to public opinion than almost any other institution or organisation; sensitive to its standing in the community and to the approbation or condemnation it receives,...the public's impression about all things, including the library, are general rather than specific. They are often based on an unexpected interpretation of insignificant facts or on curious ideas rather than on correct understanding".

Many information systems over the years have undertaken studies of their users, principally by means of survey and analysis of records. Many of these studies are published, but rarely does one find description of the use made of the data collected. There has been a strong tendency in all user studies to equate use with value (Goba, 1990: 17). When Line (1963: 100) conducted a survey of students' attitudes to the university library at Southampton, it was felt that even if it revealed nothing very startling or useful, it would still be worth while, both as demonstrating to students that the library was genuinely concerned about its services, and as obliging some students at any rate to analyse their attitudes and possibly in the process to come to a better understanding of what the library was trying to do.

Many of the students' criticisms in Line's study fall into four categories: physical factors such as

heat, draught, and noise; inadequate borrowing and opening hours (though neither are ungenerous); a time-wasting issue system (later hopefully changed); and the shortage of books, both of additional copies and of title. It is, however, odd that only three Arts students out of fifty-two asked for more books. Line (1963: 104) felt that possibly these students do not suffer quite so badly from the shortage because there is usually a wider choice of books on any one subject in their fields, and consequently no one book may be absolutely essential.

There were also numerous miscellaneous criticisms and suggestions. Ideas put forward ranged from the unrealistic (“Use the Dewey Decimal system instead of Congress”; “A small catalogue of books could be provided for each subject... close to where these books are to be found”) to the unnecessary (“there should be a reference booklet at hand always, explaining how to use the library” - every student receives a copy of Notes for reading in her/his first week).

Some students revealed an ignorance of existing facilities (e.g. printed indexes to periodicals), while others were unable to understand why a volume of a periodical could not be bound in a couple of weeks when complete, or why a book did not normally appear on the shelves a week after publication. Some classification practices seemed unreasonable to students who did not, for example, realise that books on the Law of Accounting were of interest to Economists as well as Lawyers. While some of the criticisms made by students are firmly based, and a few of the problems mentioned are virtually insuperable, many of the minor complaints and frustrations are due to a lack of understanding on the students' part and a failure on the library's part to put itself across.

Line (1963: 116) concludes by stating that:

“The survey reported does not pretend to be more than a modest piece of consumer research. Some aspects of student attitudes are not touched on at all, others require exploration in greater depth and with greater precision; the use of attitude scales instead of rather crude categories is clearly desirable. A more sophisticated study could tell a lot more about the library as the student sees it, and possibly help the librarian to see it with different eyes”.

2.4 Studies in South Africa

As compared to the proliferation of user studies abroad, the library scene in South Africa is practically bare of user studies. This lack of user studies in South Africa was aptly described by Cilliers (1977: 5) when she stated that “volgens die literatuur, lê die veld nog braak op hierdie gebied”. In addition to the study by Cilliers on the users of the public library, other studies that dwell to some extent on users were those by Boshoff (1967), Fenske (1976) and Minnaar (1978).

A study which was conducted by Goba (1990: 57) of student attitudes at the University of Zululand library revealed that she was more concerned with the way students could find their way through the library than the attitudes of students toward the services rendered by the library. She concludes by saying that:

“basically the students at the University of Zululand have a fairly negative attitude towards the library and its services. This negative attitude is caused by lack of library skills on the students’ side, and also the lack of understanding of the library’s role in their education. Most of them regard the library as a place for discussion and sometimes

socialising or for study-purposes, i.e. as a sort of study-hall”.

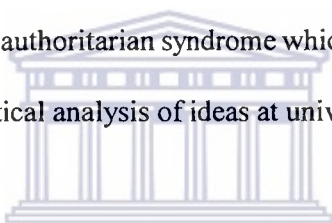
She further argues that the characteristics and background of the students could be the cause of this behaviour of students at the University of Zululand. The University of Zululand is mainly for Black students who come from both rural and from urban areas. Students coming from these areas do not know many of the things which are taken for granted by white students. They do not have school or public libraries to any meaningful extent, they often come from homes without electricity, television, or telephone, or access to cinemas and have friends and families with limited formal education.

Switzer (1983: 89) gave flesh to this argument, when she mentioned that she had often watched students in the library reading. Their lack of speed and comprehension means many extra hours of study for them and often it becomes apparent to lecturers, when reading examination and test scripts and assignments, that students cannot pick out important points from what they read, they often misunderstand whole articles because of misunderstanding of a few essential words and they cannot summarise coherently. She further argues that it is impossible to teach someone to love books and reading and to transmit this love when they have such a basic problem.

Makhubela (1986: 32) conducted a study at the University of Zululand, and maintains that a lot of generalisations are put forth on some of the factors involving library use by Black students. These generalisations are inevitably based on the political, social and cultural backgrounds of the students. To an extent one also notices that the problems pertaining to Black students are by and large not necessarily unique to the South African situation, but are generally third-world problems.

She lists the following handicaps which affect the students:

- Reading particularly for pleasure does not play a significant role in daily activities
- Books play a secondary role, with newspapers and magazines taking precedence
- Most reading is of an utilitarian nature (often termed achievement reading)
- Scarcity of books written in various African languages
- General underexposure to the written word
- Not enough empirical surveys done to assess needs of users and potential users of the library and information centres
- The role of the library which is not widespread in schools and hence the librarian faces enormous and intractable problems at tertiary level
- The gap between the authoritarian syndrome which is characterised at schools, and active participation and critical analysis of ideas at university.



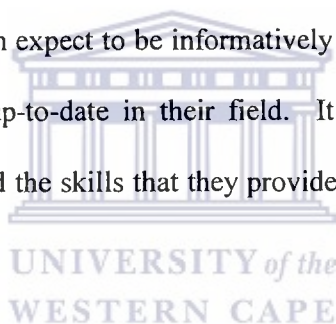
When Jayaram (1988: 163) conducted his survey at the University of Durban-Westville Library, he reported that only 19.9% of users of the library rated the co-operation of the staff at the reserve section as excellent; 13.6% - the photocopying section; 8.1% - the circulation desk; 6.3% - the specialised subject section; 5.8% - the periodical section.

About 7.9% rated the co-operation of the staff in the photocopying section as poor; 6.0% - periodicals; 5.2% for the specialised subject section and 5.2% for the circulation desk; 5.0% for the inter-library loans and 5.0% for the reserve section.

Suggestions and comments received with regards to the staff were as follow:

- ◆ Some staff have a helpful attitude
- ◆ Staff should assist persons find items/staff must be available at their service points
- ◆ Library should have subject librarians available for consultation after hours
- ◆ More efficient staff needed in circulation areas
- ◆ Staff spent too much time on the phone
- ◆ Need better library staff and academic relationship
- ◆ Staff friends use up time of others. Students have to wait for attention.

There seems to be a need to involve library staff in continuing education programmes. This will assist library users, who can expect to be informatively supported by the library staff who are both knowledgeable and up-to-date in their field. It all helps to add to the professional competence of the staff and the skills that they provide to satisfy user needs (Jayaram, 1988: 164).



Service and service related comments

Jayaram (1988: 165) argued that in certain areas absence of staff has been especially noticeable, for example, most of the floor areas are unsupervised/unattended after office hours, and many complaints are received about disturbances and distractions. Allegations are also received about books being thrown out of the library at night. Part-time students complain that they are deprived of the professional assistance of the subject librarians, as they (subject librarians) do not work at night.

Comments from users

- ◆ Library is becoming an extension of the cafe/ library is not a library anymore.
- ◆ Need another library to accommodate all the students especially during exam times.
- ◆ Facilities are inadequate for the large numbers of students who use them. There is a need to provide open reading, discussion areas for longer periods.
- ◆ Keep the library open for longer hours, especially during vacations.
- ◆ Objections to the staff being allowed to keep books for longer than three month.
- ◆ Reserved a book and when it was returned, it was lent out to somebody else.
- ◆ Improve library, encourage better librarian student relationship.

Jayaram (1988: 166) felt that although some positive comments were received, the overwhelming impression created is one of a negative attitude. Many of the criticisms are not really substantial; however, they do form an impediment to the good image the library strives to project. Some attitudes are probably a result of the noise problem and the lack of quiet working space. These comments and solutions to the problems have to be seen in the following light: the overall situation has to be improved; the library should be used and not abused; allowing students to stream in and out will certainly not solve the problem, even if it were possible to do so; restrictive entrance measures will allow only those who have definite desire or express need and motivation (Jayaram, 1988: 167).

Most of the studies cited were primarily concerned with how and in what ways an information system was being used, rather than with the user and his behaviour or attitude towards that system. Unfortunately, there is no clear line of demarcation between the two, and in many user studies there is an overlap in considering not only what the information user does to locate

needed information, but also his characteristics, attitudes and behaviour towards the information system itself.

On reviewing the literature devoted to user studies it becomes apparent that the studies cover a broad spectrum of subjects such as: the use made of a collection, the amount of time spent reading, the number of journals read by the user, information practices and discipline-related differences, demographic characteristics of the user as they relate to the literature itself, the information gathering and/or reading habits of the user and citation counting. The majority of these user studies measure variables which are easily quantified, e.g. how many people used a given information system, how far they lived from the information system, how often they visited a library/information service, or what types (by gender, income, education, discipline, age) of users were there.



2.5 Summary

There are many people who could use libraries but do not, and, for many librarians, bringing these non-users into the library is an important objective of public and academic library operation. Attitudes toward the library may have an important influence on library use as evidence above shows. Some investigators have found attitudes of indifference toward the library among users and non-users. Some of the studies have indicated that library users hold more favourable attitudes toward the library than non-users, but they have not shown that this difference in attitude - if it exists - is really related to library use and is not merely a product of the higher educational or social levels that are commonly associated with library use. If there are any indication that the studies on the South African sources was given in a more detailed manner, it was only done by the researcher out of curiosity.

involved in designing programs of instruction based on what they think students ought to know”.

This strategy, Thesing (1985: 32) maintains, is definitely not market-oriented. Relying on their own assumptions about patrons' needs is an inadequate method of accurately defining the complex and ever changing needs of the diverse target market, consumers of user education programmes.

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CHAPTER 3 AIMS OF THE UNIVERSITY LIBRARY WITH REGARDS TO THE LIBRARY USER

3.1 Introduction

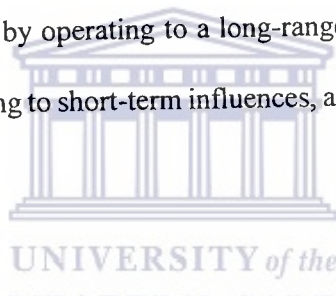
Pinder (1996: 7) is of the opinion that, until recently, academic libraries tended to measure their success by easily quantifiable indicators such as how many volumes were on their shelves and how many readers visited during the course of the year. The assumption was, and probably still lingers, that a library with a million or more items was a better library than one with only a quarter or half that number. Quantity was the keyword, and early comparative tables of statistics such as those prepared by the Standing Conference of National and University Libraries (SCONUL) and the Council of Polytechnic Librarians (COPOL) in Britain tended to support this view. One can however ask the question, what if the library of over a million items does not have the book or information a reader requires? Is it still, to that reader, a good library?

Pinder (1996: 8) answered this question by stating that:

Regardless of how many books are on the shelves, if the item required is not available when it is wanted, the library may be judged to have lost a user.

The availability on the shelf of a range of equally good books on the same topic may not always appease the disappointed searcher despite what librarians say about the provision of alternative sources. Quality, rather than quantity, becomes the keyword and the recognition that users are the sole judge of service quality, constantly comparing their expectations with their perceptions of the service received, requires a changed outlook (Heery, 1996: 10).

The service academic libraries offer to users, like other services offered by the university, has to be seen in the context of a dynamic and responsive needs-related relationship akin to that which any service industry would offer its clientele. Pinder (1996: 7) is of the opinion that in the current climate of higher education where change appears to be only the constant, the pivotal role of the library, balancing input and institutional requirements with the needs of the individual, presents a managerial challenge for the librarian which demands great skill, leadership and a strategic outlook which owes more to the world of business and commerce than it does to academic. Numerous influences are at work on the librarian as an appropriate role for the library is sought. It is no longer good enough simply to respond to demand. This ad hoc approach, argues Pinder, can lead to inconsistency. Libraries need to develop their services in the context of institutional objectives by operating to a long-range set of aims and objectives, which are flexible and accommodating to short-term influences, and which also maintain a central focus on the user.



Haak (1970: 17) suggests among others the following:

- "Teaching students, through formal and informal classes, ways to use the library effectively, including the different ways to search for information, the uses of bibliographical and informational tools, and their purposes and limitations and the features and peculiarities of the total university library system".

To summarise: the university library should reflect the aims of the university, and the support of teaching and research is seen as one of its most important aims, which the library should achieve through the provision of information that the users require. However, Jayaram (1988: 26) asked the following question:

- "Do libraries explore the users' wants, or is it rather a case of 'offering only what they

have'? One of the areas where libraries really try to realise the users' needs is with inter-library loans; perhaps users should be encouraged to voice their library needs in other areas as well.

3.2 Services

Morgan (1995: 20) tries to warn that, as the number and type of library user increases, so too does the volume and breadth of demand put upon the service. Libraries cannot respond to ever increasing demand and, inevitably, a coping mechanism has to be found. A thorough review of services and activities may need to be undertaken to reveal core and peripheral areas. Once identified, non-core areas may be subject to a number of options. A service may be withdrawn completely, its use may be restricted to certain time periods or a charge may be made for it. The method employed depends on individual local circumstances. Whichever method is chosen, some elements of the user population may be unhappy and take some convincing that they have suffered for the general good. Care needs to be taken to limit the negative aspect of rationing service and much thought needs to be given to the benefits gained from the library's point of view.

Services quality for some may not improve with an increase in opening hours. While it may be seen as a "good thing" for a library to offer a service at weekends, it may not benefit the part-time user if no professional staff guidance is available at this, the only, time the user is able to come to the library. Academic library cooperation within geographically discrete areas has opened up access to information for users by lifting those restrictions which seemed nonsensical and petty to them. Cooperation is still a high political topic. One can argue that it favours the poor at the expense of the well-funded and agreements need to take this into account. Often the "information poor" can compensate by offering another type of service, such as extended access

to study facilities not offered by the “richer” libraries (Morgan, 1995: 21). It is thus clear that the development of electronic sources and services available in the “virtual” environment will have a significant part to play in services to library users (Morgan, 1995: 21).

Visser (1996: 2) is of the opinion that faculty members and students are often unaware of the rapid and comprehensive impact that electronic information systems are having on the use of the library, including bibliographic searching, reference services, access to external databases and document delivery, not to mention consumer utilities, electronic publishing, and network capabilities. The recent proliferation of online services, optical disc, and the collaboration of libraries and campus computing networks have forced academic libraries to provide appropriate instruction to increase faculty and student awareness of the full range of resources and services available to them.



3.3 Structures

Inter-library and inter-university structures may need to be reassessed in order to achieve the objective of providing service to users. Academic libraries are accountable to institutional management, usually within the realms of a formal committee structure. The formal relationship can be advisory or it can be executive. It usually tends towards the former end of the spectrum, allowing the librarian a relatively free hand to develop and plan library services under the day-to-day responsibility of a senior manager. However, in a practical day-to-day sense, libraries should be accountable to their users for the services offered (Ewing and Hauptman, 1995: 4).

It is important to recognise that in user-orientated organisations the member of staff with whom the user has contact is the most important person in the organisation and therefore that person

needs to be given the appropriate licence, authority and responsibility to carry out the job properly. That member of staff must be empowered to act and make decisions which make the user feel that interaction with the service has been enjoyable and successful. In structural terms, the emphasis on front-line staff has to be backed up throughout the organisation. All staff must be user-focused, believing that their work enables the colleague at the 'coal-face' to deliver the library's full capabilities during the interaction with the user. The library must then look to its structure to ensure it is correctly developed for such an emphasis (Kong, 1995: 14).

3.4 Training

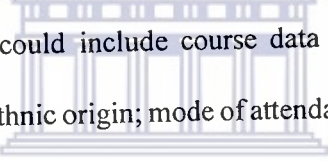
It is now widely recognised that 'people skills' are required throughout the library as a basis for effective interaction both with users and for internal communications. While it has always been appreciated that librarians need such skills to carry out effective reference interviews and across the counter transactions, it is now more important than ever that these skills are present among all staff as the trend towards more devolved management within organisations gathers force. A report by Levy (1996: 55) found that interpersonal skills training was 'an integral aspect of staff and organisational development strategy which aims to enhance the quality of service to clients'.

He goes on to say that "training focused on relations with users needs to be backed up with appropriate supervisory and management development opportunities". Cook (1992: 45) points out that: "whilst the high quality service ethos places the relationship between staff and clients at centre stage, it would be a mistake to see responsibility for this as beginning and ending with front-line staff".

3.5 SOME IMPLICATIONS FOR ACADEMIC LIBRARY SERVICES

3.5.1 Developing responsive services

Heery (1996: 3) argues that academic community profiling, for example, is an approach to learning about different groups and it has been used in the public library sector for a number of years. Universities in the USA, and increasingly in the UK, are using it as a method of understanding and responding to different and diverse needs. Academic community profiling involves looking at a specific group of users. This could be a group studying the same subject, students with special needs or mature, part-time or distance-learning students. It is a multidimensional approach which consists of analysing data collected from various sources, including interviews with the group itself and with other interested parties.



Components for analysis could include course data such as statistical information on, for example, age, gender and ethnic origin; mode of attendance – full-time, distance learning, etc.; or level – undergraduate; postgraduate; research; and the teaching, learning and assessment methods used. Sources which can provide this type of information include:

- Prospectus, syllabus, unit guides
- Course monitoring and validation reports and external examiner's observations
- Project work and assignments
- Feedback from formal course/departmental meetings
- Subject assessment reports and quality reviews.

Parrish (1989: 645) describes the result of a community profiling project with graduate students at Bowling Green State University, Kentucky. Actions taken and improvements made included better publicity about services and facilities, a research consultation service with individual

subject librarians and improved information skills sessions to help graduate students become more familiar with the services and facilities available. A similar project with distance-learning health science students at the University of East London resulted in a more targeted service with extended opening hours during the weeks the students were present in the university and the introduction of a postal loans service for those who were unable to visit on a regular basis.

3.5.2 Service provision

Corral (1993: 19) maintains that many libraries are taking advantage of the pressure on resources to analyse the services they provide to see whether they could be offered more cost-effectively in a different way or, in some cases, whether they need to be offered at all. Aston University, for example, is one which has had to make difficult decisions as a result of less funding. The university has adopted a trading company model for the provision of services on campus and, as a result, the library service has adopted an annual approach to service provision which specifies core services which are available to everyone and more tailored services which are negotiated with and, in some cases, funded by, the customer/user.

3.5.3 Enquiry and reference work

The changing demands linked with resource constraints are also having an impact on specific services such as enquiry and reference work. In January 1995, the Journal of Academic Librarianship devoted a whole issue to the future of reference services. A challenging article by Ewing and Hauptman (1995: 3-6) suggested that the “academic reference service does not need to be rethought or reconfigured, it needs to be eliminated”. They argued that the bulk of enquiries are directional or simplistic in nature and “can be handled by moderately capable high school graduates”. Technology too has had an impact on traditional reference desk work with the

use of CD-ROM and other electronic sources which are aimed at the end user.

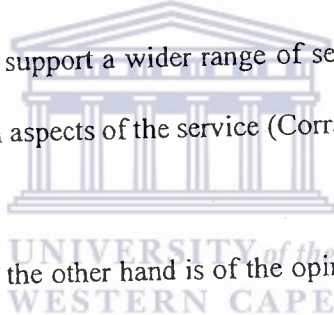
The efficiency and service ethos of some reference staff are also called into question and it is suggested that paying attention to quality processes and procedures would help academic libraries to balance busy times with those that are more quiet. Ewing and Hauptman (1995: 5) further identify five possible “scenarios” for the run up to the twenty-first century:

- Academic libraries will continue to provide reference and enquiry services in the traditional way;
- Libraries could redirect their energies to teaching customers/users how to use the services and facilities for themselves;
- Academic librarians could work with their computing colleagues to develop interactive enquiry services through the World Wide Web or other approach;
- A two-tier service could be developed where basic information and directional enquiries are dealt with by trained and experienced paraprofessionals, leaving professional staff to answer more in-depth enquiries, and
- The reference service is abolished and patrons are left to fend for themselves.

3.6 IMPLICATIONS FOR MANAGING ACADEMIC LIBRARY SERVICES

Corrall (1993: 17) is of the opinion that in helping academic libraries adapt to changing circumstances in the future, there will be a need for different approaches to the management of the services they offer. It will be vital to provide a strategic vision which is meaningful both to staff and to customers/users. Harvard University for example, when faced with major change, published a statement: Harvard College Library, ten years hence. The statement included information about collection development, stressed the increasing reliance on automated services,

pledged a major programme of retrospective conversion and emphasized the need for co-operation with other research collections. The importance of identifying and meeting customer/user needs, together with the provision of training in sources and techniques to help customer/users make best use of the collections was also stressed. However, the statement also asserts that, increasingly, holdings will have to be located off site and that the role and work of the library will be subject to continuous change. The convergence of libraries with other services is also likely to be on the agenda for many institutions. The move to link libraries with computing, and sometimes other, services continues, one impetus being the development of new learning resource centres in a number of universities. Convergence creates its own challenges including developing effective teams across different disciplines, multi-skilling staff so that they are more flexible and can support a wider range of services. It is also important to create a customer/user focus for all aspects of the service (Corrall, 1993: 18).

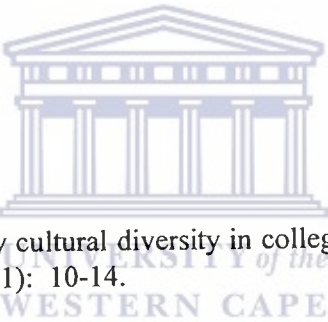


Heseltine (1995: 432) on the other hand is of the opinion that there are also implications for collection development and storage. There is a continuing need for cooperation in a competitive environment and a move to sharing services may be irresistible. There are a number of interesting examples of cooperative acquisition and access schemes in the UK, including the Consortium of Academic Librarians in Manchester (CALIM). The management of staff is also likely to change. There is an increased need to create a customer/user focused workforce and develop a "can do" culture. Staff, at all levels, will need to become more proactive and receptive to change. Hard decisions about how and by whom work is done will have to be made and it may be that, as the unthinkable becomes the inevitable, there will be an increased use of contract, seasonal or annual hour staff, or possibly even of student assistance, as libraries come under greater pressure to extend their opening hours within existing resources. There may also be a

new role for out-sourcing and the contract management of services supplied by external agencies (Buttlar, 1994:12).

New roles and new skills will create the need for training and development activities which help staff to feel more confident. Increasingly, there is a shift in responsibility for staff development and training from the employer to the employee. This means that approaches such as continuing professional development (CPD), appraisal and performance review become more important and the contentious issue of financial support and time for professional development will need to be addressed. The changes also have implications for the way staff are managed and the need to encourage risk and innovation will be vital to the survival or otherwise of academic libraries (Whiston, 1995: 107).

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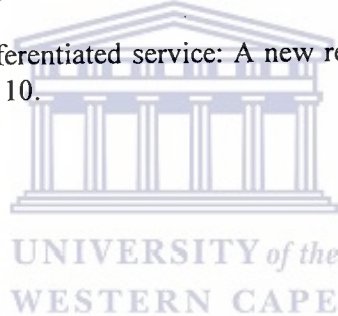
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4.1 INTRODUCTION

Basically, four steps were required in this study. The first of these was the selection of a group of subjects. The second was the development of a means of determining the attitudes of these subjects towards the library. The third was the application of the means to the subjects, and the fourth, the analysis and interpretation of the data obtained.

4.2 Research design

The main objective of this research is to determine lecturers' and full-time students' attitudes towards the library and its services. The results will then be used to put forth suggestions for improving the situation in the academic library of the University of the Western Cape.

In Library and Information Science, evaluation research can be used to obtain objective and systematic evidence of success or failure of library projects and programmes. When a programme or a project is evaluated, its relative effectiveness in terms of standards, goals and objectives is determined. Therefore, this study could be seen as evaluation research. Its ultimate aim is to evaluate the quality of services provided by the University of the Western Cape Library.

4.3 Data Collection

Busha and Harter (1980: 160) point out that evaluation research is not distinguished so much by its methods as its purpose. It is therefore not surprising that many survey and other research techniques are also used to evaluate library programmes and systems. Busha and Harter (1980: 54), Moore (1993: 9), Fonow and Cook (1991: 138), Reinharz and Davidman (1992: 79) and

Nzotta as cited by Mpono (1997: 9) discuss research methods and instruments, and also their advantages and disadvantages. In addition to that they also discuss guidelines that should be followed when constructing the instruments. It is wise for the researcher to adhere to the guidelines because they are useful in overcoming the identified disadvantages. The discussion that follows highlights the advantages and disadvantages of the questionnaire, interview and observation as instruments for data collection and reasons for the choice of the research instrument for this particular study.

4.3.1 Questionnaire

Busha and Harter (1980: 62-63) give the advantages of the questionnaire. Here are some of the most important advantages:

- covers a wider geographical area than the interview because it can be sent by post;
- involves less effort because one instrument is distributed to many respondents; is cheap and easy to administer;
- hardly requires trained staff; and
- allows the respondents to complete the questionnaire at their leisure time.

Disadvantages of a questionnaire reported by Fonow and Cook (1991: 138) are:

- it does not give the researcher the opportunity to study body language;
- it gives no chances to clarify vague questions;
- it does not give the respondents the chance to express themselves thoroughly; and
- it gives rise to antagonism among the respondents when it is poorly worded.

Busha and Harter (1980: 60) give guidelines that should be followed by a researcher when

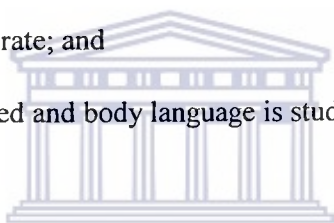
constructing a questionnaire, the guidelines to overcome the disadvantages. They advise that a researcher should:

- understand and analyse the research problem;
- construct the questions logically and clearly;
- request only for information that can be easily provided by the respondents; and
- emphasize brevity.

4.3.2 Interview.

Reinharz and Davidman (1992: 82) give the advantages of the interview as follows:

- more complex data are gathered;
- has a high response rate; and
- questions are clarified and body language is studied.



The disadvantages are given by Busha and Harter (1980: 78) as follows:

- it is expensive;
- it is time consuming; and
- it is possible for the interviewer to be biased.

Busha and Harter (1980: 78) give some guidelines that must be followed so that successful interviews are conducted and these are:

- the researcher must be thoroughly prepared in advance;
- the purpose of the survey must be known by the researcher;
- interesting questions must be asked;

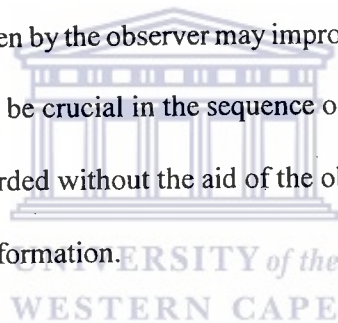
- the investigator must be friendly so as to put the respondents at ease; and
- the investigator must approach all the respondents as individuals.

4.3.3 Observation

According to Moore (1993: 12), observation takes two forms, namely direct and indirect observation. When directly involved, the researcher observes what is studied and in indirect observation the researcher depends on the experience of the others.

Nzotta, as cited by Mpono (1997: 10), lists the following advantages of observation:

- the researcher does not rely on the willingness of the observed person for the report,
- the information given by the observer may improve because it may be insignificant at the beginning, but may be crucial in the sequence of events,
- information is recorded without the aid of the observed person, and
- it provides valid information.



Moore (1993: 12) gives the disadvantages of observation as follows:

- it may be influential to the observed phenomenon;
- it results in the collection of biased data because it is not easy for the researcher to select data; and
- past experiences may influence the observation of the researcher.

Nzotta, as cited by Mpono (1997: 10), gives guidelines to be followed so as to overcome the disadvantages of the observation instrument and these are:

- a lot of data must be recorded and audio-visual aids should be used when possible;
- the researcher should train and use as many observers as possible; and
- observers should be able to differentiate a fact from an opinion when recording.

4.4 Selection of survey methods

Prior to designing this survey, the literature was studied to find out what had already been done in this field and what methodology had been used. The basic structure of the research methodology was carefully planned to meet the specific demands of this method. The advice of a statistician was also sought to ensure correctness in the sampling methods to be used, so that the results could be statistically analysed.

4.5 Sample Design

4.5.1 The population

The study population was made up of lecturers and full-time students of six faculties at the University of the Western Cape, namely, Arts, Community and Health Sciences, Education, Economics and Management Sciences, Law, and Science. The faculties of Dentistry and Theology were not included because these two faculties are provided with branch libraries.

The student population was further divided into full-time postgraduate and undergraduate students.

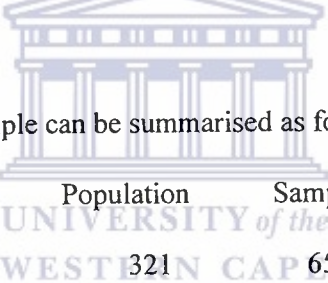
5.5.2 The sample

Because it is usually impossible to measure every item in a universe, in this case all lecturers and all full-time postgraduate and undergraduate students at the University of the Western Cape, sampling must be used to obtain the desired information from that universe, bearing in mind that

bias in the results may occur from sampling error, non-response error and response error. It was decided to use a Stratified Sampling technique. From each stratum (lecturers, postgraduate and undergraduate full-time students) a sample was drawn to produce a set of sub-samples that were directly representative of their occurrence in the sample population.

- 65 lecturers were systematically selected using a sampling interval of 5 from the sample population of 321 lecturers;
- 244 full-time postgraduate students were systematically selected using a sampling interval of 5 from the sample population of 1224 postgraduate students;
- 430 full-time undergraduate students were systematically selected using a sampling interval of 15 from the sample population of 6455 undergraduate students.

The compilation of the sample can be summarised as follows:



	Population	Sample	Sample percentage
Lecturers	321	65	20.2
Postgraduate students	1224	244	20.0
Undergraduate students	6455	430	7.0
Total	8000	739	

4.6 Pilot study

Before administering the final questionnaire to the sample, a small pilot study was conducted. This was to test the validity of the questionnaire. In this study fifty people among the population were chosen randomly to complete the questionnaire and make any comments on how it could be improved. Among those who were chosen to complete the questionnaire and make comments

were chosen randomly to complete the questionnaire and make any comments on how it could be improved. Among those who were chosen to complete the questionnaire and make comments were ten lecturers and forty students. This pilot study was useful as it generated useful comments and criticism which allowed the researcher to refine and improve the original questionnaire.

After the pilot study, the questionnaire was finalised and administered. In administering this final questionnaire, a further sampling was done among the patrons. This was because every patron could not be served with a questionnaire.

4.7 Data collection

For this study personal interviews and direct distribution of questionnaire were considered as means of getting the questionnaire to the respondents. Personal interviews were rejected because they would require more time and would be labour intensive. It was finally decided to mail the questionnaire to lecturing staff because it seemed to be the most economical method at that stage, while recognising that lack of co-operation in returning questionnaires would detract from the study's scientific "reliability". With regard to the full-time undergraduate and postgraduate students only, these questionnaires were distributed to them directly in their specific lecture rooms before classes would commence.

Motivation for sampling

There are various reasons for my methodology

1) Strategic reasons

It was easier to distributed to one in every fifteenth full-time, undergraduate student. By doing the former I was sure as to whom I would reach. If I had followed the second procedure I would

have had to stop every student and ask her/him their academic classification. This would have been a very arduous undertaking. Furthermore, would the student necessarily have spoken the truth? More potential patrons could be reached at the same time.

2) Financial constraints

It would probably have been easier to have mailed the questionnaire to certain prospective patrons, as was the case with the lecturing staff. I however, did not have the budget for such an undertaking.

3) Inclusivity

I wanted to reach both the library user as well as the non-user. If I had gone to the library only, I would have contacted users only. By going to the various lecture rooms I knew that I would reach both groups.

During the period while questionnaires were distributed and collected, the researcher was assisted by two students per class who volunteered to distributed the questionnaires to every fifth student in the case of full-time postgraduate student, and to every fifteen's full-time undergraduate student before entering the lecture room. Completed questionnaires were collected afterwards. By doing this, more potential patrons could be reach at the same time, instead of researcher had to run from one lecture room to another.

Six hundred and seventy-four questionnaires were produced and administered to the full-time student population directly from Monday 6 September through 1 October 1999.

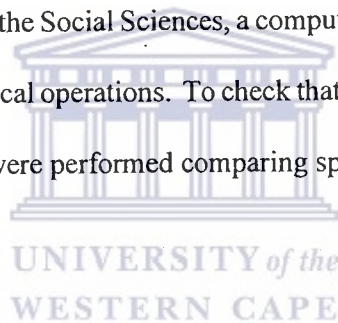
4.8 Data analysis

As far as possible, the questionnaire were designed so that responses could easily be encoded and analysed. For most questions, the respondents were required to select a specific option from

the given number or set of options. There were a few open-ended questions. The coding for the open-ended questions was decided upon only after the responses had been received. These questions were relatively simple to encode. Each questionnaire was given a unique identification number so that the encoded data could always be verified against the original questionnaire. The data of each questionnaire were then encoded as a record with the identification number as the first field of the record. The data elicited from the various questions of the questionnaire formed the subsequent field of the record. The data were captured on a spreadsheet (Microsoft Excel).

4.9 Data validation

The Statistical Package for the Social Sciences, a computer programme, was used to validate the data and to perform statistical operations. To check that the data had been entered and encoded correctly random checks were performed comparing specific data records with the associated questionnaire.



4.10 Statistical analysis

Descriptive statistics was largely employed for the analysis of the survey data. All the data were analysed and presented in frequency and cross tabulated tables. Three types of “measurements” were made of the questionnaire data, namely those on the nominal, ordinal and interval scales.

4.11 Conclusion

Statistics facilitate the process of the interpretation of the analysis of data. The final interpretation, however, is left to the researcher or investigator. The results of this study will be presented in the following chapter.

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5.1 Introduction

This chapter presents the findings of the study. Data gathered are analysed and efforts are made to interpret the results of the analysis.

5.2 Response rate

Table 1: Response rate of various sample groups

GROUP	QUESTIONNAIRES HANDED OUT	NO: RETURNED	% RETURNED
Academic Staff	65	47	72.3
Postgraduate Students	244	144	59.0
Undergraduate Students	430	278	64.7
Total	739	469	63.5

Of the total of 739 copies of the questionnaire distributed to lecturers and full-time students, 469 usable answers were received. This represents an overall response rate of 63.5%. Table 1 reflects the response rate of the various groups in the sample. The academic staff group had the highest response rate (72.3%) while the postgraduate students group had the lowest (59%).

Table 2: Respondents as percentage of university population

GROUP	(A) UNIVERSITY of the (B) EASTERN CAPE		(A) (B) %
	NO. OF RESPONDENTS	NO. IN UNIVERSITY	
Academic Staff	47	321	14.6
Postgraduate Students	144	1224	11.8
Undergraduate Students	278	6455	4.3
Total	469	8000	5.9

An effort was made to relate the respondents to the total university population by collecting statistics on students and staff for the 1999 academic year from the Academic Planning Unit and from the Human Resource Centre for statistics on staff. The relevant data, as displayed in table 2, shows that the 469 respondents represent 5.9% of the university's academic staff and full-time student population. In terms of groups, the representation ranged from full-time undergraduate student respondents making up 4.3% of the total registered undergraduate students to academic staff respondents who were 14.6% of the academic staff of the university in 1999.

The rest of this chapter is divided into three main sections for systematic presentation of the findings. These sections deal with (a) Background Information on Respondents; (b)

Respondents' use of the library; and (c) Respondents' evaluation of library resources and services.

5.3 Section A: Background information on respondents

5.3.1 Composition of respondent groups

The 47 academic staff respondents consisted of 13 professors (27.7%) and 34 lecturers (72.3%). Among the full-time undergraduate students, 29 (10.4%) were fourth year students; 98 (35.3%), third year; 109 (39.2%), second year; and 41 (14.7%), first year students. One student did not indicate his/her year of study.

5.3.2 Sex of respondents

Table 3: Sex of respondents

GROUP	MALE		FEMALE		TOTAL	
	NO.	%	NO.	%	NO.	%
Academic Staff	28	59.6	19	40.4	47	100.0
Postgraduate Students	70	48.6	74	51.4	144	100.0
Undergraduate Students	121	43.5	157	56.5	278	100.0
Total	219	46.7	250	53.3	469	100.0

The response to the question on the sex of the respondents indicates that altogether (53.3%) females and (46.7%) males completed and returned the questionnaire (Table 3).

5.3.3 Study programme

Table 4: Study programmes

Programme	No.	%
Higher Degree	144	30.7
Degree	240	51.2
Diploma	13	2.8
Higher Diploma	21	4.5
Lower Diploma	9	1.9
Not applicable	41	8.7
No answer	1	0.2
Total	469	100.0

All postgraduate respondents were studying for higher degrees (Table 4). The undergraduate respondents were following a variety of programmes, ranging from lower diploma to first degree. The majority (51.2%) were however studying for their first degree.

5.3.4 Faculty

Table 5: Distribution of respondents by faculty

FACULTY	UNDERGRADUATE STUDENTS		POSTGRADUATE STUDENTS		STAFF		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
Arts	66	23.7	34	23.6	14	29.8	114	24.3
Comm & Health Sciences	26	9.4	21	14.6	6	12.8	53	11.3
Education	31	11.2	21	14.6	6	12.8	58	12.4
Econ. & Man. Sciences	51	18.3	27	18.7	9	19.0	87	18.6
Law	64	23.0	23	16.0	6	12.8	93	19.8
Science	39	14.0	18	12.5	6	12.8	63	13.4
No answer	1	0.4	-	-	-	-	1	0.2
Total	278	100.0	144	100.0	47	100.0	469	100.0

The largest group in every category of respondents is from the Arts Faculty (Table 5). This is in line with the overall composition of the university community (1999) where the Arts Faculty also has the largest number of staff and students (Tables 6 and 7).

Table 6: UWC 1999 student registration by faculty

FACULTY	NO. OF STUDENTS
Arts	2 289
Community and Health Sciences	1 257
Dentistry	209
Economics and Management Sciences	2 120
Education	669
Law	1 348
Religion and Theology	147
Science	1 043
Total	9 082

Table 7: UWC 1999 lecturing staff by faculty

FACULTY	PROFESSORS	SN. LECTURERS	LECTURERS	TOTAL
Arts	21	38	62	121
Community and Health Science	3	8	24	35
Economics and Management Sciences	10	20	27	57
Education	8	5	12	25
Law	6	9	9	24
Science	13	17	29	59
Total	61	97	163	321

5.4 Section B: Library use

5.4.1 Library use experience

Table 8: Library use

FREQUENCY	STAFF		POSTGRADUATE STUDENTS		UNDERGRADUATE STUDENTS	
	NO.	%	NO.	%	NO.	%
Today	14	29.8	61	42.4	158	56.8
Within previous seven days	10	21.3	33	22.9	51	18.3
More than a week ago	9	19.1	31	21.5	31	11.2
More than a month ago	13	27.7	12	8.3	15	5.4
Never	1	2.1	6	4.2	18	6.5
No answer			1	0.7	5	1.8
Total	47	100.0	144	100.0	278	100.0

This section explores how frequently respondents use the library and their experiences in using it.

In order to obtain some indication of how people use the library, a question was asked to determine the last time a respondent was in the library. This question asked the respondent to check one of five given alternatives and also give reason(s) for his/her answer if he/she has never used the library.

Gauging from the responses it is interesting to note that the library seems to be well used by the respondents during the period this survey was conducted. Table 8 reflects the response rate of the various groups in the sample. It shows that 51% – 75% of the members of each group had used the library within the previous week. Only a very small percentage of the respondents had never used the library at all.

Following are some of the reasons given by respondents who had 'never' used the library:

- a. I am forced to use the University of Cape Town Library for study purposes because the University of the Western Cape Library is just not sufficiently specialised in my field of study (1 respondent).
- b. Library too noisy, like liquor bar. (2)
- c. Some students not serious and they just disturb us. (1)
- d. Rather use public library instead of the UWC [University of the Western Cape Library] where I waste my time. (2)

- e. Library staff should be more friendly and helpful, and smile (even false). (1)
- f. Borrow books from friends.

5.4.2 Library orientation

Orientation usually comprises a session for the viewing of a video on the library and how to use it, after which any questions asked by students are answered. This programme is offered to both new undergraduate and postgraduate students at the beginning of each academic year along with other orientation activities. Students visit the library in groups of 20 – 30 according to their departments. The data collected indicates that 32% of the respondents did attend a library orientation programme while 59% did not attend. Forty-three respondents 9% did not answer this question.

Furthermore, 33 (7.0%) respondents considered the present library orientation programme adequate, 22 (4.7%) thought it should be more comprehensive while 34 (7.2%) recommended that a more comprehensive follow-up programme should be added.

Comments received regarding library orientation were:

- a. The UWC library should made adequate provision for our students who do not have the funds to buy their own books. (5 respondents)
- b. The orientation programme should be ongoing provided for new students throughout the year. (5)
- c. Show students how to use computers. (4)

5.4.3 Library hours

At present the library opens for use at 8h:15. By that time there are usually about 100-150 students waiting to enter. No sooner are the doors open than they 'flood' in. Respondents were therefore asked to indicate whether the present library hours are adequate or not.

Of the 442 respondents who commented on the open hours of the library, 276 (62.4%) thought the period was satisfactory. Among the 166 who thought these hours were not adequate, 41 (24.7%) suggested the library should open at least one hour earlier (7h:00 – 7h:15) while 101 (60.8%) suggested that the library should open at least 15 – 30 minutes earlier (7h:45 – 8h:00), and 24 (5.1%) felt that the library should be open 24 hours a day.

5.4.4 Availability of information in the library

Table 9: Availability of information in the library

FREQUENCY	NO	%
Always	50	11.5
Most of the times	188	43.1
Sometimes	134	30.7
Seldom	50	11.5
Never	14	3.2
TOTAL	436	100.0

Of the 436 respondents who answered the question, over 50% either always found the information they wanted from the library or found it most of the times (Table 9). On the other hand, only 3.2% never found the information they wanted. Urquhart and Schofield (1972:239), reported finding up to 65 percent of the patrons failed to find one or more of the books desired and this meant that at any time about 25percent of all readers in their study left the library without finding suitable material. Therefore, comparatively, the success rate at the University of the Western Cape is commendable.

The following summary of comments regarding availability of information in the library throws more light on the situation:

- a. Material not available (35 respondents)
- b. Too few books, the library does not [sic] have the best possible books and journals. (49)
- c. Library is hopelessly inadequate as a proper academic and research library. (14)
- d. Very poor management and lack of funding. (11)
- e. Periodicals sometimes misplaced, limited in quality and quantity. (10)

These comments reflect real and serious needs of users. To offer more relevant services to the university community, the library or even the university management should consider ways of addressing these needs.

5.4.5 Sources of difficulty in finding information

Table 10: Reasons for difficulty in finding information

REASON	NO	%
Lack of assistance from library staff	52	11.1
Lack of relevant material	270	57.6
Library not easily accessible	11	2.3
Other	6	1.3
No answer	130	27.7
TOTAL	469	100.0

Question 11 sought to elicit from the respondents the causes of their difficulty in finding information from the library. Table 10 shows their answers. For the majority (57.6%) of respondents, the lack of relevant material is the main cause of their difficulty in finding the information they want from the library. On the other hand, lack of assistance from the library staff and the library not being easily accessible do not seem to be significant reasons for these respondents. The relatively high percentage (27.7%) of non-response to the question reflects the fact that the majority often found the information they wanted, as indicated earlier.

Other sources of difficulty identified in respondents' comments include:

- a. Inadequate catalogue system. (12 respondents)
- b. Immense delays in processing material ordered. (13)
- c. Due to few resources, irrelevant material makes me feel difficult [sic] in doing my assignments. (1)
- d. Staff should do shelve [sic] reading more often. (4)
- e. Staff should be more visible. (7)
- f. Student assistants hold books for their friends. (5)

5.4.6 Consultation of a librarian

Table 11: Consultation of a librarian

FREQUENCY	NO	%
Often	188	42.3
Occasionally	171	38.5
Rarely	62	14.0
Never	23	5.2
TOTAL	444	100.0

Respondents were asked how often they consulted a librarian. From Table 11, about 42% consult librarians this is representative of the university community, it seems 80% of the users of the university library do consult librarians for assistance. This is an exceptionally high record, judging from literature on user studies, especially in Africa. For instance, a study conducted by Goba (1990 : 48) shows that the majority (56%) of students in his study group do not consult a librarian and there was no difference in status, i.e. whether the respondent was a first year or postgraduate student.

5.4.7 Use of inter-library loans section

Table 12: Extension of Inter-library Loans Services to Undergraduates

RESPONSE	ACADEMICS		POSTGRADS		UNDERGRADS	
	NO	%	NO	%	NO	%
Extend	1	2.1	85	59.0	193	69.4
Do not extend	6	12.8	14	9.7	33	11.9
No answer	40	85.1	45	31.3	52	18.7
TOTAL	47	100.0	144	100.0	278	100.0

Out of 437 responses, 193 (44.1%) respondents indicated that they made use of the inter-library loans section while 244 (56%) indicated that they have not as yet made use of this section.

Making the services of this section available to all students cannot, at present, be justified in terms of the aims and conditions on which co-operation in respect of inter-library loans operates. However, it is obvious from responses that to the question on whether the inter-library loans services should be extended to undergraduate students (Table 12) many students and staff members do not know that.

5.4.8 Noise in the library

Table 13: Disturbance by noise

RESPONSE	ACADEMICS		POSTGRADS		UNDERGRADS	
	NO	%	NO	%	NO	%
Disturb by Noise	1	2.1	109	75.7	263	94.6
Not disturb by noise	2	4.3	6	4.2	12	4.3
No answer	44	93.6	29	20.1	3	1.1
TOTAL	47	100.0	144	100.0	278	100.0

It is a known fact that most people are not comfortable working in a noisy environment especially within a library. Therefore respondents were asked if there was too much noise or talking in the library.

Of 420 respondents who answered this question, 404 (96.1%) indicated that there was too much noise in the library. On the other hand, 16(4%) respondents indicated that the noise

level did not affect them.

Noise is commonly perceived as one of the most serious problems in the University of the Western Cape Library. Noise often arises because of staff or even students working together, inadequate study space, queues at computer terminals, and photocopiers. Therefore the problem of noise was further explored by asking respondents if they were disturbed by noise when studying in or using the library. Table 13 reflects the response rate on disturbance by noise in the library. Most students found the level of noise in the library disturbing

5.5 Section C: options for improving library services

5.5.1 Evaluation of library resources and services

Table 14: Subject librarians' ability to assist users

GROUP	OPINION			
	ABLE TO ASSIST		NOT ABLE TO ASSIST	
	NO	%	NO	%
Academic staff	41	87.2	6	12.8
Postgraduate students	129	93.5	9	6.5
Undergraduate students	197	81.4	45	18.6
TOTAL	367	85.9	60	14.1

Table 15: Perception of subject librarians' willingness to assist users

GROUP	PERCEPTION			
	WILLING		NOT WILLING	
	NO	%	NO	%
Academic Staff	41	89.1	5	10.9
Postgraduate students	123	90.4	13	9.6
Undergraduate students	183	74.1	64	25.9
TOTAL	347	80.9	82	19.1

Table 16: Respondents' evaluation of staff co-operation

SECTION	EVALUATION (N = 469)						
	Excellent	Very Good	Good	Favourable	Poor	Cannot Evaluate	No Answer
Reserve section	6.6	9.8	32.8	24.7	5.1	7.2	13.6
Circulation Desk	4.1	9.0	39.6	23.7	4.9	4.9	13.8
Inter-Library Loans	8.3	12.8	15.4	9.2	2.3	39.0	13.0
Photocopy section	6.0	8.5	30.7	23.6	10.7	11.5	9.0
Periodicals section	1.9	4.5	16.4	21.1	22.8	20.7	12.6
Specialised Subjects	2.3	3.8	18.1	25.4	23.9	17.1	9.4

Table 17: Academic staff's evaluation of staff co-operation

SECTION	EVALUATION (N = 469)						
	Excellent	Very Good	Good	Favourable	Poor	Cannot Evaluate	No Answer
Reserve section	2.1	6.4	27.6	12.8	4.3	38.3	8.5
Circulation Desk	4.3	6.4	2.1	29.8	12.8	-	25.5
Inter-Library Loans	8.5	42.6	46.8	-	-	-	2.1
Photocopy section	31.9	14.9	25.5	-	-	-	27.7
Periodicals section	4.3	8.5	25.5	4.3	44.7	-	12.7
Specialised Subjects	17.0	10.6	38.3	-	34.1	-	-

Table 18: Postgraduate students' evaluation of staff co-operation

SECTION	EVALUATION (N = 144)						
	Excellent	Very Good	Good	Favourable	Poor	Cannot Evaluate	No Answer
Reserve section	4.9	12.5	40.3	28.5	5.5	2.8	5.5
Circulation Desk	6.3	4.2	31.9	22.9	4.2	4.2	26.3
Inter-Library Loans	19.4	27.1	26.4	25.0	-	1.4	0.7
Photocopy section	6.3	16.7	26.4	31.9	8.3	2.8	7.6
Periodicals section	4.2	9.7	30.6	20.1	11.1	11.8	12.5
Specialised Subjects	1.4	5.6	10.4	45.1	17.4	12.5	7.6

Table 19: Undergraduate students' evaluation of staff co-operation

SECTION	EVALUATION (N = 144)						
	Excellent	Very Good	Good	Favourable	Poor	Cannot Evaluate	No Answer
Reserve section	8.3	9.0	29.9	24.8	5.0	4.3	18.7
Circulation Desk	2.9	11.8	46.8	23.0	4.0	6.1	5.4
Inter-Library Loans	2.5	0.4	4.3	2.5	4.0	65.1	21.2
Photocopy section	1.4	3.2	33.8	23.4	13.7	18.0	6.5
Periodicals section	0.4	1.1	7.5	24.4	25.2	28.8	12.6
Specialised Subjects	0.4	1.8	18.7	19.4	25.5	22.3	11.9

The third section of the questionnaire was designed to evaluate the quality of resources and services of the university library. This was done through asking respondents to express their opinions not only on various aspects of the services but also on their overall impressions about the library services and staff.

Subject librarians are meant to be the librarians closest to the users in terms of offering assistance when needed. Subject Librarians are normally assigned to take charge of the information needs of users of specific departments and/or faculties. They are involved in selection and processing of materials for these departments and faculties. They are expected to give guidance, user instruction and other forms of assistance (including development of information literacy skills) to staff and students of the departments or

faculties they are in charge of.

It was therefore appropriate to find out from respondents their perceptions about subject librarians, for instance if subject librarians' were able to assist them and the subject librarians' willingness to assist them when the need arises. Of 427 respondents who commented on the issue, 367 (85.9%) thought that the subject librarians were able to assist them, while 60 (14.1%) indicated that the subject librarians were not able to assist (91% of all respondents), 347 or 81% stated that the subject librarians were willing to assist them (Table 15). More percentages of postgraduate students and academic staff (90% and 89% respectively) than undergraduate students (74%) stated that subject librarians were willing to assist them. This may reflect the fact that either subject librarians do pay more attention to academic staff and postgraduate students than undergraduate students or, as is often the case, many undergraduate students have not learnt to seek the assistance of librarians when they have problems.

Furthermore, respondents were asked to evaluate the willingness of library's staff in various service areas to help them. Table 16 shows all respondents' evaluation of staff co-operation in various service areas. Tables 17 – 19 on the other hand show the evaluation of staff co-operation by academic staff, postgraduate students and undergraduate students respectively.

Among all the respondents (Table 16), sections considered to have the highest level of staff co-operation are circulation (rated favourable/good – excellent by 76.4% of the respondents), Reserve (73.9%) and Photocopy (68.8%). Periodicals Sections was rated lowest in staff co-operation (43.9% only gave favourable rating). To the academic staff, the sections with the highest rating of staff co-operation are Inter-library loans (97.9%), Photocopy (72.3%) and Specialised subjects (65.9%) while Circulation (42.6%) and Periodicals (42.6%) had the lowest rating – (Table 17). For postgraduate students, Inter-library Loans (97.9%), Reserve (86.2%) and Photocopy (81.3%) had the highest level of staff co-operation. The other sections were rated favourably by between 62.5% and 65.3% of postgraduate students – (Table 18). The sections rated favourably by undergraduate students were Circulation (84.5%), Reserve (72%) and Photocopy (61.8%) while Periodicals (33.4%) and Specialised subjects (40.3%) received the lowest rating (Table 19).

Comments received regarding staff co-operation were:

- a. Why are there only student assistants on levels 12 & 13? (10 respondents)
- b. It seems that the photocopy section is only interested in making money out of us and don't foresee in [sic] our needs as well. (12)
- c. Library management should consider increasing the time allocated for loan of reserve books. (8)
- d. The library offers excellent environment for studying but the noise are too [sic] much. (4)

- e. Librarians are doing their work, but photocopies are too [sic] few for us (8)
- f. Inter-library loans very good service, should be expand [sic] to undergraduate students also. (4)
- g. There are some staff members who show hostility to students. (7)
- h. The service in reserve section is excellent. (5)
- i. Not all librarians are willing to help. (1)

5.5.2 Library's book/periodical stock

Table 20: Evaluation of library's book/periodical stock

EVALUATION	GROUP						TOTAL	
	ACADEMICS		POSTGRADS		UNDERGRADS		NO	%
	NO	%	NO	%	NO	%		
Very good	2	4.3	6	4.2	8	2.9	16	3.4
Good	4	8.5	30	20.8	166	59.7	200	42.6
Poor	34	72.3	86	59.7	25	9.0	145	30.9
Very poor	4	8.5	4	2.8	32	11.5	40	8.5
Don't know	2	4.3	6	4.2	40	14.4	48	10.2
No Answer	1	2.1	12	8.3	7	2.5	20	4.3
TOTAL	47	100.0	144	100.0	278	100.0	469	100.0

Efficiency and competence of staff and adequacy of collection are two of the major factors that determine the level of service and satisfaction users get from a library. To complement the questions on respondents' experience with library staff, they were requested to express their opinion on the quality of the library's book and periodical collections. Table 20 summarises the responses received. It would seem that majority of the respondents did not consider the library collection adequate. Only 46% of all respondents thought it was either good or very good. Academic staff seem to be the group most dissatisfied with the collection while undergraduates are most satisfied.

The following comments made by respondents reflect the reasons why majority of them are not satisfied with the library collection:

- a. Books the departments order are never bought, only a few are bought. (6 respondents)
- b. It seems that the committee responsible for the library budget does not care at all for the library. (1)
- c. I believe that over half of the stock has been stolen. (1)

- d. More updated information please. (4)
- e. Pages torn out of books. (1)
- f. Get more marks when using other library's books for my assignments. (1)

5.5.3 Rating of library services

Table 21: Rating of library services

GROUP	EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
	NO	%	NO	%	NO	%	NO	%	NO	%
Academic staff	1	2.3	4	9.1	29	65.9	9	20.4	1	2.3
Postgraduate students	1	0.7	21	15.8	86	64.7	23	17.3	2	1.5
Undergraduate students	9	3.6	82	32.7	128	51.0	26	10.3	6	2.4
TOTAL	11	2.6	107	25.0	243	56.8	58	13.5	9	2.1

In certain areas, absence of staff has been especially noticeable, for example most of the floor areas are unsupervised/unattended after hours, and many complaints are received about disturbances and distractions. Question 21, therefore, surveyed attitudes held about the services offered by the library. The services were rated on a five point scale translated into 'excellent', 'good', 'fair', 'poor', and 'very poor'. Each respondent was asked to check the space which most closely approximates his/her reaction to the services.

The highest response rate was under the category, 'fair' (56.8%), 25% of the respondents checked 'good' and 13.5% of the respondents checked 'poor'. Only 2.6% of the respondents checked 'excellent' and 2.1% of respondents thought that the library services are indeed 'very poor'. Table 21 reflects the response rate of the various groups in the sample.

5.5.4 Rating of library staff

Table 22: Rating of library staff

GROUP	ALWAYS HELPFUL		HELPFUL BUT NOT ALWAYS AVAILABLE		NOT HELPFUL		NO RESPONSE	
	NO	%	NO	%	NO	%	NO	%
Academic Staff	9	19.1	23	49.0	2	4.3	9	19.1
Postgraduate students	17	12.0	68	47.2	13	9.0	3	2.1
Undergraduate students	28	10.1	90	32.4	19	7.0	13	5.0
TOTAL	54	18.4	181	61.6	34	11.5	25	8.5

Question 22 surveyed attitudes held about the staff of the library. The staff were rated on a four point scale translated into 'always', 'helpful', 'helpful but not always available', 'not helpful', and 'no response'.

Table 22 reflects the response rate on library staff of the various groups in the sample

A total of 181 (61.6%) respondents indicated that library staff are 'helpful but not always available'. Something should be done about this statement of respondents concerning the librarians of the University of the Western Cape Library.

5.5.5 Options for improving library services

Table 23: Respondents' rating of strategies to improve service

STRATEGY	RATING (N = 469)					
	Very Important	Important	Moderately Important	Not Important	No Opinion	No Answer
1) Additional photocopiers	24.1	32.0	9.8	8.1	17.0	9.0
2) More directional signs	29.4	33.7	13.6	6.6	7.0	9.6
3) Lectures on library use	44.1	25.2	12.2	7.5	2.3	8.7
4) Instruction on use of periodicals section.	49.0	26.6	9.6	2.6	2.5	9.6
5) Provide section for discussion	44.3	30.3	6.8	6.4	2.8	9.4
6) Provide "no talking" areas	52.9	20.5	3.0	10.9	4.0	8.7
7) More leisure reading material	17.7	23.9	23.0	16.6	8.5	10.2
8) More copies of items on reserve	29.2	24.7	25.8	6.2	3.6	10.4
9) Other	-	-	-	-	-	-

Table 24: Academic staff's rating of strategies to improve service

STRATEGY	RATING (N = 47)					
	Very Important	Important	Moderately Important	Not Important	No Opinion	No Answer
1) Additional photocopiers	36.2	59.6	-	-	-	4.2
2) More directional signs	23.4	76.6	-	-	-	-
3) Lectures on Library use	63.8	36.2	-	-	-	-
4) Instruction on use of periodicals section.	63.8	36.2	-	-	-	-
5) Provide section for discussion	46.8	53.2	-	-	-	-
6) Provide "No Talking" areas	-	-	-	85.1	-	14.9
7) More leisure reading material	-	46.8	-	44.7	-	8.5
8) More copies of items on reserve	21.3	63.8	-	10.6	-	4.3
9) Other	-	-	-	-	-	-

Table 25: Postgraduate students' rating of strategies to improve service

STRATEGY	RATING (N = 144)					
	Very Important	Important	Moderately Important	Not Important	No Opinion	No Answer
1) Additional photocopiers	41.7	18.0	13.2	17.4	5.5	4.2
2) More directional signs	29.2	51.4	6.2	4.9	2.8	5.5
3) Lectures on Library use	29.2	56.9	7.6	2.8	1.4	2.1
4) Instruction on use of periodicals section.	41.7	19.4	12.5	2.1	3.5	20.8
5) Provide section for discussion	41.7	41.7	5.5	3.5	1.4	6.2
6) Provide "No Talking" areas	17.4	52.8	9.7	4.2	1.4	14.5
7) More leisure reading material	6.9	11.8	63.9	7.6	9.7	-
8) More copies of items on reserve	2.8	4.9	77.0	13.9	1.4	-
9) Other	-	-	-	-	-	-

Table 26: Undergraduate students' rating of strategies to improve service

STRATEGY	RATING (N = 278)					
	Very Important	Important	Moderately Important	Not Important	No Opinion	No Answer
1) Additional photocopiers	12.9	34.5	9.7	4.7	25.9	12.2
2) More directional signs	30.6	17.3	19.8	8.6	10.4	13.3
3) Lectures on library use	48.6	6.8	16.5	11.2	3.2	13.7
4) Instruction on use of periodicals section.	50.4	28.8	9.7	3.2	2.5	5.4
5) Provide section for discussion	45.3	20.5	8.6	9.0	4.0	12.6
6) Provide "no talking" areas	80.2	7.2	-	1.8	6.1	4.7
7) More leisure reading material	26.3	26.3	5.7	16.5	9.4	15.8
8) More copies of items on reserve	44.2	28.4	3.6	1.4	5.4	16.9

At the very least the survey enlightened some of the respondents on various services offered by the library, some of which these respondents did not know existed.

Data collected revealed that 85.2% of the respondents regarded offering of instruction on how to use the periodical section as significant. There seems also to be some consensus that lectures on periodicals usage should be given. This, if implemented, will encourage the use of and justify, this very costly section of the library (Table 23).

In their study Rzasas and Moriarty (1970: 404) state that "...one likely difference between the library needs of graduate students and undergraduate students is that graduate students prefer to seek periodicals and journals for the more current developments in their fields of interest, whereas undergraduates prefer books more for the history and a general knowledge of their field of interest". Hopefully the solution in order to increase the use of this asset would be greater awareness of this resource by the teaching staff, even at undergraduate level, and publicising the benefits of these resources to all. The major part of the library budget is used to purchase periodicals. The usage of this section needs to be encouraged and the services offered need to be widely publicised to better justify the amounts spent.

All academic staff indicated that separate sections for discussion was either very important or important (Table 24). It was felt by the majority of respondents that a section of this nature, preferably just outside the immediate constraints of the library, would curtail the noise problem in the library itself. It might then be possible for stricter measures to be enforced against the noisemakers.

In line with this 87.4% of the undergraduate students indicated that there should be 'no talking'

areas. Many complaint about the noise coming from other, less considerate users. It sometimes happens that users discussed things loudly as well; they just had to if they wanted other group members to hear above the noise already present. There seemed to be consensus of opinion about the fact that if discussion areas were provided 'no talking' should be introduced and enforced.

In this regard 96.1% of the respondents indicated that there was too much noise/talking in the library (question 18) and another 79.5% found this noise disturbed them while they were studying/learning (question 19).

The majority of the academic staff indicated (63.8% very important and 36.2% important) that lectures on the use of the library were important. Actually the overall majority view on this question seemed to be that general library orientation should be offered, once again showing a strong need for guidance.

The library is relatively well 'sign posted' at present, however, the majority, 76.6% of the academic staff felt that more directional signs are still needed in the library (Table 24). Undergraduate students (17.3%) on the other hand, however, indicated that the present signage is adequate (Table 26).

Overall 65% of the respondents rated the provision of additional photocopies as a significant option (Table 23). In a study by Moss and Green (1980: 163) about 15% of the students in their study group wanted more facilities. An even bigger percentage was shown by Jayaram (1988: 155) study which indicated that 76.6% of the students wanted more facilities of this type.

It is interesting to notice that the majority of the academic staff (63.8%) indicated that more copies of items should be provided in the reserve section. It seems that even those who seldom use this section commiserate with those that have to come repeatedly to inquire whether the items required are available (Table 24). This problem becomes more serious in certain subject areas especially in the first year courses. The frustration of students is probably at its greatest when an assignment is set in these critical courses. According to Moss and Green (1980: 163) the 'effectiveness [of the reserve section] depends on the teaching staff communicating the titles of books on recommended reading lists to the library staff and their students'.

Finally only 41% of the respondents rated the provision of leisure reading as important (Table 23). Gates (1979: 29) states that in most academic libraries the basic materials will include... 'Books for voluntary and recreational reading...' The library should, according to Gates, solicit more input from students on developing diversity in its recreational reading materials.

5.5.6 Comments and Suggestions regarding the Library's Services and Resources.

Question 24 was an open-ended question and asked the respondents if they had any comments or suggestions regarding the library's services or resources?

Comments and suggestions are reproduced exactly as written by the respondents.

Comments and suggestions received on the last question were:

- a. Reserve section policy is totally counter productive to learning and teaching. (7 respondents)
- b. Library can and must be improved all round. (10)
- c. Library not able to support educational programmes based on academic excellence. (5)
- d. UWC management should put a priority on investment in the library and insuring that it is adequately stabled and efficiently run. (7)
- e. Greater access to journals and books in a comfortable area to encourage reading of latest journals, greater access to [sic] Internet, electronic journal and electronic subject data bases, more staff to serve the needs of users. (14)
- f. Better control on re-shelving of returned books. (5)
- g. Do something about the noise. (16)
- h. Librarians on all levels could help students gain access easily with their books. (8)
- i. At this moment things are still good sources are indexed equally, we are all treated in the same. (7)
- j. Security should be tighten up in the library. (4)
- k. More computers for SABINET and INCH data bases. (6)
- l. Librarians should be more consistent. (9)
- m. Greater relationship between students and library staff. (3)
- n. Library services very helpful, but room for improvement. (5)
- o. Library must be closed down. (2)
- p. Do something about the cell phones in the library. (3)
- q. Racism still experienced in the library. (2)
- r. Library should be open 24 hours per day to cater for students staying in the townships. (4)
- s. Employ people who enjoy doing their job and who are not just there to earn a living and make the day go by. (16)

- t. Can librarians please wear the same attire if possible. (1)
- u. More effective study cubicles is greatly needed. (1)

5.5.7 References

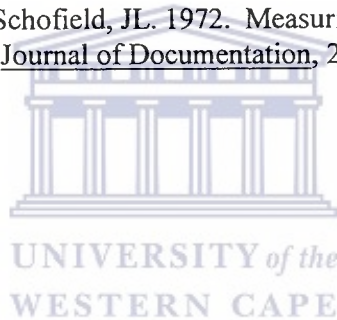
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6.1 Summary

The main purpose of this study was to gather information that would serve as a future aid for strategic planning towards the 'preferred future' for library services at the University of the Western Cape. This information would meet the diverse needs of the campus community. This study therefore aimed to:

1. investigate information retrieval and use among the UWC campus community (lecturers and full-time students) for their teaching, research and learning, and what these practices reveal about the incidence of use of computerized information resources and services;
2. determine the crucial user needs, as well as attitudes, perceptions and preferences of UWC lecturing staff and full-time students, to be able to design new user education services aimed at enhancing information literacy among faculty members and students; and

Basically, four steps were required to gather the information needed. The first of these was the selection of a group of subjects. The second was the development of a means of determining the attitudes of these subjects towards the library. The third was the application of the means to the subjects, and the fourth, the analysis and interpretation of the data obtained.

6.6.1 Findings

Gauging from the responses it is interesting to note that the library seems to be well used by the respondents during the period this survey was conducted. However, when it came to the library hours, 41 (24.7%) dissatisfied respondents out of 166 to this question suggested that the library should open at least one hour earlier, and 24 (5.1%) felt that the library should be open 24 hours a day.

It is obvious that opening earlier would allow a gradual streaming in of users, but problems will arise in many areas. I cite a few: The floor areas will not be supervised until the library staff comes on duty, also there will be staffing implications in other service areas, the reserve section, the issue counter, staff will have to go around the library earlier to collect the items laying around.

There seems to be a need to involve library staff in continuing education programmes. This will assist library users, who can expect to be informatively supported by the library staff who are both knowledgeable and up to date in their fields. It all helps to add to the professional competence of the staff and the skills that they produce to satisfy user needs.

There are also issues for debate with regard to books and periodicals collections. It is hoped that

with a better library orientation, better search strategies will be encouraged and then, probably, even more users will be satisfied with the stock. However, bearing in mind that the majority use of the library stock, on most occasions, is limited to the items available in the reserve section care should be taken that selection criteria are strictly adhered to, and that all the subjects taught at the university are covered, so that there are no gaps in the collections.

1. This study has highlighted the fact that although the University of the Western Cape Library attempts to meet the needs of the user, there are still areas where improvements can and have to be made. For example, when most librarians think of library orientation, they think only of orienting the user to the library. This offers to the user a fixed unchanging institution, to which they have two choices: 1) to adapt to the institution or 2) refrain from using it at all.
2. The library should actively participate in library orientation programmes. The library should participate in self-paced Library instruction programmes for the different levels of students (undergraduates and postgraduates).
3. Another factor that gives rise to problems at university libraries, is the use of the library by students simply as space. The librarian is placed in a difficult position; on the one hand, he/she has to 'live' with the fact that the library's already inadequate space is being used by people who do not actually have to be in the library (those noise makers) at that moment; on the other hand, the librarian has to try to attract every 'potential user'. With increasing student numbers, the pressure both on seating spaces and on library staff is greater. A wider range of material is needed, additional bibliographical search tools are required and a greater reliance is placed on professional librarian support.

6.2 Conclusion

In assessing the extent to which the users' perceived needs are being met, the provision of more recent books and journals was high on the list, followed by the attempts to reduce noise (or, alternatively the provision of separate discussion areas) in the library. A well structured library orientation programme seems essential; backed up by a continuing library instruction programme on all aspects of library use and the services provided. Many respondents required more of, or a better quality of, the services already provided.

The library exists for many reasons, one of which is to satisfy users' information needs, but it would be interpreting this role inadequately to believe that this can be done simply by supplying copies of certain books, along with appropriate background or supportive material.

The library will need to ensure that its services and its resources are made known to the university population. Librarians, generally could be accused of having poor marketing skills and not promoting user awareness. The development of marketing skills not only allows the library to put forward the services offered, as effectively as possible, but also to test its services and resources against user needs and wants. Comments were received from some of the respondents that a better relationship should exist between the librarians and the academics so that the services provided by the library can be made more effective with each being more supportive of the other.

It is therefore important for a library's management to know what the users think about its resources and services. User studies are usually concerned with how an information system is being used rather than with the user and her/his feelings, behaviour or attitudes towards the system. Without some knowledge regarding their expectations and attitudes, library management and staff cannot communicate with their users. Therefore, it is very important for the library to know how the users use the library and also their attitudes towards the library.

6.3 Recommendations

A very real problem to the university is one of finance. The cost to duplicate, for example, prescribed texts sufficiently, will absorb a large proportion of book funds, which will mean less money left for building a balance research, book and periodical collection. It is therefore suggested that the Senate Library Committee should try and put a well balanced library budget in place. This will insure that the library who is regarded as the heart of the university will remain a relevant and integral part of every student's life on campus.

It appears that some lecturers order many books for a very specialised field of research, or for their own field of study which is too specific or not related to the needs of students. After a few years the lecturer may leave and the items would have lost their value in terms of needs of the students.

The acquisition policy of the library is that academics recommend the books to be ordered for their subjects areas through the library. However, gauging from some of the comments received with regards to the stock, a more structured procedure seems necessary for the purchasing of items by the departments.

A suggestion is to divide the funds for a department into a few ratios, for example, undergraduates and postgraduates and for research by staff and structure this further down to groups of lecturers so that all fields are covered and funds are used for certain categories only.

Another suggestion is for the selection of materials to be done by the academic staff in collaboration with the library. This is one of the objectives of a system of subject librarians. The advantage of this situation is that the academic staff are aware of the research needs of their students as well as their own. The librarian on the other hand, will ensure that the collection is balanced. This is necessary as academic and research staff tend to concentrate on material that is

of specific relevance to their interests and they do not see the collection as a whole – subjects might overlap and also, one needs to ensure that there is no unnecessary duplication of material.

The fact that the library still has a shortage of books (especially new and up-to-date material) due to the large numbers of students per faculty, once again strengthens the case that a well balanced library budget should be put in place by the Senate Library Committee. It is therefore suggested that the library should consider the number of students in each faculty when ordering books and other library material.

6.3.1 The following needs should receive attention:

- a. The establishment of more study halls, preferably set-up at many venues on campus (possibly at every block at which lectures are held), and, in the hostels should be considered. Some study space should be available on a 24-hour basis (e.g. like the library presently provides). The library cannot be structurally altered without involving significant cost, and the size of the collection is also expanding; so space definitely becomes a problem. Responsibility for space for socialising and for the use of personal materials should be shared with other units of the university.
- b. Provision of discussion rooms.
- c. The possibility of the library opening earlier.
- d. The library's book/periodical collection should be improved and made more comprehensive.
- e. The possibility of extending the inter-library loans service to students in the final year of a four-year degree programme should be investigated.
- f. A suggestion box in the library should be organised, at a time when evaluation and needs assessments are increasingly popular and critically needed. Management tools, complaints and suggestions can be a powerful analytical tool for capturing user feedback on the quality and the efficiency of the various services provided.
- g. In-service training to the staff should be offered. This event can assist them to perform their duties better, to stay abreast of current developments in their fields, and help them in implementing the ideas and techniques that current research discovers.

6.3.2 The need for further research should be implemented

Librarians need more research, for example, on the ways in which especially students in different subjects need to use information and the library. There are also particular needs of special groups, such as part-time students. Similarly, further work is required on the interaction of loan policies and duplicate purchasing in ensuring the best use of stock at a

time of increasingly stringent pressure on sources.

The depth on knowledge amongst librarians about courses and their demands have to be greater than at present and this involves both formal links with departments and informal contacts with staff and students as they work. Automated systems provide library staff with new data about use of material for analysis which can be combined with less quantifiable factors, and can be relayed to academic staff and, one hopes, eventually integrated into the teaching process.

With continued commitment to a user-centred approach by library staff, libraries should be able to maintain, and in some respects, improve the quality of their service to library users.



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APPENDIX 1

QUESTIONNAIRE ON LIBRARY USAGE

We would like to find out about your experiences in using this library and what you think about the services we provide. Your co-operation in filling out this questionnaire will help us evaluate present services and identify areas where future improvements could be made. Your help is appreciated.

All information supplied by you will be treated confidentially.

GENERAL INSTRUCTIONS:

Please respond to each question by marking an "x" in the appropriate space, and return the completed form to Ms. E Davids Inter - library Loans: Library, before 5 October 1999. Thank you for your co-operation.

Section A

1. Sex of respondent:

Female

Male

2. Status of respondent:

- 1) Professor
- 2) Lecturer
- 3) Postgraduate Student
- 4) 4th year student
- 5) 3rd year student
- 6) 2nd year student
- 7) 1st year student



3. Study programme:

- 1) Degree
- 2) Diploma
- 3) Higher diploma
- 4) Lower diploma
- 5) N/A

4. Faculty:

- 1) Arts
- 2) Community and Health Sciences
- 3) Education
- 4) Economics and Management Sciences
- 5) Law
- 6) Science

5. When was the last time you were in the library?

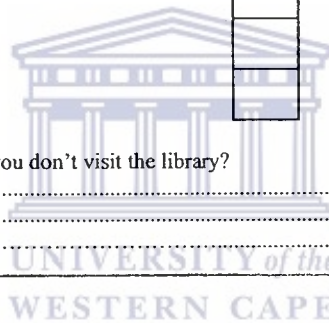
- 1) Today
- 2) Within the previous 7 days
- 3) More than a week ago
- 4) More than a month ago
- 5) Never

If never, please give reason(s) why you don't visit the library?

Comments:.....

.....

.....



Section B

6. Have you attended the library orientation programme normally given at the beginning of each session?

Yes No

7. If yes, what is your opinion regarding the library's orientation programme?

- 1) Is the present orientation programme adequate?
- 2) Should it be more comprehensive?
- 3) Should a more comprehensive follow-up programme be presented

yes	no	don't know

Comments:.....

.....

.....

8. At present, the library opens at 8H:15. Is this early enough for you?

Yes

No

9. What time do you suggest we open? Tick only one

- 1) 7.00 a.m.
- 2) 7.15 a.m.
- 3) 7.30 a.m.
- 4) 7.45 a.m.
- 5) 8.00 a.m.
- 6) 24 hours

10. How often do you find the information you want from the library?

- 1) Always
- 2) Most of the times
- 3) Sometimes
- 4) Seldom
- 5) Never

If your answer is sometimes, seldom or never please give reason(s).

Comments.....
.....
.....

11. If you experience difficulty in finding information from the library to what would you attribute this?

- 1) Lack of assistance from the library staff
- 2) Lack of relevant materials
- 3) Library not easily accessible
- 4) Other (please specify)

Comments.....
.....
.....

12. How often do you consult a librarian?

- 1) Often
- 2) Occasionally
- 3) Rarely
- 4) Never

Section C

13. Do you find the librarian able to assist you?

Yes No

14. Do you find the subject librarian willing to assist you?

Yes No

15. How would you describe the library's general book/periodical stock?

- 1) Very good
- 2) Good
- 3) Poor
- 4) Very poor
- 5) Don't know

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Comments.....
.....
.....

16. Have you ever made use of the inter-library loans section?

Yes No

17. Do you think that the inter-library loans services should be extended to undergraduates?

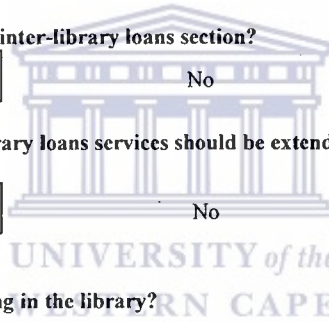
Yes No

18. Is there too much noise/talking in the library?

Yes No

19. If yes, does this noise disturb you when you are studying/learning, etc in the library?

Yes No



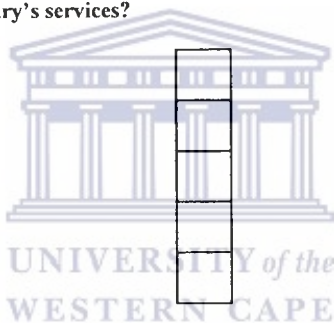
20. Based on your overall experience, how would you evaluate the co-operation/willingness to help of staff at the following service areas?

Frequency scale	5	4	3	2	1	0
	Excellent	Very good	Good	Favourable	Poor	Cannot evaluate
1) Reserve section						
2) Circulation desk						
3) Inter-library loans						
4) Photocopy section						
5) Periodicals section						
6) Specialised subject sections						

Comments.....

21. How would you rate the library's services?

- 1) Excellent
- 2) Good
- 3) Fair
- 4) Poor
- 5) Very Poor



22. How would you rate the library's staff in general?

- 1) Always helpful
- 2) Helpful but not always available
- 3) Not helpful
- 4) No response

23. Please rate the importance to you of each of the following alternatives for improving library services. If you have no opinion regarding a particular alternative, mark the space under the "No Opinion" column.

Scale:

- 1) Provide additional copiers
- 2) Provide more directional signs
- 3) Offer lectures on how to use the library
- 4) Instruction on how to use the periodical section
- 5) Provide a section for discussion
- 6) Make certain areas "No Talking" (areas)
- 7) Provide more leisure reading
- 8) Provide more copies of items on reserve
- 9) Other (please specify and categories)

	5	4	3	2	1
	Very important	Important	Moderately Important	Not important	No opinion
1) Provide additional copiers					
2) Provide more directional signs					
3) Offer lectures on how to use the library					
4) Instruction on how to use the periodical section					
5) Provide a section for discussion					
6) Make certain areas "No Talking" (areas)					
7) Provide more leisure reading					
8) Provide more copies of items on reserve					
9) Other (please specify and categories)					



24. Any comments or suggestions you'd like to make regarding this library's services or resources?

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.....

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.....

.....

THANK YOU FOR YOUR CO-OPERATION