

**AN EVALUATIVE STUDY OF THE PSYCHOLOGY COLLECTION
AT THE UNIVERSITY OF TRANSKEI**

By

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ABSTRACT

The study focused on the evaluation of the psychology book collection at UNITRA library. In particular, the study investigated the adequacy of the psychology book collection in terms of accessibility, availability, and pertinence. A sample of 264 respondents was selected from a population of 1123 students. A proportionate random sampling was used to select respondents from each stratum. The survey method was used, and questionnaires were administered to the sample of 1995 registered psychology students at UNITRA from Year 1 to Honours level. The questionnaire focused on the research questions, relating to accessibility, availability, and pertinence of the psychology collection. The data was analysed by means of a statistical package, SAS. The results were interpreted in relation to the variables. The findings revealed that accessibility and availability were affected by: the attendance of the first library orientation programme which is usually offered at the beginning of the year; the availability of library services at high school; the number of copies of the same title in the library; library opening hours; attitude of the librarians; procedure for locating books; number of borrower cards; and the age of books in the library.

The identification of entries representing books on the catalogue, and the location of books on the shelves were found to be easier for those users who had attended library orientation and those who had libraries at their high school. It was recommended that lecturers and librarians should encourage students to also use the subject catalogue in order to get more books on the same subject. A number of other recommendations were suggested taken from the findings and other authorities on the subject to improve the accessibility, availability and pertinence of the psychology collection. The development of a written collection development policy would make the implementation of the above recommendations easier.

DECLARATION OF ORIGINALITY

I hereby declare that the work contained in this thesis is my original work and has not previously in its entirety nor in part been submitted at any university for a degree.

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LIST OF ACRONYMS AND ABBREVIATIONS

DDC	Dewey Decimal Classification
DDT	Document Delivery Test
NGO	Non-Governmental Organisation
READ	Read Educate and Develop
SAPSE	South African Post Secondary Education
SAS	Statistical Analysis System
SDI	Selective Dissemination of Information
UNITRA	University of Transkei

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The University of Transkei (UNITRA) Library was established in 1980 when UNITRA campus moved from Umtata Technical College premises to the present premises with a total of 21 321 volumes. The student enrolment at that time was 294. The book stock increased from 40 000 volumes in 1984 to 60 000 volumes in 1987. The present building, in which the library is housed is made up of four floors, the fourth of which is occupied by the library, and three wings of the third floor houses the Library Administration, Periodicals section, Acquisitions and Cataloguing rooms, and the Medical Library. Since 1987 no further expansion to the other floors has occurred. Ofori (1993:8) conceded that there was a deliberate reduction in book orders as the existing floor space was inadequate to accommodate expansion of the book stock. Despite the reduction in book orders, as a result of bound periodicals added to the collection, the need for more space increased.

Apart from growth in the collection, student registration numbers continued to increase at UNITRA. By March 1993 student registration stood at 6 461, whereas the library had a collection of 170 000 volumes. This meant that the student-book ratio was 26 books per student. In 1994 a total of 6 364 library users were registered, and there was also an increase

of 9 885 volumes in book stock, increasing the book stock to about 180 000 volumes. The student-book ratio is presently at 28:1, (*University librarian's annual report*, 1994: 4). According to SAPSE (South African Post Secondary Education) norms, a university library should have between 60-80 books per student. SAPSE prescribes standards that are to be followed in tertiary institutions regarding staffing, facilities in academic institutions, student book ratio, and so forth. SAPSE norms could not be enforced at UNITRA because, according to the university librarian, Mr Ofori, "SAPSE only catered for White South African institutions, and therefore, UNITRA was funded by the Transkei Government", (Ofori, 1993).

The mission statement of the UNITRA according to University of Transkei Prospectus (1995: 27) is

"to provide University education of the highest order and undertake research of an internationally accepted standard and at the same time ensure that both teaching and research, as well as other activities carried out by the University, promote a better understanding of the needs of the people, contribute to the development of the country and its people, and produce graduates who are capable of making meaningful contribution to society."

UNITRA has the following faculties: Arts, Economic sciences, Education, Law, Medicine, Science, and Social Sciences all served by the same library. Table 1 shows the distribution of student registration in the Arts faculty from 1991 to 1995. Courses in the Arts faculty include anthropology, criminology, geography, history, information science, philosophy, political studies, and psychology (including industrial psychology).

TABLE 1

**Distribution of student registration in the faculty of
Arts at the University of Transkei.**

	Antr	Crim	Geo	Hist	Inf	Phil	Pols	Psyc	Tot
1991	602	209	362	684	70	216	189	1302	3634
1992	698	224	468	750	221	347	200	1063	3971
1993	766	287	470	753	260	391	209	1333	4469
1994	551	259	396	746	247	466	264	1217	4146
1995	430	243	291	575	221	398	172	1123	3453
Tot	3047	1222	1987	3509	1019	1818	1034	6038	1788 4

Source: UNIVERSITY OF TRANSKEI, FACULTY OF ARTS: DEPARTMENTAL
REPORTS.1995.

A library is supposed to have its own collection development policy that will guide librarians on the selection and acquisition of library documents. University libraries exist to support the teaching, research and public service programmes of the university. Collection development in these libraries is influenced by the breadth of the institution's curriculum, the levels (undergraduate, graduate and post graduate) at which various disciplines are taught and research is done. Therefore, whenever collection development is considered, there is a need for a collection development policy. Collection development policies are often used to explain

why a library does not purchase certain material as they are to justify why some types of material are selected. Curley and Broderick (1985: 24) argue that to ensure that the balance of elements in the framework reflects and supports the institution's mission is a major reason for codification of collection development policies. This means that no department or type of material is sacrificed because of another.

The UNITRA library has neither a written collection development policy nor laid down standards\norms for collection development. The only statement in place about the acquisition of library materials is contained in the document by Ofori (1993), the current University Librarian, where it is stated that the library may only purchase not more than ten copies of prescribed books and not more than five copies of recommended books depending on the size of the number of students in a course.

Where a collection development policy exists collection evaluations are easier to undertake, as comparisons on the guidelines and procedures of developing a collection in that particular library can be carried out using the existing library policy. Where there may be controversies regarding the purchase of certain material for certain departments the collection development policy may be consulted.

Evaluations may be subjective or objective, qualitative or quantitative. Collection evaluations may, therefore lead to among other things, the modifications in collection development policies in order to increase the relevance of the collection or part thereof to meet the needs of the users, and may be a means by which the inadequacies of the collection may be detected and rectified. Because of large sizes of academic library collections, it is not often

that evaluations of the whole collection are done. In many cases parts of library collection such as a given subject/field may be evaluated. For this study, the psychology collection was chosen for evaluation.

1.2 STATEMENT OF THE PROBLEM

Psychology was chosen as a field of investigation because it has shown the largest student registration numbers in the Arts Faculty over the years. Table 1 above shows the distribution of student registration in the Arts Faculty from 1991 to 1995. The fact that the library has no written collection development policy and standards followed as guidelines towards the acquisition of library books raised some concern. One may ask whether or not departments such as psychology with such large student numbers are adequately served by the present collection, and whether or not the collection is able to meet both students and staff needs.

According to Ofori (1993: 4) the main function of the UNITRA Library

"is to store recorded information, bibliographical, electronic and audio-visual, and to make them available swiftly to students, faculty and research workers. The library constitutes an important learning, resource and information centre without which the aims of the university and its affiliated colleges and institutes cannot be realised."

Collection development in a university library is a cooperative endeavour between academic staff and professional staff. Logically, the first step in moulding a collection is the evaluation of the collection itself. Hannaford (in Stuart 1980:581) argued that the evaluation of a collection leads to a knowledge of the specific strengths and weaknesses of the collection. The evaluation of a collection should try and focus on those areas that need more attention

like fields that are over utilised in terms of the number of students registered, and also to check on the pertinency of the collection in terms of the courses offered by a review of the collection.

Jacobs (1995) in the findings of her study on the "Information seeking patterns among natural scientists, social scientists, and humanities scholars at the University of Transkei" argues that the present library collection is insufficient to meet the needs of the users and the library should make concerted efforts to obtain and provide information sources relevant to each department. She further recommends the evaluation of the collection to see whether it is supportive of and meets the needs of its users, especially the academic and research staff. This study is therefore an attempts to build on Jacobs' findings by focusing on the evaluation of the collection of one field of study, namely, psychology. The researcher, therefore, set out to investigate whether or not the psychology students at UNITRA from year 1 up to honours level were adequately served by the psychology collection in terms of accessibility, availability, and pertinence of the collection.

1.3 AIM AND RESEARCH OBJECTIVES

The aim of this study was to evaluate the psychology collection at the University of Transkei.

The following research questions were then asked:

1. Is the psychology collection adequate in terms of the accessibility of documents?

2. Is the psychology collection adequate in terms of the availability of documents?
3. Is the psychology collection adequate in terms of the pertinence of the documents?
And
4. Based on the findings, what pertinent issues could be taken into consideration in developing a collection development policy for the UNITRA library.

1.4 SIGNIFICANCE OF THE STUDY

As mentioned earlier, evaluations of the collection may lead to modifications in collection development policies in order to increase the relevance of the collection to the needs of the users. An evaluation of the psychology collection was, therefore, seen as important and potentially helpful to UNITRA librarians in their collection development. Evaluating the psychology collection would help facilitate future acquisitions to ensure adequacy of the collection. It would also help expose the strengths and weaknesses of the collection in terms of the objectives of the study. This would also help librarians identify existing gaps in their collection which would probably mean the acquisition of pertinent documents in terms of the curricula offered, and the anticipation of future demands by the present and potential users of the library.

It should also be mentioned that the ultimate beneficiaries of this study are the students and staff of UNITRA. The fact that one might modify a collection development policy in order

to affect future acquisitions, implies that present patterns of use can be taken to be good predictors of future use. Unlike Jacobs' (1995) study this is the first collection evaluation relating to one field of study offered at UNITRA. Other researchers may wish to evaluate collections relating to other subjects taught at UNITRA.

1.5 DELIMITATIONS OF THE STUDY

At the UNITRA library the undergraduates are not allowed to use the periodicals section, therefore, this study was limited to the book collection on open shelves and short loans section only, where all the psychology students have access to books. According to the University Librarian, lack of space in the library *per se* led to the exclusion of the undergraduates from using the periodicals section.

No attempt was made to use circulation statistics in order to determine pertinence of the psychology collection. The circulation statistics may be an indicator of pertinence to a certain extent, but the fact that some readers only use the books inside the library was also considered. The researcher, although recognising some of the other measures of pertinence, such as circulation statistics, acknowledged that one could not ignore in-house use. Both these measures are critical but very intricate to measure. The fact that the book was borrowed does not prove that it was used. Also the nature of the mini *thesis* could not allow use of all measures of adequacy in a study as small as this one.

This study was not aimed at measuring pass rates of students in order to determine pertinence. Pass rates *per se* could not be considered the only indicator of pertinence of the psychology book collection. From experience and observation, some students use their own books, especially the first year students who tend to rely more on their prescribed books which they have as personal copies.

The teaching staff were not asked for their views on the psychology collection. This is because some of them have their own collections. Although they are an important part for the evaluation, they were omitted to make the study manageable. The study was, therefore, limited to the use of the psychology book collection by all the 1995 psychology students from year 1 to honours level.

1.6 DEFINITION OF TERMS

Accessibility: the difficulties and ease (when searching in the catalogue) that users encounter in actually obtaining entries representing books. When an item is not immediately found it is followed up in terms accessibility, (Hall, 1985: 38). If an item can be identified in the catalogue but not located in the library shelf, that is, whether it is loaned out, in binding, misshelved, or no longer part of the library collection, then the item is not accessible. According to this definition accessibility will refer to bibliographic access not physical access.

Adequacy: proportionate to need, and relevant in terms of user satisfaction and curricula offered, (Clapp and Jordan, 1989: 161). In this study adequacy of the collection will refer to the collection that answers the users' needs by providing relevant books in terms of the curricula and other information needs relating to the study and research of psychology at UNITRA.

Availability: a measure of the extent to which the needs of patrons for specific documents are satisfied. Material are considered available when the library concerned has acquired an item, processed it, and the user finds it at the location indicated on the catalogue record, (Hall, 1985: 38). Availability refers to the physical availability of documents in a collection.

Collection development: a term which encompasses a number of activities related to the development of the library collection, including the determination and co-ordination of selection policy, collection use studies, collection evaluation, planning for resource sharing, collection maintenance and weeding, (White, 1986:6). In this study it will refer to the selection and acquisition of library material.

Collection evaluation: the assessment of the utility of a library's collection in relation to the users' needs (both expressed and potential), (Lancaster, 1988: 13). The objective of the evaluative study may be to identify strengths and weaknesses in the collection.

Document delivery: encompasses all functions and aspects of library work involved in providing the user with recorded information; that is, acquiring material, collection

development, immediate availability in the primary library catalogue, and shelf integrity as well as obtaining it from outside sources (interlibrary lending), (Steinberg, 1989).

Pertinence of the collection: refers to an item that is useful to the user in that it contributes to the satisfaction of his information need, (Lancaster, 1988: 129).

1.7 SUMMARY

What could have been a good psychology collection at UNITRA five or six years ago may no longer meet the curricula needs of the current psychology students. Therefore evaluations should be made to determine whether or not the collection is still meeting its objectives. Evaluations are easier to conduct where there are collection development policies. At UNITRA it is necessary that periodic evaluations be made especially as it is evident that the figures on student registration and library collection do not correspond when it comes to student-book ratio. Even though this was not the case, evaluations would still have to be made. Psychology had also shown the highest student registration in the whole university from 1991 up to 1995. The researcher then went on to investigate whether the psychology collection adequately served the psychology students in terms of accessibility, availability, and pertinence.

CHAPTER 2

LITERATURE REVIEW

2.1 OVERVIEW

The literature review will follow a thematic approach with the discussion focusing on the following topics.

- (i) Collection development and collection development policies.
- (ii) Collection evaluation.
- (iii) Studies on accessibility, availability, and pertinence of library collections.

2.2.1 COLLECTION DEVELOPMENT AND COLLECTION DEVELOPMENT POLICIES.

Library users make use of library services that are made known and available to them. The use of services and resources is stimulated by the desire to satisfy information needs. Baker and Lancaster (1991: 23) classify these needs into four major categories, namely; obtaining one or more items whose existence is already known, obtaining items dealing with a particular subject, getting answers to specific factual questions, and locating some unspecified item. Libraries have long built collections on the basis of potential use, now, they must be more responsive to the immediate needs of their users. As the published output of each

subject discipline increases, and library budgets remain stagnant or shrink, demand-based or use-based collection development becomes almost mandatory, (Britten and Webster, 1992: 238).

In order to try and meet the needs of the users the collection should be developed with the community that is to be served in mind, and the policy and goals of the library considered. The size and quality of the library collection, the usefulness of the tools providing access to the collection, and the ability and willingness of the library staff to exploit these resources will determine the extent to which these needs are promptly satisfied. The existence of a collection development policy in a library therefore plays a very important role because it serves as a guideline for collection development. And furthermore, academic libraries have traditionally paid lip service to the concept of written acquisition policies, but few libraries have them, (Rice, 1977: 310).

A written collection development policy is a document that can be referred to whenever there are problems regarding the acquisition of certain types of materials, for particular departments, concerning the budget, and so forth. Rice (1977:311) further recommends that the definition of the collection scope should be by subject field or area study. Tezla (1990: 49) concurs that once the collection development statement is completed it provides a written record of past, current and future collecting guidelines that can serve as a helpful public service tool. He suggests that the collection development policy statement "can be placed at the reference desk so that the reference librarian/selector can better respond to the "why" questions regarding such matters as the unavailability of a title, the size of the periodicals

collection in a subject field, the lack of books on a particular subject, or the level of materials (basic or research) the library collects in a field", (Tezla, 1990: 51).

A written collection development policy mainly serves a publicity function in drawing the attention of the university community to the fact that, for example, a transition from comprehensiveness to selectivity is taking place, (Rice, 1977: 310). A written policy also helps when the evaluation of a library collection is to be conducted. As mentioned earlier that with goals and purposes of the collection the collection development policy should serve as a yardstick against which evaluative measures are to be made, (Lockett, 1989: 3).

2.2.2 COLLECTION EVALUATION

Whenever the evaluation of use and user behaviour is to be conducted the library's goals and purposes must be kept in mind to prevent unnecessary changes in collection development policy. Clapp and Jordan (1989: 161-162) recommend periodic evaluations in library collections as what was a good collection some years ago may no longer meet the curricular and other information needs of the present users. According to Lancaster (1988: 12) collections are not only there to serve present users but also potential users. He therefore argues that if the evaluation focuses only on the demands (i.e. expressed) of present users and fails to study the needs lying behind these demands and latent needs, as well as potential needs of present users, "the danger exists of creating a self reinforcing situation".

Robbins *et al.* (1988: 1) feel that the right question to ask is "Are we yet there?" as opposed to "How good it is?" when applying the evaluation process to an activity. The authors view evaluation as a "process of checking on a regular basis to determine how much progress has been made towards a stated goal". Lancaster (1988: 15) on the other hand strongly believes that an evaluation should be diagnostic if it is to be more than an academic exercise, that is, it should collect data that indicates how a service performs and why it performs as it does, and should also give reasons why failures occur. The diagnostic evaluation will provide guidance to the librarians on what actions to take to improve the present services. Bonk and Magrill (1979: 305) list three important factors that may help decide how any library collection is:

1. What kinds of materials are in the collection, and how valuable each item is in relation to other items which are not in the library.
2. The kind of community served, in order to decide whether the materials in the collection are actually appropriate to that clientele, regardless of how valuable they may be in terms of an abstract evaluation of their worth.
3. The purposes which that collection is supposed to accomplish, given that particular community of readers.

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

important to know how people feel about a service. On the other hand, objective studies have results which are quantifiable.

Steynberg (1989: 373) argues that accessibility and availability being two attributes of document delivery should be measured quantitatively, although the addition of a qualitative element (i.e. perceptions of users) is also important. Mosher (1979: 16) is of the opinion that the use of the two techniques may give a balance that will give an idea of what is required in terms of changes to be made in the service. As mentioned earlier, according to Steynberg (1989: 373) the addition of a qualitative measure to a quantitative measure is very important as one may be able to find out what the users think of the document delivery system at their disposal. She believes that this affects their interaction with the library and negative perceptions, even if unfounded, can jeopardise their success in using what is there.

Baker and Lancaster (1991: 113) suggest that the library should choose the evaluation methods best suited to its purpose and evaluators will then scrutinise most collections in terms of the proportion of the demands they are able to satisfy. Kaniki (1987: 219) noticed that whichever evaluative technique might be used, the purpose of evaluating a collection seems to outweigh the technique itself, and thus, "the end [must] justify the means". Clapp and Jordan (1989: 161) suggest that the evaluation of the library should be done periodically, and it is wrong for the library administrator to simply assume that the collection satisfies all the users needs. They further point out that subjectivity of judgement should be reduced as much as possible by the use of a number of measurement techniques because the available methods are not completely objective or free of interpretation by the evaluators, nor are they foolproof in their application and outcome. It is a strongly held view by the evaluators that

if methods are standardised, applied and administered carefully, or used in combination with one another they can successfully demonstrate how well the library collection satisfies the purpose of the library.

Objective studies, also have results which are quantifiable. The use of both techniques, as suggested above, also becomes quite effective as the reason for evaluation is usually to discover how the service might be improved, and thus both opinions and quantifiable results are necessary.

The use of user opinions according to Lockett (1985: 11-12) is a procedure that requires a survey of user or user groups, obtaining verbal or written responses in interviews or questionnaires or on both. The goal of a user survey is to determine how well the library meets the user information needs. The survey relates directly to the needs of the users, and thus the goals and objectives of the library. Information from the user surveys is not limited to existing data, such as circulation studies, but should also reflect changing trends and interests of the users through direct feedback from the users.

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

2.2.3 STUDIES ON ACCESSIBILITY, AVAILABILITY, AND PERTINENCE OF LIBRARY COLLECTIONS.

Many studies have been conducted world-wide to measure how well a library is able to supply its users with the information that users need at the time they need it. Such studies have been conducted by different researchers at different times in different places with varying degrees of success. Most of these studies have been aimed at measuring the availability rate of documents in a collection. The studies were on the use of the library catalogue, and also to determine the accessibility and availability of books in the collection by the users of the library. Some researchers collected their data by means of user questionnaires, interviews, observations and simulations to assess the failure or success rate of the user in identifying and locating the documents in the library.

Most researchers feel that accessibility and availability cannot be separated as the former may lead to the latter. While most authors use pertinence synonymously with relevance or usefulness of the collection. Lancaster (1988: 129) defines pertinence as referring to the usefulness of the item in that it contributes to the satisfaction of the user's information need. This information need refers to the "real" need and not the "expressed" need. Some researchers on the other hand tend to judge the pertinence of the collection by the availability rate of the collection. Baker and Lancaster (1991: 143) argue that each availability study combines evaluations of the collection of user knowledge about how to use the library and an evaluation of the library practices that may inhibit access.

Librarians should concentrate on increasing accessibility and convenience to library services because this will decrease the "pain" and "cost" of using these services, (Baker and Lancaster, 1989: 27). These authors go on to give various types of accessibility that have relevance to libraries:

1. *Societal accessibility* is the need for society to provide certain types of information, allocating the resources necessary to satisfy these information needs.
2. *Institutional accessibility* is the need for the existence of organisations to provide the desired information to particular individuals or group of individuals.
3. *Psychological accessibility* relates to the "friendliness" of an information source, e.g. a user may refuse to consult a librarian who is perceived to be unsympathetic to the user's needs.
4. *Intellectual accessibility* refers to an individual's capacity for understanding library resources (e.g. a catalogue) and using information sources provided.
5. *Bibliographic accessibility* is provided by librarians through catalogues, indexing, and abstracting tools or some types of selective dissemination of information (SDI).
6. *Physical accessibility* is an ability of an individual to have easy access to the information service and to the resources it provides.

A survey on availability may include all users of the library, or it may focus on a sample of these users as this study has done. Availability studies include catalogue use studies and shelf availability studies. The two work hand-in-hand because they involve the probability that the user will find the book on the shelves of the library given he has identified an entry for it in the library catalogue. The catalogue is therefore the most important key to a library's collection. The catalogue helps to show whether the library owns an item on a specific

subject, and items whose identity is known, either by author or title, and to indicate where items can be found in the library. According to Lancaster (1988: 17) catalogue searches are performed either to:

- (i) determine whether or not the library owns a particular book or item - known item search. The user will presumably have details on author or title or both, that is, the user will ask questions like:
 - (a) Has the library acquired the desired title?
 - (b) If acquired is it in circulation?
 - (c) If not in circulation, is it available on the shelf?
 - (d) If available on the shelf, can the user retrieve it successfully? Or,
- (ii) identify items owned by the library that deal with a particular subject - subject search.

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

led to 46% failure rate were analysed by source and type of failure, and subjective observations concerning problems encountered by patrons were recorded.

Shelf availability studies, therefore, determine whether or not any item presumed to be in the collection is actually available to the user, (Locket, 1989: 11). Locket further states that other methodologies depend on simulation, which monitors user inquiries directly, and measures how often the collection is deficient when a user cannot find an item, and how often the user's errors cause an item to be inaccessible. Collection deficiencies may take the form of titles not owned or an insufficient number of copies of a given title. The information gathered will identify the causes of user and library failures that should lead to corrective action and changes, as mentioned also above.

Steynberg and Rossouw (1993: 837) conducted a study on the availability of research journals in South African medical libraries. Accessibility categories were used to reflect the status of an item. The current status of accessibility and availability of biomedical journals was found to be high at all the libraries, with a national average of 87,8%. The objective of the study, however, was not to compare the performance of individual libraries with one another, but rather to evaluate the national availability of biomedical research journals. Steynberg and Rossouw (1995: 78-84) later investigated the level of the availability of the national biomedical research journal collection in South Africa, this time testing or reevaluating Orr's Document Delivery Test (DDT) on the journal collection. The results of the DDT indicated a satisfactory level of availability of important journals in South Africa, as well as a good distribution among the seven test libraries.

Authorities on the subject of adequacy and pertinence reject the notion that the adequacy of the library collection can be measured in terms of the number of books that it contains. That will mean relying on the quantitative technique only, and that kind of judgement can be tantamount to rating a university on the basis of its enrolment. As it is agreed that the actual number of books is not a stable measure of the adequacy of the collection, more important than that is the extent to which the selection of volumes accurately reflects the needs of the institution as defined in its educational task. Clapp and Jordan (1989: 154-155) are of the opinion that the adequacy of each institution's resources must be judged in terms of its programme. Therefore, every academic library must be evaluated in its own setting rather than by comparison with general patterns or norms, because each library must support a particular educational programme.

Clapp and Jordan (1989: 161-2) concur that the adequacy of the library collection may be difficult to quantify, and that difficulty arises from the quantity of detail and a number of variables involved. That means that the adequacy of the entire library is made up of the adequacies of its parts. Wall (1994: 194) argues that if the quality of a library lies in its capability to meet the needs of the users, then the ratio of supply-demand will be an ideal indicator of the quality of a collection. Unfortunately, he goes on, many demands are unexpressed or unrecorded. Nonetheless, satisfaction-rate or availability-rate, the observed proportion of demands found by users, has been advocated as a serviceable measure of quality.

The Liverpool Polytechnic study conducted by Revill (1987: 14-30) on "availability as performance measure", found that measures of availability are advocated as performance

indicators for libraries within higher education and for purposes of interlibrary comparison. Though the Liverpool Library expected low availability rate on the library, they found 69% success on availability.

As mentioned earlier, users expect to find materials in the library within a reasonable time, otherwise frustration occurs. When Rinkel and McCandles (1983: 29-37) conducted a study applying a methodology analysing user frustration at Illinois University, they found that skilled users were more successful than the less experienced. The 72% immediate availability was, however, attributed to the computer system which gave full location and availability status to patrons who did not even request for them.

2.3 SUMMARY

A carefully written collection development policy could be used as a guideline in the selection and acquisition of library materials, and also during periodic evaluations of the collection or parts thereof. The use of both quantitative and qualitative measures could give a balance in the results of the evaluation. There are many factors affecting the accessibility, availability, and pertinence of the collection, such as the state of the preparedness of the user, completeness and accuracy of the information brought by the user, acquisition errors, and catalogue errors.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURE

3.1 OVERVIEW

In Chapter 1 the problem of this study was stated. This research problem was further articulated and put into perspective in Chapter 2. This chapter presents the methods used to address the research problem. This will include the method of study, sampling procedure, instrumentation, data analysis procedures, and validation and reliability estimations.

3.2 METHOD OF STUDY

The survey method was chosen as the most appropriate method of research for this study. According to Nachmias and Nachmias (1985: 179) this method allows the researcher to approach a sample of individuals presumed to have undergone certain experiences, and then try and elicit some responses (written or oral) from them concerning these experiences. The obtained responses then constitute the data upon which the research problems are examined. This study also followed the same procedure in order to obtain responses from respondents who are the 1995 psychology students of UNITRA. In this method both the quantitative and qualitative measurements were used.

3.3 SAMPLING PROCEDURE

The Arts Faculty provided a computer generated list of the registered students in the Psychology Department at UNITRA in 1995. Table 2 shows the distribution of registered students, both full-time and part-time, in psychology (including industrial psychology) in 1995 from Year 1 to Honours level.

TABLE 2

**Distribution of student registration at different levels
in the Department of Psychology.**

	YEAR 1	YEAR 2	YEAR 3	HONS.	TOTAL
TOTAL	693	249	164	24	1123
SAMPLE	156	60	42	6	264
%	60	23	15	2	100

As indicated in Table 2 the sub-populations in this study are heterogenous, that is, they range from Year 1 to Honours level, therefore, a proportionate random sampling was used to select respondents from each stratum. In this sampling approximately a quarter was calculated from each stratum. The advantage of using proportionate random sampling is that one draws the same percentage from each stratum, and that ensures proportional representation of the whole population in the research sample, and thus, gives an equal chance of selection of all cases. Questionnaires were distributed during the students' free tutorial classes. Questionnaires were hand-delivered to students when they were all seated, there was no specific order followed.

3.4 INSTRUMENTATION

The survey research uses three basic techniques to elicit information from respondents, namely, personal interviews, telephone interviews, and questionnaires. The researcher, chose the questionnaire as the most suitable technique for this study. Most researchers regard the questionnaire as an impersonal survey but it does have some advantages that make it an attractive technique in research. The questionnaire is lower in cost than the other two types mentioned above, it offers greater anonymity to respondents and makes access to respondents easier. In Chapter 2 it was mentioned that other researchers elsewhere have also used the questionnaire on similar studies with greater success. Baker and Lancaster (1989: 127) also concur that the use of a questionnaire in studies conducted to date, was considered the best way to measure in-house use. Questionnaires allow categorisation of a variety of factors relating to the specific items used, they are easy to administer, and are used to get relevant information about users themselves. The questionnaire, also, has some disadvantages: it eliminates personal contact between the interviewer and the respondent, it does not permit the respondent to qualify answers to ambiguous questions, and only those highly opinionated regarding the subject of a questionnaire are more likely than others to be motivated enough to complete and return it.

3.4.1 THE QUESTIONNAIRE DESIGN

The questionnaire (in Appendix 1B) focused on the research problems mentioned in Chapter 1 as being the essential variables affecting psychology students in the library at UNITRA.

The questionnaire was divided into three parts:

PART 1 - Biographical and enrolment data. This included the following information: year level of study, first registration at UNITRA, gender, age, full-time/part-time, and degree or diploma registered for.

PART 2 - General questions relating to library use and users. The type of questions in this category included the "yes-no", "satisfactory-unsatisfactory", "most often", "often", "rarely", "never" questions.

PART 3 - The adequacy of the psychology collection in terms of accessibility, availability, and pertinence was the main focus of Part 3, and in this regard Part 3 had three sections. Respondents' responses were rated from "Strongly agree to strongly disagree". The last part of this section allowed the users to give their comments and suggestions concerning the UNITRA library.

3.5 VALIDITY AND RELIABILITY

To ensure validity and reliability of the instrument used in this study, the supervisor checked the instrument personally and gave his comments and suggestions. The researcher after effecting some minor changes gave the instrument to colleagues for more comments. On piloting the instrument, a group of students from the target population was given the instrument prior to distribution to the whole target population. This helped the researcher in

determining the time the respondents would take to complete the questionnaire, and it also helped in checking for ambiguity in the questions themselves. No changes were made to the actual instrument.

To make sure the respondents answered the questions freely, and to ensure confidentiality in their responses, respondents were asked not to write their names on the questionnaires. The questionnaires were hand-delivered to psychology students in their tutorial classes with the help of one of the tutors during their free classes. The classes were considered "free" in the sense that the questionnaires were administered after the end of lectures before the final examinations in October 1995. Respondents were asked to complete the questionnaire inside the lecture room and then leave it with either the researcher or the tutor. It is worth mentioning that the researcher was present in all instances.

October was regarded as the perfect time for the collection of data for this study in that even the Year 1 students were considered as already culturised in the use of the library, though this would have not much impact with the senior students. This means that Year 1 students were, during this period, considered more at ease with the library and its use than they were at the beginning of the year.

3.6 CODING AND ANALYSIS OF DATA

Analysis of coded data was carried out by means of a statistical package, SAS (Statistical Analysis System) to yield descriptive data in the form of frequencies and percentages. These

were in turn used to further represent data in the form of pie-charts and histograms. All the above helped the researcher find solutions to research questions posed.

3.7 SUMMARY

The method of study chosen, survey method, allowed the researcher to approach a sample of individuals presumed to have undergone certain experiences (library use), and tried to elicit some written responses from them. A proportionate random sampling was used which allowed equal chance of selection of all cases. A structured questionnaire was used to record responses which were thereafter analysed by means of SAS package.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter gives the presentation of information contained in the questionnaire, that is, the questions and responses given by the respondents who were the 1995 UNITRA psychology students. The analysis and results are presented in the form of figures and tables, and then the discussion follows. This chapter starts with the presentation of biographical information, then the general information relating to library use, and lastly, presents information relating to each of the research questions.

The aim of the study was to evaluate the psychology book collection at the UNITRA library. The study was conducted towards the end of October in 1995. Questionnaires were distributed to a sample of students registered for psychology in 1995 from Year 1 to Honours level. The research questions that the study was aimed at were the following:

1. Is the psychology collection adequate in terms of the accessibility of documents?
2. Is the psychology collection adequate in terms of the availability of documents?
3. Is the psychology collection adequate in terms of the pertinence of documents? And
4. Based on the findings, what pertinent issues should be taken into consideration in developing a collection development policy for the UNITRA Library.

Table 3 shows the psychology population registered in 1995, the sample used, and the selected sample (in brackets) for the study.

TABLE 3
Psychology students registered in 1995

	YEAR 1	YEAR 2	YEAR 3	HONS.	TOTAL
TOTAL	693	249	164	24	1123
SAMPLE USED	154 (156)	58 (60)	37 (42)	6 (6)	255 (264)
%	60	23	15	2	100

Table 3 represents the numbers of the psychology students (population) registered in 1995 and the research sample which was used in the study. The number of respondents who actually took part is 255 as against the selected sample of 264. The percentages shown below were in line with the stratified random sampling used to select students for the study.

In each of Year 1 and Year 2 two respondents did not return the completed questionnaires, in Year 3 five questionnaires were not returned, while all Honours students returned their questionnaires. The questionnaires unaccounted for were of students who were absent in the tutorials. The reason for the high return rate could be attributed to the fact that the researcher with the help of the psychology tutor distributed the questionnaires during the students'

tutorial classes. They both waited for the respondents to finish filling in the questionnaires in class, and thereafter collected them.

4.2 BIOGRAPHICAL DATA

This section presents biographical information emanating from the questionnaires given to the students. This information will be given in order to contextualise the findings of the study. It is envisaged that the knowledge of the characteristics of the sample presented in this section will help the reader better understand the findings themselves which relate to the research questions in this study.

4.2.1 SEX DISTRIBUTION AND REGISTRATION STATUS

The sex distribution of the students who constituted the research sample of this study was 72% (female) and 28% (male), a ratio of 3:1. The registration status of the respondents was 67% (full-time) and 33% (part-time) which indicates that in the psychology department at UNITRA there were more full-time than part-time students in 1995. The percentage of the part-time students though lower than that of the full-time students could have an effect on the research questions in the sense that literature has shown that distance (*i.e.* between place of residence and library) plays an important role on the use of the library.

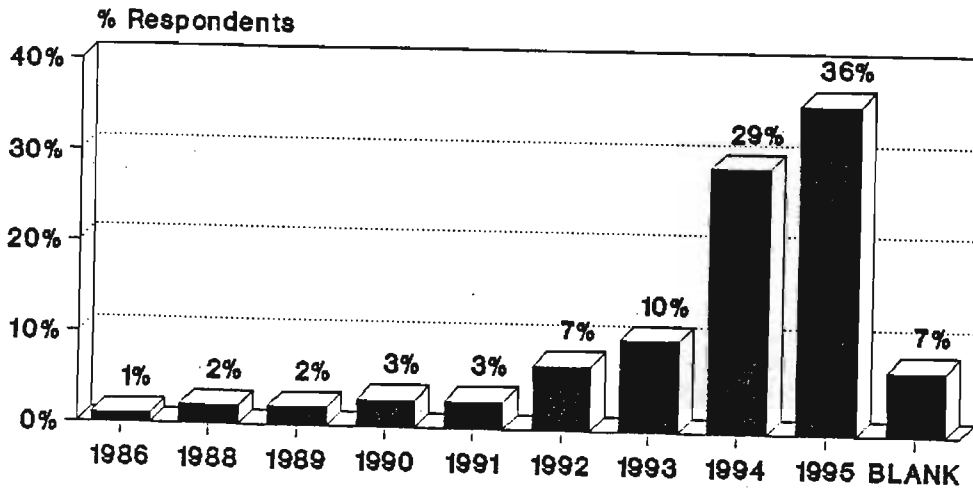
Palmer (1981), (in Baker and Lancaster, 1989: 30), in his study "The effects of distance on public library use: a literature study", found that with users who resided within 5 miles of the library use declined rapidly as distance from the nearest branch increased. Students use of the academic library is related to the distance students live from the university, and that the typical person considers accessibility or convenience before considering other selection factors relating to either one item or to the collection as a whole. The argument is that the responses of the part-time students who may not have had enough time to use the library owing to distance from the library, may have impacted on this research negatively. The use of the library by the part-time students differs from the use of the library by the full-time students. The difference is caused by the distance to the library, and the time available for use of the library.

4.2.2 YEAR OF FIRST REGISTRATION

Figure 4.1 represents the respondents' year of first registration at UNITRA.

FIGURE 4.1

Year of first registration



This figure shows that there was a wide range of students participation in terms of year of first registration. There was a ten year period covered since the first students in the sample registered at UNITRA. This should give a good indication of the state of the psychology collection in terms of the students' satisfaction in relation to accessibility, availability, and pertinence. A relatively small percentage (28%) registered in or before 1993. The highest percentage is that of 1995 (first year students), also there are students who registered as early as 1986 and 1988, this will help give perceptions of those who have long been at the university in terms of accessibility, availability and pertinence of the psychology collection. It is also worth noting that from the sample chosen no students indicated that they registered in 1987.

4.3 GENERAL QUESTION RELATING TO LIBRARY USE

4.3.1 PARTICIPATION IN STUDENT ORIENTATION

FIGURE 4.2

Participation in student orientation

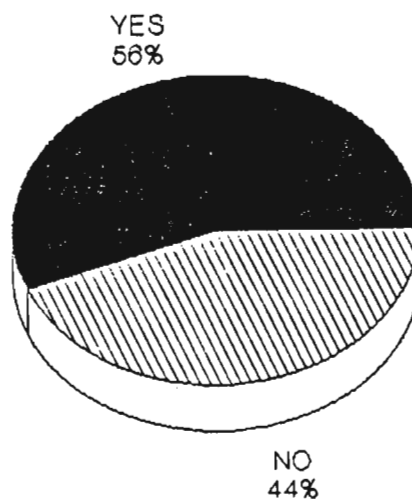


Figure 4.2 shows the distribution of students who participated in library orientation during their first year of registration. This figure shows that 143 (56%) of the respondents participated in the library orientation, while 112 (44%) did not. One contributing factor for the apparent low percentage of student participation in the orientation programme could be that, some students tend to register late, and therefore, miss the library orientation which is usually offered before the lectures commence. Only those respondents who attended the library orientation programme were to answer the question on whether or not they benefitted from it in respect of their work.

4.3.2 EASE OF USE OF LIBRARY

Table 4 represents the number of respondents who did experience difficulties and those who did not experience difficulties in using the library.

Table 4

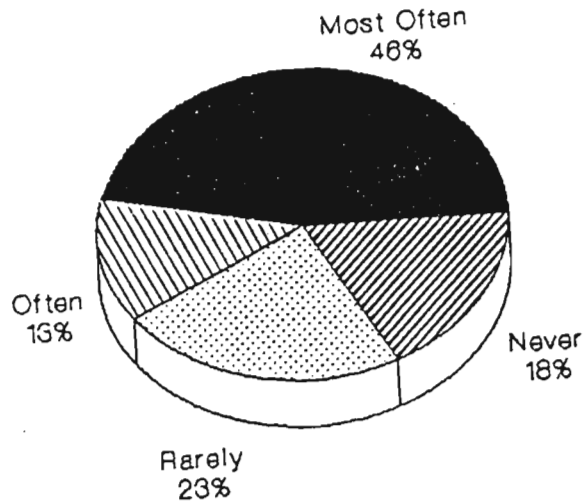
Do you experience difficulties in using the library?

	YES	NO	TOTAL
NUMBER	82	173	255
PERCENTAGES	32%	68%	100

The responses to the question on whether or not students experienced difficulties, and the frequency of experiencing those difficulties in using the library are presented in Figure 4.3.

FIGURE 4.3

Frequency of experiencing difficulties



The majority of the respondents (68%) reported that they did not experience any difficulties. However, 32% admitted that they experienced some difficulties. This illustrates the need for library orientation even long after the Student Orientation Programme that normally takes place at the beginning of the year.

Figure 4.3 above shows how often the respondents experienced difficulties in using the library. Only those who experienced problems answered the question on the frequency of experiencing difficulties. The figure shows that almost half the respondents (46%) most often experienced some difficulties. This is quite significant and goes even beyond the 36% who indicated that they experienced difficulties often and rarely. It appears that even some of the respondents who reported that they did not experience problems are now admitting that they, in fact, do so.

4.3.3 SEEKING HELP TO LOCATE BOOKS

The responses to the question on whether the students sought help in locating the books are presented in Table 5.

Table 5

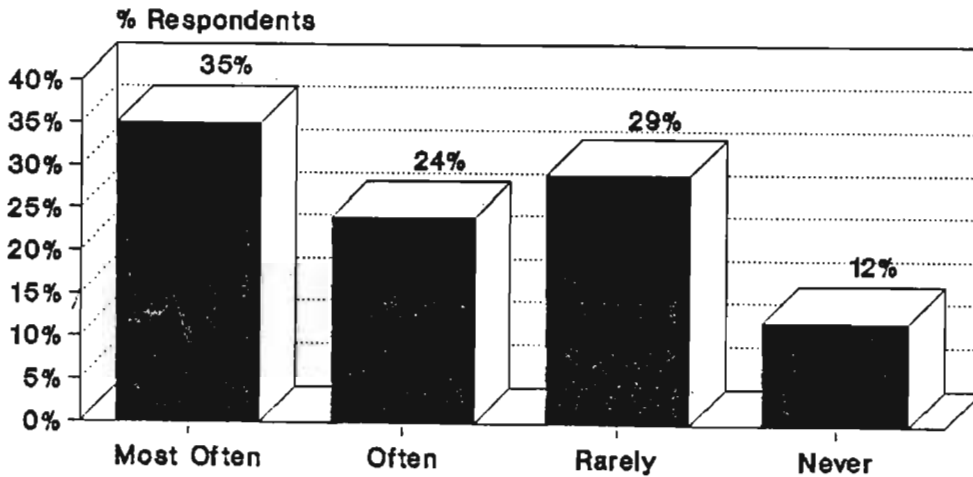
Do you seek help to locate the books?

	YES	NO	TOTAL
NUMBER	135	120	255
PERCENTAGES	53%	47%	100

The responses on how often help was sought in locating the books are given in Figure 4.4. The number of respondents who agreed that they sought help were 135 (53%) out of a sample of 255. These are the respondents who answered the question on the frequencies of seeking help.

FIGURE 4.4

Frequency of seeking help to locate books



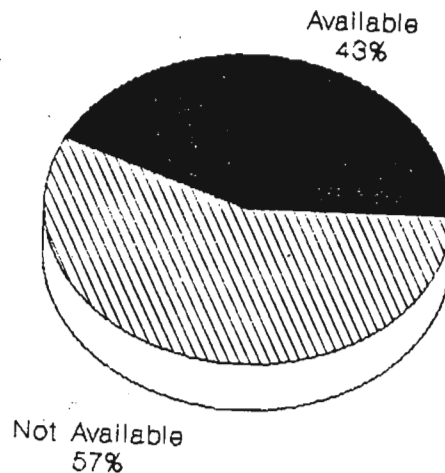
It is possible that the students who did not seek help (47%) are those who attended the library orientation, and/or those who may have had experience with libraries. Table 4.4 shows the rate at which help is sought in locating books in the library by the psychology students. Thirty-five percent (35%) "most often" seek help, which means that the librarians have a lot of work on their shoulders as they also have to attend to other reference questions. Twenty-four percent (24%) (often) also means that more help is sought in the library. The respondents who "rarely" seek help constitute only 29% of the sample, and the 12% (never) would suggest that only 12% are fully independent in locating books in the library. However, studies have shown that users will not ask a librarian for assistance when they have a question primarily because they perceive that the librarian is busy, and thus, unavailable to help them, (Baker and Lancaster, 1989: 32).

4.3.4 PRESENCE OF LIBRARY SERVICES AT HIGH SCHOOL

The representation of whether or not library facilities were available at high school is shown in Figure 4.5.

FIGURE 4.5

Availability of library at high school



The figure shows that 43% of the respondents in the study did have library facilities at high school. This is quite an improvement in the region because libraries, especially school libraries, have not been available because of the lack of funding and the shortage of trained librarians. The Non-Governmental Organisation (NGO) which has had a contribution in the establishment of a number of school libraries in the Eastern Cape is Read, Educate, and Develop (READ), and therefore should be commended on this good work.

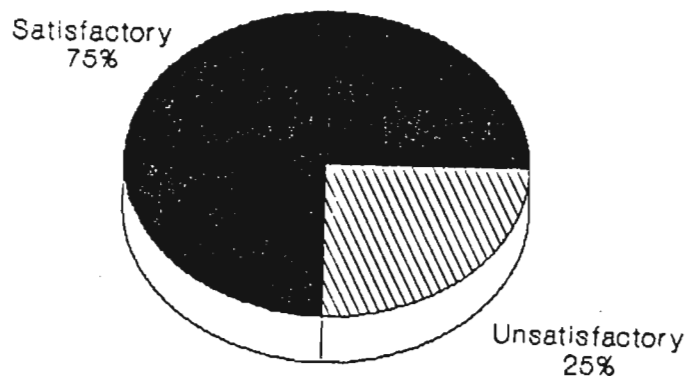
The absence of library facilities at high school would have more influence on first year students than other categories in relation to the research questions. Literature has also confirmed that previous experience with library facilities increases use and decreases tension associated with the use of library. Baker and Lancaster (1989: 32) concur that experience with a particular library service or tool, or with the library in general, can change a person's perception of its accessibility and ease of use. They also found that people who were exposed to libraries as children tend to use them more than people who were not.

4.3.5 RESPONDENTS PERCEPTION OF LIBRARIANS' ATTITUDE

The respondents' perception of the attitude of the librarians in assisting them in the library is represented in Figure 4.6.

FIGURE 4.6

Perception of librarians' attitude



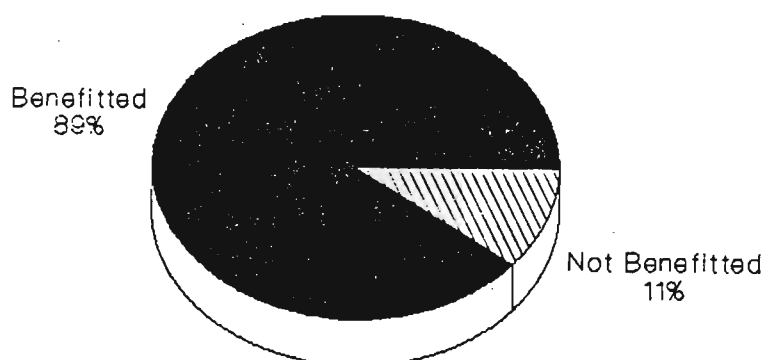
The figure indicates that 75% of the respondents were satisfied with the attitude of the librarians, and only 25% were dissatisfied. There are many reasons that could lead to the users dissatisfaction, one of them could be related to the fact that sometimes the librarians are unable to provide the students with their information needs, when, for example, a book cannot be found in the library. The student might perceive this as a service not rendered. Users are more satisfied when they deal with the caring librarians who show friendly traits than with those who remain polite but distanced themselves from their users, (Gorthberg, 1976: 126-129).

4.3.6 RESPONDENTS' PERCEIVED BENEFITS FROM ORIENTATION

The respondents' perceived benefits from library orientation is shown in Figure 4.7.

FIGURE 4.7

Benefits from orientation



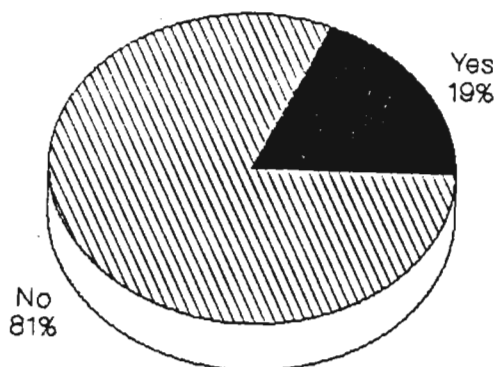
In this part only those students who attended the first library orientation were to answer this question. Figure 4.2 showed that only 56% attended the orientation, meaning that out of a total of 255 respondents 143 attended. Figure 4.7 shows that 89% of 143 respondents benefitted from library orientation in respect to their work, which confirms the success of the orientation programme. Baker (1986: 35-41) concurs that bibliographic instruction may decrease the failure rates of catalogue searches. This was found in a 50-minute workshop covering search basics, and users who attended made fewer errors in searching online catalogues than those who did not attend. Childers (1978: 87), although dealing with public libraries; suggests that libraries must engage in active and ongoing training programmes to have successful information and referral services.

4.3.7 ATTENDANCE OF OTHER LIBRARY PROGRAMMES

Figure 4.8 shows the responses given by the psychology students on whether or not they did attend other library orientation programmes since their first registration at UNITRA.

FIGURE 4.8

Attendance of other library orientation programmes



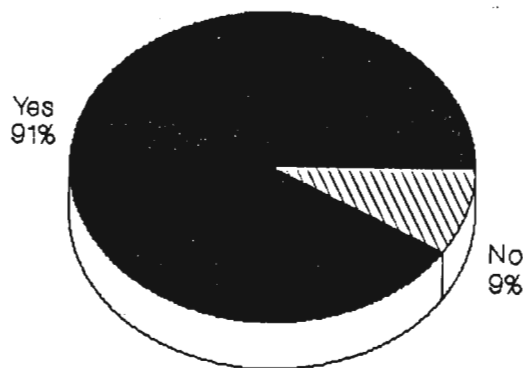
The figure indicates that only 19% of the respondents attended other library orientation programmes. It is possible that this percentage could be representing those students who had been at UNITRA for more than a year, students who were registered for Information Science, and also those students who were taken to the library by their individual lecturers. In the previous figure, 89% of the respondents indicated they benefitted from library orientation in respect to their work, and in the present one 81% indicated they never attended any other library orientation programme since their first registration at UNITRA. This shows that the library orientation offered at the students' first registration, even when no other library orientation had been offered during their tuition, is quite beneficial when students are trying to locate books in the library.

4.3.8 SHOULD THE LIBRARY CONTINUE TO OFFER LIBRARY ORIENTATION

The respondents' responses on whether or not the UNITRA library should continue to offer other library orientation programmes are shown in Figure 4.9.

FIGURE 4.9

Should library run other programmes?

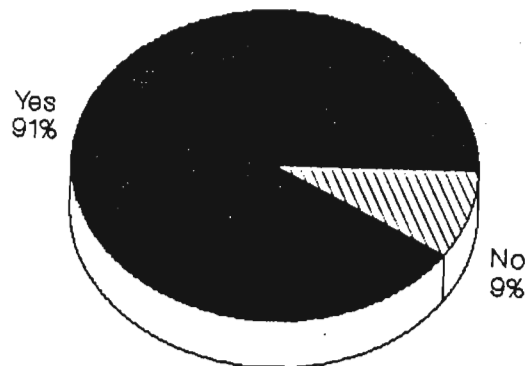


The figure indicates that 91% of the respondents felt that the library should continue running other library orientation programmes. This figure could be representing those who benefitted from the orientation, and also those who did not attend orientation but might have seen their counterparts working with ease in the library. The other 9% could be representing those who experienced difficulties in the library, and/or those who felt confident with their ability to locate books in the library. This could have an impact on the research questions, especially on accessibility, because absence in library orientation could result in difficulty in using the catalogue which could in turn result in low accessibility and availability rates.

4.3.9 WHETHER LECTURERS ENCOURAGE USE OF THE LIBRARY

The question on whether the lecturers encourage students to use the library is represented in Figure 4.10.

FIGURE 4.10
Lecturers encourage use of the library



It is indicated in the above figure that 91% of the respondents are encouraged by their lecturers to use the library. This also shows that as early as Year 1 students are given assignments and other projects that require them to make use of the library in order to find the information.

The questions asked above relating to general use of the library could have an impact on accessibility, availability, and pertinence of the psychology collection. To mention a few

possible relationships, a user who attended orientation at the beginning of the year could find it easy to use the catalogue, identify entries, and locate books on the shelves. Studies have also shown that user errors such as the completeness and accuracy of the information brought by the user, misshelving, catalogue errors, and the attitude of the librarians could have an influence and could affect the research questions that follow.

4.4 ACCESSIBILITY OF BOOKS IN THE PSYCHOLOGY COLLECTION.

The following discussion will focus on the first research question, that is, whether or not the psychology collection is adequate in terms of accessibility of documents. The previous discussion also looked at the question of accessibility of books although it was rather general in nature. Accessibility has been defined in Chapter 1 as "the difficulties and ease (usually measured in time delays) that users encounter in actually obtaining materials. When an item is not immediately found it is followed up in terms of accessibility", (Hall, 1987: 38). What this definition refers to is - if an item can be identified in the catalogue but not located in the library shelf, that is, whether it is loaned out, in binding, misshelved, or no longer part of the library collection, then the item is not accessible.

4.4.1 RESPONDENTS' PERCEIVED ACCESSIBILITY OF BOOKS

Whether or not the psychology book collection is adequate in terms of accessibility of books is shown in Table 6.

TABLE 6**The distribution of responses on accessibility**

	SD	D	A	SA
1. Borrower cards are sufficient...	30 (12%)	83 (33%)	98 (38%)	44 (17%)
2. Opening hours are flexible...	23 (9%)	70 (28%)	133 (52%)	29 (11%)
3. Identifying books is no problem.	35 (14%)	76 (30%)	101 (40%)	43 (16%)
4. I understand the system used...	24 (9%)	53 (21%)	138 (54%)	40 (16%)
5. I always copy the correct number	11 (4%)	38 (15%)	139 (55%)	67 (26%)
6. Librarians are always helpful...	60 (24%)	56 (22%)	90 (35%)	49 (19%)
AVERAGE	30 (12%)	64 (25%)	117 (46%)	44 (17%)

**Key: SD=Strongly Disagree, D=Disagree,
A=Agree, SA=Strongly Agree**

The responses given on this research question vary from "Strongly Agree" to "Strongly Disagree". Sixty-three percent (63%) responded positively on the question of accessibility of books. Of the 63%, 46% agreed that the books were accessible, and 17% strongly agreed. This shows that most psychology students are satisfied with the accessibility of books in the psychology collection. The "Agree" percentage may also show that those students are able to find their way in the library. The 25% "Disagree" and the 12% "Strongly Disagree"

represent the respondents who are not satisfied with the accessibility of books, and thus, needs careful consideration by the library staff.

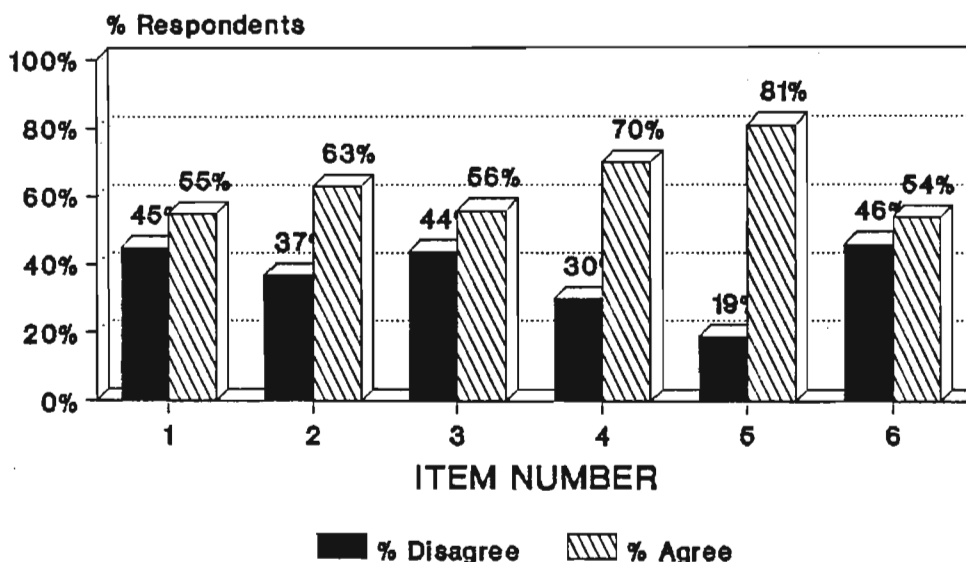
The registration status of the students could have had an impact on this since the part-time students are rather disadvantaged on the issue of convenience and accessibility. Baker and Lancaster (1989: 14-15) argue that the overall mission of a library is to make the universe of bibliographic resources, or at least that portion having the most immediate relevance and interest, maximally accessible to its particular user population (restricted geographically or by institutional affiliation). Also attendance and non-attendance at orientation programmes may influence accessibility. A person who "learns" through orientation, for example, how to identify a book may find accessibility easier.

4.4.2 COMPARATIVE RESPONSE PROFILE ON ACCESSIBILITY

Figure 4.11 shows the comparative response profile on the accessibility of books in the psychology collection by each item on accessibility, as reflected in Table 6.

FIGURE 4.11

Response profile on accessibility



KEY: Item 1-Borrower cards are sufficient for my needs.

Item 2-Opening hours are quite flexible.

Item 3-Identifying books is no problem.

Item 4-I understand the system used for locating books.

Item 5-I always copy the correct shelf number.

Item 6-Librarians are always helpful to students.

The questions on accessibility are here represented by item numbers. Item 1 was on whether the borrower cards were sufficient for the respondent's needs. Forty-five percent (45%) disagreed, while 55% agreed. The number of borrower cards that were given to students at UNITRA library depended on the year level of study, for example, first year students were given four cards each, and the number increased with level. On Item 2 dealing with the flexibility of library opening hours, 37% of the respondents disagreed and 63% agreed.

Because a larger percentage represents the satisfied students with the library opening hours, that could be left unchanged for a while. Library hours are sometimes a barrier to use, (Dirmeik, 1982:155). Dirmeik, although referring to public libraries, asks whether librarians have compensated by opening earlier at week-ends and closing later for those who do not have enough time during the week. UNITRA library does not open on Sundays and it closes at five o'clock on Saturdays. That would affect the part-time user's perception of the accessibility of the library services.

Item 3 asked whether or not respondents experienced problems in identifying books in the library. Forty-four percent (44%) did experience problems, and 56% did not experience problems. This is, however, a low rate for accessibility. This takes us back to the question of library orientation, that almost all psychology students agreed that they need to be orientated during their first year of registration, and that the library should offer more orientation programmes.

Item 4 shows the responses given on the question "I understand the system used for looking up books". This referred to the DDC (Dewey Decimal Classification System) notation which the UNITRA library uses for subject representation. Seventy percent (70%) understood it while 30% did not. Dirmeik (1982: 155) suggests that libraries could facilitate both purposeful searching and browsing by relaxing the confines of a classification system. Dirmeik (1982: 155) mentions the DDC as one of the confusing rather than the clarifying systems to laymen. The suggestion given by Dirmeik could be implemented easier in public or school libraries than in an academic library where purposive use is extremely important.

Again the variables in this study could be affected by the misunderstandings of the systems and guides used in the library.

Item 5 was on whether or not the respondent always copied the correct location number. On this item, 81% said they did copy the correct location number, while 19% did not. This also agrees with their responses on the previous question in that the largest number (70%) understood the system for locating books, while 30% did not. However, many authors feel that the frustration of the user when using the catalogue could hamper his future ability to use the library.

On whether or not librarians were always helpful when students could not locate books, (i.e. Item 6), 46% were dissatisfied with the assistance offered by the librarians, (an indictment of the librarians and a cause for concern) while 54% were satisfied. This could be compared with the responses on the respondents' perception of the attitude of the librarians, 75% were satisfied, while 26% were not (Figure 4.6). In the present question the margin on the two responses is somewhat disappointing. One would have liked to see a somewhat wider margin in favour of finding the librarians to be helpful in enabling students to locate books.

Baker and Lancaster (1989:31) warn that it is not enough for librarians to make a particular service, tool, or library accessible. The item will not be used until the user perceives it as accessible. Issues of the "library staff to the students" may also need to be examined more closely. It might happen that there are relatively too few library staff serving a much higher student body. The state of computerisation of the library may also be a contributing factor in that it would be much easier to assist students had the information been computerised.

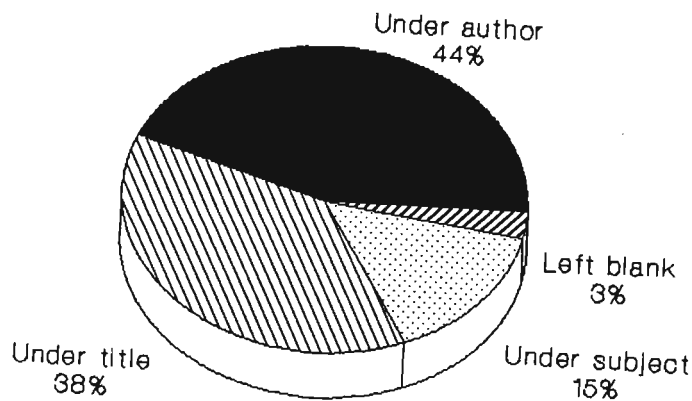
Computerisation of the library materials makes library use easier in that when the user is looking for a book under the author's name all books written by that author will be shown on the screen. More information will be shown under title, subject, and also status information.

4.4.3 RESPONDENTS' PROCEDURE FOR LOCATING BOOKS

Figure 4.12 gives the percentages on the respondents' procedure for locating books in the library

FIGURE 4.12

Procedure for locating books



A large number of psychology students (44%) mainly use the author's surname (or look under author) when looking for books in the library. Figure 4.12 also shows that the next percentage (38%) represents the respondents who look under title. Only 15% look under subject, and 3% of the respondents left the question unanswered. The 44% and 38% indicate that the students use the author and the title of the books which they had probably been given by their lecturers. This also shows that the students are not eager to explore what the subject catalogue could have, or the unknown, but want to look for books they are sure will give the required information. For those who look under author (i.e. 44%) the suggestion could be that it is easier to remember the author's surname than the probably very long title of the book.

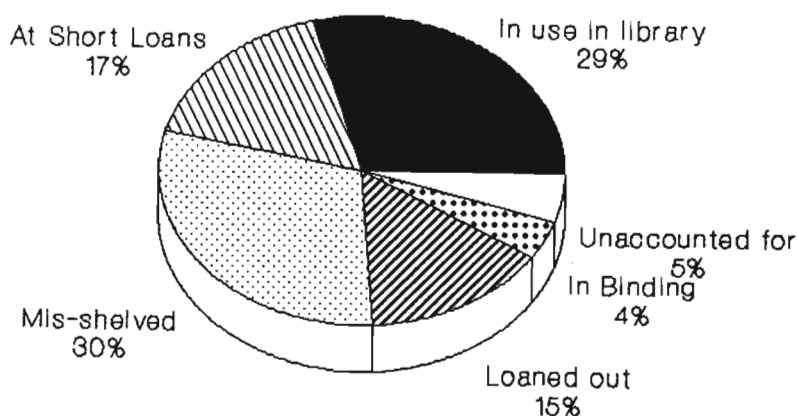
The low percentage of those who look under subject is explained by Markey (1985: 34-51) that users avoided using the subject heading guides for choosing the correct term under which to conduct a catalogue search because they did not understand what the "x", "xx", or "sa" abbreviations meant.

4.4.4 REASONS FOR NOT BEING ABLE TO LOCATE THE BOOKS

The reasons for not being able to locate the books in the library are shown in Figure 4.13.

FIGURE 4.13

Reasons for not locating the books



When the students visit the library they expect to locate the books they are looking for, unfortunately that does not always happen. The librarians are there to assist the students with their information needs, and if a book cannot be located it should be traced and the information on its whereabouts be given to the student. One of the following reasons will be given: the book is; in use in the library, at short loans section, misshelved, loaned out, in binding, or even unaccounted for.

The overall picture shown above is that the respondents indicated that when the books were not located in the library they were misshelved (30%), in use in the library (29%), at short loans section (17%), loaned out (15%), unaccounted for (5%), or in binding (4%). The above discussion confirms that status information is very important in the library. This type of information should be written on the entries representing books (*i.e.* in the catalogue cards). This will facilitate the use of services and resources available in the library. This

indicates that the librarians at UNITRA are able to trace and give reasons for the books not located in the library by the students.

4.5 AVAILABILITY OF BOOKS IN THE PSYCHOLOGY COLLECTION

The second research question was on the availability of books in the psychology collection. Hall (1987: 38) defines availability as "a measure to the extent to which the needs of patrons for specific documents are promptly satisfied". Availability, therefore, refers to the physical or shelf availability of books. Availability studies assess a library's ability to provide patrons with the documents they need at the time they need them. Lancaster (1988: 100) lists factors affecting the availability of books owned by a library. He says the most important are level of demand (popularity), number of copies, and length of loan period. It is therefore obvious that the more popular a particular book the less likely it is to be on the shelf at any particular time.

4.5.1 RESPONDENTS' PERCEIVED AVAILABILITY OF BOOKS

Whether or not the psychology collection is adequate in terms of the availability of books is shown in Table 7.

TABLE 7**The distribution of responses on availability**

	SD	D	A	SA
1.Library stocks Prescribed books...	41 (16%)	67 (26%)	129 (51%)	18 (7%)
2.Library stocks Recommended books...	34 (13%)	68 (27%)	133 (52%)	20 (8%)
3.Psychology books are available....	29 (11%)	93 (37%)	84 (33%)	49 (19%)
4.Books are always put on correct...	26 (10%)	95 (37%)	89 (35%)	45 (18%)
5.Librarians supply books not located..	79 (31%)	92 (36%)	62 (24%)	22 (9%)
6.Books are put on short-loans for access by all.	14 (6%)	39 (15%)	111 (44%)	91 (35%)
7.The number of copies of the same title allows access by all.	48 (19%)	98 (38%)	81 (32%)	28 (11%)
AVERAGE	38 (15%)	79 (31%)	100 (39%)	38 (15%)

**Key: SD=Strongly Disagree, D=Disagree,
A=Agree, SA=Strongly Agree**

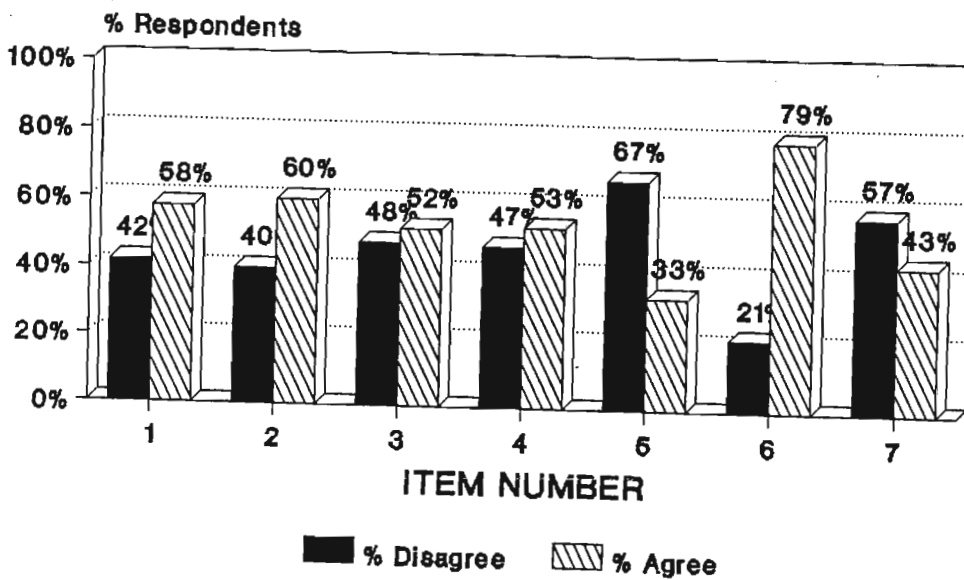
Table 5 gives the respondents' responses on the availability of books in the psychology collection. This shows that more than half the number of respondents (54%) agree that the books are available in the collection. Forty-six percent (46%) still feel that more should be done to improve the availability of the books in the psychology collection. These could consist of those students who never attended the library orientation, or those who were part-time, or those who found it difficult to use the DDC system in the library.

4.5.2 COMPARATIVE RESPONSE PROFILE ON AVAILABILITY

Figure 4.14 shows the comparative response profile of psychology students on the availability of books in the psychology collection as reflected in Table 7.

FIGURE 4.14

Response profile on availability



KEY: Item 1-Library stocks prescribed books.

Item 2-Library stocks recommended books.

Item 3-Psychology books are always available.

Item 4-Books are always put on correct shelves.

Item 5-Librarians supply books not located on shelves.

Item 6-Books are put on short-loans section for access by all.

Item 7- The number of copies of the same title allows access by all.

The questions on availability are represented by item numbers which are explained in Table 7 above. Figure 4.14 gives the relative percentages of respondents who agreed *vis-a-vis* those who disagreed on the seven items dealing with the availability of books in the psychology collection. This is a further analysis to one represented in Table 7 which gave a combined profile of all the items. According to Figure 4.14 there were more respondents agreeing on items 1, 2, 3, 4, and 6 on the availability of books. (a) Psychology books are always available in the library (item 3), and (b) Psychology books are always put on the correct shelves (item 4). These two items have a bearing on the shelf availability of books in the library. As already mentioned, misshelving has been found to be a serious problem, or, a significant number of failures may be due to unacceptable delays in reshelving books after they are returned from circulation. Baker and Lancaster (1989: 169) believe that other books labelled "missing" may just be misshelved. They then suggest that a library needs to maintain full strength in the reshelving unit so that items can be reshelved quickly and accurately. This will then encourage periodic shelf reading to correct shelving errors.

On items 5 and 7, more respondents disagreed. This means that the respondents feel that (a) Librarians supply books not located on the shelves (item 5), and (b) The number of copies of the same book allows access by all (item 7) were not catered for satisfactorily. These items need further attention for the availability of the collection to reach acceptable levels. As mentioned earlier, librarians need to do more than just trace books, but they should also offer more books on the same subject dealing with the same topic.

Metz (1980: 27-33) found that a substantial number of items owned by the university libraries and sought by other patrons were checked out to other users, suggesting that some

duplication is needed. Lancaster (1988: 101) concurs that to improve the availability of books more copies of popular items should be bought, and also the loan period should be reduced. Even the items where there were more respondents agreeing on the availability more attention needs to be given because the margins between the agreeing and disagreeing were somewhat narrow, especially on items 3 and 4.

4.6 PERTINENCE OF BOOKS IN THE PSYCHOLOGY COLLECTION

The third research question dealt with the pertinence of books in the psychology collection. Lancaster (1988: 129) defines pertinence as "referring to an item that is useful to the user in that it contributes to the satisfaction of his information need". In other words pertinence does not refer to the expressed need but to the real information need of the user. Relevance or pertinence is a subjective quality, each user has a different interpretation of what is and what is not "relevant".

4.6.1 PERCEIVED RESPONSES ON PERTINENCE OF BOOKS

Table 8 shows the perceived responses on the pertinence of books in the psychology collection.

TABLE 8

The distribution of responses on pertinence

	SD	D	A	SA
1. Most psychology books are outdated.	39 (15%)	110 (43%)	77 (30%)	29 (12%)
2. The relevant psychology books are the prescribed books.	25 (10%)	74 (29%)	136 (53%)	20 (8%)
3. The relevant psychology books are the recommended books.	18 (7%)	89 (35%)	129 (51%)	19 (7%)
4. Psychology books at short-loans section are always relevant.	7 (3%)	74 (29%)	119 (47%)	55 (21%)
5. The current psychology books are only the prescribed books.	23 (9%)	66 (26%)	136 (53%)	30 (12%)
6. Only certain chapters in the books are relevant.	26 (10%)	78 (31%)	129 (51%)	22 (8%)
7. Librarians help with other books not recommended and prescribed	69 (27%)	72 (28%)	83 (33%)	31 (12%)
8. The short-loans section keeps books which are no longer in demand.	36 (14%)	88 (35%)	78 (31%)	53 (20%)
AVERAGE	31 (12%)	82 (32%)	111 (44%)	31 (12%)

**Key: SD=Strongly Disagree, D=Disagree,
A=Agree, SA=Strongly Agree**

Table 8 shows the distribution of percentages on the question of pertinence of books in the psychology collection. Table 8 shows that 44% of the respondents disagreed on pertinence of the books. Although more than half the number of psychology students (56%) agreed on pertinence, the margin between these two percentages is somewhat narrow, and almost

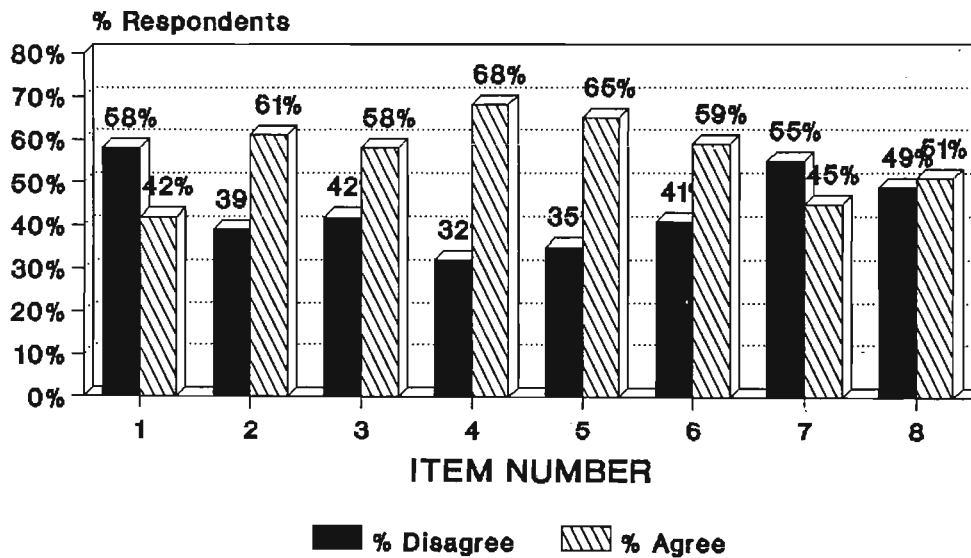
similar to those on availability. These results indicate that psychology students need to see an improvement on the pertinence of books in the psychology collection, that is, more relevant and current books should be stocked in the library.

4.6.2 COMPARATIVE RESPONSE PROFILE ON PERTINENCE

Figure 4.15 shows the comparative response profile on pertinence of books in the psychology collection as reflected in Table 8.

FIGURE 4.15

Response profile on pertinence



KEY:Item 1-Most psychology books are outdated.

Item 2-The relevant psychology books are the prescribed books.

Item 3-The relevant psychology books are the recommended books.

Item 4-Psychology books at short-loans section are always relevant.

Item 5-The current psychology books are only the prescribed books.

Item 6-Only certain chapters in the books are relevant.

Item 7-Librarians help with other books not recommended and prescribed.

Item 8-The short-loans section keeps books no longer in demand.

The illustration above is a further analysis to the information represented in Table 8. The item numbers in Figure 4.15 are shown in Table 8 above together with their corresponding questions. More respondents agreed on items 2, 3, 4, 5, 6, and 8 that the collection was pertinent. However, on two items, item 1 and 7, more respondents disagreed. These respondents disagreed on (a) Most psychology books in the library are outdated (item 1), and (b) Librarians help with other books not necessarily prescribed or recommended (item 7). Item 1 though favours the psychology collection. Researchers, according to Baker and Lancaster (1989: 89), have repeatedly shown that the age of an item affects its use, regardless of category, although the rate of ageing may vary from area to area. It is agreed that on the average the book's circulation declines very quickly within three to five years after its addition to the library.

On item 7, 55% of the respondents felt that the librarians did not offer students other relevant books in psychology other than those which were prescribed and recommended. Librarians should have a detailed knowledge of the information sources available, especially those responsible for subject collections. It has been shown above in Figure 4.12 that a large number of students search under author (44%) and title (38%), but very few (15%) search under subject, therefore, students need to be encouraged to use the subject catalogue.

On the last question of the questionnaire respondents were asked to write down their suggestions and comments about the UNITRA library and the psychology book collection. Content analyses was applied as a means of analysing the data collected. Major themes were identified and it was discovered that:

- More than half the number of respondents were more concerned about the availability of documents in the library. Their concern was on the number of copies, that is, the library should acquire more copies for the large number of psychology students;
- The library should open even on Sundays to allow the part-time students enough time to use the library;
- The librarians should be more approachable;
- Lastly, the library should be computerised like other university libraries.

These concerns were also expressed and discussed in relation to the research questions and other studies conducted elsewhere.

4.7 SUMMARY

In summary, this chapter has shown how the respondents (psychology students at UNITRA) felt about the psychology collection in relation to accessibility, availability, and pertinence. The psychology students tended to agree more on the fact that the books were accessible, that is, can be identified from the catalogue and traced from there. However, there was a narrow margin on the question of availability, that is, physical availability of books and pertinence thereof. More students felt, though, that books could be identified and located in the catalogue and other areas, but, it was a problem finding the actual books physically.

Broadbent's (1983: 85) catalogue use studies confirmed that the major cause of known item failure at the catalogue is simply that the document had not been acquired by the library, an obvious collection development concern.

As mentioned earlier, other studies have also suggested that user errors such as the completeness and accuracy of the information brought by the user, misshelving, catalogue errors, the number of copies, and the attitude of the librarians are the most important factors affecting the accessibility and the availability of documents in a library.

The other major problem seemed to be on pertinence of books. A small majority, 59%, felt that although books could be said to be pertinent they had only a few relevant chapters. Also worth mentioning is the fact that they felt that more current books should be acquired and should cater for the present information needs of the large number of psychology students. Books decline with use, and the age of an item influences the reader, therefore, more current and relevant books should be acquired with the help of the teaching staff.

CHAPTER 5

SUMMARY, RECOMMENDATIONS, AND CONCLUSION.

5.1 OVERVIEW

This chapter presents a summary of the entire study in terms of research questions, literature review, methodology, and major findings. Conclusions arising out of the study are drawn, as well as some recommendations concerning accessibility, availability, and pertinence of the psychology book collection.

5.2 SUMMARY

The purpose of this study was to determine whether or not the psychology book collection at UNITRA library was adequate. In particular this study set to investigate and/or explore:

1. Whether or not the psychology book collection was adequate in terms of accessibility of books;
2. Whether or not the psychology book collection was adequate in terms of availability of books;
3. Whether or not the psychology book collection was adequate in terms of pertinence of books; and
4. Based on the findings of the study, can there be some suggestions on the pertinent issues to be taken into consideration in developing a collection development policy for the UNITRA library.

The literature review revealed that the following factors contributed to the adequacy of an academic collection. Lancaster (1988: 12) argued that the collections are not only there to serve present users but also potential users. Periodic evaluations of any collection are necessary to determine whether or not the collection still serves the needs of the users. Evaluations of an academic collection should employ both the qualitative and the quantitative measures in order to have both the quantifiable results and perceptions of users about the collection. The development of a written collection development policy that will serve as a yardstick against which evaluative measures are made is necessary, (Lockett, 1989: 3). Most researchers feel that accessibility and availability cannot be separated as the former may lead to the latter. In other words, identifying a book in the catalogue brings hopes that the book will be available on the shelf.

Pertinence refers to the satisfaction of the user's real need and not the expressed need. Most authors tend to use pertinence and relevance synonymously. Clapp and Jordan (1989: 154-155) argued that the adequacy of each library's collection must be judged in terms of its programme not in terms of the number of books.

The data of this study were obtained from a sample of 255 psychology students registered at UNITRA in 1995. Students ranged from Year 1 to Honours level. The main source of data was the researcher-designed questionnaires. The analysis of data was done by the use of SAS.

5.3 FINDINGS AND RECOMMENDATIONS

1. The library orientation programme offered at first year of registration seem to offer good benefits in relation to the students work.
2. UNITRA librarians were quite helpful in tracing books not located on the shelves, BUT, librarians did not offer students other relevant books on the same subject but only those requested. Librarians should be encouraged to guide the students to other relevant books dealing with the same topic.
3. Lecturers should be commended for the good work with the students in that they appear not to "spoon feed" the students, but encourage them to fend for themselves. Librarians and lecturers should also do periodic checks of the books available in the short-loans section to ensure that the collection is still adequate.
4. This study has revealed that most students search by author and title, and only a small percentage (15%) use the subject catalogue. Lecturers and librarians should encourage the students to use the subject catalogue to get a variety of books on the same subject/topic in addition to the recommended books. Lancaster (1988: 56) found that in general, it is more likely for a user to have complete and accurate information on the title of a book than he is to have complete and accurate information on the name of the author (*i.e.* spelled correctly). He further states that most users will search under names of authors despite the fact that their title information may well be somewhat better. Title information is much easier to remember since it offers a mnemonic advantage that the author information lacks.

5. A large number of respondents agreed that the collection was accessible, and librarians made means to trace books not located on the shelves. However, it is recommended that an improvement be made to make books physically available on the shelves.
6. Librarians should try and order more copies of the same title, especially on recommended books, to enable a large number of psychology students to have access to them. The development of a collection development policy for the UNITRA library would be used as a guideline in such cases.
7. There was a narrow margin shown between those respondents who agreed and disagreed on whether or not the psychology books were always put on the correct shelves. Therefore, it is recommended that proper shelving of books and shelf reading be done on a regular basis for the smooth running of the library. Users should be requested by the library staff not to reshelve books in the library.
8. Most psychology students also indicated that they were not satisfied with pertinence of the psychology books. It is also recommended that lecturers and librarians work together to ensure that current and relevant books are acquired.
9. As suggested earlier, it is possible that the dissatisfaction of some students with the attitude of the librarians could be because there were fewer librarians serving a large student body. It is recommended that the number of registered students be calculated against the number of librarians, and an acceptable ratio according to library standards be established and maintained. Another contributing factor to this problem could be the that fact that the

library is not computerised, computerisation could help ease the work load of the librarians, and facilitate accessibility and availability of pertinent books in the UNITRA library.

10. The UNITRA library should have a written collection development policy that will be used as a yardstick during selection and acquisition of documents for the library. This will help take into consideration those departments that are over populated, and means of catering for the information needs of such students be made.

5.4 CONCLUSION

There were several factors which set to limit the scope of this study. As a result this study was only limited to psychology students, while psychology lecturers and librarians were excluded. Consequently, any attempts to generalise the study's results have to take into account the foregoing limitations.

The main aim of the study was to investigate whether or not the psychology collection was adequate in terms of accessibility, availability, and pertinence of the collection. This study, however, tried to show how the psychology students felt about the psychology collection. The respondents' perception of the adequacy of the collection, attitude of the librarians and the perceived benefits from library orientation were also taken into consideration.

Careful study of the results of this study may assist in identifying aspects of the library, and psychology collection in particular, which need remedial attention.

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**TO ALL PSYCHOLOGY STUDENTS
UNIVERSITY OF TRANSKEI
UMTATA**

Dear psychology student

I wish to request your co-operation in responding to the questions asked in this questionnaire. This is in partial fulfilment of my academic work. The questionnaire is intended to be answered by the 1995 psychology student of the University of Transkei. The aim of this study is to determine the adequacy of the psychology book collection. The questions asked relate to the use of the psychology book collection in the library of the University of Transkei by the psychology students like yourself. It is hoped that the data collected will help improve services in the library.

You are, therefore, kindly requested to read and answer all the questions carefully. There are no wrong or right answers. Please give honest answers to all the questions asked. Answers will be treated with utmost confidentiality. Thus, please DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.

I wish to thank you in advance for your co-operation.

K. BREAKFAST: RESEARCH STUDENT, UNIVERSITY OF NATAL.

AN EVALUATIVE STUDY OF THE PSYCHOLOGY COLLECTION AT THE UNIVERSITY OF TRANSKEI

PART 1: BIOGRAPHICAL DATA

Please indicate your answer in the spaces provided for items 1, 2, 4, and 6, and put a cross, x, in the appropriate boxes for items 3 and 5.

1. What is your level of study in psychology, e.g. psychology 1, 11, 111, or Honours.....
2. When was your first registration at UNITRA?.....
3. GENDER 0. FEMALE 1. MALE
4. AGE.....
5. 0. FULL-TIME 1. PART-TIME
6. DEGREE\DIPLOMA REGISTERED FOR.....

PART 11: GENERAL QUESTIONS RELATING TO LIBRARY USE

Please indicate your answer by putting an "x" in the appropriate box.

7. Did you participate in library orientation on your first year registration?
0. YES 1. NO
(If "YES", please answer question 14.)
(If "NO", please do not answer question 14.)
8. Do you experience difficulties in using the library?
0. YES 1. NO
(If "YES", please answer question 9.)
(If "NO", please do not answer question 9.)

9. How often do you experience difficulties in using the library?
0. MOST OFTEN 1. OFTEN
2. RARELY 3. NEVER
10. Do you seek help in order to locate books in the library?
0. YES 1. NO
(If "YES" please answer question 11.)
(If "NO" please do not answer question 11.)
11. How often do you seek help in order to locate books in the library?
0. MOST OFTEN 1. OFTEN
2. RARELY 3. NEVER
12. Did your high school have a library?
0. YES 1. NO
13. How do you find the attitude of the librarians in assisting you with your work?
0. SATISFACTORY 1. UNSATISFACTORY
14. Would you say that you benefitted from your library orientation in respect to your work?
0. YES 1. NO
15. Have you had any other library orientation since you came to UNITRA?
0. YES 1. NO
16. Should the library continue to offer library orientation?
0. YES 1. NO
17. Do your lecturers encourage you to use the library?
0. YES 1. NO

PART 111: THE ADEQUACY OF THE PSYCHOLOGY COLLECTION IN TERMS OF ACCESSIBILITY, AVAILABILITY, AND PERTINENCE

For the following questions please represent your answer by indicating with an "x" in the column which represent, most clearly, your opinion about each of the respective statements therein. Please make only one cross per statement. Where other types of answers are required please do as instructed.

LETTERS	KEY	RANK
SA	STRONGLY AGREE	3
A	AGREE	2
D	DISAGREE	1
SD	STRONGLY DISAGREE	0

EXAMPLE STATEMENT

There is enough seating space in the library.

3 SA	2 A	1 D	0 SD
			x

If you put an "x" in the column "SD" as in the above example, it means that you strongly disagree with the statement, Hence, the rank or score "0".

SECTION A

ACCESSIBILITY OF BOOKS IN THE PSYCHOLOGY COLLECTION
Please put a cross (x) in the appropriate box.

STATEMENT	3 SA	2 A	1 D	0 SD
18. The number of borrower cards given to me allow me to take out as many books as I want.				
19. The library opening hours our quite flexible.				
20. Identifying psychology books in the library is never a problem.				
21. I do understand the system used in the library for finding books on the shelf				
22. I always copy the correct location (shelf) number of the book.				
23. The reason I do not locate most of the books is because I always copy the wrong location (shelf) number.				
24. Librarians are always helpful when students cannot locate books on their own.				
25. When looking for books in the catalogue I always look under.....(Please cross ONE only)				
0. AUTHOR <input type="text"/>				
1. TITLE <input type="text"/>				
2. SUBJECT <input type="text"/> of the book.				
26. Please indicate the reason(s) why you have not been able to locate books on the shelves.(Put an "x" in the relevant boxes.)				

IN USE <i>in</i> LIBRARY	AT SHORT LOANS	MIS- SHELVED	LOANED OUT	IN BINDING	UNACCOU- NTED FOR

SECTION B

AVAILABILITY OF BOOKS IN THE PSYCHOLOGY COLLECTION

Please put a cross (x) in the appropriate box.

STATEMENT	3 SA	2 A	1 D	0 SD
27. The library often stocks PRESCRIBED psychology books.				
28. The library often stocks RECOMMENDED psychology books.				
29. Most of the psychology books are always available in the library.				
30. Psychology books are always put on the correct shelves.				
31. Books not located on the shelves are always supplied immediately by the librarian				
32. To make sure that readers have access to relevant books they are put on the short-loans section.				
33. The copies of the same books in the psychology section allow all psychology students to have an access to them.				

SECTION C

PERTINENCE OF THE BOOKS IN THE PSYCHOLOGY BOOK COLLECTION

Please put a cross (x) in the appropriate box.

STATEMENT	3 SA	2 A	1 D	0 SD
34. Most psychology books in the library are outdated.				
35. The relevant psychology books are the PRESCRIBED books.				
36. The relevant psychology books are the RECOMMENDED books.				
37. Books reserved at the short loans sections for psychology students are always relevant to our syllabus.				
38. The current psychology books are only the PRESCRIBED and the RECOMMENDED books.				
39. Only certain chapters of the books that we have been referred to are relevant to our syllabus.				
40. Librarians help us to get other relevant books which are not necessarily prescribed or recommended.				
41. The short loans section still keeps some books which are no longer in demand.				
42. If you have any other suggestions or comments about the UNITRA library and its psychology book collection please state them below.....				

END OF QUESTIONNAIRE

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.