

**Knowledge and use of library resources by academic staff and their expectations  
of undergraduate students with respect to their use of the library at the  
University of KwaZulu–Natal, Pietermaritzburg (UKZNP) Campus**

**By**

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## DECLARATION

I, DUMISANI RIMON NKOSI declare that

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Signed: *DR Nkosi* Date: 12/03/2009

## **DEDICATION**

This study is dedicated to my late father Mr. N. J. Nkosi, my mother, Mrs. N. E. Nkosi, my brothers, Mr. B. C. Nkosi and B. S. Nkosi who all passed away during my struggle for an education. Beautiful memories of you are deeply locked into my heart. This is my thanks to you for everything you have done for me and the family. Dear beloved ones I will always love you.

## **ABSTRACT**

The aim of the study was to investigate the knowledge and use of library resources by academic staff and their expectations of undergraduate students with respect to library use at the University of KwaZulu-Natal, Pietermaritzburg (UKZNP) campus. The specific objectives of the study were as follows: to determine whether academic staff encourage students to use the library, to determine the reason(s) for doing or not doing so, to determine the format(s) or way(s) in which this is done, to determine the knowledge of the academic staff about the library's resources and capabilities, to determine the extent to which academic staff use the UKZNP library, to determine what information and library resources are used by academic staff, to determine whether communication takes place between academic staff and librarians and the nature and extent of that communication.

The survey research method was used and the data was collected through a self-administered questionnaire. All 131 academic staff of the Faculty of Human and Management Sciences were surveyed. Seventy one academic staff responded giving a response rate of 55%.

Significant findings revealed that the vast majority (97%) of staff used the library mainly on a weekly basis. Most (86%) respondents expected and encouraged students to use the library at an undergraduate level. The most used "method" of doing so was verbally? The majority of respondents had received library instruction either as a student or, surprisingly, as a member of staff. However, less than half of the respondents had requested library instruction for their students. Communication between academic staff and subject librarians was taking place but not to any great extent.

Conclusions in line with the findings and research objectives were made and these were followed by recommendations which included the need to ascertain which members of staff would benefit from library instruction and that greater effort could be made by lecturers in referring and/or encouraging students to use the library. Suggestions for further research were put forward.

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## **ABBREVIATIONS AND ACRONYMS**

CD-ROM:	Compact Disc Read Only Memory
ILL:	Interlibrary Loan
LISA:	Library and Information Science Abstracts
NRF:	National Research Foundation
OPAC:	Online Public Access
UKZN:	University of KwaZulu-Natal
UKZNP:	University of KwaZulu-Natal, Pietermaritzburg
SABINET:	South African Bibliographic Network
SL:	Short Loan
MSL	Medical Science Library

# CHAPTER 1 INTRODUCTION AND THE BACKGROUND TO THE STUDY

## 1.1 Introduction

The experience of the University of KwaZulu-Natal, Pietermaritzburg Campus subject librarians is that academic staff tend to give students tasks to complete without sufficient knowledge of whether their students have acquired the relevant skills necessary for retrieving the information using the library's resources (Kuhn 2003). This raises a number of questions, for example:

- Do academic staff presume their students will have the necessary skills for literature searching by the time they get to the university?
- Are academic staff themselves fully aware of the library's resources?
- Are academic staff themselves sufficiently skilled in the use of the library's resources?

In a study conducted by Braimoh *et al* (1997), which was an assessment of the National University of Lesotho Library, the students indicated that they generally used the library to read lecturers' notes. Students further revealed that they tended to use the library for other activities, such as social gatherings, rather than for locating, accessing and retrieving information. The reason for this is that many students were found to be lacking the ability to locate their desired information sources using the library facilities (Braimoh *et al* 1997). To counteract this, librarians in many institutions have implemented orientation programmes in which students are expected to participate voluntarily. At the University of KwaZulu-Natal, Pietermaritzburg Campus, for instance, orientation programmes are offered at the beginning of each semester. Braimoh *et al* (1997) emphasized that university libraries are instrumental in providing students with information literacy skills.

Informal discussions held by the writer with subject librarians at the University of KwaZulu-Natal, Pietermaritzburg Campus, suggest that academic staff have not made sufficient effort to promote attendance at formal library instruction nor have they encouraged students to use the library when searching for information for their assignments. Suggestions from the librarians indicated that there needs to be a higher level of rapport between academic and library staff to develop the skills associated with information literacy and promote successful library use by students.



Academic faculties and library departments in the world of higher education are separate sectors that are working for a common vision, that of providing education to the students. Larsen (1998: 259) and Mugyabuso (1999: 133) emphasized the fact that libraries and academic faculties should be working as partners in the same business without which education and research success in the academic world are impossible. Mugyabuso (1999) pointed out that user education programmes should be integrated into the university curriculum and made compulsory and examinable components. While the design of courses and teaching and grading of assignments by the faculties are the major elements in a student's education (Larsen 1998), it is also important that this teaching is done in co-operation with the library. It could be argued that successful teaching is largely dependent on the library's resources and staff. It is in this regard that academic staff do need to communicate and work with library staff and it is in this respect that libraries and librarians are also contributing to the teaching and learning activities in conjunction with the academic staff.

Poor use by students of the academic library has been a major concern to many academic librarians (Stahl 1997). Linked to this concern is the inability of many students to locate, retrieve and use information sources in the library despite orientation programmes available to students to improve their library skills. It is in this context that librarians have felt that students are not getting enough encouragement to use the library from academic lecturers. This suggests that there is perhaps insufficient communication between the library and academic faculties (Larsen 1998). If the communication is insufficient, not concrete or not reliable, this would, arguably, impact negatively on library use by students and ultimately on the quality of teaching and learning.

The question that also arises is whether all academic staff have the necessary knowledge of library resources needed to assist students in locating, retrieving and accessing information of interest to them and whether they encourage students, at all levels, to use the library for their studies. Zondi (1991), Bell (1990), Krige (2001), Mugyabuso (1999) and many more have involved themselves in research regarding information literacy programmes in university libraries that aimed at providing basic skills to students for their information needs. However, these programmes have not involved the academic staff in their implementation to any great extent if at all. This does beg the question as to whether this is due to insufficient communication between the academic and library staff in connection with the usage of the

library resources for the interests of the students as well as the support system of education at large or a lack of knowledge or disinterest on the part of academic staff. It is this neglected focus on the role of academic staff that this study aims to address.

## **1.2 Research problem**

While there are some academic staff who appear to be unaware of the significant role the library could play in students' performance, studies indicate that students who use the library when preparing for their studies are likely to produce more comprehensive assignments than those who do not (Gentil 1999; Krige 2001; Zondi 1990). According to Braimoh *et al* (1997: 64) the heart of students' courses or subjects is in the library, therefore students need to be frequently encouraged by lecturers to use the library. At the University of KwaZulu-Natal, Pietermaritzburg, subject librarians are concerned about the number of students who do not use the library, use it poorly or have, seemingly, not been referred or encouraged to use the library by academic staff. (It is also not clear, though, what subject librarians do to redeem the inadequate usage of the library by students.) This apparent lack of referral or failure on the part of academic staff to integrate library use by students into their teaching constituted the broad problem which the proposed study investigated.

## **1.3 Purpose of the study**

The purpose of the study was to explore academic staff's knowledge and use of the university library in meeting their teaching information needs as well as their students' study related information needs.

## **1.4 Research questions**

Given the above, the questions this study sought to answer were as follows:

- Do academic staff, in their teaching, encourage students to use the library?
- What are the reasons for academic staff doing or not doing so?
- What methods are employed to encourage students to use the library?
- What categories of information sources do academic staff expect students at different levels to be able to use?

- What knowledge do academic staff have about the library's resources?
- Do academic staff use the library, and if so to what extent?
- What are the information and library resources used by the academic staff?
- Does communication take place between academic staff and the librarians; if so, what is the nature of this communication?
- What recommendations can be made based on the findings?

## **1.5 Justification**

Research has been conducted in the past on a wide range of aspects concerning university libraries. However, based on the research reviewed the issue of academic staff knowledge of the library's potential for meeting their information needs or those of their students has not been investigated to any great extent (Renwick 2005: 21). The proposed study, apart from addressing the lack of research in this area, could assist subject librarians at the University of KwaZulu-Natal, Pietermaritzburg Library to better understand how academic staff use the library and their knowledge of it. The study may further raise an awareness of the library amongst academic staff.

## **1.6 Definitions of key terms**

### **1.6.1 Academic staff**

The terms "academic staff", "faculty" and "lecturer" are frequently used interchangeably. Mbongwa (2003) from Human Resources Management of the University of KwaZulu-Natal defines academic staff as "the personnel employed by the university to perform tasks like designing, grading and teaching courses to the students at any academic level". In addition, for the purposes of the present study, such personnel should be employed on a permanent basis by the university.

### **1.6.2 Information Literacy**

According to Van Vuren and Henning (2001: 81), "information literacy refers to the ability of learners to access, use and evaluate information from different sources, enhance learning, solve problems and generate knowledge". Information literacy requires specific skills from an individual to be able to recognize when information is needed, further have a capacity to

locate, evaluate and use effectively the needed information (2003). It is a more encompassing concept than that of “library skills” which is noted under the definition of “user education” below.

### **1.6.3 Library resources**

Information scientists generally use this concept without appropriately defining it. In terms of the present study library resources are defined as an accumulation of library materials, sources and services (including subject librarians) in order to fulfill the needs of the library’s target population.

### **1.6.4 Perception**

Simpson (1998: 523) defines perception as a neurophysiological process, including memory, by which an organism becomes aware of and interprets external stimuli or sensations. This is due to the fact that the mind is capable of receiving information, comparing the information to a huge store of images in the memory and providing an interpretation (Etzel *et al* 2001). Etzel *et al*’s (2001: 121) definition of perception as “the process of receiving, organizing, and assigning meaning to information or stimuli detected by our four senses” is the one which shall be adopted for this study.

### **1.6.5 Undergraduate**

An undergraduate is generally referred to as a student who has not yet obtained a first or bachelor’s degree. In this research an undergraduate student would be in their first, second or third year of study.

### **1.6.6 User education**

User education involves library users learning how to use library resources when searching for information of interest without assistance (Gentil 1999). Library instruction, bibliographic instruction, and library orientation, are all terms used interchangeably, and refer to teaching library users how to use the library effectively (Gentil 1999 and Mugyabuso 1999). A definition adopted for this study is that, “user education is the programme of instruction provided by librarians to users to enable them to make more efficient, independent use of the library’s stock and other services” (Prytherch 2000: 756). User education is thus specifically library bound and its product should be students and staff with adequate “library skills”. It is

“library skills” as opposed to the broader concept “information literacy” (see above) which constitutes one of the foci of the study.

### **1.7 Methodology**

The proposed study used the survey method. As Neuman (2000) points out, the survey method enables researchers to sample many respondents that would answer similarly designed questions, hence enabling the simultaneous measurement of variables. Babbie and Mouton (2001) maintained that the survey method is the dominant method when studying or measuring attitudes and orientation in a larger population. For data collection a questionnaire containing both open-ended and closed questions was designed and administered electronically via email and hard copy using the University internal mail system, to the respondents for this study. The collected data was coded and analyzed using the software Statistical Package for the Social Sciences (SPSS). The population of the study was the academic staff of the Faculty of Human and Management Sciences at the University of Natal, Pietermaritzburg. According to the 2003 Faculty Calendar there were 130 academic staff in this Faculty and all of them formed part of the survey population. Given that the whole population was surveyed there was no need for a sample.

### **1.8 Delimitations**

The study was confined to the University of KwaZulu-Natal Pietermaritzburg campus, and to the academic staff in the Faculty of Human and Management Sciences. The ideal would have been to include in this study all other faculties on the Pietermaritzburg campus as they would also have been users of the various libraries on campus. The exclusion of other faculties was due to the fact that this study is a minor dissertation which forms part of a coursework masters degree and financial and time constraints precluded going beyond the Faculty of Human and Management Sciences.

### **1.9 Brief background on the University of KwaZulu-Natal (UKZN), and the Pietermaritzburg Campus libraries**

A brief history of the University of KwaZulu-Natal, Pietermaritzburg (UKZNP) campus and the libraries plus the Library's mission statement is provided in this section.

The University of Natal was established in 1910 where it was named the Natal University College (Brookes 1966: 4). It comprised two campuses – Durban and Pietermaritzburg. The University established its library in 1912 and in 1923 appointed the first full-time librarian on the Pietermaritzburg campus (Brookes 1966: 26). In 1937 the library occupied its first separate building where it remained until 1965. In that year it moved to its current building (Hoskins 2002: 14). The University of Natal merged with the University of Durban-Westville in 2004 to form the University of KwaZulu-Natal. The new institution comprises five campuses including the Pietermaritzburg Campus which is the focus of this study. The Pietermaritzburg Campus at the time of the study in 2004 consisted of the Faculty of Education, Faculty of Science and Agriculture, Faculty of Law as well as the Faculty of Human and Management Sciences. Libraries and archives on the Pietermaritzburg Campus consists of the Main (Cecil Renaud) Library, the Law Library, the Life Sciences Library, the Alan Paton Centre as well as the Archives (University of Natal Library Annual Report 2002 and 2003: 2004). The Faculty of Human and Management Sciences, the focus of this study, is primarily catered for by the Main Library.

At the time of the study, according to the University of Natal Annual Report (2002 and 2003), the Main Library had a total of 32 staff members. In 2003 the Pietermaritzburg libraries were allocated R9 100 00 for books and periodicals. (This figure also includes R700 000 bridging funds). The basic grant in 2003 was R8 400 00 for all Pietermaritzburg libraries and faculty purchases. The total acquisition, of materials including books, periodicals and all electronic formats was 8 739 in 2003. The University of Natal, Annual Report (2002 and 2003) stipulated that the budget was adequate for the library's needs. (The Annual Report stated that the operating budget 'proved adequate'.) It does say in the Annual Report that 'it was formally noted that the library has been underfunded for years.' In addition, the University of Natal, Annual Report (2002 and 2003) revealed that the Library underwent significant growth in terms of its circulation. For example, in 2003 the Library circulated 99 662 items to its users which is far different from what was the case in 2002 where only 87 143 items were circulated. The figure of 99 662 includes material which had been renewed – it would be more accurate to use issued items only which was 72 666 for Main Library in 2003 and 64 895 in 2002.

In terms of library users, it was found that the Pietermaritzburg Campus libraries had 7 871 registered borrowers and this does not give a reflection of the number of other non-registered users. A range of services are provided by the Library and according to the Annual Report (2002 and 2003: 10), “user education continued to be a main focus of development and activity in the Subject Librarian Unit”. This orientation is primarily given at the beginning of each semester.

The Library mission statement at the time read as follows:

“The libraries of the University of Natal provide resources and information services to support the learning, teaching, research and development endeavours of the university community” (University of Natal Library, Annual Report 2002 and 2003).

#### **1.10 Structure of remainder of the study**

Having outlined the research problem and the purpose and limitation of the study, the next chapter will provide a literature review pertaining to the knowledge and use of the library resources by academic staff and the impact this has on the library use by their respective students. The research methodology used in the study is explained in Chapter 3. Chapter 4 presents the findings of the study while these will be discussed in Chapter 5 which follows. Chapter 6, the final chapter, outlines the conclusions reached and recommendations made. The appendices follow after the list of works cited.

## CHAPTER 2

## LITERATURE REVIEW

### 2.1 Introduction

The review of the related literature involves the systematic identification and analysis of documents containing information related to the research problem. A survey of literature on the objectives of the academic library and its significance for meeting staff and students' information needs is included in this chapter. The use of the library by academic staff, which could emanate from their knowledge and understanding of the library's significance for curriculum development, will be surveyed. The impact of using or not using the library plus the way it is used by academic staff will also be scrutinized. Staff expectations of student use of the library which arguably evolves from the nature of academic staff knowledge and understanding of the library will also be surveyed. Their knowledge of library instruction, its contribution and importance, plus the encouragement of students to attend such instruction is also investigated. Communication and partnerships between the library and academic staff, and its significance will also be discussed.

### 2.2 The role of the academic library

Arguments have evolved around the establishment and the significance of libraries, in higher education in particular, and whether they should function as a support system or be an inherent part of the learning and education programme (Haynes 1996: 192; Kuh and Gonyea 2003: 267). Haynes (1996: 218) stated that:

The library is the principal unit of the college that supports all academic programs; the one location on campus where all disciplines are represented, organized, and integrated; and a fertile environment within which to explore the interdisciplinary aspects of knowledge.

According to Wedgeworth *et al* (1993: 5) "these libraries, [as] integral parts of [the] institutions they serve, design their collections and services to meet the instructional and research programmes of their institutions". This has led to the questions as to whether academic staff use the library and whether or not they consider library use necessary for their students' success. It has also led to the question of whether academic staff could effectively teach courses without library assistance and service (Baker 1997: 177). According to Prytherch's (2000: 754) explanation:

A university library differs from other research libraries by virtue of its size, range, depth and quality of its collection, necessary general background stock to support its special areas, and



large-scale holdings amassed over a long period of time to form a concentration of materials important to support scholars worldwide.

Kent, Lancour and Daily (1968: 39) state that, "... the library is the heart of the university..." It is believed that teaching methodology could not suffice and sustain the progress and objectives of education without educational support systems such as libraries (University of Natal 2001: Carr 2006).

### **2.3 Knowledge and use of an academic library by academic staff**

According to Haynes (1996: 198) faculty must utilize the library and assist librarians in providing library instruction programmes since they, faculty, exercise the strongest influence on students' use of the library. It is beyond any reasonable doubt that academic libraries are assigned a specific value which is to support the educational activities and objectives of the parent institution. However, academic staff and students are perceived as not using the library and its contents according to its expected role and significance (Haynes 1996: 192; Fagan 2002: 132). Haynes (1996: 192) in her study of librarian-faculty instructional partnerships conducted at Colorado State University, points out that most library materials had not been used or opened since their acquisition. Haynes (1996: 192) suggested that part of the reason may be the fact that academic staff have no knowledge of the availability of these materials in the library, since if they did, it is arguable that they would use them. The level of knowledge academic staff have of the utilization of resources allocated to the library in order for users to search information could also be another reason (Haynes 1996: 192).

Haynes (1996: 199) and Robert (1995: 19) mentioned that some faculty members remain ignorant of how to use the library, hence undervaluing its potential as an information source for student learning in a given institution. This is supported by Makopi's (1998:32) study conducted in South Africa, which explained that only one third of the staff on a given campus have an adequate knowledge of how to use library resources when searching for information. Therefore, two thirds of the staff are susceptible to using the library less frequently than expected.

According to Haynes (1996: 198) academic staff must have first-hand knowledge and experience of how to use the library information system when searching for information.

Haynes (1996: 198) goes as far to say that “they will be required to know the power and potential of research in order to enable their students to explore the invaluable world of peripheral and relational data, or students will not be directed towards appropriate resources”. Haynes (1996: 199) and Roberts (1995: 19) argued that faculty should not expect to have knowledge of what they never learnt while at school and that those without appropriate knowledge should attend library instruction programmes on offer at a given university.

The study conducted by Van Vuren and Henning (2001) in Florida, South Africa, on user education in a flexible learning environment, indicated that information literacy may be regarded as the basis of resource-based learning. Van Vuren and Henning (2001: 18) argued that resource-based learning cannot be completely successful if users, including academic staff, have not mastered both the lower and the higher end of the information literacy continuum. Through library instruction programmes, researchers like Mugyabuso (1999), Haynes (1996) and Renwick (2005) believe that there would be an improvement among academic staff whose library knowledge and use is poor.

Braimoh *et al* (1997: 64) maintain that at a tertiary level the library serves more as a place for independent work because this is where library patrons locate, assess, use, compare, contrast and evaluate information for meaningful education inquiry. If academic staff do not have such library service knowledge and use the library less frequently than expected, the chances are that students are not going to be referred or encouraged to use the library. Researchers such as Mugyabuso (1999) and Renwick (2005) emphasize the importance of library patrons learning (students and lecturers) how to use a large research library intelligently. This is aimed at avoiding the situation where academics retire without having accumulated relevant and required bibliographic research knowledge and expertise (Yang 2000).

Haynes (1996: 200) makes the point that, “even for those who did receive instruction in library research methods, the shift to machine-based information systems requires the mastery of new concepts and different skills”. Consequently, Haynes (1996: 200) emphasized that a lecturer could not learn to use today’s large research libraries intelligently without months of practice, in addition to considerable help from people who work there, the subject librarians. Stephens (1980 in Haynes (1996: 199) explains that “most of us in the faculty, however, lack the training in library skills, accessing, and developing research training into our academic courses

and our departmental programs". This is likely to contribute to the poor knowledge that some academic staff have of library resources which in turn is linked to their lack of awareness of library services. This state of affairs needs to be seen in the light of Haynes' point that studies have confirmed that a college, university or any academic institution with 'library knowledgeable' teaching staff are likely to have students making better use of the library and consequently achieving better academic results (Haynes 1996: 200).

Today's users, including academic staff, have their information needs met via a number of options. According to Renwick (2005) they need not come physically to the library to use print copies but can stay at home or in the office and access online library resources and services via networks or "authentication" methods at any time. Electronic resources can and do enable innovative teaching and they increase timeliness in research as well as increasing the discovery of information and creation of new fields of inquiry. Other reasons for academic staff to use electronic resources are related to an increasing number of computer-literate students and the need to keep up-to-date in their fields (Renwick 2005).

## **2.4 Information needs of academic staff**

In a study conducted by Westbrook and Tucker (2002), which was aimed at understanding faculty information needs, it was found that these needs vary according to the discipline. Westbrook and Tucker (2002: 147) grouped the faculty information needs into two primary categories, namely dominant access (i.e. access to all library databases) and skills development (skills in retrieving information using the library databases). Westbrook and Tucker (2002: 147) found that academic staff recommended that relevant material needed to be delivered to their offices using the internal campus mail, instead of having to go and get this material themselves from the library. Primarily, it is this kind of service that academic staff need – hard copy delivered to their offices for their lecture preparation. In addition, and according to Westbrook and Tucker (2002: 147) academic staff requested to have the various instructional opportunities on offer on a customized basis. These instructions were perceived to be one way to address the situation of lecturers who are less knowledgeable in searching for information of interest while in their offices which are linked to the academic library via information and communication technology (ICT).

Haynes (1996: 192) argues that the low usage of library resources and facilities by users tend to suggest that librarians' perceptions and/or knowledge of the library do not match those of the user, particularly the academic staff. She continues by saying that the chances are that if academic staff possess a different knowledge of and need for the library services, they will, therefore, hardly utilize these in their research and teaching activities or else use them for their different needs. Thus lecturers' information needs will not be related to students' benefit, since students will not be referred and/or encouraged to use library services. According to Haynes (1996: 196) academic staff rely on different sources including the library to acquire information of interest. Academic staff need information for such purposes as their own research, course compilation and recreational reading. If lecturers do not use the library or use it for purposes other than teaching, students will arguably do likewise. Haynes (1996: 162) points out that once academic staff use the library themselves, and encourage students to do the same, the students would also use the library.

### **2.5 Reasons for using an academic library\_**

According to Braimoh *et al* (1997: 63), library use becomes indispensable in order to build an inquiring mind. Braimoh *et al* (1997: 63) explained that exposure to library resources enables users to develop their talents, potentials and capabilities both academically and socially. Haynes (1996: 202) and Kuh and Gonyea (2003: 267) mentioned that many instructors have recognized that for writing as learning to happen, students must have something to write and to learn about and the library becomes a neutral and essential resource as the principal repository of knowledge and information in every section of both undergraduate and postgraduate communities. According to Haynes (1996: 194), "most students will use library materials in their courses only if professors require them to..." Furthermore, academic staff are expected to use the library for course construction rather than simply perceiving it as a storehouse within the university (Baker 1997: 177). Apart from the value assigned to the library, studies found that lecturers use the library for reasons such as their own research and further encourage students to use it for their own study related performances (Roberts 1995: 15).

The primary reasons for lecturers using the library are for reserving material, searching for information in an online public access catalogue (OPAC), checking the new books section and many more (University of Natal 2001). Lecturers use the library for own research, course

construction and recreational reading (Troll 2001). In addition to these reasons, lecturers use the library as a way of working co-operatively with the library staff in the acquisition of books and other materials. Co-operative working arguably enables the university to produce better and more accountable students for the future world (Braimoh *et al* 1997: 63).

Lecturers also use the library with the intention of assisting library staff in library instruction programmes (Roberts 1995: 14). Such programmes provide these lecturers and students with necessary skills to search for information using library and information resources with ease and less time consumption. Renwick (2005) maintained that academic staff also use the library to explore new information, like new books available in the library so that they can confidently refer students to these information sources. In addition and as mentioned, academic staff use the library for their own research purposes, which in return motivates students to use the library for their study related needs (Troll 2001).

## **2.6 Problems experienced by academic staff using the academic library**

Westbrook and Tucker's (2002: 148) study conducted in the Texas Women's University found that faculty staff suggested a range of services which included assistance in developing a personal information management system, highly focused information instruction using different methods plus an advanced instructional effort to increase their self-sufficiency in managing and retrieving digital information, since these were found to be problematic to them (lecturers). Academic staff also indicated that the processing of material for the reserve section of the library takes a long time. Westbrook and Tucker (2002) said that such a problem is experienced even in organized libraries that manage and circulate their information with ease for patrons.

In Westbrook and Tucker's (2002) study academic staff also mentioned that they found it difficult to use other services of the library like Inter-Library Loan (ILL). The time taken by this section of the library was regarded as the main reason for 'complicating' the service. Sometimes lecturers found that the information requisitioned was not available and they then had to depend on their colleagues for such information. Many studies (for example, Lau 2007 and Mugyabuso 1999) agree that academic staff encounter this problem frequently during the course of their work.

With the advent of networked information, Renwick (2005) argues that library patrons lag behind as they tend not to explore the advancements made by the electronic library. Unlike traditional libraries that comprised of books, journals and card catalogues, present day libraries have CD-ROMs, OPACs, online databases, internet navigation and access to remote information providers (Lau 2007). Academic staff who have not been trained on how to use these resources would find it difficult to 'access and retrieve information when in the library' and when searching for information while in their offices. The lecturers' inability to use the library's resources is said to be likely to decrease interest in library use, particularly if lecturers possess the knowledge that is not equivalent to the knowledge expected from staff at an academic level (Mugyabuso 1999: 131).

### **2.7 Measures taken by academic staff to keep up to date with information resources**

Despite some lectures experiencing problems in the management and retrieval of digital information, there appears to be no consultation of library staff in assisting with relevant instruction (Westbrook and Tucker 2002: 148). Haynes (1996: 200) recommended that lecturers having difficulty in using the library should attempt to get library instruction. She further pointed out that apart from developing personal competencies when using the library, a further benefit of undergoing library instruction would be that lecturers would also be able to assign more appropriate and workable research problems for their students (Haynes 1996: 200).

It was found by Carr (2006) that lecturers try to contact library staff when they encounter problems, such as failing to retrieve relevant information when in the library. For example, when the Interlibrary Loan (ILL) and Short Loan (SL) processes are slower than they expect, academic staff contact library staff. Another measure taken by lecturers, already mentioned, is contacting colleagues from other institutions through which they obtain information. This helps them to access information that the library is not in possession of.

### **2.8 Encouragement of students' library use by academic staff**

A study conducted by Steyn and Maritz (2003) at the University of Stellenbosch argued that to be successful academically, students are expected to master the knowledge, skills and attitudes required by their discipline. In addition, students do not only require subject-specific competencies and skills, but also general skills that could be applied in a variety of contexts.

Van Vuren and Henning (2001: 82) warns that supplying students with complete information kills will deny them the challenge of researching information on their own and make them depend on the lecturer instead. This, according to Van Vuren and Henning (2001), is likely to decrease the ability of students to equate with the rapidly changing life and work environment, where employees are expected to work productively on their own.

According to Steyn and Maritz (2003: 2) general information skills enable graduate students to tackle challenges posed by the world. Steyn and Maritz (2003: 3) further assert that it is the task of academic staff to recommend and motivate students to use the library when compiling assignments. Once students are encouraged to do so, they could acquire their lifelong learning skills. The students who depend on the lecturer will find themselves at a disadvantage in the workplace since there they will be expected to be able to gather their own information (Van Vuren and Henning 2001: 82).

Carr (2006) reveals that students as users have not always been at the centre of both academic and library staff attention. Since both library and academic staff are aware that some students do not always have sufficient skills to enable them to fully utilize the library, it therefore has to be the task of library staff to assist lecturers in order for students to be trained in information literacy (Steyn and Maritz 2003: 3). This implies that academic and library staff need to join forces to ensure that students use the library. Lecturers, however, must initiate this joint approach using their academic influence on students by frequently encouraging and motivating students to use the library (Van Vuren and Henning 2001: 83). Mugyabuso's (1999: 135) point that "most students will use the library material in their course only if professors require them to..." is an important one to bear in mind in this context.

According to Baker (1997: 177), "most academic librarians support the development of 'information literacy' skills for undergraduates, and equate the acquisition of these skills with more effective library use". Baker (1997: 177) asserts that a small proportion of students are encouraged to use the library only to fulfill faculty expectations. This, therefore, suggests that if faculty increases their expectations and continuously influences a large proportion of students, there is the likelihood that the proportion of students using the library could increase. Students are referred to as having an interest in using the library mostly to complete assignments, while understandably, a few use it for recreational reading. In his study Baker

(1997) found that some students were known to be using the library for their study purposes, especially at the undergraduate level, but the reasons [reasons for what?] were not given. Steyn and Maritz (2003) suggest that with appropriate motivation and encouragement, students are likely to use the library for their learning purposes as a priority rather than for other interests. Again, cooperation between academic and library staff could facilitate library usage by students.

## **2.9 Information sources students are expected to use**

Students are expected to use some physical information sources, such as manual indexes and the library catalogue, when searching for and identifying material of interest in the library (Engle and Cosgrave 2004). These sources could be used to locate and retrieve material and the relevance of the information they evaluated. Eagle (2004) argues that if students were able to use the three main components of bibliographic tools, namely the title, the contents pages and the subject index of a given item, they may have appropriate knowledge to enable them to use the library. A student at this stage should be able to determine whether the information is appropriate for his or her needs.

Lau (2007) explains that the inroads made by ICT in the library combined with the decrease of knowledge of library use by the wider community of the institution, demand that librarians, as knowledgeable resources, frequently avail themselves to the users and teach users the processes involved when searching information of interest using library electronic resources. Lau (2007) further explained that nowadays library resources include CD-ROMs, online databases, Internet, and access to remote information providers as well as the expertise of library staff when searching for information. It therefore stands to reason that librarians are resources students need to have knowledge of so that they are able to contact them in case of difficulties while in the library.

According to Carr (2006)

the emergence of information resources in electronic form in the late 1980s and especially the advent and pervasive dominance of the Internet in the 1990s served further to accelerate this new and welcome emphasis on giving prominence to the wants of library users, since students and academic staff generally were beginning to adopt very different forms of information-seeking behaviour.



Information and communication technology includes global electronic access to information, which should not be excluded in library services. Carr (2006) stated that many information seekers and library users saw the advent of ICT in libraries as an opportunity to rethink and to refashion library service in a fast-changing information environment.

Ren (2000: 328) stipulates that with ICT making inroads into library services, libraries and librarians would be increasingly important, and searching information in the library would be difficult. Studies suggest that librarians must not engage themselves in assisting students but instead empower them to meet their information needs on their own (Steyn and Maritz 2003: 328). However, if librarians are not contacted or approached by academic staff and students they will not know if the user is experiencing difficulty and needing assistance (Carr 2006).

### **2.10 Library and information skills and competencies students are expected to have**

It is generally accepted that when students search for information related to academic needs, they are expected to have acquired the library knowledge and skills to do so without assistance? Is this correct? Renwick (2005: 22) explained that user education is the device by which librarians educate users on how to use the library's resources efficiently. Such programmes started in the 1980s in many universities. In many developed countries, user education and information skills are taught from primary school level (Mugyabuso 1999: 130). The aim of these instructional programmes is to instill in students the skills needed for searching for information of interest, using electronic information resources without assistance (Renwick 2005).

Mugyabuso (1999: 130) explained that a "lack of meaningful user education programmes in many university libraries in developing countries, contributes to incompetence in the effective use of library resources". Many academic libraries focus their effort on organizing library materials and on circulation of collections, with user education seldom being part of the library programme (Renwick 2005). Students are expected to have knowledge of searching information sources using OPAC, Sabinet online, bibliographic tools and others without assistance (Renwick 2005). According to Ren (2000: 323), "faculty and librarians expect library instruction to be the primary means of teaching students those skills". The information skills students should have, include amongst other things, as Steyn and Maritz (2003: 329) point out:

...knowledge of key information sources for a specific field of study; the identification or description and subsequent formulation of relevant questions in order to find information for a specific field of study; the location, evaluation, analysis, organization and use of information for a variety of contexts; and the interpretation of information in written, numeric and graphic format.

While lecturers are likely to have the necessary information sources for course related knowledge, to enable learners to acquire skills at the higher end of the information literacy continuum, they would not have the information gathering skills required to support the life-long learning of students (Van Vuren and Henning 2001: 82). With knowledge and library skills, students could be independent library users and lessen the time taken in searching for relevant information.

### **2.11 Information literacy**

A definition of information literacy given by Van Vuren and Henning (2001) was provided in the previous chapter. Van Vuren and Henning (2001: 81) argue that the concept includes both information skills and library skills. Therefore, if students are expected to be information literate, lecturers need to have a better knowledge of these skills so that, amongst other things, they can refer students to attend programmes designed to teach these skills.

Haynes (1996: 206) explains that library instruction provides a means of introducing database options, shortening the learning curve, and improving the quality of searching methods and results. Once introduced to library databases, students will be able to get more information of interest at a shorter time on their own (Lau and Cortes 1997). Steyn and Maritz (2003) argued that students need to be the most significant role players with regard to information literacy and encouraged by lecturers as part of the facilitation process in lecture sessions. It stands to reason that if lecturers are not knowledgeable about information literacy, they would hardly encourage students to attend information literacy instruction.

Steyn and Maritz (2003) argued that for library users (students in this instance) to be information literate, certain programmes should be identified in a given institution in which information literacy receives specific attention. Steyn and Maritz (2003) explain that lecturers must themselves be taught information literacy skills, thereby realizing its importance, and

thus more prone to encouraging students to attend such programmes. Information literacy is discussed further under the next heading.

## **2.12 Academic staff and library instruction**

Traditional user education programmes have been directed towards students and, because of this focus and their own exclusion, academic staff have been discouraged from motivating library use for students (Haynes 1996:209). However, studies have revealed that a number of libraries have recognized and attempted to meet the need of instruction explicitly for faculty (Haynes 1996: 209). According to Haynes (1996: 209), “the apparent intention was that faculty would then teach their own students”. Haynes (1996:209) further explained that library instruction conducted by libraries for faculty, covered basic research methods with which many faculty staff are unfamiliar.

Library instruction, user instruction, information literacy, and library orientation are concepts used interchangeably to refer to organized programmes practiced across various types of libraries to enable users to acquire the skills and competencies to allow them to use library resources effectively (Mugyabuso 1999: 131, Van Vuren and Henning and Henning 2001: 81). Van Vuren and Henning (2001: 83) concur with Behrens (1992: 171) who stated that, “library training is the teaching programme that equips users with information skills that enables them to use the resources and facilities of the library effectively”. For Van Vuren and Henning (2001: 81) the concept of information literacy includes both information skills (the ability to handle information effectively) and library skills (where and how to look for information, that is information gathering skills). According to Van Vuren and Henning (2001: 81), “an additional aspect of information gathering skills, related to library skills, is computer literacy, the acquisition of a set of skills to facilitate locating and organising useful information in cyberspace – notably the Internet”.

Many academic libraries offer library instruction with the intention of improving users' library related knowledge and skills in order for them to use the library more effectively. Library instruction primarily emphasizes both basic and advanced literature searching methods and library up-dates on changing literature searching tools and techniques (Haynes 1996: 209). These instructional programmes are provided to staff by some institutions in addition to the ones offered to students, with the intention of catering, on an equal footing, for all library

users with poor knowledge of the library. This would, apart from improving knowledge of library use by academic staff, possibly assist them to instill in students the importance of the library (Haynes 1996: 209).

Libraries have, over the years, moved from the traditional to an electronic means of operation. This comes with the growing complexities of information that, in turn, oblige university faculty to continue to rely on their familiar information networks (Haynes 1996: 212). Included under the familiar information networks is the consultation with trusted colleagues in similar disciplines, use of their own subscriptions and personal libraries, and contacts at conferences as primary information sources (Haynes 1996: 212). According to Haynes (1996: 212):

...essential as the sources are, those who limit themselves to these means may miss information vital to their research and teaching as well as the opportunity of profiting by the comprehensive, systematic, organized, and selective approach to information that is available through libraries.

Information seminars offered in recent years have emphasized access to electronic information sources. Haynes (1996: 210) in this regard, states that "... there are new bibliographic concepts to be learned, and faculty must learn them if they are to be successful library users and information seekers". Library instruction programmes for faculty should cover, amongst other things, integrated bibliographic systems, CD-ROM publishing, computer networking, full-text databases, as well as electronic text (Haynes 1996: 210). Moreover, lecturers must be taught how to use computers in library related research. Included in this are sessions on end-user searching and bibliographic management (Haynes 1996: 212).

Studies indicate that "to be information literate, a person must be able to recognize when information is needed and have the capacity to locate, evaluate, retrieve and use effectively the needed information" (Steyn and Maritz 2003). It is therefore possible that staff who have not acquired library skills from any source prior to their lecturing profession will not be able to use the library effectively and would not be considered information literate (Haynes 1996: 162). Furthermore, such lecturers are unlikely to recommend and encourage library use amongst their students. In addition, providing library instruction for academic staff enables them to assist librarians by encouraging library use for students, and by so doing sustain the utilization of the library by the larger university community.

Library instruction is necessary to help those lecturers, who have poor or inappropriate knowledge and skills to use the library. According to Yang (2000: 128), while “it is clear that faculty is willing to take advantage of services the library may offer, the first step is educating faculty staff in the availability of specialized services”. Arguably, once lecturers have the requisite library search skills to enable them to use the information and communication technology of the library, they will in turn motivate their students to do likewise. Through academic staff motivation, students’ academic performance could improve as well (Haynes 1996:212). Library instruction for academic staff who need it, is, however, a prerequisite.

### **2.13 Students and library instruction**

Haynes (1996: 212) argues that whatever the faculty’s needs for the library may be, it should not be denied that their students must explore and use library resources. Students must also use the library not only for their immediate information requirements, but for educating their minds, enhancing the quality of their intellect, and promoting long life learning Haynes (1996: 212). Makopi (1998: 17) explains that the library is a valued resource and an integral part of an institution that should be fully utilized. According to Ren (2000: 328), “library instruction has the potential to induce students to engage in electronic information searches on their own if it not only teaches search skills but also cultivates self-efficacy”. Students should also be directed to the type of information resources available in order to be able to search with ease for information of interest while in the library (Van Vuren and Henning 2001: 82).

Haynes (1996: 206) maintained that, “experience suggests that instruction still provides a means of introducing database options, shortening the learning curve, allaying anxiety of computer phobia, and improving the quality of information searching methods and results”. Therefore, students entering higher education institutions are, as the result of shortcomings in the primary and secondary schooling system, prepared with regard to the information skills required to study at tertiary level (Van Vuren and Henning 2001: 81). Many researchers have found that there is a problem students encounter in their early days at university. According to Haynes (1996: 207):

...students are faced with an overwhelming amount and variety of information, and they may not be able to deal with the unprecedented abundance of resources without some organizing principles, or concepts, that enable them to understand the significance and interrelatedness of knowledge.

Makopi (1998: 17), Mugyabuso (1999: 131), Zondi (1990: 39) and Bell (1990: 18) pointed out that academic libraries need to promote reading skills, guide students towards self-study and greater intellectual independence, help students to find information on their interests, teach students research techniques, instill in students the knowledge of searching key information sources for their specific field of study, and offer users both formal and informal library instruction. Haynes (1996: 212) added that it is essential for students in later life to be able to find information efficiently.

Carr (2006) states that library instruction teaches students to identify what they want, which increases the chances of them getting what they really need. Library instruction can help change an individual's behaviour and experience towards the use of the library and other information sources (Mugyabuso 1999: 131). Mugyabuso's (1999: 131) point that "the wide range of information and ever-changing methods of information storage and retrieval through various information technology (IT) devices have increased the complexity of information retrieval to many users" and further underscore the importance of library instruction.

Makopi (1998:17) in her study focused on the role of the college library in preparation for teaching, states that an institution's library should provide an appropriate education and orientation to users so that they come to regard the library as a friendly place, using it frequently and confidently when searching for information. This could, undoubtedly, increase the understanding of the library by students while at the same time promote library use. Without library knowledge students are likely to spend more time when searching for information which, in turn, could negatively impact on their library use and study performance.

Library instruction is increasingly important in academic institutions due to the change in education philosophy that has shifted from being teacher centred to student centred (Van Vuren and Henning 2001: 82). Mugyabuso (1999: 131) explains that changes in philosophy require students to undertake project work, tutorials, seminars and long essay writing. According to Mugyabuso (1999:131):

A user education programme is needed to enable students to comprehend searching, and using the wide range of information sources more effectively and efficiently, not only to pass their courses with good grades, but also for preparing themselves for life long learning.

Van Vuren and Henning (2001: 83) in addition, explained that for students to be able to understand how to search for information they should first undergo user training and be encouraged by lecturers to do so. As this cannot be completed in the first year the training should be continuous as each level of study, from first year to post-graduate, requires additional competencies with regard to searching for information.

#### **2.14 Nature of library instruction**

Library instruction attempts to cater on an equal footing for all library users irrespective of their educational background and level. All students, for example, need to know the different physical sections of the library and the contents of those sections. This should be included in library instruction and is referred to as the physical orientation of the library (Kuh and Gonyea 2003: 257; Mugyabuso 19997: 130). Haynes (1996: 209) explained that library instruction emphasizes, amongst other things, up-dates and advancements on changing literature searching tools and techniques. Mugyabuso (1999: 134) states that library instruction could be advantageous to designated patrons provided that it is taken seriously by both students and members of the teaching staff.

According to Haynes (1996:202) "Many instructors have recognized that for writing as learning to happen, students must have something to write about, and the library becomes the neutral and essential resource as the principal repository of knowledge." Haynes (1996: 202) argues, therefore, that students must be taught how to use the library. Through library knowledgeable lecturers, who are willing to assist librarians with library and information instruction, students would be motivated and encouraged to use the library for their studies. Van Vuren and Henning (2001: 83) found that there is a need for the continuation of information user training, which cannot be completed in the first year because each level of study, from first year to post graduate level, requires additional information literacy. Ren (2000: 323) maintains that since library instruction is perceived the primary requirement to both library and academic staff, students must be introduced to them yearly as their programme of learning changes.

Ren (2000: 323) states that:

From the perspective of continuous learning, it appears that library instruction would be most effective if it not only teaches the basic skills but also cultivates in students a

positive attitude and a strong motivation to continue to learn and practice those skills on their own.

In this continuous library instruction programme, students must be taught about library content and operation and given assignments incorporating electronic searching. In addition, students must be taught how to use library information resources from which they search for information according to their interests (Carr 2006; Ren 2000: 324).

Library and information resources users are expected to have knowledge of are the OPACs, CD-ROMs, Firstsearch, SABINET, EBSCOHOST, Emerald Library, to mention just a few (Renwick 2005: 23). These resources also enable users to access information that is located somewhere other than in their nearest library facility.

### **2.15 Who should provide library instruction**

According to Mugyabuso (1999: 134), "since user education is essentially a library-based activity, library staff will have the responsibility of being proactive in marketing it". Library staff are expected to convince faculty of the value of user education or library instruction. The library and academic staff need to develop a close partnership in order for such a programme to be established, facilitated and taught. Mugyabuso (1999: 134) states that in collaboration with teaching staff, the library staff should design the curriculum for a user education programme that will enable the contribution of both, starting with the encouragement of students during lectures to the practical teaching. While Mugyabuso (1999: 135) stresses the importance of teaching users how to use library resources, he also notes that:

...no service, no machine, no computer terminal, no computer programme, no bibliography, no collection should be without clear, comprehensible, easy-to follow introduction, explanation and instruction in one form or another, on the spot, all the time.

For Mugyabuso (1999: 135), user support materials help the library to become self explanatory, thereby making it easier for students to use. Haynes (1996: 214) also stresses the importance of cooperation, stating that librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively and efficiently.

Assuming an influence of academic staff on students, one could expect a major contribution from faculty with regard to the teaching of library instruction (Mugyabuso 1999:135).



Mugyabuso (1999: 135) points out that in an academic institution, lecturers are the ones with greater influence on students' behavior and they can use their influence for the success of user education through motivating and encouraging students to participate in user education initiatives. Mugyabuso goes on to say that lecturers, now that they are no longer the only teachers in an institution, have to contribute to instructional programmes instead of simply deciding whether or not such programmes are provided to interested users.

After lecturers have acquired relevant library knowledge themselves, they can play an important role in teaching and giving instruction on how to use library resources and literature sources relevant to the requirements of their specific discipline (Van Vuren and Henning 2001: 81). Mugyabuso (1999: 135) stressed that academic staff need to have an interest in using the library and further states that "...it is important to stress that roles required for the teaching staff can only be achieved if teachers recognize its [the library's] importance and are ready to participate in facilitating such [library instruction] programmes".

#### **2.16 Communication between academic staff and library staff**

According to Roberts (1995: 14), poor communication and inadequate interaction between faculty and the library, and the library's failure to apply marketing strategies to promote its services are foremost among the factors contributing to a lack of library related knowledge among university faculty members. Haynes (1996: 214) and Roberts (1995: 15) assert that librarians must work cooperatively with faculty members and other information providers in order for faculty to accumulate relevant library knowledge. To do so requires adequate communication. Purposeful communication between academic and library staff is assumed to be beneficial to library users as well as the teaching and learning processes in a given university (Baker 1997: 134).

#### **2.17 Purpose of communication**

Studies have shown that there is always a need for continuous communication between academic staff and library staff (Yang 2000: 124). Researchers have recommended strong cooperation, partnership and communication between a tertiary institution's library staff and respective faculties (Pastine and Katz 1989: 88; Roberts 1995: 15; Haynes 1996: 191; Larsen 1998: 259; Troll 2001: 11). In the academic setting, library staff rely on faculty input when

building a collection to meet teaching and research needs, curricula contents and changing and emerging disciplines (White 2004).

When this communication is implemented and effectively functioning, students are likely to participate in library instruction programmes, hence improving their library use skills (Roberts 1995: 21). Lau (2007) asserts that while university professors and librarians normally have the usual relationship of patron-information provider, librarians have assumed that teamwork is still needed so that library instruction becomes part of the learning process. Urbanik (1989: 120), Larsen (1998: 259) and Yang (2000: 127) state that cooperation and communication between library and academic staff should commence from the planning stage of the whole curriculum and not be introduced at the learning stage.

Yang (2000:124), in his study of university faculty's perception of a library liaison programme conducted in Evans Library, Texas A and M University, asserts that "the aim was to facilitate communication with the academic faculty, enhance development, increase the awareness of faculty needs and research and improve service". This could enable academic and library staff to achieve most of their parent institutions' objectives. In his/her collaboration with librarians, Stahl (1997: 133) explained that the library staff must teach lecturers how to search for information themselves rather than doing so for them. In this way lecturers are likely to gain knowledge and realize the importance of communication between academics and librarians. Stahl (1997: 134) also feels that library staff must orientate lecturers in bibliographic aspects of their library.

A study of information literacy in undergraduate teaching and learning conducted by Steyn and Maritz (2003) at the University of Stellenbosch revealed that communication between academic and library staff contributes positively to the establishment, implementation and administration of library instruction. Librarians are dependent on lecturers to refer and encourage students to use the library. For students to attend library instruction programmes, lecturers must be informed about the availability of such programmes in order to request students to participate and therefore benefit from them. This calls for a well-established liaison between academic and library staff (Mugyabuso 1999: 135). Haynes (1996: 215) assert that librarians and lecturers must come to understand that there is a communication gap that exists

between them, which in turn contributes negatively to library use by the university community.

Haynes (1996: 202), Makopi (1998: 29), Yang (2000: 128) and Fagan (2002: 137) explain that apart from working collaboratively with library staff, faculty staff need to be constantly updated on the services available in the library. For Yang (2000: 128), faculty staff would not be exposed to the library resources if it were not for communication between library and faculty. This communication, as well as good library service, could enable teaching staff to refer and encourage students to be exposed to library resources too (Mugyabuso 1999: 138).

### **2.18 Benefits of communication**

Yang (2000: 128), in the above-mentioned study of university faculty's perception of library liaison programme, stated that "formalized liaison programs have long been perceived as beneficial to the library as an effective use of librarians' time, but this survey also indicates that teaching faculties find the library liaison program to be a useful addition to traditional library services". Haynes (1996: 202), Makopi (1998: 29) and Fagan (2002: 137) stated that communication between library and academic staff helps ensure the up-dating of faculty staff of the library and its affairs and contents, including the development of the library service, the nature of available services in the library, publications available in the library, as well as upgraded materials and resources found in the library.

Communication and liaison between library and faculty staff promotes the utilization of the library and may reduce instances of failure when problems are identified and dealt with at the planning stage of teaching. According to Haynes (1996: 215), "partnerships formed between librarians and teaching faculty and collegial relationships forged in a classroom and on other projects are certain to improve and advance both the teaching and learning areas of academic life". For Haynes (1996: 215), without such collegiality, the library will probably remain underutilized in spite of the high financial and personal investment required to develop and maintain it and in spite of the abundance of resources that it contains.

It is imperative that library and academic staff communicate so that lecturers are frequently informed of the developments in the library. Effective communication could result in new information resources for the library being acquired and/or existing resources being upgraded

(Yang 2000: 128). Furthermore relevant periods or sessions in which such developments can be taught to students could be arranged.

### **2.19 Improving communication**

Haynes (1996) explains that librarians must take the initiative in implementing library and information literacy programmes. In addition and according to Steyn and Maritz (2003), it is the task of library staff to assist lecturers in this regard. This could only be possible if the library and academic staff are willing to communicate. Steyn and Maritz (2003) further explain that training in information literacy for lecturers and students is a specific and purposeful function of subject librarians. It is, therefore the responsibility of both parties to initiate interaction by which communication could undoubtedly improve.

Tertiary institutions that have not realized the importance of communication between the library and academic staff must establish, monitor and support such communication in order to improve it daily (Baker 1997). The role of lecturer is to inform students about the library and information instruction during their teaching sessions (Steyn and Maritz 2003). For Steyn and Maritz (2003), subject librarians make provision in their annual programme to present seminars, workshops and discussion sessions that fulfil these training needs. Institutions with initiatives such as these are likely to have good communication taking place between academic and library staff. For all parties to play their role in ensuring that library and instruction programmes are implemented, communication is crucial.

### **2.20 Summary**

This chapter reviewed related literature on the knowledge academic staff have on the use of library resources. The chapter attempted to cover some of the relevant literature with regard to the study related questions. These included the knowledge and use of the library resources by academic staff, their encouragement of students' library use, the library and information competencies that students are expected to have and various issues related to library instruction. The important aspect of communication between academic and library staff for the effective utilization of the library by both teaching staff and students was also discussed in this chapter.

## **CHAPTER 3**

## **METHODOLOGY**

### **3.1 Introduction**

The previous chapter provided a review of literature related to this study in order to locate the study in its proper context. The general purpose of this study was to investigate the knowledge of and use of library resources by academic staff and their expectations of undergraduate students with respect to their use of the library at the University of KwaZulu-Natal, Pietermaritzburg Campus (UKZNP). This chapter deals with the methods chosen for the study, the instrumentation for data collection, the population and its categories, the data analysis procedures as well as the reliability and validity of the instrument used in the study.

### **3.2 Choice of methods**

The search for and review of the related literature, plus the survey via the self-administered questionnaire of the population of academic staff were the two methods adopted in this study.

#### **3.2.1 Review of related literature**

Aitchison (1998: 58) states that the search for related literature enables the researcher to find out what else has been done in relation to the problem to be investigated and makes duplication of existing studies less likely. Gay (1997: 24), in addition, mentions that important understandings and insights necessary for the development of a logical framework, within which the problem fits, can be gained. A familiarity with related research also makes the interpretation of the results of the study more meaningful, since they can be discussed in the light of what has gone before (Gay 1997: 25). Finally, Gay (1997: 24-25) states that the literature review is also important for the recommendations made in the final chapter of a thesis since they are, to some extent, based on the literature reviewed.

#### **3.2.2 Survey method**

Given the nature of the study, the research problem as well as its purpose, an appropriate methodological approach adopted was the descriptive survey method. Bailey (1992: 261) describes a survey as "a procedure in which information is collected systematically about a set of cases, such as people, organizations or subjects". Neuman (2000: 34) points out that "survey techniques are often used in descriptive or explanatory research". Unlike historical research that is primarily concerned with past data, survey research is predominantly used to

gather contemporary data (Powell 1991: 53, 1997:58). Neuman (2000: 247) maintains that the “survey produces information that is inherently statistical in nature”. If properly done, survey research enables the researcher to generalize from a smaller group to a larger group from which the subgroup has been selected (Neuman 1997: 231; Powell 1991: 53). Babbie (1998: 255-256) notes that:

In a typical survey, researcher selects a sample of respondents and administers a standardized questionnaire to them... survey may be used for descriptive, explanatory and exploratory purposes. They are highly used in studies that have individual people as the unit of analysis.

The survey method is capable of collecting “background information and...hard to find data” while limiting the possibility of the researcher influencing the respondents’ responses (Buscha and Harter 1980: 62). Neuman (2000: 250) points out that “survey measure many variables, test multiple hypotheses, and infer temporal order from questions about past behavior, experiences, or characteristics”. Neuman (2000: 250) goes on to say that survey methods enable researchers to control nuisance variables, then statistically examine their effects, while at the same time control alternative explanations (Neuman 2000: 250). Rubin (1997: 346) is of the opinion that survey research is perhaps the most frequently used mode of observation in the social sciences.

Powell (1997: 58) argues that survey research holds similar features with other research methods, such as observation and experimental research. In addition, survey research is mostly favoured by social science researchers for it enables them to provide boundaries in the form of a target population for the conducted study, while at the same time allows them to collect the required information for most of the research (Powell 1997: 58). However, the survey research method is differentiated from experimental research as it provides less control of the research environment and thus is unable to establish causal relationships. According to Powell (1997:58), “survey research is better suited to studying, exploring and analysing relationships among larger amounts of, and geographically dispersed, cases”.

### **3.3 Population**

The term population, which is frequently used interchangeably with universe, refers to any group of persons or objects that have at least one characteristic in common (Buscha and Harter 1980: 55; Neuman 2000: 201; Babbie 1998: 144). The population for this study consisted of

all 130 academic staff in the Faculty of Human and Management Sciences at the UKZNP. Neuman (2000: 218) maintains that the population can be sampled once it consists of 100 units or more. While thought was given to the possibility of sampling it was decided, given that the population was easily “accessible”, that no sampling would be done and the entire population was consequently surveyed.

### **3.4 Data collection technique**

Gorman and Clayton (2005: 94) point out that choosing an appropriate data collection technique is an important activity since the technique should accord with the research problem and research questions formulated. Monette, Sullivan and De Jong (1990: 167) state that survey research data is collected in the main via two methods, namely, questionnaires and/or interviews. This study adopted the self-administered questionnaire over the interview as a data collection technique. The advantages of this technique as well as the disadvantages are discussed below.

#### **3.4.1 Advantages of the self-administered questionnaire**

Powell (1997: 84) maintains that questionnaires facilitate accessibility and collection of large amounts of data and information in a short period of time while they are not expensive to administer. In addition, besides encouraging openness to questions from respondents, questionnaires further help to produce frank answers while ensuring the elimination of researcher’s bias as they can ensure the anonymity of the respondents (Powell 1997: 84; Heather and Stone 1985: 3 and Oppenheim 1992: 112). Babbie and Mouton (2001: 262) maintain that the self-administered questionnaire achieves a higher response rate with a literate population which has a recognizable address. Both these characteristics were applicable to the population in the present study. When appropriately worded, a questionnaire can produce sufficient, relevant information. Furthermore it can be completed at the respondent’s convenience (Neuman 2000: 272 and Powell 1991: 152).

#### **3.4.2 Disadvantages of the self-administered questionnaire**

Gillham (2000: 79) argues that potential respondents often ignore questionnaires or do not complete them properly, thus data quality or completeness suffers. In addition, the questionnaire is limited since it is only able to collect data from respondents who are literate (but as noted above, this is not an issue in the present study) (Babbie 2001: 263). Also, if

respondents are not interested in the topic, the response rate will tend to be lower, since there is no one to make a relevant follow-up (Neuman 2001: 259). Sending reminders in the form of a letter adds to the cost in terms of both time and money (Neuman 2000: 273). There is also the possibility that the questionnaire could be completed by a person other than the one intended given that it is impossible to control for this possibility entirely (Neuman 2000: 273).

### **3.5 Forms of questions**

Fowler (1993: 116) maintains that questionnaires should be appropriately designed in a way that eliminates ambiguity and also avoids misunderstanding on the part of respondents, leading to a poor or inadequate response. Powell (1997: 126), Monette, Sullivan and De Jong (1990: 168) and Oppenheim (1992: 112) maintain that survey questions could be either forced choice (closed) or open-ended. Both types were used in the present study. It is on this basis that the questionnaire used can be considered as semi-structured (Powell 1997: 93). The two types of questions are briefly discussed below.

#### **3.5.1 Closed questions (forced choice)**

Oppenheim (1992: 112) and Alreck and Settle (1995: 105) note that closed questions are questions in which respondents are offered a choice of alternative replies. Newell (1993: 101); Oppenheim (1992: 114); Heather and Stone (1985: 11) and Neuman (1997: 241) maintain that closed questions are advantageous as they are easier and quicker to answer since they require little or no writing, while quantification in terms of data analysis is straightforward. Another advantage of closed questions is that they are not time consuming for the respondents to complete. They are also easier and quicker for the researcher to code for subsequent computer-based analysis (Newell 1993: 101; Neuman 1997: 241 and Powell: 1991: 84). However, closed questions have their disadvantages: they tend to force and limit the respondents to choose among the predetermined answers (Neuman 2001: 261; Oppenheim 1992: 114; Heather and Stone 1985: 11 and Powell 1991: 85). Closed questions are also considered inadequate when establishing responses to a complex issue (Powell 1991: 84). In addition, closed questions also frustrate knowledgeable respondents of the topic when their choice is not included (Neuman 2001: 261 and Oppenheim 1992: 114). In the present study this last limitation was overcome to some extent by the provision of an "other" category which allowed respondents to give answers not provided for.



### **3.5.2 Open questions (open-ended)**

Open questions are defined as those questions that allow individuals to respond in a way they wish to (Powell 1997: 127). Open questions do not come with predetermined choices and respondents are allowed to express their own opinion regarding the topic. In addition, open-ended questions produce responses that can be included in a research report to make the report more interesting (Heather and Stone 1985: 21). However, Oppenheim (1992: 113) states that "free response questions are often easy to ask, difficult to answer, and still more difficult to analyse". Thus open questions do have their drawbacks for both the researcher and the respondents. They can, as noted above, be time consuming and difficult to answer and also difficult to analyse. Respondents do though get the opportunity to state a response in their own words.

### **3.6 Content of questionnaire used in the study**

The questionnaire comprised of five sections which were as follows:

Section 1 determined the background information of the respondents such as the programmes in which they worked, age, gender, professional qualification as well as tasks for their work.

Section 2 established academic staff knowledge and use of the library.

Section 3 investigated the lecturers' expectations of undergraduate students' use of the library.

Section 4 probed academic staff knowledge of library instruction on offer by the library.

Section 5, the final section, investigated communication between academic staff and library staff.

#### **3.6.1 Pre-testing the questionnaire**

Powell (1997: 105) states that pre-testing gives the researcher an opportunity to identify questions that could be misunderstood by the participants while at the same time pointing out problems that could not be anticipated by the researcher. The instrument was pre-tested on four lecturers from the Faculty of Science and Agriculture at the University of KwaZulu-Natal, Pietermaritzburg. Questionnaires were hand-delivered to the staff members concerned and collected after an interval of three days. Apart from minor grammatical errors on the covering letter accompanying the questionnaire, no problems with the questionnaires were expressed or identified. Copies of the questionnaire were then made and administered to the study population.

### **3.7 Administering the questionnaires**

Copies of the questionnaire were sent via the University internal mail system to the participants using the list of names and addresses obtained from the Faculty of Human and Management Science Calendar for 2004. Accompanying the questionnaire was a covering letter (see Appendix 1) and an envelope addressed to the researcher for the return of the completed questionnaire. Two reminders were sent to the population via e-mail. By the final cut off date (end of April 2004) 71 questionnaires had been returned giving a response rate of 55%. In all, the participants were given a period of approximately six weeks to complete the questionnaire and return it.

### **3.8 Data analysis**

When defining data analysis, Rose and Sullivan (1993: 4) state that it refers to the practical application of formal mathematical procedures (statistics) to the analysis of social science data. It is the stage in research that commences after the completion of the data collection phase (Rose and Sullivan 1993: 35). Neuman (2000: 314) and Powell (1991: 151) mention that the researcher needs to put the collected data in a different form to what it was when it was collected. This is what is called data coding. Data coding simply means the systematic reorganization of raw data into a format that is machine-readable where the data can be analysed using a computer (Neuman 2000: 314). The researcher thus assigned numerical values to all limited answer options in the questionnaire (Powell 1991: 152). Responses to open-ended questions were categorized and subsequently codified for input into the computer. The software programme used for analysis of the data was SPSS.

### **3.9 Validity of the instrument**

Instrument validity refers to the extent to which the research instrument measures what it purports to measure (Neuman 2000: 164; Babbie and Mouton 2001: 122, Terre Blanche and Durrheim 1999: 83 and Baker 1988: 118). Baker (1988: 119) maintains that the aim behind instrument validity is to review the formulation of questions for clarity, simplicity, relevance and appropriateness in relation to the research questions as well as the theoretical framework of the study. The instrument constructed for this study was frequently given to the researcher's supervisor as well as a subject librarian at the Main Library for comment and validation purposes. Their comments were incorporated into the revision of the instrument. As already noted, the instrument was pre-tested on four academics without any problem being identified

### **3.10 Summary**

This chapter covered the methodology used in this study. The population of the study was described as well as the methods used in the collection and analysis of data. The chapter further provided the description and evaluation of questionnaires used to gather the data for the study. In the following chapter, Chapter 4, the results of the study are presented.

## **CHAPTER 4**

## **RESULTS OF THE STUDY**

### **4.1 Introduction**

The results of the survey of the population of academic staff in the Faculty of Human and Management Science at the University of KwaZulu-Natal, Pietermaritzburg Campus (UKZNP), which was conducted by means of self-administered questionnaires are reported in this chapter. The findings, as reported below, follow the sequence of the questions in the questionnaire. Section one of the questionnaire looked at the demographics of the population. Section two summarized the knowledge and the utilization of the library by study participants. Section three explained the expectations that academic staff have towards undergraduate use of the library and section four looked at academic staff knowledge and understanding of library instruction. The final section, section five, established the nature of communication between academic and library staff.

### **Section 1**

#### **4.2 General information about respondents**

As noted above the information in this section deals primarily with the demographics of the population.

##### **4.2.1 Response rate**

Of the 130 questionnaires distributed, 64 were initially returned indicating a response rate of 49%. After emailing reminder letters, seven questionnaires were returned giving a final response rate of 71 (55%).

##### **4.2.2 Academic school<sup>1</sup>**

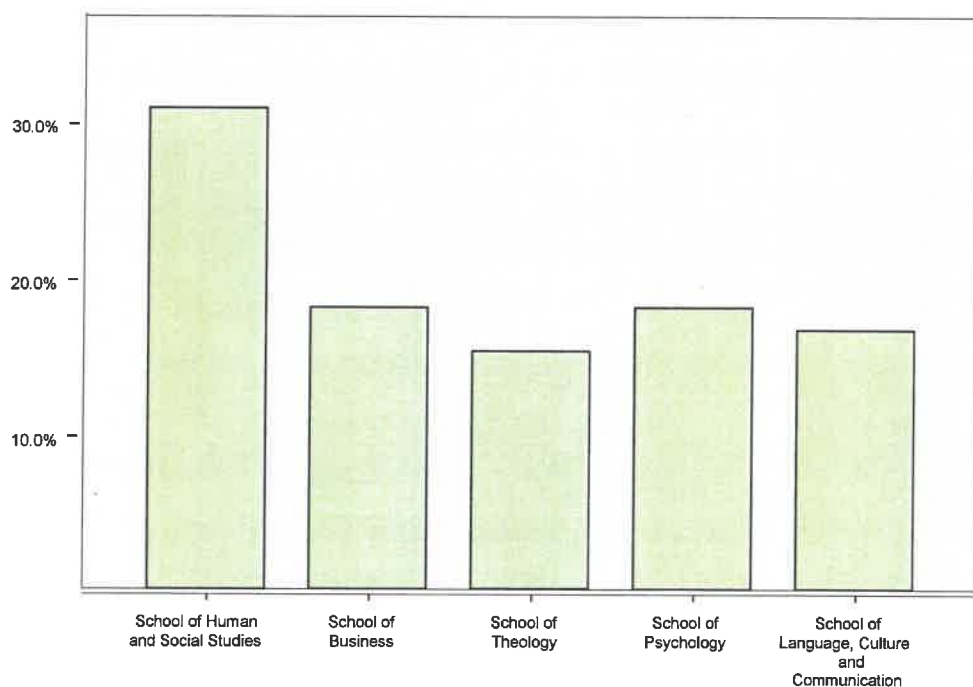
Respondents were asked to which school they belonged or had belonged to. The results are depicted in Figure 1 below.

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<sup>1</sup> As noted in Chapter 1, the period in which the survey was conducted was one of transition with new schools having been formed. Respondents were asked to indicate their affiliation to the schools which comprised the Faculty of Human and Management Science (even if they were now placed in a new school).

**Figure 1 School of respondents**

Percent



The 2004 University of KwaZulu-Natal, Pietermaritzburg Campus Calendar indicated that the School of Theology had more lecturing staff than other schools. The highest number of responses was from the School of Human and Social Studies with 22 (31%) of the total responses. The School of Theology had the least number of responses 11 (15%). The reasons for this low response are not known.

#### **4.2.3 Gender**

The gender split of respondents is depicted in Table 1 below.

**Table 1 Gender of the respondents**

Gender	Frequency	Percent
Female	30	42
Male	41	58
<b>Total</b>	<b>71</b>	<b>100</b>

As can be seen in Table 1 above, male respondents were in the majority but not significantly so accounting for 41 (58%) respondents.

#### 4.2.4 Age

The findings regarding the age of respondents are presented in Table 2 below.

**Table 2 Age of respondents**

Age	Frequency	Percent
Under 25 years	4	6
26-35 years	22	31
36-45 years	18	25
46-55 years	23	32
Over 55 years	4	6
<b>Total</b>	<b>71</b>	<b>100</b>

The highest number of academic staff who responded to the questionnaire was between the age of 46 – 55 at 23 (32%). This was followed by academic staff in the age group 26-35 years with 22 (31%). The lowest numbers of respondents at 4 (6%) were those in the age group below 25 years and over 55 years.

#### 4.2.5 Academic positions

The academic positions of respondents are depicted in Table 3 below.

**Table 3 Academic positions of respondents**

Position	Frequency	Percent
Professor	10	14
Associate Professor	8	11
Research Fellow	1	1
Senior Lecturer	18	25
Lecturer	28	39
Junior Lecturer	3	4
Other	3	4
<b>Total</b>	<b>71</b>	<b>100</b>

As can be seen from Table 3 above, most respondents were at the lecturer level or above. Lecturers were the most represented position with 28 (39%) respondents. The least represented position was Research Fellow with one (1%) respondent.

## **Section 2**

### **4.3 Knowledge and use of UKZN library information resources**

This section explores respondents' knowledge and their usage of the UKZNP library information resources. The section covers questions 6 to 13 of the questionnaire.

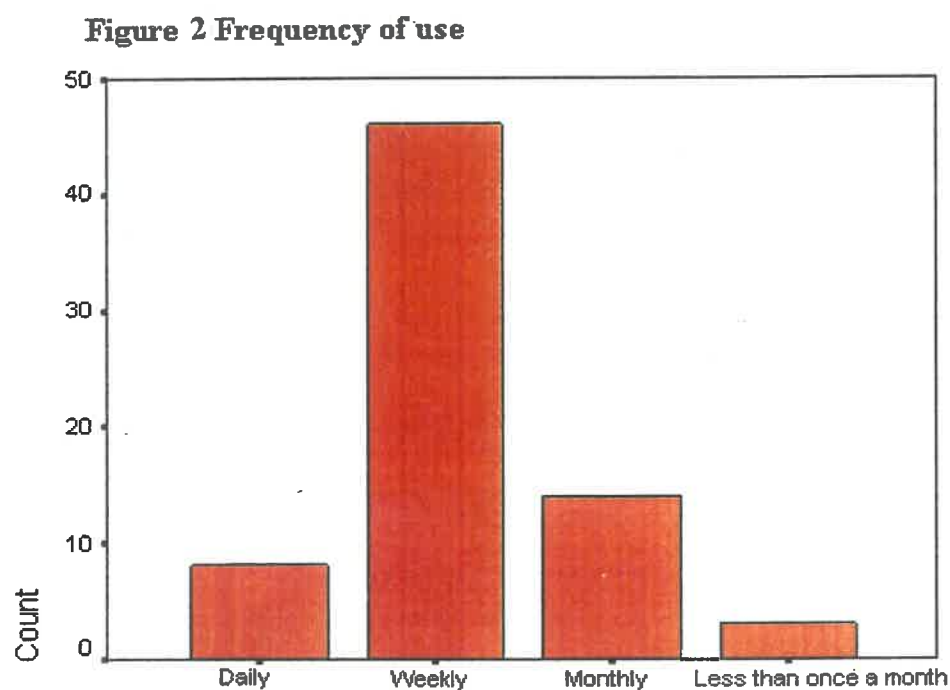
#### **4.3.1 Use of UKZN library resources**

Question 6 (a) asked whether respondents use the UKZNP library resources.

The vast majority of respondents 67 (94%) out of 71 indicated that they used the UKZNP library resources while four (6%) responded that they do not.

#### **4.3.2 Frequency of use**

In question 6 (b), the participants who responded positively to question 6 (a) were asked how frequently they used the library. The responses are depicted in Figure 2 below.

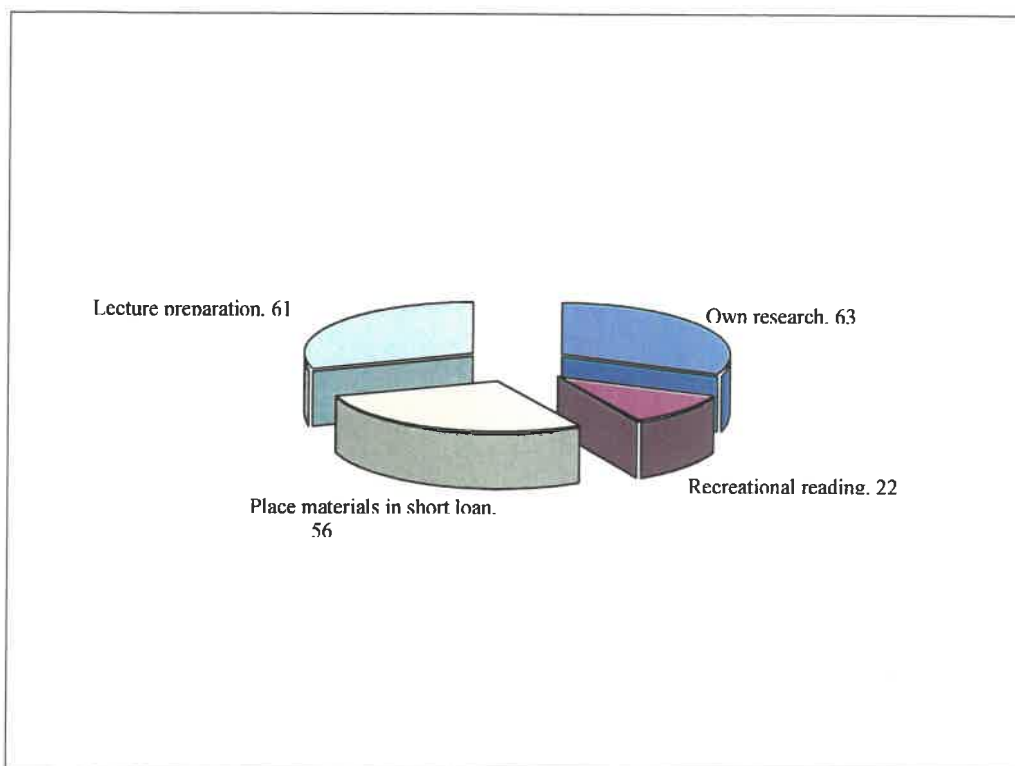


Out of 67 respondents who answered the question, 46 (69%) responded that they use the library weekly while three (4%) replied that they use it less than once a month.

#### **4.3.3 Reasons for academic staff using the library**

In question 7 respondents were provided with a list of four purposes for using the library resources. They were then asked to indicate which purpose applied to them. The findings are reflected in Figure 3 below.

**Figure 3 Purpose for respondents' library usage**



Multiple responses were received.

Out of the 67 respondents who were eligible to answer this question, most responses 63 (94%) indicated that academic staff use the library for their own research while slightly less, 61 (91%) responses revealed that they use it for lecture preparation. The least mentioned purpose was recreational reading at 22 (33%).

#### **4.3.4 UKZN Pietermaritzburg campus libraries most used by academic staff**

Question 8 asked respondents which libraries on campus they make use of. The results are depicted in Table 4 below.

**Table 4 Libraries on campus most used**

<b>Libraries</b>	<b>Frequency</b>	<b>Percent</b>
Main Library	65	97
Life Science Library	20	28
Law Library	14	20
Alan Paton Center	8	11
Archives	3	4

Multiple responses received.

As indicated in Table 4 above, the vast majority of respondents 65 (97%) use the Main Library more than any other library on campus. The least used 'library' within the university by the



study participants is the Archives Centre used by three (4%). It can be seen that some lecturers use more than one library on the campus.

#### 4.3.5 Academic staff knowledge and use of the library

Question 9 provided respondents with a range of library and information resources. Respondents were asked to first indicate which they were familiar with and secondly which they made use of. The responses to this question are depicted in Table 5 below.

**Table 5 Familiarity with and use of library resources**

Resources	Familiar with		Make use of	
	YES	NO	YES	NO
OPAC	52 (77%)	15 (22.3%)	61 (91%)	6 (9%)
SABINET	51 (76%)	16 (23.8%)	34 (50.7%)	33 (49.2%)
EBSCOHost	43 (64.5%)	24 (35.8%)	35 (35.8%)	32 (47%)
Reference collection	47 (70%)	20 (29.8%)	45 (67.8%)	22 (32.8%)
Short Loan	57 (88.2%)	10 (14.9%)	52 (77%)	15 (22.3%)
Subject librarian	46 (68.6%)	21 (31.3%)	53 (79.6%)	14 (20.8%)
Journal collection	61 (91%)	6 (9%)	58 (86%)	9 (13.4%)
General books	54 (81%)	13 (19%)	59 (88%)	8 (12%)
Theses section	42 (63%)	25 (37%)	36 (53%)	31 (46%)
Inter-library Loan	39 (58%)	28 (42%)	41 (61%)	26 (38%)
Other	6 (9%)	5 (7.4%)	0	1 (1.4%)

Multiple responses received

The library and information resource respondents indicated that they were most familiar with was the journal collection at 61 (91%) while Inter-library Loan (ILL) was indicated as the resource they were least familiar with as mentioned by 39 (58%).

In terms of resources made use of, the OPAC was the most used and SABINET the least used resource mentioned by 62 (92%) and 34 (51%) respondents respectively.

Other resources mentioned by six (9%) respondents were indexes and abstracts as well as photocopying.

#### 4.3.6 Capacity of library to provide resources appropriate to users' needs

Question 10 asked respondents to rate the ability of the library to provide materials for their needs. Responses are depicted in Table 6 below.

**Table 6 Library's ability to provide materials**

Needs	Very Good	Good	Average	Poor	Very Poor	Total
Teaching	29 (43%)	27 (40%)	8 (12%)	3 (4.4%)	0	67
Research	23 (34%)	20 (30%)	19 (28%)	4 (6%)	1 (1.4%)	67
Recreational reading	12 (18%)	10 (15%)	30 (45%)	9 (13.4%)	6 (9%)	67

When rating the library's ability to meet their teaching needs, 56 (84%) rated the library as either very good or good. Three (4.4%) rated the library as poor in this regard. On the other hand, 43 (64%) rated the library as either very good or good in terms of meeting the respondents research needs while five (7.4%) rated the library as either poor or very poor in this category of their needs. Twenty two (33%) respondents rated the library as either very good or good in terms of meeting their recreational reading needs, whereas 15 (22.3%) rated the library as either poor or very poor in this regard. None of the respondents indicated another need that the library should cater for.

#### 4.3.7 Shortcomings of library's resources in terms of meeting needs

Question 11, an open question, asked the respondents what they consider to be the shortcomings of the library's resources in terms of meeting their needs.

**Table 7 Shortcomings of library's resources in terms of meeting needs**

Shortcoming	Frequency	Percentage
Slow processing of Short Loan material	1	4
Not enough African literature	1	4
Lack of specific knowledge by librarian	1	4
Outdated books	2	8
Poor teaching of library users	2	8
Library is too manual	2	8
Length of time taken for Inter-Library loan	2	8
Not enough online full text articles	3	11
Not enough journal subscriptions	11	44

Multiple responses received.

The most frequently listed shortcoming given was insufficient journal subscriptions, mentioned by 11 (44%) of the twenty five respondents who answered the question. A range of other shortcomings was mentioned with the majority of these being listed by only one or two respondents.

#### **4.3.8 Measures taken to keep abreast of information resources acquired by the library**

Question 12, also an open question, was asked to establish what measures respondents took in order to keep abreast of information resources acquired by the library. The responses to this question are depicted in Table 8 below.

**Table 8 Measures taken to keep abreast of information resources acquired by the library**

<b>Measures</b>	<b>Frequency</b>	<b>Percent</b>
New books section	24	47
Library Bulletin	11	21
Subject librarian	9	18
Checking journal section	5	10
School Library Committee	1	2
Newspapers	1	2
<b>Total</b>	<b>51</b>	<b>100</b>

Out of the 67 respondents 51 (76%) answered this question. The largest number of respondents 24 (47%) said that they merely check the library's New Books section in order to keep abreast of information resources acquired by the library. The least used measures were the School Library Committee and Newspapers mentioned by one (2%) respondent in each instance.

#### **4.3.9 Measures taken to keep abreast of information developments in fields of research and teaching**

Question 13, an open question, asked all 71 respondents of the measures taken in order to keep abreast of information developments in their fields of research and/or teaching. Only 45 (63%) out of 71 (100%) respondents replied. The responses are depicted in Table 9 below.

**Table 9 Measures taken to keep abreast of information development in respondents' fields of research and teaching**

<b>Measures</b>	<b>Frequency</b>	<b>Percent</b>
New journals	16	36
Professional association	12	27
New books	11	24.4
Subject librarians	7	16
<b>Total</b>	<b>45</b>	<b>100</b>

Sixteen (36%) responded that they check the journals section in order to keep abreast of information development for their research and teaching. The least used measure mentioned by seven (16%) respondents was consulting their subject librarian.

### **Section 3**

#### **4.4 Undergraduate students library use**

This section focuses on respondents' expectations relating to various aspects of undergraduate students use of UKZNP Library.

##### **4.4.1 Academic staff expectations of undergraduate students use of the library**

Question 14 a) was asked to establish whether respondents expect undergraduate students to use the library. The vast majority 61 (86%) of respondents indicated that they expect undergraduate students to use the library. Seven (10%) respondents stated that they do not expect undergraduate students to use the library but did not give reasons. Three (4.2%) did not respond.

#### **4.4.2 Reasons for not expecting undergraduate students to use the library**

The seven (10%) respondents who answered negatively to question 14 a) did not give reasons for their responses.

#### **4.4.3 Levels at which undergraduate students are expected to use the library**

Question 14 c) asked those 61 respondents who replied in the affirmative to question 14 a) at which level they expect their students to use the library. The findings are reflected in Table 10 below.

**Table 10 Levels at which undergraduate students are expected to use the library**

<b>Students' levels</b>	<b>Frequency</b>	<b>Percentages</b>
First year Level	6	10
Second Year Level	1	2
Third Year Level	1	2
All Levels	51	84
No response	2	3
<b>Total</b>	<b>61</b>	<b>100</b>

Fifty-nine (97%) out of 61 respondents answered the question. The vast majority of respondents 51 (84%) indicated that their students should use the library at first, second and third year levels. There was little support from respondents for specifying a particular level.

#### **4.4.4 Respondents' expectations of undergraduate students' library use**

Question 15 was asked in order to explore the purpose(s) academic staff expect students to use the library for. The results are depicted in Table 11 below.

**Table 11 Purpose(s) respondents expect students to use the library**

Purpose(s)	Frequency	Percentages
Background reading	63	94
Assignments/Essays	65	97
Recreational reading	22	32

Multiple responses received.

As can be seen in Table 11 above, the vast majority of respondents 65 (97%) answered that students should use the library to compile assignments and essays while slightly less 63 (94%) said that the library should be used for background reading. A minority of 22 (32%) indicated that students should use the library for recreational reading purposes.

#### **4.4.5 Referral or encouragement of students to use the library**

Question 16 was asked to determine whether respondents refer or encourage students to use the library.

Out of 61 respondents who were asked this question, 59 (96.7%) responded that they referred and encouraged students to use the library while two (3%) answered that they did not refer or encourage students to use the library.

#### **4.4.6 Manner in which students are referred or encouraged to use the library**

Question 17 presented fixed responses to the respondents in order for them to indicate the manner in which they referred or encouraged students to use the library. The results are depicted in Table 12 below.

**Table 12 Manner in which students are referred or encouraged to use the library**

Referral manner	Frequency	Percent
Verbally during lectures	59	100
Specified in courses handouts	53	90
Verbally during tutorials	25	42
Assignment requirement	54	92
Taking students to library	16	27
Other	4	7

Multiple responses received.

All 59 (100%) respondents replied that they verbally refer/ and encourage students to use the library while 16 (27%) answered that they do so by taking students to the library – the least used manner. The four (7%) “other” means mentioned by respondents were arranging an annual orientation tour, use of journals other than prescribed ones, use of the discussion room found in the short loan section of the library and use of video rooms for video materials.

#### **4.4.7 Encouragement of undergraduate students to consult subject librarians**

Question 18 asked the respondents whether they encouraged students to consult the subject librarians for help.

Out of the 61 (100%) respondents asked this question, 47 (77%) respondents indicated that they do encourage students to consult subject librarians. Twelve (19%) said they do not and two (3%) respondents did not respond.

#### **4.4.8 Categories of information sources students are expected to be able to use at different levels of study**

Question 19 asked the 61 respondents to indicate the categories of information sources they expected students to be able to use at different levels of study. The findings are depicted in Table 13 below.

**Table 13 Categories of information students are expected to be able to use at different levels of study**

<b>Information Sources</b>	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>	<b>All Levels</b>
Short Loan	7 (11.4%)	3 (5%)	2 (3.2%)	55 (90%)
Reference Collection	7 (11.4%)	17 (28%)	6 (10%)	7 (11.4%)
General book stock	7 (11.4%)	5 (8%)	8 (13.1%)	59 (97%)
Journals	5 (8%)	13 (21%)	28 (46%)	18 (26%)
Index and Abstract-print	4 (7%)	7 (11.4%)	39 (64%)	2 (3.2%)
Index and Abstract-electronic	4 (7%)	6 (10%)	40 (66%)	6 (10%)
Internet resources	6 (10%)	12 (20%)	25 (41%)	19 (31.1%)
Inter-library Loan	4 (7%)	13 (21%)	23 (38%)	18 (26%)
OPAC	6 (10%)	3 (5%)	15 (25%)	41 (67%)
Subject librarian	9 (15%)	4 (7%)	14 (23%)	35 (57%)

Multiple responses received.

Out of the 61 respondents asked this question, the majority of 59 (97%) answered that they expect students to be able to use general books at all levels of their undergraduate studies while two (3%) respondents revealed that they expect students to be able to use Indexes and Abstracts in electronic formats at all levels of studying. The respondents specified no “other” information sources.

#### **4.4.9 Library skills and competencies students are expected to have**

In question 20 respondents were asked what library and information skills and competencies they expected their students to have in order to master course content. The results are presented in Table 14 below.



**Table 14 Library skills and competencies students are expected to have**

<b>Skills/Competencies</b>	<b>Frequency</b>	<b>Percent</b>
Physical orientation	54	89
Knowledge of resources	59	97
Searching specific resources	41	67
Using OPAC	56	92
Topic analysis	42	68
Evaluating information	41	67
Referencing	48	78
Other	3	5

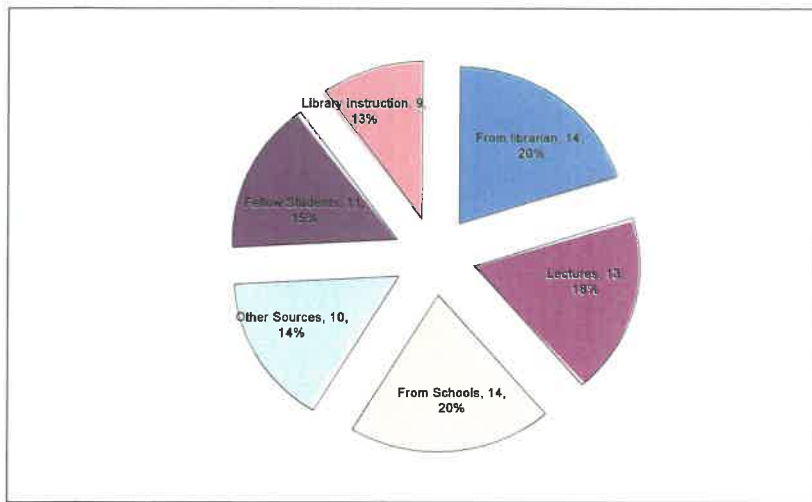
Multiple responses were received.

Out of the 61 respondents who answered this question, the vast majority of 59 (97%) indicated that they expect students to have knowledge of the resources in the library. Evaluating information and searching specific resources were the least mentioned skills students were expected to have, being mentioned by 41 (67%) respondents. The three (5%) respondents, who mentioned “other” skills referred to the use of electronic databases, consulting subject librarians and SABINET.

#### **4.4.10 Provision of library and information skills for undergraduate students**

Question 21 was asked to determine from where respondents expected their students to acquire library and information skills. The results are depicted in Figure 4 below.

**Figure 4 Sources of library and information skills provision to students**



Fourteen (20%) of the 71 respondents who answered this question indicated that students should acquire the library and information skills from the librarian. A similar number indicated that students while still in school should acquire these skills. The lowest nine (13%) respondents answered that students should acquire library and information skills from library instruction programmes. However, none of the 10 (14%) respondents who mentioned ‘other’ sources specified the nature of these sources from which students should acquire library skills.

#### **4.4.11 Administering surveys or tests to establish if students have the requisite skills**

In question 22 respondents were asked whether they have surveyed or tested students to establish whether or not they have the requisite library and information skills. The results are depicted in Table 15 below.

**Table 15 Administering surveys or tests to establish if students have the requisite skills**

Responses	Frequency	Percentages
Yes	7	10
No	55	77
No response	9	13
<b>Total</b>	<b>71</b>	<b>100</b>

Sixty-two (87%) out of 71 respondents replied to this question. The majority of respondents 55 (77%) answered that they had not undertaken a survey or test in order to establish if students had requisite skills, while seven (10%) replied that they had done so.

None of the seven (10%) respondents who indicated that they have undertaken a survey or test described the survey or test as asked in question 22 (b).

#### **4.4.12 Awareness of difficulties students have when using the library**

Question 23 was asked to establish whether respondents were aware of difficulties students encounter when using library and information resources.

Of the 61 (100%) respondents who were eligible to answer the question 57 (93%) did so. Of these 30 (53%) said yes, while 27 (47%) said they were not aware of students having difficulties.

Of those who said yes, 24 (42%) elaborated that students have difficulty in getting information sources with ease while in the library while the remaining six (11%) replied that students lack adequate knowledge of using library resources.

### **Section 4**

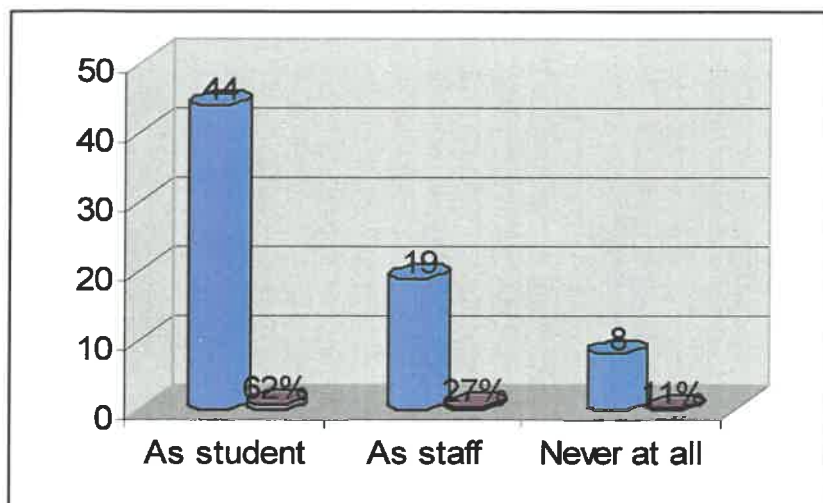
#### **4.5 Library Instruction**

In this section the respondents were questioned on their knowledge and understanding of library instruction.

##### **4.5.1 Respondents' attendance at library instruction programmes**

Academic staff were asked whether they had ever attended library instruction as a student or a member of staff or never at all. The responses are depicted in Figure 5 below.

**Figure 5 Respondents' attendance of library instruction**



Out of 71 respondents a majority of 44 (62%) answered that they attended library instruction as students while interestingly 19 (27%) responded that they attended library instruction as staff. Eight (11%) respondents replied that they never attended at all.

Those eight respondents who had never attended library instruction were asked how they had learnt about library resources and information retrieval. None of the eight (11%) respondents elaborated on how they learnt about library resources and information retrieval.

#### **4.5.2 Awareness of library instruction programmes on offer by the UKZNP library**

In question 26 respondents were asked whether they were aware of library instruction programmes offered by the UKZNP library.

Sixty-eight (96%) responded to this question. The vast majority of respondents 57 (84%) replied that they were aware of library instruction on offer by the UKZNP library while interestingly 13 (19%) responded that they were not.

#### **4.5.3 Specifically requested library instruction from UKZNP subject librarians**

Question 27 a) was asked to establish whether academic staff have ever requested library instruction from subject librarians for any of their students.

Twenty-nine (41%) out of 71 respondents indicated that they had requested library instruction for their students from the subject librarian while 38 (54%) responded that they had never requested library instruction from the subject librarian. Four (6%) did not respond.

#### **4.5.4 Nature of instruction respondents requested from subject librarian**

Question 27 b) asked the 29 respondents who had requested library instruction from the subject librarians what the nature of the instruction was.

Twenty-seven of the 29 respondents gave a response. Of the 27, 12 (44%) responded that they requested library instruction for first year Academic and Communication Studies course students. Five (19%) responded that they requested instruction for second and third year students on searching the Internet. Four (15%) said that their request was for specific module orientation, while three (11%) stated that their request was for information retrieval for post graduate students. Two (7.4%) elaborated that their request was for assistance on essays for all levels of students, while the remaining two (7.4%) said that theirs was for first year orientation and information retrieval.

#### **4.5.5 The benefits of library instruction to the students**

Question 28 asked teaching staff whether the library instruction requested was of benefit to students.

Of the 29 (100%) who were eligible to answer this question, the majority of respondents 26 (89%) agreed that the library instruction was beneficial to students while the three (10%) who responded negatively did not explain why.

#### **4.5.6 Communication between academic staff and subject librarians concerning library instruction**

Question 30 asked respondents if they had ever been contacted by a Subject librarian concerning students' library instruction.

Out of the 71 respondents 24 (34%) responded that they had been contacted by a subject librarian concerning library instruction while 15 (21%) replied that this had never occurred. The largest number 32 (45%), however, did not respond.

#### **4.5.7 Awareness by academic staff that library instruction can be requested**

In question 31 respondents were asked whether they were aware that subject librarians can be approached to provide library instruction to students.

The majority of respondents 52 (73%) replied that they were aware while 19 (27%) responded that they were not aware that library instruction could be requested.

#### **4.5.8 What library instruction should involve**

In question 32, respondents were asked what they believe library instruction should involve. Various options were provided and the results are depicted in Table 16 below. A total of 67 responded to this question.

**Table 16 What library instruction should involve**

Categories	Frequency	Percent
Physical orientation of the library	52	78
Knowledge of resources available	66	99
Searching specific resources	59	88
Using the OPAC	67	100
Topic analysis and search strategy	55	82
Evaluation of information	42	63
Referencing	47	70
Other	4	6

Multiple responses were received

All categories were seen as important. The vast majority of 67 (100%) respondents however, believed that library instruction should involve using the OPAC. This was closely followed by 66 (99%) who thought that instruction should inform students of what resources were available in the library. In the “other” category, four (6%) respondents said that library

instruction should include the use of online databases and searching for information in the journal section of the library.

#### **4.5.9 Who should teach library instruction**

Question 33 asked respondents whether academic staff, library staff, or a combination of both should teach library instruction.

The majority of respondents 44 (62%) thought that library instruction should be taught by library staff while 27 (38%) thought that library instruction should be taught by both the library and academic staff simultaneously.

### **Section 5**

#### **4.6 Communication between academic staff and library staff**

In this section, communication between academic and library staff was explored.

##### **4.6.1 Communication with subject librarians**

Question 34 asked respondents whether they communicated with the subject librarians regarding their teaching and research information needs.

Forty (56%) responded that they do communicate with the Subject librarians regarding their teaching and research interests, while 28 (39%) responded that they do not. Three (4%) did not answer.

##### **4.6.2 Nature of the communication**

Question 35 asked those 40 respondents who stated that they do communicate with their subject librarians, what the nature of that communication was. Twenty three gave a response. The responses are depicted in Table 18 below.

**Table 17 Nature of the communication**

<b>Nature of Communication</b>	<b>Frequency</b>	<b>Percent</b>
Finding information	14	61
Borrowing library materials	6	26
Borrowing New Books	3	13
<b>Total</b>	<b>23</b>	<b>100</b>

As indicated in Table 17 above, of the 23 respondents, 14 (61%) said that they communicated with their subject librarians when needing help in finding information while three (13%) respondents said that they communicated about borrowing new books from the library.

#### **4.6.3 Reasons for not communicating with subject librarians**

Those 28 respondents who indicated in question 34 that they do not communicate with subject librarian were asked why not.

None of the 28 respondents to whom this question applied gave a reason.

#### **4.6.4 Improvements in communication between academic staff and library staff**

In question 37 respondents were asked whether the communication between them and library staff could be improved.

Thirty four (47%), respondents replied that the communication between them and library staff could be improved while 17 (24%) answered that the communication between the two could not be improved. Twenty (28%) did not respond.

#### **4.6.5 Suggestions to improve communication**

In question 38 respondents were asked to indicate how communication could be improved.



None of the 34 respondents to whom this question applied gave a response.

#### **4.6.6 Further comments**

Question 39, the final question, asked respondents to make any further comments relating to the topics covered in the questionnaire. The responses are depicted in Table 18 below.

**Table 18 Further comments**

<b>Comments</b>	<b>Frequency</b>	<b>Percentage</b>
Change from manual service	8	50
Continuous library orientation	5	31
Provide more information	3	19
<b>Total</b>	<b>16</b>	<b>100</b>

Each of the 16 respondents who gave a further comment gave one response. Eight (50%) respondents commented that the library was too manual, thereby suggesting a need for more computerization of library services and instructions. Three (19%) said that the library should provide more information on the developments of the library and service changes.

#### **4.7 Summary**

This chapter presented the findings on the knowledge and use of the UKZNP library resources by the academic staff and their expectations of library use by undergraduate students. The results demonstrated what the academic staff were using the library resources for, the frequency of their use, problems encountered when using these resources and their expectations of library use by their students. It was found that some respondents lacked knowledge in the use of library resources. This could be explained by their never having been exposed to library instruction. In the following chapter, Chapter 5, the findings as presented above are discussed.

**5.1 Introduction**

This chapter reflects on the findings of the study which are considered in the light of the research problem and the literature review. The purpose of this study was to investigate the knowledge and use of the library's resources by academic staff of the University of KwaZulu-Natal, Pietermaritzburg (UKZNP). The objectives of the study were:

- to determine if academic staff use the library and if so to what extent,
- to determine what information and library resources are used by the academic staff,
- to determine the knowledge of the academic staff about the library's resources,
- to determine whether academic staff in their teaching encourage students to use the library,
- to determine the reasons for academic staff doing or not doing so,
- to determine the methods employed to encourage students to use the library,
- to determine whether communication takes place between academic staff and librarians and the nature of the communication, and
- to make recommendations based on the findings.

The discussion is structured on the objectives of the study. Therefore, the results of the five sections of the questionnaire are discussed in the light of these objectives. The findings discussed in this chapter relate only to the academic staff of the then UKZNP Faculty of Human and Management Sciences who responded to the questionnaire. In view of the relatively good response rate achieved in the survey, it is possible to make generalizations to the faculty above, as a whole.

**5.2 Demographics of the respondents**

The study comprised academic staff from the faculty of Human and Management Sciences of the University of KwaZulu-Natal Pietermaritzburg. Of the 130 lecturers who were surveyed, 71 (55%) responded to the questionnaire. The study respondents were from the School of Human and Social Studies, School of Business, School of Theology, School of Psychology and School of Language, Culture and Communication. The respondents in terms of gender

were 30 females and 41 males. In terms of academic position, the study respondents were 10 professors, eight associate professors, one research fellow, 18 senior lecturers, 28 lecturers, three junior lecturers as well as three other unspecified teaching staff.

### **5.3 Knowledge and use of the library by staff and students**

This section explores the findings related to the knowledge of and utilization of the library by academic staff themselves. The ways in which they encourage students to use the library are then discussed.

#### **5.3.1 Use of UKZNP library resources**

Of the 71 academic staff who responded to the survey, the vast majority of 67 (94%) answered that they use the library while the remaining four (6%) responded that they do not. This is in accordance with Haynes' (1996: 192) argument that academic libraries have a significant role in the teaching and learning process but such significance can not be fully explored if libraries are not [utilized equally to the value assigned by the designated communities.]?

#### **5.3.2 Frequency of use**

Of the 67 academic staff who responded that they use the library, 46 (69%) indicated that they use the library weekly while three (4%) responded that they use the library less than once a month. Studies do not indicate how frequently academic staff should use the library for any given purposes but at the same time researchers believe that a lecturer's use of the library plays an important role in advancing the teaching requirement and/or progress (Renwick 2005). The level of knowledge academic staff have of the academic library may contribute to the frequency in which they (lecturers) use the library.

#### **5.3.3 Reasons for academic staff using the library**

The findings revealed that 63 (94%) academic staff frequently use the library for their own research needs and slightly less frequently, 61(91%), use the library for lecture preparation. The fact that lecturers use the library for reasons other than teaching was also found by Renwick (2005:24). His study revealed that using the library for teaching was the third reason amongst the options provided. In Renwick's (2005: 24) study the main reason for using the library's resources were for both professional and personal research. This was mentioned by

77% of Renwick's sample. The findings in the present study indicated that teaching was not the only reason lecturers used the library.

#### **5.3.4 UKZN Pietermaritzburg campus libraries most used by academic staff**

Academic staff were asked to indicate which library on campus they made use of. The responses revealed that 65 (97%) used the Main Library. The Archives appeared as the lowest used information centre on the campus being used by only three (4%) respondents. This is perhaps not surprising given that the Main Library on campus is stocked for meeting the information needs of the faculty from which the respondents were drawn.

#### **5.3.5 Academic staff knowledge and use of the library**

Out of the 67 academic staff who were asked this question, the majority of 61 (91%) revealed that they were familiar with the journal collection while Inter-library loan was the least familiar service at 39 (58%). In contrast, general books were indicated by respondents to be the resource most used at 59 (88%). SABINET emerged as the least used resource at 35 (51%). The rampancy of ICT in libraries has emerged with new formats of information retrieval, preservation, organizing and dissemination (Troll 2001: 1). In the light of this, the least used resource being SABINET is surprising. Makopi (1998: 32) explained that one third of faculty on a given campus only have an adequate knowledge of how to use library resources when searching for information. Mpotokwane (2002: 17) and Nsanzya (2003: 21) rightly point out that one needs to be familiar with all information resources in order to enable "easy" information access and retrieval.

#### **5.3.6 Library's ability to provide materials for respondents' needs**

When rating the library's ability to meet the teaching needs of the academic staff, a majority of 56 (84%) rated the library as either very good or good. This significant finding agrees with Haynes (1997: 202) and Kuh and Gonyea (2003: 267) who pointed out that for teaching, learning and writing to happen, the library becomes an essential resource. Forty-three (64%) respondents further rated the library as either very good or good in terms of meeting their research needs while five (7%) rated it poor or very poor in this regard. Twenty-two (33%) respondents rated the library as either very good or good in terms of recreational reading. Borin (2002: 51) emphasized that if library users understood how much knowledge of the

library the librarians had, they could learn the importance of consulting the librarians and discovering how the library could meet their information needs.

#### **5.3.7 Shortcoming of library resources in terms of meeting respondents' needs**

The shortcoming most mentioned, 11 (44%) out of 25 respondents, was the inadequacy of journal provision. Only one (4%), respondent noted the time taken to process Short Loan materials. This (arguably insignificant) finding is in line with the study of Westbrook and Tucker (2002: 145) which also found that ILL takes a long time to process materials requisitioned (from other libraries) and that this delay negatively affects the service rendered.

#### **5.3.8 Measures taken by respondents to keep abreast of information resources acquired by the library**

As indicated in the previous chapter, 51 (76%) of the participants responded to the question on how they kept abreast of information sources. The most respondents at 24 (47%) revealed that they merely check the library's New Books section in order to keep abreast of information resources acquired by the library. The least used measures were the School Library Committee and newspapers which was mentioned by one (2%). What is interesting is that just over half of the 51 respondents (53%) were keeping themselves abreast of information resources acquired by the library in ways other than checking new books. Included in these ways was asking the library staff, checking the OPAC and checking the notice board.

#### **5.3.9 Measures taken to keep abreast of information developments in the field of research and teaching**

Of the 45 (63%) respondents who replied to this question 16 (36%) indicated that they used the journal collection to keep abreast of information developments for their research and teaching. Subject librarians were rarely consulted – being mentioned by seven (16%) respondents. Faculty staff at the Medical Science Library (MSL) at the University of West Indies (UWI), check the journal section as one measure in order to keep abreast of information developments in the field of teaching and research (Carr 2006).

### **5.4 Undergraduate students' library use**

The findings related to lecturers' expectations of undergraduate students' use of UKZNP library are discussed in this section.

#### **5.4.1 Academic staff expectations of undergraduate students' use of the library**

The majority of academic staff, 61 (86%) responded that they expect undergraduate students to use the library while, surprisingly, seven (10%) responded that they do not. Unfortunately, those who did not expect undergraduate students to use the library did not give reasons for their responses. The high percentage of respondents who expect undergraduates to use the library underscores the importance of Makopi's (1998: 17) point that an institutional library should function to create an appropriate strategy for the education and orientation of library users so that they regard it as a friendly place, hence using it frequently and confidently. It is possible that lecturers with no knowledge of the potential of libraries to provide information for their own individual interests could hardly expect students to use the library.

#### **5.4.2 Levels at which undergraduate students are expected to use the library**

A vast majority 51 (86%) of academic staff indicated that they expect their students to use the library at first, second and third year levels, whereas only one (2%) responded that students are expected to use the library at second and third year. Baker (1997: 177) asserts that there is a small proportion of students using the library at a given institution and most of this use is to fulfill Faculty expectations. Lecturers need to be aware that students must use, develop and enhance information search skills at all levels of study in order for students to comprehend library search skills earlier in their studies.

#### **5.4.3 Respondents' expectations of undergraduate students' library use**

A majority of 65 (97%) respondents answered that students should use the library for assignment and essay compilation while slightly less 63 (94%) indicated that it should be used for background reading. Perhaps not surprisingly, only 22 (32%) responded that students should use the library for recreational reading. The findings are in agreement with Makopi (1998: 17) who pointed out that students are expected to use the library for their assignment compilation, for the most part, as well as other study related purposes. Steyn and Maritz (2003: 2) note that with appropriate motivation and encouragement, students are likely to use the library for their learning purposes.

#### **5.4.4 Referral or encouragement of students to use the library**

Of the 61 respondents who were asked, the majority of 59 (88%) respondents stated that they refer or encourage students to use the library while two (3%) replied that they do not do so.

This is a positive finding. In addition, since lecturers are thus arguably aware that the library can help to extend students' course related knowledge, they (lecturers) could integrate library use into their teaching (Makopi 1998: 17; Whitmire 2001: 592). According to Steyn and Maritz (2003: 3) it is essentially the task of academic staff to recommend and motivate students to use the library when compiling assignments.

#### **5.4.5 Manner in which students are referred or encouraged to use the library**

All academic staff, 59 (100%) who responded to this question replied that they verbally encourage students to use the library. Sixteen (27%) answered that they do so by taking students to the library. The idea of students' referral and encouragement to use the library is emphasized by Troll (2001: 10) and Steyn and Maritz (2003: 3) who assert that apart from teaching, lecturers must motivate and recommend students to use the library while doing their assignments. Essentially, lecturers should refer or encourage library use to students regardless of the method or format as long as it is pertinent to the referral and encouragement purposes. Steyn and Maritz (2003: 3) pointed out that lecturers should try, as a means of referring students to use the library, to give assignments in which library resources have to be used.

#### **5.4.6 Encouragement of undergraduate students to consult subject librarians**

Of the 61 respondents, a majority of 47 (77%) indicated that they do encourage students to consult subject librarians for help whereas 12 (19%) said that they do not. Fagan (2002: 136) states that students have inappropriate perceptions of the library which needs to be altered in order for them to see the service offered by library staff in a positive way. Ren (2000: 328) asserts that since the advent of information and communication technologies (ICTs) in libraries, librarians have become increasingly important. Knowledgeable librarians, with an ability and willingness, can contribute positively to a university's teaching and learning programmes. Students therefore need to be encouraged to liaise with them when needed (Haynes 1996: 202 and Ren 2000: 238).

#### **5.4.7 Categories of information sources students are expected to be able to use at different levels of study**

The majority of teaching staff, 65 (97%) answered that they expected students to be able to use the general books at all levels of their undergraduate studies while a very small minority of two (3.2%) expected students to be able to use the library's electronic information sources,

like OPAC, SABINET, LISA at their third year levels. It was evident that with some information sources, there was an increased expectation that students should have knowledge of their use, particularly by third year. The literature review has clearly indicated that all the information sources acquired by the institutions' library are important. Troll (2001) argues that since information sources contain information pertinent to students' learning interests, students should, irrespective of the level of study, have relevant knowledge of these sources in order to be able to use the library efficiently.

#### **5.4.8 Library skills and competencies students are expected to have**

Out of the 61 respondents who answered this question, a vast majority of 59 (97%) replied that they expected students to have a knowledge of the resources held by the library. Interestingly, referencing at 48 (78%), topic analysis at 42 (68%) and evaluating information at 41 (67%) were all competencies respondents expected students to have. Given that organizing, preserving and utilizing information in libraries has largely changed from manual to electronic, students need to acquire competencies in using information sources in electronic format. Failure to do this will retard, if not end, students' interests in library use (Kuh and Gonyea 2003: 257). Steyn and Maritz (2003: 1) and Van Vuren and Henning (2001: 81) pointed out that to be successful academically, students need to have skills in searching for information related to their studies, using electronic library databases such as OPAC, SABINET, LISA, EBSCOHost as well as CD-ROM format to name just a few.

#### **5.4.9 Provision of library and information skills for undergraduate students**

Fourteen (20%) of the 71 respondents indicated that students should acquire library skills from either a librarian or while still at school. Nine (13%) respondents expected students to acquire library skills from library instruction. It was clear that respondents expected schools to contribute to students' education in library skills, but in the absence of libraries in the majority of schools in South Africa this is perhaps an unrealistic expectation. Kuh and Gonyea (2003: 257) believed that if library staff move the extra mile through "team-teach" library instruction with faculty colleagues, students are likely to acquire the requisite library and information skills.



#### **5.4.10 Undertaking of surveys or tests to establish if students have requisite skills**

A majority of 54 (90%) teaching staff revealed that they have not undertaken a survey or test in order to establish if students have the requisite library and information skills while six (10%) replied that they had done so. Unfortunately, none of these six described the survey or test. Kuh and Gonyea (2003: 258) stipulated that if academic staff are competent in library use skills, they in turn will want to ensure that their students are similarly competent. One could question whether, given the time constraints of the academic year, conducting tests to gauge student knowledge of library use is feasible.

#### **5.4.11 Awareness of difficulties students have when using the library**

A small majority of 30 (53%) academic staff stated that they were aware of difficulties students have when using the library and information sources. Of those thirty, 24 (42%) elaborated, stating that students have difficulty in getting information sources with ease, while six (11%) replied that students lack adequate knowledge of using library resources. It is possible that if academic staff do not determine whether or not students have the requisite library and information skills, it would be more difficult for them to be aware of the difficulties students may encounter later. (Lau 2007).

### **5.5 Determination of academic staff knowledge of the library's resources**

The findings related to academic staff knowledge of the extent and capabilities of the library's resources are explored in this section.

#### **5.5.1 Respondents' attendance at library instruction programmes**

Out of the 71 (100%) respondents to whom this question applied 44 (62%) attended library instruction as students. Interestingly 19 (27%) stated that they attended library instruction as a member of staff rather than as a student. Eight (11%) replied that they had never attended library instruction at all. It was evident that some lecturers do join the university without having been exposed to library instruction. According to Haynes (1996: 209), "... there are new bibliographic concepts to be learned, and faculty must learn them if they are to be successful library users". However, those who have never attended library instruction are less likely to be knowledgeable about the library's electronic resources, and, arguably less able to use the library or refer students to use it.

### **5.5.2 Awareness of library instruction on offer by the UKZNP library**

Of the 68 who responded a vast majority of 57 (84%) teaching staff replied that they were aware of library instruction on offer by the UKZNP Library while 13 (19%) responded that they were not. If academic staff are not aware of library instruction programmes offered by their institutional library (that is the 19% of respondents above), the chances are, that they would struggle to locate, retrieve and use effectively the information needed (Steyn and Maritz 2003). This could lead to lecturers being unable to use the library efficiently (Haynes 1996: 162).

### **5.5.3 Specifically requested library instruction from UKZNP subject librarians**

Twenty-nine (41%) of the 71 respondents indicated that they have requested library instruction for their students from the subject librarian while 38 (54%) responded that they never requested such instruction. Academic staff should not ignore librarians in their teaching system requirements. Ren (2000: 328) explained that if ignored, the advent of ICT and automation of the library will continue to out-date library use knowledge and competence of users, particularly those with manual 'library use knowledge'. According to Ren (2000: 328), "with the popularization of information and communication technologies, the value of libraries and librarians will be increasing... if we also empower users to meet their information needs on their own in this ever growing electronic era." Haynes (1996: 209) maintained that library instruction emphasizes, amongst other things, up-dates on changing literature searching tools and techniques. It is imperative that lecturers are familiar with these developments to ensure optimum library use.

### **5.5.4 Nature of instruction requested by respondents from UKZNP subject librarians**

Out of 29 (40%) respondents who were eligible to answer this question, 27 (93%) gave a variety of responses. The highest number 12 (44%) responded that they requested library instruction for first year students registered for the Academic and Communication Studies (ACS) course, while the fewest, at three (11%) requested instruction on information retrieval for postgraduate students. Other respondents elaborated that their request was for assistance on essay compilation for students. Braimoh *et al* (1997: 64) maintained that at tertiary level, library users must be able to, amongst other things, locate, assess, use, compare and contrast as well as evaluate information for meaningful educational inquiry, and this must be covered in library instruction programmes offered.

### **5.5.5 The benefits of library instruction to the students**

The majority of 26 (89%) out of 29 (100%) respondents eligible to answer this question replied that the library instruction was of benefit to students. The three (10%) who responded negatively did not explain why. For library instruction to be beneficial, it is important to elucidate both lecturers and students that libraries are valued resources and an integral part of academic institutions, and hence should be fully utilized. According to Ren (2000:328), “library instruction has the potential to enable individual students to engage in electronic information searches on their own and it not only teaches skills but also cultivates self-efficacy”. This is also supported by Haynes (1996: 206) who maintained “that library instruction provides a means of introducing database options, shortening the learning curves, allaying anxiety of computer phobia, and improving the quality of search methods and results”.

### **5.5.6 Communication between academic staff and subject librarians concerning library instruction**

Twenty-four (34%) of the total number of respondents, that is 71, indicated that they have been contacted by a subject librarian concerning library instruction. Fifteen (21%) replied that they never had such contact. Studies have emphasized that librarians must be utilized in order for users to be able to deal with the inroads of ICTs in libraries, of which librarians should have more experience (Ren 2000: 328). The fact that 15 (21%) of respondents had not been contacted suggests that librarians have not always gone to the faculties to promote available services including library instruction (Haynes 1996: 214; Roberts 1995: 15).

### **5.5.7 Awareness by academic staff that library instruction can be requested**

A majority of 52 (73%) respondents replied that they were aware that a subject librarian can be approached to teach library instruction to students while 19 (27%) responded that they were not aware. Academic staff consulting librarians is in line with Van Zijl and Gericke (1998: 30) who point out that “this method has also been found to be popular in previous investigations”. According to Van Zijl and Gericke’s (1998: 30) study at Vaal Triangle Technikon, “this (library consultation by academic staff) also comes as no surprise because of the good relationship between faculty members and subject librarians”.

### **5.5.8 What library instruction should involve**

The vast majority of respondents replied positively to the various options put forward in terms of what library instruction should involve. Sixty-seven (94%) respondents indicated a need for instruction on the OPACs, with 66 (93%) responses indicating that library instruction should involve knowledge of library resources. The least checked option was evaluating information indicated by 42 (59%) respondents. This is surprising given the emphasis placed on this competency when information literacy is discussed. The findings relating to the OPAC are in line with those of Van Zijl and Gericke's (1998: 30) study which pointed out that the self-conducted OPAC search seemed to be the most popular way in which staff and students of the Arts Department looked for the information they require. In Van Zijl and Gericke's (1998: 30) study, eight (53%) out of 15 respondents considered the OPAC as a means of getting information, emphasizing the importance of this resource for students and the need for them to be knowledgeable of it and to have the capacity for using it both effectively and efficiently.

### **5.5.9 Who should teach library instruction**

A majority of 44 (62%) respondents indicated that library staff should teach library instruction while 27 (38%) thought that both the library and academic staff should teach library instruction concurrently. Mugyabuso (1999: 134) asserts that in collaboration with teaching staff, the library staff should design a user education programme. In elaborating on this view, Mugyabuso (1999: 138) explained that both librarians and the teaching staff have the joint responsibility of helping their students gain access to information available in libraries as well as training them to use the library independently. In addition, Haynes (1996: 214) stated that "the perspective of emphasizing the responsibility and initiative of the library for user instruction seems to be a less effective method for bringing about change than that of requiring a faculty role in teaching information research".

## **5.6 Communication between academic staff and library staff**

The section explores the communication between academic and library staff, and discusses the impact this has on library utilization.

### **5.6.1 Communication with subject librarians**

A small majority of 40 (56.3%) respondents revealed that they communicate with library staff in connection with their teaching and research interests whereas a surprisingly large number of

academic staff 28 (39.4%) do not. Roberts (1995: 14) asserts that poor communication and inadequate interaction between faculty and library staff, and the failure of the latter to promote the library's services are foremost amongst the factors contributing to the lack of knowledge of library use among the university community that, in turn, led to the lack of library use. Haynes (1996:215) maintains that cooperative endeavours provide opportunities for academic staff to observe the librarian's expertise in the information world that they themselves may lack. It is possible that even if this cooperation is established, if academic staff have little knowledge of the relevance of the library to learning, they may not understand the significance of incorporating librarians into their teaching strategy.

### **5.6.2 Nature of communication**

Of the 40 respondents who indicated that they communicate with library staff 14 (35%) stated that they communicate with the subject librarian when needing help in finding information, six (15%) replied that they communicate with the subject librarian when borrowing library materials, while three (8%) responded that they communicate with subject librarians on issues related to new books. In their collaboration with libraries, Stahl (1997: 133) explained that library staff must teach academic staff how to search for information themselves rather than doing it for them, and by doing so lecturers gain knowledge considered important for library use.

### **5.6.3 Reasons for not communicating with subject librarians**

The 28 (39%) respondents who indicated that they do not communicate with the subject librarian did not give reasons. Roberts (1995: 14) asserts that poor communication and inadequate interaction between the faculty and the library staff, and the library's failure to apply marketing strategies to promote its service are foremost among the factors contributing to the lack of knowledge of library use. If academic staff do not communicate with library staff they are arguably not in a position to fully understand the library's potential to their research and teaching activities, regardless of reasons they have for their failure to communicate.

### **5.6.4 Improvement in communication between academic staff and library staff**

Thirty-four (47%) respondents replied that communication between them and library staff could improve, while 17 (24%) responded that the communication between the two could not

improve. The 34 who said that communication could be improved suggest that academic staff have seen the importance of library staff contribution in terms of complementing their teaching. Steyn and Maritz (2003) are of the view that subject librarians should make provision in their annual programme to present seminars and discussions pertinent to library use skills to academic staff and students. With inadequate communication, academic staff would arguably be at a disadvantage concerning developments in the library. Failure to communicate could negatively impact on the library use skills of the university community.

#### **5.6.5 Suggestions to improve communications**

None of the 34 (46%) who responded that the communication could improve made suggestions as to how this could be done. Kuh and Gonyea (2003: 266) ascertained that since library resources are changing, the knowledge of how to use these resources lies with professional library staff, and increased knowledge of library use can be sustained through appropriate communication between library and academic staff.

#### **5.6.6 Further comments**

Only sixteen (32%) respondents gave further comments and these were classified into four groups. The first group of eight (11%) respondents were concerned about the change from a manual service to an automated one and expressed the need for increased computerization.

The second group of five (7%) respondents was concerned about whether continuous library orientation could increase library awareness and use for both lecturers and students.

The third group of three (4%) respondents was concerned about the provision of more information.

### **5.7 Summary**

This chapter discussed the findings as presented in the previous chapter, Chapter 4. The basis for the discussion was the objectives of the study as outlined in the beginning of the chapter. In the concluding chapter which follows, a summary of the major findings and conclusions are provided and suggestions for further research are made.

## **CHAPTER 6      CONCLUSIONS AND RECOMMENDATIONS**

### **6.1      Introduction**

The purpose of this study was to investigate the knowledge and use of library resources by academic staff. In addition the expectations, regarding library use by undergraduate students at the University of KwaZulu-Natal, Pietermaritzburg campus, was also investigated. In this final chapter a summary of the study will be given, conclusions reached will be provided and various recommendations based on the findings of the study will be made. To begin with, however, the research questions underpinning the study are again outlined.

- Do academic staff, in their teaching, encourage students to use the library?
- What are the reasons for academic staff doing or not doing so?
- What methods are employed to encourage students to use the library?
- What categories of information sources do academic staff expect students at different levels to be able to use?
- What knowledge do academic staff have about the library's resources?
- Do academic staff use the library, and if so to what extent?
- What are the information and library resources used by the academic staff?
- Does communication take place between academic staff and the librarians, if so what is the nature of this communication?
- What recommendations can be made based on the findings?

### **6.2      Summary of the study**

Chapter 1, the introductory chapter, provided some background to the study in which the knowledge and use of library resources by faculty staff was discussed. This was followed by an outline of the research problem, namely the lack of referral to the library or the apparent failure on the part of academic staff to integrate library use by students into their teaching. The purpose of the study and the research questions were given and the significance of the study as well as its scope and limitations were provided. Finally, also in this chapter, definitions of terms used in the study were provided and the structure of the study was briefly delineated.

Chapter 2 reviewed the literature relating to the knowledge and use of the library resources by academic staff in tertiary institutions. The review discussed, amongst other issues, the knowledge academic staff have of the library, their knowledge of library instruction

programmes on offer as well as the nature of communication between themselves and library staff.

The research methodology used was described in Chapter 3. Two methods of data collection were used to gather information about academic staff knowledge and their use of the university's library resources. The two methods were, firstly, a search for and review of the relevant literature and secondly, a self-administered questionnaire survey of the study population. The population was drawn from academic staff members of the then Faculty of Human and Management Sciences, University of KwaZulu-Natal, Pietermaritzburg Campus. Both of these data collection methods were described in this chapter and the questionnaire survey was evaluated.

The results of the survey were tabulated in Chapter 4, while Chapter 5 consisted of a discussion of these results. Findings were considered in the light of the research questions and the literature reviewed. The discussion began with the attributes of the population and then followed the order of the research questions.

### **6.3 Significant findings**

The significant findings of the study are outlined below:

- Of the 71 academic staff who responded to the survey, 67 (94%) answered that they use the library on a weekly basis.
- The findings revealed that 63 (94%) academic staff use the library for their own research needs and that slightly less, but still a significant majority, 61 (86%), use the library for lecture preparation.
- Sixty-one (91%) academic staff revealed that they were familiar with the journal collection, while most respondents indicated that they use the general book stock.
- The library's ability in terms of meeting lecturers' teaching needs was rated as either very good or good by 56 (84%) of the study respondents.
- The shortcoming most mentioned by 11 (44%) respondents was the inadequacy of journal provision.
- In keeping abreast of information acquired by the library, 24 (47%) respondents revealed that they merely check the New Books Section while 16 (36%) responded that



they check the journal section in order to keep abreast of information developments for their research and teaching.

- Sixty-one (86%) academic staff out of 71 indicated that they expect their students to use the library. Fifty-one (86%) out of 59 responded that they expect students to use the library at first, second and third year levels.
- Nearly all respondents, namely 65 (97%) answered that students should use the library for completing assignments and essays; while slightly less, namely 63 (94%) indicated that the library should be used for background reading.
- Of the 67 academics who use the library, 59 (88%) stated that they refer or encourage students to use the library.
- All 59 (100%) academic staff who responded that they referred or encouraged students to use the library indicated that they do so verbally.
- Of the 61 respondents who were eligible to answer, a majority of 47 (77%) indicated that they encouraged students to consult subject librarians for help.
- Sixty-five (97%) teaching staff answered that they expected students to be able to use the general books at all levels of their undergraduate studies.
- Of the respondents, 59 (97%) revealed that students should acquire library and information skills and competencies from either the subject librarian or schools.
- Forty-four (62%) respondents attended library instruction as students while 19 (27%) stated that they attended library instruction while staff.
- Fifty-four (90%) of 60 respondents answered that they had not undertaken a survey or test in order to establish if students had the requisite library related skills.
- Thirty (53%) academic staff responded that they were aware of difficulties students have when using the library.
- Thirty (53%) respondents said that they were aware of difficulties students encounter when using library and information resources while 27 (47%) said they were not. Twenty-four (42%) of the 30 respondents elaborated that students have difficulties in finding information in a library while six (11%) said that students have inadequate knowledge of using the library's resources.
- Less than half, 29, (41%) of the respondents requested library instruction for their undergraduate students.

- However, 67 (94%) respondents believed that library instruction should involve using the OPAC and this was closely followed by 66 (93%) who said that it should involve knowledge of resources available.
- A small majority of 40 (56%) respondents revealed that they communicate with library staff in connection with their teaching and research interests. Fourteen (35%) of these respondents stated that they communicate when needing help in finding information.
- Thirty-four (48%) respondents replied that communication between them and library staff could improve.

The remainder of this chapter consists of the conclusions, the recommendations as well as suggestions for further research.

## **6.4 Conclusions**

The conclusions reached are guided by the research questions of the study. The research questions and the conclusions relating to each question are given.

### **6.4.1 Do academic staff use the library, and if so to what extent?**

- It is clear that the vast majority of academic staff (94%) who took part in the study use the library. The majority of these staff were either lecturers or senior lecturers. It must be borne in mind that lecturers did in fact comprise the largest group of respondents in the study.
- The frequency of usage of the library was reasonably high with 68% of those respondents using the library doing so at least on a weekly basis.
- In terms of the purpose for use, the study found that a majority (94%) of respondents use the library for their own research. Slightly less use was made of the library for lecture preparation at 91%. Of the libraries on campus the one most used by respondents was the Main Library. This is understandable given that the Main Library houses resources relevant to the disciplines which comprise the Faculty targeted in the study.

#### **6.4.2 What are the information and library resources used by the academic staff?**

- The library's resource most familiar to the respondents was the journal collection, whereas the resource most used was the general book stock. This is again understandable given the dominance of both formats in academic libraries generally and their use for both teaching and research-related endeavours.

#### **6.4.3 What knowledge do academic staff have about the library's resources?**

- A majority (84%) of academic staff who participated in the study rated the library's ability to meet their teaching needs as either very good or good, while a significantly smaller percentage (64%) rated the library as very good or good in terms of meeting their research needs. In terms of recreational reading 33% of the teaching staff rated the library as either very good or good.
- The study has shown that the most frequently listed shortcoming of the library was the inadequate provision of journals. Given the severe cutting of journal subscriptions across all disciplines in the preceding years, this is again not surprising (Annual Report 2003)
- In order to keep abreast of information resources acquired by the library, the majority of academic staff said that they merely check the library's New Books Section. Respondents also said that they check the journal collection in order to keep abreast of information development for their research and teaching needs. Given its importance in terms of identifying holdings in South African libraries SABINET online was surprisingly the least used resource which was listed.

#### **6.4.4 Do academic staff in their teaching, encourage students to use the library ?**

- Ninety-seven percent of those respondents who expected students to use the library stated that they referred and encouraged students to use the library. Eighty-five percent of the respondents who participated in this study indicated that they expected undergraduate students to use the library. Eighty-six percent of respondents also indicated that their students should use the library at first, second and third year level. Academic staff pointed out that students should use the library for assignment and essay compilation, while slightly less indicated that the library should be used for

background reading. This clearly indicates that academic staff do expect and encourage students to use the library and therefore demonstrate an awareness of the importance of the library in their teaching.

#### **6.4.5 What methods are employed to encourage students to use the library?**

- The main approach used to encourage students in library use was verbal encouragement. This was mentioned by all 59 respondents who indicated that they referred and encouraged students to use the library.
- A significantly smaller percentage (27%) referred or encouraged students to use the library by taking them to the library, while an even smaller percentage of staff (7%) responded that use of the library was encouraged on students' course handouts. Some academic staff (7%) also pointed out that student use of the library is one of the course requirements. It is thus evident that academic staff do encourage their students to use the library and they do so in a number of ways.

#### **6.4.6 What categories of information sources do academic staff expect students at different levels to be able to use?**

A number of questions were posed to respondents relating to students' use of the library.

- When respondents were asked to identify categories of information sources students were expected to be able to use at different levels of study, it was found that students were expected to use general books at all levels of their undergraduate studies. In addition, it was evident that with the increasing number of electronic information sources available, there were increasing expectations that students should be able to use these resources at the third year level in particular. These expectations existed despite the fact that the majority of respondents were aware that students had difficulties when using the library and information resources.
- Most of the respondents (97%) expected students to have knowledge of the resources held in the library. In addition, referencing, topic analysis and evaluation of information were all competencies respondents expected students to have knowledge of. Interestingly, however, the majority of respondents stated that they have never undertaken a survey or test in order to establish if students had the requisite library

skills or not. It was also found that students were expected to acquire library knowledge and skills from a subject librarian or while still at school.

- The study found that the majority (62%) of respondents stated that they attended library instruction as students, while, interestingly 27% attended library instruction as staff members. The remaining respondents said that they never attended any instruction and could not elaborate as to how they learnt about library resources and information retrieval.
- Sixty-two percent of respondents thought that library instruction should be taught by library staff due to their expertise in this respect, while 38% indicated that a combination of academic and library staff should team-teach library instruction. The study found that the majority of academic staff recommended that OPAC should be given the most emphasis in library instruction programmes. This is understandable considering the fact that the OPAC is the dominant information finding tool in the library.

#### **6.4.7 Does communication take place between academic staff and the librarians, if so what is the nature of such communication?**

- The study found that academic staff do communicate with subject librarians regarding their teaching and research. Thirty-five percent of respondents said that they communicate when needing help in finding information. When asked if the communication could improve, 34 (48%) of the 71 respondents replied that the communication could improve. Despite the communication which does take place between these two categories of staff, this study concludes that the communication could be improved and needs to be encouraged.
- Out of 71 respondents who were asked if they were ever contacted by subject librarians regarding library instruction availability only 34% responded that they were contacted. While the majority of respondents (73%) said that they were aware that subject librarians could be approached for library instruction provision, the findings suggest that a more pro-active approach could be taken by subject librarians in terms of communicating the availability of instruction and its importance.

## **6.5 Recommendations**

In the light of the findings of the previous chapters and the conclusions listed above, the following recommendations are made regarding academic staff knowledge and use of library resources and their expectations of student use of the University of KwaZulu-Natal, Pietermaritzburg campus Main Library.

As evidenced from the conclusions, academic staff who participated in this study do use the library and are aware of its resources. In addition they also expect students to use the library, they encourage its use, and they communicate with library staff. However, it is also clear that there are a few areas which could be improved and it is these that are outlined in the recommendations below:

- It is evident that some academic staff have not had formal library instruction. Academic staff who have not been taught library skills and see themselves deficient in this regard should be encouraged to attend library instruction programmes appropriate to their needs.
- It is also evident that while academic staff both expect and encourage students to use the library, more could be done in this regard. Verbal encouragement does have its place and can be useful. However, a more proactive approach could be adopted by the academic staff including, for example, arranging with the subject librarians for group attendance by students and with subsequent instruction being linked to actual assignment requirements.
- Communication between academic and library staff could undoubtedly improve. It is perhaps incumbent on subject librarians to initiate this communication.

## **6.6 Suggestions for further research**

The following further studies are suggested:

- Given that some academic staff use the library less frequently than others, it is suggested that a study be conducted to find out the reasons.

- It is also suggested that collaboration and communication between library and academic staff be further investigated with a view to determine what the problems restricting such collaboration and communication are and what needs to be done to improve the situation.
- It is further suggested that an investigation is undertaken of academic staff awareness of the services offered by the library. This will establish if any awareness initiatives need to be conducted by the library.
- Students' perceptions and use of the library could be investigated.
- Finally, it is suggested that subject librarians' perceptions of academic staffs' use of the library could be investigated

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## **APPENDIX 1:**

### **Covering letter on academic staff knowledge and use of library resources and their expectation of students use at the University of KwaZulu-Natal, Pietermaritzburg.**

17 May 2004

Dear Member of the Academic Staff

#### **Study on university library use by academic staff and students**

The university library is considered to be an important resource for both academic staff and students. In the light of this and as part of my graduate studies in Information Studies, I am conducting research that seeks to identify academic staff's knowledge of and use of the library resources and their expectations of undergraduate students with respect to their, the students', use of the library.

Given that little, if any, research has been done in this area, and on the basis that the findings will be of importance to the University of KwaZulu-Natal, Pietermaritzburg (UKZN) Library, I would be very grateful if you, as a member of academic staff, could complete the accompanying questionnaire. This should take you no longer than 15 minutes. The questionnaire is being given to all academic staff in the Faculty of Human and Management Science (as it existed prior to the merger) on the Pietermaritzburg Campus. Your confidentiality is assured.

Once you have completed the questionnaire, please return it to me via the internal mail before the end of May 2004 (or sooner), using the enclosed envelope.

Many thanks for your cooperation. It is much appreciated. Should you wish to be informed of the results of the research, please indicate this on the final page of the questionnaire.

Yours faithfully

Dumisani Nkosi

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## **APPENDIX 2:**

### **Survey questionnaire for collecting the data on academic staff knowledge and use of library resources at the University of KwaZulu-Natal, Pietermaritzburg**

Please answer as fully as possible. Please place a tick or a cross in a bracket provided.

#### **SECTION 1**

##### **GENERAL INFORMATION**

Please provide the following information about yourself:

1. To which school do/did you belong?

☐ School of Human and Social Studies

☐ School of Business

☐ School of Theology

☐ School of Psychology

☐ School of Law

☐ School of Language, Culture and Communication

2. Please specify to which programme or discipline you belong. (Please note that answering this question is optional)

3. Your gender:

☐ Female

☐ Male

4. How old are you?

☐ Under 25 years

☐ 26-35 years

☐ 36- 45 years

☐ 46-55 years

☐ Over 55

5. Which of the options below describes your academic position?

☐ Professor

☐ Associate Professor

☐ Research Fellow

☐ Senior Lecturer

☐ Lecturer

☐ Junior lecturer

☐ Other (please specify)

## *SECTION 2*

### *KNOWLEDGE OF AND USE OF UKZNP LIBRARY INFORMATION RESOURCES*

This section establishes your knowledge of and use of library resources on the UKZNP campus for teaching, research and curriculum development.

6. a) Do you use UKZNP library resources?

☐ YES

☐ NO, Please go to question 13

b) If YES, how frequently?

☐ Daily

☐ Weekly

☐ Monthly

☐ Less than once a month

7. For what purpose(s) do you use the library resources? (You may tick more than one)

☐ Lecture preparation

☐ Placing materials on Short Loan

☐ Own research

☐ Recreational reading

☐ Other (Please specify)

8. Which libraries on campus do you make use of? (You may tick more than one)

☐ Main Library

☐ Law Library

☐ Life Science Library

☐ Alan Paton Centre

☐ Archives

9. Which of the following library and information resources are you 1) familiar with and 2) make use of?

Resources	Familiar with	Make use of
OPAC (Library Catalogue)		
SABINET (SA network)		
On-line electronic resources (e.g. EBSCOhost)		
Reference Collection		
Short Loan		
Subject Librarian		
Journal Collection		
General book stock		
Theses		
Inter-Library Loan		
Other (Please specify)		

10. How would you rate the library's ability to provide materials for your needs?

Needs	Very good	Good	Average	Poor	Very poor	Not Applicable
Teaching						
Research						
Recreational reading						
Other (please specify)						

11. If applicable, what do you consider to be the shortcomings of the library's resources in terms of meeting your needs?

12. What measure(s) do you take to keep abreast of information resources acquired by the library?

13. What measures do you take to keep abreast of information developments in your fields of research and/or teaching?

### SECTION 3

### *EXPECTATIONS OF UNDERGRADUATE STUDENTS' USE OF THE LIBRARY*

This section explores academic staff expectations of undergraduate students' usage of the UKZNP library.

14. a) Do you expect your undergraduate students to use the library?

☐ YES

☐ NO

☐ Do not teach undergraduates (please go to question 24)

b) If No, please say why not and go to question 24.

c) If YES, at what level do you expect your students to use the library? *(You may tick more than one)*

☐ First Year

☐ Second Year

☐ Third Year

15. For what purpose(s) do you expect your students to use the library? *(You may tick more than one)*

☐ Background reading to lectures

☐ Assignments/essays

☐ Recreational reading

☐ Other (Please specify)

16. Do you refer/encourage students to use the library?

☐ YES

☐ NO (please go to question 18).

17. Please indicate in what manner you encourage/refer students to use the library?

☐ Verbally during lectures

☐ Specified in course handouts

☐ Verbally during tutorials

☐ Required to do so in an assignment

☐ Take students to the library

☐ Other (please specify)

18. Do you encourage students to consult subject librarians for help?

☐ YES

☐ NO

Please indicate which category(s) of information sources you expect your students to be able to use at different levels of study? *(You may tick more than one)*



Categories	First Year	Second Year	Third Year
Short Loan			
Reference Collection			
General book stock			
Journals			
Indexes and abstracts-print			
Index and abstracts-electronic			
Internet resources			
Inter-Library Loan			
OPAC Catalogue			
Subject Librarians			
Other (please specify)			

19 What library and information skills/competencies do you expect your students to have in order to be able to master course content?

- ☐ Physical orientation of the library
- ☐ Knowledge of resources available
- ☐ Searching specific resources
- ☐ Using the OPAC (Library Catalogue)
- ☐ Topic analysis and search strategy
- ☐ Evaluation of information
- ☐ Referencing
- ☐ Other (please specify)

20 Where/from whom do you expect your students to acquire these skills?

- ☐ School (Primary and High)
- ☐ Lecturers
- ☐ Fellow students
- ☐ Librarians

☐ Library instruction programmes

☐ Other (please specify)

a) Have you undertaken any sort of survey/test to establish whether your students have these requisite skills?

☐ YES

☐ NO

b) If YES, please describe.

a) Are you aware of any difficulties your students have with using library and information resources?

☐ YES

☐ NO

b) If YES, please elaborate.

#### SECTION 4

##### LIBRARY INSTRUCTION

This section explores your knowledge and understanding of library instruction.

24. Have you ever attended any library instruction yourself either as a student or as a staff member?

(You may tick more than one)

☐ Attended as a student

☐ Attended as a staff member

☐ Never attended at all

25. If NO, how did you learn about library resources and information retrieval?

26. Are you aware of any library instruction programmes for students on offer by the UKZNP Library?

☐ YES

☐ NO

27. a) Have you ever specifically requested library instruction from the UKZNP Subject Librarians for any of your students?

☐ YES

☐ NO, please go to question 31.

b) If YES, what was the nature of the instruction and the year/s of study of the students?

28. Do you think it was of benefit to students?

☐ YES

☐ NO

29. If NO, please say why?

30. Have you ever been contacted by a subject librarian concerning the availability of library instruction for your students?

☐ YES

☐ NO

31. Are you aware that subject librarians can be approached to provide library instruction for your students?

☐ YES

☐ NO

32. What do you believe library instruction should involve? (*You may tick more than one*)

☐ Physical orientation of the library

☐ Knowledge of resources available

☐ Searching specific resources

☐ Using the OPAC (Library Catalogue)

☐ Topic analysis and search strategy

☐ Evaluation of information

☐ Referencing

☐ Other (please specify)

33. Do you think that library instruction should be taught by:

☐ Academic Staff

☐ Library Staff

☐ A combination of both

☐ Other (please specify)

## SECTION 5

### *LIBRARY LIAISON*

This section establishes the nature of communication between academic and library staff

34. Do you communicate with the subject librarians regarding your teaching and/or research?

☐ YES

☐ NO

35. If YES, what is the nature of that communication?

36. If NO, please say why not and go to question 39.

37. Could communication between academic and library staff be improved?

☐ YES

☐ NO

38. If YES, please indicate how.

39. Any other comment you would like to make relating to the topics covered in this questionnaire?

Many thanks for taking the time to complete this questionnaire. It is much appreciated. Please return it to me via internal mail in the envelope provided.

If you would like a summary of the results, please provide an e-mail address below:

E-mail Address. -----

