LIBRARY SERVICES TO COLLEGES OF EDUCATION IN THE FORMER REPUBLIC OF BOPUTHATSWANA

by

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ACKNOWLEDGMENTS

This thesis is dedicated to my son Onkabetse and my daughter Olebogeng, as an apology from a mother who was not always there when they probably would have liked her to have been.

My thanks also go to my supervisors for their patience, enthusiasm, and painstaking attention to detail.

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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgments</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Diagrams</td>
<td>xiv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xvi</td>
</tr>
<tr>
<td>List of Maps</td>
<td>xix</td>
</tr>
<tr>
<td>List of Abbreviations</td>
<td>xx</td>
</tr>
<tr>
<td>Summary</td>
<td>xxii</td>
</tr>
</tbody>
</table>

CHAPTER 1 GENERAL INTRODUCTION

1.1 Introduction

1.1.1 Underdevelopment  
1.1.2 Lack of libraries and library skills  
1.1.3 Shortage of qualified librarians

1.2 Problem statement

1.3 Actuality of the research

1.3.1 Colleges of education in the former Republic of Bophuthatswana

1.3.2 Role of the library in a college of education

1.3.2.1 The role of the library with regard to students in a college of education

1.3.2.2 The role of the library with regard to lecturers in a college of education

1.3.3 Library services
2.8.2.2 The National Library Service
2.8.2.3 Further landmarks in the development of the National Library Service in Bophuthatswana
2.8.2.4 Functional divisions

2.9 Conclusion

CHAPTER 3 LIBRARIES IN COLLEGES OF EDUCATION OUTSIDE BOPHUTHATSWANA

3.1 Introduction

3.2 Aims and objectives

3.2.1 Aims
3.2.2 Objectives

3.3 Libraries in colleges of education in other countries

3.3.1 The background history of colleges of education studied and physical facilities
3.3.1.1 Background history of teacher education and libraries at colleges of education in Australia
3.3.1.2 Background history of teacher education and libraries at colleges of education in Nigeria
3.3.1.3 Background history of teacher education and libraries at colleges of education in South Africa
3.3.1.4 Background history of teacher education and libraries at colleges of education in Swaziland
3.3.1.5 Background history of teacher education and libraries at colleges of education in the United Kingdom

3.3.1.6 Background history of teacher education and libraries at colleges of education in the USA

3.4 Description of the colleges of education

3.5 Library collections in the colleges of education

3.6 Storage, organization and retrieval of media in the colleges of education libraries

3.7 Library personnel in the colleges of education

3.8 Qualifications of librarians in the colleges of education libraries

3.9 Conclusion

CHAPTER 4 LIBRARIES IN COLLEGES OF EDUCATION IN THE FORMER REPUBLIC OF BOPHUTHATSWANA 1977-1994

4.1 Introduction

4.2 Aims and objectives

4.3 Survey of libraries in the Bophuthatswana colleges of education
<table>
<thead>
<tr>
<th>4.4 Background history of teacher education and libraries at colleges of education</th>
<th>121</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1 Hebron College of Education</td>
<td>124</td>
</tr>
<tr>
<td>4.4.2 Lehurutshe College of Education</td>
<td>128</td>
</tr>
<tr>
<td>4.4.3 Marapyane College of Education</td>
<td>130</td>
</tr>
<tr>
<td>4.4.4 Moretele College of Education</td>
<td>130</td>
</tr>
<tr>
<td>4.4.5 Taung College of Education</td>
<td>132</td>
</tr>
<tr>
<td>4.4.6 Thaba’Nchu College of Education</td>
<td>134</td>
</tr>
<tr>
<td>4.4.7 Tlhabane College of Education</td>
<td>136</td>
</tr>
<tr>
<td>4.5 Description of the libraries</td>
<td>141</td>
</tr>
<tr>
<td>4.6 Library collections</td>
<td>142</td>
</tr>
<tr>
<td>4.7 Storage, organization and retrieval of media in the libraries</td>
<td>144</td>
</tr>
<tr>
<td>4.8 Library personnel</td>
<td>147</td>
</tr>
<tr>
<td>4.9 Qualifications of librarians</td>
<td>148</td>
</tr>
<tr>
<td>4.10 Conclusion</td>
<td>149</td>
</tr>
</tbody>
</table>

**CHAPTER 5 RESEARCH METHODOLOGY**

<table>
<thead>
<tr>
<th>5.1 Introduction</th>
<th>151</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 Questionnaires</td>
<td>152</td>
</tr>
<tr>
<td>5.3 Universe and population</td>
<td>152</td>
</tr>
</tbody>
</table>
5.4 Sampling

5.4.1 Sampling unit

5.4.2 Sample size

5.4.2.1 Stratified random sampling

5.4.2.2 Sampling frame

5.5 Data collection

5.5.1 Compilation of the questionnaire for students

5.5.2 Compilation of the questionnaire for lecturers

5.6 Pre-test of the questionnaire

5.6.1 Selection of the subjects

5.6.2 Administering the pre-test

5.6.3 Response

5.7 Data collection

5.7.1 Administering the questionnaire to students

5.7.2 Administering the questionnaire to lecturers

5.8 Conclusion
CHAPTER 6 ANALYSIS OF DATA COLLECTED FROM STUDENTS' QUESTIONNAIRES

6.1 Introduction 170

6.2 Analysis of the responses 171

6.2.1 Demographics and related variables 171
6.2.2 Study year 172
6.2.3 Gender 173

6.3 The use of the library by students 173

6.3.1 Use of the library for study purposes 173
6.3.2 Lecturers expecting students to use sources 174
6.3.3 Use of different sources by students 175
6.3.4 Reasons for students not using other sources 177
6.3.5 The students' views on the library's provision of sources 179
6.3.6 Use of the catalogue by students 181
6.3.7 The availability of the photocopier in the libraries for use by students 182
6.3.8 The experiences of students when finding information 183
6.3.9 Reasons students experience difficulties in finding information 184
6.3.10 Students' consultation of the library staff 186
6.3.11 The purpose of most of the students' consultations 187
6.3.12 The students' latest consultation of the library staff 188
6.3.13 The extent of the library staff's assistance to students 189
6.3.14 The quality of the services rendered by the library staff 190
6.3.15 Students' opinions and comments about the library 190
6.4 Conclusion

CHAPTER 7 ANALYSIS OF DATA COLLECTED FROM
THE LECTURERS' QUESTIONNAIRES

7.1 Introduction

7.2 Analysis of the responses

7.2.1 Demographics and related variables
7.2.2 Status of lecturers
7.2.3 Gender

7.3 The use of the library by lecturers

7.3.1 Lecturers expecting students to consult sources of
information
7.3.2 Lecturers providing lists of sources to students
7.3.3 Use of different sources by lecturers
7.3.4 Reasons for lecturers not using other sources
7.3.5 The lecturers' views on the library's provision of sources
7.3.6 The use of the catalogue by lecturers
7.3.7 The availability of the photocopier by lecturers
7.3.8 The use of the photocopier by lecturers
7.3.9 Lecturers' experiencing difficulty in finding information
7.3.10 Lecturers' main reason contributing to the problem of
finding information
7.3.11 Lecturers' consultation of library staff
7.3.12 The purpose of the lecturers' consultations
7.3.13 The lecturers’ latest consultation of the library staff 213
7.3.14 The extent of the library staff’s help to lecturers 213
7.3.15 Lecturers opinions of services rendered by the library staff 214

7.4 Conclusion 216

CHAPTER 8 CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction 218

8.2 Conclusions 218

8.2.1 How history affected library services 218
8.2.2 A comparison of libraries in colleges of education 221
8.2.3 The use of facilities, resources and services by students 223
8.2.4 The use of facilities, resources and services by lecturers 224

8.3 Recommendations 225

8.3.1 Library services 225
8.3.2 Supply of a basic media collection 227
8.3.3 Funding of the extension of the basic collection 227
8.3.4 Selection of media 228
8.3.5 In-service training 228
8.3.6 Library orientation courses 228
8.3.7 College library staff 229
8.3.8 Liaison between the college librarians and the lecturers 230
8.3.9 Creation of conditions conducive to reading and studying

8.4 Final conclusion

APPENDICES

Appendix A: Library services to students at colleges of education in the former Republic of Bophuthatswana

Appendix B: Library services to lecturers at colleges of education in the former Republic of Bophuthatswana

Appendix C: Correspondence from the Department of Education

BIBLIOGRAPHY
<table>
<thead>
<tr>
<th>Diagram</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Library structure in Bophuthatswana</td>
<td>50</td>
</tr>
<tr>
<td>3.1</td>
<td>The lower floor plan of the Heyward Library</td>
<td>68</td>
</tr>
<tr>
<td>3.2</td>
<td>The upper floor plan of the Heyward Library</td>
<td>69</td>
</tr>
<tr>
<td>3.3</td>
<td>Level one of the Education Resource Centre</td>
<td>71</td>
</tr>
<tr>
<td>3.4</td>
<td>The ground floor plan of the Harold Holmes Library</td>
<td>76</td>
</tr>
<tr>
<td>3.5</td>
<td>The mezzanine plan of the Harold Holmes Library</td>
<td>77</td>
</tr>
<tr>
<td>3.6</td>
<td>The floor plan of the Transvaal College of Education Library</td>
<td>79</td>
</tr>
<tr>
<td>3.7</td>
<td>The Ngwane Teachers College Library</td>
<td>81</td>
</tr>
<tr>
<td>3.8</td>
<td>The William Pitcher Teacher Training College Library</td>
<td>83</td>
</tr>
<tr>
<td>3.9</td>
<td>The floor plan of the Canterbury Christ Church College of Higher Education Library</td>
<td>86</td>
</tr>
<tr>
<td>3.10</td>
<td>The upper floor plan of the Jordanhill College of Education Library</td>
<td>89</td>
</tr>
<tr>
<td>3.11</td>
<td>The ground floor plan of the Jordanhill College of Education Library</td>
<td>91</td>
</tr>
<tr>
<td>3.12</td>
<td>The floor plan of the Milbank Memorial Library</td>
<td>97</td>
</tr>
<tr>
<td>4.1</td>
<td>The floor plan of the Hebron College of Education Library</td>
<td>127</td>
</tr>
<tr>
<td>4.2</td>
<td>The floor plan of the Lehurutshe College of Education</td>
<td>129</td>
</tr>
<tr>
<td>4.3</td>
<td>The floor plan of the Marapyane College of Education Library</td>
<td>131</td>
</tr>
<tr>
<td>4.4</td>
<td>The floor plan of the Moretele College of Education Library</td>
<td>133</td>
</tr>
</tbody>
</table>
4.5 The floor plan of the Taung College of Education Library

4.6 The ground floor plan of the Thaba’Nchu College of Education Library

4.7 The upper floor plan of the Thaba’Nchu College of Education Library

4.8 The floor plan of the Tlhabane College of Education Library

8.1 The proposed structure of the Provincial Library Services
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Population distribution</td>
</tr>
<tr>
<td>3.1</td>
<td>Background facts about the colleges</td>
</tr>
<tr>
<td>3.2</td>
<td>Library collections</td>
</tr>
<tr>
<td>3.3</td>
<td>Classification scheme, catalogues, shelf arrangement and hours of service</td>
</tr>
<tr>
<td>3.4</td>
<td>Student population and number of books (volumes) in relation to library personnel</td>
</tr>
<tr>
<td>3.5</td>
<td>Qualifications of librarians</td>
</tr>
<tr>
<td>4.1</td>
<td>Background facts about colleges of education in the former Republic of Bophuthatswana</td>
</tr>
<tr>
<td>4.2</td>
<td>Library collections</td>
</tr>
<tr>
<td>4.3</td>
<td>Classification scheme, catalogues, shelf arrangement and hours of service</td>
</tr>
<tr>
<td>4.4</td>
<td>Student population and number of books in relation to library personnel</td>
</tr>
<tr>
<td>4.5</td>
<td>Qualifications of librarians</td>
</tr>
<tr>
<td>5.1</td>
<td>A three-tier stratified sample for students</td>
</tr>
<tr>
<td>5.2</td>
<td>A three-tier stratified sample for lecturers</td>
</tr>
<tr>
<td>5.3</td>
<td>Students' strata and missing units in each college</td>
</tr>
<tr>
<td>5.4</td>
<td>Lecturers' strata and missing units in each college</td>
</tr>
<tr>
<td>6.1</td>
<td>Number of students enrolled for different diplomas in each college</td>
</tr>
<tr>
<td>6.2</td>
<td>Study year (Status)</td>
</tr>
<tr>
<td>6.3</td>
<td>Sex of the students by diplomas</td>
</tr>
<tr>
<td>6.4</td>
<td>Using the library for study purpose only</td>
</tr>
<tr>
<td>6.5</td>
<td>Any of the lecturers expect use of library source</td>
</tr>
</tbody>
</table>
6.6 All lecturers expect students to use library sources
6.7 Frequency of using sources
6.8 Reasons for not using sources
6.9 Adequacy of the sources
6.10 Frequency of catalogue use
6.11 Availability of a photocopier
6.12 Frequency of using the photocopier
6.13 Difficulty in finding information
6.14 Reasons for experiencing difficulties
6.15 Frequency in consulting library staff
6.16 Reasons for consulting library staff
6.17 Latest consultation with library staff
6.18 Extent of library staff assistance
6.19 Quality of services rendered
6.20 Comments about the college library
7.1 Colleges and subjects taught by lecturers
7.2 Status of lecturers
7.3 Sex of lecturers
7.4 Lecturers expecting students to consult sources of information in the college library
7.5 Providing lists of sources to students
7.6 Frequency of using sources
7.7 Reasons for not using sources
7.8 Adequacy of the sources
7.9 Frequency of catalogue use
7.10 Availability of a photocopier
7.11 Frequency of using the photocopier
7.12 Difficulty in finding information

xvii
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.13</td>
<td>Reasons for experiencing difficulties</td>
<td>210</td>
</tr>
<tr>
<td>7.14</td>
<td>Frequency in consulting library staff</td>
<td>211</td>
</tr>
<tr>
<td>7.15</td>
<td>Reasons for consulting library staff</td>
<td>212</td>
</tr>
<tr>
<td>7.16</td>
<td>Latest consultation with library staff</td>
<td>213</td>
</tr>
<tr>
<td>7.17</td>
<td>Extent of library staff assistance</td>
<td>214</td>
</tr>
<tr>
<td>7.18</td>
<td>Quality of the service rendered</td>
<td>215</td>
</tr>
<tr>
<td>7.19</td>
<td>Comments about the college library</td>
<td>215</td>
</tr>
</tbody>
</table>
### LIST OF MAPS

<table>
<thead>
<tr>
<th>Map</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Republic of Bophuthatswana</td>
<td>18</td>
</tr>
<tr>
<td>2.2</td>
<td>The landlocked position of Bophuthatswana</td>
<td>19</td>
</tr>
<tr>
<td>4.1</td>
<td>The location of colleges of education</td>
<td>120</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>AARNet</td>
<td>Australian Academic Research Network</td>
<td></td>
</tr>
<tr>
<td>B Bibl(Hons)</td>
<td>Bachelor of Librarianship (Honours)</td>
<td></td>
</tr>
<tr>
<td>BED</td>
<td>Bachelor of Education</td>
<td></td>
</tr>
<tr>
<td>BLS/B Bibl</td>
<td>Bachelor of Library Science</td>
<td></td>
</tr>
<tr>
<td>BOP TV</td>
<td>Bophuthatswana Television</td>
<td></td>
</tr>
<tr>
<td>CRC</td>
<td>Curriculum Resource Centre</td>
<td></td>
</tr>
<tr>
<td>DDC</td>
<td>Dewey Decimal Classification</td>
<td></td>
</tr>
<tr>
<td>DEd</td>
<td>Doctor of Education</td>
<td></td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
<td></td>
</tr>
<tr>
<td>Dip Ed</td>
<td>Diploma in Education</td>
<td></td>
</tr>
<tr>
<td>Dip HE</td>
<td>Diploma of Higher Education</td>
<td></td>
</tr>
<tr>
<td>Dip Teach</td>
<td>Diploma in Teaching</td>
<td></td>
</tr>
<tr>
<td>ERC</td>
<td>Education Resource Centre</td>
<td></td>
</tr>
<tr>
<td>ERIC</td>
<td>Education Resources Information Center</td>
<td></td>
</tr>
<tr>
<td>HDL</td>
<td>Higher Diploma in Librarianship</td>
<td></td>
</tr>
<tr>
<td>HED</td>
<td>Higher Education Diploma</td>
<td></td>
</tr>
<tr>
<td>JC</td>
<td>Junior Certificate</td>
<td></td>
</tr>
<tr>
<td>JP</td>
<td>Junior Primary</td>
<td></td>
</tr>
<tr>
<td>JPTD</td>
<td>Junior Primary Teachers' Diploma</td>
<td></td>
</tr>
<tr>
<td>JSTC</td>
<td>Junior Secondary Teachers' Certificate</td>
<td></td>
</tr>
<tr>
<td>LC</td>
<td>Library of Congress</td>
<td></td>
</tr>
<tr>
<td>LDLIS</td>
<td>Lower Diploma in Library and Information Science</td>
<td></td>
</tr>
<tr>
<td>LPTC</td>
<td>Lower Primary Teaching Certificate</td>
<td></td>
</tr>
<tr>
<td>MEd</td>
<td>Master of Education</td>
<td></td>
</tr>
<tr>
<td>MLS/M Bibl</td>
<td>Master of Library Science</td>
<td></td>
</tr>
<tr>
<td>NCE</td>
<td>National Certificate of Education</td>
<td></td>
</tr>
<tr>
<td>NELINET</td>
<td>New England Library Network</td>
<td></td>
</tr>
<tr>
<td>PGCE</td>
<td>Postgraduate Certificate in Education</td>
<td></td>
</tr>
</tbody>
</table>
PGDL  > Postgraduate Diploma in Librarianship
PhD   > Doctor of Philosophy
PPTD  > Pre Primary Teachers' Diploma
PTC   > Primary Teachers' Certificate
PTD   > Primary Teachers Diploma
RLIN  > Research Library Information Network
SP    > Senior Primary
SPTD  > Senior Primary Teachers' Diploma
SSTC  > Senior Secondary Teachers' Course
STD   > Senior Teachers' Diploma
UDE   > University Diploma in Education
UDEEL > University Diploma in Education Early Learning
UDEP  > University Diploma in Education Primary
UDES  > University Diploma in Education Secondary
UDEST > University Diploma in Education Secondary Technical
UNIWEST > University of the North West
UNIBO > University of Bophuthatswana
WITS  > University of the Witwatersrand
SUMMARY

The purpose of this research was to determine what library facilities, resources and services were available to students and lecturers at colleges of education in the former Republic of Bophuthatswana and to determine how they compare to those available in some colleges of education libraries elsewhere. Also to determine students' and lecturers' use of the facilities, resources and services provided and whether they regard them as adequate.

This investigation comprised a survey of the literature and an empirical survey which entailed giving questionnaires to a sample of students and lecturers at colleges of education. It was found that students and lecturers use the libraries, but that facilities, equipment and collections are inadequate in many respects which contributes to the fact that most of the students and lecturers deemed the services offered by library staff to be inadequate. Several recommendations are made to improve services.
1

CHAPTER 1

GENERAL INTRODUCTION

1.1 INTRODUCTION

The researcher's first contact with college of education libraries in the Republic of Bophuthatswana was in 1989 when she was a lecturer in School Librarianship at the Tlhabane College of Education. There was a shortage of full-time librarians as well as assistant librarians; hence the researcher had to work as a lecturer and a librarian at the same time. As a lecturer one of her first tasks was to work in conjunction with the University of Bophuthatswana (UNIBO), which since 1995 has been renamed the University of the North West (UNIWEST), to design, initiate and run a diploma course to train teacher-librarians.

During this time the researcher worked very closely with librarians in the colleges of education and had many contacts with lecturers and students at colleges of education in the former Republic of Bophuthatswana. This allowed the researcher to observe the problems faced by the students using libraries at colleges of education. Many students lacked the basic skills needed to make use of library resources and facilities; such as not knowing in what kind of sources they could find information on an assignment topic or how to locate a book in the library. The researcher also became aware of the efforts librarians made to educate a society which does not attach much importance to books.

The main cause of this problem according to Matlala (1987:25) is, "lack of libraries and a society which does not attach much importance to books and scholarly study". Matlala's paper is the only document found on libraries in the colleges of education in the former Republic of Bophuthatswana in which mention is made of the problem
of the inability of students at the colleges of education to use the library effectively. The paper does not outline the types of problems encountered nor does it make recommendations on how to solve these problems. This leaves a number of unanswered questions about the provision and use of library facilities and resources at colleges of education in the former Republic of Bophuthatswana; issues which this research hopes to address.

The problems mentioned above arise because most of the students going to colleges of education in the former Republic of Bophuthatswana encounter libraries for the first time at tertiary level.

1.1.1 Underdevelopment

Every institution, for example, a school or a government department, was responsible for the development of its own library. In 1973, with the establishment of a library at the Department of Education in the former Republic of Bophuthatswana an effort was made to centralize all library services, but this was not successful until 1978 (Leepile 1979:7).

In 1978 there were seven government departments in the former Republic of Bophuthatswana but only one department, the Department of Education, had a developed library, whilst the Department of Justice had an adequate collection of books. The Department of Education Library was established in 1973. In other departments books were kept in offices or in a cupboard set aside for the book collection. The accession register was usually the only library record maintained (Leepile 1979:7).
Altogether there were 938 schools, but only a few secondary schools had well-developed libraries, for example Moroka Senior Secondary School in Thaba'Nchu had 2,467 books and Pinagare Secondary School in Taung had 1,247 books. Tlhabane Training College library was at that stage one of a few college of education libraries with a well-developed library, and a book stock totalling about 2,000 items. Most of the schools had no libraries, but some kept books in cupboards in classrooms. Very few schools had a budget for books (Louw 1979: 10-11).

There were no public libraries. In some areas like Thaba'Nchu, the tribal authority had an office which provided a library, however, the community did not know of its existence. Most of these libraries in tribal offices were run on a part-time basis by teachers, who were not paid for their library work.

In 1978 the National Library Service was established within the Department of Education and the Director of Library Services was directly responsible for all libraries in the former Republic of Bophuthatswana, such as public libraries, school and college libraries, hospital libraries and the libraries of government departments. All these are covered in the Bophuthatswana National Library Service Act, No. 8 of 1978.

The Act covers the establishment of the National Library Service and the functions of the National Library Council, the Director of Library Services and the National Library. Various aspects like legal deposit, financial regulations and aid from other library services are also covered by this legislation. All tax-supported libraries in Bophuthatswana fall under the regulations of this Act (Louw 1979: 11).

From this brief overview it becomes apparent that the libraries in colleges of education in the former Republic of Bophuthatswana are still in their initial stages even though Bophuthatswana existed as an independent state for 17 years, from
1.1.2 Lack of libraries and library skills

The inability of many students at colleges of education to use the library in an adequate and efficient manner is well-known to college librarians. Most of the existing public libraries have only recently been established in some of the townships. In fact, most of them were established between 1990 and 1993. However the stock in these libraries is still scanty. There are still no public libraries in the rural areas. Because of this shortage of libraries, which results in a lack of early exposure to libraries, students lack basic skills in the use of library resources and facilities and most students encounter libraries for the first time at the tertiary level. It becomes the college library staff’s function to try and correct this deficiency by giving students orientation and training them in the use of books and other materials.

This training helps students to find their way about the library, and to use information sources for their subjects. In addition it enables them to become practised in the use of books and other materials in their teaching.

1.1.3 Shortage of qualified librarians

Because of the shortage of qualified librarians, in most of the libraries in colleges of education there are not more than three qualified librarians. They are lecturers who work part-time in the libraries. Some colleges of education libraries have a full-time librarian. The number of assistant librarians differs in all the colleges. Some colleges have three, others two or just one. In cases where there is no full-time librarian; the lecturers in School Librarianship are expected to run the college
library to the best of their ability. They answer reference questions asked by students and lecturers and supervise the assistant librarians. Furthermore these lecturers are also expected to carry out the tutorial function of the library. They must teach potential teachers the role of the library in the school, how to use the library, and the use of books and libraries for personal and academic needs. This means that like other lecturers they are required to do preparation and marking of tests and assignments. Unfair and unreasonable as this is, these lecturers are expected to do all their lecture preparation in their own time and still organize the library (Mafana 1987:26).

1.2 PROBLEM STATEMENT

In recent years, both in Southern Africa and abroad, there has been a surge of interest in the role of the college of education in helping student teachers to cope with the enormous increase in available knowledge. It has become clear to educationists that most existing syllabi are not properly equipped to assist students in this regard, and that the ideal facilitator for this purpose was the generally underutilized college library. Under this spotlight the college library blossomed into a multi-media resource centre, abandoning its image of a dusty storeroom for dull and out-dated books; and becoming a lively, exciting place containing a variety of recreational and educational media.

Unfortunately, this blossoming process has not by any means been universal. In the developing communities the scenario is very different. In the former Republic of Bophuthatswana for example priority was still given to providing for roads, houses, schools et cetera. In a situation where funds were limited, with too many students, not enough classrooms, and the bare minimum of things such as desks and textbooks, the development of a multi-media resource centre was naturally not considered a priority.
The problem to be investigated in this research will be that of assessing whether facilities and resources in libraries at these colleges of education are adequate to provide suitable library services to their students. The questions to be answered are the following:

a) what library facilities, resources and services are available to students and lecturers at colleges of education in the former Republic of Bophuthatswana?
b) how do these facilities, resources and services compare to those available in some colleges of education libraries elsewhere?
c) to what extent do students and lecturers use the facilities, resources and services provided and whether they regard them as adequate?

1.3 ACTUALITY OF THE RESEARCH

It is necessary to consider the following aspects:
* The colleges of education in the former Republic of Bophuthatswana.
* The role of the college library in a college of education.
* The library services. It seems likely that there is scope for improvement which is why it is important to research the whole question of library facilities, resources and services to users.

1.3.1 Colleges of education in the former Republic of Bophuthatswana

There were eight colleges of education in the former Republic of Bophuthatswana, but only seven will be investigated, as the Mankwe Christian College was only established in 1992. The seven colleges of education are:
Thaba’Nchu College of Education and Tlhabane College of Education.

In the process of becoming an educated nation, there is an urgent need for teachers to be trained. This is accompanied by a demand for libraries and presents a challenge to college libraries to help in this development.

1.3.2 Role of the library in a college of education

In order to define the role of the library in a college of education, the various user groups and the college functions supported by the college library should be taken as the frame of reference to describe the actual role the library should fulfill (De Bruin 1985:3).

Two groups of library users in the college of education can be identified, namely students and lecturers. The primary functions of the college are twofold, namely tertiary education and the intellectual development of students and lecturers. Thus the library’s role with regard to students and lecturers will be considered.

1.3.2.1 The role of the library with regard to students in a college of education

The library should support the students in their studies by:

Optimal availability of general services and facilities; active assistance with locating, identifying and supplying information sources, as previously agreed with the lecturer; and in general supplying advice about the bibliographic presentation of publications and, in conformity with lecturer’s instructions, advising students about the bibliographic presentation of assignments (De Bruin 1985:7)
The library should make all students in the college aware of its services; it should promote a positive attitude towards the library among students; it should orientate the students towards the role of information in study and practice and the place of the library in disseminating information; and the development of skills in the students for optimum use of the library for their studies.

1.3.2.2 The role of the library with regard to lecturers in a college of education

In order to support the lecturers in the execution of their task, the library personnel must familiarise itself with the contents of syllabi of the college’s teaching programme as well as the presentation of the various courses and subjects. In order to do this; the library personnel should communicate meaningfully with the lecturers about their information requirements. The library personnel should also support each lecturer by:

Assisting with the identification, location and supply of relevant information and information sources. Helping him to keep abreast of recent relevant literature by retrospective and current awareness services and by optimal availability of its services and facilities (De Bruin 1985:6).

Again, it should be the library personnel’s responsibility to ensure that each lecturer is familiar with all services and facilities that the library offers; knows how to make optimum use of these services and facilities; and that he is aware of the importance of information in his work and the library’s place and role in this respect, and that he develops a positive attitude to the library service. The library personnel should be involved with the lecturer in the teaching process in the following ways:

By consulting with the lecturer when necessary about the best strategy by which the library can contribute to the lecturer’s attainment of goals; by helping the students as arranged beforehand with the lecturer; and by constantly discussing with the lecturer the library’s contribution to the teaching process (De Bruin 1985:6).
The library personnel together with the lecturers should plan, develop and maintain a balanced collection of the information resources required for college teaching.

The role of the library with regard to the lecturers and students overlaps; hence, other sources give general roles as "acting as both a reflection of the philosophy and the aims of the college" (Library Association 1982a:48). Another role of the library is that it should be easily accessible and should be open when students and lecturers wish to use it. Its stock should reflect the needs of students and lecturers and the library personnel must be able to assist users in identifying and meeting their needs (Library Association 1982b:15).

1.3.3 Library services

The following are services that libraries at colleges of education offer to students and staff: circulation and reserve (short loan) service, reader advisory service, reference service, interlending service, current awareness service and orientation and user education service. The situation with regard to services in the libraries in colleges of education in the former Republic of Bophuthatswana must be investigated.

1.4 PURPOSE OF THE RESEARCH

The purpose of this research is twofold. Firstly, to provide a record of the available library services to students and lecturers at colleges of education in the former Republic of Bophuthatswana which will enable the library services to be compared with some others elsewhere. Secondly, to identify the strengths and weaknesses of the library services so that any problems or inadequacies may be identified, recommendations made and, it is hoped, the situation improved, to the advantage of
1.5 RESEARCH METHODOLOGY

The methodology will comprise a literature study and an empirical survey.

1.5.1 Literature study

First of all the literature will be surveyed to obtain background history of Bophuthatswana and developments in education and in library services before and during its independence. This will provide the context for the research on college of education libraries in the former Republic of Bophuthatswana. The researcher will survey the literature on college of education libraries in order to determine their aims and objectives and the functions and services needed to achieve these.

Although some standards for college of education libraries are available these have been compiled in countries abroad such as the United Kingdom (Library Association 1967; 1982a). They provide guidelines but it will not serve much purpose to evaluate libraries in colleges of education in the former Republic of Bophuthatswana according to such standards. The researcher will therefore study two examples of college of education libraries in six different countries to obtain an idea of their facilities, resources, staff and services. Then the same aspects in seven of the eight colleges of education libraries in the former Republic of Bophuthatswana will also be studied so that a comparison may be made. The comparison should give some indication of how adequate the facilities, resources, staff and services in the college of education libraries in Bophuthatswana are.
1.5.2 Empirical survey

For the empirical survey questionnaires will be used for data collection. Information will be gathered from the people who use libraries in colleges of education, that is students and lecturers.

A sample will be drawn of at least nine percent of the students attending each college. The nine percent sample is considered by the Human Science Research Council to be big enough to draw valid conclusions in terms of the population represented. Students will be selected at random, but will proportionately represent each diploma offered at the college. Another sample will be drawn from all the lecturers, including lecturers in librarianship. Both students and lecturers will complete the questionnaires which will collect data on their use of the libraries and the purposes for which they are used and whether they regard the facilities, resources and services as adequate.

Although seven colleges of education libraries were investigated in the literature survey before the empirical survey could be carried out the former Republic of Bophuthatswana was reincorporated into the Republic of South Africa (10th March 1994). The questionnaires were administered shortly after the reincorporation. Therefore instead of carrying out the empirical survey in seven colleges only the five that fell within the boundaries of the North West Province were included in the survey.
1.6 DELIMITATION OF THE FIELD OF STUDY

1.6.1 Colleges of education libraries

This thesis relates to the field of college librarianship. Within that field the investigation is further limited in its application to colleges of education, because there are different types of colleges such as technical colleges, professional colleges, agricultural colleges, and so on.

1.6.2 The former Republic of Bophuthatswana

This study is also restricted to colleges of education in the former Republic of Bophuthatswana. Bophuthatswana was chosen, because its situation was felt to be typical of that occurring in the former black areas in the rest of Southern Africa and the researcher was conveniently placed to conduct the study in the area because of her established involvement in both education and librarianship in the former Republic of Bophuthatswana.

1.6.3 Target groups considered

Library services to students and lecturers will be studied. As mentioned above, the research is limited to students and lecturers; and these groups have been selected for the following reasons; they are the primary users of the colleges of education libraries. The college management staff will be excluded from this study; this includes the rectors, deputy rectors and the registrars. The reason for their exclusion is that they do not lecture to students. There are other users, the members of the community, but they have been excluded, because they do not use the library frequently.
1.7 DEFINITION OF CONCEPTS

The most important concepts to be used in the thesis will be discussed and defined below.

1.7.1 A college of education library

In order to understand what is meant by a college of education library; it will be better to start with the explanation of a college of education itself. A college of education is an institution of higher learning that is not divided into separate schools and faculties, that offers a four-year curriculum leading to a bachelor's degree in education and sciences, and that requires for admission graduation from an accredited high school (Gates 1979:31). Thus, a college of education library is a complex institution with large quantities of books, magazines, documents, newspapers, films, recordings and other materials to meet the demands of both students and lecturers (World book encyclopaedia 1988:246). Its basic function is to serve to the fullest extent possible the programme of the parent institution and to strive to meet the needs of all its patrons, from the lecturer to the first year student just entering the college (Gates 1979:31).

1.7.2 Library services

"The library service is the facilities provided by a library for the use of books and the dissemination of information" (Librarian's glossary and reference book 1987:465). The library is expected to operate efficiently and effectively, and to respond to all user requests expeditiously. The library should normally be able to provide its users with access to any publication they may request and a high proportion of requests should be satisfied from stock. Library personnel should be fully aware of both the establishment and the most up-to-date theories, techniques and technologies of
Having established this background; it is clear that the concept "library service" can be divided into two main categories: 1. the provision of the physical facilities available such as the size of the library, furniture, equipment and the resources available such as number of books, periodicals and audiovisual media, and 2. the services offered by the library personnel such as reference service and orientation service. For the purpose of this study, the researcher will combine the two categories for a definition of a library service. This term will be used frequently in this research.

1.8 RESEARCH PROGRAMME

The research for this project will be done in the following way:

Chapter 2 will provide background information on the former Republic of Bophuthatswana. The researcher will provide a map which shows the position of the former Republic of Bophuthatswana in Southern Africa and give some general information on the history, population and economy of the country. Then the researcher will provide information on the system of education, the number of primary and secondary schools and on tertiary and special education. There will also be a discussion of the development of library services in the former Republic of Bophuthatswana.

Chapter 3 of this study will consist of a literature survey on some college of education libraries elsewhere. The purpose of this survey is for the researcher to determine what is available in other libraries in order to compare services to users in the colleges of education libraries in the former Bophuthatswana with those in these
other countries.

Chapter 4 will constitute an empirical survey of the seven colleges of education in the former Bophuthatswana. The researcher will supply a map showing their location. Information on the colleges will be provided under the following headings: history and general information on total number of students enrolled in each college, the number of staff, facilities, library resource collection, qualifications of library personnel and services to users.

Chapter 5 will outline the methodology that will be used to survey students and lecturers.

Chapter 6 will be an analysis of the data collected from the questionnaires given to students. Information will be obtained on students' use of the facilities, resources and services in the college of education libraries. This will help the researcher to determine whether the facilities, resources and services are adequate.

Chapter 7 will provide an analysis of the data obtained from the lecturers' questionnaires. The data will indicate how the lecturers use the facilities, resources and services of the libraries and also how often and for what purpose they are used.

Chapter 8 will list the conclusions arrived at by the researcher after completion of the research programme. Recommendations will be made based on information obtained from the research.
CHAPTER 2

REPUBLIC OF BOPHUTHATSWANA 1977-1994

2.1 INTRODUCTION

Bophuthatswana means "the country of the Batswana of Bophuthatswana in the Republic of South Africa" (Campion 1977:24). The country attained its independence in southern Africa in 1977. The granting of independence to the Batswana people within South Africa resulted in a heterogeneous national state. According to official sources there were some 76 autonomous tribes in Bophuthatswana which included the Batlhaping, Batlharo, Batlhako, Batlokwa, Balete, Baphiring, Barokologadi, Barageng, Batlhalerwa and Bafokeng (Cowley 1985:10).

For the purpose of this study, the researcher will look at the former Republic of Bophuthatswana under the following aspects: location and size of Bophuthatswana, Mmabatho, the capital city of Bophuthatswana, background history, population, economy, system of education and library services.

2.2 LOCATION AND SIZE OF THE FORMER REPUBLIC OF BOPHUTHATSWANA

Bophuthatswana was situated between the latitude 24° and 30° south of the Equator and the longitude 22° and 29° east of the Greenwich Meridian. It was located largely in the interior western regions of the sub-continent, the country covered a total area of approximately 4.1 million hectares or 40 509km² (Cowley 1985:24).
Bophuthatswana was divided into four main regions:

(1) The Southern District of Thaba'Nchu,
(2) The Western Districts of Ganyesa, Tlhaping-Tlharo and Taung,
(3) the Central Districts of Ditsobotla, Molopo and Lehurutshe and
(4) the Northern and Eastern Districts of Madikwe, Mankwe, Bafokeng, Odi and Moretele (Cowley 1985:32).

Bophuthatswana was divided into 12 administrative districts which varied considerably in size. The smallest was Thaba'Nchu. Map 2.1 clearly shows the location of these districts (Soule 1987:10-11). These 12 districts also closely reflected the grouping and location of the major Tswana tribes that made up the Batswana nation (Cowley 1985:24).

When compared with other countries Bophuthatswana was approximately the same size as Belgium. The western districts of Tlhaping-Tlharo and Ganyesa alone were approximately the area of Northern Ireland. Taken in the context of the continent of Africa, Bophuthatswana was larger than six other independent states. Within the southern African region, it was twice as big as Swaziland and more than three times the size of Lesotho (Cowley 1985:24).
Bophuthatswana consisted of seven separate fragments with the following resultant conditions: (1) an abnormally long border in relation to its size, for example it shared a common border of approximately 2,790 km with the Republic of South Africa and in the extreme west 260 km with the Republic of Botswana and (2) it was “landlocked with no direct access to the sea” (Cowley 1985:24). As a result, it was dependent upon its neighbours, especially the Republic of South Africa, for external trade and markets. The landlocked position of Bophuthatswana is clearly shown in Map 2.2 (Cowley 1985:25).

Map 2.2
The landlocked position of Bophuthatswana
The greater part of the total area of Bophuthatswana was formerly part of the Northern Cape Province and Western Transvaal of the Republic of South Africa. Only a small area, the district of Thaba'Nchu, was previously part of the eastern Orange Free State (Cowley 1985:24).

2.3 MMABATHO, THE CAPITAL CITY, 1977-1994

Mmabatho means the mother of the people. This city was built after the independence as a symbol of unity and to represent the aspirations and hopes of the Batswana nation (Cowley 1985:30). After Bophuthatswana was reincorporated into South Africa, this city became a capital of the North West Province.

Mmabatho was built six kilometres north-west of Mafikeng, because the administrative headquarters of the self-governing territory of Bophuthatswana had been located for some time in the Imperial Reserve, which had been used as the administrative centre for the Bechuanaland Protectorate which later became Botswana. The Imperial Reserve was built two kilometres west of Mafikeng (Cowley 1985:30).

This city was built in 1977. The city of Mmabatho has grown and it now has two suburbs, Montshiwa and Mafikeng, because Mafikeng was incorporated into Bophuthatswana in 1980. There is a well-designed and planned urban centre, an impressive array of government buildings, a civic centre, a sport stadium, a modern shopping complex and a number of residential areas (Cowley 1985:30).
One of the impressive buildings is the large government office block which has "incorporated Batswana tradition with modern technology in the form of a large four-story horseshoe shaped building designed to represent the traditional Setswana kgotla or circular meeting place" (Cowley 1985:30). This building is known as Garona, meaning Our Place. This building houses most of the government departments in the former Republic of Bophuthatswana and now some departments are housed in other buildings. It was built over a period of three years from June 1979 to December 1982, it also serves as a focus for the entire Batswana Nation. Until April 1994 the outer ring of government offices surrounded three ministerial buildings and the president’s office. It covers 39 000m² and houses 16 000 public servants (Cowley 1985:30).

One of the striking features in Mmabatho is the University of Bophuthatswana, (UNIBO) which is now called the University of the North West (UNIWEST). Finally, a short distance to the north of the city is the international airport which was completed in May 1984 at a cost of approximately R25 million (Cowley 1985:30).

However, several problems arose in the city and the main one was accommodation, because many people from southern Africa and overseas were attracted to Mmabatho. As a result large "informal" housing settlements emerged on the edge of the city limits (Cowley 1985:30).

2.4 BACKGROUND HISTORY OF BOPHUTHATSWANA

Carved out of the rock and bush of Africa, Bophuthatswana is an unusual and exciting country offering a rare blend of sophistication and the sedate atmosphere of an age old traditional way of life (Soule 1987:12).
Taking this statement into consideration, the researcher will try and relate the Batswana people's history from the ancestors of the Batswana up to the present generation, because the history of the Batswana follows a long path of development. Archaeological evidence even proves that some of man's earliest ancestors lived in the area that was called Bophuthatswana, because the remains of the Australopithecines (the southern Ape) are to be found at Buxton near Taung. This is where the Taung skull was discovered in November 1924 (Cowley 1985:4).

It is believed that the San (Bushman) and the Khoi (Hottentot), some of whom still survive today in neighbouring Botswana, are the descendants of these early people. The Khoi were cattle farmers and they are believed to have occupied some parts of Bophuthatswana (Cowley 1985:4).

The ancestors of the Batswana were the Bantu-speaking farmers who migrated into the southern African highveld from the fourth century A.D. (Cowley 1985:5). There are many beliefs pertaining to this; some believe that originally Batswana ancestors inhabited the central plateau of the southern region. The people also believed that the Batswana ancestors were negroid in appearance, because they intermarried with the Khoi and San whom they found in that region. The population of Bophuthatswana was therefore an amalgam of Khoisan and negroid people (Cowley 1985:6).

These Bantu-speaking people had established themselves all over Bophuthatswana, eastern Botswana, Zimbabwe and the Transvaal, Orange Free State and Natal by 1 000 A.D. From about the 14th century A.D. they started forming defined political units by evolving into cultural groups such as the Sotho-Tswana, the Nguni and the Venda. In the 16th century they started
forming the tribal groupings such as the Rolong, Pedi, Kwena and others among the Sotho-Tswana (Cowley 1985:6).

The researcher is using the term Sotho-Tswana, because according to Soule (1987:20), the Batswana are the main branch of the so-called Sotho group, therefore, the Setswana language is related to the North Sotho and South Sotho languages, with which the Batswana nation has a cultural affinity.

The early Tswana lived in settlements, rather than in scattered communities. Over a time, they established a fairly hierarchical structure and the Tswana speaking groups were called tribes (morafe). These tribes were autonomous. The leader of a tribe was known as the chief (kgosi) (Cowley 1985:6).

After establishing themselves, by the end of the 18th century, the Tswana were disrupted in the 19th and 20th centuries by the Difagane period, or the time of trouble. "The Difagane, or time of trouble, had its origins among the Nguni where a jostling for supremacy was accompanied by extensive state formation and militarism" (Cowley 1985:8). This was a period when Shaka, king of the Zulus was raised to power. Shaka's policy was one of forced migration. At this stage the Batswana occupied the territory extending from the Drakensberg mountains in the south east, north to the Limpopo River, west to the Zambezi River and Kalahari desert and south to the Vaal River (Soule 1987:12).

The following year the Amandebeles also fled Shaka and their arrival brought great hardship to the Batswana. Both the Zulus and the Amandebeles dislodged and impoverished the Batswana people. The eastern Tswana were attacked by Kololo, the Taung and the Ndebeles. The Ndebeles then
established themselves in the territory of the Kwenan and Hurutshe in the modern day Rustenburg-Groot Marico area (Cowley 1985:8).

The arrival of the Boers in 1836 caused further discord and disruption, when they migrated from the Cape Colony to avoid British domination. They crossed the Vaal and Orange Rivers and infiltrated Batswana territory and acquired land without any regard to the tribal authorities (Soule 1987:12). The Ndebeles fought with the Boers and the Ndebeles were defeated. The Batswana then returned to their former homes along the Molopo, Crocodile and Marico Rivers, but the Boers still dominated them and demanded their labour (Cowley 1985:8).

Although relations with the Boers deteriorated, the Batswana received considerable support from the British administration in the Cape. This relationship did not last, hence in 1852 when the Sand River Convention was held, the British recognized the independence of the Boer State, Transvaal, under Pretorius without warning the Batswana and also renounced all treaties and alliances made with the Batswana north of the Vaal river. The British further entered into an agreement not to supply firearms to the Batswana (Soule 1987:12).

According to Soule (1987:12) this step actually worsened the Batswana situation "as they were left at the mercy of the new Boer republic" and they could not protect their property and themselves.

In 1867 with the discovery of the diamonds, there was a great influx of white people into the southern Batswana areas, which disrupted tribal life. The
Batswana could not prosper from the diamond fields. After a long struggle by the Batswana chiefs and elders to protect their land against infiltration by the white people, the Keate Award was signed in 1871 and it delimited the Batswana territory. The terms of the Keate Award were as follows:

The land west of a line drawn, from the source of the Molopo river to the source of the Harts river to the source of the Mokwassie river and along that river into the Vaal river in a westerly and southerly direction to the Platberg mountains; and then due west touching the northern edge of the Langeberg mountains. All land west of that line to the Kalahari desert is Batswana land (Soule 1987:14).

This is actually the Batswana territory in the western area of South Africa. The Batswana were not satisfied with the terms of the Keate Award and the Boers did not even observe the boundaries as stated in the Award.

Then in 1884 Kgosi Montshiwa signed a treaty with the British general, Sir Charles Warren, who promised to protect the Batswana from the Boers. Sir Warren then proclaimed the whole of the Batswana territory from the Vaal River to the Shashi River to be a British protectorate Soule (1987:15). This was the area covering the lands of the Barolong and Batlhaping. This protectorate was divided in 1885 and the area south of the Molopo River became, firstly, a Crown Colony under British control, but later it was annexed to the Cape, then the area north of the Molopo River became the Bechuanaland Protectorate (Cowley 1985:8).

This move resulted in the northern part of Bechuanaland, which is known as Botswana, being made a British protectorate. However, the southern area was not granted autonomy, but was annexed to the Cape Colony. This resulted in the separation of the Batswana (Soule 1987:15).
By the beginning of the 20th century, the Tswana found themselves split, some under British control and some under South African control. In 1910 these two white groups, the British and the South Africans united to form the Union of South Africa (Cowley 1985:8). This unification did not please the Batswana. The Batswana were finally subdued and they became part of South Africa (Soule 1987:15).

The introduction of the Land Act of 1913, "reserved all land already occupied by the Blacks at that time as their sole property" (Joubert 1975:245). Thus the Batswana lost almost all their land when it was split into seven areas which were later to become Bophuthatswana.

The South African government continued to recognise tribal authorities in the Batswana areas in the northern Cape, western Transvaal and the Thaba'Nchu area in the Orange Free State. In 1961 the South African government instituted a process of constitutional development by establishing the Tswana territorial authority (Soule 1987:14-15).

In October 1968 more extensive executive powers were granted followed by the establishment of the Tswana Legislative Council in May 1971. This was made possible by the Constitutional Act of 1971 which "empowers the State President to declare a Black State a self governing territory" (Joubert 1975:250). Self-governing status was conferred in June 1972 with the establishment of the Bophuthatswana Legislative Assembly which took full sovereign independence on 6 December 1977.
Thus the Batswana people regained their independence. The leader of this independent state was President Lucas M. Mangope. The Batswana were independent for 16 years and much was done in the field of education. It is the researcher's opinion that libraries are needed if a nation is to develop into a literate society. For this reason the researcher will examine the system of education in the former Republic of Bophuthatswana and will look at the libraries in colleges of education, and try to investigate whether the services offered at these colleges before and after independence are adequate.

In March 1994 the independent state of Bophuthatswana ceased to exist and was reincorporated into South Africa, while the country was on the verge of going to its first elections for a government of National Unity on the 27th of April 1994. When the boundaries were demarcated, the greater part of Bophuthatswana became part of the North West Province. However two regions, Thaba'Nchu and Marapyane, were incorporated into other provinces. Thaba'Nchu became part of the Free State Province and Marapyane became part of the Mpumalanga Province.

2.5 POPULATION

The Batswana people form one of the main population groups in southern Africa. They are the main branch of the Sotho group. The Batswana are traditionally organised into autonomous tribes. There were about 76 tribes and six community authorities which operated within the boundaries of Bophuthatswana. By 1983 there were 1 629 798 people living in Bophuthatswana. Of these, two thirds were Batswana while the remainder consisted of members of the other eight ethnic groups. The white population of about 6 000 was concentrated mainly in the Mafikeng and Thaba'Nchu areas which were incorporated into Bophuthatswana after independence. The
remaining Batswana estimated to be 1,2 million, lived in the urban areas in the Republic of South Africa where they worked (Soule 1987:20).

2.5.1 Age distribution

In 1983, the majority of Batswana living in Bophuthatswana were in the age group of between ten to 14 years, followed by children between five and nine years and babies aged between one year and four years. Teenagers between 15 and 19 years were the next biggest group followed by the 20 to 24-year-olds. These groups decreased steadily from 90 128 in the 25 to 29-year-old group to half that number in the over 75 years of age category (Soule 1987:20).

In half of the regions the majority of the population were children in the age group from birth to four years while in the other half the majority were children aged between ten to 14 years. In Ditsobotla, Mankwe, Taung and Lehurutshe, the majority of the population were aged between five and nine years. Most people aged over 65 were found in the Odi region, followed by the Moretele, Bafokeng, Kudumane and Ditsobotla regions (Soule 1987:20).

According to the 1985 population census: 75.9% of the population was economically inactive and unemployed. An alarming figure on the surface, but taking into account that 53% of the population was under the age of 20, and that a further 9% was over the age of 55, the economically active population of 20.72% appeared to be at a far more acceptable level (Tunmer 1990:37).
2.5.2 Population distribution

The Odi region had the highest projected population at the time of the census in 1984, followed by the Moretele and Taung areas. Some places had a fairly evenly distributed population set at or near the 100 000 mark. These were Ditsobotla, Phokeng, Molopo, Kudumane and Mankwe. The most economically active sections of the population were located in these areas (Soule 1987:20).

According to the figures available from the population census conducted in 1985, the Odi district still had the highest population density. Nearly one quarter of the country's 1 740 600 people lived in that area. More than half of these people were under the age of 19 (Soule 1987:20). The population distribution in the 12 districts of Bophuthatswana are clearly shown in Table 1 (Bophuthatswana. Department of Information 1990:1).

From Table 1 it is clear that the next most densely populated area was Moretele with a total of 301 100 people, the Taung region followed with half that number of people and then followed Ditsobotla, Molopo, Bafokeng, Kudumane and Mankwe with populations of over 100 000 people. Lehurutshe, Thaba'Nchu and Madikwe all had populations of over 50 000 people. Ganyesa was the least populated area with under 50 000 people (Soule 1987:20).
Table 1
Population distribution

<table>
<thead>
<tr>
<th>District</th>
<th>Population</th>
<th>Batswana</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bafokeng</td>
<td>115 700 (7%)</td>
<td>94 979 (62%)</td>
<td>20 721 (18%)</td>
</tr>
<tr>
<td>Ditsobotla</td>
<td>139 700 (8%)</td>
<td>106 466 (76%)</td>
<td>33 234 (24%)</td>
</tr>
<tr>
<td>Ganyesa</td>
<td>49 700 (3%)</td>
<td>45 610 (91%)</td>
<td>4 090 (9%)</td>
</tr>
<tr>
<td>Kudumane</td>
<td>106 200 (6%)</td>
<td>93 665 (88%)</td>
<td>12 535 (12%)</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>74 700 (4%)</td>
<td>72 518 (97%)</td>
<td>2 182 (3%)</td>
</tr>
<tr>
<td>Madikwe</td>
<td>56 100 (3%)</td>
<td>49 388 (88%)</td>
<td>6 712 (12%)</td>
</tr>
<tr>
<td>Mankwe</td>
<td>102 800 (6%)</td>
<td>88 879 (86%)</td>
<td>13 921 (14%)</td>
</tr>
<tr>
<td>Molopo</td>
<td>140 600 (8%)</td>
<td>110 367 (78%)</td>
<td>30 233 (22%)</td>
</tr>
<tr>
<td>Moretele</td>
<td>301 100 (17%)</td>
<td>132 506 (44%)</td>
<td>168 594 (56%)</td>
</tr>
<tr>
<td>Odi</td>
<td>437 300 (25%)</td>
<td>195 919 (44%)</td>
<td>241 381 (56%)</td>
</tr>
<tr>
<td>Taung</td>
<td>152 000 (9%)</td>
<td>133 745 (87%)</td>
<td>18 255 (13%)</td>
</tr>
<tr>
<td>Thaba'Nchu</td>
<td>64 700 (4%)</td>
<td>46 357 (71%)</td>
<td>18 343 (29%)</td>
</tr>
</tbody>
</table>

Commenting on the population distribution Tunmer (1990:37) says:

It is interesting to note that 25,1% of the population resides in the Odi district, whilst 17,3% resides in the neighbouring district of Moretele - hence the industrial development of the area. The Molopo district in which the capital Mmabatho is situated is the home of only 8,1% of Bop's population.

2.5.3 Population growth rate

Bophuthatswana's resident population was 1 844 959 in 1987, approximately 41 persons/km². De jure population included another 1 500 000 residents in South Africa. The population growth rate was estimated at an average of
approximately 3% per annum from 1980 to 1989. The population growth rate was indicated by the way the number of students grew in the colleges of education. In 1992 there was "an increase of 770 students or 16,4% on the 1991 enrollment of 4 696" (Bophuthatswana. Department of Education 1992:17). With the high growth rate resulting in over-population, the librarians at colleges of education in the former Republic of Bophuthatswana were really faced with the problem of accommodation of library materials, reading space for users, space to hold classes and availability of materials. These are some of the aspects that the researcher will be investigating in this study. The Department of Population Development estimated that if the population growth was allowed to continue at the rate experienced during the period 1980 to 1985 (i.e. 3,01% annual average), then by the year 2035 Bophuthatswana would have a population of 10 650 500. The total fertility rate could be as high as 5% to 9% (Bophuthatswana. Department of Population 1990:11).

According to the 1991 population census there were about 2 037 million people (Bophuthatswana. Department of Economic Affairs 1992:67).

2.6 ECONOMY

Bophuthatswana used a free system of enterprise. Though that country was largely dependent on revenue from South Africa, the contribution from internal revenue increased. According to Jeppe (1980:185) "Bophuthatswana’s internal revenue increased from 14,1 per cent of the total revenue in 1970/71 to 19,1 per cent in 1975/76".

During 1976/77 the development aid and tax transfers from South Africa together amounted to 89,9% of Bophuthatswana’s revenue. Hence it was clear that Bophuthatswana relied heavily on development aid from South Africa. Furthermore Jeppe (1980:186) states that:
The earnings of labourers in South Africa and their spending-power make an important contribution to the state revenue of Bophuthatswana and the relatively small internal revenue must necessarily be considerably increased.

Keeping this statement in mind the researcher will focus on how the country's internal revenue increased over the years after independence. There was a steady growth in the Gross Domestic Product (GDP). The preliminary figure for the GDP for 1985/86 was R1 250 million compared to R1 033,2 million in 1984/85. In reality this represented an increase of 2%. This increase was viewed as important, because some sectors of the economy were experiencing difficult conditions. The main sectors which contributed to the GDP were mining, manufacturing and the wholesale, retail and catering sector. For example, the mining and manufacturing sector contributed 37% and 17% respectively to the GDP, while employment in the said sectors was 50 000 and 24 000 respectively (Bophuthatswana. Department of Economic Affairs 1986:7).

The growth in GDP averaged 22% from 1980 to 1991, however, this did not take the effects of inflation into account. The inflation rate was about 15% in the Republic of South Africa, and if this rate was used for Bophuthatswana the real growth of 7% per annum could be assumed over the 11 year period (Bophuthatswana. Department of Economic Affairs 1992:58).

Like many developing countries, the education of Bophuthatswana's population was a high priority. For instance, the estimate of expenditure on education for 1990/91 was R661,9 million (Bophuthatswana. Department of Information 1990:26). This expenditure on education proves how the Bophuthatswana government was striving to educate its people. It is well known today that one cannot divorce education from libraries, because
libraries form a vital part of the world’s system of education. They make available, through books, films, sound and video recordings and other media, the accumulated knowledge of the ages. Libraries also play an important role in preserving a society’s cultural heritage, hence libraries were important in Bophuthatswana. If one takes into account the population growth rate of 3% per annum, the expenditure on education was not sufficient.

2.7 SYSTEM OF EDUCATION

In this section the researcher will try to determine where, by whom and when the first schools were established. An attempt will be made to also determine how the education and development of schools progressed under the missionaries, the government of the Union of South Africa and the South African government.

The early Batswana people had their own system of education. This was the indigenous system of initiation and craft/trade training (Bophuthatswana. Department of Education 1978:5). This was during the period before missionaries came to Africa. Then after the arrival of missionaries in 1813 the educational system of the Batswana people changed drastically until 1850. The period between 1851 to 1909 was the period of British-Afrikaner rivalries where the two white groups were fighting and this had a great influence on the education of the Batswana people (Bophuthatswana. Department of Education 1978:7).

When the Union of South Africa was formed in 1910, the Batswana education grew and developed due to the work of those missionary societies who were extant in the area of Bophuthatswana. A drastic change came in 1953 with the
passing of the Bantu Education Act of 1953 (Moloto 1972:12-32). When Bophuthatswana became independent in 1977 it adopted the system of education which was called Popagano. This historical outline of the system of education used by the Batswana people, will be discussed in detail later in this chapter.

2.7.1 Indigenous system of education

This system consisted of the task of educating the young which was usually performed by members of the family group, mainly the mother. The system was incidental, taking almost four stages. The first stage started when the child was born up to the time when it was five years. The child received an introduction to language as a means of communication with his/her family. The child also received "instruction" in the skills related to his/her physical, intellectual and emotional development. The family also referred the child in passing to the fauna in the environs of the homestead. At about six years of age the infant was introduced to the world beyond the homestead. Boys were taught lessons in tending lambs and kids whilst girls were taught to draw water and gather wood from the nearby river or bush (Bophuthatswana. Department of Education 1978:5).

A third stage was reached when a Tswana child was bordering on the teens. At this stage the child ventured further afield and gained more knowledge of the fauna and flora in that part of the country and inter alia learnt more specifically about the location and suitability of water-holes, fountains, streams and rivers. During the fourth stage, the boy stuck to the group of those for whom the specific duty was to herd the cattle and goats, learn to milk, slaughter, skin and cut up the meat according to traditional customs. The girls learnt to master household chores, including the care of younger brothers and
sisters. All these four stages were incidental and could be described as informal education (Atkinson 1984:6).

2.7.2 Initiation

When the young people were above 15 years, i.e. at the puberty stage, they were introduced to the social responsibilities of adult life through the initiation exercises at the initiation school, which appears to have played a more important part in the traditions of the Batswana. The initiation school for boys was known as Bogwera, which involved:

- tests of courage, endurance and resilience, in harsh climatic conditions,
- instruction in tribal law, beliefs and ancestral tradition, and military training within the mophato, or service unit formed by young men of about the same age (Atkinson 1984:6).

Each service unit "mophato" was given its own name. Each unit also obtained their own leader usually the son of a chief, who would remain their leader for life (Van Rensburg 1990:203).

The initiation school for girls, the Bojale, was less spartan than that of the boys, but its aim was basically the same. It involved: "tests of courage, endurance and resilience, as well as instruction in tribal lore and duties of womanhood" (Atkinson 1984:6).

When the initiation exercises had been completed, the individual reached a new stage in life. The person had new functions to fulfill, could marry or be married, but was not considered to have as yet reached complete adulthood and had to consult and obey his/her parents as long as they were alive.
The Batswana people believed that the young individual, having passed through initiation or tribal education, could move with ease in adult circles, he/she was secured by his/her membership in an accepted group, knew what was expected of him/her, had gained a new pride and was dedicated to the tribe (Bophuthatswana. Department of Education 1978:6).

2.7.3 Craft/trade training

Even if an individual had undergone the above-mentioned stages he was still not regarded as well-educated. The individual still needed training in what might be called a craft or trade, hence many young people received training in wood carving (carpentry), skin curing and cutting (tailoring), iron smelting and the fashioning of various implements and weapons required (blacksmithing) for agriculture and animal husbandry. These crafts or trades had to be studied in a defined and practical manner (Bophuthatswana. Department of Education 1978:6).

Other young people received specialised craft training, such as herbal medicine, rain-making or ironwork. For these specialised crafts they were trained for a period of five to seven years (Van Rensburg 1983:204).

Although the indigenous system of education was a non-literate one, it did meet the requirements of most systems of education. For instance it made provision for the guidance of the child from infancy to adolescence in such a
way that one stage merged into the next (Bophuthatswana. Department of Education 1978:6).

2.7.4 Western educational system under missionaries

When the missionaries arrived amongst the Batswana people, they opposed many tribal traditions inherited from the past, like bogwera and bojale. As a result of their failure to come to terms with traditional African culture, the missionaries tended to provide the Tswana people with only the forms and procedures of western education and very little was done with regard to the development of their traditional values and attitudes.

Nevertheless, the contribution of missionaries in laying the foundations of the first school system in the country was certainly very considerable. The first group of missionaries to work among the Batswana was the London Missionary Society. In 1817 Hamilton founded a mission station at Dithakong. In 1820 Robert Moffat joined him. Hamilton then followed Chief Mothibi to Kuruman, where a church and a school were built and a printing press was set up in 1831. Robert Moffat translated the Bible into Setswana and prepared lessons, in print, for his pupils (Bophuthatswana. Department of Education 1978:6).

In 1826 two Wesleyan Methodist missionaries, Thomas Hodgson and James Archbell founded schools at Platberg and Thaba'Nchu. Other schools for the Batswana were established at Bothitong by the Paris Evangelical Missionaries and at Bethanie, in the Orange Free State, by the Berlin Missionary Society. The aim of all these mission schools was the same: to equip converts to lead a fuller Christian life and to help to spread the word of God. The missionaries emphasised mainly the learning of Biblical stories, prayers and hymns. To
supplement the missionary work, they also taught their converts reading, writing and languages (Bophuthatswana. Department of Education 1978:6-7).

The growing tension between English-speaking and Afrikaans-speaking South Africans after the middle of the 19th century changed the character of missionary influence. Most missionaries were expelled from the Tswana Territories in the Transvaal by the Zuid-Afrikaanse Republiek and replaced by the Hermansburg Missionary Society. The latter began work among the Bahurutshe at Dinokana in 1859 and the Dutch Reformed Church opened a station among the Bakgatla and in the Rustenburg district during 1867 (Bophuthatswana. Department of Education 1978:7).

2.7.5 Educational developments under the Union of South Africa

The establishment of the Union of South Africa in 1910 helped missionary work amongst the Batswana. It opened the way for more generous financial and administrative support by the new provincial authorities. The Batswana schools administered by the Cape Province benefitted from the reforms that were made in the curriculum; these included the introduction of special programmes for Black primary schools and teachers' training institutions. In 1926 the first organiser of Native Education was appointed and in 1936 the Chief Inspector of Native Education assumed responsibility. It was also during this period that several additional missionary authorities, among them Roman Catholics and Episcopal Methodists, established schools among the Batswana (Atkinson 1984:8).

Many missionary societies laboured among the Batswana in Bophuthatswana, but the London Missionary Society was the most successful, followed by the
Wesleyan Methodist and Berlin Missionary Societies. They founded and ran primary, secondary and teachers' training institutions. The Wesleyan Methodist Missionary Society, for instance, is still remembered today, because of the teachers' training institution that was established near Pretoria which was then called Kilnerton. In 1884 this institution was transferred to Hebron in Bophuthatswana, and today it is known as the Hebron College of Education. Tlhabane College of Education was also established in this way by the Berlin Lutheran Missionary Society. By 1915 there were 39 schools for the Batswana; in 1920 they had increased to 80 and in 1946 there were 152 (Bophuthatswana. Department of Education 1978:9).

2.7.6 Educational developments under the Republic of South Africa - the Bantu Education Era

In 1953 the South African parliament passed an act which required that control of educational institutions should pass from the churches to the local community authorities. Act no. 47 of 1953 (South Africa 1953:258) made provision for "the transfer of the administration and control of native education from the several provincial administrations to the Government of the Union, and for matters incidental thereto". The churches were given the choice of either handing over their schools to community control or losing their government subsidy. In the Tswana territories the Roman Catholic Church was almost alone in insisting on retaining its schools, with the consequent loss of government subsidies. The result was that their schools became private schools, as they are even today (Bophuthatswana. Department of Education 1978:9).

The establishment of the Bantu Education Department in 1959 led to the transformation of educational institutions for Africans in accordance with the
40

political ideology of the ruling government. As a result numerous changes to
the curriculum were immediately implemented such as:

- the use of a Bantu vernacular throughout the primary school,
- the compulsory teaching of both English and Afrikaans as additional
  languages,
- severe restrictions on choice of text-books, interpretations
  and teaching methods,
- an unusually heavy emphasis on the more basic
  intellectual skills and concepts at the upper secondary and tertiary
  levels and
- a prohibition on social mixing by pupils of different ethnic
  groups (Atkinson 1984:8-9).

According to Act no. 6 of 1959 (South Africa 1959:12) the Territorial Authority
is empowered to assume responsibility for its own educational institutions.
However, this power was not exercised until the establishment of a separate

2.7.7 Years before independence

The four years before independence in 1973 proved to be a period of
far-reaching significance in the development of Bophuthatswana's educational
policies. In 1971 Bophuthatswana was declared a self-governing territory
within the Republic of South Africa with its own Legislative Assembly. The
Assembly was empowered to legislate education. The Department of
Education was later established. Then in 1977 on 24 October, a few weeks
before independence, a commission of inquiry into education in
Bophuthatswana was appointed (Bophuthatswana. Department of Education
1978:9).

The commission developed an education system called Popagano, which was
used in Bophuthatswana from 1978 to 1994. Popagano means "to mould",
meaning to produce an object in a certain shape. According to the Popagano
Education System, "the individual like clay, is placed on the educational wheel and the standard artefact is produced" (Smith 1984:13). The commission discovered that the products of Bantu Education were not properly educated. On completion of their education, children received certificates, but they were not "educated" in the generally accepted meaning of the word. According to Raikane (1987:49) Popagano is a type of education which aims at producing properly moulded educational products. Through Popagano, Bophuthatswana wished to see her children properly moulded and well-equipped to take their rightful places amongst other nations of the world. Through education for Popagano the children of Bophuthatswana will be given a desired shape and their characters will be properly formed.

2.7.8 Conditions during independence

Education in Bophuthatswana was available up to university level at the University of Bophuthatswana, which was founded in 1979 and opened in 1980. By 1983, there were 813 primary schools, 246 middle schools and 79 high schools. About 495 079 pupils were enrolled and being taught by 11 593 teachers (Cowley 1985:46). This increase in the number of schools, pupil enrolments and teachers was a direct result of the National Education Commission which produced the Popagano Report soon after independence, as the commission recommended reform and reconstruction of the education system in Bophuthatswana. This was done by designating primary education as a priority along with the reconstruction of the secondary school system and the re-orientation of syllabuses and curricula. The ultimate aim of the commission was not only to remove the inequalities and disadvantages inherent in the Bantu Education system but to create an educational system that could meet the challenge of the future and concur with the essential values and aspirations of the people of Bophuthatswana (Cowley 1985:46).
School education was divided into primary schools, middle schools and high schools. There were also Trade and Technical schools and the country had eight colleges of education. Government schools included primary schools (grades one and two and standards one to four, thus six years of education), middle schools (standards five to seven) and high schools (standards eight to ten). Trade and Technical schools provided trade, vocational and advanced technical training. There were also private schools, ranging from primary schools to high schools. The medium of instruction was Setswana and English in the primary schools and English in the post-primary schools (Bophuthatswana. Department of Information 1991:25).

2.7.8.1 Primary and secondary education

By 1983, almost 813 primary schools which could accommodate 350 000 pupils and employ 7 412 teachers had been established (Cowley 1985:46). This meant that the pupil/teacher ratio was 47:1. Of all the teachers employed 84% had one or other recognised educational qualification.

At secondary level the commission developed a new type of school called the middle school. According to the commission, the middle school "offers both a preparation for the next, and also a rounded-off course for those who leave school at the end of Std 7" (Bophuthatswana. Department of Education 1978:25).

By 1983 there were 246 middle schools. About 144 958 pupils were enrolled and were taught by 3 996 teachers (Cowley 1985:46). This meant that the pupil/teacher ratio was 36:1. Of all the teachers employed there were 7% who had no teaching qualifications and less than 10% with both a teaching
Despite the fact that more schools were being built, the ratio of pupils to classrooms remained a problem. For instance at the middle school level, the ratio was 36:1 while in high schools, it was only marginally better at 30:1. At the primary level the pupil/classroom ratio was much higher at about 47:1. The department was also concerned with the large number of pupils who did not progress as far as secondary education. Statistics indicated that just less than 30% of primary school pupils received secondary education. The main contributory factor was the sparse distribution of secondary schools in certain areas of the country (Cowley 1985:46).

The period 1984 to 1986 witnessed a phenomenal growth in the number of pupils, students and building projects. In the field of Early Childhood Education the number of learning centres grew to 435 as opposed to 22 in 1982 (Bophuthatswana. Department of Education 1986:25). By 1986 there were 896 primary schools with a total population of 350 617 pupils served by 9 353 teachers (Bophuthatswana. Department of Education 1986:48). Secondary education also maintained a consistent growth rate. There were 302 middle schools and 109 high schools with total populations of 96 074 middle school pupils and 60 884 high school pupils served by 4 628 teachers (Bophuthatswana. Department of Education 1986:13).

From 1987 to 1992 many schools were built. Almost 116 new primary schools were opened, bringing the number to 932, with total populations of 353 113 pupils served by 11 127 teachers (Bophuthatswana. Department of Education 1992:97). This meant that the pupil/teacher ratio during this period was 32:1.
By 1992 almost 104 new middle schools had been erected bringing the total number of middle schools to 364 as opposed to 302 in 1986. There were 148 725 pupils served by a compliment of 4 667 teachers (Bophuthatswana. Department of Education 1992:97-98). This gave a pupil/teacher ratio of 32:1.

By 1990, 52 high schools had been built, bringing the total number to 163 as compared to 109 in 1986. The high schools had a population of 96 189 pupils served by 3 517 teachers (Bophuthatswana. Department of Education 1992:99). This meant that the pupil/teacher ratio was 27:1.

By 1993, 17 early learning centres were registered, bringing the total number of early learning centres to 535 (Bophuthatswana. Department of Education 1993:3). The number of primary schools had increased by 12 bringing the total number of primary schools to 944. The number of pupils had increased to 391 728 and the number of teachers to 12 585 (Bophuthatswana. Department of Education 1993:7). This meant that the pupil/teacher ratio was 31:1.

In the middle schools section the number of schools had increased to 370. The middle schools had a population of 140 122 served by 5 180 (Bophuthatswana. Department of Education 1993:121). This meant that the pupil/teacher ratio was 27:1.

The number of high schools had increased by eight bringing the total number of high schools to 171. The number of pupils had increased to 101 920 and the number of teachers to 3 688 (Bophuthatswana. Department of Education 1993:122). This gave a pupil/teacher ratio of 28:1.
From the above figures it is clear that the pupil/teacher ratio became much more favourable over the period of ten years. This is important to school education, because the teachers could give individual attention to pupils and group work was now possible. Also the numbers in the group were low and assessment could be more thorough, because there were fewer pupils.

Of great importance was the introduction of educational television at all levels. Educational television was introduced in 1984. This educational television was known as Edutel in Bophuthatswana. Actually, the year 1984 was the planning period and 1985 was a pilot period for the schools in the Molopo Region. The actual broadcasts started in 1986. Edutel was introduced by the Department of Education in conjunction with the Bophuthatswana Broadcasting Corporation. The children were able to view the programmes from nine o'clock to 11 o'clock in the morning and from two o'clock to four o'clock in the afternoon; hence, those pupils who did not watch the morning session, could have a chance to watch the afternoon session. The type of programmes that were screened were programmes pertaining to the following subjects: English, Biology, Mathematics, Physical Science, History and Geography. Teachers were given cassettes so that they might view the programmes before the pupils. Thus they would determine whether the programmes were good enough to be used during the lessons or not. The programmes reached all the pupils in the areas where Bophuthatswana Television, known as BOP TV, reached. BOP TV reached all the areas in the country and thus reached all the pupils in the former Bophuthatswana.

2.7.8.2 Tertiary education

Teacher education in Bophuthatswana was carried on at eight colleges of education located at Moretele, Tlhabane, Hebron, Taung, Thaba'Nchu,
Marapyane, Lehurutshe and Mankwe. The colleges of education produced a record number of primary and secondary school teachers. The University of Bophuthatswana controlled examinations, awarded diplomas and also appointed lecturers and decided on the curricula.

The University of Bophuthatswana opened in 1980, with 373 students taking diplomas and degrees in the School of Education. The School of Education offered courses leading to teacher qualifications. In 1994 the number of students who enrolled at the university increased to 3,916. About 1,524 students had registered in the School of Education.

2.7.8.3 Special education

There were two kinds of special schools in Bophuthatswana. Schools for the mentally handicapped and the physically handicapped. In 1987 there were 14 schools for the mentally handicapped with 832 pupils and 122 teachers (Bophuthatswana. Department of Education 1987:13). However, the researcher should stress that schools for the mentally handicapped were still new in Bophuthatswana. Ordinary teachers were taken from the classroom to help teach the mentally handicapped pupils, but these teachers were undergoing special training. In 1988 the number of schools increased to 19 with an enrolment of 984 pupils and 133 teachers (Bophuthatswana. Department of Education 1988:12). In 1992 there were almost 29 of these schools (Bophuthatswana. Department of Education 1992:7-8).

There were only three schools for the physically handicapped, namely Tlamelang in the Ditsobotla region, Bartimea in the Thaba‘Nchu region and Kutlwanong in the Tlhabane region. The three schools existed under the
management of the Republic of South Africa and were handed over to Bophuthatswana after independence. According to Mr W.A. Mompe (1994) the head of special education, the enrolment in these schools fluctuated, because the children were taught to manage some skills, and as soon as these had been perfected, they went to places where they could be employed, for instance in 1987 they had an enrolment of 690 pupils with 90 teachers. In 1988/90 the enrolment went down to 677 pupils, but with 94 teachers.

The researcher will be surveying students in libraries at colleges of education in the former Bophuthatswana who are products of the Popagano education system.

2.8 LIBRARY SERVICES IN THE FORMER BOPHUTHATSWANA

This section will cover two periods, namely: (1) the library services to the Batswana people before independence in 1977 and (2) the library services after independence.

2.8.1 Library services to the Batswana before independence

As the researcher dealt with this aspect in paragraph 1.1.1, only a few points will be highlighted here. In order to understand the situation of libraries before independence one should look at the library scene for blacks in the whole of South Africa. There was actually no service at all, except in the Transvaal, under the Provincial Administration, but this was not at all effective. Only the bigger municipalities had services for blacks in their areas.
Up to 1976 libraries had not received the necessary attention. By this time Bophuthatswana existed as a state but was not yet independent. It had seven government departments. The researcher has already stated in paragraph 1.1.1 that of the seven departments, only one, the Department of Justice had an adequate collection of books. Other departments had books kept in cupboards; with the accession register as the only record of what the library contained. By then there were 938 schools in Bophuthatswana and only a few secondary schools had well-developed libraries. There were no public libraries in Bophuthatswana. Every institution, like an education or government department, was responsible for the development of its own library. It was only after 1973 when a library was established at the Department of Education, that there was an effort to centralize all library services although this was not successful until 1978. From this discussion one realizes that there was little or no library service.

2.8.2 Library services to the Batswana after independence

After the visit in 1977 by Messrs C.M. Vink and J.H. Frylinck from the Division of Library Services, Department of National Education in the Republic of South Africa, the structure for library services was proposed which was accepted by the Government of Bophuthatswana. The result of this visit was that a librarian from the Department of National Education of the Republic of South Africa visited the Bophuthatswana Department of Education to establish a centralized service, because there was no qualified librarian in Bophuthatswana (Louw 1979:10). The centralized service resulted in the formation of the National Library which was a depository library for all the libraries in Bophuthatswana. The structure of the library services in the former Bophuthatswana is discussed below (Louw 1979:11).
Diagram 2.1 shows the structure of library services in Bophuthatswana. From this diagram, one can see that the National Library was established within the Department of Education. Therefore the National Library fell under the Secretary for Education and the Director of Library Services was directly responsible for all libraries in Bophuthatswana, such as public libraries, school libraries, hospital libraries and the National Library.

Mr P.J.W. Louw was the acting Director of Library Services from 1977. In August 1978 he was recalled to South Africa and Mr O.A.M. Setlogelo assumed duty as Director of Library Services, assisted by Mr T.M. Leepile. Later a typist was appointed and several posts were created namely, chief librarian and three posts of library assistants for branch libraries (Louw 1979:10).

2.6.2.1 Bophuthatswana National Library Service Act, 1978

The Bophuthatswana National Library Service Act, 1978 was approved by the President on 21 April 1978 (Bophuthatswana. Department of Justice 1978:22). The Act covers the following:

- the establishment of the National Library Service and the functions of the National Library Council, the Director of Library Services and the National Library. Various other aspects, like legal deposit, financial regulations and aid from other library services are also covered by this legislation. All tax-supported libraries in Bophuthatswana fall under the regulations of this Act (Louw 1979:11).
Diagram 2.1

Library structure in Bophuthatswana
Hence in Bophuthatswana the libraries were co-ordinated by the National Library. Thus there will be frequent reference to the National Library Service in this study.

2.8.2.2 The National Library Service

From Diagram 2.1, which shows the structure of the library services in Bophuthatswana, one realises that one of the main functions of the National Librarian was the co-ordination of all the library services in Bophuthatswana. For the National Librarian to be able to do this, Frylinck and Vink (1977:7) point out that:

the study and research material in every library should be accessible to all the people of Bophuthatswana who may require to use them. Each library should agree to form part of the National Library Service and will endeavour to make their holdings available to other libraries on loan.

Hence, library processes were centralized in the National Library. The National Library was responsible for the co-ordination and administration of interlibrary loans inside Bophuthatswana in Mmabatho.

2.8.2.3 Further landmarks in the development of the National Library Service in Bophuthatswana

The researcher has shown that the National Library Service Act was promulgated in the year following independence, setting up a National Library Service. In 1980 the first National Library Council was appointed under the chairmanship of Dr K. P. Mokhobo. The Council was appointed to set out aims and objectives that the National Library Service should fulfill. In 1983 the Council presented a comprehensive library policy document to the Minister of
Education. In addition to the ground rules established by the Bophuthatswana National Library Service Act, the policy document provided guidelines for the National Library Service regarding its structure, functions and objectives (Bophuthatswana. Department of Education 1983:23). In 1984, the Public Service Commission recommended 49 posts for the National Library Service as a result of the Commission's investigation into the organization of the National Library Service. In 1988 the friends of the National Library donated R10m with the aim of improving library services in Bophuthatswana. With regard to the period 1989 up to the present time the researcher will describe the activities, achievements and flaws of the National Library Service by looking at the functional divisions.

2.8.2.4 Functional divisions

The National Library operated through the following divisions:
(a) Public and Community Library Division
(b) School and College Libraries Division
(c) Government Department Libraries Division
(d) National Reference and Bibliographic Division
(e) Technical Services Division

(a) Public and Community Library Division

The branch libraries at Thaba'Nchu, Tlhabane, Ga-Rankuwa and Lehurutshe were performing well. However, the problem of location had not been addressed, because all of them were situated in townships, and the rural areas had been ignored. Only township residents were benefitting from these libraries. Again these libraries were not well-stocked. But, nevertheless, they were involved in community-related activities with regular exhibitions of books.
and posters, assistance to local schools on library-related issues and close liaison with teacher-librarians and the local colleges of education.

(b) School and College Libraries Division

About 134 high schools and 100 middle schools were catered for with regard to book supplies and various kinds of library furniture and equipment. It was hoped that by the end of 1991 all 300 middle schools would come into the net of the school library service. Nevertheless, though books were supplied to both middle and high schools, in most instances that was only one small box of books that were chosen without regard for different syllabi. For instance when the packages of books received by each middle school in 1993 and the accessions list were checked no books on the following topics were included: physical features, regions, morphology, democracy, colonization and nationalism. However these topics are important components of the Geography and History syllabi. One also found books like *Automobiles* and *Malcolm Cook soccer training* on the list; which deal with topics like sports and entertainment which were not included in any middle school syllabus. Different factors contributed towards this: 1) the fact that Bophuthatswana used its own syllabus for the middle schools, with their own books. This syllabus was not as advanced as the syllabus that was used in other countries, for example South Africa, hence, because most of the books that were bought were from outside Bophuthatswana they were not very relevant. On the other hand little was written on the middle school syllabus in Bophuthatswana, hence the National Library was forced to buy books published elsewhere; 2) book selection was done by the librarians in the National Library who were responsible for schools and colleges and were not experts in the different subjects taught at schools in Bophuthatswana.
The greatest problem experienced by most middle schools was the lack of space. In most schools, there was no room set aside to be used as a library and ordinary classrooms were used. Books were packed at the back of the class for students to read without any guidance from the teacher. The reason for this being that most of the teachers had never been part of a book culture and were not familiar with books. As a result they did not have the confidence or knowledge of books to mediate these effectively and therefore preferred to leave them packed in boxes. The children they taught were not introduced to books and libraries and so when they became teacher trainees they did not value books and reading and had no proper knowledge of the library.

The colleges of education had continued to receive book supplies from the National Library. Also independent book purchases, using the National Library Service vote, had been made by colleges to supplement centrally purchased books from the National Library. Each college was allocated R60 000 annually for independent book purchases. Independent book purchases had their own advantages and disadvantages. These advantages were: selection could be done by both librarians and lecturers at the colleges; the purchased books could reach the library without delay as compared to the centrally purchased books where librarians had to wait for months before the books from the National Library could reach the college libraries. The only disadvantage of the independent book purchases by the National Library Service vote was that only books and no other library media were to be bought with that amount. This led to a situation where college libraries at least had a reasonable amount of book stock, but little or no audiovisual media.
(c) Government Department Libraries Division

For the Government Department Libraries Division book and periodical supplies had continued in respect of Thusong Hospital, the Nursing College Library at Bophelong Hospital, Department of Agriculture, Geological Survey Section at Economic Affairs and the Library of Parliament. The Supreme Court Library, Manpower Centre Library, Defence Force Library, Bopana Library in the Department of Information had been given advice with regard to cataloguing. In March 1990 books were purchased for the Prisons Department to start their own library (Bophuthatswana. Department of Education 1990:26).

(d) National Reference and Bibliographic Division

The National Reference and Bibliographic Service Division was charged with the responsibility of developing (through legal deposit) and preserving a comprehensive collection reflecting the nation's literary and cultural heritage. "This collection must include all materials not published in Bophuthatswana but which are about Bophuthatswana, or which were written by Batswana authors, or which are in Setswana" (Bophuthatswana. Department of Education 1990:27). Supplies from Government Departments and non-governmental organizations, in response to the National Library Legal Deposit Circulars, had been encouraging though on the other hand the response from the private sector and individual publishers had been discouraging (Bophuthatswana. Department of Education 1990:27).

(e) Technical Services Division

The Technical Services Division was responsible for central acquisitions, cataloguing, processing and distribution of books to all the constituent libraries
(public, school, college and government department libraries). However, this was the section where things got held up, because there were too few staff. Orders were very quickly despatched to the National Library but it was difficult for the Technical Services Division to process orders quickly, and until something was done in this regard there could be little or no progress in the library services in Bophuthatswana.

2.9 CONCLUSION

A few problems and shortcomings could be identified. Firstly, Bophuthatswana was a fragmented country. The fragmented nature of the country necessitated the decentralisation of control and administration.

The Batswana were constantly being ruled by other nations and were subject to treaties which were seldom honoured. The development of education amongst the Batswana people showed how the Batswana played a significant role in their manipulation of the environment. The indigenous system of education showed that although it was non-literate it did meet the requirements of most systems of education. It certainly made provision for the guidance of the child from infancy to adolescence in such a way that one stage merged into the next, whilst at the same time fitting the learner for that stage of his/her development appropriate to his/her age. This indigenous system of education met the physical, mental, emotional, social and spiritual requirements of the learner. In principle, because it aimed to develop each child to his/her full potential, there was little or no difference between it and modern education.

The large population which was growing fast caused problems with regard to the need for additional facilities. The funds were also not adequate to provide
for the needs of the population, especially with regard to the needs for schools, facilities, and teachers. Bophuthatswana though independent, was still dependant on South Africa for most of its income and this created a problem, because if the budget was cut it effected not only library services, but all the services and departments in Bophuthatswana.

The western system of education was introduced to the Batswana in 1817 by the London Missionary Society. The western system of education did not prepare the Batswana adequately for the modern world, because Bantu Education was an inferior system. Popageno was an improvement on Bantu Education as it aimed at moulding and equipping children to be citizens of the world. The fact that there were not enough school libraries and teacher-librarians did not mean that there was no effective teaching and learning but the culture of reading and book use was not acquired and developed.

The mere fact that the libraries were centrally controlled, meant more work for the staff of the National Library Service as this required frequent visits to the regions, central ordering and processing of materials, and transportation of equipment and books to the regions. However, as the National Library was under-staffed there was always a backlog. Another problem was that the National Library was not responsible for the erection of libraries, it could only supply books and other media; this made it very difficult, especially for the Public and Community Division where the community had to raise funds to build their own library. It was an even greater problem in the rural areas where there was widespread poverty and the community could not raise funds.
In order to be able to compare the conditions in libraries in colleges of education in the former Republic of Bophuthatswana with those elsewhere, the following chapter will focus on libraries in colleges of education in some other countries, whilst chapter 4 will look at the library services at five of the colleges of education in the former Republic of Bophuthatswana.
CHAPTER 3

LIBRARIES IN COLLEGES OF EDUCATION OUTSIDE BOPHUTHATSWANA

3.1 INTRODUCTION

The research will survey the literature to determine the aims and objectives of libraries in colleges of education and the functions and services required to achieve these.

Literature on libraries in colleges of education in some other parts of the world will be surveyed in order to see whether the libraries in the former Republic of Bophuthatswana are at a disadvantage or on a par with the other libraries. Libraries in two colleges of education in Australia, Nigeria, South Africa, Swaziland, United Kingdom (UK) and the United States of America (USA) will be investigated.

When discussing specific colleges of education libraries the aspects which will be considered are: background history, facilities, collections, storage, organization and retrieval of media, services to users and library personnel.

3.2 AIMS AND OBJECTIVES

Before specific colleges of education and their libraries are discussed it is necessary to determine what the aims and objectives of libraries in colleges of education are. The two terms, aims and objectives, are different. Aims imply that which the library intends to do over a long period of time, for example, a
college of education library aims at supporting the teaching programme in the college, whilst the objectives would focus on what the library tries to reach in a short period of time.

3.2.1 Aims

Gates (1979:31) and Buckland (1987:117-22) point out that the main aim of the college library is to support the mission of the academic institution served.

"The college library should be the most important intellectual resource of the academic community" (American Library Association 1959:1). Many other sources also highlight this aim. For example, Segal and Tyson (1985:46) and Morrill (1981:64) point out that if the library does not perform this task it will be relegated to playing a very small part. Gordon (1989:51) and Jones (1989:9) stress that the library is a learning laboratory contributing to the creation of successful students and resourceful adults. The library should be the most valuable teaching tool in the college. The library "should be geared to implementing the purpose of the college’s general program and to meeting the specific educational objectives of the institution" (American Library Association 1959:1). Baughman (1984:45) says it should “support the campus teaching programs and research activities in education”.

The collection of a library in a college of education should "aim at presenting the heritage of Western and Eastern thought in all its richness, but should stress those particular areas which are central to the curriculum of the institution" (American Library Association 1959:1). The following important aims for the college library are also, “to help students to become familiar with modern children’s books, a representative collection of textbooks and
audiovisual materials and to suggest to them the potentials of school libraries" (Library Association 1967:3).

In addition to supporting the teaching programmes, the college library should act as a "means by which the student can study for himself theories and ideas in addition to those proposed by the teacher" (Library Association 1982a:48). Yet another aim for the college library is, "to stimulate and encourage the student to develop the lifelong habit of good reading " (American Library Association 1959:1). Yet another aim is, "to encourage students to develop the habit of self-education in order that books and libraries may contribute to their intellectual development in future years" (American Library Association 1986:7).

Another aim is to support the members of staff in their teaching and research projects by requesting the materials available in other libraries (Library Association 1967:3). A final aim is "to facilitate access to documents" (Buckland 1987:389).

### 3.2.2 Objectives

The following are the two main objectives of colleges of education libraries:

To provide the physical facilities and equipment that will make possible the most effective use of library resources. To instruct students in the effective and efficient use of the library and of library material (American Library Association 1986:7).

Allen (1984:108) sees the latter as the basic one as he points out that a college library should "teach a technique of information searching that can be
applied to any subject”.

Other objectives of a library in a college of education are: to supply books, periodicals and other materials needed by students and lecturers in all the subjects taught in a college. Also to provide background reading in books and periodicals in subjects close to the curriculum and in general cultural fields. A college library should also hold displays and exhibitions of library materials in order to reinforce the teaching of the college staff and illustrate the library’s resources (Library Association 1967:2-3).

Smith (1989:140) points out that a library in a college of education should "influence the learning of undergraduates during their four years in college and the lifelong attitudes toward learning they will carry with them after college".

Finally a college library should

encourage extracurricular use of library material to assist and cooperate with faculty members in their instructional and research programs. To cooperate with other libraries in the community, region and elsewhere in building total library resources and in making them available to users (American Library Association 1986:7).

The above discussion on aims and objectives shows that libraries have an important role to play in the curricula of colleges of education and other teachers' training institutions. This is because these institutions train teachers, who in their turn will have to educate or train pupils and students who will be committed to their charge. Therefore, unless the teachers themselves have been properly taught how to exploit the resources of one of the most essential educational agencies, the library, they cannot impart this knowledge and skill to others.
3.3 LIBRARIES IN COLLEGES OF EDUCATION IN OTHER COUNTRIES

This literature survey was undertaken to get an idea of the resources and services available in libraries in colleges of education in several countries outside the former Republic of Bophuthatswana. This would make it possible to compare libraries in colleges of education within the former Republic of Bophuthatswana with these libraries.

When studying the colleges in other countries one important factor that was taken into consideration was that only the libraries of colleges that had been in existence for at least three years could be considered. This was to ensure that these colleges had ample time to establish their libraries on a sound footing.

In all of the six countries chosen, no comprehensive directory of colleges of education was available. Therefore the researcher used books, periodicals, pamphlets and handouts, and in some instances wrote letters and sent telefaxes and even conducted telephonic interviews. Ultimately replies were received from all the colleges except those in Nigeria and one college in the USA. In these three cases the researcher had to rely on information from books and periodicals. This survey was carried out in 1993 and therefore the information collected was accurate at the time, but subsequently there may have been some changes.

The following in alphabetical order, are the colleges of education studied:
(a) Adeyemi College of Education, Nigeria; (b) Alvan Ikoku College of Education, Nigeria; (c) Bank Street College of Education, USA;
(d) Canterbury Christ Church College of Higher Education, UK;
(e) Johannesburg College of Education, South Africa; (f) Jordanhill College of
Education, UK; (g) La Trobe University College of Northern Victoria, Australia; (h) Ngwane Teachers College, Swaziland; (i) Teachers' College, Columbia University, USA; (j) Transvaal College of Education, South Africa; (k) University of Melbourne, Institute of Education, Australia and (l) William Pitcher Teacher Training College, Swaziland.

3.3.1 The background history of colleges of education studied and physical facilities

A brief history on the education system of the countries studied will be discussed. The history of each college will also be discussed. The physical facilities will include the layout of the facilities in the college of education, that is, different areas included in the plan of the library in the college of education, e.g. user areas like study areas, viewing area, storage area, work area and display area. A description of furniture will also be included here and will include the following: circulation desk, chairs, tables, display boards, shelves, storage cabinets and catalogues. Amenities will include lights, telephones, electricity, and security measures will also be included under this aspect.

3.3.1.1 Background history of teacher education and libraries at colleges of education in Australia

According to Walker (1993) an information specialist in the Australian embassy in South Africa, in Australia they started with teachers' training colleges offering two to three year diplomas, then the teachers' training colleges were incorporated in colleges of advanced education which have university status and offer a three year degree plus a one year diploma in teaching and postgraduate degrees. Despite the fact that the colleges of advanced education offer three year degrees, they still offer two year diplomas in
different teaching subjects. The incorporation of teachers' training colleges in colleges of advanced education in Australia is explained in the (Year book of Australia 1973:656)

Formerly teacher education was conducted in teachers' colleges, but since 1970 some teachers' colleges have either been incorporated within colleges of advanced education which provide courses other than teacher education.

The main objective for the incorporation of teachers' training colleges in colleges of advanced education is to provide opportunities for "students who do not wish to undertake a full university course, though qualified to do that or for those students who lack the ability required for university education" (Bryan 1977:166).

This factor is stressed by Miles (1981:340) when he says: "some education of teachers in Australia takes place in universities, but most teachers are graduates of colleges of advanced education."

According to Walker (1993) by now most of the colleges of advanced education have amalgamated with universities and have become part of them. In most cases the amalgamation includes two to three colleges of advanced education amalgamating with one university; as a result of this in Australia one now finds university colleges, e.g. La Trobe University College of Northern Victoria. This amalgamation raised the standard of libraries at these colleges as they have had to be augmented to accommodate the change. At present these new colleges offer undergraduate courses such as the Diploma in Teaching (Dip Teach), graduate courses like the Bachelor of Education (BEd) and postgraduate courses for teachers of all levels of education such as Master of Education (MEd) and Doctor of Education (DEd).
(a) The college background, college library and physical facilities of the La Trobe University College of Northern Victoria

This institution is situated at Bendigo. It was established in 1873 as Bendigo School of Mines and Industries. In 1976 the Bendigo College of Advanced Education was established following a merger of this college and the State College of Victoria. On 1st January 1992 the Bendigo College of Advanced Education merged with La Trobe University to become La Trobe University College of Northern Victoria (Directory of Australian academic and research libraries 1992:6). According to Leadbetter (1993), the chief librarian at this college; it is affiliated to the La Trobe University and has 4,388 students and 241 members of staff. It offers Dip Teach, MEd and DEd.

The library in this college is known as the Heyward Library, after Bishop Oliver Heyward who was the first president of the council of Bendigo College of Advanced Education from 1977 to 1986 (Directory of Australian academic and research libraries 1992:6). This library is located at two service areas: the main library is situated on the second and third floors of the library union building and the learning resource centre is situated on the first floor of the education building. These two areas provide a variety of services supporting all academic functions of the university college (Prospectus and college handbook 1992:44).

The new building for this library was constructed in 1981 and it covers 2,126 m² (Directory of Australian academic and research libraries 1992:6). There are two service areas in this library, namely: the main library and the learning resource centre. There is an audiovisual room and study areas (Prospectus and college handbook 1992:447). Diagram 3.1 which shows the
lower floor plan of the Heyward Library represents the learning resource centre (Prospectus and college handbook 1992:449).

From the plan of the learning resource centre, it is possible to identify a film room and different areas like the reference office, area for circulation and a photocopy area, periodical area, reading area, a staff room, and areas for audiovisual media, newspapers, short loan collection, reference collection, Mezzanine Sandhurst collection and a toilet.

Diagram 3.2 represents the upper floor plan of the Heyward Library, which is the main library, and it shows different working areas including an office for the chief librarian and study areas which are indicated by means of carrels (Prospectus and college handbook 1992:450). The area for technical services is also shown. There is a total of 258 study places (Directory of Australian academic and research libraries 1992:4).

From Diagram 3.1 one is able to see that there is an information desk, a circulation desk, study tables or carrels and a photocopy area. Diagram 3.2 shows three terminals. There are telephones in this library and a book detector at the entrance for security (Leadbetter 1993).
Diagram 3.1

The lower floor plan of the Heyward Library
Diagram 3.2
The upper floor plan of the Heyward Library
This institution is situated in Carlton. It was initially Melbourne College of Advanced Education (University of Melbourne 1992:6). The Melbourne College of Advanced Education was established in 1975. In 1989 the Melbourne College of Advanced Education was incorporated in the University of Melbourne and this resulted in the formation of the Institute of Education. The incorporation of the two meant that the Melbourne College of Advanced Education was combined with the university's former faculty of education, each of which has a long and distinguished history in teacher education and related fields (University of Melbourne 1992:6). Hence the Institute of Education is affiliated to the University of Melbourne. According to Bray (1993) the acting principal librarian, there are 5,000 students studying at the Institute of Education and there are approximately 400 staff members. This college offers the following courses: Dip Teach, MEd and DEd (University of Melbourne 1992:9).

According to Rush (1992) the reader service librarian at the Institute of Education, the amalgamation of Melbourne College of Advanced Education with the University of Melbourne resulted in the library of the Melbourne College of Advanced Education being one of the library branches of the University of Melbourne. The University has 16 library branches. The library at the Institute of Education is called the Education Resource Centre (ERC) and it is the second largest of all the library branches of the University of Melbourne.

Diagram 3.3 (Bray 1993) shows level one of the Education Resource Centre. By looking at Diagram 3.3 it is possible to see eight working areas, namely:
Media Services

1. Study carrels
2. CRC Collection
3. Group viewing area
4. Learning Laboratory
5. Reference and Bookings
6. Loans
7. Technical Maintenance
8. Equipment Loans

CD Compact disc
DF Computer software
KIT Kit
PD Vinyl disc
PIC Picture/Chart
PT Cassette tape
SCO Music score
SL Slide
TRA Transparency/Duplexing Master
VID Videocassette

You are HERE
study area, an area for the Curriculum Resource Centre (CRC) collection, group viewing area, a learning laboratory, reference and bookings, an area for loans, technical maintenance and equipment loans. This is actually a level for media services. Though only level one is illustrated here there are also other levels, i.e. levels two to five. Level two of the library is mainly used for storage of materials (Bray 1993). The following areas are found on level three: two seminar rooms, library staff offices, a group study area, an area for the reference collection, government publications, indexes and abstracts, current newspapers and periodicals. Level four has the following: group study area, microform reading room, a quiet study area, an area for the microform collection, ERIC documents and collection of children’s literature. Then level five has the following areas: a typing room, toilets and silent study areas.

An issue desk and a catalogue are located on level three. On the fifth level there are shelves, photocopiers and catalogues. There are also electronic typewriters in the typing room on the fifth level (Education Resource Centre library guide 1992:3). There are telephones in this library. The library is also well lit and there is a book detector at the entrance (Bray 1993).

3.3.1.2 Background history of teacher education and libraries at colleges of education in Nigeria

According to Nzotta (1989:305) by 1989 there were about 50 colleges of education in Nigeria. Later it was decided that advanced teacher training colleges should be established to produce well-qualified teachers. At first only a few colleges were improved, but later the colleges grew to be so many and so important that it was considered necessary to maintain some academic programmes.
The colleges offer a National Certificate of Education (NCE) and a Bachelor of Education (BEd). As the colleges were improved, their libraries too were improved to satisfy additional requirements. The two colleges of education chosen for discussion are Adeyemi and Alvan Ikoku. The researcher would like to clarify that no recent information on the two colleges was found because the only available source was the one published in 1989.

(a) The college background, college library and physical facilities of the Adeyemi College of Education

This college is one of the oldest and best known colleges of education in Nigeria and is situated in the town of Ondo (Miles 1981:60). It was established after 1962 and is affiliated to the University of Ife. In 1989 it had 883 students and 38 members of staff. It offers NCE and BEd. The library was founded in 1962 (Nzotta 1989:308).

The researcher could not obtain any information on the physical facilities of this library.

(b) The college background, college library and physical facilities of the Alvan Ikoku College of Education

This college is situated in the town of Owerri and it was established after 1962. It is affiliated to the University of Nigeria. In 1989 it had 4,713 students, but the researcher could not obtain any information on the number of staff. The library was established in 1962. This is now one of the biggest colleges of education in Nigeria (Nzotta 1989:308).
The researcher could not obtain any information on the physical facilities of this library.

3.3.1.3 Background history of teacher education and libraries at colleges of education in South Africa

In South Africa the colleges of education started off by offering a two year diploma for students who had passed standard eight. They were then called teachers' training colleges. The colleges then introduced a two year diploma for students who had passed standard ten, meanwhile other colleges were still offering the two year diploma after standard eight. The colleges then progressed to a three year diploma for students who had passed standard ten and the two year diploma was terminated in 1979. The standard of teachers' training colleges was raised and they are now called colleges of education. Today most colleges of education in South Africa offer four year diplomas, such as the Higher Education Diploma (HED) and the Diploma in Education (Dip Ed) Senior Primary (SP) and Junior Primary (JP). They are affiliated to universities. The researcher would also like to indicate that a degree in teaching is also done at universities and it is offered by the faculty of education attached to a university. The two colleges chosen for this survey are: Johannesburg College of Education and the Transvaal College of Education. These colleges had been in existence for some years and their libraries have grown over the years to adjust to the requirements of these colleges.

(a) The college background, college library and physical facilities of the Johannesburg College of Education

This college is situated in the city of Johannesburg. It is one of the oldest colleges in South Africa, established in 1909. This institution is affiliated to the
University of the Witwatersrand (WITS). There are 1 050 students and 88 staff members. According to Meyer (1993) the acting head of the library, the college offers HED and Dip Ed (SP) and (JP).

The library is known as the Harold Holmes Library. It is an old library, though in 1976 the new library building was officially opened at the Parktown campus of the college. In 1978 the entire stock was transferred to the new building. In 1983 a start was made with the building of the audiovisual centre of the library (Directory of South African libraries 1989:318).

This library is so big that Turner (1976:12) referred to it as "an elegant shell". Diagram 3.4, which is actually the ground floor plan, shows the silent study areas, toilets, periodicals room, audiovisual room, staff offices, a work room, an area for the reference collection, queries and registration, an area for circulation indicated by return and issue and picture collection and bound periodicals in the basement (Harold Holmes Library 1991:7). Diagram 3.5 which is a mezzanine plan, also shows study areas, lecture theatres and staff offices for the Department of Library Science, seminar rooms and Dulcie Turner room (Harold Holmes Library 1991:8).

According to Turner (1976:12) this library is well-furnished with tables and chairs and display boards. From Diagram 3.5 it is possible to see two card catalogues: the old one and the new one. The old catalogue is used for books accessioned before 1984 and the new catalogue is used for books and audiovisual software accessioned from 1984 to the present date (Harold Holmes Library 1991:3-4). A reserve book catalogue is also visible and an issue desk.
There is electricity in this library, a book detector and telephones according to Van Warmelo (1991), who was head librarian in 1991.

(b) The college background, college library and physical facilities of the Transvaal College of Education

This college is situated in Pretoria. It was established in 1959. It is affiliated to the University of Pretoria and has 331 students and 34 staff members. Like the Johannesburg College of Education this college offers HED and Dip Ed, (SP) and (JP) (Transvaal College of Education 1991:8).

The library in this college is called the Laudium Library. It was founded in 1959 and the present premises were opened on the 24 September 1983 (Directory of South African libraries 1989:330).

Diagram 3.6 supplied by Moosa (1993), the college librarian, shows the floor plan of this library; it shows seating places, silent study areas, two work rooms, the office for the assistant librarians, the reception area and also an area for periodicals, newspapers and audiovisual resources. There is an entrance hall with a pigeon rack for housing bags (Moosa 1993). Diagram 3.6 shows a catalogue cabinet to the left of the entrance and a photocopier to the right. Electricity is supplied to the library; there are telephones and there is also a book detector at the door (Moosa 1993).
Diagram 3.6
The floor plan of the Transvaal College of Education Library
3.3.1.4 Background history of teacher education and libraries at the colleges of education in Swaziland

As in South Africa, the colleges of education in Swaziland started off by offering a two year diploma. Now the colleges are offering three year diplomas, such as Primary Teachers' Diploma (PTD) and Secondary Teachers' Diploma (STD). The colleges are affiliated to the University of Swaziland as this is the only university in this area. The libraries are not as big and not as well-developed as the libraries in colleges of education in the countries that the researcher has already discussed. The two colleges chosen for discussion are Ngwane Teachers College and William Pitcher Teacher Training College.

(a) The college background, college library and physical facilities of the Ngwane Teachers College

This college is situated at Nhlangano. It was established in 1982 and is affiliated to the University of Swaziland and has a total of 450 students and 40 staff members. The following diplomas are offered in this college: PTD and STD. According to Makhubu (1993) the college librarian, the library was established in the same year that the college was founded. This library is still small.

Diagram 3.7 drawn by Makhubu (1993) shows the library in this college. It shows a very big area for reading, though Makhubu (1993) states that this area can accommodate 60 students only which is far less than a third of the total student enrolment. There is a stack room, working room and newspaper reading area.
Diagram 3.7

The Ngwane Teachers College Library
Diagram 3.7 also shows the following pieces of furniture: magazine rack, issue desk, deposit tables, newspaper rack, bulletin board and a catalogue cabinet.

This library is well lit, it has an extension line, and three electrical sockets in the reading areas (Makhubu 1993).

(b) The college background, college library and physical facilities of the William Pitcher Teacher Training College

This college is situated in the town of Manzini. According to Nyao (1993), the media specialist at this college, this institution was established in 1959 at Matsapha. At that time it shared the buildings with a local high school. It was in 1962 that the real buildings were built at Manzini. As the researcher has already mentioned, it is affiliated to the University of Swaziland. It has a total of 500 students and 80 staff members and offers the PTD only. The library was established in 1962.

Diagram 3.8 drawn by Dlamini (1993), an assistant librarian in this library, shows two reading rooms, two store rooms, a work room and an office for the librarian. Diagram 3.8 also shows a circulation desk, and display racks for periodicals and magazines. Though not reflected there are shelves and cabinets. There is also electricity, a telephone and a very tight security system (Dlamini 1993).
Diagram 3.8

The William Pitcher Teacher Training College Library
3.3.1.5 Background history of teacher education and libraries at colleges of education in the United Kingdom

Teachers' training in Britain has undergone changes as the profession has moved towards an all graduate entry. It is now necessary for new teachers to have professional training in education as well as a high standard of competence in the subjects they will teach before they can achieve qualified teacher status. In the United Kingdom the vast majority of new entrants to teaching achieve qualified teacher status through the standard routes: These are: "(a) Bachelor of Education (BEd) three years non-honours, four years honours, (b) Postgraduate Certificate in Education (PGCE) one year following a first degree, Diploma of Higher Education (DipHE)" (British Council 1989:1).

In the past BEd and PGCE could only be studied at colleges and institutes of higher education, whilst the DipHE was available at colleges and polytechnics. Today some colleges do offer both BEd and PGCE. Hence, in this section the researcher will refer to both colleges of higher education and colleges of education in order to look at what is available in their libraries.

Both the colleges of education and colleges of higher education are very advanced, in fact they are actually universities in status; that is why in the long run most of them turn into universities. The two colleges chosen for discussion are Canterbury Christ Church College of Higher Education and Jordanhill College of Education. Their libraries have undergone very many changes to meet the standards as changes occur.
(a) The college background, college library and physical facilities of the
Canterbury Christ Church College of Higher Education

This college was established by the Church of England in 1962. It enjoys close links with the city of Canterbury and takes its name from the "cathedral famous throughout the western world as the site of the martyrdom of Thomas Becket archbishop of Canterbury" (Canterbury Christ Church College of Higher Education 1991:6).

This college is affiliated to the University of Kent and has a total of 2,500 students. Unfortunately the researcher did not find information on the number of staff members. It offers the following courses: Bachelor of Arts BA(Honours), and the Bachelor of Science BSc(Honours), which are three year courses specialising in two subjects. There is also the Bachelor of Arts in Education, BA(Ed) Honours, which is a four year course for intending teachers leading to a BA degree and concurrently, a certificate in education. The BA(Ed) and the certificate in education are similar in content to a BEd honours degree and together they confer on graduates qualified teachers' status (Canterbury Christ Church College of Higher Education 1991:6). The college also provides a large number of other courses including PGCE diploma, MEd and Doctor of Philosophy (PhD) programmes for graduate students (Canterbury Christ Church College of Higher Education 1991:6). The library was established in 1962. The library building is housed on the central quadrangle of the college.

This is quite a big library and it has recently been extended (Canterbury Christ Church College of Higher Education 1991:11). Diagram 3.9 drawn by Conyers (1993), a librarian and head of learning resources, shows a floor plan of the library. It shows a night reading room, displays for the most recent back issues
and current issues of journals and newspapers, an area for older back issues of journals, a college bookshop, a thesis room, reserve stack, an area where the exam syllabi and charts are stored, a garden and an area where abstracts and indexes are found; also areas where short loan collection, language and modern languages, fiction, picture fiction and historical fiction are stored. There are also areas where bibliographies, audio cassettes and off air recordings, audiovisual equipment, videos, jackdaws, filmstrips and atlases are stored.

Diagram 3.9 also shows an issue desk, an enquiry desk and a catalogue. The area for using the CD ROMs is also shown. There are viewing facilities in the media resources area. There is also an additional video player which is situated in the curriculum resources area which is a special collection in the library where most of the audiovisual media are found (Canterbury Christ Church College 1992d:1).

There is electricity supplied to this library.

(b) The college background, college library and physical facilities of the Jordanhill College of Education

The origins of this college, go back to the work in the 1820s and 30s of David Stow, who was one of the pioneers of teacher education in the world, and who established his Normal school (the first of its kind in Britain) for the training of teachers in the Cowcaddens very near to where the University of Strathclyde is now situated (University of Strathclyde 1993:1).
This college, as is obvious from the above quotation, was established around 1890. It is situated in Glasgow. "It had a long and proud history in the field of teacher education" (University of Strathclyde 1993:1). It has had more than 170 years of existence and originated as Glasgow Normal School; now it has moved to its new premises. As the researcher has already pointed out some colleges in the UK have been upgraded into universities; this college also, from the first of April 1993, became the University of Strathclyde. However for the sake of consistency the researcher will refer to it as a college, because this innovation came about when this research was already underway.

Today it has grown to be the largest institution of teacher education in the UK. There are more students training to be teachers in this college than anywhere else in Britain, and over the years, this college has trained around one quarter of all the primary teachers and all of the further education lecturers in Britain (University of Strathclyde 1993:1).

The researcher was unable to obtain information about the college's affiliation to any university. It has a total of 3 297 students and 417 staff members. The following courses are offered at this college: Dip HE, BEd, MEd and PhD. The library was also established in 1820.

Diagram 3.10 (Library Jordanhill College 1992e:2) is the upper floor plan of the Jordahill College of Education Library. This diagram shows two seminar rooms used for teaching by the library and academic staff and for group discussions by students (Library Jordanhill College 1992e:1). The study areas are indicated by study carrels. There is an area for part of the main collection. This diagram also shows areas for the bound periodicals, children's books, media collection, reference collection and also library's computers and video.
Diagram 3.10

The upper floor plan of the Jordanhill College of Education Library

Seminar Room 1

Video Playback

BBC etc. Microcomputers

Apple Macintosh Computers

Media Library Counter

Slides & Viewers, Tape cassettes & Audio Equipment

MEDIA COLLECTION

Printed & Multi-media material (Worksheets, packs, etc.)

Principal Librarian

Office

Catalogue terminals are located by the Media Library Counter, by the Microform Collection and by the Encyclopedias

Study Carrels

Information Services Librarian

Picture Books

Video Cassettes & CDs

CHILDREN'S BOOKS

MAIN LENDING COLLECTION

823.91 - 999

BOUND PERIODICALS

Abstracts and Indexes

Store

Seminar Room 2

Encyclopedias

REFERENCE COLLECTION

Study Carrels

Statistics
playback. There is also an area for storing back issues of periodicals, arranged from A to Z by title (Library Jordanhill College 1992f:3). Diagram 3.10 also shows an office for the principal librarian. The area for the information service librarian is also shown. Other areas shown are for picture books, video cassettes and CDs, wall charts, maps, microform collection, printed and multimedia material, encyclopaedias and abstracts and indexes. There is a store room.

Diagram 3.10 also shows a media library counter and catalogue terminals which are located by the media library counter. The area where slides, viewers, tape cassettes and audio equipment are kept is also shown.

Diagram 3.11 (Library Jordanhill College 1992e:4) is the ground floor plan of the Jordanhill College of Education Library. Diagram 3.11 shows areas where the Queen's College Library collection is accommodated and where, the main lending collection, short loan collection, offices for the systems librarian and the deputy librarian, study areas, the college archives and storage area and an area for displaying new books are located.

Diagram 3.11 also shows the issue desk or counter and enquiry desk. Though not illustrated there are grey steel cabinets containing wall charts for teaching practice (Library Jordanhill College 1992f:11). Again there is more than one catalogue in this library: the computer catalogue which lists most of the library's stock with terminals throughout the library; the card catalogues which list some older material; the catalogue for non-book materials which is in the media library (Library Jordanhill College 1992c:1). Diagram 3.11 also shows two catalogue terminals: one is located by the enquiry desk and the other one is opposite the new book display. Photocopiers and a new book display are
Diagram 3.11

The ground floor plan of the Jordanhill College of Education Library

- **Main Lending Collection**: 370 - 823.91G
- **Main Lending Collection**: 001 - 370
- **General Study Area**
  - Catalogue terminals are located by the Enquiry Desk and opposite the new books display
- **Enquiry Desk**
- **Photocopiers**
- **Issue Counter**
- **New Book Display**
- **Short Loan Collection**
- **Systems Librarian**
- **Entrance**
- **Queen's College Library**
- **Current Periodicals**
- **Depute Librarian**
- **College Archives & Store**
also shown in Diagram 3.11.

There is electricity supplied to this library. There are also telephones (Alcock 1993).

According to Alcock (1993), the college librarian, there is a 3m book detector system, video closed access and computer software closed access. There is a tight security system in this library (Library Jordanhill College... an introduction 1992:3).

3.3.1.6 Background history of teacher education and libraries at the colleges of education in the USA

Each state education department has the authority for setting requirements for teacher certificates. Almost all the states, including the District of Columbia, require a bachelor's degree for teaching elementary grades. Forty-seven states require a bachelor's degree as the minimum preparation for teaching in the secondary schools; three states and the District of Columbia require five years training or a master's degree (Cincotta & Holden 1984:12).

As a result, teacher training in the USA is taught at both private and public colleges and universities. The main institutions for educating teachers in the United States are:

(1) State supported four year colleges which were founded as teachers' colleges and which still place great emphasis on teacher education, and (2) departments, schools, or colleges of education within universities (Teacher education in the United States 1971:2).
To elaborate:

Teachers' colleges were established originally as single purpose degree granting institutions. They were designed to educate elementary and secondary school teachers, "special education" teachers and college and university teachers. In recent years most of these colleges have abandoned their exclusive concern for teacher education. They now enroll students preparing for fields other than teaching in keeping with a general movement in the United States towards broader education for members of all professions. In many state and private universities, teacher education is centralized in a school or a college of education. In some, it is the responsibility of a special division or department within a school or college. In others, it is part of a larger division such as the social sciences or the liberal arts (Teacher education in the United States 1971:2-3).

In the USA there are three components of teacher education, namely: general education, specialized education in a given field and professional training, which includes practice teaching as an essential element.

In the light of the above points, the researcher will choose to discuss colleges of education rather than universities where teacher education is offered. The two colleges of education chosen are: Bank Street College of Education and Teachers' College, Columbia University.

The two have been in existence for a long time. They have well-developed libraries. According to Johnson and Harris (1976:277) until the end of the 18th century American libraries were built for the sake of having a building. Then at the beginning of the 19th century new buildings appeared on many campuses and for the first time they were being planned for library purposes rather than for architectural splendour.
(a) The college background, college library and physical facilities of the Bank Street College of Education

This college is situated in New York. It was founded by Lucy Sprague Mitchell in 1916 (American library directory 1986:213; Educational laboratory 1989:4). Unfortunately the researcher could not obtain any further information on the background of this college.

The researcher could not obtain the plan of the Bank Street College Library. However Kulleseid (1983:7-8) provides the following description:

An open-stack library with space for 100,000 volumes and seating for 150 patrons is located on the fifth floor of the college. There are closed carrels which contain playback equipment of various types, an adjacent children's library media centre, an audiovisual services room, various office and processing areas for acquisition and technical services and a recently established computer resource centre which houses microcomputer hardware and software for use by faculty and students. The library also controls two store rooms of equipment, with some space for video editing and darkroom production.

The researcher did not get much information on furniture and equipment, except with regard to the study carrels mentioned above. As for security, no information was found.

(b) The college background, college library and physical facilities of the Teachers' College, Columbia University

This college is situated in New York. It is a graduate school dedicated to the systematic advancement of the sciences and arts associated with the educating, psychological, and
health service professions. Concerned with teaching, learning and the promotion of mental and physical well-being across the entire lifespan and in all the varied situations and institutions in which they proceed, the College prepares men and women for careers of professional service in schools, colleges, universities, clinics, hospitals, day-care centres, business organizations, community agencies, government bureaus, and research facilities (Special term faculty 1991-92 1992:20).

This college was founded in 1887 and became part of the Columbia University Constellation in 1889, under the arrangement whereby the faculty of Teachers' College was designated a faculty of the University, but the college retained its legal and financial independence. The college remains a separate corporation, with a board of trustees responsible for the general oversight of its affairs and for its financial support (Special term faculty 1991-92 1992:21). It is affiliated to the University of Columbia and has a population of 4,956 students (American library directory 1993:1248) and about 390 staff members (Special term faculty 1991-92 1992:20). The following courses are offered at this college: BEd, MEd and DEd.

The library in this college is called the Milbank Memorial Library. It is named in memory of Dunlevy and Katharine Fowler Milbank and their son, Thomas F. Milbank. Dunlevy Milbank was a Trustee of Teachers' College from 1913 to 1947, as was Thomas F. Milbank from 1949 until his death in 1975. The Milbank Memorial Library was formerly known as Teachers' College Library and it was endowed in 1887 as the Bryson Library. It is currently housed in Russell Hall which was built in 1924 and named after Dean James Earl Russell.

Since 1979 a major renovation of Russell Hall is transforming the library's antiquated facilities into one of the most technologically advanced education libraries in the nation and doubling its capacity for service and collections (Research and service activities 1993:40).
Diagram 3.12 shows the floor plan of the Milbank Memorial Library. The fourth and fifth floors are not shown but will only be discussed. According to Diagram 3.12 there are study areas on the second, fourth and fifth floors which in most cases are indicated by the word "carrels" (Floor plan 1993:2). There is a viewing room on the third floor, a storage area on the fourth floor indicated by stacks. There are working areas on the fifth and third floors, indicated by staff work rooms and offices. This library also has a conference room on the ground floor and a viewing room on the third floor.

There is a cataloguing and acquisition area on the ground floor. The following are found on the first floor: an area for circulation and reserve, also for reference and reference services, special collections, indexes and a place for online searching. On the second floor there are: a lounge, a copy centre, current periodicals and a microform centre. There is an area for services for the disabled, Goodman room, an audiovisual office, an electronics laboratory, systems laboratory, video editing room, multimedia station and a place for audiovisual services on the third floor. On the fourth floor there are areas for conservation and some dissertations. There are areas for a resource centre, current reference works, textbooks, children's literature and an Apple demo laboratory on the fifth floor.

An information desk is located on the second floor, and card catalogues on the first and fifth floors. There are also circulation and issue desks on the first floor (Milbank Memorial Library 1993a:1-2).
Diagram 3.12

The floor plan of the Milbank Memorial Library
According to Frank (1993), the director of the Milbank Memorial Library, there are electricity and telephones in this library and a 3m security system. There is tight security in this library; an electronic security system for materials control is used and "books must be properly checked out or an alarm will sound" (Milbank Memorial Library 1993b:3-4).

3.4 DESCRIPTION OF THE COLLEGES OF EDUCATION

The colleges discussed in this study were founded between 1802 and 1982. Thus this study includes some old and some recent colleges of education. Almost all of the 12 colleges are affiliated to universities. As indicated in Table 3.1 the researcher could not find any information about the Jordanhill College of Education's affiliation to any university. In Swaziland, for example, one university supervises all the colleges of education. In South Africa, Nigeria, Australia and Swaziland there are still some colleges that offer diplomas in education or diplomas in teaching. In the UK and USA the all the colleges offer both undergraduate degrees, such as BEd, and postgraduate degrees, such as MEd and DEd.

The student population of the colleges ranges from 331 at the Transvaal College of Education to 5,000 at the University of Melbourne, Institute of Education Division. Similarly the number of academic staff in each college of education ranges from 34 at the Transvaal College of Education to 417 at Jordanhill College of Education as shown in Table 3.1.
**Table 3.1**  
Background facts about the colleges

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Year established</th>
<th>Country found</th>
<th>University affiliated</th>
<th>Courses offered</th>
<th>Student population</th>
<th>Academic staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adeyemi</td>
<td>1962</td>
<td>Nigeria</td>
<td>Ife</td>
<td>NCE BEd</td>
<td>883</td>
<td>38</td>
</tr>
<tr>
<td>Alvan Ikoku</td>
<td>1962</td>
<td>Nigeria</td>
<td>Nigeria</td>
<td>NCE BEd</td>
<td>4713</td>
<td>N/S</td>
</tr>
<tr>
<td>Bank Street</td>
<td>1916</td>
<td>USA</td>
<td>N/S</td>
<td>BEd MEd</td>
<td>918</td>
<td>N/S</td>
</tr>
<tr>
<td>Canterbury</td>
<td>1802</td>
<td>UK</td>
<td>Kent</td>
<td>BEd PGCE MEd PhD</td>
<td>2500</td>
<td>N/S</td>
</tr>
<tr>
<td>Johannesburg</td>
<td>1909</td>
<td>South Africa</td>
<td>WITS</td>
<td>HED Dip Ed (SP &amp; JP)</td>
<td>1050</td>
<td>88</td>
</tr>
<tr>
<td>Jordanhill</td>
<td>1820</td>
<td>UK</td>
<td>N/S</td>
<td>Dip HE BEd MEd PhD</td>
<td>3297</td>
<td>417</td>
</tr>
<tr>
<td>La Trobe</td>
<td>1873</td>
<td>Australia</td>
<td>La Trobe</td>
<td>Dip Teach MEd DEd</td>
<td>4388</td>
<td>241</td>
</tr>
<tr>
<td>Ngwane</td>
<td>1982</td>
<td>Swaziland</td>
<td>Swaziland</td>
<td>PTD STD</td>
<td>450</td>
<td>40</td>
</tr>
<tr>
<td>Teachers college</td>
<td>1887</td>
<td>USA</td>
<td>Columbia</td>
<td>BEd MEd DEd</td>
<td>4956</td>
<td>390</td>
</tr>
<tr>
<td>Transvaal</td>
<td>1959</td>
<td>South Africa</td>
<td>UNISA</td>
<td>HED DIP Ed (SP &amp; JP)</td>
<td>331</td>
<td>34</td>
</tr>
<tr>
<td>Melbourne</td>
<td>1975</td>
<td>Australia</td>
<td>Melbourne</td>
<td>Dip Teach MEd DEd</td>
<td>5000</td>
<td>400</td>
</tr>
<tr>
<td>William Pitcher</td>
<td>1962</td>
<td>Swaziland</td>
<td>Swaziland</td>
<td>PTD</td>
<td>500</td>
<td>80</td>
</tr>
</tbody>
</table>

N/S = Figure not supplied
The collection development policy; includes policy regarding weeding, selection policy and the types of media in the collection. In this study the collection will be divided into two formats: print media and audiovisual media. Print media include books, pictures, pamphlets, periodicals, newspapers and maps. Audiovisual media have two components i.e. hardware and software (or "equipment" and "programs"). Hardware includes overhead projectors, photocopiers, video cassette players, microcomputers, etc. Software includes transparencies, slides, compact discs, sound cassettes, computer programs, etc.

3.5 LIBRARY COLLECTIONS IN THE COLLEGES OF EDUCATION

Table 3.2 shows the sizes of the collections in these libraries. It also shows the number of the books (volumes), pictures and pamphlets each library has and the number of periodicals and newspapers each library receives regularly, and also the number of maps and audiovisual media in each collection. Ngwane Teachers College with 12 500 volumes (Makhubu 1993) has the smallest number of books, while Teachers College, Columbia University (American library directory 1993:1315) and University of Melbourne, Institute of Education Division (Directory of Australian academic and research libraries 1989:114), as seen in Table 3.2 have the largest. In fact half of the libraries (six) have fewer than 100 000 books in their libraries, yet these colleges offer a wide range of subjects covering various aspects of education, that include the humanities, the social sciences and the natural and applied sciences. A library like that at Alvan Ikoku, with a student population of about 4 713 has less than 100 000 volumes. It seems unlikely that this collection is able to meet the needs of its users.
<table>
<thead>
<tr>
<th>Name of college</th>
<th>Student population</th>
<th>Staff</th>
<th>Books</th>
<th>Pictures</th>
<th>Pamphlets</th>
<th>Periodicals</th>
<th>Newspapers</th>
<th>Maps</th>
<th>Audiovisual media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adeyemi</td>
<td>883</td>
<td>36</td>
<td>43 000</td>
<td>N/S</td>
<td>N/S</td>
<td>300</td>
<td>2</td>
<td>N/S</td>
<td>N/S</td>
</tr>
<tr>
<td>Alvan Ikoku</td>
<td>4 713</td>
<td>N/S</td>
<td>49 000</td>
<td>N/S</td>
<td>N/S</td>
<td>500</td>
<td>16</td>
<td>N/S*</td>
<td>N/S</td>
</tr>
<tr>
<td>Bank Street</td>
<td>918</td>
<td>N/S</td>
<td>66 000</td>
<td>N/S</td>
<td>N/S*</td>
<td>497</td>
<td>N/S</td>
<td>42</td>
<td>1 000</td>
</tr>
<tr>
<td>Cantebury</td>
<td>2 500</td>
<td>N/S</td>
<td>180 000</td>
<td>N/S</td>
<td>N/S*</td>
<td>N/S</td>
<td>N/S*</td>
<td>N/S*</td>
<td>N/S</td>
</tr>
<tr>
<td>Johnasburg</td>
<td>1 050</td>
<td>88</td>
<td>121 500</td>
<td>3 482</td>
<td>1 520</td>
<td>1 171</td>
<td>12</td>
<td>162</td>
<td>917</td>
</tr>
<tr>
<td>Jordanhill</td>
<td>3 297</td>
<td>417</td>
<td>180 000</td>
<td>N/S</td>
<td>N/S*</td>
<td>700</td>
<td>N/S*</td>
<td>N/S*</td>
<td>N/S</td>
</tr>
<tr>
<td>La Trobe</td>
<td>4 388</td>
<td>241</td>
<td>100 659</td>
<td>N/S</td>
<td>N/S</td>
<td>15 000</td>
<td>12</td>
<td>N/S</td>
<td>5 674</td>
</tr>
<tr>
<td>Ngwane</td>
<td>450</td>
<td>40</td>
<td>12 500</td>
<td>N/S</td>
<td>N/S</td>
<td>65</td>
<td>N/S*</td>
<td>N/S*</td>
<td>N/S</td>
</tr>
<tr>
<td>Teachers College</td>
<td>4 956</td>
<td>390</td>
<td>445 262</td>
<td>7 232</td>
<td>189</td>
<td>2 747</td>
<td>N/S*</td>
<td>4 787</td>
<td></td>
</tr>
<tr>
<td>Transvaal</td>
<td>331</td>
<td>34</td>
<td>20 181</td>
<td>N/S*</td>
<td>N/S</td>
<td>50</td>
<td>23</td>
<td>N/S</td>
<td>606</td>
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<tr>
<td>University Melbourne</td>
<td>5 000</td>
<td>400</td>
<td>250 000</td>
<td>N/S*</td>
<td>N/S</td>
<td>703</td>
<td>N/S*</td>
<td>N/S</td>
<td>114 979</td>
</tr>
<tr>
<td>William Pitcher</td>
<td>500</td>
<td>80</td>
<td>20 000</td>
<td>N/S</td>
<td>N/S</td>
<td>N/S</td>
<td>N/S</td>
<td>N/S</td>
<td>N/S*</td>
</tr>
</tbody>
</table>

N/S = Figure not supplied
* = Figure not supplied but there is information on the material

Most of the libraries have fared better with their periodical collections as reflected by the number of journals (journal titles), pamphlets, and newspapers they currently subscribe to and receive regularly. Some libraries subscribe to as many as 50 to 200 periodicals. One can see that students and staff of such institutions could really keep abreast of the latest developments in their fields. Teachers educated in such colleges would certainly have access to sufficient information sources from which they could obtain up to date information. The size of the journal collections at the Teachers' College,
Columbia University (University catalogue for the Teachers' College 1990:334), La Trobe University College of Northern Victoria (Directory of Australian academic and research libraries 1992:6), University of Melbourne, Institute of Education (Directory of Australian academic and research libraries 1989:114) and Canterbury Christ Church College of Education (Canterbury Christ Church College of Higher Education 1991:11) appear to be adequate. Judging from their collection sizes, one could see the justification for approving first degree programmes for these four colleges. They have the necessary resources for such programmes as reflected by the size of their library collections. Most probably the adequacy of their collections is also a pointer to the adequacy of other facilities essential for successfully running a degree programme.

Most of the libraries have audiovisual materials in their collections. The University of Melbourne, Institute of Education Division (Directory of Australian academic and research libraries 1989:114) has the largest audiovisual media collection, followed by the La Trobe University College with 5,674 items (Directory of Australian academic and research libraries 1992:6) and Teachers' College, Columbia University with 4,787 items (American library directory 1993:1315). This is relevant to what is expected of the libraries of colleges of education, because it is known that the use of audiovisual materials is usually emphasized in the training of teachers. They are encouraged to make use of audiovisual media as much as possible in their teaching. It is only Adeyemi College of Education that is reported not to have audiovisual media (Nzotta 1989:310). At Alvan Ikoku College of Education (Nzotta 1989:310), Ngwane Teachers College (Makhubu 1993) and William Pitcher Teacher Training College (Dlamini 1993) the audiovisual media are housed in a separate building.
The following are the audiovisual materials found in these colleges: audio or sound recordings, for example tapes and videos, films, film strips and slides. The Alvan Ikoku College of Education (Nzotta 1989:310), Jordanhill College of Education (Library Jordanhill College 1992d:1-2), La Trobe University College (La Trobe University College of Northern Victoria 1992:2) Teachers College, Columbia University (American library directory 1993:1315) and Bank Street College of Education (American library directory 1993:1280) are the five colleges that have reported having microfilms and microfiche. Teachers' College, Columbia University (American library directory 1993:1315) has the highest number of computer software materials followed by Bank Street (American library directory 1993:1280). Canterbury Christ Church College of Higher Education (Canterbury Christ Church College 1992c:4) and Jordanhill College of Education (Library Jordanhill College of Education 1992a:1) do have computer software though the number is not supplied. Other libraries, like Ngwane Teachers College (Makhubu 1993), William Pitcher Teacher Training College (Dlamini 1993) and Transvaal College of Education (Moosa 1993) have computers, but at the time the survey was made they had not yet computerized their libraries. As for the two Nigerian colleges nothing at all is mentioned concerning computers.

In most cases the statistics for pictures in the collections are not reported. Only two colleges, i.e. Johannesburg College of Education with 3 482 (Meyer 1993) and Teachers' College, Columbia University with 7 323 pictures and posters (Milbank technology and collections 1993:2) have given statistics.

The two libraries that supplied information on the number of maps are Johannesburg College of Education, which has the highest number of maps with close to 162 (Meyer 1993), and the Bank Street College of Education, with 42 maps (American library directory 1993:1280). The number of games in
libraries are not available with the exception of the Johannesburg College of Education which has supplied a figure of 16 educational games (Meyer 1993).

Almost all the libraries that responded have no written selection policy; only the La Trobe University College of Northern Victoria has supplied its written selection policy. Through interviews with librarians, the researcher has discovered that all these colleges studied have a similar policy when it comes to selection of materials, because they all stress that selection is a joint responsibility of the academic and library staff (Heyward Library selection policy 1989:33). These libraries each have a similar collection development policy, they weed when it is necessary to do so, and when weeding is done they weed five percent of the books and ten to 15% of the audiovisual media.

3.6 STORAGE, ORGANIZATION AND RETRIEVAL OF MEDIA IN THE COLLEGES OF EDUCATION LIBRARIES

The storage, organization and retrieval of media includes shelf arrangement. Shelf arrangement will include the way in which media are stored on the shelves for retrieval by users. Here the researcher would like to clarify that in the library different media can be stored separately in a parallel arrangement or can be integrated on the shelves. This aspect will also include classification and cataloguing of media and the way in which media is stored in the library. The catalogue could be either a manual catalogue or a computer catalogue. The researcher will also look at analytical entries in the catalogue. An analytical entry is a prepared bibliographic record that describes a part or parts of an item for which a comprehensive entry has been made. Services to users will consider the accessibility of materials to users which is determined by the number of hours that the library is open. Other services will also be discussed such as interlibrary loans and current awareness service.
This section will include a discussion of the classification scheme, catalogue, shelf arrangement and hours of service.

A question may be asked: are libraries offering a satisfactory service? Bearing this question in mind, one realizes that the key factor in assessing the relevance or utility of any service organization is its accessibility, that is the extent to which its services and facilities are available to its clientele. Hence in a library the four aspects regarding accessibility of materials and services to be considered are: the classification schemes, the catalogue, shelf arrangement and hours of service.

The classification scheme is the key to the library’s collection. It is the means by which books are arranged in the library for easy location and retrieval.

All the 11 libraries that gave information about their classification schemes use either the Dewey decimal classification (DDC) or Library of Congress (LC) classification. Table 3.3 shows that nine use DDC and two use LC classification. There is widespread use of the two schemes by large libraries like academic and public libraries that have large collections covering very many subjects. The two college libraries using the LC classification are Adeyemi College of Education in Nigeria (Nzotta 1989:315) and Teachers’ College, Columbia University (LC classes 1993:1). Libraries using the DDC are the following: Alvan Ioku College of Education (Nzotta 1989:315), Bank Street College of Education (Educational laboratory 1989:4), Johannesburg College of Education (Directory of South African libraries 1989:317) which uses the 19th edition i.e. DDC19, Jordanhill College of Education (Alcock 1993), La Trobe University College (Leadbetter 1993), Ngwane Teachers College (Ngwane Teachers College 1993:5), Transvaal College of
Table 3.3
Classification scheme, catalogues, shelf arrangement and hours of service

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Classification scheme</th>
<th>Catalogue</th>
<th>Shelf arrangement</th>
<th>Hours of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adeyemi LC</td>
<td>LC</td>
<td>N/S</td>
<td>N/S</td>
<td>100</td>
</tr>
<tr>
<td>Alvan Ikoku DOC</td>
<td>DDC</td>
<td>N/S</td>
<td>N/S</td>
<td>75</td>
</tr>
<tr>
<td>Bank Street DOC</td>
<td>DDC</td>
<td>Computerised</td>
<td>Parallel</td>
<td>N/S</td>
</tr>
<tr>
<td>Canterbury N/S</td>
<td>Computerised</td>
<td>Parallel</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Johannesburg DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Jordanhill DDC</td>
<td>Computerised</td>
<td>Parallel</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>La Trobe DDC</td>
<td>Computerised</td>
<td>Parallel</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Ngwane DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Teachers' College LC</td>
<td>Computerised</td>
<td>Integrated</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Transvaal DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Melbourne DDC</td>
<td>Computerised</td>
<td>Parallel</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>William Pitcher DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

N/S = Figure not supplied


The ten libraries that gave information about their catalogue have either a computerized or a manual catalogue. Of these ten, six libraries have computerized their catalogue while four libraries still use the manual catalogue. This shows that the computerized catalogue is preferred to the older card catalogue, as it gives more interactive options to library users. Of the four colleges that are still using the manual catalogue, two, Ngwane
Teachers College (Makhubu 1993) and Johannesburg College of Education (Meyer 1993) are in the process of computerizing their libraries.

Of the 12 libraries that gave information on their catalogue entries, one reported having analytical entries, i.e. Teachers' College, Columbia University (Frank 1993) and one library, namely the Johannesburg College of Education has reported having separate or added entries if several titles have been issued in one volume. Of the nine libraries that gave information concerning shelf arrangement, eight of them have reported having their media shelved separately, these are: Bank Street College of Education (Educational laboratory 1989:4), Johannesburg College of Education (Meyer 1993), Jordanhill College of Education (Alcock 1993), La Trobe University College of Northern Victoria (Leadbetter 1993), Ngwane Teachers College (Makhubu 1995), Transvaal College of Education (Moosa 1993), University of Melbourne, Institute of Education, Division (Bray 1993) and William Pitcher Teacher Training College (Dlamini 1993). Only one college, Teachers' College, Columbia University, has reported having its media integrated on the shelves (Frank 1993). This shows that integration of media on the shelves is seldom done.

One other important aspect with regard to the accessibility of materials and services considered is the hours that the library is open for service. In fact it is a major determinant of accessibility. The opening hours per week of the libraries under investigation range from 39 hours at the Transvaal College of Education (Transvaal College of Education 1993:2) to 100 at Adeyemi College of Education (Nzotta 1989:315) as Table 3.3 shows. However, the majority of the libraries offer services for between 60 and 80 hours per week. In concrete terms, this means that a library that is open for 40 hours a week may offer service to its clientele from 07h30 to 15h30 each day, Monday to Friday. This
certainly does not allow for full utilization of the library facilities as that is the period when staff and students are usually also attending lectures.

The opening hours of these libraries are:
Alvan Ikoku College of Education 08h00 - 23h00 on Monday to Friday and 08h00 -13h00 on Saturdays (75 hours) (Nzotta 1989:315);
La Trobe University College of Northern Victoria 08h30 - 22h00 on Monday to Thursday, 08h30 - 17h00 on Friday and 13h00 - 16h30 on Sunday (68 hours) (Heyward Library 1993:1); Ngwane Teachers College 08h00 - 22h00 on Monday to Thursday and 08h00 - 16h00 on Friday (64 hours) (Makhubu 1993); University of Melbourne, Institute of Education 08h30 - 21h00 on Monday to Thursday, 08h30 - 17h30 on Friday and 13h00 - 17h00 on Sunday (66 hours) (Education Resource Centre library guide 1992:3) and William Pitcher Teacher Training College 08h30 - 22h00 on Monday to Thursday and 08h30 - 17h00 on Friday (65 hours) (Dlamini 1993).

Other examples of opening hours are:
Johannesburg College of Education 07h30 - 21h30 on Monday to Thursday and 07h30 -16h30 on Friday (97 hours) (Van Warmelo 1991); Canterbury Christ Church College of Higher Education 10h00 - 21h00 on Monday, 08h55 - 21h00 on Tuesday to Friday, 10h00 - 17h00 on Saturday and 14h00 - 17h00 on Sunday (81 hours) (Canterbury Christ Church College 1992a:1) and Adeyemi College of Education, where only a round figure of 100 hours is provided but not the specific opening hours (Nzotta 1989:315). The opening hours of these libraries are not only longer than those of Transvaal College of Education which are 08h00 - 16h00 on Monday to Thursday and 08h00 - 15h00 on Friday (39 hours) (Transvaal College of Education 1993:2); of the Teachers' College, Columbia University 10h00 - 21h00 on Monday to Thursday, 10h00 - 18h00 on Friday to Saturday and 13h00 to 17h00 on
Sunday (57 hours) (Frank 1993) and Jordanhill College of Education 09h00 - 21h00 on Monday to Thursday, 09h00 -17h00 on Friday and 09h00 -12h00 on Saturday (59 hours) (Library Jordanhill College 1992f:1), but they are also arranged so that students and staff could have access to their libraries in the evenings and even on Saturdays and Sundays when they are free. Thus, accessibility of library services is more convenient in these libraries.

Besides the collections that are in college libraries most libraries offer an interlibrary loan service to their users so that they can have access to collections in other libraries. In the case where the library is not computerized, interlibrary loans are done using through interlibrary loans request cards. This is the case for the two South African college libraries namely, Johannesburg College of Education and Transvaal College of Education, where interlibrary loans are done through the State Library in Pretoria. As for Ngwane Teachers College and William Pitcher Teacher Training College these have their interlibrary loans done through the Swaziland National Library. Colleges that have their libraries computerized, in addition to the use of the interlibrary loan requests card, can search for bibliographic information on databases all over the world; for example Research Libraries Information Network (RLIN), New England Library Network (NELINET), Australian Academic Research Network (AARNet) and DIALOG. Very good examples are: the Teachers’ College, Columbia University (Milbank Memorial Library 1993b:1); Bank Street College of Education (American library directory 1993:1280); University of Melbourne, Institute of Education (Education Resource Centre library guide 1992:2); Canterbury Christ Church College of Higher Education (Canterbury Christ Church College 1992b:1); La Trobe University College of Northern Victoria (Leadbetter 1993) and Jordanhill College of Education (Library Jordanhill College 1992d:1). Only Alvan Ikoku College of Education in Nigeria is reported not providing an interlibrary loan service. As for Adeyemi College of Education no information is provided as to whether it does provide the service.
It is taken for granted that all libraries loan out materials and offer some reference service (answer reference questions). Therefore the emphasis in this study is on the special services which the libraries offer to their clients. These will show how enterprising the library staff are, the extent to which they understand the particular needs of their clients and provide relevant services.


Of the colleges studied, only two libraries reported providing current awareness services in various forms to keep their clients up to date on the latest developments and publications in their subject fields. These services may take the form of the compilation of accessions lists of newly acquired materials. Librarians may compile contents lists of the articles in newly acquired journals for the information of various categories of users. In other cases new issues of journals may be circulated among the teaching staff who may be interested in those subjects the journals cover. Alternatively, newly acquired materials are displayed in the library for the attention of users generally. Some libraries have newspaper cutting boards where important news items or feature articles are displayed, or where cuttings are circulated.
among the academic staff. Libraries that provide some form of current awareness services are: Alvan Ikoku College of Education (Nzotta 1989:316), Bank Street College of Education (Kulseeid 1983:9) and Jordanhill College of Education (College academic staff handbook 1993:4).

At least two libraries out of the 12 that were studied claimed that they do compile bibliographies for their users, and those two are: Bank Street College of Education (Kulseeid 1983:8) and Teachers' College Columbia University (Instructional offerings and reference services 1993:1).


3.7 LIBRARY PERSONNEL IN THE COLLEGES OF EDUCATION

There is no gainsaying the fact that the efficiency and effectiveness of a library service depends largely on the quality of library personnel. In ancient and medieval times, librarians very much emphasized their custodial role. Their particular concern was that the books and other documents in their care were well preserved, even at the expense of denying users access to the materials. Today the philosophy of
librarianship has changed. The modern librarian believes strongly that libraries are for use, the essence of libraries is to offer (meaningful) services to clientele. Consequently the current area of emphasis is on the means of exploiting library resources to the fullest benefit of users. To achieve this objective demands not only offering a lending service but also dynamic reference information, bibliographic, abstracting and indexing services. These highly technical services demand well-trained and skilled personnel (Nzotta 1989:311).

Library personnel will include the total number of professional and non-professional staff in each library being studied. Professional staff refers to the fully qualified professional librarians, while the other staff consist of persons who have had some training in librarianship but not at the full professional level. They have been trained to and can perform some simple professional tasks. In the absence of a full complement of professionals, having them in libraries helps to improve the quality of staff and the services rendered. The researcher will also look at the qualifications of both the professional and non-professional staff.

Staffing is therefore regarded as one of the essential factors to be considered when comparing libraries. Table 3.4 shows the personnel of the colleges of education libraries being studied and they have been categorized into librarians and library assistants. The librarians are the professional staff while the library assistants are the non-professional staff. William Pitcher Teacher Training College has no qualified librarian (Dlamini 1993), thus, the administration of this library is left in the hands of a library assistant. Ngwane Teachers College has no library assistant (Makhubu 1993).
Table 3.4
Student population and number of books (volumes) in relation to library personnel

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Student population</th>
<th>Books</th>
<th>Librarians</th>
<th>Library assistants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adeyemi</td>
<td>883</td>
<td>43 000</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Alvan Ikoku</td>
<td>4 713</td>
<td>49 000</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Bank Street</td>
<td>818</td>
<td>66 000</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Canterbury</td>
<td>2 500</td>
<td>160 000</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Johannesburg</td>
<td>300</td>
<td>121 500</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Jordanhill</td>
<td>3 297</td>
<td>180 000</td>
<td>9</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>La Trobe</td>
<td>4 388</td>
<td>100 659</td>
<td>9</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>Ngwane</td>
<td>450</td>
<td>12 500</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Teachers' College</td>
<td>4 956</td>
<td>445 282</td>
<td>28</td>
<td>39</td>
<td>67</td>
</tr>
<tr>
<td>Transvaal</td>
<td>285</td>
<td>17 000</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>5 000</td>
<td>250 000</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>William Pitcher</td>
<td>500</td>
<td>20 000</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The majority of other libraries have between four and ten librarians on their staff; these are: Alvan Ikoku College of Education (Nzotta 1989:312), Bank Street College of Education (American library directory 1993:1280), Canterbury Christ Church College of Higher Education (Canterbury Christ Church College 1992a:2), Johannesburg College of Education (Meyer 1993), Jordanhill College of Education (Alcock 1993) La Trobe University College of Northern Victoria (Prospectus and college handbook 1992:38) and the Transvaal College of Education (Moosa 1993).
Teachers' College, Columbia University (American library directory 1993:315) and the University of Melbourne, Institute of Education Division (Bray 1993) with 28 and 15 librarians respectively have the highest number of librarians, as compared to William Pitcher with no librarian (Dlamini 1993); Adeyemi College of Education (Nzotta 1989:312) and Ngwane Teachers College each with one librarian (Makhubu 1993).

The number of library assistants in the libraries varies from none at Ngwane Teachers College (Makhubu 1993) to 39 at the Teachers' College, Columbia University (American library directory 1993:1315). The total number of staff in each college library ranges from one at Ngwane Teachers College and William Pitcher Teacher Training College to 67 at Teachers' College, Columbia University.

Considering the large student population, as well as the number of academic staff, that most of these libraries have to serve, they are generally poorly staffed in terms of the number of librarians employed. Good examples of these are Adeyemi College of Education, with only one librarian serving 883 students, Ngwane Teachers College with 450 students and one librarian and William Pitcher Teacher Training College with 500 students and one library assistant. Looking at the large collections most of these libraries have, it appears that they are also poorly staffed to maintain such big collections. For example, the Adeyemi College of Education has 43,000 volumes and only one librarian, William Pitcher Teacher Training College has 20,000 volumes and one assistant librarian and Ngwane Teachers College has 12,500 volumes and only one librarian.
3.8 QUALIFICATIONS OF LIBRARIANS IN THE COLLEGES OF EDUCATION LIBRARIES

There may not be sufficient librarians in the colleges of education libraries. However most of the librarians working in these libraries have good qualifications that will compare favourably with those of librarians in other institutions as shown in Table 3.5. It is only at William Pitcher Teacher Training College that there is no qualified librarian (Dlamini 1993). The rest have university degrees. These include: Bachelor of Library Science (BLS) or (B Bibi) as it is called in South Africa and Master of Library Studies (MLS) or Master of Library Science (M Bibi). Some have a first or masters degree in other subjects and a postgraduate professional qualification like the PostGraduate Diploma in Librarianship (PGDL) or Higher Diploma in Librarianship (HDL). Unfortunately most of the colleges did not supply information in this regard, but those that did are: La Trobe University College of Northern Victoria (Prospectus and college handbook 1992:38), Johannesburg College of Education (Meyer 1993), Ngwane Teachers College (Makhubu 1993), Transvaal College of Education (Moosa 1993), Adeyemi College of Education (Nzotta 1989:311) and Alvan Ikoku College of Education (Nzotta 1989:314) and William Pitcher Teacher Training College (Dlamini 1993).
Table 3.5
Qualifications of librarians

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Number of librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. BLS or B Bibl</td>
<td>26</td>
</tr>
<tr>
<td>b. First degree</td>
<td>7</td>
</tr>
<tr>
<td>c. First degree + MLS or M Bibl</td>
<td>5</td>
</tr>
<tr>
<td>d. MLS or M Bibl</td>
<td>1</td>
</tr>
<tr>
<td>e. Diploma in library studies + MLS or Bibl</td>
<td>1</td>
</tr>
<tr>
<td>f. Masters degree + PGDL or HDL or MLS or M Bibl</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

3.9 CONCLUSION

A few conclusions can be made regarding the layout, collections, services and personnel in the colleges of education libraries studied above.

The floor plans that were examined indicate sufficient space for study; resources, office or work space for staff except the floor plans of three libraries which includes the two libraries in Swaziland and the Transvaal College of Education in South Africa. The floor plans of colleges of education libraries in the South Africa and Swaziland indicate that the facilities are too small for their purpose especially when compared to the floor plans in the libraries in colleges of education in the UK, the United States of America and Australia that were studied. The floor plans in colleges of education libraries in the UK, the United States of America and Australia show facilities and equipment such as study carrels, photocopiers and audiovisual equipment which when compared to the floor plans in colleges of education in South Africa and
The library collections mostly contain very little or no audiovisual media, this is very disappointing when one thinks of the potential these materials have for enriching library collections and services. In many instances they provide students with learning experiences which print media cannot do as effectively as the audiovisual media. Other items in the collections of most college libraries like books, periodicals and computer software are too small for their purpose. They cannot effectively support the academic programmes of the colleges, especially at the following colleges: Alvan Ikoku College of Education, Adeyemi College of Education, Ngwane Teachers College, Transvaal College of Education and William Pitcher Teacher Training College.

Some libraries do not open for long enough hours, for example, Transvaal College of Education. Some offer special services, such as current awareness services, preparation of bibliographies, provision of photocopying and interlibrary loan services; but these are in the minority.

Some of the colleges of education libraries are poorly staffed, like the Adeyemi College of Education, Ngwane Teachers' College, Transvaal College of Education and William Pitcher Teacher Training College, because there are no or too few qualified librarians. The level of qualifications of librarians is generally good with the one exception of the William Pitcher Teacher Training College with no qualified librarian.
4.1 INTRODUCTION

This chapter deals with libraries in seven colleges of education located in the area which was known as the Republic of Bophuthatswana from 1977 to 1994. An overview is given of the aims and objectives of these libraries, their background history, layout and facilities, collections, storage, organization and retrieval of media, services to users, library personnel and their qualifications.

The purpose of this survey is to obtain an idea of what is available in the libraries in colleges of education in the former Republic of Bophuthatswana in order to see whether these libraries are at a disadvantage or on a par with libraries in colleges of education in other countries.

4.2 AIMS AND OBJECTIVES

After holding several discussions with college librarians, the researcher discovered that none of these colleges actually have written aims and objectives for their libraries. Only Tlhabane College of Education has a written objective for its library: "to provide material for students to read as part of their personal and professional development" (Directory of South African libraries 1989:339).
4.3 SURVEY OF LIBRARIES IN THE BOPHUTHATSWANA COLLEGES OF EDUCATION

When surveying the colleges of education in the former Republic of Bophuthatswana, one important factor that was taken into consideration was that only the libraries of colleges that have been in existence for at least three years could be considered, to ensure that the colleges had had ample time to establish their libraries. It is for this reason that the libraries in only seven of the eight existing colleges of education were surveyed. The eighth library was only established in 1992 and so it was not included.

No comprehensive yearbook was available for any of the seven colleges of education chosen for the survey. Therefore the researcher used books, periodicals, pamphlets, handouts and in some instances wrote letters, sent telefaxes, conducted telephonic interviews and made personal visits to the libraries. Ultimately replies were received from all the colleges and the information which is included in this chapter was correct at the time of the survey.

The following in alphabetical order, are the colleges of education surveyed:
(a) The Hebron College of Education, Mabopane circuit; (b) the Lehurutshe College of Education, Lehurutshe circuit; (c) the Marapyane College of Education, Marapyane circuit; (d) the Moretele College of Education, Moretele circuit; (e) the Taung College of Education, Taung circuit; (f) the Thaba'Nchu College of Education, Thaba'Nchu circuit and (g) the Tlhabane College of Education, Tlhabane circuit. Map 4.1 prepared by Makhata (1996) shows the location of these colleges.
4.4 BACKGROUND HISTORY OF TEACHER EDUCATION AND LIBRARIES AT COLLEGES OF EDUCATION

In the former Republic of Bophuthatswana the Lower Primary Teachers' Certificate (LPTC) was the first course to be introduced. In 1968 the Primary Teachers' Certificate (PTC) was started, whilst the Junior Secondary Teachers' Course (JSTC) was introduced in 1966 and the first college to offer it was the Hebron Training College (Bophuthatswana. Department of Education 1973:56-58). By 1973 the training of teachers was still limited to four teachers' training colleges; which were commonly known as training colleges. These were Hebron, Moretele, Strydom (Thaba 'Nchu) and Tlhabane. In 1973 it was envisaged that a fifth college would open in 1974. By 1975 there were already five training colleges in teachers' diploma Bophuthatswana as the Taung Training College was founded in 1975 (Bophuthatswana. Department of Education 1975:16).

By 1980 there was a strong feeling that the PTC should be upgraded by raising the minimum entrance qualification from Junior Certificate (JC) to Matric (Bophuthatswana. Department of Education 1980:7).

By 1982 the Senior Secondary Teachers' Course (SSTC), which was offered only at the Hebron Training College, together with JSTC were phased out; and the following three-year post standard ten or matriculation courses were introduced:

(i) Pre-Primary Teachers' Diploma (PPTD)
(ii) Junior Primary Teachers' Diploma (JPTD)
(iii) Senior Primary Teachers' Diploma (SPTD)
(iv) Senior Teachers' Diploma without a degree (STD)
(v) STD with degree courses.
The PPTD was only introduced at the Tlhabane Training College, whilst STD with degree courses was offered only at the Hebron Training College and STD without a degree was offered at the Tlhabane Training College and the Hebron Training College.

More demanding and enriched syllabi replaced the previous syllabi; and the names of principals and assistant teachers were changed to rectors and lecturers on the campuses of training colleges. (Bophuthatswana. Department of Education 1982:9).

The phasing out of the two-year post standard eight and obsolete PTC showed that Bophuthatswana was upgrading training colleges to colleges of education, hence new buildings for colleges were designed; for example the Moretele College of Education which was an ultra-modern college of education (Bophuthatswana. Department of Education 1984: 11-12).

The per capita expenditure per annum on colleges of education had now increased from more or less R79 to more than R138, an increase of more or less 70% (Bophuthatswana. Department of Education 1982:9) More facilities and lecture rooms, laboratory equipment, computers, television sets, staff residences, sport amenities and facilities, etc. were added to colleges (Bophuthatswana. Department of Education 1984:14).

By 1984 a computer based teacher education programme were introduced at the Strydom College of Education (later known as Thaba 'Nchu College of Education) The computer used the Plato system; which was a good system by then capable of delivering and managing instruction on any subject. With the Plato system there was emphasis on English, because Bophuthatswana's preference was that subjects
should be taught in English. This system individualized students' learning and they could work at their own pace. Because the system was flexible it provided the Bophuthatswana students with a choice. The subject matter in the system was delivered in an interesting and interactive manner (Bophuthatswana. Department of Education 1984:27). In 1985, 75 Plato CD 110 computers were installed at the following colleges of education: Hebron, Moretele, Taung and Tlhabane. This was of great importance to the students doing Mathematics, Physical and General Science and English (Bophuthatswana. Department of Education 1985:11).

The colleges were affiliated to the University of Bophuthatswana (UNIBO) in 1985. The Primary and Secondary UNIBO Diploma in Education programmes were phased in at the colleges of education. These diplomas include the following:

(i) University Diploma in Education Early Learning (UDEEL)
(ii) University Diploma in Education Primary (UDEP)
(iii) University Diploma in Education Secondary (UDES)

The academic and administrative duties and functions at the colleges devolved on UNIBO and the Department of Education respectively. The Board of Governors was established with a view to facilitating administration at the colleges (Bophuthatswana. Department of Education 1985:12).

By 1986 the Department of Education and Training (DET) programmes; PPTD, JPTD and STD, were phased out at the colleges of education as they made allowance for the UNIBO programmes. Well-organized diploma awarding ceremonies were held at the colleges of education (Bophuthatswana. Department of Education 1986:15).
By the end of 1987 the first group of University Diploma in Education (UDE) diplomates qualified at all the colleges of education (Bophuthatswana. Department of Education 1987:18). By 1990 two other colleges of education were opened and were called Lehurutshe and Marapyane (Bophuthatswana. Department of Education 1990:10).

Before the standard of teachers' training colleges was raised in Bophuthatswana, the libraries comprised one classroom with few classified books. There were no qualified librarians. The change over of teachers' training colleges to colleges of education raised the standard of libraries at these colleges as they had to be augmented to accommodate the change. As a result, for the first time in 1990 colleges had the opportunity of doing their own book selection and purchases which were, however, paid for by the National Library Service (Bophuthatswana. Department of Education 1990:26). To date, college librarians still prefer independent purchasing in consultation with lecturers as this is crucial to the acceleration of book collection development in college libraries (Bophuthatswana. Department of Education 1991:35). At present the colleges of education offer UDEEL, UDEP, UDES and UEST and are all affiliated to UNIWEST.

4.4.1 Hebron College of Education

Hebron College of Education is situated in the Mabopane circuit as shown in Map 4.1. It was established in 1884 by the Methodist Missionary Society as the Kilnerton Training Institution after John Kilner, the secretary of the Methodist Missionary Society. The Kilnerton Training Institution progressed very slowly and there were a number of outside forces that retarded its progress too. Firstly, during the Anglo Boer War in 1899 to 1902 it was closed down; and was only reopened in 1903. Secondly, the passing of the Group Areas Act in 1950 affected the institution greatly, because the Act stated that black people were not supposed to stay in
certain areas meant for whites; and Kilnerton was a white area. Though this institution remained there for a while in 1962 it moved to Hebron near Pretoria North (Know the past 1990:33-34). Thirdly, the introduction of the 1953 Bantu Education Act, resulted in all the institutions controlled by missionaries being placed under state control and Bantu Education replacing missionary education. As a result, by the time this institution moved to Hebron it was already under government control (Know the past 1990:34).

At the time when the Kilnerton Training Institution was transferred to Hebron it merged with the Mmanotshe Moduane Secondary School and the two formed the Hebron Training School with 530 students and 33 teachers (Fourie 1983:1). This college continued with the high school section, until 1983 when the high school section was phased out (Fourie 1978:1).

During its existence, the college offered various courses. The last group of PTC students completed the course in 1982. The last JSTC group also finished the course in 1982. SSTC was not offered for a long time. It was introduced in 1980 with 82 students and was terminated in 1982 (Fourie 1983:7). The reason for the phasing out of these courses was to accommodate the DET programme of PTD, SPTD and STD which was introduced in 1982, as explained in paragraph 4.4 (Fourie 1978:7). In 1985 the DET programmes were phased out in this college and the UNIBO programmes were introduced (Bophuthatswana. Department of Education 1986:15).

In 1989 new buildings were erected in the vicinity of Mabopane Township in the Odi region near Pretoria North, and this is where the college stands today. It is affiliated to UNIWEST and has 876 students and 90 members of staff according to Mompei (Mompei 1995), head of the Tertiary Education Department. It offers UDEP, UDES
and UDEEL, which was introduced in 1991 (Bophuthatswana. Department of Education 1991:12).

The library in this college was built when the new buildings were erected in 1989. Diagram 4.1 supplied by Mmolawa (1993), a librarian at this college, shows the floor plan of this library. According to Barrington (1992), the then library co-ordinator for the colleges of education in Bophuthatswana at the Institute of Education at UNIBO, the size of this library is about 860m². Diagram 4.1 shows the reading area, six offices, one of which is used as a bookshop, a ladies room, an audiovisual room, an area for storage and bindery, an area for reading newspapers and magazines, areas for Tswana, Afrikaans and English fiction and an area for children's literature. Subject books are also shown arranged according to the DDC system. An area where folios and reference books are kept is also shown. This diagram also shows a catalogue, an issue desk and newspaper stands.

Electricity is supplied to the library and there is a book detector at the door (Mmolawa 1993).
Diagram 4.1
The floor plan of the Hebron College of Education Library

HEBRON COLLEGE OF EDUCATION LIBRARY

Reading Section
Non Fiction

Issue Desk

Catalogue

Storage

Bindery

Main Entrance

Ladies Room

Auditory Visual Room

Reference Reading

Magazines

Office

Exit

Book Shop
4.4.2 Lehurutshe College of Education

Lehurutshe College of Education is situated at Welbedacht township in the Lehurutshe circuit near Zeerust as shown in Map 4.1. It was established in 1990 in order to train teachers in technical and commercial subjects (Bophuthatswana. Department of Education 1990:10). The University Diploma in Technical Education UDEST started in 1991 (Bophuthatswana. Department of Education 1991:11). Though this college is meant for technical education, it also accommodates other UNIWEST programmes. It is affiliated to UNIWEST and has 1 110 students and 96 members of staff (Mompei 1995). It offers UDES, UDEP and UDEST.

The library in this college was also opened in 1990. The size of the library is about 315m² (Barrington 1992). Diagram 4.2 supplied by Harman (1995), a librarian in this college, shows the floor plan of this library. It shows a big study area, periodical reading area, a processing room, an area for audiovisual equipment and material, a short loan section, areas for periodicals, reference, children's fiction, English, Afrikaans and Setswana fiction and also an area for non-fiction.

Diagram 4.2 also shows an issue and short loan desk, a photocopier, an information desk, a catalogue and a newspaper reading table.

Electricity is supplied to the library (Harman 1995). There is a telephone and a 3m security system which is clearly shown on diagram 4.2.
Diagram 4.2

The floor plan of the Lehurutshe College of Education Library
4.4.3 Marapyane College of Education

Marpayne College of Education is situated at Skilpadfontein village in the Marapyane circuit near Pretoria as shown on Map 4.1. It was established in 1990; because of the need for an additional institution in the Moretele region (Bophuthatswana. Department of Education 1989:12). It is affiliated to UNIWEST and has 631 students and 58 members of staff (Mompe 1995). It offers UDEP and UDES.

The library in this college was also built in 1990. It is about 350m² (Barrington 1992). Diagram 4.3 supplied by Ndaba (1995) one of the librarians at this college, shows the floor plan of this library. It shows a large reading area furnished with desks, tables and chairs, three offices, a classroom, a storeroom and a workroom. A reference collection is also shown, fiction books, an area for magazines and newspapers, display cabinets, an issue desk and shelves.

This library is well-lit. There is a book detector at the door (Ndaba 1995).

4.4.4 Moretele College of Education

Moretele College of Education is situated at Makapanstad village in the Moretele circuit near Pretoria as shown in Map 4.1. It was established in 1956. For a long time this college was attached to the Nchaupa High School. Initially it offered LPTC for ladies only. It separated from the high school in 1972 (Mahape 1985:2).

In 1982 SPTD and PTD were introduced at this college (Bophuthatswana. Department of Education 1982:9). It was only in 1983 that Moretele College of
Diagram 4.3

The floor plan of the Marapyane College of Education Library
Education got its own building, and it then became an ultra-modern college of education (Bophuthatswana, Department of Education 1983:12). It adopted the UNIBO programmes in 1985. It is affiliated to UNIWEST and has 682 students and 69 staff members (Mompei 1995). It offers UDEP and UDES.

The library was built in 1983 at the same time that the new college was built. The size of the library is about 350m² (Barrington 1992). Diagram 4.4, supplied by Mandla (1995), shows the floor plan of this library and the administration block. The administration block will be ignored and only the library will be discussed. Diagram 4.4 shows the reading areas, a work room, reserve area, an area for reference materials, periodicals, a store room, and an area for a model school library. Diagram 4.4 also shows two issue counters, a catalogue cabinet and shelves.

Electricity is supplied to the library. There is a book detector at the door as shown in Diagram 4.4.

4.4.5 Taung College of Education

Taung College of Education is situated at Pudimoe in the Taung circuit near Vryburg as shown in Map 4.1. It was established at Pampierstad in 1974 with 158 students and six teachers (Bophuthatswana, Department of Education 1975:16). It offered PTC only. As the number of students and staff increased, the building became too small, and new buildings were erected at Pudimoe in 1982 (Bophuthatswana, Department of Education 1982:9). It is affiliated to UNIWEST and adopted the UNIBO programmes in 1985 (Bophuthatswana, Department of Economic Affairs 1986:12). This college has 754 students and 40 members of staff (Mompei 1995). It offers UDEP and UDES.
Diagram 4.4

The floor plan of the Moretele College of Education Library
The new library was completed in 1993, but the researcher could not obtain a copy of the floor plan of the new library, as they had not yet started using the new building when this research was carried out. Hence, the researcher will concentrate on the old library, which comprised two classrooms. These classrooms were about 60m² in size. Diagram 4.5 supplied by Letebele (1995) shows the floor plan of this library. It shows the reading area, a store room, a reserve shelf, an issue desk and shelves. This library is well-lit (Letebele 1995).

4.4.6 Thaba'chu College of Education

Thaba’Nchu college is situated at Selosesha township in the Thaba’Nchu circuit near Bloemfontein as Map 4.1 shows. It was established through the encouragement of the Methodist church ministers. It started off as the Moroka Institution, which was established in 1937 (Know the past 1990:36). At first, the institution catered for both teachers' training and secondary education. In 1958 the Strydom Training College was established and replaced the Moroka Institution as a teacher’s training institution. The Moroka Institution continued as a high school only. By this time there was a great demand for qualified secondary school teachers. JSTC was introduced in 1979 (Know the past 1990 37-38). When PTC was phased out in almost all the colleges in Bophuthatswana, this college continued to offer the course until 1984 (Bophuthatswana. Department of Education 1984:14). The new buildings were erected in 1992 and were completed in 1993. Its name has now changed to the Thaba’Nchu College of Education (Bophuthatswana. Department of Education 1991:11). It affiliated to UNIWEST in 1985 and adopted the UNIBO programmes. It has 719 students and 60 staff members (Mompei 1995). It offers UDEP and UDES.
Diagram 4.5

The floor plan of the Taung College of Education Library
The library was built in 1993. Diagram 4.6 supplied by Mojanaga (1995) shows the ground floor plan of this library. It shows two offices, photocopying room, audiovisual centre, study or reading area and non-fiction general collection. Diagram 4.6 also shows a short loan shelf, issue counter, reference shelves, fiction shelves, a catalogue cabinet, new books, display, study area, parcel shelves and a newspaper rack.

Diagram 4.7, also supplied by Mojanaga (1995), shows the upper floor plan of the library, which is basically a periodical area. It shows the periodicals, office, photocopying material office, a reading area represented by desks and chairs for study purposes and periodicals shelves. Electricity is supplied to the library, there is also a telephone and a book detector as shown in Diagram 4.6 (Mojanaga 1995).

4.4.7 Tlhabane College of Education

Tlhabane College of Education is situated at Tlhabane township in the Tlhabane circuit near Rustenburg as shown in Map 4.1. It was established through the instigation of the Lutheran Missionary Society in South Africa. It started off at Bodenstein in the western Transvaal in 1924. It was named Bethel Training School, which is a Biblical name and it survived for many years with only six staff members. In 1926, two years after its establishment, teachers' training was introduced, with the introduction of the Transvaal Education Diploma. After the introduction of Bantu Education in 1954, which was concurrent with the administration of education in South Africa, PTC and LPTC were introduced in 1954 (Know the past 1990:28).
Diagram 4.6
The ground floor plan of the Thaba'Nchu College of Education Library
Diagram 4.7
The upper floor plan of the Thaba'Nchu College of Education Library
For all these years the Bethel Training School was training both ministers of religion and teachers. It was in 1968 when the transfer of the teachers' training section to Tlhabane near Rustenburg was considered. This is where the present Tlhabane College of Education is situated. One of the reasons for this transfer was that all teachers' training schools were government institutions and so the Bethel Training School could not be permitted to carry on with teachers' training as it was a Lutheran Church institution. In 1970 the institution known as the Tlhabane Training College was opened (Know the past 1990:28).

From 1970 until the end of 1979, this college was called a teachers' training college and it offered tuition only to PTC students (Lehobye 1987:5). The PTC Junior Work was introduced at the Tlhabane College of Education in 1980. The aim being to meet the needs of Grade I (Bophuthatswana. Department of Education 1980:7). JSTC was introduced in 1980 and was disbanded in 1983. It was replaced by a three year post-standard ten DET diploma in 1983 (Lehobye 1987:5). When the DET programmes were introduced, this college was the only college which adopted JPTD as explained in paragraph 4.2. This college was officially affiliated to UNIWEST in 1985 and it adopted the UNIBO programmes (Bophuthatswana. Department of Education 1985:12). With regard to the UNIBO programmes, it was the only college to offer UDEEL for many years until in 1991 the Hebron College of Education also offered UDEEL. It has 1 372 students and 71 staff members (Mompei 1995). It offers UDEEL, UDEP and UDES.

The library in this college was built in 1993. Diagram 4.8, supplied by Nyundu (1995), one of the librarians, shows the floor plan of this library. It shows reading areas, two offices, a store room, teaching area, a reference section and a place for newspapers and periodicals. Diagram 4.8 also shows a circulation desk. Electricity is supplied to the library (Nyundu 1995).
Diagram 4.8
The floor plan of the Tlhabane College of Education Library
4.5 DESCRIPTION OF THE LIBRARIES

The colleges discussed in this study were founded between 1884 and 1990. Thus this study includes some old and some recently established colleges of education. All the colleges are affiliated to one university, UNIBO as Table 4.1 shows. All these colleges offer diplomas in education.

Table 4.1
Background facts about colleges of education in the former Republic of Bophuthatswana

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Year estab.</th>
<th>Circuit</th>
<th>University affiliation</th>
<th>Courses offered</th>
<th>Student population</th>
<th>Academic staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebron</td>
<td>1884</td>
<td>Mabopane</td>
<td>UNIWEST</td>
<td>UDEEL</td>
<td>876</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>1990</td>
<td>Lehurutshe</td>
<td>UNIWEST</td>
<td>UDEP</td>
<td>1 110</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marapyane</td>
<td>1990</td>
<td>Marapyane</td>
<td>UNIWEST</td>
<td>UDEP</td>
<td>631</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moretele</td>
<td>1956</td>
<td>Moretele</td>
<td>UNIWEST</td>
<td>UDEP</td>
<td>682</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taung</td>
<td>1974</td>
<td>Taung</td>
<td>UNIWEST</td>
<td>UDEP</td>
<td>754</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thaba'Nchu</td>
<td>1937</td>
<td>Thaba'Nchu</td>
<td>UNIWEST</td>
<td>UDEP</td>
<td>719</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tlhabane</td>
<td>1924</td>
<td>Tlhabane</td>
<td>UNIWEST</td>
<td>UDEEL</td>
<td>1 372</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>UDES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student population of the colleges ranges from 1 372 at Tlhabane College of Education to 631 at Marapyane College of Education as shown in Table 4.1. Similarly, the number of academic staff in each college of education ranges from 58 at the Marapyane College of Education to 96 at the Lehurutshe College of Education as shown in Table 4.1.

4.6 LIBRARY COLLECTIONS

Table 4.2 shows the sizes of the collections in these libraries. The table shows the number of books (volumes), pictures and pamphlets each library has and the number of periodicals and newspapers each library receives regularly; and also the number of maps and audiovisual media. The Hebron College of Education (Monaiwa 1995) and the Tlhabane College of Education (Nyundu 1995), as seen in Table 4.2, have the largest number of books. In fact, the majority of the libraries (four) have fewer than 10 000 books in their libraries, yet these colleges are affiliated to a university and offer a wide range of subjects covering various aspects of education, the social sciences and the natural and applied sciences. It seems unlikely that a library like the Lehurutshe College of Education with a student population of about 1 060 and with less than 10 000 volumes is able to meet the needs of its users.

Almost all the libraries have fared badly with their periodicals collection as reflected by the number of journals (journal titles), pamphlets and newspapers they currently subscribe to and receive regularly. The libraries subscribe to between 15 to 62 journal titles. The size of such collections appears to be inadequate, because lecturers at colleges need access to a variety of journals in every subject offered in the college so that they can make use of the information in these journals. Judging from their collection sizes, it is difficult to understand how university diploma programmes for these colleges were approved. They did not have the necessary
Table 4.2
Library collections

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Student number</th>
<th>Staff</th>
<th>Books</th>
<th>Pictures</th>
<th>Pamphlets</th>
<th>Periodicals</th>
<th>Newspapers</th>
<th>MAPS</th>
<th>Audiovisual media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebron</td>
<td>878</td>
<td>90</td>
<td>13,388</td>
<td>73</td>
<td>5</td>
<td>45</td>
<td>5</td>
<td>23</td>
<td>245</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>1,110</td>
<td>96</td>
<td>9,644</td>
<td>30</td>
<td>80</td>
<td>50</td>
<td>5</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Marapyane</td>
<td>631</td>
<td>58</td>
<td>6,999</td>
<td>N/S</td>
<td>N/S</td>
<td>30</td>
<td>N/S</td>
<td>12</td>
<td>N/S</td>
</tr>
<tr>
<td>Moretele</td>
<td>862</td>
<td>69</td>
<td>6,267</td>
<td>10</td>
<td>N/S</td>
<td>50</td>
<td>N/S</td>
<td>10</td>
<td>52</td>
</tr>
<tr>
<td>Taung</td>
<td>754</td>
<td>40</td>
<td>10,200</td>
<td>N/S</td>
<td>N/S</td>
<td>15</td>
<td>1</td>
<td>N/S</td>
<td>50</td>
</tr>
<tr>
<td>Thaba’Nchu</td>
<td>719</td>
<td>60</td>
<td>9,233</td>
<td>N/S</td>
<td>29</td>
<td>62</td>
<td>5</td>
<td>11</td>
<td>251</td>
</tr>
<tr>
<td>Thabane</td>
<td>1,372</td>
<td>71</td>
<td>10,807</td>
<td>N/S</td>
<td>50</td>
<td>20</td>
<td>5</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

N/S = Figure not supplied

resources for such programmes as reflected by the size of their library collections. Most probably these inadequate library collections also indicate the inadequacy of other essential facilities needed to run a university programme. Most of the libraries, have audiovisual materials in their collections as shown in Table 4.2. The Thaba’Nchu College of Education has the largest audiovisual collection with 251 items (Mosebi 1993). The next largest collection of 245 audiovisual materials is at Hebron College of Education. It is only the Marapyane College of Education that is reported not to have audiovisual media.

The following are the audiovisual materials found in these colleges: audio or sound recordings, for example tapes and videos, films and tape/slide programmes. The Hebron College of Education (Monaiwa 1995), the Moretele College of Education (Mandla 1995) and the Thaba’Nchu College of Education (Mosebi 1993) are the three colleges that reported having transparencies.
The Hebron College of Education has the highest number of pictures 73 (Monaiwa 1995), followed by the Lehurutshe College of Education with 30 pictures (Harman 1995) and the Tlhabane College of Education with 20 pictures (Nyundu 1995). The Marapyane College of Education, the Taung College of Education and the Thaba’Nchu College of Education have no pictures at all.

The Hebron College of Education has the highest number of maps, close to 23 (Monaiwa 1995), and is followed by the Tlhabane College of Education with 20 maps (Nyundu 1995). The following colleges of education have reported having games: Hebron (Monaiwa 1995), Taung (Letebele 1995) and Tlhabane (Nyundu 1995). However the number of games range from one at the Taung College of Education to ten at the Hebron College of Education.

None of the libraries in the colleges of education in Bophuthatswana had a written selection policy. Through interviews with librarians, the researcher discovered that all the colleges studied have a similar policy when it came to the selection of materials, because they all stressed that selection is a joint responsibility of the academic and library staff. These libraries also do not have a written collection development policy, but they weed when need arises.

4.7 STORAGE, ORGANIZATION AND RETRIEVAL OF MEDIA IN THE LIBRARIES

This section will include a discussion of the classification scheme, catalogue and shelf arrangement used and the hours of service. All the libraries in the colleges of education in the former Republic of Bophuthatswana use DDC as shown in Table 4.3 below. Again all the colleges use the manual catalogue. Table 4.3 also shows that media are shelved separately on the shelves or in parallel arrangements in all the college of education libraries in the former Republic of Bophuthatswana.
Table 4.3
Classification scheme, catalogues, shelf arrangement and hours of service

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Classification scheme</th>
<th>Catalogue</th>
<th>Shelf arrangement</th>
<th>Hours of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebron</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>53</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>42</td>
</tr>
<tr>
<td>Marapyane</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>45</td>
</tr>
<tr>
<td>Moretele</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>45</td>
</tr>
<tr>
<td>Taung</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>57</td>
</tr>
<tr>
<td>Thaba’Nchu</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>45</td>
</tr>
<tr>
<td>Tlhabane</td>
<td>DDC</td>
<td>Manual</td>
<td>Parallel</td>
<td>45</td>
</tr>
</tbody>
</table>

The opening hours per week of the libraries under investigation range from 42 hours at the Lehurutshe College of Education (Harman 1995) to 57 at the Taung College of Education (Letebele 1995) as Table 4.3 shows. However the majority of the libraries offer services for 45 hours per week. The colleges where the libraries are open for 45 hours per week are: Marapyane (Ndaba 1995) Moretele (Mandla 1995) Thaba’Nchu (Mojanaga 1995) and Tlhabane (Nyundu 1995). In concrete terms this means that a library is open from 07h30 to 15h30 each day, Monday to Friday. This certainly does not allow for full utilization of the library facilities as that is the period when staff and students are also attending lectures.

Other examples of opening hours are:
The Hebron College of Education 08h00 - 18h00 on Monday to Friday and 08h00 - 11h00 on Saturday (Monaiwa 1995). The Taung College of Education 08h00 - 14h00, 15h00 - 17h00, 19h00 - 22h00 on Monday to Friday and 08h00 - 10h00 on Saturday (Letebele 1995).
The opening hours of these libraries are not only longer than all the other college libraries including the library of the Lehurutshe College of Education which are 08h00 - 17h00 Monday to Thursday and 08h00 - 14h00 on Friday (Harman 1995), but they are arranged so that students and staff can have access to their libraries in the evenings and on Saturdays when they are free.

An interlibrary loan service, which is explained in paragraph 3.6 is also offered in two colleges of education libraries in Bophuthatswana, these are the Hebron College of Education (Monaiwa 1995) and the Tlhabane College of Education (Nyundu 1995). This service is done through the National Library Service by means of interlibrary loan request cards. The rest of the colleges, that is Lehurutshe (Harman 1995), Marapyane (Ndaba 1995), Moretele (Mandla 1995), Taung (Letebele 1995) and Thaba’Nchu (Majanaga 1995) reported not providing an interlibrary loan service.

All the colleges have indicated that they offer a reference service to their clients, and that they also provide some form of current awareness services to keep their clients up to date on the latest developments and publications in their subject fields. Bibliographies are not compiled for users by staff in any of the libraries in these colleges of education.

Photocopying services are provided at the Lehurutshe College of Education (Harman 1995), the Taung College of Education (Letebele 1995) and the Thaba’Nchu College of Education (Majanaga 1995).
4.8 LIBRARY PERSONNEL

Table 4.4 shows the library personnel in the colleges of education. The personnel have been categorized as librarians and library assistants. The librarians are the professional staff while the library assistants are the non-professional staff as explained in paragraph 3.7. The Marapyane College of Education has no library assistant, thus, the professional staff have to do both professional and non-professional duties. The Hebron College of Education (Monaiwa 1995), the Marapyane College of Education (Ndaba 1995) the Taung College of Education (Letebele 1995) and the Tlhabane College of Education (Nyundu 1995) have three librarians, which is the highest number, in comparison to the Thaba’Nchu College of Education (Mojanaga 1995) with two librarians and the Lehurutshe College of Education (Harman 1995) and the Moretele College of Education (Mandla 1995) each with only one librarian.

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Student population</th>
<th>Books</th>
<th>Librarians</th>
<th>Library assistants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebron</td>
<td>876</td>
<td>13 398</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>1 110</td>
<td>9 644</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Marapyane</td>
<td>631</td>
<td>6 999</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Moretele</td>
<td>662</td>
<td>8 287</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Taung</td>
<td>754</td>
<td>10 200</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Thaba’Nchu</td>
<td>719</td>
<td>9 233</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Tlhabane</td>
<td>1 372</td>
<td>10 607</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 4.4
Student population and number of books in relation to library personnel
The number of library assistants varies from zero at the Marapyane College of Education (Ndaba 1995) three at the Hebron College of Education (Monaiwa 1995). The total number of staff in each college library ranges from two at the Moretele College of Education (Mandia 1995) to six at the Hebron College of Education (Monaiwa 1995).

4.9 QUALIFICATIONS OF LIBRARIANS

Though the number of librarians in each college is not high, they have, however, professional qualifications that compare favourably with those of librarians in other institutions as shown in Table 4.5. They all have university degrees. These include Lower Diploma in Library and Information Science (LDLIS), Bachelor of Library and Information Science (B Bibi), Bachelor of Library and Information Science (Hons) and Master of Library and Information Science (M Bibi). Some have a first degree in other subjects and a Higher Diploma in Librarianship (HDL). The librarians at the colleges of education in the former Republic of Bophuthatswana were expected to have a teaching qualification, hence most of them are in possession of a Higher Education Diploma (HED) and others have Bachelor of Librarianship in Education (B Bibi Ed.)
A few conclusions could be made about collections, services and personnel in the college of education libraries in the former Republic of Bophuthatswana.

The floor plans of the colleges of education in the former Republic of Bophuthatswana are too small for their purpose. The floor plans also indicate that facilities and resources are too small for their purpose. The collections of most college libraries are too small for their purpose. They cannot effectively support the academic programmes of the colleges, especially at the following colleges: Lehurutshe College of Education, Marapyane College of Education, Moretele College of Education and Thaba‘Nchu College of Education. The library collections mostly contain very little or no audiovisual media. This is a very disappointing finding when one thinks of the potential these materials have for enriching their library collections and services. In many instances they provide students with learning experiences which print media cannot do as effectively as the audiovisual media as explained in paragraph 3.5
At almost all the colleges of education in the former Republic of Bophuthatswana the libraries are not open for long enough each day in the evening and during weekends. The opening hours per week of the libraries under investigation, as explained in paragraph 4.7, range from 42 hours at the Lehurutshe College of Education to 57 at the Taung College of Education. However the majority of the libraries offer services for 45 hours per week. In concrete terms this means that a library opens from 07h30 to 15h30 each day, Monday to Friday. This certainly does not allow for full utilization of the library facilities as that is the period when staff and students are also attending lectures. Some colleges are offering special services such as interlibrary loans and photocopying, but these are in the minority.

Some of the libraries in the colleges of education are poorly staffed, like the Lehurutshe College of Education and the Moretele College of Education with only one librarian each and Marapyane College of Education with no assistant librarian. However the qualifications of the professional librarians compare favourably with those of librarians in other institutions. Although staff have professional qualifications, surprisingly there are no written policy documents in any of the seven libraries surveyed.
CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

The objectives of this empirical survey are:
1. to establish which library resources are available at the colleges of education in the former Republic of Bophuthatswana
2. to determine whether differences exist in the use of the library resources among the different groups, i.e. students and lecturers
3. and if students and lecturers differ in the use of library resources, to establish why these differences exist between the two groups; and
4. to establish how the use of the library resources could be improved.

Survey research is the most appropriate means to carry out studies regarding the effectiveness of the services rendered. The principal survey methods are questionnaires and interviews which are depicted as structured self-reporting by subjects on “attitudes, opinions, beliefs, perceptions, knowledge, preferences and recollections of behaviour and activity” (Swisher & McClure 1984:85). It was decided not to use the interview (telephone or personal) method for this survey of library services because of the geographic dispersion of the colleges of education in the former Republic of Bophuthatswana, the impracticalities of the large distances and prohibitive costs involved. It was therefore decided to use questionnaires to collect the data.
5.2 QUESTIONNAIRES

The questionnaire is a survey instrument which comprises a written set of questions that the respondent personally completes. For this reason, it is also known as a self-administered survey instrument. It is generally acknowledged that questionnaires are the most popular form of surveying the opinions and perceptions of individuals. Disadvantages also need to be taken into account when considering the implementation of a questionnaire. The accuracy and completeness of the responses to questions are often inadequate and the investigator cannot correct misinterpretations or difficulties in answering questions that a respondent may experience. The research design to be used in this study is the analytical survey method with a cross-sectional approach. The survey instrument is a written questionnaire which was self-administered to the sample population.

5.3 UNIVERSE AND POPULATION

The concept "universe" is a broad umbrella term described as a theoretical and hypothetical aggregation of all elements which have been defined for a given survey (Babbie 1973:78). In this study, the universe reflects the total student body as well as the total number of lecturers present at all the colleges of education in the former Republic of Bophuthatswana.

Bryman (1989:107) describes "population" as "a universe of units which can be people, organisations, subunits within organisations and so on". The purpose of survey research is, therefore, to collect data from parts of the population in order to interpret relationships between the variables that are being measured. It should be noted that a population will also consist of sub-groups which is an important consideration at the sampling stage in research. The students registered at colleges of education in the former Republic of Bophuthatswana in January 1996
and lecturers lecturing at those colleges constitute the population in this investigation. A number of sub-groups characterize the college of education student body, namely students registered for the UDEEL, UDEP, UDES and UDES(T) and the following sub-groups characterize the lecturing staff, namely: heads of departments and other members of the department (which include both senior lecturers and lecturers).

The population must not be a geographical delineation, but it should include a specification of what aspects are present within the population which will better define it, for example, age, sex, study year, etc. In addition, the practical aspect must be considered, that is whether the survey of a given population will be feasible in relation to cost and time.

(a) Population element

A single member or item of a population is called a population element and is that unit about which facts are gathered for analysis. Each student registered for any diploma at colleges of education and each lecturer lecturing at colleges of education in the former Republic of Bophuthatswana forms a population element in this study. A distinction is usually made between "elements" and "units of analysis" whereby the former concept is applicable at the sample selection stage whilst the latter is used in data analysis (Babbie 1986:95-102).

(b) Survey population

According to Babbie (1986:142) the survey population is the "study population". Survey population is further defined as "the aggregation of elements from which the sample is actually selected". For practical reasons, certain elements of the
population can be excluded from the survey (University of South Africa 1986:149). In this survey it was decided to omit college management staff which includes rectors, vice rectors and registrars. This decision was made because they do not lecture to students, and also as the group was very small, so it was liable to distort the balance in the population in terms of sampling procedure. This distortion would leave room for inaccuracies in the final conclusions. In this study, the survey population comprises 4 903 students of whom 2 058 were registered for UDES, 2 023 for UDEP, 420 for UDEEL and 402 for UDEST (four sub-groups) at the five colleges of education in the former Republic of Bophuthatswana. The survey population for lecturers comprises 366 staff members of whom 298 are lecturers and senior lecturers and 68 are heads of departments at the same five colleges of education (two sub-groups).

5.4 SAMPLING

According to Shipman (1988:52) "sampling is a systematic way of choosing a group small enough to study and large enough to be represented". Researchers hardly, if ever, study the whole population for two reasons. Firstly, factors such as geographical dispersion, the size of the whole number, time and costs militate against such an approach. Secondly, and more important, using a sample of people or units from the whole population is a vehicle for maximizing the external validity of the research study. The findings, formed on the basis of data collected from the sample, can be generalized beyond the sample to the whole population. A criterion for high external validity, therefore, is research "from which one can confidently generalize the results to the population" (Kidder & Judd 1986:144).

A fundamental principle of a sample is therefore that it is representative of the survey population. A sample not representative of the population, is inadequate for testing because the findings cannot be generalised to the population (Wimmer &
5.4.1 Sampling unit

A sampling unit is an element or set of elements which has the potential to be included in the sample (Worthen & Sanders 1987:314). Each student registered at the five colleges of education in the former Republic of Bophuthatswana and each lecturer lecturing at the five colleges of education represents a sampling unit in this investigation.

5.4.2 Sample size

There are two principles guiding the determination of a sample size. Firstly, as large a sample as possible should be used within the economic constraints of the study. Secondly, the sample size is not a function of the survey population so much as it is a function of the degree of accuracy and precision desired. The larger the sample, the more precision can be achieved in making statements about the population from which the sample was drawn.

In this study, it was necessary to determine a sample size large enough to generate results with a relatively high level of statistical significance. Bearing in mind that surveys are generally characterized by poor responses, it was decided to select a sample size of 515 students and a sample size of 62 lecturers and to increase the response rate by administering the questionnaire in person with the aim of achieving a response rate of between 60% and 70%. This would then ensure an acceptable level of precision in the final statistical results and at the same time provide a fairly representative sample (approximately 10%). It should be noted that the actual survey population for students in this study comprised 4,903 units and the actual
survey population for lecturers comprised 366 units.

5.4.2.1 Stratified random sampling

In this survey the method of sampling used is stratified random sampling. In this method the population is divided into strata according to knowledge of the population. A sample is then chosen from each stratum by random selection. The individuals included in each stratum are listed and consecutively numbered. Individuals are then chosen for the sample by consulting a random number table.

Employing stratification in addition to random selection in a given survey achieves the following: none of the essential groups will be overlooked; greater precision is obtained with fewer cases if the strata are homogeneous; and stratified samples can be concentrated geographically, saving cost and time for the researcher. A disadvantage inherent in this method is an increasing dependence on the researcher's knowledge of the subject of investigation in order to choose suitable strata (Adams & Schavenveeldt 1991:180). Stratified random sampling is considered to ensure representativeness of the sample.

The value of this method is that, it is a means to minimize the sampling error without increasing the sample size because the sample is selected, starting with a random number, from homogenous sub-groups. This method is called stratified random sampling with proportional allocation (Swisher & McClure 1984:115) and forms the basis of the design used in this study.
The procedure for selecting a stratified random sample for this investigation was to divide the college of education students into homogenous subsets of UDEEL, UDEP, UDES and UDEST using "educational level" as a stratification variable. A three-tier stratified sample was created for students by sub-dividing the educational level into status and sex. This is illustrated in Table 5.1.

Table 5.1
A three-tier stratified sample for students

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Courses offered</th>
<th>Total</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hebron</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDEEL</td>
<td>-</td>
<td>194</td>
<td>-</td>
</tr>
<tr>
<td>UDEP</td>
<td>113</td>
<td>182</td>
<td>12</td>
</tr>
<tr>
<td>UDES</td>
<td>119</td>
<td>228</td>
<td>12</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDEP</td>
<td>69</td>
<td>340</td>
<td>8</td>
</tr>
<tr>
<td>UDES</td>
<td>167</td>
<td>310</td>
<td>18</td>
</tr>
<tr>
<td>UDEST</td>
<td>69</td>
<td>333</td>
<td>8</td>
</tr>
<tr>
<td>Moretele</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDEP</td>
<td>66</td>
<td>253</td>
<td>6</td>
</tr>
<tr>
<td>UDES</td>
<td>183</td>
<td>160</td>
<td>19</td>
</tr>
<tr>
<td>Taung</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDEP</td>
<td>112</td>
<td>255</td>
<td>12</td>
</tr>
<tr>
<td>UDES</td>
<td>180</td>
<td>178</td>
<td>17</td>
</tr>
<tr>
<td>Tlhabane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UDEEL</td>
<td></td>
<td>226</td>
<td>-</td>
</tr>
<tr>
<td>UDEP</td>
<td>185</td>
<td>448</td>
<td>20</td>
</tr>
<tr>
<td>UDES</td>
<td>185</td>
<td>348</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1448</td>
<td>3455</td>
</tr>
</tbody>
</table>

The lecturers in the colleges of education were divided into homogenous subsets of Heads of Departments and other members of the departments (that is lecturers and senior lecturers), using "status" as a stratification variable. As with the sample of students, a three tier stratified sample was created for the lecturers by sub-dividing
their status into further categories according to departments and gender. This is illustrated in Table 5.2.

Table 5.2
A three-tier stratified sample for lecturers

<table>
<thead>
<tr>
<th>Name of colleges</th>
<th>Head of department</th>
<th>Others</th>
<th>Total</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Hebron</td>
<td>10</td>
<td>8</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>10</td>
<td>8</td>
<td>45</td>
<td>33</td>
</tr>
<tr>
<td>Moretele</td>
<td>5</td>
<td>5</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Taung</td>
<td>7</td>
<td>5</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Tlhabane</td>
<td>5</td>
<td>5</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>31</td>
<td>162</td>
<td>136</td>
</tr>
</tbody>
</table>

The strata determined for the purposes of this study varied in size. However, consistency has been achieved by ensuring a representation of approximately ten percent of each stratum.

5.4.2.2 Sampling frame

A sampling frame is a list of the sampling units from which the investigator draws the sample (Adams & Schavaneveldt 1991:78). In this study, the survey population for students comprised four sub-groups, namely: UDES, UDEP, UDEEL and UDEST. As part of the procedure to ensure that a stratified random sample, which would be representative, was selected, alphabetical lists (by surname) of students from the five colleges of education were used as sampling frames. After permission was granted by the colleges' head office in Mmabatho, (see Appendix C), the college registrars were asked to produce computer-generated sampling frames at their
colleges bearing in mind the proportion of male to female students enrolled for each diploma, so that the sampling frame should comprise ten percent of the student population; every tenth student on the list was selected.

In this study, the survey population for lecturers comprised two sub-groups, namely: heads of departments and other members of staff. To ensure that a representative sample was selected, two alphabetical lists (by surname) of lecturers were used as sampling frames at each college. The college registrars were again asked to produce computer-generated sampling frames at their colleges, bearing in mind the proportion of male to female lecturers, and to include members of staff in each department and also heads of departments in each college. This was also done by selecting every tenth lecturer on the list.

These lists presented some unforseen difficulties as sampling frames have inherent flaws like missing elements; for example students who might have cancelled their studies after 30 June 1996 could still be selected for the sample. Likewise, lecturers who might have left the college after 30 June 1996 could still be selected for the sample. Another flaw is that duplicate listing may occur when some elements appear more than once, as in fact some students could appear twice in the sampling frame. These flaws will be indicated when dealing with the real survey. Such flaws will occur as the computer is programmed to produce this type of information and because it cannot check on who is present and who is not.

5.5 DATA COLLECTION

Data collection is the process of gathering research facts about the topic in a systematic way for statistical analysis and testing (Swisher & McClure 1984:80). This section covers the development, design and compilation of the questionnaires
(see Appendices A and B) which were administered to investigate the use of the resources, facilities and services in the libraries by students and lecturers at colleges of education in the former Republic of Bophuthatswana.

5.5.1 Compilation of the questionnaire for students

The questionnaire (see Appendix A) was used to measure the use of the library resources, facilities and services by the students at the colleges of education in the former Republic of Bophuthatswana.

Adequate response and accurate results are promoted when care is taken in the design of questions, the format of answers and the layout of the questionnaire. According to Martyn (1981:8) an ideal questionnaire is "brief, attractive, interesting and easy to complete". In order to make handling of the students' questionnaire relatively easy for the respondents, A4 size pages were used and photocopied back-to-back, to motivate the respondents as people tend to be reluctant to answer long questionnaires.

A form which appears to be short is more likely to gain acceptance than a lengthy one. In the light of this, the seven-page questionnaire was produced on double-sided copy, giving the appearance of a five-paged questionnaire. Berdie et al. (1986:53) have pointed out that though it is not always possible to devise a shortened questionnaire for a given population, it is important to devise ways of making questionnaires interesting to the respondent. The questions should be relevant to the purpose of the study and limited to absolutely essential items. The students' questionnaire comprised 19 questions which yielded 80 variables for analysis.
Simple phraseology was used. Technical terms related to education and library usage were avoided as far as possible. Two types of questions, namely close-ended and open-ended (Wimmer & Dominick 1983:111), also known as pre-coded and open-ended (Line 1982:59), structured and unstructured may be found in questionnaires (Swisher & McClure 1984:88). This questionnaire made use of both types of question structures.

A pre-coded question requires that subjects select an answer from a list provided by the researcher. This facilitates easy quantification of the answers because coding space is built into the questionnaire format at the time of its design. The close-ended structure was used predominantly in this questionnaire with coded responses from which to select. In three cases (Questions 8, 13, and 15), a response of "other, please specify" was included. An "Other" category allows the respondent to add any category not listed in the close-ended question.

By contrast, an open-ended question is an opportunity for respondents to express independent views. Often useful insights can be gleaned from these comments. Question 19 used this format to gather a selection of the subjects' perceptions about the use of resources and facilities. Open-ended questions were kept to the minimum, because the classification of responses and final analysis is difficult to evaluate statistically and is also time-consuming.

Questions 6 and 11 are contingency questions to save respondents' time. Questions 12 and 13 could have been combined as a contingency question but were kept separate, because the researcher assumed from the information gathered in paragraph 4.10 with regard to limited resources that every student experiences difficulty except in exceptional cases.
Attention was given to providing instructions that were clear and unambiguous. In order to ensure the adequate response to the questionnaire, the respondents were assured of anonymity with regard to responses given to questions asked.

Line (1982:65) remarks that:

The order of questions need some thought. If a logical order is adopted, the whole questionnaire becomes much clearer, as each question can be answered in the light of previous ones which have lead up to it.

This principle was adhered to as closely as possible in the students' questionnaire. In the first part of the survey instrument, the question sequence comprised general items that elicited both demographic and personal data about the sample (Questions 1 to 4), whilst the second part contained specific questions to determine the use of the library resources and facilities (Questions 5 to 19). Questions on similar topics were grouped together (see Questions 5, 6, 7, 8, and Questions 12 and 13, and Questions 14, 15, 16, 17 and 18). This was important for the statistical analysis of the data which will be dealt with in chapter six.

5.5.2 Compilation of the questionnaire for lecturers

As in the case of students, a questionnaire (see Appendix B) to determine the use of the library resources and facilities by the lecturers at colleges of education in the former Republic of Bophuthatswana was compiled. Again A4 size pages were used and photocopied back-to-back, to motivate the respondents as people tend to be reluctant to answer long questionnaires. As with the students' questionnaire, the lecturers' questionnaire was a seven-page questionnaire and it was produced as a double-sided copy, to give an appearance of a five-page questionnaire. The lecturers' questionnaire comprised 18 questions which yielded 79 variables for analysis.
In order to avoid ambiguity, once again simple phraseology was used in the questions, even though the respondents would be lecturers. Technical terms related to education and library usage were avoided as far as possible.

The types of questions used were both open-ended and closed-ended. The closed-ended structure was used predominantly in this questionnaire with coded responses from which to select. In Questions 7, 12 and 14 a response of "Other, please specify" was included. Question 18 is an open-ended question, so that the researcher could collect respondents' views about the use of library resources and facilities.

Questions 5 and 10 are contingency questions. Questions 11 and 12 could have been contingency questions but as was the case with the students' questionnaire the researcher assumed that every lecturer, with just a few exceptions, would be experiencing difficulty in finding information since it was clear from paragraph 4.10 that the resources and facilities were limited.

Again, attention was given to formulating instructions that were clear and unambiguous. In order to ensure an adequate response to the questionnaire, the respondents were assured of anonymity with regard to responses given to the questions asked.

In the first part of the survey instrument, the question sequence comprised general items that elicited both demographic and personal data about the sample (Questions 1 to 4), whilst the second part contained specific factual questions that measured the use of the library resources and facilities (Questions 5 to 18). Questions on similar topics were grouped together (Questions 6 and 7, 11 and 12
5.6 PRE-TEST OF THE QUESTIONNAIRE

A preliminary draft of the questionnaire was tested before the instrument was considered sufficiently reliable for distribution. Two types of testing can be distinguished, namely pre-tests and pilot studies. Whilst the latter is a dress rehearsal of the whole study design, the former is concerned with testing one aspect of the research design (Babbie 1973:205). A month prior to the administering of the questionnaire, a draft questionnaire was administered to a small group of subjects as a pre-test with the aim of refining the survey instrument.

5.6.1 Selection of the subjects

A characteristic of a pre-test is that the participants do not constitute a representative sample. In fact, Babbie (1973:207) prefers that controlled sampling is avoided and that the subjects should include both expert researchers as well as representatives similar to the survey population. A pre-test was done on both students and lecturers.

5.6.2 Administering the pre-test

The pre-test was administered personally by the researcher. Before the subjects could fill in the questionnaires the researcher explained to them that the aim of the research was to have a better understanding of which library resources and facilities are available at colleges of education in the former Republic of Bophuthatswana and also whether college students and lecturers use them effectively. The purpose of asking these questions is to determine whether improvements are needed.
5.6.3 Response

The average time taken to answer the survey was found to be 15 minutes. Since only two respondents thought that this was too long it was decided to retain the original length and format of the questionnaires. As a result of comments relating to ambiguity, several questions and instructions were modified; for example, the researcher initially gave the instruction that respondents could mark more than one box, but because all the respondents marked only one box it was clear that the instructions should be changed for the respondents to mark one box only. In some questions the respondents marked all the answers. To make the questions clearer, Questions 13 and 15 in the students' questionnaire and Questions 12 and 14 in the lecturers' questionnaire were changed by underlining the adjectives: "Main" and "Most" so that respondents could see that they must choose only one answer.

5.7 DATA COLLECTION

In the research process the data collection technique step is distinguished from data collection (University of South Africa 1986:141). The former is concerned with the compilation of the questionnaire and the methods used to measure the construct under investigation. The latter step, which forms the focus of this section, explains the administering of the instrument to gather the survey data.

5.7.1 Administering the questionnaire to students

Two steps were involved in administering the questionnaire for this study. Firstly, a covering letter was written and signed by the Director of Teacher Education as part of a stipulation by the Department of Education (see Appendix C). The letter indicated that the researcher had been granted permission to do research in the colleges of education.
The second step was for the researcher to administer the survey personally at each college. On arrival the students who had been selected assembled in the hall. The first step was to check whether all the members of the sample were present; unfortunately in all the colleges the researcher found that some students were absent, while others had cancelled their registration. This is clearly shown in Table 5.3.

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Courses offered</th>
<th>Sample</th>
<th>Missing units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Hebron</td>
<td>UDEEL</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>UDEP</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>UDES</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>UDEP</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>UDES</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>UDEST</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Moretele</td>
<td>UDEP</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>UDES</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Taung</td>
<td>UDEP</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>UDES</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Tlhabane</td>
<td>UDEEL</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>UDEP</td>
<td>20</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>UDES</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>152</td>
<td>363</td>
</tr>
</tbody>
</table>

It is clear from Table 5.3 that in all the five colleges there were some missing units; the reasons why this occurred are:
1. some students did not come back after the first semester;
2. other students were absent.

The researcher then explained the purpose of the investigation and emphasized that a questionnaire could not be linked to any individual, so that any effort to impress by giving untrue or exaggerated answers would be useless and counterproductive, and that the objective was to obtain information that was as accurate as possible. The students completed their questionnaires in the classrooms. Out of a sample of 515 students there were 436 who completed questionnaires. This constituted a response rate of 85%.

5.7.2 Administering the questionnaire to lecturers

The lecturers who had been selected were called by the registrar. As in the case of students some members of the sample were missing. The missing units are clearly shown in Table 5.4.

<table>
<thead>
<tr>
<th>Name of college</th>
<th>Sample</th>
<th>Missing units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Hebron</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lehurutshe</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Moretele</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Taung</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tlhabane</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 5.4
Lecturers’ strata and missing units in each college
The reasons why this occurred are:
1. some lecturers were absent;
2. other lecturers had left the colleges during the first semester.

The researcher explained the purpose of the investigation and that it would not require much of their time. The lecturers then completed the questionnaires in their offices. The sample selected comprised 62 units and 52 lecturers completed the questionnaires. This constituted a response rate of 84%.

5.8 CONCLUSION

Works on research methodology were studied so that the researcher could decide on the appropriate methods for this study. The methodology used for the empirical survey that was carried out to measure the use of library resources, facilities and services by students and staff at colleges of education in the former Republic of Bophuthatswana has been outlined.

The researcher decided on a survey by means of two questionnaires, one for the students and the other for the lecturers. The researcher then learnt how to compile stratified random samples which would be representative of all the population. The various criteria for compiling questionnaires were studied and then these criteria were applied to the questionnaires that the researcher compiled. These criteria were applied to the physical format, length, terminology, types of questions, instructions, question organization, pretesting of the questionnaires and steps to be followed when administering the questionnaires.
The response rate was high: for the first questionnaire it was 85% and for the second questionnaire 84%. This provided a sample size large enough to be statistically significant. In the next chapter the data collected from students' questionnaires will be analyzed.
CHAPTER 6

ANALYSIS OF DATA COLLECTED FROM STUDENTS' QUESTIONNAIRES

6.1 INTRODUCTION

Since one purpose of this empirical survey is to determine the use of library resources and services by students at the five colleges of education in the former Republic of Bophuthatswana, this chapter is concerned with the analysis of the research data collected by means of the questionnaires which were completed by 436 students. The researcher decided to categorize students according to the diploma for which they had enrolled because and this would be a useful means for comparison. This is because the nature of work within each diploma is different and this influences the students' use of the library. Another purpose is to determine whether sources and services in the libraries are adequate.

In order to present the findings in a meaningful way, the chapter is divided into two broad sections. As part of the research process, consideration has to be given to the validity and reliability of the sample results. This forms the first section of the chapter.

The second part of the chapter gives the statistical analysis of the research results. For the purpose of analyzing the data, it is convenient to treat the questionnaire in two broad categories, namely those questions which are concerned primarily with obtaining demographic information (Questions 1 to 4) and those questions relating specifically to the use of the services by students (Questions 5 to 19). In this study, statistical analysis of the research data is used for two purposes. Firstly, to describe the data collected in the questionnaire and secondly, as a means to make inferences, based on the sample data, about the survey population as a whole.
Both descriptive and inferential statistics are used to understand and interpret the sample data in this investigation of the use of the library services by students.

6.2 ANALYSIS OF THE RESPONSES

Percentages given are correct to the nearest whole number. Where no response was given, it can be assumed that students either did not know the answer or did not understand the question. In most instances the percentages of responses in each category were found to be similar, but in instances where there are discrepancies they will be pointed out and possible reasons for these discrepancies will be suggested.

6.2.1 Demographics and related variables

Table 6.1 shows the responses to questions 1 and 2 (see Appendix A) and indicates the number of students who were enrolled in each college.

<table>
<thead>
<tr>
<th>Name of college</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEBRON</td>
<td>41</td>
<td>9</td>
<td>27</td>
<td>7</td>
<td>19</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>87</td>
<td>20</td>
</tr>
<tr>
<td>LEHURUTSHE</td>
<td>47</td>
<td>11</td>
<td>39</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>4</td>
<td>106</td>
<td>24</td>
</tr>
<tr>
<td>MORETELE</td>
<td>31</td>
<td>7</td>
<td>29</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>TAUNG</td>
<td>34</td>
<td>8</td>
<td>34</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>TLHABANE</td>
<td>44</td>
<td>10</td>
<td>53</td>
<td>12</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>115</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>197</td>
<td>45</td>
<td>182</td>
<td>43</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>4</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>
The responses show that Tlhabane College of Education has the largest number of students, thus, it is the biggest college; followed by the Lehurutshe College of Education then Hebron College of Education and Taung College of Education. Moretele College of Education has the smallest number of students hence it is the smallest college of education. The results also show that the Lehurutshe College of Education is the only college offering UDEST. It is also clear that the number of students enrolled for this diploma is far less than the number enrolled for the other diplomas. UDEEL is only offered at Hebron College of Education and Tlhabane College of Education. All the colleges offer UDES and UDEP. The responses show that 45% of the students are registered for UDES, 43% for UDEP, 8% for UDEEL and 4% for UDEST. This distribution is directly related to the fact that few students register for UDEEL and UDEST.

6.2.2 Study year

In Question 3 (see Appendix A) the students were asked to indicate their study year. The answers have been tabulated in Table 6.2.

<table>
<thead>
<tr>
<th>Status</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>83</td>
<td>19</td>
<td>81</td>
<td>19</td>
<td>18</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>191</td>
<td>44</td>
</tr>
<tr>
<td>Second year</td>
<td>60</td>
<td>14</td>
<td>48</td>
<td>11</td>
<td>9</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>124</td>
<td>28</td>
</tr>
<tr>
<td>Third year</td>
<td>54</td>
<td>12</td>
<td>53</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>121</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>45</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>5</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>

It will be seen that a high proportion of students participating are in their first year. This is because of the largest number of first year students in the colleges of education being surveyed.
6.2.3 Gender

In Question 4 students were asked to indicate their gender and the results are tabulated in Table 6.3.

<table>
<thead>
<tr>
<th>Sex</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>79</td>
<td>18</td>
<td>48</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>3</td>
<td>139</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>118</td>
<td>27</td>
<td>134</td>
<td>31</td>
<td>37</td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>297</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>45</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>5</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>

In total there are 32% male and 68% female respondents. This distribution is very closely related to the fact that few males register for teachers' diplomas. There are more female than male respondents in the UDES and UDEP diplomas. The results also show that no male student had registered for UDEEL. Perhaps this is because this diploma prepares students to teach at the early learning centres and men prefer not to work with small children. The exception is the UDEST diploma with a large number of male as opposed to female respondents. This may be because of the fact that males, prefer to do handwork in comparison to females.

6.3 THE USE OF THE LIBRARY BY STUDENTS

Several questions were asked to obtain data on students' use of the library.

6.3.1 Use of the library for study purposes

Question 5 was concerned with the use of the library by students. The results are tabulated in Table 6.4
The sample results show that 86% of the students who used the library for study purposes also used the library sources. Only 14% of the students did not use the library sources; they used the library for study purposes only.

### 6.3.2 Lecturers expecting students to use sources

In Question 6 students were asked to indicate whether any of their lecturers expected them to use sources in the library. The answers are tabulated in Table 6.5.
There were 86% of the students who indicated that they used library sources because lecturers expected them to do so, while 14% indicated that none of their lecturers expected them to use library sources.

In Question 6 the students who had indicated that their lecturers expected them to use library sources were asked whether all the lecturers expected them to do so. The answers are tabulated in Table 6.6.

<table>
<thead>
<tr>
<th>DIPLOMA</th>
<th>UDES</th>
<th>UDEP</th>
<th>UDEEL</th>
<th>UDEST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>108</td>
<td>25</td>
<td>91</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
<td>16</td>
<td>65</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>41</td>
<td>156</td>
<td>36</td>
<td>26</td>
</tr>
</tbody>
</table>

About 50% of the students indicated that not all lecturers expected them to use the library sources. While 36% of the students stated that all lecturers expected them to use library sources.

6.3.3 Use of different sources by students

In Question 7 students were asked to tick a category which best described how often they made use of the particular source. This was in order to get an idea of the frequency that some of the sources were used by students to find information on an assignment topic. The answers have been tabulated in Table 6.7.
Table 6.7
Frequency of using sources

<table>
<thead>
<tr>
<th>Sources</th>
<th>Frequency</th>
<th>UDES</th>
<th>UDEP</th>
<th>UDEEL</th>
<th>UDEST</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>Daily</td>
<td>22</td>
<td>31</td>
<td>9</td>
<td>1</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>62</td>
<td>49</td>
<td>11</td>
<td>8</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>19</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Less Often</td>
<td>38</td>
<td>30</td>
<td>7</td>
<td>5</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>56</td>
<td>59</td>
<td>14</td>
<td>3</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>197</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>436</td>
</tr>
<tr>
<td>Encyclopaedias</td>
<td>Daily</td>
<td>85</td>
<td>51</td>
<td>12</td>
<td>0</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>27</td>
<td>36</td>
<td>8</td>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>27</td>
<td>25</td>
<td>6</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Less Often</td>
<td>25</td>
<td>29</td>
<td>7</td>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>33</td>
<td>41</td>
<td>9</td>
<td>15</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>197</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>436</td>
</tr>
<tr>
<td>Periodicals</td>
<td>Daily</td>
<td>18</td>
<td>16</td>
<td>4</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>16</td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>31</td>
<td>23</td>
<td>5</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Less Often</td>
<td>57</td>
<td>51</td>
<td>12</td>
<td>5</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>78</td>
<td>75</td>
<td>17</td>
<td>21</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>197</td>
<td>182</td>
<td>43</td>
<td>37</td>
<td>436</td>
</tr>
<tr>
<td>Books</td>
<td>Daily</td>
<td>98</td>
<td>72</td>
<td>17</td>
<td>13</td>
<td>194</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>54</td>
<td>50</td>
<td>11</td>
<td>7</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Less Often</td>
<td>15</td>
<td>21</td>
<td>5</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>20</td>
<td>27</td>
<td>6</td>
<td>11</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>197</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>436</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>Daily</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>media</td>
<td>Weekly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td></td>
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<td>33</td>
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<td>7</td>
<td>64</td>
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<tr>
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<td>179</td>
<td>149</td>
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<td>371</td>
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<tr>
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<td>Totals</td>
<td>197</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>436</td>
</tr>
</tbody>
</table>
The results show a strong preference for using subject books daily in the library; of the 45% of the students who used subject books daily in the library, 23% are UDES students, 17% are UDEP students, 3% are UDEEL students and 3% are UDEST students. Table 6.7 indicates that encyclopaedias were also heavily used daily in the library except by the UDEEL students (0%). About 33% of the students used them daily while 14% used them monthly. Twenty eight percent of the students used dictionaries weekly. Thirteen percent of the students used periodicals monthly; the UDEST students indicated that they do not use periodicals daily. Twenty seven percent of the students indicated that they used periodicals less often. The use of audiovisual media was almost non-existent; of the 85% who indicated that they never used audiovisual media, 41% are UDES students, 34% are the UDEP students, 7% are the UDEEL and 3% are the UDEST students. The reason for this may be because the assignments do not require the use of anything other than subject books or reference sources, or perhaps it is because the audiovisual media available in the libraries is limited as stated in paragraph 4.10.

6.3.4 Reasons for students not using other sources

In Question 8 the students were asked to give the reasons why they do not use the other sources. The students were further asked to give their own reasons which best explained why they did not. These answers are found in Table 6.8.
Forty (9%) of the students from all categories mentioned one or more reasons, with three of these saying that there are only few copies bought so one cannot get a copy. There were 21 students who stated that they did not have access to the sources as they are available to the staff only. Eight said they did not use the materials, because they are not given guidance on how to use them. Eight explained that they did not use the materials because they are kept in a separate room. Ten claimed that they did not use the materials, because their assignments did not require the use of those materials.

One hundred and thirty seven (32%) stated the non-availability of the sources was the main factor contributing to non-use. One hundred and one (23%) stated that they did not use the materials, because they are not aware of their existence in the library; though in the researchers’ interview with the college librarians, they did mention that they do orientate new students at the colleges. It seems that the type of orientation given is not very effective and perhaps continuous orientation should be given. Eighty eight (20%) did not use the materials, because they are not relevant. Seventy (16%) did not use the materials because they are outdated. This

<table>
<thead>
<tr>
<th>Reasons</th>
<th>UDES No</th>
<th>UDEP No</th>
<th>UDEEL No</th>
<th>UDEST No</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
<td>137</td>
<td>32</td>
</tr>
<tr>
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<td>26</td>
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<td>2</td>
<td>70</td>
<td>16</td>
</tr>
<tr>
<td>Not relevant</td>
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<td>37</td>
<td>9</td>
<td>5</td>
<td>88</td>
<td>20</td>
</tr>
<tr>
<td>Not aware of their existence</td>
<td>43</td>
<td>47</td>
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<td>3</td>
<td>101</td>
<td>23</td>
</tr>
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<td>Other</td>
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<td>20</td>
<td>5</td>
<td>2</td>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>182</td>
<td>37</td>
<td>20</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>
may indicate the need for a current awareness service to be started in order to keep
the students abreast with the recent developments in their field of study.

6.3.5 The students' views on the library's provision of sources

In Question 9 students were asked to tick the category which best describes how
adequate they consider the library's provision of sources to be. The responses are
tabulated in Table 6.9.

Students rated the library's provision of many sources as seriously inadequate:
audiovisual media (73%), yearbooks (38%), dictionaries (27%), atlases (24%) and
periodicals (23%). Almost 47% of the students answered that the provision of
periodicals is inadequate; followed by yearbooks and atlases (36%) then
dictionaries and audiovisual media (27%). This is an indication that attention should
be given to supplying more of these information sources. Thirty seven percent of
the students rated encyclopaedias as adequate; followed by atlases (32%),
dictionaries (31%), periodicals (22%) and yearbooks (19%). Twenty three percent
indicated that encyclopaedias are more than adequate followed by dictionaries
(15%) then atlases and periodicals (8%) and yearbooks (6%).
### Adequacy of the Sources

<table>
<thead>
<tr>
<th>Sources</th>
<th>CATEGORY</th>
<th>UDES No</th>
<th>%</th>
<th>UDEP No</th>
<th>%</th>
<th>UDEEL No</th>
<th>%</th>
<th>UDEST No</th>
<th>%</th>
<th>Total No</th>
<th>%</th>
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<td>3</td>
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<td>5</td>
<td>1</td>
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<td>48</td>
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<td>5</td>
<td>436</td>
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<td>82</td>
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<td>18</td>
<td>4</td>
<td>10</td>
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<td>5</td>
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<td>182</td>
<td>42</td>
<td>37</td>
<td>9</td>
<td>20</td>
<td>4</td>
<td>436</td>
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</tr>
</tbody>
</table>
6.3.6 Use of the catalogue by students

In Question 10 students were asked to tick the category which best describes how often they made use of the catalogue. This was to get an idea of how frequently the catalogue is used to find sources on a given subject in the library. The answers have been tabulated in Table 6.10.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
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<td>11</td>
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<td>1</td>
<td>3</td>
<td>1</td>
<td>93</td>
<td>21</td>
</tr>
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<td>12</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Sometimes</td>
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<td>3</td>
<td>11</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>31</td>
<td>7</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>37</td>
<td>9</td>
</tr>
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<td>Never</td>
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<td>95</td>
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<td>4</td>
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<td>42</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>4</td>
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</tr>
</tbody>
</table>

Of the 57% who never used the catalogue in finding sources on a given subject in the library 28% are UDES students, 22% are UDEP students, 4% are UDEEL students and 3% are UDEST students. During interviews with the college librarians they said that the non-use of the catalogue is due to the fact that students are given lists of sources to refer to when given assignment topics and, these are then placed on the reserve shelf. Twenty one percent of the students always use the catalogue, 9% of the students seldom use the catalogue, while 7% use the catalogue sometimes and 6% use it often.
6.3.7 The availability of the photocopier in the libraries for use by students

In Question 11 the students were asked whether there was a photocopier available in the libraries for their use. The results are shown in Table 6.11.

<table>
<thead>
<tr>
<th>Diploma</th>
<th>UDES</th>
<th></th>
<th></th>
<th>UDEEL</th>
<th></th>
<th></th>
<th>UDEST</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td></td>
<td>No</td>
<td>%</td>
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<td>20</td>
</tr>
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<td>42</td>
<td></td>
<td>37</td>
<td>8</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

Of the 60% who responded negatively, 27% are UDES students, 25% are UDEP students and 8% are UDEEL students. The fact that no UDEST student responded is because this category is found only in the Lehurutshe College of Education where there is a photocopier in the library. Eighteen percent of the UDES students gave a positive response as well as 17% of the UDEP students and all the UDEST students. The fact that all the UDEEL students indicated that there was no photocopier available in their libraries is because this category is found only at Thabane College of Education and Hebron College of Education and neither of the two colleges have photocopiers.

In Question 11 the students who used a photocopier were asked to indicate how frequently they used the photocopier. Their responses are tabulated in Table 6.12.
Seven percent indicated that they never used the photocopier. Eleven percent of the students claim to use the photocopier less often; while 9% claim to use it monthly and 7% indicated that they use the photocopier weekly. Only 6% indicated that they use the photocopier daily; perhaps this is because most of the lecturers give handouts to students, on the other hand it might be an indication that students are charged a higher fee for photocopying and as a result they cannot afford to use it frequently. The other reason maybe that though the photocopiers are bought for the library as library property they are kept in the rector or vice rector's office for security purposes and this inconveniences students as these offices are sometimes occupied for meetings and other matters.

### Table 6.12

<table>
<thead>
<tr>
<th>Frequency</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
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<td>18</td>
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<td>0</td>
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<td>1</td>
<td>37</td>
<td>9</td>
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<tr>
<td>Less often</td>
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<td>23</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
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<td>Total</td>
<td>80</td>
<td>19</td>
<td>74</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>5</td>
<td>174</td>
<td>40</td>
</tr>
</tbody>
</table>

3.6.8 The experiences of students when finding information

In Question 12 the students were asked to indicate whether they had experienced difficulty in finding information in their college libraries, the answers are tabulated in Table 6.13.
The results show that 71% of the students experience difficulty while 29% do not experience difficulty.

6.3.9 Reasons students experience difficulties in finding information

In Question 13 students were asked to give the main reason which they regarded as contributing to the problem of finding information in the college library. The answers are tabulated in Table 6.14.
Of the 30% who stated that they do not experience difficulties in finding information in the library 12% are UDES students, 12% are UDEP students, 4% are UDEEL students and 2% are UDEST students. Twenty five percent of the students stated that there is a lack of sources in the library, while 16% gave their reasons as lack of assistance in finding information in the library. 9% related their problem to poor arrangement of books/periodicals in the library. There was no response from the UDEST students to in this question. Eight percent stated that they do not find information, because sources have already been issued when they want to use them. Seven percent of the students (which did not include any UDEP student) stated their reason for not finding information in the college library as missing sources. Twenty three (5%) of the students gave other reasons. There were 19 who stated that though they do find materials the relevant pages are usually missing or torn out. Four students stated that they do not find materials, because they have been hidden away by other students.

Table 6.14

Reasons for experiencing difficulties

<table>
<thead>
<tr>
<th>Reasons</th>
<th>UDES</th>
<th></th>
<th>UDEP</th>
<th></th>
<th>UDEP</th>
<th></th>
<th>UDEST</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor arrangements of books/periodicals</td>
<td>18</td>
<td>4</td>
<td>18</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>Lack of assistance in finding information</td>
<td>31</td>
<td>7</td>
<td>32</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>69</td>
<td>16</td>
</tr>
<tr>
<td>A lack of sources</td>
<td>61</td>
<td>14</td>
<td>40</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>110</td>
<td>25</td>
</tr>
<tr>
<td>Missing sources</td>
<td>17</td>
<td>4</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Sources available, because they have been</td>
<td>15</td>
<td>3</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>does not apply</td>
<td>50</td>
<td>12</td>
<td>52</td>
<td>12</td>
<td>17</td>
<td>4</td>
<td>9</td>
<td>2</td>
<td>128</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>45</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>5</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>
6.3.10 Students' consultation of the library staff

In Question 14 students were asked how often they consult the library staff. This was to find out about the students' ability to use the library on their own and also to find out how frequently they consulted library staff. Table 6.15 shows the responses obtained.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>46 11</td>
<td>35 8</td>
<td>7 2</td>
<td>1 0</td>
<td>89 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly</td>
<td>51 12</td>
<td>62 14</td>
<td>12 3</td>
<td>4 1</td>
<td>129 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly</td>
<td>20 5</td>
<td>24 5</td>
<td>4 1</td>
<td>4 1</td>
<td>52 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less often</td>
<td>49 11</td>
<td>32 7</td>
<td>3 1</td>
<td>2 0</td>
<td>86 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>31 7</td>
<td>29 7</td>
<td>11 2</td>
<td>9 2</td>
<td>80 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>197 46</td>
<td>182 41</td>
<td>37 9</td>
<td>20 4</td>
<td>436 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thirty percent indicated that they consulted the library staff weekly. Twenty percent indicated daily; while the other 20% indicated that they consulted them less often. Although 18% indicated that they have never consulted the library staff, the researcher is of the opinion that this might not be an accurate indication of self-sufficiency. Her reason for this is that the necessary help may have been requested from the library monitors or other students in preference to the library staff, who may be less approachable or not even present most of the time. Twelve percent indicated that they consulted the library staff monthly.
6.3.11 The purpose of most of the students’ consultations

In Question 15 the students were asked to indicate the purposes of most of their consultations. The responses are shown in Table 6.16.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information for assignments</td>
<td>100</td>
<td>23</td>
<td>101</td>
<td>23</td>
<td>16</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>224</td>
<td>51</td>
</tr>
<tr>
<td>To locate a book/periodical</td>
<td>28</td>
<td>6</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>59</td>
<td>14</td>
</tr>
<tr>
<td>To find audiovisual media for teaching practice</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>To get help in using the catalogue</td>
<td>17</td>
<td>4</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>Did not consult library staff</td>
<td>33</td>
<td>8</td>
<td>29</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>82</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>46</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>8</td>
<td>20</td>
<td>4</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>

Though the college librarians claim to be giving orientation lessons to first year students at the beginning of their academic career, 51% of the students indicated that they consulted the library staff, because they needed help in finding information for their assignments. Of the 51%; 23% are the UDES students, 23% are the UDEP students, 4% are the UDEEL students and 2% are the UDEST students. Because more than half of the students needed assistance it appears as if more orientation
courses or else differently structured courses may be required. Fourteen percent of the students indicated that they consulted the library staff to locate a book/periodical, while 8% indicated that they consult the library staff to get help in using the catalogue and 4% indicated that they consulted the library staff to find audiovisual media for their teaching practice. In addition to these reasons, 18 (4%) students mentioned other reasons why they consulted the library staff; 11 indicated that they consulted the library staff to ask about the arrival of new books and seven claimed that they consulted the library staff to ask them how to use some reference works.

6.3.12 The students' latest consultation of the library staff

In Question 16 the students were asked when they last consulted the library staff for the purpose of assistance. The answers are tabulated in Table 6.17.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>UDES No</th>
<th>UDES %</th>
<th>UDEP No</th>
<th>UDEP %</th>
<th>UDEEL No</th>
<th>UDEEL %</th>
<th>UDEST No</th>
<th>UDEST %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week</td>
<td>62</td>
<td>14</td>
<td>67</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>137</td>
<td>31</td>
</tr>
<tr>
<td>This month</td>
<td>42</td>
<td>10</td>
<td>42</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>101</td>
<td>23</td>
</tr>
<tr>
<td>Less recently</td>
<td>62</td>
<td>14</td>
<td>43</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>117</td>
<td>27</td>
</tr>
<tr>
<td>Never</td>
<td>31</td>
<td>7</td>
<td>30</td>
<td>7</td>
<td>11</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>81</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>179</td>
<td>45</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>9</td>
<td>20</td>
<td>5</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>

Of the 31% who indicated that they had consulted the library staff the week of the survey for the purposes of assistance, 14% are the UDES students, 15% are the UDEP students, 1% UDEEL and 1% UDEST students. 27% of the students indicated that they had consulted the library staff but not more than the month.
before the survey and 23% claim to have consulted the staff during the month of the survey. Nineteen of the students claimed they never consulted the library staff for the purpose of assistance. As this percentage is the same in Table 6.15 and Table 6.16 it shows that there is a constant number of students who do not consult the library staff.

6.3.13 The extent of the library staffs' assistance to students

In Question 17 the students were asked to indicate to what extent the library staff had assisted them. The answers are tabulated in Table 6.18:

<table>
<thead>
<tr>
<th>Reasons</th>
<th>UDES</th>
<th></th>
<th>UDEP</th>
<th></th>
<th>UDEEL</th>
<th></th>
<th>UDEST</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Found needed material</td>
<td>108</td>
<td>25</td>
<td>101</td>
<td>23</td>
<td>21</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>239</td>
<td>55</td>
</tr>
<tr>
<td>Gave limited assistance</td>
<td>13</td>
<td>3</td>
<td>21</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>34</td>
<td>8</td>
</tr>
<tr>
<td>Gave no assistance</td>
<td>45</td>
<td>10</td>
<td>31</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>83</td>
<td>19</td>
</tr>
<tr>
<td>Does not apply</td>
<td>31</td>
<td>7</td>
<td>29</td>
<td>7</td>
<td>11</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>80</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>45</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>9</td>
<td>20</td>
<td>4</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>

Of the 55% who indicated that the library staff found the needed materials for them 25% were the UDES students, 23% were the UDEP students, while 5% were the UDEEL students and 2% were the UDEST students. Nineteen percent of the students indicated that the library staff gave them no assistance. Perhaps the reason for this lack of help is because the library staff members are too few in number to be of assistance. Eight percent of the students indicated that the library staff gave them limited assistance. This might indicate that an increase in the
number of staff members is needed as paragraph 4.10 shows. Another reason for the lack of help may be that the library staff members are too busy to help the students.

6.3.14 The quality of the services rendered by the library staff

In Question 18 the students were asked to indicate whether they find the services rendered by the library staff helpful. Table 6.19 shows the responses.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>UDES</th>
<th></th>
<th>UDEP</th>
<th></th>
<th>UDEEL</th>
<th></th>
<th>UDEST</th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>No</td>
<td>150</td>
<td>34</td>
<td>117</td>
<td>27</td>
<td>25</td>
<td>6</td>
<td>16</td>
<td>4</td>
<td>309</td>
<td>71</td>
</tr>
<tr>
<td>Yes</td>
<td>47</td>
<td>10</td>
<td>65</td>
<td>15</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>127</td>
<td>29</td>
</tr>
<tr>
<td>Totals</td>
<td>197</td>
<td>44</td>
<td>182</td>
<td>42</td>
<td>37</td>
<td>9</td>
<td>20</td>
<td>5</td>
<td>436</td>
<td>100</td>
</tr>
</tbody>
</table>

Seventy one percent of the students indicated that the services rendered by the library staff were not helpful. If this perception exists amongst such a large number of students perhaps the reason could be the one mentioned above in the discussion of the data obtained for Question 17 which is that library staff members are too few or too busy to help the students. Twenty nine percent indicated that the services rendered by the library staff were helpful.

6.3.15 Students' opinions and comments about the library

One unstructured question, Question 19, was included in the questionnaire given to the students. Its purpose was to elicit, on a voluntary basis, in-depth opinions and comments from the respondents about the library service. Their responses are
recorded in Table 6.20, with the numbers being given the actual number of students who made these comments.

Table 6.2
Comments about the college library

<table>
<thead>
<tr>
<th>Comment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient materials</td>
<td>65</td>
</tr>
<tr>
<td>Extension of library building</td>
<td>40</td>
</tr>
<tr>
<td>Too much noise</td>
<td>30</td>
</tr>
<tr>
<td>Extension of library hours</td>
<td>29</td>
</tr>
<tr>
<td>Libraries should have non-book materials</td>
<td>28</td>
</tr>
<tr>
<td>Libraries must be air conditioned</td>
<td>27</td>
</tr>
<tr>
<td>Favouritism shown by some library staff</td>
<td>20</td>
</tr>
<tr>
<td>A well arranged catalogue</td>
<td>19</td>
</tr>
<tr>
<td>The need to have coin operated photocopiers in the library</td>
<td>17</td>
</tr>
<tr>
<td>The materials supplied by the National Library Services not relevant to the college curriculum</td>
<td>11</td>
</tr>
<tr>
<td>Library to be computerized</td>
<td>10</td>
</tr>
</tbody>
</table>

There was a high response rate to this question. Of the 436 questionnaires completed, 216 (50%) included comments. The opinions expressed in this open-ended question dealt with aspects of the college library. Of the 65 students who indicated that there are insufficient of library materials, 30 are UDES students, 20 are UDEP students, while 10 are UDEEL students and 5 are UDEST students. The fact that more students are in need of more materials in the college library clearly indicates that students make use of the resources in the college library rather than using it for study purposes only. The suggestion by 20 UDES students, 10 UDEP students, 6 UDEEL students and 4 UDEST students that the library building should
be extended also supports the idea that students are in need of more space to read and to do their assignments in the library. The complaint by 20 students about the noise indicates that there is a need for a quiet place which is conducive to reading and study. There were 9 UDES students, 10 UDEP students, 5 UDEEL students and 5 UDEST students suggested that the library hours should be extended. Twenty eight students highlighted the fact that the library resources should include non-book materials. About 27 students, of whom 11 are UDES students, 9 UDEP students; 4 UDEEL students and 3 UDEST students, suggested that the library should be air-conditioned. Of the 20 students who complained that the library staff show favouritism, 6 are UDES students, 7 are UDEP students, 4 are UDEEL students and 3 are UDEST students. Nineteen students indicated that a well-arranged catalogue is needed. Seventeen other students expressed the need to have coin operated photocopiers in the library, while 11 other students raised a concern that the materials supplied by the National Library Service are irrelevant to the curriculum. Ten other students indicated that the library should be computerized.

6.4 CONCLUSION

In conclusion, though students are enrolled for various diplomas they all responded in a similar manner with only slight differences. With regard to the students' use of resources and facilities it is clear that most of the students use the library resources and facilities because lecturers expect them to use them. It is also clear that students prefer the use of subject books in the college libraries, hence we can conclude that students use the library mainly for writing their assignments and to study for the examinations; students reluctance to use periodicals is a matter of concern as periodicals contain the most recent information. Perhaps it is because they do not know how to access the information in the periodicals and there are no indexes to the periodicals, or it is because the titles available are not relevant.
A cause for concern is the fact that two thirds of the students (66%) seldom or never use the catalogue as they rely on the information that they get from their lecturers, but if they consulted the catalogues they could have retrieved more sources or other relevant related sources. This finding shows the extent to which students are missing important information, because if they had gone to the catalogue they might have been exposed to more sources.

There is still a need for more and relevant sources as the lack of these makes it difficult for students to obtain the information that they need.

The library staff do offer a service to students, but the majority of the students (71%) appear not to be happy with the services given by the library staff. Reasons for poor services may be that the library staff are unable to help the students properly, or that they are too busy or that there are too few of them.

Responses given to the open-ended question provide some valuable insights with regard to perceived lack of materials and space, too much noise, opening hours that are not long enough, the need for air conditioning and the favouritism shown to some students by some of the staff.

In the following chapter the data collected from lecturers' questionnaires will be analysed.
ANALYSIS OF DATA COLLECTED FROM THE LECTURERS' QUESTIONNAIRES

7.1 INTRODUCTION

In line with education for black people throughout South Africa, the Bophuthatswana Education Department used the syllabi of the Department of Education and Training (DET), and wrote its external examinations. Because of the importance given to the matriculation and other school leaving certificates, colleges of education were very examination oriented, and the syllabi and any other official directives were strictly adhered to by the lecturers. This chapter, therefore, starts off by looking at the role of lecturers in encouraging students to use libraries at colleges of education.

In order to present the findings in a meaningful way, the chapter is divided into two broad sections. The first section of this chapter is about the role of the lecturers in encouraging students to use the library.

The teaching staff of colleges of education play a crucial role in the students' use of and attitudes towards the college library. It is the teaching staff of the college that gives the initial encouragement to students to use different media and to find information on their own in the college library. It is generally the language lecturers who encourage students to read fiction and to develop the habit of reading for pleasure. This was so in the former Republic of Bophuthatswana, where most of the high schools did not have libraries, hence, most of the students coming to the colleges would be entering a new world when they entered the college library for the first time, and would be very dependent on the guidance given.
It was for this reason that the researcher asked question five as this question relates to whether lecturers encourage students to use the library.

If lecturers are expected to provide encouragement, they also play an important role in providing an example of active media use and using the college library for recreation, reference and finding information. As the history of libraries in the former Republic of Bophuthatswana is relatively short, the present generation of lecturers in the colleges of education are unlikely to have had much experience in their own colleges that would encourage their use of books and libraries. It is very likely that these lecturers had their first introduction to a library at tertiary education level only, and it is the researcher's experience at the University of Bophuthatswana that students will only use the university or college library when specifically directed to do so.

The second part of the chapter reports the statistical analysis of the research results. As with the students' questionnaire, the lecturers' questionnaire is also divided into two broad categories as outlined in 5.5.2.6, namely, those questions which are concerned primarily with demographic characteristics (Questions 1 to 4) and those questions relating specifically to the use of the services by lecturers (Questions 5 to 18). As with the students' questionnaire, statistical analysis of the research data is used for two purposes. Firstly, to describe the data collected in the questionnaire and secondly, as a means to make inferences, based on the sample data, about the survey population as a whole. Both descriptive and inferential statistics are used to understand and interpret the sample data in this investigation of the use of the library services by lecturers.

7.2 ANALYSIS OF THE RESPONSES

This chapter is concerned with the analysis of the research data collected and
extracted from the questionnaires which were completed by 52 lecturers. Unlike the students' questionnaire, the researcher decided that a relevant basis of comparison would be by subjects offered by lecturers rather than by status, because according to Overduin and De Wit (1986:807).

The use of curricular media will only become a factor with subject teachers when it becomes an integral part of the subject syllabuses, when practical guidelines exist for its implementation and the required time for its application becomes available.

For the sake of convenience, the subjects have been divided into closely associated groups as follows:

GROUP A: Commercial Sciences (Business Economics, Accounting, Maths and Basic Maths)
GROUP B: Education (Work Experience and Guidance)
GROUP C: Languages (Afrikaans, English, Special English and Setswana)
GROUP D: Natural Sciences (Chemistry, Physical Science or General Science, Geography and Environmental Studies)
GROUP E: Practical Subjects (Arts, Domestic Science, Librarianship, Music, Needle Work and Physical Education)
GROUP F: Social Sciences (History and Religious Education)
GROUP G: Technical studies

Percentages given in the tables are per subject group, except when more than one answer was allowed for a question. As with the analysis of the students' questionnaires, percentages are calculated to the nearest whole number.

7.2.1 Demographics and related variables

Table 7.1 shows the responses to Questions 1 and 2 (see Appendix B) and indicates the colleges of education in the former Republic of Bophuthatswana
together with the subjects taught by lecturers at those colleges.

### Table 7.1

<table>
<thead>
<tr>
<th>Colleges</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Hebron</td>
<td>0</td>
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<td>8</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lehurutshe</td>
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<td>4</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Moretele</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Taung</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tlhabane</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>2</td>
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<td>Total</td>
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<td>11</td>
<td>22</td>
<td>9</td>
<td>17</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

The sample results showed that 23% of the staff were selected from languages, 22% from education, 17% from natural sciences, another 17% from social sciences, 14% from practical subjects, 4% from commercial sciences and 3% from technical studies. The responses also show that the commercial sciences and technical studies are offered only at the Lehurutshe College of Education. Though the sample results show no respondents from education at the Taung College of Education, it should be noted that education is offered at all the colleges of education in the former Republic of Bophuthatswana; but at the time when the questionnaire was administered, the education lecturers at the Taung College of Education were busy with practical teaching. At Hebron College of Education the practical subjects and social sciences lecturers were not present at the time when the questionnaire was administered but these subjects are taught at this college.

### 7.2.2 Status of lecturers

In Question 3 (see Appendix B) the lecturers were asked to indicate their status. The answers have been tabulated in Table 7.2.
Table 7.2
Status of lecturers

<table>
<thead>
<tr>
<th>Status</th>
<th>A No %</th>
<th>B No %</th>
<th>C No %</th>
<th>D No %</th>
<th>E No %</th>
<th>F No %</th>
<th>G No %</th>
<th>Total No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of dept.</td>
<td>0 0</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
<td>0 0</td>
<td>1 2</td>
<td>1 2</td>
<td>5 10</td>
</tr>
<tr>
<td>Other member of dept.</td>
<td>2 4</td>
<td>10 19</td>
<td>11 20</td>
<td>8 16</td>
<td>7 14</td>
<td>8 15</td>
<td>1 2</td>
<td>46 90</td>
</tr>
<tr>
<td>Total</td>
<td>2 4</td>
<td>11 21</td>
<td>12 22</td>
<td>9 18</td>
<td>7 14</td>
<td>9 17</td>
<td>2 4</td>
<td>51 100</td>
</tr>
</tbody>
</table>

Ninety percent of the lecturers who participated are other members of staff and 10% are heads of departments. The researcher has already explained that the questionnaire was administered in conjunction with practice teaching and as a result the heads of department in the commercial sciences and practical subjects were not present.

7.2.3 Gender

In Question 4 the lecturers were asked to indicate their gender. The answers are tabulated in Table 7.3.

Table 7.3
Sex of lecturers

<table>
<thead>
<tr>
<th>Sex</th>
<th>A No %</th>
<th>B No %</th>
<th>C No %</th>
<th>D No %</th>
<th>E No %</th>
<th>F No %</th>
<th>G No %</th>
<th>Total No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1 2</td>
<td>7 13</td>
<td>5 10</td>
<td>5 10</td>
<td>3 6</td>
<td>4 8</td>
<td>2 4</td>
<td>27 52</td>
</tr>
<tr>
<td>Female</td>
<td>1 2</td>
<td>4 8</td>
<td>7 13</td>
<td>4 8</td>
<td>4 8</td>
<td>5 10</td>
<td>0 0</td>
<td>25 48</td>
</tr>
<tr>
<td>Total</td>
<td>2 4</td>
<td>11 21</td>
<td>12 23</td>
<td>9 18</td>
<td>7 14</td>
<td>9 18</td>
<td>2 4</td>
<td>52 100</td>
</tr>
</tbody>
</table>
There were 52% male and 48% female respondents. This distribution is very closely related to the fact that there are more male lecturers at the colleges of education in the former Republic of Bophuthatswana. The sample results also show that there are no female lecturers in the technical studies department.

7.3 THE USE OF THE LIBRARY BY LECTURERS

Several questions were asked to obtain data on the use of the library by lecturers.

7.3.1 Lecturers expecting students to consult sources of information

As with the students' questionnaire, part two of the lecturers' questionnaire was concerned with the use of the library. In Question 5.1 lecturers were asked whether they expect students to consult sources of information in the college libraries. The answers are tabulated in Table 7.4.

<table>
<thead>
<tr>
<th>Subject</th>
<th>A No</th>
<th>A %</th>
<th>B No</th>
<th>B %</th>
<th>C No</th>
<th>C %</th>
<th>D No</th>
<th>D %</th>
<th>E No</th>
<th>E %</th>
<th>F No</th>
<th>F %</th>
<th>G No</th>
<th>G %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
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<td>7</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>4</td>
<td>10</td>
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<td>7</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>40</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>22</td>
<td>9</td>
<td>17</td>
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<td>2</td>
<td>4</td>
<td>52</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

While 77% of the lecturers do expect students to use the sources of information, 23% do not expect students to use them. It is interesting to note that almost all the lecturers in the commercial sciences do not expect students to use sources of information.
7.3.2 Lecturers providing lists of sources to students

In Question 5.2 lecturers who expected students to use sources of information were then asked whether they provide lists of sources to students and the answers are tabulated in Table 7.5.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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<td>2</td>
<td>6</td>
<td>11</td>
<td>8</td>
<td>15</td>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>19</td>
<td>7</td>
<td>16</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

Of the 77% who indicated that they do expect students to use the sources of information, 50% indicated that they do not provide lists of sources to students, while 27% do provide lists. Of the 50% who do not provide lists, 15% are lecturers in the languages department, education follows with 11%, natural sciences with 8%, social sciences with 7% and commercial sciences, practical sciences and technical subjects each with 2%. Of the 27% who provide lists 8% is from each of the following: education, natural sciences and practical subjects. Then follows languages and social sciences each with 4% and the social sciences with 2%.

7.3.3 Use of different sources by lecturers

In Question 6 the lecturers were asked to tick the category that best describes how often they made use of the particular source, in order to get an idea of the frequency that some of the sources were used to find information for an assignment topic to be given to students. The answers have been tabulated in Table 7.6.
<table>
<thead>
<tr>
<th>Sources</th>
<th>FREQUENCY</th>
<th>A No</th>
<th>B No</th>
<th>C No</th>
<th>D No</th>
<th>E No</th>
<th>F No</th>
<th>G No</th>
<th>Total No</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>Dictionaries</td>
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<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Monthly</td>
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<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<td>4</td>
<td>11</td>
<td>22</td>
<td>12</td>
<td>24</td>
<td>9</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Encyclopaedias</td>
<td>Daily</td>
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<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Weekly</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>1</td>
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<td>Monthly</td>
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<td>7</td>
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<td>3</td>
<td>1</td>
</tr>
<tr>
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<td>4</td>
<td>4</td>
<td>8</td>
<td>4</td>
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<tr>
<td></td>
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<td>0</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>0</td>
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<td></td>
<td>Total</td>
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<td>4</td>
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<td>21</td>
<td>12</td>
<td>23</td>
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<td>2</td>
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<td></td>
<td>Less often</td>
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<td>2</td>
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<td>7</td>
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<td>6</td>
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<td></td>
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<td>4</td>
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<td>21</td>
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<td>23</td>
<td>9</td>
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<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Less often</td>
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<td>0</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
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<td>2</td>
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<tr>
<td></td>
<td>Less often</td>
<td>0</td>
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<td>5</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>11</td>
<td>4</td>
</tr>
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<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>22</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
<td>7</td>
</tr>
</tbody>
</table>
As with the students' responses, the results from the lecturers' responses show a strong preference for using subject books daily in the library. Almost 50% of the lecturers use subject books daily in the college library; except those lecturers in the technical studies section who indicated that they used subject books weekly. On average the rest of the sources mentioned are used less often by lecturers in the college libraries as shown in Table 7.6. There were 38% of the lecturers who used audiovisual media less often. Of the 38%, 4% include all the lecturers are in the commercial sciences. Thirty six percent used dictionaries less often; 33% of the lecturers used encyclopaedias less often, while 31% of the lecturers used periodicals less often.

There were 46% of the lecturers who indicated that they never used audiovisual media. This number includes all lecturers in the commercial sciences. Of this 46%, 15% are lecturers in the social sciences, 13% are lecturers in the languages. Perhaps it is because of the nature of these subjects that lecturers do not make use of audiovisual media; even the assignments that they give to students do not require the use of audiovisual media. Lecturers in the practical subjects and technical studies indicated that they use audiovisual media less often. The researcher would once more like to stress that this is a very disappointing finding when one thinks of the potential that these materials have for enriching the lecturers' teaching as stated in paragraph 4.8.

7.3.4 Reasons for lecturers not using other sources

In Question 7, the lecturers were asked to give the reasons why they do not use the other sources. In addition the lecturers were asked to give their own reasons which best explained why they did not. The answers are found in Table 7.7.
Table 7.7
Reasons for not using sources

<table>
<thead>
<tr>
<th>Reasons</th>
<th>A No %</th>
<th>B No %</th>
<th>C No %</th>
<th>D N0 %</th>
<th>E No %</th>
<th>F No %</th>
<th>G No %</th>
<th>Total No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available</td>
<td>0 0</td>
<td>3 6</td>
<td>3 6</td>
<td>0 0</td>
<td>3 5</td>
<td>1 2</td>
<td>0 0</td>
<td>10 19</td>
</tr>
<tr>
<td>Out of date</td>
<td>0 0</td>
<td>1 2</td>
<td>0 0</td>
<td>2 4</td>
<td>0 0</td>
<td>1 2</td>
<td>0 0</td>
<td>4 8</td>
</tr>
<tr>
<td>Not relevant</td>
<td>0 0</td>
<td>2 4</td>
<td>3 6</td>
<td>4 7</td>
<td>0 0</td>
<td>2 4</td>
<td>1 2</td>
<td>12 23</td>
</tr>
<tr>
<td>Not aware of their existence in the library</td>
<td>0 0</td>
<td>4 8</td>
<td>2 4</td>
<td>2 4</td>
<td>2 4</td>
<td>3 6</td>
<td>0 0</td>
<td>13 25</td>
</tr>
<tr>
<td>Other</td>
<td>2 4</td>
<td>1 2</td>
<td>4 7</td>
<td>1 2</td>
<td>2 4</td>
<td>2 3</td>
<td>1 2</td>
<td>13 25</td>
</tr>
<tr>
<td>Total</td>
<td>2 4</td>
<td>11 22</td>
<td>12 23</td>
<td>9 17</td>
<td>7 13</td>
<td>9 17</td>
<td>2 4</td>
<td>52 100</td>
</tr>
</tbody>
</table>

Thirteen (25%) of the lecturers from all categories mentioned one or more reasons, for not using sources; one reason being the sources are placed in a separate room, especially audiovisual media. Of the 13 lecturers seven stated that the money allocated for purchasing materials is allocated according to departments, meaning that each department selects, purchases and stores equipment used in that particular department; hence there is no way that one department will know what other departments have in stock. This is also because only staff of the National Library did the selection and purchasing of books while staff in colleges did the purchasing of audiovisual media. Perhaps in future colleges should have central selection, purchasing and storing of audiovisual media and preferably these must be kept in the library as this is a central place where all lecturers can have access to them. In her visits to the colleges of education, the researcher saw very little evidence of this type of initiative.
As with the students' responses, 13 (25%) of the lecturers claimed that they were not aware of the existence of these materials although in an interview with the college librarians they stated that they do orientate newly appointed lecturers in the library. This suggests that either new methods of orientation should be used or that orientation should be done annually for all the lecturers; irrespective of the period they have been employed at the college. However, it should be noted that this excludes lecturers in the commercial sciences and technical studies departments, because their subjects are practical. Twelve (23%) did not use the materials, because they are not relevant. It should be noted that the 23% excludes lecturers in the practical subjects and technical studies. Again, of the 23%, 7% are lecturers from the natural sciences, 6% are languages lecturers, 4% are education lecturers, 4% are lecturers in social sciences and 2% are lecturers in the technical studies. This shows that there is a lack of relevant books in these subjects. Ten (19%) of the lecturers, excluding those in the commercial sciences, natural sciences and technical subjects, responded that they did not use the sources, because they are not available. Four (8%) did not use the materials, because they were outdated; this excludes lecturers in the commercial sciences, languages, practical subjects and technical subjects. Again, of this 8%, 4% are lecturers from the natural sciences, while 2% are lecturers from education and the other 2% are lecturers from social sciences. Perhaps this is because their subjects are so dynamic and need to be frequently updated. This may suggest that a current awareness service using periodicals is needed at the colleges to keep the lecturers abreast of the latest developments in their fields.

7.3.5 The lecturers' views on the library's provision of sources

In Question 8 lecturers were asked to tick the category which best describes how adequate they thought the library's provision of sources was in order to get an idea of the library's provision of information sources. The responses are tabulated in Table 7.8.
## Table 7.8
### Adequacy of the sources

<table>
<thead>
<tr>
<th>Sources</th>
<th>Category</th>
<th>A No %</th>
<th>B No %</th>
<th>C No %</th>
<th>D No %</th>
<th>E No %</th>
<th>F No %</th>
<th>G No %</th>
<th>Total No %</th>
</tr>
</thead>
<tbody>
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<td>2 4</td>
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<td>2 4</td>
<td>3 6</td>
<td>0 0</td>
<td>8 15</td>
</tr>
<tr>
<td></td>
<td>Inadequate</td>
<td>0 0</td>
<td>2 3</td>
<td>3 6</td>
<td>2 4</td>
<td>0 0</td>
<td>1 2</td>
<td>1 2</td>
<td>9 17</td>
</tr>
<tr>
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<td>Adequate</td>
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<td>3 6</td>
<td>3 5</td>
<td>5 9</td>
<td>1 2</td>
<td>2 4</td>
<td>1 2</td>
<td>15 29</td>
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<td></td>
<td>More than adequate</td>
<td>2 4</td>
<td>5 10</td>
<td>4 8</td>
<td>2 4</td>
<td>4 7</td>
<td>3 6</td>
<td>0 0</td>
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<td></td>
<td>Total</td>
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<td>12 23</td>
<td>9 17</td>
<td>7 13</td>
<td>9 18</td>
<td>2 4</td>
<td>52 100</td>
</tr>
<tr>
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<td>0 0</td>
<td>0 0</td>
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<td>2 4</td>
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<td>6 12</td>
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<td>8 2</td>
<td>2 4</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
<td>10 19</td>
</tr>
<tr>
<td></td>
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<td>0 0</td>
<td>4 8</td>
<td>9 4</td>
<td>4 7</td>
<td>0 0</td>
<td>3 5</td>
<td>0 0</td>
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<td>5 9</td>
<td>3 6</td>
<td>3 6</td>
<td>4 8</td>
<td>3 6</td>
<td>0 0</td>
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<td>12 23</td>
<td>9 17</td>
<td>7 14</td>
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<td>52 100</td>
</tr>
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<td>0 0</td>
<td>1 2</td>
<td>2 4</td>
<td>4 8</td>
<td>0 0</td>
<td>9 17</td>
</tr>
<tr>
<td></td>
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<td>4 8</td>
<td>2 4</td>
<td>0 0</td>
<td>2 4</td>
<td>2 4</td>
<td>15 29</td>
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<td>4 7</td>
<td>4 7</td>
<td>3 5</td>
<td>3 6</td>
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<td>2 4</td>
<td>4 8</td>
<td>2 4</td>
<td>2 4</td>
<td>0 0</td>
<td>0 0</td>
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</tr>
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<td></td>
<td>Total</td>
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<td>11 21</td>
<td>12 23</td>
<td>9 17</td>
<td>9 17</td>
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<td>2 4</td>
<td>52 100</td>
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<td>2 4</td>
<td>4 8</td>
<td>9 1</td>
<td>12 27</td>
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<td>6 11</td>
<td>3 6</td>
<td>1 2</td>
<td>4 8</td>
<td>1 2</td>
<td>17 32</td>
</tr>
<tr>
<td></td>
<td>Adequate</td>
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<td>4 7</td>
<td>5 10</td>
<td>4 7</td>
<td>3 5</td>
<td>1 2</td>
<td>0 0</td>
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</tr>
<tr>
<td></td>
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<td>0 0</td>
<td>1 2</td>
<td>0 0</td>
<td>1 2</td>
<td>0 0</td>
<td>0 0</td>
<td>3 8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2 4</td>
<td>11 21</td>
<td>12 23</td>
<td>9 17</td>
<td>7 13</td>
<td>9 18</td>
<td>2 4</td>
<td>52 100</td>
</tr>
<tr>
<td><strong>AV media</strong></td>
<td><strong>Seriously inadequate</strong></td>
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<td>9 17</td>
<td>7 13</td>
<td>5 10</td>
<td>6 11</td>
<td>8 15</td>
<td>2 4</td>
<td>38 73</td>
</tr>
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<td>4 7</td>
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<td>1 2</td>
<td>0 0</td>
<td>12 23</td>
</tr>
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<td>0 0</td>
<td>1 2</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 4</td>
</tr>
<tr>
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<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
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<td>0 0</td>
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<td>0 0</td>
</tr>
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<td>12 22</td>
<td>9 17</td>
<td>7 13</td>
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<td>52 100</td>
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<td>1 2</td>
<td>4 8</td>
<td>4 7</td>
<td>4 8</td>
<td>0 0</td>
<td>19 37</td>
</tr>
<tr>
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<td>5 9</td>
<td>9 17</td>
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<td>3 6</td>
<td>2 4</td>
<td>26 50</td>
</tr>
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<td>2 4</td>
<td>0 0</td>
<td>1 2</td>
<td>2 4</td>
<td>0 0</td>
<td>8 11</td>
</tr>
<tr>
<td></td>
<td>More than adequate</td>
<td>1 2</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2 4</td>
<td>11 21</td>
<td>12 23</td>
<td>9 17</td>
<td>7 13</td>
<td>9 18</td>
<td>2 4</td>
<td>52 100</td>
</tr>
</tbody>
</table>
Thirty eight (73%) rated audiovisual media as seriously inadequate followed by periodicals (37%) and yearbooks (27%). Fifty percent of the lecturers, indicated that the provision of periodicals is inadequate followed by yearbooks (32%) and atlases (29%) then audiovisual media (23%). This confirms the finding in the previous chapter that more audiovisual media, periodicals and yearbooks are needed in the libraries. The yearbooks were rated as adequate by 35% of the lecturers followed by atlases (33%), encyclopaedias (31%) and dictionaries (29%). Almost 39% of the lecturers rated dictionaries as more than adequate followed by encyclopaedias (38%) and then atlases (21%).

7.3.6 The use of the catalogue by lecturers

In Question 9 lecturers were asked to tick the category which best describes how often they make use of the catalogue in order to get an idea of the frequency of their use of the catalogue when finding sources. The answers are tabulated in Table 7.9.

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>A No %</th>
<th>B No %</th>
<th>C No %</th>
<th>D No %</th>
<th>E No %</th>
<th>F No %</th>
<th>G No %</th>
<th>TOTAL No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>0 0</td>
<td>3 6</td>
<td>1 2</td>
<td>3 6</td>
<td>2 3</td>
<td>1 2</td>
<td>1 2</td>
<td>11 21</td>
</tr>
<tr>
<td>Often</td>
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<td>0 0</td>
<td>1 2</td>
<td>2 4</td>
<td>1 2</td>
<td>1 2</td>
<td>0 0</td>
<td>5 10</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1 2</td>
<td>0 0</td>
<td>1 2</td>
<td>1 2</td>
<td>0 0</td>
<td>1 2</td>
<td>0 0</td>
<td>4 8</td>
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<tr>
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<td>2 4</td>
<td>2 3</td>
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<td>0 0</td>
<td>11 21</td>
</tr>
<tr>
<td>Never</td>
<td>1 2</td>
<td>5 10</td>
<td>7 13</td>
<td>1 2</td>
<td>2 4</td>
<td>4 8</td>
<td>1 2</td>
<td>21 40</td>
</tr>
<tr>
<td>Totals</td>
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<td>11 21</td>
<td>12 23</td>
<td>9 17</td>
<td>7 13</td>
<td>9 18</td>
<td>2 4</td>
<td>52 100</td>
</tr>
</tbody>
</table>

Forty percent of the lecturers indicated that they never use the catalogue; while 21% indicated that they always use the catalogue, but this excludes lecturers in the
commercial sciences and education. Another 21% indicated that they seldom use the catalogue while 10% often use the catalogue and 8% sometimes use the catalogue.

7.3.7 The availability of the photocopier by lecturers

In Question 10 lecturers were asked whether there was a photocopier available in their libraries for lecturers to use. The results are shown in Table 7.10.

Table 7.10
Availability of a photocopier

<table>
<thead>
<tr>
<th>Responses</th>
<th>A No %</th>
<th>B No %</th>
<th>C No %</th>
<th>D No %</th>
<th>E No %</th>
<th>F No %</th>
<th>G No %</th>
<th>Total No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>9</td>
<td>17</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
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<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

Sixty two percent of the lecturers indicated that they do not have photocopiers in their libraries. Thirty eight percent indicated that they do have photocopiers in their libraries.

7.3.8 The use of the photocopier by lecturers

In Question 10 the lecturers who have photocopiers were also asked to indicate the frequency of their use of the photocopier. The results are shown in Table 7.11.
Six percent of the lecturers responded that they never use the photocopier even though one is available. Ten percent indicated that they use the photocopier monthly, while 8% use photocopiers daily and the other 8% use photocopiers less often. Only 6% use photocopiers weekly.

### 7.3.9 Lecturers experiencing difficulty in finding information

In Question 12 lecturers were asked to indicate whether they had experienced difficulty in finding information in their college libraries. The answers are tabulated in Table 7.12.
Table 7.12

Difficulty in finding information

<table>
<thead>
<tr>
<th>Responses</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

The results show that 85% experience difficulty while 15% did not experience difficulties. The 15% excludes lecturers in the commercial sciences, practical subjects and technical studies.

7.3.10 Lecturers' main reason contributing to the problem of finding information

In Question 12 lecturers were asked to give the main reason which they regarded as contributing to the problem of finding information in the college library. The answers are tabulated in Table 7.13.
Table 7.13
Reasons for experiencing difficulties

<table>
<thead>
<tr>
<th>Reasons</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
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<td>4</td>
<td>2</td>
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<td>4</td>
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<td>4</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>A lack of sources</td>
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<td>3</td>
<td>6</td>
<td>0</td>
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</tr>
<tr>
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<td>6</td>
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<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>9</td>
<td>18</td>
<td>2</td>
<td>4</td>
<td>52</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Twenty three percent of the lecturers stated that they experience difficulty in finding information, because of a lack of sources in the library, while 17% stated their reasons as poor arrangement of books or periodicals. Twelve percent related their reasons to missing sources, 10% gave as their reasons a lack of assistance in finding information and 8% stated that sources are not always available as they have been issued. Eight (15%) of the lecturers gave other reasons. There were five who stated that they do not find materials, because other lecturers keep them for a long time in their offices. Three lecturers indicated they experience difficulty, because pages with relevant information are usually missing or torn out.
7.3.11 Lecturers' consultation of library staff

In Question 13 lecturers were asked how often do they consult the library staff. The purpose being to find out about the lecturers' ability to use the library on their own and also to find out about the frequency of their consultation. Table 7.14 shows the responses.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>A No</th>
<th>A %</th>
<th>B No</th>
<th>B %</th>
<th>C No</th>
<th>C %</th>
<th>D No</th>
<th>D %</th>
<th>E No</th>
<th>E %</th>
<th>F No</th>
<th>F %</th>
<th>G No</th>
<th>G %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Less often</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>17</td>
<td>2</td>
<td>4</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Fourteen percent indicated that they consult the library staff monthly and 27% of the lecturers responded that they consult the library staff less often than monthly. Twenty five percent of the lecturers indicated weekly, 19% daily but 15% indicated that they never consult the library staff. However, as with students' responses this might not be an accurate indication of self-sufficiency as help may have been requested from other colleagues.

7.3.12 The purpose of the lecturers' consultations

In Question 14 lecturers were asked to indicate the purpose of most of their consultations. The responses are shown in Table 7.15.
Table 7.15
Reasons for consulting library staff

<table>
<thead>
<tr>
<th>Reasons</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find information</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>To locate a specific book\periodical</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>To find suitable audiovisual media</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To get help in using the catalogue</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Did not consult the library staff</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>21</td>
<td>12</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

Although in interviews held with college librarians, they claim to offer orientation to all new lecturers, 38% of the lecturers indicated that they consulted the library staff because they need help in finding information. Twenty-five percent indicated that they consulted the library staff to locate a book or periodical. While 16% indicated that they did not consult the library staff, 7(13%) gave other reasons for consulting the library staff. Of these, four indicated that they consulted the library staff to ask for help on how to use different library sources in their lessons. Three asked about the arrival of new books. Six percent of the lecturers consulted the library staff to find suitable audiovisual media to use during lectures while 2% consulted the library staff to get help in using the catalogue.
7.3.13 The lecturers’ latest consultation of the library staff

In Question 15 the lecturers were asked when had they last consulted the library staff for the purpose of assistance. The answers are tabulated in Table 7.16.

**Table 7.16**  
Latest consultation with library staff

<table>
<thead>
<tr>
<th>Frequency</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
<td>No %</td>
</tr>
<tr>
<td>This week</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>This month</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Less recently</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

Thirty three percent of the lecturers indicated that they had consulted the library staff during the week of the survey. Thirty one percent indicated that they had consulted the library staff less recently than the past month; while 21% indicated consulting the library staff during the month of the survey and 8 lecturers (15%) claimed that they never consulted the library staff for the purpose of assistance. Since this number is the same as that in Table 7.15. It shows that the number of lecturers who do not consult the library staff remains the same.

7.3.14 The extent of the library staff’s help to lecturers

In Question 16 the lecturers were asked to indicate to what extent the library staff assisted them. The answers are tabulated in Table 7.17
Table 7.17

Extent of library staff assistance

<table>
<thead>
<tr>
<th>Reasons</th>
<th>A No</th>
<th>A %</th>
<th>B No</th>
<th>B %</th>
<th>C No</th>
<th>C %</th>
<th>D No</th>
<th>D %</th>
<th>E No</th>
<th>E %</th>
<th>F No</th>
<th>F %</th>
<th>G No</th>
<th>G %</th>
<th>Total No</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found needed material</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>13</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Gave limited assistance</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Gave no assistance</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Does not apply</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>21</td>
<td>12</td>
<td>23</td>
<td>9</td>
<td>17</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>18</td>
<td>2</td>
<td>4</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Fourty percent the lecturers indicated that the library staff found the needed materials for them. Twenty five percent of the lecturers indicated that the library staff gave limited assistance. Nineteen percent indicated that the library staff gave them no assistance. The researcher has mentioned in the interpretation of the students’ responses that the lack of help given might be because the library staff members are too few in number to give adequate assistance.

7.3.15 Lecturers opinions of services rendered by the library staff

In Question 17 the lecturers were asked to indicate whether they find the services rendered by the library staff helpful. Table 7.18 shows their responses.
Sixty seven percent of the lecturers indicated that the services rendered by the staff are not helpful. Once again this might be because the library staff members are too few or too busy to help the lecturers. Thirty three percent of the lecturers responded that the services rendered by the library staff are helpful.

One unstructured question, Question 18, was included in the questionnaire given to the lecturers. Its purpose was to elicit, on a voluntary basis, in-depth opinions and comments from the respondents about the services. Their responses are recorded in Table 7.19, with the numbers given being the actual number of lecturers who made these comments.
As with the students' responses, the lecturers' responses to this question were high. Of the 52 questionnaires completed, 43 (85%) included comments. The opinions expressed in this open-ended question dealt with aspects of the college library. Almost 14 lecturers indicated that the library materials are insufficient. Eleven lecturers suggested that library hours should be extended. There was a suggestion by seven lecturers that the library should be air-conditioned. Six lecturers highlighted the fact that library resources should include non-book materials. Five lecturers suggested that the reading areas should be improved.

7.3 CONCLUSION

In conclusion, though lecturers offer different subjects, in most cases their responses were similar displaying on only slight differences. It is clear that most of the lecturers expect the students to use the library resources and facilities. As in the case of students there is a strong preference for the use of subject books amongst the lecturers in the college libraries, hence one can also conclude that lecturers use the library to look for relevant books and topics to give to students for assignments. The reluctance to use periodicals is also prevalent amongst lecturers at the colleges of education in the former Republic of Bophuthatswana. With 31% who never use periodicals and 31% who use them infrequently.

It is clear from the responses that most of the lecturers (61%) seldom or never use the catalogue and therefore they also miss retrieving important and related information.

There is still a need for more and relevant sources as the lack of these creates difficulties for lecturers who need to get more information on their subjects.
The library staff offer a service to lecturers, although most lecturers (67%) are not happy with the services offered by the library staff. The reason for this dissatisfaction may be that the library staff are too busy or that there are too few to give adequate services.
CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

In chapter 1 it was stated that the problems to be investigated were, to provide a record of the position of library facilities, resources and services to students and lecturers at the colleges of education in the former Republic of Bophuthatswana. Secondly, to determine the adequacy of the facilities, resources and services as compared with libraries in colleges of education elsewhere; and thirdly to establish the extent to which students and lecturers use the facilities, resources and services provided and whether they regard them as being adequate.

The investigations carried out established that there were a number of both positive and negative features and the most important conclusions will be given in this chapter.

8.2 CONCLUSIONS

8.2.1 How history affected library services

The history of the Batswana showed how they grappled with the circumstances which encompassed them as they moved forward to their destiny, namely, the ultimate unification of various tribes into one independent nation prepared to take its place, and assume the responsibilities of self-reliance, self-support and self-respect, among the nations of the world. The development of education amongst the Batswana people showed how the Batswana played a significant role in their manipulation of the environment. The indigenous system of education especially,
showed that although it was non-literate it did meet the requirements of most systems of education. It certainly made provision for the guidance of the child from infancy to adolescence in such a way that one stage merged into the next, whilst at the same time fitting the learner for that stage of his/her development appropriate to his/her age. This indigenous system of education met the physical, mental, emotional, social and spiritual requirements of the learner. In principle, because it aimed to develop each child to his/her full potential, there was little or no difference between it and modern education.

The brief investigation of the demography and the economy served to focus attention on the population problems with which the former Republic of Bophuthatswana had to grapple if it was to provide for, not only the physical wants, but also the educational needs of the entire population. Again, the mere fact that the former Republic of Bophuthatswana was still dependent on South Africa for most of its income created another problem, because if the budget to Bophuthatswana was cut then cuts would also be made to library services.

The western system of education used in the former Republic of Bophuthatswana actually required that there should be more schools with well-equipped libraries and full-time well qualified teacher-librarians. However this was not the case in most of the schools. The libraries in most of the schools were too small for their purpose. In fact 50% of the middle and high schools did not have libraries at all. There were a few schools with qualified teacher-librarians but they did not work full-time in the library. Most school libraries were administered by teachers without any knowledge of librarianship. Though the pupil to teacher ratio was reasonably low, groups of 27 to 30 pupils in the library were still too large for effective teaching and learning and library collections were also inadequate for the numbers of pupils.
A structure for library services in the former Republic of Bophuthatswana was in place. Bophuthatswana was a fragmented country. The fragmented nature of the country made things difficult for the National Library Service staff to fulfill its duties effectively. Some regions were too far to visit in one day, for example, Thaba’Nchu which was more or less 500 kilometres and Kuruman which was more or less 350 kilometres from the National Library.

(a) The fact that the libraries were centrally controlled, meant more work for the staff of the National Library Service as this required them to make frequent visits to the regions. It also did central ordering and processing of materials, and transportation of equipment and books to the regions.

(b) The National Library Service was under-staffed so there was constantly a backlog in the work.

(c) National Library was not responsible for the erection of libraries, it could only supply books and other media; this made it very difficult, especially for the Public and Community Division because each had to raise funds to build its own library. The situation was an even greater problem in the rural areas. Presumably because the communities had very few resources or were very poor. As a result, public and community libraries were concentrated in urban areas only. This created a problem for children in rural areas as they would enter a library for the first time only when they went to college or university, since most of the schools in the rural areas did not have libraries. Therefore most of the students entering the colleges of education were not familiar with library services.
(d) Selection of materials was done centrally; this created a problem for the librarians in the colleges of education as they often got materials that were not relevant for the curricula.

8.2.2 A comparison of libraries in colleges of education

It was found that libraries are vital to the successful execution of the academic programmes and the attainment of the other objectives of colleges of education. It is therefore necessary that the libraries are provided with the resources needed to support the curriculum and for the library service to function effectively and efficiently.

(a) Facilities

The floor plans of colleges of education libraries in the former Republic of Bophuthatswana indicate that the facilities are too small for their purpose, especially when compared to the floor areas in the libraries in colleges of education elsewhere that were studied.

(b) Book collection

The book collection at colleges of education libraries in the former Republic of Bophuthatswana are much smaller than the book collections in the colleges of education libraries in other countries with the exception of Ngwane Teachers College.

(c) Audiovisual media

In most of the colleges of education libraries in the former Republic of
Bophuthatswana the audiovisual collection is far too small when compared to the size of the collections in the colleges of education libraries in the other countries.

(d) Library personnel

The number of library personnel in most of the libraries studied is large except for Adeyemi College of Education with one librarian and William Pitcher Teacher Training College with no librarian but in most cases the numbers are still better than those at colleges of education in the former Republic of Bophuthatswana.

(e) Opening hours

Colleges of education libraries in the former Republic of Bophuthatswana open for about 42 to 57 hours a week in comparison to the 60 to 80 hours a week that most of the libraries in colleges of education elsewhere that were studied stay open. The opening hours are inadequate in libraries in colleges of education in the former Republic of Bophuthatswana.

(f) Library policy

There are no written policy documents in the libraries in colleges of education in the former Republic of Bophuthatswana. This is surprising because the qualifications of the librarians are good and compare favourably to those of librarians in the colleges of education elsewhere.

(g) Library computerization

Library computerization is an important issue in the field of library and information science today. It was found that of all the libraries in colleges of education investigated elsewhere only four are not computerized whilst none of the libraries in the colleges of education in the former Republic of Bophuthatswana are
computerized. They all still have manual catalogues.

8.2.3 The use of facilities, resources and services by students

(a) Findings regarding students’ use

* It was found that most of the students (86%) surveyed use the library resources and facilities, but these students do so, because of the expectation of their lecturers. Some students (14%) use the college of education libraries for study purposes only.

* With regard to resources (71%) frequently use subject books in the college of education libraries.

* Nearly half (42%) of students never used periodicals and more than half (57%) never use the catalogue. This limited use of periodicals and the catalogue by students is a matter of concern.

* The inaccessibility of the photocopier for most students (60%) and charging students unreasonable amounts for the use of this facility hinders students’ use of such facilities.

* There is a lack of sufficient and relevant sources, particularly audiovisual media.

* Though the library staff provide a service to the students, the majority (71%) of the students are not happy with the service offered by the library staff.

(b) Students commented on the following problems:

* there is unequal treatment of students by the library staff;
* there is a lack of audiovisual media in some college libraries;

* there is a lack of air conditioning units;

* the catalogues are disorganized which hinders retrieval of information;

* the libraries are noisy;

* there is limited time to use the library, because the opening hours are inadequate;

* there is lack of space for students to do their reading and working;

* the libraries are not computerized.

8.2.4 The use of facilities, resources and services by lecturers

(a) Findings regarding lecturer’s use

* It was found that most of the lecturers (77%) use the library’s resources, facilities and services and also expect students to do the same.

* Like students, most lecturers (50%) prefer to use subject books in the college libraries.

* Again like students, (31%) of the lecturers do not use periodicals and nearly half (40%) never use the catalogue in the college of education libraries.

* Lecturers also expressly referred to the lack of sufficient and relevant sources.
The lecturers (67%) also expressed dissatisfaction about the services rendered by the library staff.

(b) Lecturers also commented on the following problems:

- there is a lack of audiovisual media in some college libraries;
- there is a lack of air conditioning units;
- the catalogues are disorganized;
- the libraries are noisy;
- there is limited time to use the library, because opening hours are inadequate;
- the libraries ought to be computerized.

8.3 RECOMMENDATIONS

Based on the conclusions arrived at a number of recommendations will be made which could lead to improved facilities, collections and services in the libraries of colleges of education in the former Republic of Bophuthatswana.

8.3.1 Library services

The researcher anticipates that in future the Provincial Library Services could develop to become bigger than it was with one central place; perhaps it could have develop into regional libraries. Diagram 8.1 shows the proposed structure of the future Provincial Library Services.
Diagram 8.1
The proposed structure of the Provincial Library Services

PROVINCIAL LIBRARY SERVICES

REGIONAL LIBRARIES

ODI  RUSTENBURG  KLERKSDORF  LICHTENBURG  VRYBURG

PUBLIC COMMUNITY LIBRARIES  PUBLIC COMMUNITY LIBRARIES  PUBLIC COMMUNITY LIBRARIES  PUBLIC COMMUNITY LIBRARIES  PUBLIC COMMUNITY LIBRARIES

COLLEGE LIBRARIES  COLLEGE LIBRARIES  COLLEGE LIBRARIES  COLLEGE LIBRARIES  COLLEGE LIBRARIES

SCHOOL LIBRARIES  SCHOOL LIBRARIES  SCHOOL LIBRARIES  SCHOOL LIBRARIES  SCHOOL LIBRARIES
8.3.2 Supply of a basic media collection

The Provincial Library Services should provide sufficient funding for a basic collection for each library in a college of education. Included in this collection would be appropriate sets of encyclopaedias, dictionaries and other reference works, non-fiction books which support and enlarge on the subjects taught at the colleges of education, and books of fiction which are within the capabilities and interests of all students in the college. The size of this collection would depend on the number of students enrolled in the college. In addition, each library in a college of education should subscribe to one local, two national and one international newspaper, as well as subscribing to periodicals covering all the subjects taught at the colleges of education. A college library should also subscribe to four popular local magazines in the language preferred by the college and one international magazine. Furthermore, each college should purchase the basic hardware such as: overhead projectors, slide projectors, video and tape recorders. Each college should then affiliate with the National Film Library in order to borrow the necessary software. Again each college should have at least 50 non-book materials for example charts, maps and pictures per subject taught in a college. Provision should be made to add new materials every year in order to keep the collection up to date and relevant.

8.3.3 Funding of the extension of the basic media collection

The library committee in each college of education should be responsible for supplementing the basic collection in whatever way possible for example by eliciting donations, raising funds or allocation from the college funds. Encouragement should be given for all efforts made, perhaps on a "rand-for-rand" basis.
8.3.4 Selection of media

The Provincial Library Services should also decentralise some functions, especially selection, ordering and processing of college materials for the college of education libraries. Though it was once tried in 1990 to 1992 it should be revived again, as it will help not only to reduce the work load of the Provincial Library Services staff but it will also help students and lecturers at the colleges of education get relevant materials. If there is a regional office it would be possible for the staff in the regional office to involve lecturers and students in the colleges of education. Both students and lecturers should be allowed to play a part in choosing materials for the college libraries.

8.3.5 In-service training

In service training should include instruction to library staff on how to manage the basic collection and treat materials correctly. Instruction should be given on the correct management of this collection. Some form of accountability must be devised, most probably by the library committee which includes the rector of the college, to discourage irresponsible treatment of the materials.

8.3.6 Library orientation courses

(a) for students

As mentioned earlier (paragraph 1.1) students coming to colleges of education in the former Republic of Bophuthatswana encounter a library for the first time when entering a tertiary institution; they should be given an instruction period in library use and this should be for the first year students. This course could start with an orientation course and it should be a one-year compulsory course for the first year
students. The course should include instructions on the use of periodicals and catalogues in the library. There should also be some integration of library and information skills required by students for doing their assignments in the specific subjects. That is, there should be some liaison between library staff and lecturers regarding the instruction provided. Furthermore the Teacher Education Unit of the Department of Education should see to it that provision is made in the curriculum of the colleges of education to have a one-year compulsory course in library instruction on the use of different media.

(b) for lecturers

Since it was found that lecturers have difficulty in finding information and like students do not make use of the catalogue, periodicals etc., it is therefore important that an orientation course should also be held for lecturers and college management. At colleges where this is not already done, the college librarians must facilitate the holding of an annual library orientation course. This orientation course should be held every year for all newly appointed staff. It should be compulsory for the college management and lecturers to attend it. During the course attendees should be introduced to the types of media held by the college library; and should learn where different media are located in the library, and be made aware of the library rules and regulations. They should also be taught how to use periodicals and catalogues found in the college library.

8.3.7 College library staff

The students (71%) and lecturers (67%) did not find the services offered by library staff to be adequate. The college management should appoint at least three qualified librarians and three library assistants, because a minimum of six staff are required to provide adequate service. These library assistants could be students
who are members of the library committee. This will allow libraries in the colleges of education to stay open until late at night as the student library assistants could work in the libraries after hours.

8.3.8 Liaison between the college librarians and the lecturers

The college librarian should liaise directly with the heads of departments to ensure that lecturers are informed about what relevant material is held by the college library. There must be cooperation between lecturers and library staff with regard to the setting of assignments, and the actual use made of the college library by both lecturers and students.

8.3.9 Creation of conditions conducive to reading and studying

The Department of Education should see to it that colleges of education libraries are air conditioned. Extension of the library buildings in colleges of education is also highly recommended. The coin operated photocopiers should be placed in the libraries and students should be charged a reasonable fee. Computerization of the libraries should be speeded up as students and lecturers should be exposed to the wealth of knowledge that a computerized catalogue and also access to the Internet can offer.

8.4 FINAL CONCLUSION

In drawing up the recommendations, the researcher tried to focus on the actions that would have the most positive and immediate influence on the attitude towards and the use of colleges of education libraries. It is hoped that careful attention will be paid to these recommendations by the Department of Education planners of the future.
APPENDIX A

LIBRARY SERVICES TO STUDENTS AT COLLEGES OF EDUCATION IN THE FORMER REPUBLIC OF BOPHUTHATSWANA

All information collected will be treated confidentially and no names of persons will be mentioned in the final report.

Mark with an x in the appropriate box.

SECTION A

1. NAME OF COLLEGE AT WHICH YOU ARE ENROLLED

1.1 Hebron

1.2 Lehurutshe

1.3 Marapyane

1.4 Moretele

1.5 Taung

1.6 Tlhabane

2. FOR WHICH DIPLOMA ARE YOU ENROLLED?

2.1 UDES

2.2 UDEP

2.3 UDEEL

2.4 UDE(T)
3. STATUS

3.1 First year

3.2 Second year

3.3 Third year

4. SEX

4.1 Male

4.2 Female

SECTION B

5. Do you use the library for study purposes without using the library's sources?

5.1 No

5.2 Yes

6. Do any of your lecturers expect you to use the library's sources?

6.1 No

6.2 Yes

(IF YES, ANSWER THIS QUESTION)

Do all of your lecturers expect you to use the library's sources?

6.2.1 No

6.2.2 Yes
7. HOW OFTEN DO YOU USE THE FOLLOWING SOURCES TO FIND INFORMATION ON AN ASSIGNMENT TOPIC?

<table>
<thead>
<tr>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Less often</th>
<th>Never</th>
</tr>
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</table>

7.1 Dictionaries
7.2 Encyclopaedias
7.3 Periodicals
7.4 Books
7.5 Audiovisuals

8. WHY ARE SOME OF THESE SOURCES NOT USED?

8.1 Not available

8.2 Out of date

8.3 Not relevant

8.4 Not aware of their existence in the library

8.5 Other, please specify .................

........................................
........................................
9. PLEASE INDICATE HOW ADEQUATE YOU FEEL THE LIBRARY'S PROVISION OF THE FOLLOWING SOURCES TO BE

<table>
<thead>
<tr>
<th></th>
<th>Seriously Inadequate</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>More than Adequate</th>
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<td>9.1</td>
<td>Dictionaries</td>
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<td>9.2</td>
<td>Encyclopaedias</td>
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<td>Atlases</td>
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<td>9.4</td>
<td>Yearbooks</td>
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<tr>
<td>9.5</td>
<td>Audiovisuals</td>
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<tr>
<td>9.6</td>
<td>Periodicals</td>
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</table>

10. HOW OFTEN DO YOU USE THE CATALOGUE WHEN FINDING SOURCES ON A GIVEN SUBJECT IN YOUR LIBRARY?

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<td>10.1</td>
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<td>10.2</td>
<td>Often</td>
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<tr>
<td>10.3</td>
<td>Sometimes</td>
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<tr>
<td>10.4</td>
<td>Seldom</td>
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<tr>
<td>10.5</td>
<td>Never</td>
</tr>
</tbody>
</table>
11. IS THERE A PHOTOCOPIER AVAILABLE IN THE LIBRARY FOR STUDENTS TO USE?

11.1 No

11.2 Yes

(IF YES, ANSWER THIS QUESTION)
HOW OFTEN DO YOU USE THE PHOTOCOPIER IN THE LIBRARY?

11.2.1 Daily

11.2.2 Weekly

11.2.3 Monthly

11.2.4 Less often

11.2.5 Never

12. HAVE YOU EXPERIENCED DIFFICULTY IN FINDING INFORMATION IN YOUR COLLEGE LIBRARY?

12.1 No

12.2 Yes

13. IF YOU HAVE EXPERIENCED DIFFICULTY WHAT DO YOU REGARD AS THE MAIN REASON?

13.1 Poor arrangement of books/periodicals on the shelves

13.2 Lack of assistance in finding information

13.3 A lack of sources
13.4 Missing sources

13.5 Sources unavailable, because they have been issued

13.6 Does not apply

13.7 Other, please specify ..................

.................................

14. HOW OFTEN HAVE YOU CONSULTED THE LIBRARY STAFF THIS YEAR?

14.1 Daily

14.2 Weekly

14.3 Monthly

14.4 Less often

14.5 Never

15. IF YOU CONSULTED THE LIBRARY STAFF THIS YEAR FOR WHAT PURPOSES DID YOU MOST OFTEN CONSULT THE LIBRARY STAFF?

15.1 To find information needed for an assignment

15.2 To locate a specific book/periodical, etc.

15.3 To find suitable audiovisual aids for practice teaching

15.4 To get help in using the catalogue

15.5 Did not consult the library staff
15.6 Other, please specify ........................................
..............................................................

16. WHEN DID YOU LAST CONSULT THE LIBRARY STAFF FOR THE PURPOSE OF ASSISTANCE?

16.1 This week

16.2 This month

16.3 Less recently

16.4 Never

17. TO WHAT EXTENT DID THE LIBRARY STAFF ASSIST YOU?

17.1 The library staff found needed material

17.2 Gave limited assistance in finding material

17.3 Gave no assistance in finding material

17.4 Does not apply

18. DO YOU FIND THE SERVICE RENDERED BY THE LIBRARY STAFF HELPFUL?

18.1 No

18.2 Yes
19. DO YOU HAVE ANY FURTHER VIEWS THAT YOU
WOULD LIKE TO EXPRESS ON ANYTHING RELATED
TO THE ABOVE TOPICS?
LIBRARY SERVICES TO LECTURERS IN THE FORMER REPUBLIC OF BOPHUTHATSWANA

All information collected will be treated confidentially and no names of persons will be mentioned in the final report.

Mark with an x in the appropriate box.

SECTION A

1. NAME OF COLLEGE AT WHICH YOU ARE LECTURING

1.1 Hebron

1.2 Lehurutshe

1.3 Marapyane

1.4 Moretele

1.5 Taung

1.6 Tlhabane

2. DEPARTMENT AT WHICH YOU ARE EMPLOYED, (PLEASE INDICATE THE SUBJECT YOU ARE TEACHING)

2.1 Commercial Sciences; Business Economics, Accounting, Maths and Basic Maths

2.2 Education; Work Experience and Guidance

2.3 Languages; Afrikaans, English, Special English and Setswana

2.4 Natural Sciences; Chemistry, Physical Science or General Science, Geography and Environmental Studies
2.5 Practical subjects; Arts, Domestic Science, Librarianship, Music, Needle Work and Physical Education

2.6 Social Sciences; History and Religious Education

2.7 Technical Studies

3. STATUS

3.1 Head of department

3.2 Other member of department (e.g. lecturer senior lecturer)

4. SEX

4.1 Male

4.2 Female

SECTION B

5. DO YOU EXPECT STUDENTS TO CONSULT SOURCES OF INFORMATION IN THE COLLEGE LIBRARY?

5.1 No

5.2 Yes

(IF YES, ANSWER THIS QUESTION)

DO YOU PROVIDE A LIST OF SOURCES FOR STUDENTS TO CONSULT WHEN YOU GIVE AN ASSIGNMENT?

5.2.1 No

5.2.2 Yes
6. HOW OFTEN DO YOU USE THE FOLLOWING SOURCES TO FIND INFORMATION FOR AN ASSIGNMENT TOPIC THAT YOU GIVE TO STUDENTS?

<table>
<thead>
<tr>
<th>Source</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Less often</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>6.1 Dictionaries</td>
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<td></td>
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<tr>
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<tr>
<td>6.3 Periodicals</td>
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<tr>
<td>6.4 Books</td>
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<td></td>
</tr>
<tr>
<td>6.5 Audiovisuals</td>
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</table>

7. WHY ARE SOME OF THESE SOURCES NOT USED?

7.1 Not available

7.2 Out of date

7.3 Not relevant

7.4 Not aware of their existence in the library

7.5 Other, please specify .................................................................
8. PLEASE INDICATE HOW ADEQUATE YOU FEEL THE LIBRARY'S PROVISION OF THE FOLLOWING SOURCES TO BE?

<table>
<thead>
<tr>
<th>Source</th>
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<th>Adequate</th>
<th>More than Adequate</th>
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<tbody>
<tr>
<td>8.1 Dictionaries</td>
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<tr>
<td>8.2 Encyclopaedias</td>
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<td>8.5 Audiovisuals</td>
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<tr>
<td>8.6 Periodicals</td>
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</table>

9. HOW OFTEN DO YOU USE THE CATALOGUE WHEN FINDING SOURCES IN ORDER TO PREPARE FOR STUDENTS IN YOUR LIBRARY?

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
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<tbody>
<tr>
<td>9.1 Always</td>
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<td>9.2 Often</td>
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<td>9.3 Sometimes</td>
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<td>9.4 Seldom</td>
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</table>
10. IS THERE A PHOTOCOPIER AVAILABLE IN THE LIBRARY FOR LECTURERS TO USE?

10.1 No

10.2 Yes

(IF YES, ANSWER THIS QUESTION)

HOW OFTEN DO YOU USE THE PHOTOCOPIER IN THE LIBRARY?

10.2.1 Daily

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10.2.3 Monthly

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10.2.5 Never

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12.7 Other, please specify ....................... .

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14.1 To find information

14.2 To locate a specific book/periodical, etc.
14.3 To find suitable audiovisual media to use during lectures

14.4 To get help in using the catalogue

14.5 Did not consult the library staff

14.6 Other, please specify ........................................

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17.1 No

17.2 Yes
18. DO YOU HAVE ANY FURTHER VIEWS THAT YOU WOULD LIKE TO EXPRESS ON ANYTHING RELATED TO THE ABOVE TOPICS?
APPENDIX C
CORRESPONDENCE FROM THE DEPARTMENT OF EDUCATION

NORTH WEST PROVINCE

Ref. No.: 7/4/1
Eng. G. Mompe
Tel. No.: (0140) 29-2363

Mrs M. Bopape
P.O. Box 270
MONTSHIOA
8681

PERMISSION TO CONDUCT RESEARCH

1. Permission is hereby granted to you to conduct research in the area you have identified.

2. It is hoped that you will make a copy of your final report and recommendations available to this Department.

DIRECTOR: TEACHER EDUCATION

DEPARTMENT OF EDUCATION
ARTS & CULTURE
PRIVATE BAG X2044
MMABATHO 8681
29 JUL 1995

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of Northern Victoria.


Research and service activities; instruction and borrowing information.


