

**THIRD-YEAR STUDENTS' PERCEPTIONS OF THE LIBRARY  
SERVICES AT THE BUTTERWORTH CAMPUS OF THE EASTERN  
CAPE TECHNIKON, SOUTH AFRICA**

by

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2005

## **DECLARATION**

I hereby declare that, unless specifically indicated to the contrary in the text, this thesis is my own original work and has not been submitted to any other university for a similar or any other degree.

**Nomonde Mgqalelo**

**Signed: .....**

## **DEDICATION**

I dedicate this work to my parents, Veronica and Farrington Mhatu, whom I could rarely visit during the course of my studies.

## ABSTRACT

The purpose of the study was to investigate third-year students' perceptions of library services at the Butterworth campus of the Eastern Cape Technikon (ECT) in South Africa. The study was conducted with full-time and part-time third-year students in all the three faculties, namely the Faculty of Engineering, the Faculty of Business Sciences and the Faculty of Applied Technology.

The methodology included a review of related literature and the data collection involved a descriptive survey using self-administered questionnaires. Proportionate stratified random sampling was used to select respondents from all three faculties. Out of the 274 questionnaires distributed, 220 were returned, resulting in a response rate of 80%.

The questionnaires focused on the library resources and services available to third-year students of the ECT, ranging from the extent of awareness and usage to the level of satisfaction with various library resources and services. The data collected was analysed by means of SPSS®. A coding list was developed from the variables in the study and the results were interpreted in relation to these variables.

The findings of the study revealed that third-year students were aware of the resources and services available in the ECT library. However, the study also revealed that the resources and services are not fully utilized by the ECT students whom they are supposed to serve. There were a variety of problems perceived by the students which emerged from the results of the study. These were: the lack of space in the library, the shortage of computers, out-dated library books, the attitude of librarians, library opening hours, long queues, lack of individual user instruction, level of noise, the need for a study room, the need for training of library staff, lack of photocopiers and difficult access to the electronic room. Many respondents found the Online Public Access Catalogue (OPAC) to be inadequate, in the sense that it did not give a true reflection of all the books on the shelves in the ECT library. However, the majority of them were generally satisfied.

Recommendations for possible future library services were made in the light of this discussion. Suggestions for future research form part of the conclusion of this study.

## ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to the following people:

- ❖ My supervisor, Mrs Fiona Bell, for her assistance, guidance and encouragement in the supervision of this work.
- ❖ Dr Patrick Ngulube, for his assistance, especially towards the last stages of this study.
- ❖ All the members of staff of the Information Studies Programme, for their concern and contribution to this work in various ways.
- ❖ Fellow colleagues at Eastern Cape Technikon (ECT), who were always willing, at any given time, to provide me with all the necessary information regarding the ECT library.
- ❖ My parents, for their prayers, support, patience and encouragement throughout my entire life. I will remain indebted to them.
- ❖ Special thanks go to my immediate family, my husband, Sindile, and my children, Sindisiwe, Mthakazi, Samkelo, Aphelele and Landile. Without their care, love, understanding and support this study would not have been completed.

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## ABBREVIATIONS

ACRL	Association of College & Research Libraries
B Tech	Bachelor of Technology
DoE	Department of Education
ECSA	Engineering Council of South Africa
ECT	Eastern Cape Technikon
EU	European Union
HDI(s)	Historically Disadvantaged Institution(s)
HEI(s)	Higher Education Institution(s)
ILL	Inter-library Loan
INNOPAC	Innovative Online Public Access Catalogue
ITS	Integrated Tertiary System
ND	National Diploma
OCLC	Online Computer Library Centre
OPAC	Online Public Access Catalogue
PLSQ	Perception of Library Service Questionnaire
SABINET	South African Bibliographic and Information Network
SAD	Student Academic Development
SAPSE	South African Post Secondary Education
SEALS	South East Academic Library System
SERTEC	Certification Council for Technikon Education
TCE	Transkei College of Education
TELP	Tertiary Education Linkages Project
UCT	University of Cape Town
UNITRA	University of Transkei
USAID	United States Agency for International Development
WSU	Walter Sisulu University

## CHAPTER ONE: SETTING THE SCENE

### 1.0 Introduction

In today's information age the role of the library in an academic institution cannot be complete without taking into account the provision of relevant and up-to-date library resources to its users, mainly students and academic staff. These should reflect the mission, vision, goals and objectives of the academic institution. That is, they should provide resources and services that are required in the teaching, learning and research activities of the institution. Jacobs (1995:6) stated that,

if information needs of the researchers and academics in the course of their work are met or satisfied then one can assume that the quality of their academic results and research will be of high quality.

Traditionally, libraries have evaluated themselves in terms of their size. That is, the size of collections, budget, expenditure and staff are input measures to describe the effort and potential of the library to be positioned to meet user needs (Nitecki and Franklin 1999:484). An increasing demand for greater accountability in higher education has created a demand for the academic library to show objectively how well it is doing and the extent to which students benefit from it. De Jager (2002:140) suggested that,

one way of attempting to do this, traditionally perhaps regarded as the only way, has been to ask users how well the library is doing and whether they regard its services as satisfactory.

Nitecki and Franklin (1999:484) added that the impact of the library must, in some way, be measured in terms of the user's interaction with the library's resources and its services. The authors further point out that the interaction is prefaced by the users' expectations and evaluated in terms of the users' perception of what is delivered. Davies and Kirkpatrick (1994) agreed that students' perceptions can be polled, in order to improve library services.



The present study aims to explore the students' perceptions of library services at an academic institution, the Eastern Cape Technikon (ECT), in Butterworth. The study is aimed at determining the extent of the use and awareness of available library resources and services to students. It also looks at the extent of students' access to traditional print and new electronic information resources.

The aim of Chapter 1 is to outline the research problem, purpose, objectives and justification of the study and to provide an historical background of the ECT and ECT library. A definition of terms used and the scope and limitations of the study will be given.

### **1.1 History and background of the Eastern Cape Technikon (ECT)**

The ECT had its beginnings in 1989, when the University of Transkei (Unitra) became aware that the rapid growth of trade and industry in the area warranted an extension programme that would complement the University, especially in the fields of Applied Science, Engineering, Technology and Commerce, and hence it was called Unitra Technikon. In 1991 the name of the Technikon was changed from Unitra Technikon to Transkei Technikon. In 1994 the Transkei Technikon became autonomous in terms of the Transkei Government Decree No. 3 (Technikons) of 1994, with Dr Archie Nkonyeni as the first chairperson of the Governing Council. In 1996, the name of the institution was again changed to the present name, the Eastern Cape Technikon (ECT Prospectus 2003:5-6).

The ECT is the youngest tertiary institution in South Africa. The Technikon can be categorized as one of the historically disadvantaged institutions (HDI's) in the country. The ECT consists of four campuses. The main campus is situated in Butterworth in the eastern part of the Eastern Cape Province (the former Transkei) and the three satellite campuses are situated in East London, Queenstown and Mthatha. The crucial importance of this Technikon lies in the fact that it is the only one situated in the former Transkei – an area where the vast majority of the province's population resides. It is a severely

disadvantaged area, which greatly needs the developmental impact that a Technikon is capable of delivering (ECT Institutional Plan 1999:5).

Dwayi (2002:140), in his study "An impact assessment of a capacity development programme in a historically disadvantaged institution: a reflective study", describes ECT as follows:

ECT faces challenges related to its history and location. The most pertinent among these is the underdevelopment of the communities that the Technikon serves, the predominantly rural and the poverty-stricken Transkei region. Many learners from these communities cannot afford to study in well-resourced urban HEIs due to the socio-economic status of their parents.

The ECT is a tertiary education institution with the following mission:

- ❖ Providing appropriate technological, career-orientated education in co-operation with commerce, industry, the government and the community.
- ❖ Providing quality teaching, research, development and community services sensitive to needs and trends.
- ❖ Providing graduates with an entrepreneurial spirit, good work ethics and responsible leadership (ECT Prospectus 2003:1).

The ECT planners did not envisage the extent of technikon growth in the former Transkei. Due to the popularity of university education, they expected more students to be attracted to the University, especially since Unitra had a branch in Butterworth. The objective of Phase 1 of the ECT development plan was to limit student numbers to no more than 1 000 students on the Butterworth campus. By 2003 the total number of students on the Butterworth campus had increased to 4 178. The overall student numbers increased from about 700 in 1993 to 7 188 in 2003, which includes the satellite campuses (ECT Institutional Plan 1999:8 and ECT Prospectus 2003:6).

Another contributing factor to the fast growth of student numbers at the ECT may be the disestablishment of teachers' training colleges in the former Transkei. Many students

enrolled with the Technikon because they had no other choice. In 2002 the Cicira and Transkei Colleges of Education (TCE) were incorporated into the ECT by the Department of Education (DoE), as part of the programme of rationalizing higher education.

By 2001 the ECT offered 22 programmes. The majority of them were at the National Diploma (ND) level. All the Technikon's programmes are accredited by the Certification Council for Technikon Education (SERTEC) and the Engineering programmes are accredited by the Engineering Council of South Africa (ECSA). According to Christoffels, the Vice-Principal (Academic), "this places the ECT in a unique position as it makes it to date the only historically disadvantaged higher education institution within the Eastern Cape Province to be accredited by ECSA. It also makes the Technikon the second higher education institution within the province to be accredited by ECSA" (ECT Institutional Plan 2001:21).

Minister Kader Asmal announced, on 9 December 2002, that, the Eastern Cape Technikon would merge with the Border Technikon and the University of Transkei (including the Faculty of Health Sciences) to establish a single higher education institution which will primarily offer technikon programmes and a limited number of relevant university programmes (De Villiers 2004).

The merged institution would be formally established on 1 January 2005, as the Walter Sisulu University for Technology and Science (WSU).

But on 18 November 2004 Ms Naledi Pandor, the new National Minister of Education, postponed the merger of the three institutions to 1 July 2005. In a letter that was signed by her and sent to the three institutions she stated that,

after careful consideration, I am writing to inform you of my decision to delay the establishment of the Walter Sisulu University for Technology and Science, Eastern Cape, to 1 July 2005.

The Minister further said that,

I am concerned about the administrative and technical readiness for the merger, including the absence of clear time frames to address the wide range of tasks which are crucial for the success of the merger (De Villiers 2004).

## **1.2 Eastern Cape Technikon Library**

The ECT library's mission statement is to support the Technikon's faculties, staff and students, by providing access to various forms of information sources and records knowledge (ECT Library and Information Services Plan 2002:2).

The ECT library is a member of the consortium of libraries known as SEALS (South East Academic Library System). SEALS has the following members: University of Transkei, ECT, Border Technikon, Fort Hare University, Rhodes University, Port Elizabeth Technikon and the University of Port Elizabeth. All these libraries use a common computerized library system known as Innovative Online Public Access Catalogue (INNOPAC) that includes: an acquisitions/ordering system, periodicals, cataloguing system and circulation/lending system. The website for the consortium of SEALS is: <http://echea.ru.ac.za> (Minutes of ECT library Advisory Committee 2001:11).

The advantages and benefits of being a member of the SEALS consortium are that:

- ❖ There is a cost benefit factor as all the institutions share one server, which is housed at Rhodes University.
- ❖ The upgrading of the "millennium system, INNOPAC" is done centrally at the SEALS offices, which are situated at the Port Elizabeth Technikon.
- ❖ It is cheaper in terms of subscriptions, as the members pay as a group but into different accounts, although payment is based on the number of user licenses each member has, for example ECT library has 19 user licenses.
- ❖ It is easy to share resources amongst the institutions belonging to the consortium (Badi: 2004).

Breakfast (1997), in her similar and related study, entitled “An evaluation study of the psychology collection at the University of Transkei”, stated that South African Post Secondary Education (SAPSE), which prescribes norms and standards that are to be followed in tertiary institutions regarding staffing, facilities in academic institutions and student ratios, could not be enforced at Unitra. This was because SAPSE only catered for white South African institutions and therefore, at that time, Unitra was funded by the former Transkei Government (Breakfast 1997:2). This was the same with the ECT. Jacobs (1995:4), in her study “Information seeking patterns among natural scientists, social scientists and humanities scholars at the University of Transkei”, observed that the library facilities, the set syllabi and the curricula of Unitra were of an inferior design to those of the well developed South African universities.

Accreditation of engineering programmes by ECSA at ECT takes various items into consideration, including the Councils’ visit to the ECT library. ECSA checks the following with regard to the book and non-book materials of Engineering:

- ❖ Number of books for the various courses.
- ❖ Books covering the different disciplines for the ND courses.
- ❖ Number of copies for each book.
- ❖ Availability of latest edition.
- ❖ Student usage of the books.
- ❖ Quality of books.
- ❖ Availability of study space (Neequaye 2004).

The present library building at the Butterworth campus is made up of one floor which is 770 square metres in extent. All the Library’s resources, including the Library staff offices, are housed on this floor and all library services are offered here. All the students and academic staff come to this library for their information needs and research.

In the minutes of the ECT library Advisory Committee (2001:11) it was reflected that the overall collection on the main campus was 28 861 volumes. The student enrolment at

that time was 3 080. The collection increased from this number to 40 000 at the end of 2002.

Due to the increased student population on the Butterworth campus, library staff of the main campus experienced problems such as lack of space, poor ventilation and shortage of certain resources. Nevertheless, the ECT library is trying its best to fulfil its mission statement. This is shown by the availability of resources and services rendered to the ECT community.

### **1.3 ECT library services**

The following services are available to third-year students in the Library.

#### **1.3.1 Library orientation programme**

Library orientation at ECT is a programme offered to first-year students at the beginning of the year, before lectures commence in February. It is an organized activity in which all the Library staff are involved. Students often visit in groups that are arranged by their lecturers. The students are shown, and taught about, the different facilities and services that are available at the ECT library. They are encouraged to have hands-on experience with these resources. For example, with OPAC they are taught about the computer and how to use it to locate any book or any other material in the Library they wish to use. Students are even taken to the electronic room in the Library, where they are shown how to use the computers for their searches through different websites. Thereafter each student who attended is given a booklet containing general information concerning the library.

#### **1.3.2 Circulation desk and short-loan sections**

These sections in the ECT library are combined as one section because of lack of space and shortage of staff. This is the only section in which students are able to interact with staff members in the library. The section has three qualified staff-members, one being on contract. There are two non-professional staff-members. One is a senior library assistant and the other is a library assistant. During each shift (dayshift and evening shift) a qualified librarian and a library assistant are present. The lending librarian is in charge of

the section. The section is responsible for circulation, reference queries, user education, inter-lending, information searches and collection development.

As the ECT library has no subject librarians, students usually direct their queries to the circulation desk staff. All staff-members are involved in assisting library users in searching for information pertaining to their studies. The loan period for library material depends on the user's category. In the open shelves the loan period for first-to third-year students is four books for seven days. Bachelor of Technology (B Tech) students may borrow six books for 14 days, as well. The loan period may be extended for another seven days.

The short-loan period for students is one hour. This can be extended. Academic staff may borrow short-loan material for one day. Any material borrowed overnight is issued at 20:00 and brought back at 09:00 the following morning. Newspapers form part of the short-loan material. A fine levied for overdue short-loan material is 80c per hour and for open-shelf books R1.00 per day (Library orientation booklet 2003: 2; Badi 2004).

### **1.3.3 Photocopying services**

The photocopying service at ECT library is available to all library users. There are two photocopying machines that are located in front of the lending librarian's office in the library. These are owned and maintained by a private company, Nashua. The Technikon supplies the paper and toner. The two photocopiers use a counter system, that is, a small metal box on the right hand-side of the machine which records the number of copies made. One page costs 20c. The students operate these machines with the assistance of the circulation desk staff. Students are not allowed to spend more than ten minutes at a time at the machine.

### **1.3.4 Audio-visual room services**

The audio-visual room service is available for use by all registered ECT library users. The section can accommodate 28 students at a time. The section houses a viewing-

machine, video-cassettes and compact disks of different programmes that are offered by the Technikon. There is also a wide variety of general material for leisure viewing.

To have access to the audio-visual room, a student or group of students has to book the studio in advance, by contacting the periodicals senior library assistant who is responsible for this service. Students are not allowed to borrow this material.

#### **1.3.5 Inter-library loan services (ILL)**

Third-year students are only able to access the ILL service through their lecturers, that is lecturers may borrow library material on behalf of their students. B Tech students and Technikon staff-members have direct access to the service. Material not available at the ECT library can be requested and obtained from other libraries in southern Africa. Material is also supplied to, and requested from, other libraries and institutions in southern Africa. The lending librarian is responsible for the ILL section.

#### **1.3.6 Online public access catalogue (OPAC)**

The OPAC facility at the ECT library is available to all library users. At present there are five working computers cabled next to the circulation/short-loan section. The computers for OPAC purposes were donated by the European Union (EU) and United States Agency for International Development (USAID) in 2002. Student monitors in the electronic room assist new students who experience problems when locating library sources on the OPAC. The OPAC can be accessed by staff in their offices if they are connected to the Internet.

#### **1.3.7 Electronic room service**

The ECT library has a computer facility known as the electronic room. The operating hours are from 09:00 to 21:00. It houses 26 computers that were donated by the EU. There are printing facilities in the electronic room and one page costs 20c. It is manned by a systems librarian assisted by four senior and mature student monitors from the Information Technology department in the Faculty of Engineering. The student



monitors regulate all activities which take place in the electronic room, such as checking that students search for academic-related information only. They also provide peer assistance and research advice.

In order to gain access to the computers in the electronic room, student monitors have to provide students with library passwords. Students have to do their individual bookings or group bookings to use the electronic room. Because of the demand and long queues each student or group is allowed to use a computer for one hour only.

#### **1.3.7.1 Aims and objectives of the electronic room**

According to Mr V. M. Dwayi, the Programme Manager for Student Academic Development (SAD) at the ECT, the aims and objectives of the electronic room are:

1. To introduce students to computer-based learning and expose these students to the Internet as a better and a more effective way of accessing global information. The students have free Internet access in the electronic room.
2. To develop learner skills in accessing and assessing information from databases and traditional library materials (books and journals), to contemporary sources in the form of the Internet.
3. To develop research skills, reference skills, report writing and presentation (Dwayi 2002:9).

In-house training, such as SABINET training or workshops for library staff, is conducted in the electronic room.

#### **1.3.8 Reference services**

The lending librarian who is in charge of the short-loan section, the circulation desk and shelving is also responsible for reference services. The users usually direct their queries to the circulation desk staff and the library monitors who also do literature searches.

### **1.3.9 Cataloguing section**

The cataloguing section at ECT is decentralized. At present there is one qualified staff member who is responsible for cataloguing all the library material on the main campus. Library staff on the satellite campuses catalogue material for their own libraries.

### **1.3.10 Acquisitions and periodicals section**

These form one section staffed by three qualified librarians and one senior library assistant, namely the librarian in charge; the librarian for ordering and the librarian for receiving all library materials for all the ECT campuses, as the section is centralized. The librarian in charge controls the available budget for the library. In 2004, the ECT library was allocated a budget of R1,2 million for the purchasing of print and non-print material.

This section is also responsible for collection development, as there are no subject librarians at the ECT library. The section organises events like book exhibitions, which give the academic staff of all the campuses the opportunity to select books for their students as they see them. For instance, in August 2004 the ECT library had successfully organised a two-day book exhibition, which was held on the main campus. This helped to increase the library collection, with relevant books being purchased.

The section houses a collection of unbound journals and magazines for teaching and research purposes. The material is issued only to academic staff members, for a maximum period of five days. The senior library assistant is responsible for the administration of journals.

### **1.3.11 ECT library dimensions**

The following table shows the space measurement of the different sections in the ECT library on the Butterworth campus.

**Table 1: Space measurement**

Sections	Measurement
Library building	770 m <sup>2</sup>
Periodicals and reference	11.7 m x 10.3 m
Study area	21.85 m x 21.85 m
Electronic room	12.5 m x 3.3 m
Circulation desk	5.8 m x 4.2 m
Audiovisual viewing room	2 m x 2.7 m

Source: ECT Library Audit Report: 2004

The ECT Library Audit Report (2004) gives dimensions of the different sections available in all the Technikon libraries, that is, the library on the main campus and those on the satellite campuses. The size of the ECT library building on the main campus in Butterworth is smaller (770 m<sup>2</sup>) than the Mthatha campus library (1140 m<sup>2</sup>). It is worth noting that historically the Mthatha campus was the former TCE, which originally had a bigger library. TCE was incorporated into ECT in 2002 by the DoE as part of the rationalisation programme of higher education institutions in South Africa.

#### **1.3.12 Library service hours**

The ECT library is open from Mondays to Fridays from 09:00 to 21:00. On Saturdays it is open from 09:00 to 13:00. During the Technikon holidays the library is open from 09:00 to 16:00. On public holidays the library is closed.

#### **1.3.13 ECT library staff component**

The ECT library on the main campus employs eleven staff-members, who are qualified and non-qualified. The title given to the head of the ECT library is the Library Manager. She is the Manager of all the ECT libraries, including the libraries on the satellite campuses, and is a qualified librarian.

There are seven qualified librarians working in different sections, with one librarian being on contract. Their qualifications range from BA (HDLIS) to B Bibl and B Bibl Honours. The non-professional staff members consist of two Senior Library Assistants and one Library Assistant, who work at the circulation desk and in the Periodicals

section. Their qualifications range from a Matric Certificate to National Diplomas which are not library-related.

The support staff-members comprise four library monitors, who are students doing B Tech in Information Technology in the Faculty of Engineering. These students mainly help in the electronic room. There are three student assistants whose main job is shelving. There is a Systems librarian/technician who holds a non library-related National Diploma (ND). The secretary for the ECT library is doing an ND in secretarial studies (ECT Library Audit Report 2004).

**Table 2: ECT Library staff component**

Staff	Number
Library Manager	1
Qualified / LIS Degree	7
Senior library assistants	2
Library assistant	1
Lab technician / Systems librarian	1
Library monitors	4
Student assistants / Shelves	3
Secretary	1

Source: ECT Library Audit Report: 2004

#### **1.4 Statement of the problem**

The present study seeks to investigate the students' perceptions regarding the Technikon's library services. The study was aimed at third-year students on the Butterworth campus who, at this level, should be aware of what library resources and services are available and which will satisfy their information needs. They should also have acquired some information skills in using print and non-print tools.

The present library was designed to cater for 1 000 students. However, because the student numbers have increased to such an extent, the library on the Butterworth campus finds it difficult to deliver adequate library services to students and staff. This was the

main concern of the former Library Manager, Mrs P.P. Matshaya. The issue was frequently addressed in departmental meetings. She pointed out that “due to increases with the collection and users, and the expansion and changes of library operation, the library is no longer able to meet the demands of staff and users with respect to space and technology” (Matshaya 2002).

In the ECT library there are very long queues for the two photocopying machines, the issue desk and short-loan section, the OPAC, and long booking lists for the use of the electronic room. The lack of adequate space in the library, in particular, appears to have contributed to these conditions.

As early as 1992, it was identified that the existing facilities at the Butterworth campus, including the library, were inadequate and unable to meet the requirements of the Technikon. It had, therefore, become necessary to begin Phase 2 of the development of the Technikon. The ECT library was described as needing about 150 capacity or units more (Bomvu 1994:6, 13, 18). However, Phase 2 was not implemented.

### **1.5 Purpose of the study**

The purpose of the present study was to investigate third-year students' perceptions of the library services at the Butterworth campus of the ECT in South Africa.

### **1.6 Research objectives**

1. To investigate the third-year students' perceptions of the ECT library.
2. To establish the extent to which third-year students of ECT are aware of the resources and services available in the library.
3. To establish the extent of use or non-use of the resources and services available to third-year students in the ECT library.
4. To establish the levels of satisfaction of the third-year students with various resources and services available in the ECT library.
5. To identify areas and opportunities for improvement in the ECT library.

6. To make recommendations about the current and future provisioning of the ECT library.

### **1.7 Research questions**

1. What are the third-year students' perceptions of the ECT library?
2. To what extent are the third-year students aware of the available resources and services in the ECT library?
3. To what extent do the third-year ECT students use the resources and services that are available to them?
4. Which library resources and services satisfy the information needs of the third-year students at ECT?
5. What opportunities are there and which areas in the ECT library need improvement?
6. What recommendations can be made for the current and future provisioning of the ECT library?

### **1.8 Significance of the study**

In order to get students' perceptions of the ECT library's collection, services, and facilities at Butterworth campus, a study of this nature needed to be carried out. On the eve of the merger with the University of Transkei and the Border Technikon, it was critical to gather the students' perceptions regarding the adequacy of library services on the campus. The present study will provide an opportunity to examine the constraints of the situation and allow for essential planning for the new, merged institution. The study may also provide useful information for the future planning of other technikon libraries in southern Africa which have similar situations and challenges.

It should be emphasized that the ultimate beneficiaries of the present study will be the students and academic staff of the Eastern Cape Technikon, as well as those of the new merged institution.

### **1.9 Limitations of the study**

The present study focused only on third-year students at the Butterworth main campus of the ECT. Academic staff, and students from other levels at the Technikon who are also library users, were not included in the survey. Library staff who could have provided valuable information regarding the ECT library were not included in the study. The exclusion of these sectors was due to the limited time scheduled for the research, as well as the financial costs that would have been incurred. A study of the evaluation of library services from a user perspective is limited to that one aspect only. This is an important measure, but by no means the only one that could be used to assess the effectiveness of the library services.

This study reflects only the perceptions of users and did not explore other aspects such as students' cognitive outcomes. According to Watson (2001), most studies that are conducted on libraries are related to the effectiveness of the services provided and not designed to assess how the services affect students' cognitive outcomes.

### **1.10 Definition of terms**

#### **Perception**

The word 'perception' is the noun from the verb perceive. According to Barnhardt (1983: 1547-1548), to perceive is to grasp or take in something with the senses or mind. In other words, it is to understand and comprehend. Perception is therefore the act of perceiving: insight, discernment or comprehension.

Colman (1994:153) defined perception as the "processing and interpretation of sensations". Dodwell (1994:155) suggested that perception is a skill or set of skills, not simply passive recording of external stimulation. It is a "many-faceted beast, and answers to its many problems needed to be sought in different places and at different levels of function; sensory, organisational, cognitive" (Dodwell 1994:176).

The study will concentrate on the perceptions of the third-year students. Perceptions are influenced by an individual's value system. These values influence perceptions, which, in turn, motivate and give rise to certain behaviour (Yih-Heng and Sung 1995:63).

For the purpose of this study, the term "perception" will be used, throughout the study, to cover expressed personal perceptions of the ECT library services by third-year students. The information that will be provided will be important. It will help the library to evaluate the effectiveness of its services in meeting the needs of students.

### **1.11 Structure of the thesis**

Chapter 2 discusses a review of literature relating to users' perceptions, needs, opinions, expectations and satisfaction. Survey instruments such as SERVQUAL and LibQUAL<sup>TM</sup> are briefly outlined. Chapter 3 discusses the research methodology used in the study, such as the research design, sampling, data collection, presetting, data coding and data analysis. Chapter 4 covers presentation of data in the form of tables. In Chapter 5 the findings are interpreted and discussed. In Chapter 6 the summary of findings, conclusions and recommendations, followed by suggestions for further research, are provided.

### **1.12 Summary of Chapter one**

The study investigated third-year students' perceptions of the library services at the Butterworth campus of the Eastern Cape Technikon in South Africa. It provided a historical background of the ECT and the ECT library. The statement of the problem, purpose of the study, including objectives of the study and research questions, were outlined in this chapter. The factors that limit the study and the topics that were not covered by the research were described in this chapter. The term "perception" was defined and the structure of the entire thesis was briefly described.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

Chapter 2 focuses on the literature relating to users' perceptions of library services internationally and in South Africa. The main aim is to discuss various studies regarding users' perceptions of library services and resources available to them.

Initially, this chapter will provide a background which will include the increased accountability of libraries and the evaluation techniques used to assess service quality in libraries. The studies and methodologies used have been grouped into sections which include user needs, opinions and perceptions, expectations and satisfaction. It should be noted that, in many instances, there is considerable overlap between these categories. They should not be seen as totally separate from each other, but rather as various aspects of user evaluation in general. The African and South African studies are grouped together at the end of the chapter, as these were seen to be of greater relevance to the present study.

### **2.1 Accountability**

Powell (1992) stated that there is a tremendous pressure on libraries to be more accountable in their delivery of services and their contributions to students' educational outcomes. Financial constraints, too, have contributed to the quality of services being put under close and constant scrutiny. Wilson (1995:187) pointed out that libraries were expected to demonstrate success and value for money. This accountability, which has acquired a high profile in many libraries' services, involved revealing, explaining and justifying particular actions. Increasingly, libraries were being made more accountable to their client groups. It was true that users were becoming more assertive about their needs, about the quality of services and, more generally, about their rights. In this kind of climate it became imperative that services were evaluated to ensure that the quality was being maintained or improved.

Together with the issues of accountability and funding,

the Internet and other emerging information and learning technologies have contributed to the need for academic libraries to explore new metrics beyond the traditional expenditure metrics to assess library service performance" (Askew 2004:xxi).

She stressed that, because of the shift in emphasis (from teaching to learning) in higher education during the past 10-15 years, it is imperative that "libraries must also turn their assessment focus outward to their users, to gain an adequate measure of their service performance" (Askew 2004:xxi).

## **2.2 Evaluation of library services**

In the context of the increased need for accountability, evaluation is an essential requirement for all libraries. The evaluation method best suited to the purposes of the library should be chosen.

### **2.2.1 Reasons for evaluation**

Lancaster (1993) identified four reasons for evaluation of library services. The first reason was to establish a type of benchmark to show at what level of performance the service was operating. If changes were subsequently made to the service, the effects could be measured against the benchmark previously established. The second reason was to compare the performance of several services. The third reason was simply to justify their existence. The fourth was to identify possible sources of failure or inefficiency in the service, with a view to raising the level of performance at some future date.

### **2.2.2. Evaluation techniques for service quality**

Collection-centred and user-centred evaluative techniques have been discussed by Baker and Lancaster (1991) and Lockett (1989) as types of evaluative techniques that may be used in evaluating a collection. Qualitative and quantitative measures, which are subjective and objective in nature, respectively, may be used to measure library activities, especially document delivery (Steynberg and Rossouw 1989:373). Lancaster (1988:17) concurs that subjective studies are based on opinions and are therefore not without value,

as it is very important to know how people feel about a service. In addition, objective studies have results which are quantifiable. The use of both techniques, as suggested above, becomes quite effective, as the reason for evaluation is usually to discover how the service might be improved and thus both opinions and quantifiable results are necessary.

D'Elia and Walsh (1983:110) emphasized the two approaches to the measurement of user satisfaction, namely the objective and the subjective. With the subjective approach, the user was the unit of analysis and the user's opinions of how well the library had performed in satisfying his or her demands were the measurement of satisfaction. It was assumed that these user evaluations were valid indications of library performance. Evans *et al.* (1972) argued against the use of these subjective approaches on grounds that users were not competent to render valid evaluations of library services.

With the objective approach the library is the unit of analysis and the proportion of items that the library can supply upon demand is the measurement of satisfaction. The objective and subjective approaches are purported to be indicators of library performance and it is assumed that users of libraries experience satisfaction of their demands commensurate with these levels of library performance.

Lancaster (1977), Chwe (1981) and Tessier *et al.* (1977) argued for the necessity of soliciting user evaluations for a number of reasons. Firstly, many user demands for materials were either too complex or too ambiguous to fit the constraints of the objective measures, which tended to be predicated upon demands for specific items. Secondly, users used a variety of services for which there were no objective measures of performance. Consequently, the user, as the ultimate consumer of these services, was most qualified to evaluate the performance of these services. Thirdly, present and future behaviour towards the library may have been affected by these subjective evaluations; therefore an understanding of how and why users evaluated the library were essential for the planning and provision of library services. For these reasons, the subjective approaches were important components in the study of users' behaviour. Auster (1983),

Budd and DiCarlo (1982), Chwe (1981), Hilchley and Hurych (1985) and McMurdo (1980) agreed that the key to quality of a professional service lay in the subjective judgements of those who used it.

Dalton (1992:87) confirmed that library services represent a diverse range of activities for which there were often inadequate measures defined, for example verbal and nonverbal communication skills in the reference interface situation. According to Dalton (1992), it was meaningful to take the perceptions of the user into account when evaluating the interaction between the user and the service, since the recipient was the most qualified to judge the outputs. Secondly, an understanding of the users' expectations and demands from the library service was an important source of input. Thirdly, although it was argued that objectivity was sacrificed when users were asked directly for their opinions, this could be countered by the view that the inclusion of a measure such as user satisfaction constituted a holistic assessment of effectiveness. Dalton (1992) observed that researchers started to use combinations of measures not only to reflect the diversity of the library's activities but also to generate objective and subjective data about the performance of those activities.

Lancaster (1993:2) claimed that, for evaluation purposes, a library could be looked at in a number of different ways. It could be looked at in terms of inputs, outputs and outcomes. Knightly (1979:174) distinguished clearly and simply between library inputs and outputs. Inputs were tangible and easily quantifiable. The most obvious example was the collection of books and other materials. They were inherently quantitative rather than qualitative in nature. That is, the inputs had little value in and of themselves - they could only be evaluated in terms of the role that they played in achieving the desired outputs. The outputs of the library, for example, included the number of documents delivered, the number of literature searches performed and the number of queries answered. The outputs could be evaluated in terms of quality. While this approach advances the notion of evaluation, Kyrillidou (2002) points out that the relationships between inputs and outputs within a library are not necessarily clear.

Inputs, outputs or outcomes are evaluated with regard to three possible levels, namely effectiveness, cost-effectiveness and cost-benefit (Lancaster 1988). Choudhury, Hobbs and Lorie (2002:2) concur that, "For a complete evaluation of any system or project, both costs and benefits must be considered".

Saracevic, Shaw and Kantor (1977:8) have characterized the input into the library system as "recorded knowledge, whereas the output consists of the users for whom the library has enabled and enhanced the transfer of recorded knowledge contained in its resources". Academic libraries have traditionally been especially concerned with such transfer of recorded knowledge and Ford (1989:75) summed up the responsibility of an academic library by stating that it needs to provide support for all the learning or knowledge-transferring activities of the library.

Lancaster (1993) stressed that the outcomes referred to the extent to which desired outcomes of a service had been attained. He cautioned, however, that the desired outcomes would tend to relate to long-term social behaviour, or even economic objectives that were intangible and therefore not easily converted into concrete evaluation criteria. The Task Force on Academic Library Outcomes Assessment Report, (ACRL 1998), defined outcomes measures of a library's resources and programme. Improvements in academic performance and academic success have been quoted as examples of such changes (De Jager 2002:141).

While technology differed, the same categories applied across many schemes of measurement: inputs, outputs, processes and outcomes. It was the relationship among the measures that provided a basis for decision-making. What started out looking like a quantitative measure could emerge as a qualitative indicator (Lancaster 1977:3). The effectiveness of library services is to be judged in terms of outputs that comprise the products and services generated by the library's tasks and activities. Since the user of a library is the direct recipient of its outputs, it is meaningful to include some form of measure, which reflects the user's perceptions about the extensiveness of the outputs received from the service.

Clapp and Jordan (1989:161) advised that the evaluation of the library should be done periodically and that it is wrong for the library administrator to simply assume that the collection satisfies all the users' needs. They point out that subjectivity of judgement should be reduced as much as possible by the use of a number of measurement techniques, because the available methods are not completely objective or free of interpretation by the evaluators, nor are they foolproof in their application and outcome. It is a strongly held view by the evaluators that if methods are standardised, applied and administered carefully, or used in combination with one another, they can successfully demonstrate how well the library collection satisfies the purpose of the library.

Baker and Lancaster (1991:113) recommended that the library should choose the evaluation methods best suited to its purpose, and evaluators will then scrutinise most collections in terms of the proportion of the demands they are able to meet. Kaniki (1987:219) noticed that whichever evaluative technique might be used, the purpose of evaluating a collection seems to outweigh the technique itself and thus "the end [must] justify the means".

Hernon (1996:171), in his editorial in the *Journal of Academic Librarianship*, asserts that service quality is essential "to regain lost customers and serve never-gained customers." He believed that,

service quality goes beyond reference service and views the entire library as an interlocking network, with each unit contributing to the well-being of the organisation and meeting of the mission and the service vision" (Hernon 1996:171).

Whitlatch (1992) believed that any service innovations must be systematically evaluated from two perspectives: library staff and library customers. Service quality to the user is the primary criterion for judging effectiveness. Otherwise there is no point in library services. Libraries run the risk of reforming service just for the sake of change, to enhance their prestige, or to be in fashion with the latest technology, rather than to

provide the best possible service quality to the customer. "To determine the best service quality", Whitlatch (1992) asserts that "the librarian has to come close to the customer".

One cannot evaluate a collection in isolation but only in terms of its value to users of the library. Lancaster (1988:17) perceived the idea as being true if one accepts the fact that books are "for use" rather than "for collecting", as laid down in Ranganathan's "Five Laws of Library Science".

### **2.3 Library users' needs**

Library users utilise library services that are made known and available to them. The use of services and resources is stimulated by the desire to satisfy information needs. Baker and Lancaster (1991:23) classified these needs into four major categories, namely obtaining one or more items whose existence is already known, obtaining items dealing with a particular subject, getting answers to specific factual questions and locating some unspecified item. As the published output of each subject discipline increases, and library budgets remain stagnant or shrink, demand-based or use-based collection development becomes almost mandatory (Britten and Webster, 1992:238).

Walters (1995) emphasized the importance of researching customer needs through such steps as defining the question, determining the most appropriate data to the question, selecting a sample population, and interpreting the data. She further says, "The essential ingredient for customer service lies in the leadership and management philosophy of the organisation". She is of the opinion that good customer service does not just happen, but requires careful planning, training and implementation.

Millson-Martula and Menon (1995:34) stated that libraries continuously implemented new programmes and services with the hope that they would succeed in satisfying user needs. They pointed out that academic libraries had attempted to provide their users with information about their services on a consistent basis. According to the authors, their goal had been to provide relevant and high-quality service to users. They claimed that the element of service quality was still absent. That element was the incorporation of the

user's personal needs and expectations into the development of the service. This called for librarians to establish an ongoing relationship with their users in order to find out what the users needed and expected. Staff became listeners and were able to process user input on a continuous basis.

The purpose of the OCLC White paper (2002:7) on the information seeking habits of college students was "to describe the end-user market segment populated by college and university students and to present their views of successful information delivery". Suggestions and comments from students in response to a question concerning how the campus library could help with their study assignments:

- ❖ Make it easier to use and access library resources;
- ❖ Have more materials available - both print and electronic;
- ❖ Offer interactive maps, study tips and guides;
- ❖ Provide links to other library and research sites (OCLC White paper 2002:7).

Wagenheim and Reurink (1991) noted that customer needs constantly change and an organisation must take responsibility for tracking these changes. Gathering information from the customer should be continuous, formal and active. For the purpose of collecting information, library staff need training in customer satisfaction feedback systems, including skills in developing questionnaires, focus group techniques, mail surveys and conducting interviews.

Wall (1994:194) pointed out that if the quality of a library lies in its capability to meet the needs of the users, then the ratio of supply to demand will be an ideal indicator of the quality of a collection. Unfortunately, he goes on, many demands are unexpressed or unrecorded. Nonetheless, satisfaction-rate, the observed proportion of demands found by users, has been advocated as a serviceable measure of quality.

#### **2.4 Library users' opinions and perceptions of library services**

The employment of user opinions, according to Lockett (1989:11-12), is a procedure that requires a survey of user or user groups, obtaining verbal or written responses in



interviews or questionnaires or both. The goal of a user survey is to determine how well the library meets the users' information needs. The survey relates directly to the needs of the users and thus the goals and objectives of the library. Information from the user survey is not limited to existing data, such as circulation studies, but should also reflect changing trends and interests of the users through direct feedback from the users.

Davies and Kirkpatrick (1994) showed how opinions of users could be collected in order to improve library services. The results of their "Library Quality Survey" gave a clear indication of the usefulness of collecting user opinions in helping to advance quality improvement. Further analysis of data led to the identification of the key service dimensions and their relative influence on users' judgements of library quality. The dimensions were: library staff efficiency and effectiveness, library rules, photocopying facilities, the computer system, the book or journal collection, the environment, library information, the availability of stock and the noise levels.

Doyle (1995:140) stated that scrutiny of the quality of a library service was a crucial part of the drive for high standards and value for money. Librarians need to be able to assess the quality of services and the perceptions of users form an important part of this assessment. The study of Doyle (1995) described the development of a reliable, short questionnaire, the Perception of Library Service Questionnaire (PLSQ), to measure the students' perceptions of, and satisfaction with, the quality of service in an academic library. This formed part of a wider study to evaluate student awareness and use of library services and staff support. A final sixteen-item PLSQ emerged which produced consistent responses and which appeared to measure satisfaction with staff helpfulness and physical conditions in the library and perceptions to finding information and knowledge of other services.

## **2.5 Library users' expectations**

According to Parasuraman, Berry and Zeithaml (1991), users made the judgement of quality by assessing the extent to which an actual service met, or exceeded, their expectations for an excellent or superior service. Edwards and Browne (1995:163)

defined a high level of quality as one in which there was perceived congruence between what clients expected and what they received, or the perceptions of service quality exceeded expectations.

Academic libraries must be able to describe their services with the following equation: service performance > expectations (Millson-Martula and Menon 1995:36). The key term in this equation was expectations. According to Zeithaml, Parasuraman and Berry (1990:19), expectations were the standards against which a firm's performance should be judged. Millson-Martula and Menon (1995:36) defined expectations as assumptions about the likelihood of something occurring. Coupled with these assumptions was the acknowledgement that the outcome might not be as expected. More concisely, expectations reflected anticipated performance. According to Herbert (1994:13), a user was likely to establish two service levels. The first was the desired service level that the user hoped to receive. The other was the adequate service level which consisted of the service that the user would find acceptable. When a user did not have a clear understanding of what options existed, expectations were likely to be appreciably lower.

## **2.6 Library user satisfaction**

Blom (1983:5) felt that one of the criteria for the effectiveness of an information service that has, as a major objective, meeting the demands of users is user satisfaction. He further stressed that, in user satisfaction, the user expresses his/her information needs in terms of his/her wants and these are based on his/her personal preference and the subjective expectations she/he has of an information service. He also notes that the variables that play a role in user satisfaction are those that have to do with the personal attributes of the user, such as his/her background, experience, motivation, abilities and environmental factors that affect the user as a person (Blom 1983:7).

According to Kaniki (1995:15) the question of satisfaction of an individual regarding information needs depends on whether the person is information alert or information poor. The person who is aware of the availability of information can use "criteria such as accuracy of information, timeliness of the information, time spent in accessing and

using information and other factors". The person who is information poor will be satisfied with the information provider as long as information has been provided and assistance rendered (Kaniki 1995:15).

Oliver (1981) believed that the degree of user satisfaction is determined by a four-step process. First, users acquire initial expectations, that is the beliefs that a service will achieve a certain level of performance. These expectations are formed prior to service delivery and pertain to the anticipated future performance of the service. In the second stage of the process, users experience the service and form perceptions, which are then compared with their previously conceived expectations. As a result, expectations are either confirmed (when a service performs as expected), negatively disconfirmed (when the service performs more poorly than expected) or positively confirmed (when the service performs better than expected). During the third step of the process the perceived disconfirmation determines the level of satisfaction. Therefore the user will be satisfied with the service only if it meets or surpasses his or her expectations. Finally, the level of satisfaction determines intentions for further use and whether or not the user will continue to use the service. In the context of an academic library, user satisfaction results from comparing the library service encounter with what is expected.

The value of subjective user evaluation of library service as an indicator of library performance has been subject of considerable controversy over a long period of time. In an extensive study of user satisfaction with public library services, D'Elia and Walsh (1983) investigated the common assumption that user satisfaction is an indicator of library performance. They then demonstrated that, in a public library at least, the library will be used whether or not the service is considered to be of high quality. User satisfaction, they concluded, is not closely related to the use of the library. They found that behaviour towards the library is apparently more enigmatic than previously assumed and it was even doubtful whether future public library use could be affected by the manipulation of library services (D'Elia and Walsh 1983:128-131).

The primary purpose of a study undertaken by Ciliberti *et al.* (1987:513) was to determine what was needed to be done to improve library services at William Patterson College Library in 1985. The study reports on the findings of a study modelled after Saracevic, Shaw and Kantor's efforts to identify and quantify the causes of user' failure to identify and locate library materials. Ciliberti *et al.* (1987) modified the Saracevic, Shaw and Kantor model at William Patterson College. The principal modifications were an expansion of the steps or branches involved in known-item searches and the addition of a parallel series of branches involved in the successful completion of subject searches. Other sources of error were also indicated, for example, the academic status of the user. Recommendations were made concerning the inclusion of status information, i.e. whether a title is in circulation, at bindery, or on the shelf. The researchers analysed patron-reported and librarian-observed subject and known item searches and found an overall success rate of only 54%. The problems that led to a 46% failure rate were analysed by source and type of failure and subjective observations concerning problems encountered by patrons were recorded.

Andaleeb and Simmonds (1998) tested an alternative model of customer satisfaction with academic libraries. Although no attempt was made at replication, the authors borrowed from earlier studies, relying to a great extent on service quality literature. The results of this study suggested that academic librarians focused on two major elements, namely resources and demeanour. They claimed that a "rescue strategy" was important because academic library users frequently use their libraries to find solutions to their academic problems and needs. They stressed the need for academic librarians to continuously monitor the academic environment in order to provide customer-focused services. The findings of the study also suggested that library users, especially students, accorded significant importance to the demeanour of the library staff. The user-based model developed in their study supported and strengthened the need to provide high quality services to academic library users. The need to provide such services was based not only on what customers wanted but also on the experience of many library professionals who had long known about these needs.

According to Millson-Martula and Menon (1995:37), the library environment involved three elements: user expectations, library performance and user satisfaction. They further claimed that when undertaking research concerning customer satisfaction, evaluating the quality of services rendered, or implementing actions enhancing the level of customer satisfaction, academic libraries needed to keep in mind the key target, that is the research should only focus on the academic library users. They further suggested that academic librarians must first identify who their primary customers were. They could then learn the needs and expectations of their customers, as well as evaluate the level of customer satisfaction with library services.

Nitecki (1996) believed that quality is not assessed by the library's collection. It must not be measured by the size of the library's holdings and various counts of its use. New ways to evaluate libraries are needed. He believes that identifying new ways to perceive quality and to monitor its attainment are current challenges for academic libraries.

#### **2.6.1. Complexities of user assessment**

In spite of advocacy for user surveys, it is important to note that the literature emphasizes the complexities of assessing perceptions, expectations and attitudes of users regarding library services. Carley (1988) reported on this difficulty of relating client satisfaction to efficiency or effectiveness and indicates that users can be dissatisfied with a completely adequate service because of a variety of unmet needs which the service was never designed to meet. A Newcastle-upon-Tyne (1985) library service report emphasizes this and claims that "A good service assessed by any objective standard might forever be unfavourably perceived because expectations are inappropriate." Sanford (1989:30) stated that customers may not always have understood the policies and procedures under which a library operated. Furthermore, customers may not have realized that such policies and procedures could be essential to the library's survival. This could lead library users to have unrealistic expectations, which, if not adjusted, would result in customer dissatisfaction.

Tagliacozzo (1977:243) introduced the concepts of usefulness and helpfulness and concluded,

the judgement of some users reflects their general opinion of the potential usefulness of the systems rather than specific appraisal of the service rendered to them. The author believes that objectivity of an evaluation is often lost when patrons are directly approached and asked about the service.

The Task Force on Academic Library Outcomes Assessment Report (ACRL 1998) specifically considered "simple satisfaction as a facile outcome", as it frequently may be "unrelated to more substantial outcomes" associated with the missions of libraries and their institutions. According to Nitecki and Franklin (1999:484), user satisfaction may or may not be related to the value or the performance of a library. In a study of how effective students perceive their academic library to be, McCarthy (1995:226) found that the sources of students' satisfaction and dissatisfaction may be same: if they were satisfied, they were satisfied with the materials that they were able to locate and find; those who were dissatisfied, were dissatisfied with their ability to find materials and with the lack of available materials. D'Elia and Walsh (1983:128) pointed out that "users will be satisfied with services regardless of whether they regard them as particularly good".

## **2.7 SERVQUAL and LibQUAL<sup>TM</sup> surveys**

To implement the concept of service quality within the context of academic libraries, several authors have turned to marketing literature. Coleman *et al.* (1997), Hernon and Calvert (1996), Nitecki (1996) and White and Abels (1995) have conducted research on this. In these studies, the use of the SERVQUAL, a service quality survey created by Parasuraman, Berry and Zeithaml (1988) to measure the library service quality, was prominent. These authors were of the opinion that five SERVQUAL dimensions could influence the overall satisfaction of customers.

Heath *et al.* (2003) define the SERVQUAL dimensions as the following:

- ❖ Reliability, that is, ability to perform the promised service dependently and accurately.

- ❖ Assurance, that is, knowledge and courtesy of employees and their ability to inspire trust and confidence.
- ❖ Empathy, that is, the caring, individualized attention the library provides to its users.
- ❖ Responsiveness, that is, willingness to help users and provide prompt service.
- ❖ Tangibles, that is, appearance of physical facilities, equipment, personnel and communications materials.

Although the SERVQUAL instrument was relatively widely used, there were drawbacks and it became obvious that a better instrument was needed which was especially designed for use in libraries. The Association of Research Libraries (ARL), in partnership with Texas A&M University libraries, developed the LibQUAL<sup>+TM</sup> survey instrument. It is a Web-based instrument which measures users' perceptions of library service quality. It has been developed and tested over a few years. By June 2003, this survey had been completed by almost a quarter of a million respondents from four countries, using three languages and representing seven different library types (Askew 2004:xxi). The *Library Trends* Spring 2001 issue of Volume 49 was devoted to "Measuring service quality" and reported on some of the first findings of the LibQUAL<sup>+TM</sup> survey. In one of the articles, Cook and Heath (2001:548) described the interviews conducted with users of research libraries in North America. They reported that "the interviews provided a rich pool of information about the user's own behaviours, their perceptions of what a library should provide, and their interactions with that important resource as they pursued their diverse objectives at their respective universities"(Cook and Heath 2001:548). In 2004 the *Journal of Library Administration* titled its Volume 40 (Numbers 3 and 4) "Libraries act on their LibQUAL<sup>+TM</sup> + findings: from data to action". This was filled with reports of positive outcomes from the implementation of this survey.

## **2.8 User studies from Africa and South Africa**

Of great relevance to user studies in South Africa is the one conducted by Niyonsenga and Bizimana (1996) on "Measures of library use and user satisfaction with academic

library services". They evaluated library activities and services at the libraries of the National University of Rwanda. The major problems found were: the lack of trained staff at the information counter, the lack of efficient reference services, the need for recent journals, the lack of photocopier services, the need for a well-organized circulation service and the lack of functional schedules. They stressed that this is the case with most university libraries in developing countries (Niyonsenga and Bizimana 1996).

Swanepoel's (2003:126-132) study had direct links to the present study and serves as a useful comparison. He conducted a survey at a technikon satellite library of Technikon Pretoria in the Mpumalanga province of South Africa. The purpose of the survey was to determine the extent to which under-graduate students found library services, facilities and information services either easy or difficult to use; and secondly to determine whether students who received library instruction found the library's services easier to use than students who did not.

The library activities that were covered in the study were common in most academic libraries, for example the use of photocopiers; borrowing of books; getting assistance from library staff; finding their way in the library; obtaining information from the library staff; using multimedia; and using the online computer catalogue. The results revealed that the largest number of students regarded photocopiers easy to use, while the smallest number of students regarded the online computer catalogues easy to use. More than half of the respondents indicated that they did not use the online computer catalogues. A possible explanation for this situation, according to Swanepoel (2003:129), could be that "using the online computer catalogue demands far more knowledge and skill than any other activities listed above". The survey showed that students who received library instruction did not necessarily find the library's services, facilities and information sources easy to use. Swanepoel (2003:130) concluded that further research is needed to reach more definite conclusions about the influence of library instruction, lack of space and high levels of noise on the ease of use of library services, facilities and information sources.



Dalton (1992) developed a quantitative user satisfaction instrument to evaluate user satisfaction levels with the quality of service provided by the subject reference division of the University of South Africa Library. She advocated that the effectiveness of a library and information service be judged in terms of outputs, which comprised the products and services generated by library activities. She claimed that since the user was the direct recipient of the library's outputs, it was meaningful to include some form of measure which reflected the user's perceptions about the extensiveness and effectiveness of the outputs received from the service.

Breakfast (1997:19) believed that a survey on availability, for example, may include all users of the library, or it may focus on a sample of these users, as was done in the present study. Availability studies include catalogue use studies and shelf availability studies. The two work hand-in-hand, because they involve the probability that the user will find the book on the shelves of the library if he has identified an entry for it in the library catalogue. The catalogue is therefore the most important guide to a library's collection. The catalogue helps to show whether the library owns an item on a specific subject, and items whose identity is known, either by author or title, and to indicate where items can be found in the library. Breakfast's study was useful, as it was undertaken in a similar institution of higher education, in the same region as the present study.

Of significance to the present study was a survey conducted by De Jager (1991a:143) at the University of Cape Town (UCT), to establish to what extent the library services at the university had supported its research activities. It was found that certain significant differences existed in the way in which the members of the Arts and Science Faculties approached the library for research purposes and used the library support services. Differences also existed in the extent to which research material required by the researchers had been available in the library system.

The study discovered that Arts Faculty researchers preferred to use the library catalogue, or browsed in the library, rather than using printed bibliographies and indexes to find literature on proposed topics of interest. Science Faculty researchers used Interlibrary

Loan (ILL) more readily, or obtained preprints or reprints during those preliminary stages, but were less likely to own or purchase the material for themselves. Science Faculty users were more likely to find much of the material they needed available in the library at UCT. Researchers from both faculties found that reading the professional literature was most important in finding out about a proposed area of research and preferred to find references to published information by themselves. Both groups visited other institutions for information not locally available and used informal channels, such as correspondence, telephone calls and telefax, as aids in searching for information (De Jager 1991a:147).

Loopuyt, in De Jager (2002:144), conducted a project concerning computer facilities available in the library at UCT. The study investigated the services provided by the computer facility within the library known as Knowledge Commons. She interviewed third-year students working in the Knowledge Commons. She found that students preferred the Knowledge Commons to all the other computer laboratories on campus, because of its location in the library and the total package of reference sources, learning support, technical assistance and printing facilities that it offered. It was further discovered that students liked the group study rooms, each with a computer, where they could work together. In spite of sometimes having to wait in line for some time before a computer became vacant, the queuing students were prepared to tolerate a student leaving a computer workstation to hurry into the library to fetch or find something and return to the workstation.

Although the study by Webster (2000), on "An investigation into the possibility of mainstreaming library user education into the curriculum of the Engineering Faculty of M.L. Sultan Technikon", is not directly related to the present study, she emphasized that the library orientation/user education aspect is one of the important library activities that have a direct impact on the use of library services. She observed that "one of the disadvantages attached to the library tour (orientation) is that the group of students are often too large and there is not enough staff to allow for small groups". She stated that with groups or classes, students are unlikely to see everything that is pointed out and are

unable to hear the librarian. She claimed that for user education to benefit the user it must be presented incrementally and at the time of need.

## **2.9 Summary of the chapter**

In Chapter 2 literature related to the present study was reviewed. A background to user evaluation was given and various studies relating to users' perceptions, opinions, needs, expectations and satisfaction were discussed. Survey instruments such as SERVQUAL and the more recent LibQUAL<sup>+TM</sup> survey were briefly outlined. The relevant African and South African studies were discussed towards the end of the chapter. It emerged that new ways to evaluate libraries are needed and these new ways to perceive of service quality and to monitor its attainment are the current challenges for academic libraries.

Where relevant, significant points identified in the literature will be utilised in the interpretation of the results.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

Chapter 3 explains the research design and methodology that was used to investigate the students' perceptions of the library services on the Butterworth campus of the ECT.

### **3.1 Research design**

According to Durrheim (1999:29), a research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Sellitz, Jahoda, Deutsch and Cook, in Terre Blanche and Durrheim (1999:29), described research designs as "plans that guide the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure". Bless and Higson-Smith (1995:63) simply defined it as the planning of any scientific research from the first step to the last step.

The present study was designed to investigate the third-year students' perceptions of the library services on the Butterworth campus of the ECT in South Africa. It was designed as a descriptive type of survey, using a self-administered questionnaire as the method of collecting data.

### **3.2. Research methods used**

This section discusses the choice of methodology that was used in the present study. The strengths of the survey are also discussed.

#### **3.2.1. Choice of methodology**

Busha and Harter (1980) claimed that, since library and information science is closely related to social and behavioural sciences, it is appropriate to employ a methodology that is used in social science research. The method that was considered suitable for the present study was the descriptive survey.

### **3.2.2. Descriptive survey**

Gay (1976:123) defined the survey method as the collection of data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study. In other words, it enables one to collect the data necessary for answering the research questions and dealing with the research objectives. Babbie (1995:257, 2001:268) claimed that it is the best method to collect original data for describing a population too large to observe.

The descriptive survey method is defined by Anderson (1998:100) as,

any approach that attempts to describe data qualitatively or quantitatively and it also provides the opportunity for the researcher to collect the required information over a short period of time.

Babbie (1995:276) added that the survey method is economical because of the large amount of data that can be collected within a specific period of time. The most significant advantage of user surveys, according to De Jager (2002:140), is that they provide direct feedback from library users on their perceptions of the benefits they received from using library services or resources.

The researcher chose the survey method as the most appropriate to investigate ECT third-year students' perceptions of library services. The questionnaire was found suitable because it is an instrument designed to get personal views, feelings and attitudes which could have been biased in an interview situation. Leedy (1993:187) asserts that "sometimes data lie buried within attitudes, feelings or reactions of people". To extract these, there is a need to devise a tool to probe below the surface. He believes that a "common-place instrument for observing data beyond the physical reach of the observer is the questionnaire". Rubin and Babbie (1997:346-347) concur that "surveys are also excellent vehicles for measuring attitudes and orientations in a large population".

### **3.3 Size and characteristics of the population**

The research was carried out in mid-September 2003 at the Butterworth campus of the ECT among third-year students in all the faculties, namely the Faculty of Engineering,

Faculty of Business Sciences and Faculty of Applied Technology. The total number of third-year students was 986. This number was made up of full-time and part-time students.

A computerised list of all the third-year students at the main campus in 2003 was obtained from the students' Registration Office.

**Table 3: Total distribution of third year students by faculty**

Faculty	Total No.	Sample	Percent
Faculty of Engineering	368	101	37
Faculty of Business Sciences	449	126	46
Faculty of Applied Technology	169	47	17
Total	986	274	100

Source: ECT Registration: Student statistics, 2003.

### **3.4 Sampling procedure**

According to Terre Blanche and Durrheim (1999:274), "all empirical research is conducted on a sample of cases, which may be individuals, groups, organizations or archive documents". Sarantokas (1998:139) pointed out that,

sampling enables the researcher to study a relatively small number of units in place of the target population, and to obtain data that are representative of the whole target population.

Since the population from which the sample of students was drawn did not constitute a homogeneous group, as it comprised third-year students from different faculties, a proportionate stratified random sampling was used. This was obtained by separating the population elements into distinct groups of strata and then selecting a sample from within each stratum (Kothari 1990:70).

For the purposes of this study, the population was divided into three strata, the Faculties of Engineering, Business Sciences and Applied Technology. A population size of 986

would require a sample size of 274 (Powell (1985:80). This sample was approximately 28% of the total number.

The advantage of using proportionate random sampling is that one draws the percentage from each stratum and this gives an equal chance of selection of all cases. That is, the numbers of elements were drawn from the various strata independent of the size of the stratum. This helped to prevent the researcher from securing an unnecessarily large volume of information from the most prevalent group in the population. After determining the strata, a simple random sample was taken from each stratum and the subsamples were combined to form the total sample.

### **3.5 Instrumentation**

The survey method uses three basic techniques to elicit information from the respondents: self-administered questionnaires, personal face-to-face interviews and telephone interviews.

The researcher chose the questionnaire as the most suitable technique to gather data mainly because of the nature and characteristics of the population which was made up of all the third-year students in an academic institution. Advantages that make the questionnaire an attractive technique in research is that the questionnaire is lower in cost than the other techniques mentioned above; it offers greater anonymity to respondents and makes access to respondents easy. In studies similar to the present one the questionnaire was used with success. Baker and Lancaster (1991:127) concur that the use of a questionnaire in studies of this nature is considered the best way to measure the in-house use of a collection. In summary, questionnaires are easy to administer and they enable respondents to feel at ease to answer questions, even of a personal nature, so that they can be more forthright and honest.

The questionnaire also has some disadvantages. Standardized questionnaire items often represent the least common denominator in assessing peoples' attitudes, orientations, circumstances and experiences (Babbie 2001:268). It eliminates personal contact between

the researcher and the respondent. It therefore does not permit the respondent to seek clarification in answer to ambiguous questions and there is the possibility that those who have strong opinions regarding the subject of a questionnaire are more likely to be sufficiently motivated to complete and return it (Powell 1985:91, and Baker & Lancaster 1991).

In terms of the types of questions that can be asked, closed questions provide standard answers, which are easy to code and analyse. Closed questions enable the respondents to complete the questionnaire with ease and within a short space of time, by selecting one of the appropriate answer categories, where multiple choices are given. Newell (1993:101) pointed out that the advantages of closed questions (or limited option questions as they are called) are that "they can be pre-coded and responses can easily be entered in a computer, saving time and money" and that they "are less time-consuming for the respondents to complete". In addition, open-ended questions were used to allow respondents to give their views and provide detailed answers which would have been omitted by the closed questions.

The choice of closed and open-ended questions was made with full awareness of the disadvantages they pose. The closed questions may lead the respondent to guess the answer at random, while open-ended questions may result in the provision of irrelevant information (Newell 1993:101). In the present study, the researcher used both closed and open-ended questions.

### **3.5.1. Categories of information**

The questionnaire covered a number of areas and issues regarding the ECT library:

- (i) Extent of awareness and usage of services and resources available in the ECT library.
- (ii) Degree to which students of ECT were satisfied or dissatisfied with the available library services and resources.



### **3.5.2 Structure of the questionnaire**

The questions reflected the research objectives of the investigation. Data on the major research areas were collected.

The questionnaire was divided into nine sections, with 40 questions. It consisted of seven pages.

**Section A:** required the respondents to provide biographical data, e.g. gender, full-time or part-time, faculty registered for, number of years at ECT, student residence.

**Section B:** gathered general information about library usage.

**Section C-E:** gathered information about access to materials, the currency and arrangement of materials in the ECT library, and information on staff attitudes towards library users.

**Section F-I:** gathered information regarding the extent of students' awareness of library services and resources, the use and non-use of services such as OPAC, photocopying services, short-loan services and services in the electronic room and reasons for non-use of these services.

**Question forty:** requested respondents to give comments and suggestions on how to improve the quality of the resources, facilities and services offered by the ECT library.

Throughout the questionnaire there are "yes or no" options and "strongly agree-strongly disagree" options.

**Question thirty six** was the only question where the respondents' choice ranged from "very difficult to very easy". The respondents were asked to elaborate on their reasons for choosing either "yes or no" answers to this question.

### **3.6 Pre-testing the questionnaire**

Babbie (2001:250) states that “no matter how carefully researchers design a data-collection instrument such as a questionnaire, there is always the possibility- indeed the certainty- of error, they will always make some mistakes, an ambiguous question, one that people cannot answer”. Babbie (2001:200) suggests that “the surest protection against such errors is to pre-test the questionnaire in full or in part”. According to Dane (1990:127), “pre-testing gives the researcher the opportunity to fine-tune the instrument.” In the present study, pre-testing the instrument seemed necessary for refining the relevance and clarity of the questions asked.

Babbie (2001:250) suggests that “pre-testing should be done to people to whom the questionnaire is at least relevant”. Five third-year students at the Unitra campus in Butterworth were used as the sample for pre-testing. The pre-test took place a week before the actual distribution to the target population at the Butterworth campus of the ECT.

Saunders, Lewis and Thornhill (2000) gave a detailed summary of the issues that should be observed in pre-testing:

- ❖ The clarity of the questions;
- ❖ Whether the layout of the questionnaire was clear and attractive;
- ❖ The correct spelling, wording and numbering of the questions;
- ❖ Detecting unclear and ambiguous questions;
- ❖ Omission of relevant questions that ought to be asked;
- ❖ Whether or not there were any questions that the respondents were uneasy in answering; and
- ❖ Any other comments that the respondents noted.

In the light of these, minor changes were made to the questionnaire such as fewer items, and some re-wording was necessary. There was one question that respondents did not understand. It was re-worded to make it easy for them to understand without losing the meaning of the question.

### **3.6.1 Procedures**

- (i) Permission to conduct research into library services at ECT library on the Butterworth campus was requested in writing from the former Technikon Library Manager, Mrs P.P. Matshaya, and permission was granted.
- (ii) Permission was also sought from and granted by the lecturers teaching third-year students to administer questionnaires during their teaching time.

### **3.6.2 Distribution of the instruments**

Respondents were given a questionnaire accompanied by a covering letter explaining the purpose of the study. The researcher stressed the importance of the study, both to the ECT, the respondents themselves and to the researcher. Confidentiality was guaranteed.

The questionnaires were hand-delivered by the lecturers of the third-year students during lecture times. Ndundane (1999:49), having used the same approach, gave the reason for this, saying that, "leaving questionnaires in the library would not have reached those who rarely used the library and those who may have had the most negative perceptions of its services". Furthermore, distributing the questionnaires in the library would have made it difficult to identify the third-year students at the ECT.

Some lecturers allowed the researcher to distribute and explain the questionnaire to students for ten minutes before starting lectures. Laboratory assistants helped in the administration of the questionnaires, as the ECT students have to attend tutorial sessions in the laboratories.

Questionnaire distribution took place in mid-September 2003, before the third-term holidays. This was regarded as the best time for data collection, because class attendance was very high, as most students were preparing for their last tasks before the final examination.

In the present study it was planned that the questionnaire would be administered for two weeks, but it took much longer than that. The whole exercise was extended into the first

two weeks of the fourth term. The researcher had to follow up several times with the lecturers and tutors to retrieve the completed questionnaires.

### **3.6.3 Response rate**

According to Gay (1976), monitoring the response rate is an important activity in the data collection phase of survey research. Response rates can vary significantly. Rubin and Babbie (1997:352) pointed out that overall response rate is one guide to the representativeness of the sample respondents. According to these authors, "if a high response rate is achieved, there is less chance of significant response bias than if a low rate is achieved". They believe that a response rate of at least 50% is usually considered adequate for analysis and reporting. A response rate of at least 60% is good and a response rate of 70% is very good (Rubin and Babbie 1997:352).

In the present study, 274 questionnaires were distributed. Of these, 220 questionnaires were returned. This was 80% of the total number of questionnaires distributed. This would be regarded by Rubin and Babbie (1997:352-353) as a relatively high response rate for a survey of this type.

### **3.7. Data coding**

Once the categories had been established and data assigned to these categories, it was necessary to convert the new data or responses to numerical codes, so that they could be tabulated (Powell 1985:148). These codes were, in turn, assigned to specified locations in data files, to facilitate the data analysis by computer.

### **3.8 Data analysis**

The role of analysis is to assemble data together in a meaningful way, to enable researchers to interpret or make sense of it (Wilkinson 2000:77). Data was analysed in order to describe the characteristics of the units of analysis, make predictions about specific relationships and to test associated relationships. Before coding, data was evaluated. The purpose was to check for completeness, comprehensibility, internal consistency, relevance and reliability (Powell 1997:63). For example, it was ascertained

whether or not there was an answer to every question. Data reduction relating to open-ended questions was initially done manually, using content analysis which, according to Gay (1981:137), is a method of analysing the qualitative description of the composition of the object of the study.

In the present study the data from the questionnaire was coded as a data file for analysis, using the SPSS®. A combination of content analysis and qualitative coding was used to interpret the responses to open questions. Fielding (1993:227) described the method of qualitative coding (compared with the quantitative coding used for limited option questions) that can be used to interpret the responses of open questions. The method consists of two steps. The first involves identifying different concepts as they appear in the responses to questions in the set of questionnaires. The second step involves the sorting of concepts into categories.

### **3.9 Summary of the chapter**

Chapter 3 described the choice of research methods used in the study, as well as the data collection instrument. It described the population and the procedures used to draw the sample. Distribution of the instruments, data coding and data analysis were discussed. Chapter 4 reports on the survey results.

## **CHAPTER FOUR: RESULTS OF THE STUDY**

### **4.0 Introduction**

The purpose of chapter 4 is to list in table format and to describe the responses to the questionnaires distributed to the respondents. As mentioned in the previous chapter, out of 274 questionnaires distributed, 220 were returned, resulting in a response rate of 80%.

### **Notes**

1. The figures in brackets reflect the percentages.
2. N denotes the number of respondents who were asked a particular question.
3. The respondents did not answer all the questions in the questionnaire. Where questions were not answered, missing values were given in the “no response” category of the table.
4. In questions where answers require a degree of agreement, that is “Strongly agree”, “Agree”, etc., the responses indicating agreement were combined, irrespective of the degree. The levels of degree were discussed separately, to indicate the level of agreement of the respondents to that question.
5. In all cases, the figures have been provided to the first digit after the decimal point.
6. In some cases, the respondents were allowed to indicate more than one response hence the percentages exceed 100%.
7. Information regarding faculty and gender has been reflected in certain tables, when this information was regarded as relevant.

### **4.1 Demographic data**

The results indicate that there were more females than males who participated in the study. Table 4 represents the gender distribution of the respondents.

**Table 4: Gender distribution of respondents**

<b>Gender</b>	<b>Frequency N=220</b>	<b>Percent</b>
Male	97	44.1
Female	115	52.3
No response	8	3.6
<b>Total</b>	<b>220</b>	<b>100</b>

The results indicated that there were 115 (52.3%) females and 97 (44.1%) males who participated in the study.

**Table 5: Full-time or part-time students**

<b>Full-time or part-time</b>	<b>Frequency N=220</b>	<b>Percent</b>
Full-time	192	87.3
Part-time	25	11.3
No response	3	1.4
<b>Total</b>	<b>220</b>	<b>100</b>

Most of the respondents (192 or 87.3%) were full-time students at the ECT on the Butterworth campus. Only 25 (11.3%) were part-time students.

**Table 6: Faculty distribution of respondents**

<b>Faculty</b>	<b>Frequency N=220</b>	<b>Percent</b>
Faculty of Engineering	68	31
Faculty of Business Sciences	106	48.1
Faculty of Applied Technology	46	20.9
<b>Total</b>	<b>220</b>	<b>100</b>

Table 6 illustrates that the Faculty of Business Sciences constitutes 106 (48.1%), Faculty of Engineering 68 (31%) and Faculty of Applied Technology 46 (20.9%) of the respondents.

**Table 7: Number of years at ECT**

Number of years at ECT	Frequency N=220	Percent
Two years	4	1.8
Three years	174	79.1
Four years	30	13.6
Five years	4	1.8
No response	8	3.6
<b>Total</b>	<b>220</b>	<b>100</b>

The majority of the respondents were at the Technikon for three years. These constituted 174 (79.1%) of the respondents. Four (1.8%) students were at the Technikon for five years.

**Table 8: Resident on campus**

Resident on campus	Frequency N=220	Percent
Yes	118	53.6
No	99	45
No response	3	1.4
<b>Total</b>	<b>220</b>	<b>100</b>

The table revealed that 118 (53.6%) of the respondents resided on campus and 99 (45%) did not reside on campus.

## 4.2 General usage

**Table 9: Usage of ECT library**

Use of library	Frequency N=220	Percent
Yes	218	99.1
No	2	0.9
<b>Total</b>	<b>220</b>	<b>100</b>

Almost all the respondents (218 or 99.1%) used the ECT library. Only two (0.9%) of the respondents did not use the ECT library.



#### 4.2.1 Reasons for non-use of the ECT library

Two students indicated that they did not use the ECT library. One student did not use the Library because students do not have a place to study as a group. Librarians discourage group studying because students make noise. The other student indicated that there were not enough books and prescribed textbooks in the library. The student further indicated that the library opens late and closes early and thus they do not have time to use it. Table 10 illustrates the frequency of usage of the library by the respondents.

**Table 10: Frequency of library use**

Frequency of use	Frequency N=218	Percent
Every day	52	23.8
Two to five times a week	95	43.6
Once a week	21	9.6
Few times a month	38	17.4
Once a month	6	2.8
Less than once a month	3	1.4
No response	3	1.4
<b>Total</b>	<b>218</b>	<b>100</b>

Ninety five (43.6%) of the respondents used the library between two and five times a week. Only three (1.4%) of the respondents used the library less than once a month.

Table 11 illustrates the seven facilities that are offered by the library. The respondents indicated the services and facilities that they are aware of.

**Table 11: Awareness of library services**

Awareness of library services	Frequency N=218	Percent
Photocopying	198	90.8
Borrowing books, journals and other materials	179	82.1
Short-loan service	175	80.2
Study space	134	61.5
Reference section	77	35.3
Electronic room	25	11.5
Inter-library loan	1	0.5

Multiple responses given.

It should be noted that due to multiple responses and choices the number of frequencies exceeds the total number of respondents as the students were asked to tick facilities and services they were aware of in the library.

The photocopying service was known by 198 (90.8%) respondents; followed by the borrowing of books, journals and other materials (179 or 82.1%). The services the students were least aware of were electronic room (25 or 11.5%), and Inter-library loan (1 or 0.5%).

**Table 12: Participation in library first-year orientation**

First-year library orientation	Frequency N=218	Percent
Yes	126	57.8
No	92	42.2
<b>Total</b>	<b>218</b>	<b>100</b>

Slightly more than half (126 or 57.8%) of the respondents participated in library orientation in their first-year of study.

Eighty (63.4%) of these respondents gave reasons why they believed that library orientation was beneficial. Table 13 summarises the results.

**Table 13: Benefit from library orientation**

Benefit from orientation	Frequency N=80	Percent
I know how to operate the photocopy machine and borrow books	24	30
Yes, I now know that I can borrow books from the library	21	26.3
It taught me to be aware of library rules and to use the computer	20	25
Library orientation provided me with information relevant to my studies	11	13.7
I know how to look for information in computer and in the library	2	2.5
I gained little information especially with regard to how to search books from the OPAC.	2	2.5
<b>Total</b>	<b>80</b>	<b>100</b>

Twenty four (30%) of the respondents indicated that they now know how to operate the photocopying machines and 21 (26.3%) of them mentioned that they now know about operating the machines and that they can borrow books from the library. Twenty (25%) of the respondents mentioned that library orientation taught them to be aware of library rules, and 11 (13.7%) reported that library orientation provided them with information relevant to their studies.

**Table 14: Continuation of library orientation programme for first-year students**

<b>Library orientation for first-year students</b>	<b>Frequency N=126</b>	<b>Percent</b>
Yes	113	89.7
No	13	10.3
<b>Total</b>	<b>126</b>	<b>100</b>

The majority of respondents (113 or 89.7%) indicated that the library should continue offering orientation for first-year students.

**Table 15: Individual user instruction**

<b>Individual user instruction</b>	<b>Frequency N=218</b>	<b>Percent</b>
Yes	68	31.2
No	140	64.2
Don't know	1	0.5
No response	9	4.1
<b>Total</b>	<b>218</b>	<b>100</b>

Table 15 revealed that 140 (64.2 %) of the respondents have never had individual user instruction in the library.

### 4.3 Access and arrangement

This section discusses the results of questions 11-15 in the questionnaire.

**Table 16: Opening hours of the library**

Opening hours convenient	Frequency N=218	Percent
Yes	129	59.2
No	89	40.8
<b>Total</b>	<b>218</b>	<b>100</b>

Slightly more than half (129 or 59.2%) of the respondents found the opening hours of the library convenient.

#### 4.3.1 Suggestions for library opening hours

Eighty nine students said that the opening hours were not convenient. Out of the 89 students, 66 of them suggested the following opening hours: 41 (46.1%) suggested that the library should open at 08:00. Only six (6.7%) of the respondents felt that the library should open earlier than 08:00 but did not suggest the opening hours. There were only eight (8.9%) respondents who felt that the library should open for twenty four hours everyday, or at least during examination periods. There were those respondents (10 or 11.2%) who indicated that the opening hours should be extended, but did not indicate the opening hours.

**Table 17: Finding their way around the library**

Ease of finding way around the library	Frequency N=218	Percent
Yes	148	67.9
No	66	30.3
No response	4	1.8
<b>Total</b>	<b>218</b>	<b>100</b>

Table 17 illustrates that 148 (67.9%) of the respondents found it easy to find their way around the library.

**Table 18: Consistency of shelving of library materials**

<b>Consistency of shelving</b>	<b>Frequency N=218</b>	<b>Percent</b>
Very consistent	29	13.3
Consistent	107	49.1
Inconsistent	52	23.9
Very inconsistent	19	8.7
No response	11	5.0
<b>Total</b>	<b>218</b>	<b>100</b>

The shelving of materials in the library was found to be consistent by 136 (62.4%) of the respondents, with 29 (13.3%) of these indicating that the shelving of material is very consistent. Seventy one (32.6%) of the respondents found it inconsistent.

**Table 19: Overdue fines**

<b>Overdue fines too high</b>	<b>Frequency N=218</b>	<b>Percent</b>
Strongly agree	32	14.7
Agree	70	32.1
Disagree	83	38.1
Strongly disagree	23	10.5
Not sure	1	0.5
No response	9	4.1
<b>Total</b>	<b>218</b>	<b>100</b>

One hundred and two (46.8%) of the respondents agreed that the fines for overdue books are too high and 106 (48.6%) of them did not agree, as shown in Table 19 above.

**Table 20: Seating space in the library**

<b>Adequate seating space</b>	<b>Frequency N=218</b>	<b>Percent</b>
Yes	82	37.6
No	129	59.2
No response	7	3.2
<b>Total</b>	<b>218</b>	<b>100</b>

More than half of the respondents (129 or 59.2%) regarded the seating space in the library as inadequate.



#### 4.4 Library collection

This section discusses the results of questions 16-19 in the questionnaire.

**Table 21: Relevant and up-to-date book stock**

Relevant and up-to-date book stock	Frequency N=218	Percent
Yes	55	25.2
No	161	73.9
No response	2	0.9
<b>Total</b>	<b>218</b>	<b>100</b>

One hundred and sixty one (73.9%) of the respondents indicated that the library does not have a relevant and up-to-date book stock.

**Table 22: Relevant and up-to-date journals in subject area**

Relevant and up-to-date journals in subject areas	Frequency N=218	Percent
Yes	54	24.8
No	162	74.3
No response	2	0.9
<b>Total</b>	<b>218</b>	<b>100</b>

Almost three quarters (162 or 74.3%) of the respondents indicated that the library does not have relevant and up-to-date journals in their study areas. Only 54 (24.8%) of them indicated that the library has relevant and up-to-date journals.

**Table 23: Relevant non-print materials such as cassettes and videos**

Relevant non-print material	Frequency N=218	Percent
Yes	42	19.3
No	169	77.5
Not sure/Don't know	2	0.9
No response	5	2.3
<b>Total</b>	<b>218</b>	<b>100</b>

One hundred and sixty nine (77.5%) of the respondents indicated that the library does not have relevant non-print materials such as videos and cassettes. Some respondents (2 or

0.9%) were not sure or did not know of non-print materials that were relevant in their subject area.

**Table 24: Access to electronic databases such as SABINET**

Access to electronic databases	Frequency N=218	Percent
Yes	47	21.6
No	150	68.8
Don't know/ Not sure	3	1.4
No response	18	8.2
<b>Total</b>	<b>218</b>	<b>100</b>

One hundred and fifty (68.8%) of the respondents indicated that the library does not have the necessary access to electronic databases such as SABINET.

#### 4.5 Library staff

**Table 25: Library assistance to students**

People approached for library assistance	Frequency N=218	Percent
Librarians	102	46.8
Friends	76	34.9
Library monitors	40	18.3
Other (specify)	2	0.9

Multiple responses given

Some students ticked more than one category when asked who they would approach in the library. For instance, 102 (46.8%) indicated that they approach librarians for assistance. Friends (76 or 34.9%) are the second most popular source of assistance to library users, while library monitors are used for assistance by 40 (18.3%) of the respondents. It should be noted that library monitors are available for assistance in the electronic room.

**Table 26: Perceived attitude of librarians towards students**

Attitude of librarians	Frequency N=218	Percent
Good	75	34.4
Average	50	22.9
Bad	78	35.8
Don't know	3	1.4
No response	12	5.5
<b>Total</b>	<b>218</b>	<b>100</b>

Question 21, regarding the attitude of librarians to students, revealed a complete split in responses. Those students who felt that the attitude was good constituted 75 (34.4%), whilst those who regarded their attitude as bad constituted 78 (35.8%). There were respondents (50 or 22.9%) who felt that the attitude of librarians is average (that is, neither good nor bad).

#### **4.5.1 Students' comments with regard to attitude of library staff towards students**

Comments with regard to library staff's attitude towards students were varied and most of them were referred to library staff at the circulation desk. Some comments were encouraging and motivating whilst other comments were very negative.

Of the 78 respondents who perceived the librarians' attitude as bad, 69 (88.5%) of them were of the view that librarians need to undergo training on how to communicate with students because they lack communication skills. Seven (9%) students further felt that librarians' attitude is so bad in that they regard librarians as not being helpful and unapproachable at the help desk in particular. Library staff were perceived as practicing favouritism by two (2.5%) students.

As indicated in the above table, only 75 students perceived ECT library staff as having positive attitude towards students. 68 (90.7%) of these believe that staffs' attitude towards them is good but they are always under pressure at the help desk. Seven (9.3%) students indicated that the librarians are always friendly, and giving assistance when necessary.



#### 4.5.2 Inadequate staff service

Responses to question 22 were multiple, as respondents cited more than one section of the library service as being in need of attention. The responses were then put into the sections to which the respondents were referring. The following are the responses from the different sections.

The majority of respondents (140 or 64.2%) regarded the issue desk as short-staffed. One hundred and seventeen (53.7%) of the respondents felt that the short-loan section was short-staffed and that there is a need to employ more staff in that section. The electronic room was the third section, perceived by 98 (44.5%) of the respondents as short staffed. The reference section was regarded by 40 (18.3%) of the respondents as being in need of additional staff, while the inter-library loan section was regarded by 32 (14.7%) as short staffed.

Question 22 further required students to give reasons for their answers and to state which sections were they referring to. One hundred and five (75%) of the respondents indicated that issue desk/short-loan in particular houses outdated and few books; thirty six (36.7%) students indicated that there are few computers in the electronic room. The absence of a reference desk was cited by 35.7% of the respondents as the reason for inadequate staff service. Other students (60 or 27.5%) mentioned that there is lack of punctuality and professionalism of library staff. Lack of space in all the sections was mentioned as one of the reasons for inadequate staff service. These were the responses as given. It should be noted that not all responses refer to inadequate staff service.

#### 4.6 Online Public Access Catalogue (OPAC)

This section discusses the results of questions 23 to 25 in the questionnaire.

**Table 27: Use of Online Public Access Catalogue (OPAC)**

Usage of OPAC	Frequency N=218	Percent
Yes	99	45.4
No	113	51.8
No response	6	2.8
<b>Total</b>	<b>218</b>	<b>100</b>

Slightly more than half of the respondents (113 or 51.8%) do not use OPAC.

**Table 28: Reasons for non-use of OPAC**

Reasons for non-use of OPAC	Frequency N=113	Percent
Not introduced to OPAC	72	63.7
OPAC computers are always occupied or out of order	20	17.7
No time for OPAC	14	12.4
Not getting assistance on how to search information on OPAC	5	4.4
No response	2	1.8
<b>Total</b>	<b>113</b>	<b>100</b>

Table 28 illustrates the reasons for not using OPAC. Seventy two (63.7%) of the respondents indicated that they had never been introduced to the OPAC. Fourteen (12.4%) of the respondents indicated that they had no time for the use of OPAC and 20 (17.7%) indicated that OPAC computers were always occupied or out of order. Only five (4.4%) of respondents reported that they were not getting assistance on how to search for information on OPAC.

**Table 29: Satisfaction with OPAC**

Satisfaction with OPAC in retrieving information	Frequency N= 99	Percent
Yes	46	46.5
No	48	48.4
No response	5	5.1
<b>Total</b>	<b>99</b>	<b>100</b>

Almost half (48 or 48.4%) of the respondents who used OPAC were not satisfied with the assistance it gives them in retrieving information whilst 46 (46.5%) were satisfied.

#### **4.6.1 Reasons for not being satisfied with OPAC**

Forty eight students who do not use OPAC gave two main reasons for not being satisfied with the assistance OPAC gives them in retrieving information. The majority of these (40 or 83.3%) indicated that the information on OPAC computers do not correspond with the books that are on the shelves, that is, it was not representative of all the books on the

shelves. Four students (8.3%) pointed out that OPAC computers are not reliable as sometimes you do not get all the details about the book, so it is better to look for the book in the shelves.

#### **4.7 Photocopying services**

**Table 30: Use of photocopying services**

<b>Use of photocopying services</b>	<b>Frequency N=218</b>	<b>Percent</b>
Yes	197	90.4
No	17	7.8
No response	4	1.8
<b>Total</b>	<b>218</b>	<b>100</b>

The majority of the respondents (197 or 90.4%) use photocopying services while 17 (7.8%) of the respondents do not use the service. Respondents who do not use the photocopying service were asked to give reasons for not using it.

##### **4.7.1 Reasons for non-use of photocopying service**

There were very few students who gave reasons for not using the photocopying service. Out of 17 respondents, five (29.4%) indicated that there is only one photocopying machine working so it costs time sometimes to wait. The cost of photocopying service was regarded as expensive by only three (17.6%) of the respondents. They mentioned that they do not have R20.00 to pay as a deposit prior to getting the machine keys. Three (17.6%) of the respondents indicated that they do not have too much work to be photocopied and two (11.7%) of them said that they use other cheaper photocopying services on the campus. One (5.8%) complained about students who photocopy many pages without giving chance to others.

**Table 31: Adequate number of photocopying machines**

Adequate number of photocopying machines	Frequency N=197	Percent
Strongly agree	11	5.6
Agree	23	11.7
Disagree	60	30.4
Strongly disagree	101	51.3
No response	2	1
<b>Total</b>	<b>197</b>	<b>100</b>

Table 31 illustrates that 161 (81.7%) of the respondents did not agree that the photocopying machines were adequate. Only 34 (17.3%) of the respondents agreed that the number of the photocopying machines were adequate.

**Table 32: Photocopy charges**

Charges for photocopying too high	Frequency N=197	Percent
Strongly agree	19	9.6
Agree	38	19.3
Disagree	50	25.4
Strongly disagree	83	42.1
No response	7	3.6
<b>Total</b>	<b>197</b>	<b>100</b>

There were only 57 (28.9%) of the respondents who felt that photocopy charges were too high while 133 (67.5%) felt that the charges were not too high.

**Table 33: Other problems with photocopying**

Other problems with photocopying	Frequency N=197	Percent
Yes	85	43.1
No	105	53.3
No response	7	3.6
<b>Total</b>	<b>197</b>	<b>100</b>

More than half of the respondents (105 or 53.3%) did not experience other problems with photocopying.

#### 4.7.2 Problems with photocopying services

Question 29 asked those 85 respondents who said yes above to state other problems they experienced with the photocopying service. Most of the other problems pointed out ranged from a shortage of stationery to technical problems. Thirty one (36.5%) of the respondents indicated that shortage of paper was the problem. Persistent technical problems pertaining to photocopying machines were mentioned by 19 (22.4%) of the respondents as a second major problem.

Other problems that were mentioned include some of these, namely: eight (9.4%) of the respondents indicated that the photocopying machines are of poor quality hence they are always out of order. Seven (8.2%) indicated that favouritism is being practised by library staff. Five (5.8%) indicated that the place where the photocopying machines are situated in the library is inconvenient. Three (3.5%) indicated that there is a lack of assistance and supervision by library staff as the students struggle to use the machines.

#### 4.8 Short-loan services

**Table 34: Use of short-loan services**

Use of short-loan service	Frequency N=218	Percent
Yes	173	79.4
No	41	18.8
No response	4	1.8
Total	218	100

The majority of respondents (173 or 79.4%) use the short-loan service, as indicated in Table 34. Only 41 (18.8%) of them do not use it.

The results of questions 31 and 32 have been combined in Table 35 because of the similarity between basic and prescribed reading materials.



**Table 35: Basic and prescribed reading material always placed on short-loan**

Basic and prescribed reading material for each module is on short-loan	Frequency N=173	Percent
Strongly agree	33	19.1
Agree	88	50.8
Disagree	31	17.9
Strongly disagree	10	5.8
No response	11	6.4
<b>Total</b>	<b>173</b>	<b>100</b>

One hundred and twenty one (69.9%) of the respondents agreed that basic reading material for modules is always placed in the short-loan section.

**Table 36: Time allocation for short-loan use**

Adequate time allocated for use of short-loan service	Frequency N=173	Percent
Strongly agree	19	11
Agree	55	31.8
Disagree	52	30.1
Strongly Disagree	38	21.9
No response	9	5.2
<b>Total</b>	<b>173</b>	<b>100</b>

Just above half (90 or 52%) of the respondents disagreed that the time allocated for the use of the short-loan service is adequate.

#### **4.9 Electronic Room**

**Table 37: Use of the electronic room**

Use of electronic room	Frequency N=218	Percent
Yes	117	53.7
No	95	43.6
No response	6	2.7
<b>Total</b>	<b>218</b>	<b>100</b>

Slightly over half of the respondents (117 or 53.7%) have used the electronic room and 95 (43.6%) have never used it.

#### 4.9.1 Reasons for non-use of the electronic room

Only 95 students did not use the electronic room as indicated in Table 37 above. Forty three (45.3%) did not know of its existence. Thirty (31.5%) indicated that the reason for not using the electronic room is because there are few computers. Poor service was perceived by six (6.3%) of the respondents as their reason for not using the electronic room.

**Table 38: Access to the electronic room**

Ease of access to electronic room	Frequency N=117	Percent
Very difficult	44	37.6
Difficult	39	33.3
Easy	28	24
Very easy	6	5.1
<b>Total</b>	<b>117</b>	<b>100</b>

The access to the electronic room was regarded as difficult by 83 (70.9%) of the respondents and those who regarded access as easy constituted 34 (29.1%), as shown in Table 38.

**Table 39: Library monitors are of great assistance in the electronic room**

Library monitors of great assistance	Frequency N=117	Percent
Strongly agree	24	20.5
Agree	42	35.9
Disagree	28	24
Strongly Disagree	23	19.6
<b>Total</b>	<b>117</b>	<b>100</b>

Library monitors were regarded as being of great assistance by 66 (56.4%) of the respondents and 51 (43.6%) of them did not agree, as shown in Table 39.

**Table 40: Relevance of databases available in electronic room**

Relevance of database for my studies	Frequency N=117	Percent
Strongly agree	14	12
Agree	52	44.4
Disagree	21	17.9
Strongly Disagree	11	9.4
Not sure/Don't know	1	0.9
No response	18	15.4
<b>Total</b>	<b>117</b>	<b>100</b>

Sixty six (56.4%) agreed that the variety of databases in the electronic room was relevant for their studies. Thirty two (27.3%) of them disagreed, as shown in Table 40 above.

**Table 41: Ease of use of databases**

Databases easy to use	Frequency N=117	Percent
Yes	51	43.6
No	47	40.2
No response	19	16.2
<b>Total</b>	<b>117</b>	<b>100</b>

Fifty one (43.6%) of the respondents indicated that the databases were easy to use and 47 (40.2%) of them indicated that databases were not easy to use.

**Table 42: Time allocation for use of the electronic room**

One hour time allocation adequate	Frequency N=117	Percent
Strongly agree	13	11.1
Agree	25	21.4
Disagree	34	29.1
Strongly Disagree	36	30.7
No response	9	7.7
<b>Total</b>	<b>117</b>	<b>100</b>

Seventy (59.8%) of the respondents found the one hour allocated for use in the electronic room inadequate, while 38 (32.5%) found it adequate.



#### **4.10 Suggestions for improvements made by respondents in an open question**

In the last question the respondents were asked to provide their input with regard to an improvement in library services at ECT. The response rate was high (176 or 80.7%) with regard to the question. The suggestions made by respondents were wide, varied and multiple. Most of the suggestions relate to changes that could be made to improve library services. They range from the addition of books, computers, the training of staff, the arrangement of materials and changes in the operating hours of the library.

Of the 176 respondents, 113 (64.2%) of them said that there is a need for additional book stock in the library. These included books for fashion students. A similar number of respondents indicated that there is a need for equipment such as computers, printers and photocopy machines for improved services in the library. Thirty nine (22.1%) respondents suggested that OPAC should be upgraded and be the true representation of all the books in the library. Some 37 (21%) respondents said that the lecturers should stop keeping the library books in their offices and return them to the library. They said that the books are for the students not for the offices.

Librarians were perceived as not being helpful by 80 (45.6%) of respondents. Students' views ranged from the need for librarians to be trained on how to communicate with people, to those who felt that the staff complement needs to be changed. Thirty one (17.6%) felt that there is a need to employ more librarians, as they are short-staffed and this impacts negatively on the delivery of services.

The library was perceived as being too small by 66 (37.5%) of the respondents. Ninety (51.1%) indicated that there is no study space and that it is difficult to have group discussions in the library, as such facilities do not exist at the ECT library. Linked to the lack of adequate space in the library was the issue of noise. Twelve (5.5%) respondents indicated that the library was noisy and that there should be a security guard to monitor noise in the library.

Library hours were perceived as not being adequate by 20 (11.4%) of respondents. They advocated for the extension of library hours and that the library should be opened during weekends as well. A similar number of respondents suggested that the library staff should adhere to stipulated opening hours that is from 09:00 to 21:00.

Other suggestions that were given by one percent of the respondents but worth noting included: Monitoring of the photocopying service as some students make many copies without giving a chance to others; extension of time for the use of short loan; improvement of access to the electronic room as it is always fully booked and without observing one hour allocated for its use; library monitors were urged to adhere to the booking lists in the electronic room; and lastly students suggested that they be allowed by library monitors to use their passwords in the electronic room.

#### **4.11 Summary of the chapter**

Chapter 4 provided an analysis of the results of the survey. Chapter 5 will discuss the results.

## **CHAPTER FIVE: DISCUSSION OF RESULTS**

### **5.0 Introduction**

Chapter 5 discusses the results of the study. The purpose of the study was to investigate the third-year students' perceptions of library services at the Butterworth campus of the ECT. The results are considered in the light of the research objectives, which were:

1. To investigate the third-year students' perceptions of the ECT library.
2. To establish the extent to which third-year students of ECT are aware of the resources and services available in the library.
3. To establish the extent of use or non-use of the resources and services available to third-year students in the ECT library.
4. To establish the levels of satisfaction of third-year students with various resources and services available in the ECT library.
5. To identify areas and opportunities for improvement in the ECT library.
6. To make recommendations about the current and future provisioning of the ECT library.

The order of the discussion follows the order in which the sections were arranged in the questionnaire. The sections covered include the following:

- (a) Biographical data of the third-year students such as the gender, full-time or part-time status, faculty and students' residence.
- (b) General usage of the library resources and services.
- (c) Access and arrangement of library materials.
- (d) Third-year students' perceptions of the attitude of the library staff.
- (e) Extent of awareness and use of available services such as OPAC, photocopying services, short-loan services and the electronic room.

The perceptions of the ECT third-year students on the Butterworth campus regarding the library services were collected so as to advance quality improvement. It was important to

consider the students' opinions and perceptions as they are the ultimate users of these services. The results of 'Library Quality Survey' by Davies and Kirkpatrick (1994) led to the identification of the key service dimensions and their relative influence on users' judgements of the library quality. The dimensions agree with those of the present study. They were: library staff efficiency and effectiveness, library rules, photocopying facilities, the computer system, the book or journal collection, environment, library information, the availability of stock and noise levels (Davies and Kirkpatrick 1994).

As noted, out of 274 questionnaires distributed to third-year students of ECT on the Butterworth campus, 220 were returned, resulting in a high response rate of 80%. According to Rubin and Babbie (1997:352), a response rate of 70% is very good.

### **5.1 Biographical data**

The survey results on the biographical data will be considered in relation to other factors observed in the study such as how these characteristics (e.g. gender, registration status of the student, students' faculty, number of years at ECT, place of residence) impacted on the use of library services and the problems that the third-year students are faced with in accessing these services.

The gender distribution of the students who constituted the research sample was as follows: Of 220 respondents, 115 (52.3%) were females and 97 (44.1%) were males. Regarding the respondents' registration status, 192 (87.3%) were full-time students and 25 (11.3%) were part-time students.

The survey results revealed that the majority of respondents, 174 (79.1%), had been at the Technikon for three years. It was also evident that some of the students at ECT have been studying for more than three years, as they were repeating some of the courses. The survey results unexpectedly revealed that four (1.8%) students, a very insignificant number of the respondents, were on campus for two years and it is generally assumed that they were from other institutions where they completed their first-year of study.

Table 8 showed that slightly more than half of the respondents (53.6%) reside on campus. This is an important factor, which could affect the use of ECT library, because of distance. These students generally walk or travel a distance of three to seven kilometres to or from the ECT library. Literature has shown that the distance between place of residence and library plays an important role on the use of the library, for example, Palmer, in Baker and Lancaster (1989:30) in his paper, "The effects of distance on public library use: a literature study", found that use declined rapidly as distance from the nearest branch increased.

At ECT very few students can be accommodated at students' residences, due to lack of space. The policy for accommodating students at ECT residences is done on a merit basis. Generally, most of the ECT students rent rooms in a nearby township, Ibika, and in rural areas around the Technikon. This indicates, therefore, that the distance between place of residence and library probably has a bearing on library use by the ECT students.

## **5.2 General usage**

The purpose of questions six to ten in Section B was to determine the extent of use of the ECT library and to investigate the degree of participation of students in library orientation and user instruction during their first-year of registration.

### **5.2.1 ECT library usage**

Table 9 clearly shows that almost all of the students surveyed (218 or 99.1%) use the ECT library. In line with these results, Ndudane (1999:83), in her study, "The satisfaction of post-graduate education students with library services at the University of Transkei", also had a positive response with regard to library usage. She states that the fact that ninety percent of the respondents in her survey were aware of the printed library guides indicates that the respondents made use of the library because the printed library guides were put on the service desk of each section (Ndudane 1999:83).

Only two (0.9%) students indicated that they did not use the ECT library. They gave the following reasons:

- ❖ I do not use the library because we do not have a place to study as a group.
- ❖ Librarians discourage group studying because students make noise.
- ❖ There are not enough books and prescribed textbooks in the library.
- ❖ The library opens late and closes early, thus we do not have enough time to use it.

The respondents were further required to indicate the frequency of library use, ranging from “everyday” to “less than a month”. The survey results revealed that 43.6% of the respondents used the library two to five times a week. Those who used the library least constitute 1.4% of the respondents and they used it less than once a month.

### **5.2.2 Awareness of ECT library facilities and services**

Due to multiple responses and choices the number of frequencies exceeded the total number of respondents as the respondents in Question 7 were asked to tick facilities and services they were aware of in the library. The majority of respondents were aware of the available library facilities and services offered at ECT Technikon as indicated in Table 11.

The services which the respondents were most aware of were the photocopying (90.8%), followed by the borrowing of books, journals and other library materials (82.1%) and short-loan (80.2%). The study space was known by 61.5% of the respondents and the reference section (35.3%). The services the respondents were least aware of were electronic room (11.5%) and the inter-library loan (0.5%). The awareness of services the library offers does not appear to be influenced by the number of years of study at ECT.

### **5.2.3 Participation in library orientation**

The survey results revealed that 126 (57.8%) of the third-year students participated in the orientation programme during the first-year of registration, while 92 (42.2%) of them did not participate. Perhaps one contributing factor for the non-attendance of the library orientation, as was assumed by Breakfast (1997:85) in her survey, could be that some students tend to register late and therefore miss the library orientation, which is usually

offered before lectures commence. The researcher believes that this is what is taking place at ECT library (Refer to 1.3.1).

Of the 126 students who participated in the library orientation, only 80 indicated that they benefited from it. The reason why only 80 indicated any benefit might be because of the brief orientation sessions which do not give enough time for the students to familiarise themselves with the databases and lack of computer skills given the fact that the students come from disadvantaged backgrounds. That is, students were not exposed to computers before they joined ECT, and lack of qualified staff to effectively and there was efficiently teach students information searching skills.

Webster (2000:76-77) described various disadvantages relating to library orientation, such as student groups being too large, and insufficient staff for the large numbers of students. This point agrees with what takes place at the ECT library during the orientation programme. The size of the student population at the Technikon forces the small number of library staff to conduct orientation in large groups. In spite of the problems related to library orientation, the majority of the respondents (89.7%) felt that the library orientation should continue to be offered to first-year students.

It was revealed that a greater proportion of students (64.2%) did not receive individual user instruction from library staff (Table 15). At the ECT library there is no formal or structured individual user instruction, but if a student needs it, library staff or library monitors are there to help. As stated by Millson-Martula and Menon (1995:34), librarians should establish an ongoing relationship with their users in order to find out what users, needed and expected.

### **5.3 Access and arrangement**

Questions 11 to 15 were intended to investigate whether or not the third-year students experienced any difficulties in terms of access to the ECT library and the access to, and arrangement of, library material.

### **5.3.1 ECT library opening hours**

Table 16 indicated that slightly more than half of the respondents (59.2%) found the opening hours of the ECT library convenient. Eighty nine (40.8%) of these respondents found the opening hours inconvenient and gave various suggestions. The most commonly suggested hours by 41 (46.1%) were from 08:00. Ten (11.2%) of the respondents indicated that the opening hours should be extended but they did not suggest the opening hours. Eight (8.9%) of the respondents wished the library to be open for twenty four hours or at least during examination times.

The number of respondents (40.8%) who felt that the library opening hours were not convenient is quite significant and library management should consider reviewing the opening hours, so as to reduce the number of students who are dissatisfied. The researcher, however believes that the opening hours at ECT library, described in 1.3.12 are convenient, but because of circumstances beyond their control, the library does not always adhere to the stated opening hours, largely because of the shelving problem that still needs to be addressed and which will be discussed later.

Library opening hours are an issue in most academic libraries. For example, McDonald (1991) found that access at convenient times was one of the most important features of library services for students. At Heriot Watt University a major source of dissatisfaction was the library opening hours. Similarly, at Kingston Polytechnic in 1987 there were problems concerning opening hours in relation to the time available, particularly during the evenings and weekends (Coulter and James 1988).

### **5.3.2 Seating space**

In terms of seating space, 59.2% of respondents (Table 20) indicated that there is inadequate seating space in the library. This is a significant figure, which indicates that students are experiencing a space problem at ECT library. The ECT library at the Butterworth campus measures 770 square metres (see Table 1 in Chapter 1). One of the main reasons for the space problem is that the ECT has more students than it was



designed to accommodate and the library is facing an overcrowding problem. This is beyond the control of ECT library management.

The above findings concur with those made by library users at the University of Cape Town (UCT) in De Jager's study (1991b:279). In her survey,

requests were made by most respondents for increased study space, disapproval was expressed about the many students from other institutions, especially around examination times, who come to study and take up space that by rights should be available for the fee-paying students who cannot then be accommodated" (De Jager 1991b:279).

The same situation can be observed with the ECT library around the Grade 12 examination period, when a number of learners from the community around the Technikon come to study at the library, especially in the evenings. This is despite the library policy which states that 'no unregistered external users are allowed to use the library' (ECT Library Policy document 2000). Another reason for the lack of space may be that there is no designated study room. Most students come to the ECT library for study purposes only. Study space can be increased by removing display cabinets that occupy space in the library.

### **5.3.3 Finding way around the library**

Almost 70% of the respondents felt that it is easy to find their way around the library. However, 30.3% of these indicated that it is not easy to find their way around the library. The researcher argues that, despite its size and space, the signage within the ECT library is clear and straightforward and this is reflected in the fact that the majority of students found it easy to find their way. McCarthy (1995:232) pointed out that signs can be very effective if they are simple, straightforward and unambiguous in communicating location.

### **5.3.4 Shelving of library materials**

In Table 18, two-thirds (62.4%) of the respondents indicated that they found the shelving of books in the library consistent, although one respondent commented that "they mix engineering shelves with books of other faculties". This comment possibly indicates a

flaw in the arrangement of the material. Ndudane (1999:100) recommended that prompt and accurate reshelving of books be done in the evenings by student assistants, so that constant shelf reading can be done (Ndudane 1999:105). In the same vein, Baker and Lancaster (1989:169) suggested that a library needs to maintain full strength in the reshelving unit, so that items can be reshelved quickly and accurately. Periodic shelf reading by library staff should be encouraged, to correct shelving errors.

The shelving of the books at ECT library on the Butterworth campus is done an hour before the opening time, that is from 08:00 to 09:00. The researcher feels that one hour for the collecting and shelving of books is not adequate, as many books have been removed from the shelves the previous day by the students who leave them all over the tables and in cubicles. In addition to that, the rate of mishelving by students is high. This also leads to shelving delays.

The shelving delays can clearly be observed during the first term of the year of the year, when the first-year students are not yet acquainted with usage of the library, as most of them visit the library for the first time in their lives. What happens is that, when these students look for information in the library, they remove almost all the books in the shelves due to lack of information retrieval skills. The researcher, who is from the former Transkei and thus has a similar background to most of these students, is aware that this is the problem. This causes a delay in the shelving and the library therefore opens later than 09:00. The policy of the ECT library is to shelve all the books before the library is opened. All the library staff are involved in the shelving exercise.

### **5.3.5 Library fines**

Question 14 asked whether the fines for overdue library material were too high. Table 19 reflects that almost half (46.8%) of the respondents found the fines for overdue books too high. The researcher is aware that some students do not pay fines for overdue books because they cannot afford them, as most of them come from poor backgrounds (See Chapter 1). Dwayi (2002:140) agrees that, "ECT faces challenges related to its history and location". He mentions that,

the most pertinent among these is the underdevelopment of the communities that the Technikon serves, the predominantly rural and the poverty-stricken Transkei region. Many learners from these communities cannot afford to study in well-resourced urban HEIs due to the socio-economic status of their parents" (Dwayi 2002:140).

The policy regarding fines needs to be reviewed by library management.

#### **5.4 Library collection**

Questions 16 to 18 sought to determine the relevance and currency of library materials such as books, journals and non-print material. One hundred and sixty one (73.9%) of the respondents indicated that the library does not have relevant and an adequate up-to-date book stock, as shown in Table 21. The results are almost the same for relevant and up-to-date journals in students' study areas. The indications are that the library needs to update its book and journal stock urgently. This will have to be done constantly, so that students can be kept abreast of developments in their study areas. The problem related to students' accessing relevant and up-to-date books might be that the materials are either mishelved, in use in the library, on loan, in binding, or lost. The OPAC needs to be upgraded to provide information on the status of books in the library.

Lancaster (1988:100) listed factors affecting the availability of books owned by a library. He says the most important are the level of demand (popularity), the number of copies and the length of the loan period. This means that the more popular a book the less likely it is to be on the shelf at any particular time. A possible explanation could be that most of the third-year students at ECT still experience some problems in retrieving and accessing relevant information pertaining to their assignments and projects in the library. This may be described as a barrier to information-seeking.

Ndudane (1999:90) agreed with this and stated that these are frustrating occurrences experienced by all library users at one time or another, but their effect is exacerbated if the user who experiences them lives off-campus or is a part-time student, who can only visit the library infrequently for short periods. The researcher has observed that the ECT

library users/students sometimes experience the problem of unsuccessful item searches in OPAC or on the shelves. In trying to identify and quantify the causes of user failure, Ciliberti *et al.* (1987:513) suggested an expansion of the steps or branches involved in known-item searches and an addition of a parallel series of branches involved in the successful completion of status information, that is whether a title is in circulation, at the bindery, or on the shelf.

In terms of non-print materials such as cassettes and video-tapes, the majority (77.5%) of the respondents indicated that the library does not have adequate non-print material stock. One hundred and fifty (68.8%) of respondents (Table 24) were of the view that the library does not have the necessary access to electronic databases such as SABINET. Lancaster (1989:14-15) argued that the overall mission of a library is to make the universe of bibliographic resources, or at least that portion having the most immediate relevance and interest, maximally accessible to its particular user population (restricted geographically or by institutional affiliation).

The researcher, who is an acquisitions librarian at ECT library, was surprised to find such negative responses about the book stock, in particular because the latest editions are purchased and are available. Book exhibitions are held on the main campus annually where the academic staff are given an opportunity to select books for their students. The relevance and currency of the book stock is supported by the presence of Unitra students of the Butterworth campus, who often visit the ECT library searching for information pertaining to their projects and for research purposes, information which they presumably are unable to locate at their own institution. It must also be pointed out that the ECT library experiences budget cuts on a yearly basis. If the book is very expensive the library has to opt for ILL. De Jager (1991b:276) stated that the "library services have been made acutely aware of their dwindling resources which are exacerbated by a weak Rand exchange rate and rising journal prices". She suggested that new solutions have to be sought to exploit the existing stock more fully (De Jager 1991b:276).

It is evident however that some students' needs are not met by the library collection. Blom (1983:7) stressed that the user expresses his/her information needs in terms of his/her wants and these are based on his/her personal preference and the subjective expectations he/she has of an information service. He also notes that the variables that play a role in user satisfaction are those that have to do with personal attributes of the user, such as his/her background, experience, motivation, abilities and environmental factors that affect the user as a person. The researcher believes that personal attributes of ECT students play a part in the way they view the library collection.

### **5.5 Library staff**

The purpose of question 20 was to elicit information on whom the third-year students of ECT seek assistance from in the library. Some students ticked more than one category when asked who they approach in the library. For instance just less than half (46.8%) of the respondents indicated that they approach the librarians for assistance. The second most popular source of assistance mentioned by 34.9% of respondents is friends. Library monitors account for 18.3% of the assistance rendered to third-year students. Very few (0.9%) students specified any other people whom they approach for library assistance. However, studies have shown that users will not ask a librarian for assistance when they have a question, primarily because they perceive that the librarian is busy and thus unavailable to help them (Baker and Lancaster 1989:32).

Question 21 was a follow-up on question 20 and was designed to elicit the respondents' perceptions with regard to the attitude of library staff towards students generally. The survey results revealed complete split responses. Seventy eight (35.8%) of the respondents provided slightly more negative responses to the question relating to the attitude of librarians towards students. On the other hand, 34.4% of the respondents perceived the attitude of the librarians as good and satisfactorily.

The following are some of the respondents' comments with regard to attitude of the librarians:

- ❖ Librarians have a positive attitude, but they are under-staffed to do the job effectively.
- ❖ Their attitude is good but they are always under pressure at the circulation desk.
- ❖ The attitude of the librarians towards students is good because they are willing to answer questions.
- ❖ They are free to talk and assist us well.
- ❖ Librarians need to be trained on how to communicate with students because they lack communication skills. They act like unprofessional librarians.
- ❖ They are sometimes rude, sometimes moody, and sometimes nice.
- ❖ It depends, some of them are very friendly but others have got attitude problem.
- ❖ Their attitude is not satisfying because they prefer to care for their friends.
- ❖ Their attitude is positive but aggressive if you ignore the rules.
- ❖ They have a negative attitude in so much as they cannot even help students in finding a book.

With regard to the above findings, it can be explained that most of the time the ECT library staff at the circulation desk are library assistants and/or student assistants who are without any professional training. This is a barrier to library users, because this is where they direct their queries, as there are no subject librarians at ECT library. According to Millson-Martula and Menon (1995), library staff who occupy prime public contact positions are the key players in establishing more effective communication between the library and its users. From their vantage point these staff can act as both extensions of their users and advocate for users' needs. Anderleeb and Simmonds (1998:158) added that, in the context of academic libraries, as in other libraries, users want the staff to be knowledgeable and to be able to assist them in locating needed materials and information, quickly and efficiently. It is of utmost importance that the circulation desk, as a hub of the library, be staffed with professional librarians, especially as it performs other important functions such as reference queries.

Niyonsenga and Bizimana (1996), who evaluated library activities and services at libraries of the National University of Rwanda, found that the lack of trained staff at the

information counter, the lack of efficient reference services and the need for recent journals were some of the major problems, especially in developing countries. They stressed that this is the case with most university libraries in developing countries.

The above mentioned responses are a bad reflection on ECT librarians. The situation at the ECT library, especially at the circulation desk, may be exacerbated by the shortage of staff, as the librarians at this service point are always under pressure because of the long queues in front of them. Some of the comments given above by the respondents support this view.

The circulation desk and short-loan sections are combined at ECT library due to a lack of space. This means that the two library assistants in this section perform dual functions simultaneously, using only one computer. There is no clear demarcation between those students who stand in a queue for the short-loan service or for the circulation services. This situation impacts negatively on students, in that it is costly in terms of their time.

Question 22 asked the respondents to indicate areas in the library where they feel that there is inadequate staff service. It must be noted that the responses to the question were multiple as the students cited more than one section of the library service as being in need of attention. The following are therefore the students' responses reflecting perceptions of inadequacy of staff service in different sections. They are ranked according to the percentages.

1. Issue desk (64.2%)
2. Short-loan (53.7%)
3. Electronic room (44.5%)
4. Reference section (18.3%)
5. Interlibrary loan (14.7%)

It is again evident that the issue desk/short-loan section is a problem area in terms of students' perceptions of inadequate staff service. The following were cited by the respondents as reasons for the inadequate staff service in the above-mentioned library

services. They indicated that there was a shortage of staff in all the sections; the absence of a reference desk; long queues to the issue desk and short-loan section and lack of punctuality and professionalism of library staff.

The least-known but important services the library offered were the reference section, electronic room and Inter-library loan (See also Table 11). The major reason given regarding non-use of the electronic room was the difficulty in gaining access to it. The respondents reported “the electronic room was always full; and that the library monitors did not always adhere to the booking list”. The very low use of ILL may be directly attributed to the fact that third-year students at ECT have to access the service through their lecturers. This can be regarded as a barrier to most students, since not all find it easy to approach their lecturers.

### **5.6 Online Public Access Catalogue (OPAC)**

The objective of questions 23 to 25 was to establish the extent of use or non-use of OPAC by third-year ECT students. The survey results revealed that 99 (45.4%) of the respondents use OPAC while 113 (51.8%) of them do not use it.

Of the 113 students who indicated that they do not use OPAC, 72 (63.7%) of them indicated that the main reason for not using the service was that it was never introduced to them (see Table 28). Other reasons that were given by the respondents include the following:

- ❖ 20 (17.7%) said that OPAC computers are always occupied or out of order.
- ❖ 14 (12.4%) stated that they had no time for OPAC.
- ❖ Five (4.4%) said that they were not getting assistance on how to search information on OPAC.

The researcher was not aware that there are students at ECT who are not aware of OPAC's existence in the library. Webster (2000:76) observed that the way library orientation is done could be a disadvantage to most students, as they often arrive in very large groups and within a short space of time. Another disadvantage is that at ECT



library, library orientation is done once, early in the year, to first-year students only. Thereafter library staff assume that all students have acquired the basic library skills, such as the use of OPAC.

Of the 99 students who used OPAC, 48 were not satisfied with the assistance it gives them in retrieving information. The students gave two main related reasons: 40 (83.3%) mentioned that the information on OPAC computers do not correspond with the books that are on the shelves. That is, it is not representative of all the books on the shelves. Four (8.3%) of the respondents indicated that OPAC computers are not reliable as sometimes students do not get all the details about the book. They further indicated that it is better to look for the book in the shelves.

The researcher has observed that some students at ECT library do not want to approach librarians for assistance as they assume that the librarians are too busy to help them. If students do not see student assistants or library monitors around them they give up their searches. This was confirmed by responses received from question 20 in the questionnaire, which required the respondents to choose, "Whom do they approach for assistance in the library," only 102 (46.8%) of the respondents indicated that they approached the librarians.

The assumption that librarians are too busy to help students was mentioned by college students in an OCLC white paper (2002:10) on "Information habits of college students and their use of campus library websites". They commented that "the librarians are always too busy to help you when you need help. You have got to be an expert to be able to navigate through their system".

With regard to the unreliability of OPAC as mentioned above, the main cause is that in 2003 the ECT library fully migrated from the old system, known as the Integrated Tertiary System (ITS) to INNOPAC. ITS was not as reliable as the current operating system, INNOPAC. The researcher, a cataloguer at ECT library during that time, is aware that most of the books were not in the system when this change took place. This was

revealed during stock taking which took place in July 2003, when the librarians had to compare what was in the print-outs with the actual physical collection. At the time of writing, cataloguers on the main campus and on satellite campuses are in the process of rectifying this problem. This problem was probably a major cause of the dissatisfaction with the OPAC, as recorded by 48 students and this was a serious drawback in their ability to retrieve information.

Breakfast (1997:19-20) emphasized that "the catalogue is the most important key to a library's collection". She stated that the catalogue helps to show whether the library owns an item on a specific subject and, for items whose identity is known, either by author or title, to indicate where they can be found in the library. Lancaster (1988:17) agreed that catalogue searches are performed either to determine whether or not the library owns a particular book, or to identify items owned by the library that deal with a particular subject search.

### **5.7 Photocopying service**

This section of the questionnaire was meant to find out if the ECT students made use of the photocopying service. It was revealed that the majority of respondents (197 or 90.4%) use the photocopying service. The 17 students who indicated that they do not use the service gave valid reasons, which, if not urgently attended to, may negatively affect the use of the ECT library generally. The following are some of the reasons that were listed by at least five or less of the respondents:

- ❖ Five (29.4%) of the respondents indicated that there is only one photocopying machine working so it costs sometimes to wait, as the queue is unbearable.
- ❖ Three (17.6%) of the respondents mentioned that they did not use the photocopying service because of high costs. These respondents further mentioned that they do not have R20.00 to pay as a deposit prior to getting the machine keys.
- ❖ The same number of three (17.6%) indicated that they do not have too much work to be photocopied.
- ❖ Two (11.7%) of the respondents said that they use other cheaper photocopying services on the campus.

- ❖ One (5.8%) complained about students who photocopy many pages without giving chance to others.

Dwayi (2002:114) also discovered that “amongst the challenges facing the ECT students is the lack of facilities and learning material to work with.” There are only two photocopying machines in the library, as indicated in Chapter 1. It is obvious that one or two photocopying machines are not sufficient for the whole student population of ECT (see also Table 31). The researcher strongly believes that, if space in the library allowed for additional resources, such as computers and photocopiers, they should be acquired to assist in alleviating the problem of long queues. Another contributing factor influencing the dissatisfaction with the photocopying service is that this service is owned and maintained by a private agency outside campus. When technical problems arise, the technicians take some time to repair the machines.

With regard to photocopying charges one page costs 20c. Of the 197 students who used the photocopying service, 133 (67.5%) felt that the charges were not too high, while those who felt that the costs were high constituted 28.9%. The system of hiring photocopying keys is no longer used at ECT library. The Library Orientation Booklet (2003:12) clearly states that “no student is allowed to make copies for more than 10 minutes if there is a queue behind him or her”. This is one of the library rules which should be observed by all library users.

With regard to the responses from 11.7% who said that they use other cheaper photocopying services on the campus, it is curious to note that there are other photocopying services available to students on the Butterworth campus. This will require further investigation, as it is outside the scope of the present research.

Question 29 asked the respondents whether they experience any other problems with photocopying service. The survey results indicate that, of the 197 total respondents, 85 of them agreed that they experienced problems with photocopying service. Similar responses were identified and grouped together. Most of these problems ranged from a

shortage of stationery to technical problems. Thirty one (36.5%) of the respondents indicated that shortage of paper was the problem. Persistent technical problems pertaining to photocopying machines were mentioned by 19 (22.4%) of the respondents. The under-mentioned problems were considered as important and significant to the study, although they constituted less than 10% each. These were:

- ❖ Eight (9.4%) of the respondents indicated that the photocopying machines are of poor quality hence they are always out of order.
- ❖ Seven (8.2%) indicated that favouritism is being practised by library staff.
- ❖ Five (5.8%) indicated that the place where the machines are situated in the library is inconvenient.
- ❖ Three (3.5%) indicated that there is a lack of assistance and supervision by library staff as the students struggle to use the machines.

It was surprising to discover that the ECT third-year students are still struggling to use photocopying machines. The researcher was of the opinion that all students, particularly at the third-year level, are able to use the photocopying services without the assistance of library staff. This means that the service requires monitoring by the circulation desk staff or library monitors. The students who are struggling to use the photocopying machines should be assisted. Whitlatch (1992) advised that, “to determine the best service quality, the librarian has to come close to the customer”.

### **5.8 Short-loan service**

The objective of this section was to establish the extent of use or non-use of the short-loan service by third-year students. The survey results showed that most of the respondents (173 or 79.4%) use the short-loan service. With regard to basic and prescribed reading material, 121 respondents out of the 173 who use the service agreed that the material is available in the short-loan section. Long queues, a common phenomenon, to the section are unacceptable. The queues are caused by the heavy demand on these materials, as most students are unable to buy prescribed textbooks and prefer to use those on short-loan. One can say that there seems to be an over-reliance on material placed on short-loan and this may be regarded as the barrier.

The researcher has observed that most ECT students depend entirely on the short-loan section, since it comprises 'a ready information' for their assignments and projects, that is, the prescribed textbooks and notes from the lecturers. Webster (2000:74) has observed the reliance on the short-loan service by students at the then M.L. Sultan Technikon. She stated that the majority of students in the Engineering Faculty do not read beyond their prescribed books, notes and reading lists and, according to her, this does not prepare students for 'real life' after graduation. She also stated that librarians had observed that, "students are extremely reluctant to use any book that is not on their reading list, even though it may be very appropriate for the assignment or project".

Regarding the issue of time allocation for short-loan use, 90 (52%) students out of the 173 indicated that the time allocated for use of the short-loan material was inadequate (Table 36). The short-loan period needs to be reviewed and extended from one hour to two hours, at least. It should be noted that extending the short-loan period decreases the accessibility to students generally.

### **5.9 Electronic room**

The objective of this section, from questions 34 to 39, was to establish the extent of use or non-use of the electronic room by third-year students at ECT. The survey results revealed that 117 (53.7%) of the total respondents have used the electronic room and 95 (43.7%) have never used it. It is therefore interesting to note that more than half of the students indicate that they use the electronic room service whereas in Table 11 only 25 (11.5%) indicated that they are aware of this library service.

The 95 students who did not use the electronic room gave several reasons for not using it:

- ❖ 43 (45.3%) of them reported that they do not use the electronic room because they did not know of its existence.
- ❖ 30 (31.5%) indicated that the reason for not using the electronic room is that there are few computers.

- ❖ Six (6.3%) of the respondents mentioned that poor service in the electronic room was the reason for not using it.

Some verbatim responses from students included the following:

- ❖ Library monitors do not allow us to use our passwords when we use computers in the electronic room.
- ❖ There is shortage of stationery sometimes we have to bring our printing papers.
- ❖ We are not allowed to save information in our diskettes and printing is costly.
- ❖ Most of the time it is not available at night.
- ❖ Access is very difficult if you are not a friend of the library monitors.
- ❖ It's useless to go there because the room is always full.
- ❖ Library monitors do not work according to the booking lists.
- ❖ There is a little percentage of favouritism, for example some students are allowed to occupy the computer for more than an hour.
- ❖ I'd rather use our Engineering computer lab than to go there.

Close monitoring in the electronic room is therefore needed to avoid unnecessary complaints that have been mentioned by the students. The shortage of space is a particular problem which is beyond the control of Library management. The problem of the lack of computers and related technologies in the electronic room should be addressed in the near future. In addressing the issue of computers being out of order for a long time, the present Library Manager has been able to convince the Technikon to employ a full-time computer technician.

The survey results regarding the extent of use or non-use of the electronic room by third-year students revealed that the service is not fully utilized. These results reflect barriers to students' successful use of the facilities found in the electronic room. Some of these barriers coincide with those that were identified by students in the OCLC white paper (2001:10) on information habits of college students and their use of campus library websites. They were the:

- ❖ Inability to access databases remotely due to password requirements and/or license restrictions.

- ❖ Difficulty searching and navigating within the library and its website.
- ❖ Costs of copying and printing at the library.
- ❖ Shortage of the knowledgeable librarians.
- ❖ Lack of the customer orientation they have come to expect as consumers.

It is evident that many students do not use the electronic room for a variety of reasons including not knowing of its existence. This means that the electronic room does not fully perform according to its aims and objectives. The electronic room is supposed to offer the best quality service, as it is located within the library where all other resources are in place. Loopuyt, in De Jager (2002:144), in her research concerning a similar facility found interesting results. She found out that

students at UCT preferred the Knowledge Commons to all the other computer laboratories on campus, exactly because of its location in the library and the total package of reference sources, learning support, technical assistance and printing facilities that it combined.

Hernon (1996:171) agreed that,

service quality goes beyond reference service and views the entire library as an interlocking network, with each unit contributing to the well-being of the organisation and meeting of the mission and the service vision.

The present researcher believes that further investigation with regard to the electronic room will provide more detailed information about the problems related to it.

Perceptions of students regarding assistance provided by library monitors in the electronic room were that, 66 (56.4%) students out of 117 agreed that library monitors are of great assistance, whilst 51 (30%) of them did not agree. Perhaps the contributing factors to the latter response may be because of the reasons stated by the students above.

The present researcher is aware that some students at ECT regardless of the year of study are not computer literate. Most of them visit the electronic room only if they have been given a specific task by their lecturers which requires them to make use of the room. So these students need individual attention in the electronic room, as they experience

difficulty in using the computers as well as lacking search skills for information pertaining to their assignments and research projects. The library monitors have to do orientation with the students with regard to the use of websites (Malgas:2004). The students always have high expectations with regard to customer service rendered to them by library monitors in the electronic room.

On the issue of relevance of databases available in the electronic room, 66 students out of 117 respondents who used the electronic room agreed that the variety of databases was relevant for their studies while 32 (27.3%) of them disagreed. The databases that are available for students in the electronic room which the ECT library subscribes to are: Magnet, Nexus, EBSCOHost, SA Publications and Dialog. Since there are no subject librarians at ECT library who would give training to the students on how to use these databases, most of these are not known nor used effectively by the students. It is of the utmost importance that qualified library staff be employed. Lack of qualified library staff may contribute to the underutilization of the databases by the students because they may not be able to assist users in accessing information.

This may be a barrier to the ECT students especially those doing research projects. The underutilization of the databases is contradictory to the aims and objectives of the electronic room as stated by Dwayi (2002:9). One should bear in mind that the subscription costs of these databases are very high and therefore consumes a large amount of the Library budget.

With regard to the question about ease of use of databases in the electronic room, just under half (51 or 43.6%) out of the 117 respondents indicated that the databases were easy to use while 47 (40.2%) of them indicated that databases were not easy to use. It is therefore important to find out from the students about which databases are easy to use but that was not asked.

The students were asked whether the allocation of time for use of the electronic room was adequate. The results of the survey revealed that 70 (59.8%) of those who answered the



question did not agree that one hour allocated for use in the electronic room is adequate while 38 (32.5%) agreed. The researcher also feels that one hour is not adequate but because of the demand and the shortage of computers in the electronic room there should be no extension of the time period per individual user. This is not a unique situation as even Loopuyt (2002:144) also found out that the demand for the use of Knowledge Commons at UCT library was very high. She observed that,

in spite of sometimes having to wait for some time before a computer became vacant, the queuing students were prepared to tolerate a student leaving a computer workstation to hurry into the library to fetch or find something and return to the workstation.

#### **5.10 Suggestions for the improvement to services offered by the ECT library gathered from the final open-ended question**

The survey results indicated several suggestions that were offered by ECT students regarding what the library staff and management ought to do to address their library needs. A total of 176 respondents out of the 218 total respondents answered this question. The most popular suggestions were:

- ❖ Of the 176 respondents, 64% suggested the addition of book stock in the ECT library.
- ❖ A similar number of students suggested the addition of equipment such as computers, printers and photocopying machines.
- ❖ 51.1% further suggested more study space so as to study as groups.
- ❖ Librarians were perceived as not being helpful by 45.6% of the respondents. In this regard librarians were seen as lacking communication skills and they were therefore advised to undergo some training on how to communicate with people.
- ❖ 37.5% of the respondents wished for a bigger library.
- ❖ 22.1% of the respondents suggested the upgrading of OPAC as they believed it is not the true representation of all books in the library.
- ❖ Lecturers were urged to return library books to the library and not to keep them in their offices by 21% of the students.

- ❖ 17.6% of the respondents suggested the employment of more staff members because they are short-staffed and this affects service delivery.
- ❖ 11.4% suggested the extension of library hours and that it should be opened during weekends as well.
- ❖ Library staff were urged by the similar number of students to adhere to the stipulated opening hours of the library, that is from 09:00 to 21:00.
- ❖ 5.5% suggested that there should be a security guard to control the noise in the library.

Regardless of the problems identified, the survey results revealed that the frequency of use of the ECT library on the main campus by third-year students was high with 67.4% of students indicating that they used the library every day or two to five times a week.

### **5.11 Summary of the chapter**

In Chapter 5, the results of the study were discussed. The chapter discussed the extent of awareness of the library resources and services available to the third-year students of the ECT, namely borrowing of books, ILL, short-loan service, the reference section, OPAC, the photocopying service, the electronic room services and the audio-visual services. The extent of use or non-use of these library resources and services by the third-year students was discussed. Chapter 5 highlighted problems regarding access to, and usage of, these library resources and services. In conclusion, students' suggestions on improvement of the quality of the resources, facilities and services offered by the ECT library on the main campus were given.

## **CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **6.0 Introduction**

The study was undertaken to investigate the third-year students' perceptions of the library services at the Butterworth campus of the Eastern Cape Technikon in South Africa. It was conducted in order to establish the extent of awareness of, use of and the levels of satisfaction with the library services. This chapter presents a summary of the contents and significant findings. It also presents the conclusions and recommendations for the improvement of the ECT library services. Lastly, the chapter provides suggestions for further study.

The following research questions guided the study:

1. What are the third-year students' perceptions of the ECT library?
2. To what extent are the third-year students aware of the available resources and services in the ECT library?
3. To what extent do the third-year ECT students use the resources and services that are available to them?
4. Which library resources and services satisfy the information needs of the third-year students at ECT?
5. What opportunities are there and which areas in the ECT library need improvement?
6. What recommendations can be made for the current and future provisioning of the ECT library?

### **6.1 Summary of the thesis**

In Chapter 1, a short description of the history and background of the ECT was given as it had a direct bearing on the ECT library as one of the most important resources of the Technikon. All the library services offered to students and staff of the Technikon were explained thoroughly. The position and status of the ECT library, compared with other academic libraries in the province, was discussed. The purpose and objectives of the study were outlined and the significance of the study was presented. The term

“perception” was defined and put in context for the purpose of the study. Finally, the scope and limitations of the study were discussed.

In Chapter 2, a background to user evaluation of library services was given and various studies relating to users’ perceptions, opinions, needs, expectations and satisfaction were discussed. The chapter briefly discussed the survey instruments such as SERVQUAL, as well as the LibQUAL+™ survey. Relevant African and South African studies were discussed towards the end of the chapter. It was revealed that new ways are needed to evaluate libraries, to detect service quality and to assess its attainment. These are the current challenges for academic libraries.

The research methodology and rationale for using the particular methodology in the study were described in Chapter 3. The method and data collection technique used were the survey and the self-administered questionnaire. A brief description of the size and characteristics of the population was provided. Sampling procedures followed this. The advantages and disadvantages of the questionnaire were described, followed by details of the pre-testing of the questionnaire. In conclusion, data coding and analysis of data in the study were described.

Chapter 4 consisted of the detailed results of the survey. These were presented in the form of tables and attention was drawn to the significant aspects of the findings.

In Chapter 5 the results of the study were discussed. These highlighted the most significant findings of the survey.

## **6.2 Summary of the significant findings**

The findings of the survey were discussed in detail in Chapter 5. A summary of the most significant findings will be presented here.

The most important finding was that almost all (218 or 99.1%) of the third-year students surveyed used the ECT library on the Butterworth campus. It was found that the 43.6% of

the students visited the library two to five times a week at the most and only 1.4% of them used it less than once a month. The second most used library service was the photocopying service. It was found that the majority of the respondents (197 or 90.4%) used it in spite of the problems that were mentioned by the respondents. The short-loan service was the third most popular service, used by 173 (79.4%) of the respondents. Another finding with regard to short-loan was that, of the 173 respondents who used the service, (121 or 69.9%) agreed that the basic and prescribed reading material is available in the short-loan section. However, with some of these services the students experienced a shortage of resources such as computers and photocopying machines. At the moment there are only two photocopying machines available in the library and these were frequently out of order. The long queues for the use of these services were also found to be a problem by the majority of students. A significant finding was that the charges for photocopying were not too high.

The study revealed that there is underutilization of certain services, largely due to a lack of knowledge and skills. For instance, two of the vital services at the ECT library, the electronic room and OPAC were the least-known services to most ECT third-year students on the Butterworth campus. Only 11.5% of the respondents were aware of the electronic room services but when asked specifically about the use of it in Question 34, 53.7% of the respondents claimed to have used the electronic room as shown in Table 37. A significant finding was that students who used the electronic room found it difficult to access. It was found that sometimes booking lists were not adhered to and that the room was always full. Lack of assistance within the electronic room was also found to be a problem. A positive and interesting finding with regard to the electronic room was that students regarded the various databases which were available to them as relevant to their information needs.

A significant finding was the fact that more than half of the respondents do not use the OPAC for various reasons, with 63.7% claiming not to have been introduced to it. A finding with regard to satisfaction with the OPAC was that 46 of the 99 OPAC users were not satisfied with the results they received in retrieving information from the OPAC

computers with the main reason given being the unreliability of the OPAC, as they found that OPAC was not representative of all the library material. Only 80 of the 126 respondents who had attended library orientation in their first-year of study indicated that they had benefited from it (Table 13), resulting in a serious inability to retrieve information from the library during their years of study.

Although it has emerged that shelving is generally a problem in the ECT library, a significant finding with regard to the arrangement of books on the shelves was that a greater proportion (62.4%) of students found it to be consistent. Another important finding was that the opening time of the library was convenient. However, a majority of the respondents felt that the Library sometimes opened later than 09:00 and that was a problem for them.

It was found that the library was experiencing a space problem, mainly due to the large numbers of students using the library. This was evident in a number of aspects, such as limited study space, the need for a bigger electronic room and the use of the issue desk for circulation and short-loan purposes.

The findings need to be analysed and dealt with by library staff, academic staff and the management of the institution in order to achieve solutions which will be of benefit to the users, namely the academic staff and students in particular. If these findings can be looked at before the merger finally occurs, the ECT library will be in a better position to meet the needs of the merged institution.

### **6.3 Conclusions**

It was established from the survey that the ECT library services are able to achieve their goal of supporting ECT students by providing access to various forms of information sources and recorded knowledge, although this is not always adequate.

According to the findings of the survey it can be concluded that the usage of the ECT library on the main campus in Butterworth by third-year students is high, regardless of the shortcomings of some of the services that were found.

In the light of the objectives of the study it can be concluded that third-year students were aware of most of the resources and services offered by the library, with the electronic room and ILL being the least known. In terms of the extent of usage, the photocopying service and the short-loan service were the most well used, in spite of long queues and the shortage of photocopying machines and computers. The OPAC and the electronic room were not adequately utilized, with suggested reasons for this given in section 6.2.

There were varying degrees of satisfaction with particular services offered by the Library. It appeared that students were least satisfied with the OPAC. It can also be concluded that students were dissatisfied with the shortage of staff in the short-loan/circulation desk sections and with a lack of qualified staff to assist them in various areas, particularly regarding library instruction/orientation. Only 80 of the 126 attended respondents indicated that they had benefited from the library orientation programme and this service needs to be reviewed urgently. It appears that an improvement in library instruction/orientation will alleviate a number of difficulties and problems experienced by students in the retrieval of information.

It can be concluded that there are a number of areas and opportunities for improvement in the ECT library. These were identified as: study space, opening hours, inconsistency of OPAC, access to the OPAC and the electronic room, noise levels, out-dated reading materials, review of loan periods, increasing the number of photocopying machines and computers, shortage of staff and attitude of staff at the front desk. The recommendations which follow will deal more specifically with particular actions which may be taken to alleviate these shortcomings.

As Swanepoel (2003:130) concluded in his survey, the areas identified will enable the managers of the library to focus on specific problem areas and do follow-up research to

identify the reasons why students find it difficult to use specific services and facilities and how to eliminate or reduce these problems. Similarly, management of the ECT and the ECT library need to decide on a course of action to reduce the number of problems which were revealed by this study.

#### **6.4 Recommendations**

The following recommendations are based on the findings of the study, the personal experience of the researcher and the relevant literature that was reviewed.

- ❖ It is of utmost importance for an academic library to be able to assess the needs of its users so that it can provide the most relevant and appropriate sources and services which will meet their needs. The ECT library staff should evaluate the present collection to see whether it is supportive of, and meets the needs of, its users, the students and academic staff of the ECT. This could be achieved by forming a strong partnership between the library staff and the academic staff and this will help in the collection of more relevant and up-to-date material.
- ❖ It is recommended that the ECT library should develop library awareness programmes and should publicize their services to all members of the Technikon.
- ❖ A top priority at present is that the OPAC, which is one of the most important facilities in any library, should be a true representation of all the library books on the shelves. This is not the case at the ECT library on the Butterworth campus. The cataloguers are still in the process of updating all library material into the present system, INNOPAC. This will not only save time for the students, but the time of library staff, as the students will be able to locate and retrieve books on their own and more efficiently and effectively.
- ❖ With regard to the electronic room, it is recommended that it must be given special attention as it has been found out that many students are not aware of its existence at all. In addition to that, all computers need to be in good working condition at all times as the demand for the use of the electronic room is high. There is also a need to add more computers to allow the students to fully utilize the databases. Due to rapid technological advances, Library management need to



be aware of the need to update computer hardware and software which become obsolete after a short time. Mechanisms need to be put in place to ensure continuous use of the databases. Students need to be trained on how to use the databases in order to access and search information pertaining to their studies and for research purposes. Library management should ensure that the staff responsible for the electronic room render service to students on an equal basis without any favours. Library staff also need to be well trained to ensure smooth running of the computers and support user access to the databases.

- ❖ To improve the library services at ECT, it is recommended that sufficient staff especially qualified librarians, be employed. The library does not have an information librarian for user education, subject librarians for collection development, a reference librarian, periodicals librarian and an audio-visual librarian.
- ❖ It is recommended that the ECT library management should provide ongoing training for all staff. This should result in the provision of an enhanced service. The training will assist the front-line staff to acquire excellent interpersonal skills, together with a strong service orientation.
- ❖ With the present and increasing student population at the ECT, it is highly recommended that the library building be extended, or other alternatives be investigated. It is believed that it will be a solution to some of the problems revealed by the study. For example, the students had asked for separate study rooms to allow them to study in groups. For now, the seating capacity can be increased by removing the display cabinets and these can be put along the walls.
- ❖ It is recommended that the library orientation programme should be reviewed, and offered in different stages, to all the ECT students.
- ❖ With regard to the ECT library photocopying service, it is recommended that supervision and monitoring of students whilst photocopying should be done by library staff, as some of the students tend to spend more than the allocated ten minutes. Those students who struggle with the use of photocopying machines will benefit, because they will receive assistance from the library staff. In addition, it

is recommended that more powerful photocopying machines be added to the two existing machines, to reduce the problem of long queues.

- ❖ To address the problem of long queues at the circulation desk it is recommended that there should be two computers, that is one for the issuing of short-loan materials and the other for the general collection. Student-assistants (shelvers) should assist at the circulation desk, especially during peak times. Extra help is needed when the computers are down and when this occurs the staff in this section are obliged to issue books manually.
- ❖ It is recommended that the problem of shelving at the ECT library should be attended to urgently. It is suggested that the shelvers should do shelving in the evenings and early, before the library opens in the mornings. This could solve the problem of opening the library later than it should, due to delays caused by shelving.
- ❖ It is recommended that the ECT library should ensure that equipment (such as photocopiers, computers and printers) is always kept in good working order by checking it frequently.

### **6.5 Suggestions for further study**

The following are suggestions for further research, linked to the present study.

- ❖ Researchers can take this work forward by broadening the scope to assess all staff and students' perceptions of library services on the main campus, as well as those on the satellite campuses of ECT.
- ❖ A follow-up research study could focus on identified problem areas that are significant in the present study, such as lack of library space; shortage of library facilities such as computers and photocopying machines; out-dated reading material; attitude of the circulation desk staff and the noise level.
- ❖ The merger between the Eastern Cape Technikon, Border Technikon and University of Transkei scheduled for 2005 creates an opportunity for a study of this nature to be undertaken in the other two institutions. The results from

these studies, together with the results of the present study, will then provide a framework for the planning of the new (University) institution.

- ❖ It might be interesting to repeat this study in five years time, to see what improvements have been made in the library.
- ❖ It is suggested that the LibQUAL+<sup>TM</sup> Survey be adapted and used in South African libraries and the results compared with findings in the United States of America.

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## **APPENDICES**

### **Appendix 1: Letter of introduction**

September 2003

Dear student

I am a Master's student registered in the Department of Information Studies at University of Natal, Pietermaritzburg.

I am conducting a survey for my thesis, which aims at establishing the degree of students' awareness and usage of library resources and services at Eastern Cape Technikon on Butterworth campus. The findings of the study will assist Library Management as well as the Technikon Management to know which services need improvement in the library.

Please take a few moments to complete the attached questionnaire. Please be as accurate and honest as possible with your answers. Your individual responses will be collected and analysed at an overall level. All information supplied will be kept in strict confidence and be solely used for the purpose of this study.

Yours sincerely

.....

N. Mgqalelo

Eastern Cape Technikon, Butterworth

## **Appendix 2: Questionnaire used to collect data**

### **QUESTIONNAIRE**

#### **THIRD-YEAR STUDENTS' PERCEPTIONS OF LIBRARY SERVICES AT BUTTERWORTH CAMPUS OF THE EASTERN CAPE TECHNIKON IN SOUTH AFRICA**

##### **INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE**

1. Tick applicable answer(s).
2. Use spaces provided to write your answers.

#### **A. BIOGRAPHICAL DATA**

1. Gender

- ☐ Male  
☐ Female

2. Are you a.....

- ☐ Full-time student  
☐ Part-time student

3. Choose your faculty

- ☐ Faculty of Engineering  
☐ Faculty of Business Sciences  
☐ Faculty of Applied Technology

4. State the number of years you have been studying at the Eastern Cape Technikon.....

5. Do you stay in a residence on campus?

- ☐ Yes  
☐ No

#### **B.GENERAL USAGE**

6. Do you use the Eastern Cape Technikon Library?

- ☐ Yes  
☐ No

If yes, how often do you use it?

- ☐ Everyday.  
☐ Two to five times a week.  
☐ Once a week.  
☐ A few times a month.  
☐ once a month.  
☐ Less than once a month.

If no, please give a reason for this.....  
(Thank you, please hand in your questionnaire).

7. Tick which of the following facilities and services in the library you are aware of?

- ☐ Borrowing books, journals and other materials.
- ☐ Inter-library loan.
- ☐ Short-loan service.
- ☐ Reference section.
- ☐ Photocopying.
- ☐ Study space.
- ☐ Electronic room.

8. Did you participate in library orientation in your first-year of registration?

- ☐ Yes
- ☐ No

If yes, would you say that you benefited from that library orientation with regard to your studies? Please explain how.

.....  
.....

9. Should the library continue to offer library orientation programmes for first-year students?

- ☐ Yes
- ☐ No

10. Have you ever had individual user instruction in the library?

- ☐ Yes
- ☐ No

### **C. ACCESS AND ARRANGEMENT**

11. Do you find the opening hours of the ECT library convenient?

- ☐ Yes
- ☐ No

If no, suggest suitable opening hours.....

12. Do you find it easy to find your way around the library?

- ☐ Yes
- ☐ No

13. How consistent is the shelving of library material (i.e. materials being shelved in the correct place)?

- ☐ Very consistent
- ☐ Consistent

- ☐ Inconsistent
- ☐ Very inconsistent

14. The fines for overdue library material are too high

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

15. Do you find adequate seating space in the library?

- ☐ Yes
- ☐ No

#### **D. LIBRARY COLLECTION**

16. Does the library have a relevant and up-to-date bookstock?

- ☐ Yes
- ☐ No

17. Does the library have relevant and up-to-date journals in your subject area?

- ☐ Yes
- ☐ No

18. Does the library have relevant non-print materials, such as cassettes and videos?

- ☐ Yes
- ☐ No

19. Does the library have the necessary access to electronic databases such as SABINET.

- ☐ Yes
- ☐ No

#### **E. LIBRARY STAFF**

20. If you need assistance in the library, who do you approach?

- ☐ Librarians
- ☐ Library monitors
- ☐ Friends
- ☐ Other (specify)

21. What is the attitude of librarians towards students?

.....

.....

22. Please indicate if you feel that there is inadequate staff service in any of the library's sections such as: interlibrary loan, reference section, short-loan service, electronic library, issue desk (circulation). Please give reasons for your answer and state which section you are referring to.

.....  
.....

#### **F. ONLINE PUBLIC ACCESS CATALOGUE (OPAC)**

23. Do you use the Online Public Access Catalogue (OPAC)?

☐ Yes

☐ No

If no, why not?

.....  
.....

24. Are you satisfied with the assistance the OPAC gives you in retrieving information?

☐ Yes

☐ No

If no, please give a reason/s

.....  
.....

25. Do you experience problems in the use of OPAC?

☐ Yes

☐ No

If yes, please explain what sort of problems these are.

.....  
.....

#### **G. PHOTOCOPYING SERVICES**

26. Do you use the photocopying service?

☐ Yes

☐ No

If no, please explain why not?



.....  
.....  
If yes, please answer the following questions in this section;

27. The number of photocopying machines is adequate

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

28. Charges for photocopying are too high.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

29. Do you experience any other problems with photocopying?

- ☐ Yes
- ☐ No

If yes, please state what these are.

.....  
.....

## **H. SHORT-LOAN SERVICES**

30. Do you use the short-loan service?

- ☐ Yes
- ☐ No

If yes, please answer the following questions:

31. Basic reading material for each module is always placed in the short-loan section.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

32. Most of the prescribed course module materials are available at the short-loan section.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

33. The time allocated for the use of short-loan is adequate.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

## I. ELECTRONIC ROOM

34. Have you ever used the electronic room?

- ☐ Yes
- ☐ No

If no, why not?

.....

.....

If yes, please answer the following questions

35. How difficult is it to gain access to the electronic room?

- ☐ Very difficult
- ☐ Difficult
- ☐ Easy
- ☐ Very easy

36. The library monitors are of great assistance in the electronic room.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

37. The variety of databases available in the electronic room are relevant for my studies.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

38. Are the databases easy to use?

- ☐ Yes

☐ No

39. The one hour allocated for the use of the electronic room is adequate.

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

40. What suggestions can you make to improve the quality of the resources, facilities and services offered by the ECT library?

.....

.....

.....

.....

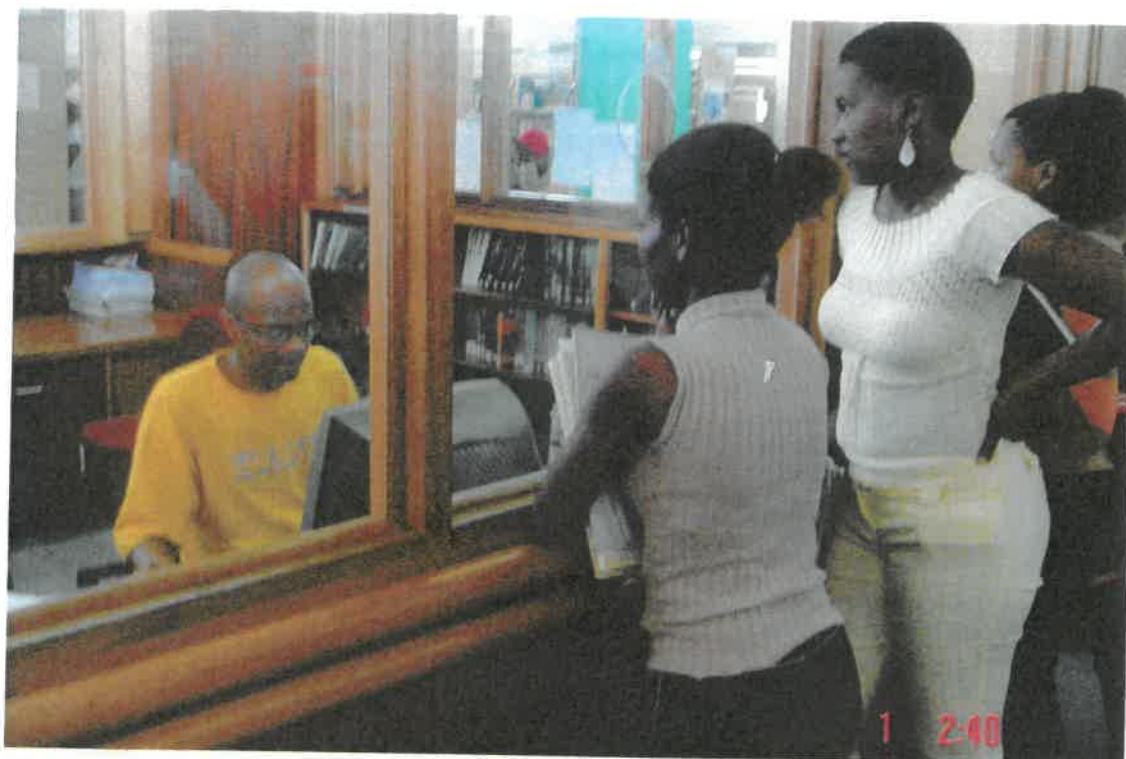
.....End of Questionnaire.....

Thank you very much for your time and co-operation in answering these questions.

### Appendix 3: Map of the Eastern Cape

Source: Available at: <http://www.uyaphi.com/maps/ECmap.htm>. Accessed 20/04/2004.





**Short-loan / Circulation desk of the ECT library**



**A normal queue at the Circulation desk**





**Electronic room of the ECT library**

