

**THE USE OF THE E.G. MALHERBE LIBRARY, UNIVERSITY OF NATAL (DURBAN), BY
NON-UNIVERSITY OF NATAL USERS**

by

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ABSTRACT

This study investigated the use of the E. G. Malherbe Library of the University of Natal, Durban (UND), by non-registered users, with the aim of finding out who these users were, why they used the library, what resources and services they used and what questions they most often asked the subject librarians. The study focused on the E. G. Malherbe Library as it is the main library of the Durban campus and because of its frequent use by non-registered users.

The tertiary system in South Africa was discussed to provide background information about the operation of the University of Natal and its libraries. The University is a member of the Eastern Seaboard Association of Tertiary Institutions (ESATI), an organisation that promotes co-operation among tertiary institutions in KwaZulu-Natal. The academic libraries of the six institutions making up ESATI have formed the Eastern Seaboard Association of Academic Libraries (ESAL). The E.G. Malherbe Library is a member of ESAL. The University's membership of these organisations has implications for co-operation and the reciprocal use of libraries in the region. Literature dealing with the use of academic libraries by external users worldwide was examined to provide a wider context within which to view the present study.

The survey method was used and questionnaires were distributed to non-registered users as they entered the Library. A self-selected sample of 149 users completed the questionnaire. A separate questionnaire was distributed to the total of three subject librarians of the E.G. Malherbe Library.

The results revealed that most of the non-registered users were full-time students registered at tertiary institutions in and around Durban, many of whom were members of ESAL. The majority of students involved in the study came from the University of Durban-Westville, the University of Zululand, Technikon Natal, M.L. Sultan Technikon and Mangosuthu Technikon. Among the reasons students gave for using the library were that it had relevant materials for their needs, it provided them with a place to study, it was close to where they lived and the staff at the library were helpful. The materials used most frequently were books, followed by periodicals. Indications were given that the Library was better stocked than many other libraries in the area. From the types of questions asked and the assistance which was required from subject librarians, it was clear that these users had deficient library use skills. The non-registered users benefited from the library's long opening hours but were unhappy about being excluded from borrowing privileges.

Recommendations were made for improving the teaching of library use skills at tertiary institutions in the region and agreements regarding access for students to libraries which are members of ESAL need to be concluded speedily to normalise use.

Declaration

This study is the original work of the author and has not been submitted to any other university.

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LIST OF ABBREVIATIONS AND ACRONYMS USED

ALA	:	American Library Association
ANC	:	African National Congress
CALICO	:	Cape Library Consortium
ESAL	:	Eastern Seaboard Association <u>of</u> Academic Libraries
ESATI	:	Eastern Seaboard Association <u>of</u> Tertiary Institutions
FRELICO	:	Free State Library Consortium
GAELIC	:	Gauteng and Environs Library Consortium
LIASA	:	Library and Information Association of South Africa
NCHE	:	National Commission on Higher Education
NEPI	:	National Education Policy Investigation
SEALS	:	South Eastern Library System (in the Eastern Cape)
TRANSLIS	:	Transforming Library and Information Services
UND	:	University of Natal, Durban
UNP	:	University of Natal, Pietermaritzburg
USAID	:	United States Agency for International Development

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND TO THE STUDY

For many years, tertiary institutions all over the world have been faced with substantial budget cuts that affect all sections, including libraries. As Amonoo-Neizer (1998) states, in reference to the African situation, universities are receiving considerably reduced resources from the state, financial, material and human. He points out that most of the universities receive 90% of their funding from governments that are burdened by economic and financial problems caused by paying back external debts and by the devaluation of their currencies. On the South African scene a reference to subsidy cuts for higher education institutions is made by Figaji, rector of the Peninsula Technikon in the Western Cape, and a member of the National Commission on Higher Education, appointed by the Minister of Education in 1996 to draft proposals for the transformation of higher education in South Africa. He stated that, because of proposed budget cuts, gains made in this education sector would be reversed and tertiary education institutions would be under great pressure to perform with minimum resources (Naidu, 1997: 1). The White Paper on Higher Education in South Africa (South Africa. Department of Education, 1997) also stressed the need for the transformation of higher education for the sake of improving the quality of life of all citizens. It allowed for greater access to this sector of education. However, insufficient funds make it difficult for the necessary improvements to be effected.

For academic libraries the situation is just as bleak. The National Education Policy Investigation report on library and information services (1992: 30) refers to the financial strains under which university libraries operated and to the fact that they could hardly meet the needs of their primary users. The exchange rate plays a major role in the price of library materials for South African libraries. Most materials are bought in countries in Europe and North America, where the currencies are extremely expensive in terms of

the South African currency, which is devaluing at an alarming rate. As early as 1989 the University of Cape Town Libraries were already reporting that the cost of periodicals had inflated by 17.6% above the general increase in costs (De la Croes, 1989: 39). The report of the University of Natal, Durban (UND) Library Review Group (University of Natal. Durban Library.1998:2) also refers to severe resource restraints experienced by the library. As early as 1988 Vietzen (1988: 59) referred to this crisis in libraries by specifying it as the “budgetary restriction which will undermine both the acquisition of resources and staff establishment”, and she further termed it “the inability of financial resources to meet the demands of the service”.

Academic libraries therefore find it increasingly difficult to expand their resources and improve their services fully in order to satisfy the needs of their users, who increase in number every year because of improved access to tertiary education for South Africa's citizens. It follows that no academic library is able to provide all the resources needed by its clientele. Therefore users are likely to use libraries of which they are not *bona fide* members. The consequence is pressure on host libraries, as experienced by a number of libraries in KwaZulu-Natal, especially the E.G. Malherbe Library of the University of Natal, Durban.

The University Librarian of the University of Natal, Durban (UND) libraries, Mr G.H. Haffajee, stated that the E.G. Malherbe Library's resources are stretched to the limit because of the very large numbers of users, some of whom he had discovered were not registered users of the library. He placed emphasis on the E.G. Malherbe Library, which he had found was most heavily used by non-registered users. He then stated that the University would like a study to be made on the use of the E.G. Malherbe Library by users for whom no profile exists (Haffajee,1998).

Faced with shrinking budgets referred to above, and increasing student numbers, institutions world-wide have ventured into resource sharing as a means of maximising their users' access to resources. Reference can be made to the Australian scheme reported by Allen (1989) and involving the sharing of resources between universities and colleges. Another example is the Canadian Tri-University Libraries Scheme, involving the libraries of Simon Fraser University, the University of British Columbia and the University of Victoria, mentioned by Piternick and McInnes (1975). In the South African context, many regions have formed library consortiums. Examples are the Gauteng and Environs Library Consortium (GAELIC), the Cape Library Consortium (CALICO) and the Eastern Seaboard Association of Academic Libraries (ESAL).

In 1992 the University of Natal became a member of the Eastern Seaboard Association of Tertiary Institutions (ESATI). The two-fold mission of ESATI is

to address the problems created by apartheid in tertiary education: replication, isolation, inequality of many kinds, and inequitable distribution of available resources, and to go beyond corrective action and create a coherent system of tertiary education in the eastern seaboard region (ESATI 1997).

A separate organisation affiliated to ESATI, the Eastern Seaboard Association of Academic Libraries (ESAL), was formed to concentrate on library matters. The agreement which the University of Natal signed with other institutions implies that the library in each participating institution is obliged to serve not only its own students and staff but also those of other institutions affiliated to ESATI, subject to conditions agreed upon by all institutions involved (ESAL 1997). (The issue of the University of Natal's relationship to ESATI will be discussed in Chapter 2).

In terms of the mission statement of the University of Natal Libraries, the Library is committed to offering an information service not only to the academic community with links to the University but also to ordinary citizens of Durban and surrounding areas

(University of Natal. Durban Library. Library Review Group 1998: 1). Students and staff from ESATI institutions and ordinary members of the public have specific conditions to comply with and are then registered as users. These users are not what the study focuses on. It is rather users for whom no records exist.

The use of the E.G. Malherbe Library by students from other tertiary institutions is similar to the problem experienced by public libraries in the Durban metropolitan area. In this instance students come to use the libraries as study areas and even expect the public libraries to provide copies of their prescribed text books. This problem was outlined in a letter from the KwaZulu-Natal Translis Forum dated 25 March 1998 to Mr M. Moodley, the then University Librarian of the University of Durban-Westville library in his capacity as representative of ESATI in Translis (TRANSLIS, 1998). The letter requests information on what provision tertiary institutions, including distance education providers, are making for their students' library needs, in terms of providing adequate study space and study materials. The Natal Society Library in Pietermaritzburg experiences the same problems as the Durban public libraries, as outlined by S. Wallis, the then Chief Librarian of the Natal Society Library at the launch of the KwaZulu-Natal branch of LIASA in August 1998. These two instances show that the problem experienced by the E.G. Malherbe Library is appearing in other areas as well, although there might be different reasons for the overcrowding of public libraries.

1.2 STATEMENT OF THE PROBLEM

The UND Libraries' first responsibility is to serve its *bona fide* students, staff and registered users. Also, because the University has, over the past few years, been admitting students with different information skills' backgrounds, the University Library is committed to offering user education to enable all students to gain access to the materials they need in order to learn. However, with an increasing number of students coming from environments that have very few or no school or public libraries and other information centres, an extra burden is placed on the library staff to equip them with the necessary library literacy skills to engage in meaningful learning. In addition to this, the

University Library staff have been serving an increasing percentage of students from other tertiary institutions in the area (Haffajee, 1998). This places an even heavier load on the Library staff, especially because some of the external users require extensive bibliographic help. Many of these users are not registered as University of Natal library visitor members, who have a legitimate claim to use the library. Faced with such situations, the Library staff find their time stretched to the limit. This happens especially at the E.G. Malherbe Library, which most of the non-registered users utilise.

In the light of the situation described above, the problem to be examined in the present study is the UND libraries' lack of information on the profile of the non-registered users who crowd the E.G. Malherbe Library. These users are neither registered students and staff of the University of Natal (both Durban and Pietermaritzburg campuses) nor registered users of the University of Natal library system in terms of conditions specified for visitor members. There is a need for Library management to have detailed information on who these users are and what resources and services they use at the E.G. Malherbe Library.

1.3 PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this study is to investigate the use of the E.G. Malherbe Library of the University of Natal, Durban, by non-registered users. The objectives of the study are the following:

- to identify non-registered users of the E.G. Malherbe Library;
- to establish why they come to use the E.G. Malherbe Library;
- to find out what types of queries they pose to the subject librarians;
- to establish what services and resources they use while in the Library.

1.4 RESEARCH QUESTIONS

To meet the objectives set out above, the following research questions were formulated:
Who are the non-registered users of the University of Natal E.G. Malherbe Library?

Why do they come to use the E.G. Malherbe Library?

What types of queries do they pose to the subject librarians?

What services and resources do they use while in the Library?

1.5 SCOPE AND LIMITATIONS OF THE STUDY

The E.G. Malherbe Library was singled out as the site where data would be collected because it has the biggest overcrowding problem in the libraries which comprise the University library system. It also covers a much wider range of subject fields than the branch libraries, which have specialised collections that mainly satisfy the needs of students registered in those particular fields. Data was collected from non-registered users of the Library. However, it is necessary to state that University of Natal students and staff who are registered or attached to the Pietermaritzburg campus will be excluded from the population because they have full borrowing privileges in the libraries of both campuses.

Data was collected at intervals during the period from 20 September 1999 until the end of the second semester examinations at the University of Natal in the last week of November 1999. This period was chosen because it included a few weeks before the start of the final examinations in mid-October for a number of tertiary institutions such as Technikon South Africa, Natal Technikon and the University of South Africa. From this period onwards large numbers of students, including non-registered users, are thought to use the E.G. Malherbe Library to prepare for their examinations. However, it would have been beneficial for the study if the period before and during the first semester examinations in late May and June could have been used for data collection as well in order to see if similar patterns of use were shown during this period. Data collection was timed to occur during the following periods: during weekdays from 08h00, when the Library opens, until about 10h30 or 11h00 and again in the afternoon from 15h00 until 19h30. From discussions with Library staff these are times when many users come into the library. On Saturdays data was collected from 08h00 until about 14h00.

Separate data was collected from subject librarians at the E.G. Malherbe Library. However, there were several vacant posts of subject librarians when the data was collected. The fact that there were very few librarians at the time the data was collected is a factor beyond the researcher's control. The limited number of subject librarians were used in this study.

1.6 SIGNIFICANCE OF THE STUDY

The study will be useful because in the South African context very little has been written on the subject. The establishment of several resource-sharing schemes, to which most tertiary institutions in the country belong, is an ideal area to which a study of this nature could contribute. This is especially relevant in the sense that it will examine, to some extent, the flooding of a host library by external users, a phenomenon which the other libraries that participate in the co-operative venture are likely to experience. Information might also become available on aspects of service provision that need to be attended to in each institution, so as not to overburden other member libraries in the consortium. It will be of direct benefit to the management of the E.G. Malherbe Library in their planning and allocation of resources for the future.

1.7 DEFINITION OF TERMS/CONCEPTS USED IN THE STUDY

Academic library

An academic library is described in the *ALA glossary of library and information science* (1983:1) as a library that forms an integral part of a college, university or other academic institution for tertiary education. It is established to meet the instructional and research needs of the students, staff and affiliated staff of the institution.

Library service

Library service is “a generic term for all activities performed and the programmes offered by the libraries in meeting the information needs of their target groups” (*ALA glossary of library and information science*, 1983:132). A wide range of services are included here, for example, information or reference services and circulation and public services. The types of services offered will be determined by the mission of that particular library.

Library collection/resources

A library collection refers to “the total accumulation of materials provided by a library for its target group” (*ALA glossary of library and information science*, 1983:131). This expression is synonymous with the terms “library holdings” and “library resources”.

User education

User education is described by Mews, quoted by Fjallbrant and Malley (1984:32), as instruction that is given to library users to enable them to make the best use of a library. User education encompasses all activities that are meant to equip users with skills for the effective use of the resources in the library.

Information skills

Information skills are skills that are used to locate and interpret information, such as using an index of a book, locating materials on library shelves, or wherever they are placed, or even conducting online searches. In academic libraries, or even school libraries, user instruction is offered to develop these skills in users, so as to enable them to work independently and effectively (*International encyclopedia of information and library science*, 1997:218).

Resource sharing

Resource sharing is defined in the *ALA glossary of library and information science* (1983:194) as “a term covering a variety of organisations and activities engaged in jointly by a group of libraries for the purpose of improving services and/or cutting costs”. Resource sharing can be established by formal or informal agreement, or by contract. Such arrangements can operate locally, regionally, nationally or internationally. Several resources can be shared, for example, collections, bibliographic data, planning activities and personnel. The organisations that are involved in an arrangement of this nature are called “bibliographic utilities, cooperative systems, consortia, networks or bibliographic service centres” (*ALA glossary of library and information science*, 1983:194).

Registered and non-registered users

Users in this study will refer to people who utilise the services and resources of the library. A distinction will be drawn between registered and non-registered users. Non-registered users are users who have no affiliation with the Library and have not formally applied to become members of the library and therefore legitimate users of the library; they simply make use of the library on a casual basis. It is necessary to note that it is not only *bona fide* students and staff of the University of Natal who can become registered users. As mentioned before, people from outside the institution can become registered users if they meet conditions specified by the University of Natal for membership.

1.8 SUMMARY

In this chapter the background to the study was given. Reference was made to the financial straits under which academic libraries operate, and the move towards the formation of library cooperative ventures in South African tertiary institutions to rationalise the use of financial resources, among other things. This chapter also contains the purpose and objectives of the study, the research questions, the scope and

limitations of the study and its significance. Finally there was a definition of the terms or concepts used in the discussions.

1.9 STRUCTURE OF THE REST OF THE STUDY

The rest of the study will be made up as follows:

Chapter 2 will discuss the situation in South Africa with regard to tertiary education. The functions of universities and university libraries will be dealt with. The University of Natal, Durban, library system will then be discussed. Reference will also be made to ESATI and ESAL and the relationship of the University of Natal with these organisations. Finally, there will be a survey of literature relevant to the study. Chapter 3 will discuss research methodology. Chapter 4 will analyse the results of the survey and Chapter 5 will discuss the results. Chapter 6 will give a summary of the study, discuss conclusions arrived at and suggest recommendations.

CHAPTER TWO

2. CONTEXT OF THE STUDY AND LITERATURE REVIEW

2.1 SITUATION IN SOUTH AFRICA REGARDING TERTIARY EDUCATION

Until 1994 all sectors of education in South Africa were administered in a segregated manner and allocated to several departments, in keeping with the country's apartheid laws. As the African National Congress (ANC) document (1995a:127) put it, "the higher education sector reflects the distortions and inequities of the apartheid past". Badat, Wolpe and Barends (1993:1) add that post-secondary education has reflected socio-structural inequalities of class, race, gender and institutional provision. With reference to universities, the three authors refer to Van Onselen, a leading academic, drawing a distinction between the historically-white universities legitimately established by the state and historically-black ones developed to further the government's apartheid system (Badat, Wolpe and Barends, 1993:2). There are distinct disparities between the two groups of institutions, with the former characterised by high reputation ratings, access to resources, good student outputs and production of quality research and publications (Badat, Wolpe and Barends, 1993:4). Although the above statements refer specifically to universities, they hold true for technikons and technical colleges as well. Fisher (1998:123) adds that the historically-black institutions were differently funded, depending on where they stood in the apartheid hierarchy, with the Coloured and Indian institutions being better funded than the African ones. The post-secondary education report of the National Education Policy Investigation (NEPI) (1992: 32) refers to the different levels of autonomy possessed by the post-secondary institutions, with universities enjoying more autonomy than technikons.

The disparities evident in different tertiary institutions were addressed in a report by the United States Agency for International Development (USAID) and referred to in the NEPI report. The USAID report recommended that one education ministry should administer education, there must be major government support for the development of

historically-black universities and that there must be student funding to facilitate access for disadvantaged students to tertiary education institutions and academic support programmes to help educationally-disadvantaged students in tertiary institutions (NEPI, 1992:68). The National Commission on Higher Education appointed in 1995 by the then Minister of Education to investigate aspects of this sector of education, agreed with the NEPI findings and further recommended the need for the promotion of equity and redress and the ear-marking of funds to cater for capacity building and the upgrading of historically-black institutions (South Africa. Department of Education. National Commission on Higher Education, 1996:4).

2.2 FUNCTIONS OF THE UNIVERSITY IN SOCIETY, WITH PARTICULAR REFERENCE TO THE UNIVERSITY OF NATAL

It is against the background above that one looks at the function of the university in society, with particular reference to the University of Natal.

The main purposes of a university are usually seen as teaching, research and the advancement of knowledge. Another purpose given by Owens (1988:34) is that the university is involved in the training of leaders and equipping them with skills for “research, writing, rhetoric, statistical calculation, computer conceptualization and media manipulation”.

This last quotation points to a university's task of preparing people to participate in improving conditions in their country, especially the economy. The statement formulated by the ANC in 1995 (ANC, 1995b:127) on tertiary education states that

the higher education system must be transformed to enable it to contribute to the reconstruction of society through a close linkage with a development policy aimed at sustainable economic growth, the enhancement of a democratic political system and the promotion of the cultural and intellectual life of society.

The University of Natal, in its 1989 Mission Statement, defines the university as “a community of scholars who conserve, disseminate and advance knowledge, and who are united by a love of learning” (University of Natal, 1989:1).

The University of Natal's Mission Statement implies that the university has a duty to share knowledge with all communities across all barriers of sex, ethnicity, nation or distance (University of Natal, 1989:1). In that respect Budlender (1978:10), in his address to the University of Cape Town in 1978, emphasized the obligation which universities have to serve society, when he agreed with the late President Nyerere of Tanzania's views on the same subject. President Nyerere stated that educated people owe the community as a whole a debt, because the public subsidise education by means of the personal and income tax they pay and by the labour they provide to industry to enable industry to contribute to education through company and income tax.

For the University of Natal, a university in a society that has recently achieved democracy, the search for relevance is even more crucial. In this context the fact that the university is established in a particular socio-political context is especially meaningful. For the university to be relevant, it cannot isolate itself from the society around it and ignore the issues which affect that society (University of Natal, 1989:1). The University of Natal's 1989 Mission Statement (1989:20) acknowledges that a university, because of its facilities for research, has the capacity to investigate how society functions and examine the appropriateness and effectiveness of its political, social and economic systems. Further confirmation of the University of Natal's commitment to serve society is stated in the September 1992 Vice-Chancellor's review. Here it is stated that the University emphasises

... quality with equity. It dedicates its excellence in teaching, research and development to progress through reconstruction. It serves South Africa, and the Natal KwaZulu region, in particular, by delivering quality teaching which enables students from all backgrounds to realise their academic potential and to obtain degrees of continuing international

standard. It undertakes quality research to national and international standards and provides development which meets clients' needs (University of Natal, 1992:v).

In keeping with its ideal to serve all communities the University of Natal has over the years, especially since 1983, admitted an increasing proportion of students from educationally disadvantaged backgrounds. Student Support Services have helped students from such backgrounds to score remarkable success rates, even in their first year at university, in spite of the inadequate learning facilities and opportunities at the secondary schools where they matriculated (University of Natal, 1989:3-4).

2.3 HISTORY OF THE UNIVERSITY OF NATAL

The University of Natal has two campuses, namely the Durban campus, which includes the Medical School, and the Pietermaritzburg campus.

The University was originally the Natal University College, which was established in Pietermaritzburg in 1910. This college offered courses leading to examinations in art and the sciences of the University of Good Hope. Meanwhile in Durban the Natal Technical College had been offering university courses in commerce and engineering. In 1918 the Natal University College became a constituent college of the University of South Africa situated in Pretoria. In 1922 the two Natal institutions merged formally as the Natal University College. In 1949 the College achieved independent status as the University of Natal (Brookes, 1966:25). The technical non-university courses initially taught at the Natal Technical College were later offered at a new institution now known as Technikon Natal. The University decided quite early in its history to maintain its two campuses.

A few further developments occurred in the history of the University over the years. One of these was the opening of part-time classes for black students in 1936. However, the passing of the Extension of University Education Act in 1959 prohibited the admission of

black students to white universities, since ethnic universities had been established. These ethnic universities were the University College of the North for Sotho-speaking, Venda and Tsonga groups; the University College of Zululand for Zulu and Swazi-speaking groups; the University College of the Western Cape for Coloureds; the University College at Salisbury Island in Durban for Indians and the already existing University College of Fort Hare for Xhosa-speaking people. In 1983 legal powers were given to the Minister of Education to determine racial quotas for student admissions to white universities. In spite of such restrictions the numbers of black students at the University of Natal continued to increase, as stated in the 1989 Mission Statement of the University (University of Natal, 1989: 2).

Other major developments were the opening of the Faculty of Agriculture on the Pietermaritzburg campus in 1949 (Brookes, 1966: 94) and the establishment of the Medical School in Durban in 1951 (Brookes, 1966: 79).

As time went by, several autonomous research institutes funded by outside organisations were established on the University premises. Although these institutes conducted research to serve their own needs and interests, they formed a valuable link between the university and the community. The first institutes were the Meyrick Bennett Children's Centre, established in Durban in 1946, and the Sugar Milling Research Institute, also established in 1946 in Durban, with links to the Council for Scientific and Industrial Research (Brookes, 1966: 106). Other institutes were the Wattle Research Institute, established in 1947, with links to the Department of Forestry (Brookes, 1966: 103). Many more institutes have been established since then.

2.4 COMMUNITY ROLE OF ACADEMIC LIBRARIES, WITH SPECIAL REFERENCE TO THE UNIVERSITY OF NATAL LIBRARIES

As stated in Section 1.7, an academic library is established to meet the information needs of students, staff and affiliated staff of these institutions. Wyley (1991:11) states that the purpose of the university library is to support the study, teaching and research

to the mission statements of their parent institutions, whilst others have formulated their own library-specific mission statements.

In terms of service, most university libraries are inward-looking and serve only the interests of the academic and student community (National Education Policy Investigation, 1992: 30). Wyley (1991:11) refers to the same situation, where academic libraries concentrate their efforts on serving their primary users, but she also indicates that they state that they are aware of the information needs of the community around them. De Jager (1995:40) confirms this by referring to some university libraries pledging their commitment to serve the wider community of which they are part, being aware of their debt to that community and thus making their services and collections available to the general public.

In terms of the 1989 Mission Statement of the University of Natal, which refers to the university community as consisting of people in all social circumstances, the University libraries are committed to serving the needs not only of their *bona fide* users but also the needs of the community in the area. In fact, the University of Natal (Durban) Library Review Group (1998:1) refers to this type of challenge as “the delivery of an information service to the wider academic community as well as to other citizens of Durban in the true spirit of the Library's mission statement”. The University of Natal Libraries' mission statement is to “provide resources and information services to support the learning, teaching, research and development endeavours of the University Community” (University of Natal Library, 1999). All the University of Natal libraries have opened their doors to all users, even those who are not registered formally as borrowers. However, such users may not borrow materials or have literature searches done for them. Otherwise they are free to use materials whilst in the libraries.

2.5 THE UNIVERSITY OF NATAL LIBRARIES

Each of the two campuses of the University of Natal has its own library system, consisting of the constituent libraries which it administers. Both campus libraries belong to the Joint Library Committee.

The University of Natal, Durban (UND) library system

The UND library system consists of the main library, the E.G. Malherbe Library and the four branch libraries. The branch libraries are the Architecture, Law and Music libraries on the Howard College campus and the Medical library at the Medical School.

The primary users of the UND library system are the students and staff of the University, including those attached to the Pietermaritzburg campus. The University also has a number of registered visitor members who have been granted borrowing privileges according to specific conditions. There are three categories of visitor members.

The first category of visitor members includes all outside users with no special affiliation to the University. These could be undergraduate and honours students of other universities and ordinary members of the public. On payment of an annual fee of R320.00 (1999 figure) they may be registered as users of the library (University of Natal. Durban Library, 1999: 8).

The second category consists of members of the Alumni Association of the University of Natal. This category also includes members of independent institutes that work in close association with the University and are on the University premises. Examples of such organisations are the Council for Scientific and Industrial Research, the Human Sciences Research Council and the Oceanographic Research Institute. Members of non-profit organisations also belong to this group (University of Natal. Durban Library, 1999: 8).

The third category of visitor members includes masters and doctoral students of other universities in South Africa, including those from Eastern Seaboard Association of Tertiary Institutions (ESATI). On payment of an annual fee of R20.00 and presentation of a letter of introduction from the member's institution's librarian, such a user is granted membership of the Library (Haffajee, 1998).

In addition, the UND library has, for a number of years, been providing a service to industry in a special section called the Business Information Centre. A business organisation is given membership of the library upon payment of a specified annual fee. The organisation then has the same borrowing privileges as staff members of the University. However, they have to pay for electronic literature searches.

In addition to all the categories of visitor members, the UND library does not deny entrance to anyone who walks into the library to use its resources and services. However, in 1999 the E.G. Malherbe library stationed a security guard at the door in order to monitor entry. University of Natal staff and students and registered visitor members are allowed immediate entry on showing their staff or registration cards. Students from ESATI institutions (Natal Technikon, Mangosuthu Technikon, M.L. Sultan Technikon, University of Durban-Westville, University of Zululand, University of South Africa and Technikon SA) are also expected to show their institutions' registration cards and to sign a register. People who do not belong to any of these groups are also allowed entry, but are required to sign a register and state why they are visiting the library (Haffajee, 1998).

Having the library open to outside users is one of the ways in which the University of Natal libraries fulfil their role of serving all members of the community. However, it is essential that whatever is offered to outside users in the form of services or resources does not disadvantage the primary users of the library.

The UND library system has realised that it has an even more pressing duty towards students from disadvantaged communities, whom the University has been admitting in increasing numbers. Students from such communities arrive at the University with few or

no information skills, because of the scarcity or even total absence of libraries or information centres in their areas. Therefore the University has given top priority to spending more time than usual on bibliographic instruction, especially as the computerisation of library procedures presents an even greater challenge to the new user who needs orientation.

2.6 EASTERN SEABOARD ASSOCIATION OF TERTIARY INSTITUTIONS (ESATI)

ESATI is an inter-institutional organisation, established in 1992, in which members work together to improve the delivery of higher education in the eastern seaboard region of KwaZulu-Natal, South Africa. This they do by correcting problems created by apartheid education and redressing historical inequalities in higher education (ESATI 1997). Problems dealt with are matters such as duplication of facilities and courses of study and isolation and inequitable distribution of available resources. The basis of co-operation is not only for economic reasons, but also for purposes such as creating a comprehensive and well-co-ordinated tertiary sector that could produce people that will suit the needs of the region, especially in the present time of transition. Other reasons are applying the principles of equity and redress in issues such as inequality in institutions, limitations on access to higher education, using the existing resources and available funds better, through rationalisation and eliminating duplication and wastefulness. ESATI has a number of projects such as Materials Development, Research Cluster Project, Regional Access Project and the Regional Research Equipment Service (ESATI, 1997).

2.6.1 INSTITUTIONS IN ESATI

ESATI consists of the University of Natal with its campuses in Durban and Pietermaritzburg, the University of Durban-Westville, the University of Zululand, with the main campus at KwaDlangezwa and the extra-mural division at Umlazi, and the Durban section of the distance education university, the University of South Africa. There are

also the four technikons, namely Natal, Mangosuthu and M.L. Sultan and the distance education technikon, Technikon SA. Two of these institutions, the University of Natal and Technikon Natal, are historically white.

The universities generally offer the same type of degree and diploma programmes, with some exceptions. For example, the University of Natal (Durban) is the only one in KwaZulu-Natal that has a Faculty of Medicine and the University of Durban-Westville is the only one with a Faculty of Dentistry. The technikons have similar programmes, but are geared towards training of a technical nature. What is noticeable is that the historically-white institutions have more students than their historically-black counterparts and offer a wider variety of courses (ESATI, 1997).

2.7 EASTERN SEABOARD ASSOCIATION OF ACADEMIC LIBRARIES (ESAL)

ESAL is an organisation that operates under the auspices of ESATI. It is a co-operative scheme of seven academic libraries in the six institutions that have their campuses in KwaZulu-Natal. It aims at optimising the use of resources at member institutions and creating a strong research resource in the region and at ensuring that more people have access to information by sharing resources, technology, information management and expertise in the library and information science field (ESAL, 1998). Amongst things envisaged are an inter-library loan courier service, cross-institutional library membership for staff and graduate students, shared library staff development programmes, jointly-developed modules for student orientation and shared journal and abstract holdings. The type of co-operation envisaged in ESAL is that there should be an extension and integration of the existing software systems to further facilitate resource sharing. ESAL has several task groups such as task groups for user standards, journals, document delivery, networks and technical infrastructures, cataloguing and bibliographic standards (ESAL, 1998).

The academic libraries that are members of ESAL are those at the University of Natal (both campuses), the University of Durban-Westville and the University of Zululand and the technikons Natal, Mangosuthu and M.L. Sultan. The distance education institutions, University of South Africa and Technikon SA, have main campuses based in Gauteng, so their libraries belong to another library consortium, namely the Gauteng and Environs Library Consortium (GAELIC, 1997).

2.8 STUDIES OF THE USE OF ACADEMIC LIBRARIES BY EXTERNAL USERS

There is a wide variety of literature on studies that refer specifically to resource-sharing. As the focus of this study is on the use of academic libraries by external users not registered in those libraries, the literature review will concentrate on studies of this nature.

When looking at studies of resource-sharing in academic libraries one needs to draw a distinction between formal and informal arrangements. Another term used in the context of resource-sharing is one of reciprocal use of libraries. According to Hale (1983: 499) reciprocal use refers to " the direct use of those libraries which have made formal arrangements amongst themselves to allow their readers to use and borrow from all libraries participating in the scheme ".

An important consideration in resource-sharing is that library funding is based on the number of students registered at an institution. An influx of users from other institutions might cause competition for resources. In addition, the resource-sharing agreement an institution has with another institution should not be used as an excuse to shirk providing adequate library resources for the courses offered by the institution.

The discussion that follows will refer to studies of external users of academic libraries in formal resource-sharing schemes, as well as in situations where there are no such

schemes in operation. External users here will refer to users who have no affiliation to the academic institution, either as students or as members of staff.

One of the earliest studies of a formal co-operative venture was cited by Piternick and McInnes (1975) in their reference to Tri-University Libraries (TRIUL). TRIUL was a Canadian organisation of the libraries of Simon Fraser University, the University of British Columbia and the University of Victoria. Reciprocal borrowing privileges were extended to undergraduate students in the three institutions, after faculty members and post-graduate students had already been enjoying these for some years (Piternick and McInnes, 1975: 300). In addition to users from institutions that participated in the reciprocal borrowing scheme, the three libraries were aware of an increase in informal use by people not affiliated to any of the institutions. A study was undertaken in November 1973 at the University of British Columbia Sedgewick Undergraduate Library to determine the number of outside users, what institutions they came from and for what purposes they wanted to use the library facilities, services and materials. The study revealed that about 20% of the people interviewed were external users and that more than 11% of them were students from other universities and colleges (Piternick and McInnes, 1975: 300).

As a result of the interest generated by the results of that pilot survey, a follow-up survey was conducted by TRIUL involving several libraries, namely the University of British Columbia's Main Library, Sedgewick Undergraduate Library, Woodward Biomedical Library, MacMillan Library, Simon Fraser University Library, University of Victoria Library, Vancouver City College (Langara Campus) and British Columbia's Institute of Technology (Piternick and McInnes, 1975:301). The follow-up survey was done over two periods, namely, the first one in March 1974 and the second one in November 1974. One of the results of the second survey was that a large percentage (20%) of users in these libraries were outsiders. The single most important reason for their using outside libraries was that they expected to find the material they needed at the particular library. Convenience of location featured fairly frequently as a reason for the choice of that particular library: in addition meeting friends and the congenial atmosphere of the

library were other reasons quoted. On what they used the library for, the most common reason given was that of using that library's materials, with the study of their own material appearing fairly frequently.(Piternick and McInnes, 1975: 302).

Another study of formal resource-sharing is cited by Allen (1989), in his reference to a reciprocal borrowing scheme which started in the 1970s for users of university and college libraries in Western Australia. This was a scheme which included staff and post-graduate students and also undergraduate students. The reasoning behind including undergraduates was that they requested the largest number of loans, and therefore they might as well be included in the scheme. This study also revealed the reality that in a co-operative scheme richer libraries can expect to "subsidise if not be plundered by the 'poor'"(Allen, 1989: 230). A report was compiled by the Tertiary Education Commission for the 1982-1984 triennium on determining the extent to which students used libraries other than those of their own institutions. The report revealed that the incidence of extra institutional users was detectable, but was not creating any major operational problems. However, concern was raised on the impact on seats in the libraries and the availability of resources for an increased number of users in a library (Allen, 1989: 230). Allen also refers to other reciprocal schemes that operated in Queensland, Victoria, South Australia and New South Wales. Besides observations that are similar to the ones in the report quoted above, the underlying feeling was that a library's paramount obligation is to serve its primary users rather than anyone else's (Allen, 1989: 239).

In South Africa, resource-sharing agreements are a fairly new development and are still in the process of being negotiated. Reference here can be made to the aforementioned Gauteng and Environs Library Consortium (GAELIC), the Eastern Seaboard Association of Academic Libraries referred to by Merrett (1998), the Cape Library Consortium (CALICO), the Free State Library Consortium (FRELICO) and the South Eastern Library System in the Eastern Cape (SEALS) (GAELIC, 1997). Reference to ESAL's co-operation agreement was made in Section 2.7 in so far as it affects the study undertaken at the E.G. Malherbe Library, which belongs to one of the institutions in the resource-sharing scheme.

Besides studies of external users in formal resource-sharing schemes, there are some studies where outsiders use an academic library regardless of whether it participates in a co-operative use scheme or not. Therefore there are a number of instances when academic libraries become aware of heavy use of their services and resources by external users, most of whom are usually students.

One of the early studies of external use of academic libraries was made by Josey (1969). He refers to the growing use of academic libraries by non-campus clientele, which included community members, the majority being undergraduates. He states further that there was evidence that the external users who were students were from institutions whose libraries were extremely inadequate (Josey, 1969: 66). He refers to a survey by Shank on access to scientific and technical information in the metropolitan New York area. According to this survey there was evidence of pressure on some college libraries that were unable to seat even a reasonable number of their own students and staff (Josey, 1969: 67). This finding is related to de Jager's study at the University of Cape Town's Linear Library, in which some registered students expressed disapproval that their seating space was taken up by students from other institutions (De Jager, 1991:279).

Whilst most studies of external users at academic libraries have to do with meeting a challenge that is imposed on the library by the user, there are some where the library itself goes out of its way to provide a service that will benefit a specific type of user. One such study is described by Dodd (1974). He refers to a service offered to business and industry by the library of the Georgia Institute of Technology. This library had supplied an information service for years. Initially it was a primary source of information to enable the State Technical Services Programme to operate smoothly. Then, when this Programme ended, the library began to offer, for a fee, services such as literature searches, interlibrary loans, a photocopy service, reference and directory assistance and acquisition assistance to any off-campus individual or organisation (Dodd, 1974: 66). Since 1971 the library has been offering a service in its Information Exchange

Centre, primarily for academic libraries and secondly for business, industry, individuals and government organisations. It is important to note that some industries which the centre serves have their own special libraries (Dodd, 1974: 67).

Brindley (1990:133) refers to conscious efforts by academic libraries in Britain to provide a service to external users. She mentions the establishment of a science and industrial centre adjacent to the library of London Polytechnic in order to cater mainly for business and industry. This was done with funding from the companies that used the facility.

Piternick (1979:153) refers to steps taken by the University of British Columbia to recover, from the government, costs involved in resource-sharing after noticing an increased use of collections and services by growing numbers of external users, excluding students from the TRIUL partnership already referred to. An interlibrary lending system had been established earlier for some institutions in British Columbia. This was known as the Federated Information Network (FIN). However, as more materials were being borrowed from the University of British Columbia without any compensation to that library, the University requested the federal and provincial governments for financial support in providing an external service to users. The governments refused. Then the University of British Columbia Library imposed fees for certain types of services and curtailed privileges for certain groups. As a result of that step taken by the university library, the Ministry of Education in British Columbia approved the funding of an interlibrary loan network, started a project to improve college library collections (which until then had been in a very poor state) and another one to create a catalogue-support or union-catalogue system for post-secondary institutions in the province to facilitate interlending (Piternick, 1979: 156).

Piternick (1979: 157) refers again to surveys already mentioned by Piternick and McInnes on p. 23, but concentrates on the study undertaken specifically at the University of British Columbia Library. The University of British Columbia Library realised that the position regarding resource-sharing needed re-examining; external users still

had access to the collections and services but the external users shared the costs for services which the library had originally provided free of charge (Piternick, 1979: 158).

Another study from the United States of America is reported by Judd and Scheele (1984) who wrote on community use of public academic libraries in New York State (as opposed to libraries in private tertiary institutions). The study was commissioned by the City University of New York (CUNY) and the State University of New York (SUNY), with the aim of finding out to what extent there was a serious problem in community use of the libraries belonging to these institutions. It was also hoped that the results of the survey could be used to increase state support for the libraries involved and also improve their public image (Judd and Scheele, 1984: 128). The survey was conducted against the background of the belief that all libraries should be accessible to all the people of the State. Questionnaires were distributed to all libraries that belonged to both university systems. Eighty-seven academic libraries throughout New York State formed the population. The survey revealed that all libraries granted access to all academic staff and students in the State, and 91% of those who responded granted borrowing privileges to students and academic staff. Furthermore, 85% of them granted borrowing privileges to some community users (Judd and Scheele, 1984: 128). Some of the libraries even had special outreach programmes and services for community users, for example, a local history collection at one library (Judd and Scheele, 1984: 129).

Radford (1988), writing from the Australian viewpoint, gives an account of co-operative borrowing. He writes from the perspective of a university librarian's experience of serving external users, especially students from other academic institutions. He refers to three groups of users, namely academic staff, post-graduate students and undergraduate students. He is of the opinion that undergraduates from other institutions should be excluded from co-operative borrowing schemes because the university's own under-graduates have to compete for materials in fewer titles that are provided in multiple copies for large numbers of users. He fears that the host library's students will be adversely affected by increased competition for scarce resources. He states that

each academic institution should strive to provide fairly adequately for its own undergraduates (Radford, 1988: 142).

In a study by Maticka (1989: 43), borrowing from Australian academic libraries by external students is discussed. There is widespread support for the opening of doors to students from other institutions who are involved in scholarly research, but opposition to the extension of this privilege to undergraduates, a view expressed by Radford above. After reference to several studies, the first by Pownall in 1981, the second by Winter and Cameron in 1983 and the last by Crocker, Cameron and Farish in 1983, Maticka concludes that academic libraries would not be adversely affected by external students if all such libraries allowed them access (Maticka, 1989: 48).

Russell et al (1989) studied external user access to public academic libraries in urban and metropolitan areas in the United States of America. The study found that most of the external users are students and staff (faculty) from other universities and colleges and some business and government employees and even high school students. A number of reasons are given for their using libraries other than those in their own institutions (in the case of students): convenience of location of the library, extended hours at these libraries, better collections and for some greater accessibility of these libraries in terms of transport and service (Russell et al, 1989: 27). The study further found that the literature on external user access to academic libraries reveals many opinions and viewpoints, one of which is the warning that academic libraries must avoid the image of an "elitist fortress" (Russell et al, 1989: 28). The conclusion the authors draw is that it is still difficult to reach a clear-cut decision on external users and their position in academic libraries.

Russell et al (1989) also refer to a survey conducted in 1989 at the University Centre in Georgia member libraries. It was found that most libraries expressed commitment to meeting the needs of external users whenever possible (Russell et al, 1989:32). Most of these libraries allowed free access to their collections and their services, but not borrowing privileges. Some charged fees for some services, but these varied from

library to library. There was also an admission that additional demands were made on their collections and personnel; they were also not compensated for financial drains on their coffers experienced as a result of serving external users (Russell et al, 1989:31).

Another study that assesses the use of an academic library by external users is the one described by Harris (1989). This was carried out at the library of the University of Western Australia after a reciprocal borrowing scheme was introduced in 1987 involving the libraries of the University of Western Australia, Murdoch University, Curtin Institute of Technology and the Western Australian College of Advanced Education. The study intended to find out the volume of external user visits, the institutional affiliation of these users and how much additional workload was caused by providing services to external users (Harris, 1989: 220). The conclusion drawn from the study was that there was an increase in the number of visits by external users and a measurable workload involved in serving external users. However, their use of library services, excluding the collection, did not disadvantage institutional users (Harris, 1989: 220).

Hammond (1989) refers to one of the sensitive issues associated with external users, namely their lack of library use skills. She refers to her experience of external users at the Arizona State University West Campus Library. This was a new library with a very large collection of materials and was popular among students from other institutions, especially those who attended small ones which did not have the type of collection and electronic resources it had (Hammond, 1989: 135). Seeing that many students from other institutions who used that library lacked the necessary library use skills, the librarian thought of ways of avoiding giving individual instruction to many students at the information desk. She invited librarians at the institutions where the external users were registered and offered them the use of a classroom in the West Campus library, access to their instructional materials and the use of their resources, including electronic resources to conduct lectures for their students. The lectures were meant to teach them how to use not only that library but any other library. However, not all librarians accepted the offer (Hammond, 1989: 136).

In South Africa the only study that refers to the use of an academic library by students from other institutions is the one by de Jager (1991), on how the students of the University of Cape Town use the Linear Library on that campus. In this study one of the responses was disapproval by University students to the fact that students from other institutions take up space which should be occupied by them in the library. A study on perceptions of service rendered by the University of the Witwatersrand to the outside community conducted in 1986 revealed that the community felt that the university's facilities, including the library, should be made accessible to the general public (Perceptions, 1986:31).

A study by Verhoeven, Cooksey and Hand (1996) stresses the open door policy which some academic libraries in the United States have towards external users, because of the awareness that libraries at public institutions are funded by taxes which the public pays. She refers to a study of the use of reference desk service by external users at the Georgia State University library which is in a metropolitan area. The library is heavily used by academic institutions in the area, especially the three universities, namely Emory, Georgia Institute of Technology and Clark Atlanta. It is also used by employees of public and private institutions near the University (Verhoeven, Cooksey and Hand, 1996: 392).

One of the significant results in the study was that external users asked reference questions which were disproportionate to the number of external users visiting the library (Verhoeven, Cooksey and Hand, 1996: 395). A conclusion drawn from this observation was that external users needed basic library orientation, for example in the use of the computerised catalogue and other information retrieval tools; therefore more time was spent on them. Another observation was that the use of the reference service by external users had implications for staffing because it meant providing a mix of professional and para-professional staff at the reference desk to attend to all types of questions. Thus financial implications became obvious in providing such a service to external users (Verhoeven, Cooksey and Hand, 1996 : 396).

A study by Kirby (1996:155) refers to how the city of Sheffield in England solved the problem of granting users access to libraries where they were not members. An agreement was signed involving the public library, two university libraries and a college library, in terms of an Access to Libraries for Learning (ALL) charter signed in 1994. There was agreement on how access was to be facilitated and the recognition of the libraries' role in life-long learning. Attention was focused on haphazard visits by members of the public to academic libraries, and the lack of clear guidelines for academic libraries about the rights of external users. The charter set out what could be provided by each type of library, what information and services external users were entitled to and what costs were incurred. This agreement gave members of the public a feeling of legitimate access.

Another study is discussed by Nankivell (1998:525). It is a report on the People Flows research project which was conducted at the Centre for Information Research and Training at the University of Central London. It investigated cross-use in public, college and university libraries. The idea was to measure the extent of use and the effect on lifelong learning. The findings were that generally on library use 79 % of respondents used the libraries where they were registered, and others. University library respondents were engaged in advanced study and used specialised collections in other libraries, mainly academic libraries. Public library respondents used a wide variety of other libraries that were not necessarily academic. College library respondents showed a tendency to use only college or public libraries.

2.9 CONCLUSIONS

All the studies point to the academic libraries being willing to serve students from other tertiary institutions, and even members of the public. However, some studies do express the institutions' concern about the increased numbers of users that have to be catered for, for example, the studies by Josey (1969), Radford (1988), Allen (1989) and Harris (1989).

2.10 SUMMARY

In this chapter the South African tertiary education situation was discussed briefly. Mention was made of the functions of universities in society and special reference was made to the University of Natal's role in society. After a brief reference to the objectives of academic libraries in tertiary institutions, the situation of the University of Natal libraries was discussed and emphasis was placed on the University of Natal's E.G. Malherbe Library. The Eastern Seaboard Association of Tertiary Institutions (ESATI) and the Eastern Seaboard Association of Academic Institution (ESAL) were referred to since they are examples of cooperative organisations. The University of Natal's membership of these organisations impacts on the E.G. Malherbe library's relationship with users from institutions that are also members of these organisations. Finally there was a discussion of studies of use of academic libraries by external users.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This section will discuss the research methods used and the collection and analysis of data.

3.1 CHOICE OF RESEARCH METHODS

The decision to use a particular method of research is determined by the purpose of the research being undertaken. The quantitative approach was chosen for conducting the present research. This was found suitable since it can be used for the numerical manipulation of large quantities of data (Cohen and Manion, 1989: 8).

3.1.1 THE SURVEY METHOD

Survey research was chosen as the best method to collect information about the subjects by means of a structured, standardised questionnaire. The survey method is described by Powell (1991: 44) as

the research strategy where one collects data from all or part of a population to assess the relative incidence, distribution and interrelations of naturally occurring variables.

Powell (1991: 44) is also of the opinion that survey research has been found useful for user studies. It also allows for the manipulation of large numbers because it provides for sampling (Powell, 1991: 54). With particular reference to library studies Line (1967: 11) interprets the library survey as "a systematic collection of data concerning libraries, their activities, operations, staff, use and users, at a given time or even a given period".

The fact that the survey method allows for sampling is especially advantageous for the present study. It would be difficult to estimate how many subjects make up the population because of the nature of the problem under investigation. Hence the possibility of using a self-selected sample was very suitable.

3.2 DATA COLLECTION

Of all the methods used for survey research the questionnaire was chosen as the most appropriate to be used for data collection. As Babbie (1998: 8) states, the standardised questionnaire enables the researcher to use exactly the same type of technique with each and every respondent in the study. The type of questionnaire used was the self-administered questionnaire.

3.3 ADVANTAGES AND LIMITATIONS OF THE SELF-ADMINISTERED QUESTIONNAIRE

There are a few advantages for using a self-administered questionnaire. One of these is that, since the respondent is not face to face with the interviewer, he/she has the freedom to answer questions as honestly as he/she wants, even reporting on less socially acceptable issues (Moser and Kalton, 1973: 258). Another advantage is that it is faster and cheaper to administer than conducting an interview and can therefore be conveniently used to elicit information from a large number of respondents (Smith, 1983: 19). Another advantage is that the same types of questions can be used for all respondents.

However, a number of disadvantages can be ascribed to the self-administered questionnaire as well. One of these is that this type of questionnaire does not offer an opportunity for in-depth probing of the respondent, and, as Moser and Kalton (1973: 260) point out, the answer given is taken as being final. Also, if the respondent does not understand a question, he/she does not have a chance to ask for clarification. This method is also not suitable for questionnaires that take too long to answer. For example,

one that takes 20-25 minutes to fill in might discourage some respondents from answering it.

3.4 CONSTRUCTION OF THE QUESTIONNAIRE

Two questionnaires were designed: one for the users and another for the subject librarians at the E.G. Malherbe Library. Both questionnaires featured a combination of open-ended and fixed response questions. In spite of the ease with which fixed response questions can be processed, it was felt that open-ended questions would accommodate unexpected responses from the respondents and possibly contribute valuable information to the study. One of the means of providing for open-ended questions was including the category "other, specify" at the end of fixed response questions, for example questions 1,4,5,6 and 7 of the users/ questionnaire and questions 1 and 9 of the librarians' questionnaire. Another method was having a few instances where the respondent was asked to comment on any unspecified issue about the library, for example in Question 15 of the users' questionnaire. In fixed response questions the respondent was asked to choose from a variety of alternatives.

The questionnaire for the users did have some elements which are similar to those used by Harris (1989) for her survey at the University of Western Australia Library, where the intention was to find out the extent of the use of the library by external users after a reciprocal borrowing scheme had been introduced. Elements that show similarity are, for example, questions on the users' affiliation (or institutions where they are registered as library users), the purpose of the visit to the library, amount of time spent in the library and frequency of visits to the library. The same category of questions were also used for a pilot study by Piternick and McInnes (1975) at the University of British Columbia Sedgewick Undergraduate Library in November 1974 and a large-scale survey at several other libraries in the area in March 1975. The questionnaire for subject librarians was meant to countercheck the validity of responses from users' questionnaire and to see if any correlation existed. For that purpose both questionnaires had the same

categories of non-registered users, the amounts of time spent in the time spent at the E.G. Malherbe Library by the users and the type of help they needed.

The questionnaire had a covering note appearing on the first page. The note explained the purpose and the significance of the study, appealed to the respondents for co-operation and assured them that their answers would be treated with confidence (Appendix C).

3.5 POPULATION

The identification of the population is one of the most essential steps in carrying out research. The population is defined by Moser and Kalton (1973: 5) as "the aggregate of persons or objects under investigation". Gay (1992: 124) calls it the group in which the researcher is interested and the one from which she would like to generalise the results of the study. For the study under consideration the population consisted of two groups of people. The first group was made up of all users of the E.G. Malherbe Library of the University of Natal who were not registered as users of the University of Natal libraries, either on the Durban or Pietermaritzburg campuses. This group included students and staff from tertiary institutions around Durban, as well as users from elsewhere in the country. Ordinary members of the public not registered at any institutions as students also belonged to this category. The second group of respondents consisted of all subject librarians based at the E.G. Malherbe Library.

It was thought useful to have the two groups of respondents so that the responses of the non-registered users could be checked against the views of the subject librarians and possibly establish similarities. It was thought useful to include subject librarians as respondents because they interact with users of the E.G. Malherbe Library, both registered and non-registered. At a preliminary discussion with the researcher before the drawing up of the questionnaire they revealed that they occasionally help non-registered users.

3.5.1 SAMPLE

It is not always possible to obtain information from all members of the population. In this case it was not possible to gather data from all the non-registered users who invariably come into the library at different times of the day and on different days of the week. Therefore a sample was used. Line (1967: 26) describes a sample as “ a limited number of items or people from whom generalisations can be made about the whole number”. As Gay (1992: 126) adds, a reliable and valid sample will have features and characteristics which represent the population, thus allowing the researcher to generalise from the sample to the population.

Out of all the many types that are there, the only type that could be used for the study was the self-selected sample. A self-selected sample is defined by Powell (1991: 64) as a number of cases, usually people, who have by some chance selected themselves to be included in a study. For the present study, therefore, the sample consisted of all the users who fit the description of the population who happened to walk into the library on the days and during the times specified for data collection and filled in the questionnaire.

Initially 161 questionnaires were filled in, out of 212 that were handed out. However, only 149 of these were used for analysis. Out of the 12 questionnaires that were not used, 5 were completed by scholars and the rest had too few details to be of any use for the study.

3.6 ADMINISTERING THE QUESTIONNAIRE

The questionnaires were distributed at different intervals starting six weeks before the beginning of the second semester examinations of the University of Natal. The period of administering them lasted from 27 September 1999 until the end of the examinations on 26 November 1999. The initial date was believed to be when intensive preparation for the examinations commences, especially for distance education tertiary institutions such as the University of South Africa and Technikon South Africa. Administering the

questionnaires was done at specific periods during the day. During the weekdays this was done from 08h30 until 11h30, when it was thought there was a possibility of a large number of users coming into the library. Again the questionnaires were handed out from 16h00 until 19h00, when people came in to use the library after a day's work. On Saturdays the questionnaires were handed out from 08h30 until 12h00.

When the questionnaire was administered to the non-registered users, a security guard had been placed by the Risk Management Services of the University at the door of the E.G. Malherbe library to monitor entry into the library. This was in keeping with the decision taken at the Joint Library Committee meeting held on 24 April 1998 that there was a need to monitor entry (University of Natal Library. Joint Library Committee. 1998). All persons entering the library were asked to produce their student or staff cards or cards that indicated that they were visitor members of the library. Those who did not have any of these cards were asked by the security personnel to provide information in the register concerning their names, institutions where they were registered and why they had come to use the library. The non-registered users were then handed a questionnaire to fill in by a student assistant seated next to the entrance. This method of administering the questionnaire is similar to the ones used in the surveys by Piternick and McInnes (1975) and Harris (1989), referred to in section 3.3. The questionnaire for the subject librarians was handed by the researcher to the chief subject librarian, who then distributed it to her colleagues.

The method chosen for distributing the questionnaires to the possible respondents was thought to be the best way to ensure that questionnaires were filled in. Leaving them near the library entrance with a note explaining what they were and appealing to the relevant library users to fill them in was believed not to be very effective, because not many people would be encouraged to complete them. The student assistant who handed them out explained what the questionnaires were meant to achieve and urged potential respondents to fill them in.

3.7 DATA ANALYSIS

Once data has been collected it has to be organised in order to facilitate analysis and finally the making of observations and drawing of conclusions (Gay, 1987: 375). Data has to be coded in order to classify answers to the various questions into meaningful categories, which can then be interpreted in terms of their significance to the study being undertaken.

Most of the questions were closed type questions. For these, frequency counts had to be compiled for the various categories of responses in each question and a percentage worked out for each frequency. For the open-ended questions the researcher had to go through all the different answers to a particular question and then record the frequency of the occurrence of each answer. It became obvious that in some cases there were too many responses to a question and this tended to make analysis difficult. For example, to the question which asked respondents to state any comments they wished to make about using the E.G. Malherbe Library, many responses were given. The researcher decided to group them under headings which would facilitate analysis. Grouping of responses was also done for the question on where the respondents were registered as students and the question on what courses of study they were registered for.

3.8 SUMMARY

This chapter dealt with research methodology. The survey was discussed as the best method to conduct the research. The self-administered questionnaire as a means of collecting data was also referred to. Finally it was stated how the two sets of questionnaires were distributed and how the data was coded to have it ready for analysis.

CHAPTER FOUR

4. ANALYSIS OF RESULTS

In this chapter the results of the survey will be analysed. As stated in Chapters 1 and 3, two questionnaires were prepared, one for the non-registered users and the other for the subject librarians based in the E.G. Malherbe Library. The analysis of the results from the two questionnaires will be done separately; the first part concentrates on the findings from the users' questionnaires and the second deals with the subject librarians' responses.

4.1 SECTION 1 RESULTS FROM USERS' QUESTIONNAIRE

Table 1 REGISTRATION

N=149

REGISTRATION	NUMBER	%
Full – Time	90	60
Part –Time	47	32
Employed non-student	9	6
Other	3	2
TOTAL	149	100

The first question was intended to establish what the respondents were engaged in, on a day to day basis. Most of the respondents were engaged in study, either full-time or part-time, with 90 (60%) being registered on a full-time basis and 47 (32%) on a part-time basis. There were also respondents who were not students, and a few who did not belong to any of the categories indicated.

TABLE 2 INSTITUTIONAL AFFILIATION**N=137**

INSTITUTION	NUMBER	%
University of Durban-Westville	30	22
University of South Africa	29	21
Natal Technikon	22	16
M.L. Sultan Technikon	12	9
Independent Institutions in KZN	9	7
Mangosuthu Technikon	6	4
University of Zululand	6	4
Institutions outside KZN	6	4
Institutions outside RSA	5	4
Unspecified	4	3
SACOL (South African College for Open Learning)	1	1
TOTAL	137	100

The aim of the next question was to establish at what educational institutions the respondents who were students were registered. The institutions that featured prominently were the University of Durban-Westville 30 (22%), the University of South Africa 29 (21%), the University of Zululand 6 (4%) and Natal Technikon (16%).

TABLE 3 PROGRAMMES OF STUDY REGISTERED FOR**N=137**

DEGREE	NUMBER	%
Engineering B. Sc./Dipl./B.Tech.	20	15
MBA/MBL/B.Admin./BBA/B.Mngt.	19	14
B.Com./B.Compt.	19	14
BA/MA	16	12
B.Sc./M.Sc.	15	11
Other	12	9
B.Pharmacy	12	7
Medicine	7	5
Public Relations	7	5
Information Technology	6	4
Education	4	3
TOTAL	137	100

There were many different programmes of study registered for. As the figures indicate, most of the students 20 (15%) were registered for engineering courses, followed by management and commercial courses both at 19 (14%). The category "other" consisted of various courses such as horticulture, chiropracty, physiotherapy, tourism and human resources.

TABLE 4 OCCUPATIONS

N=47

OCCUPATION	NUMBER	%
Teacher/Lecturer	15	32
Manager	9	15
Medical Worker	7	13
Laboratory/Technical Worker	5	11
Accountant/Auditor	4	9
Office Worker	3	6
Sales Representative	3	6
Housewife	1	2
TOTAL	47	100

A wide range of occupations were pursued by those who were in employment, as stated in their responses.

TABLE 5 PLACE OF RESIDENCE

N=99

PLACE	NUMBER	%
0 – 10 Km from Central Durban	42	42
11 – 20 Km from Central Durban	49	50
+20 Km from Central Durban	8	8
TOTAL	99	100

Question 2 (d) required only respondents who were full-time students to state their place of abode, if not their institution's residence. Of these, 42 (42%) stayed in town or in suburbs within a 10 km radius of the centre of town. The distances were determined by

looking at the map of Durban and locating the suburbs within certain distances from the city centre. Further discussion on this matter is given in 5.3.4.

TABLE 6 REASONS FOR USING E.G. MALHERBE LIBRARY

REASON	NUMBER	%
Library has relevant materials for my studies	89	60
Need a place to study and not use library	72	48
Library has relevant materials for my interests	48	32
Library is close to residence	46	31
Library staff helpful	34	23
Library has many photocopiers	32	21
My library has no relevant materials	17	11
Registered at correspondence institution with no library	14	9
Library has relevant materials for my company	12	8
Other reasons	16	10
TOTAL	380 *	*253

* Multiple responses were given

Question 4 required the respondents to tick reasons why they used the E.G. Malherbe Library. They were required to tick or select from a list of nine reasons. Of the 16 “other reasons” given, 5 referred to a “Good environment in which to study’.

TABLE 7 LIBRARY RESOURCES USED

TYPE OF RESOURCE	NUMBER	%
Books	126	85
Computerised catalogue	87	58
Photocopiers	87	58
Journals	86	58
Newspapers	60	40
Bibliographies and indexes	53	36
TOTAL	499*	355*

*Multiple responses were given.

Of the various resources used, books were the most widely used, as indicated by 126 (85%) of the respondents.

TABLE 8 FREQUENCY OF USE OF RESOURCES

RESOURCES	FREQUENTLY		SELDOM		NEVER USE		NO RESPONSE	
	NO.	%	NO.	%	NO.	%	NO.	%
Books	90	61	32	21	17	11	10	7
Journals	54	36	26	17	38	26	31	21
Photocopiers	46	31	41	28	27	18	35	23
Catalogue	29	19	47	32	33	22	40	27
Newspapers	29	19	22	50	34	37	64	25
Bibl. and indexes	11	7	33	22	56	38	49	33

Question 6 asked respondents to indicate how often they used the resources identified in question 5. As in Question 5, for each resource one of three categories of frequency had to be chosen, namely, frequently, seldom, never use. Again the most frequently used resources were books selected by 90 (61%) of the respondents.

TABLE 9 LIBRARY SERVICES USED

LIBRARY SERVICES	RESPONSE	NUMBER	%
Borrowing materials	Yes	43	29
	No	97	65
Help in locating material in catalogue	Yes	57	38
	No	82	56
Help in locating material on shelves	Yes	56	38
	No	84	56
Explaining topic of assignment	Yes	13	9
	No	128	86

Respondents were asked to indicate whether they used any of the services listed in the table. There is an indication that 57 (38%) of the respondents did have a problem using the computerised catalogue and 56 (38%) found some difficulty in locating materials on the shelves.

TABLE 10 FREQUENCY OF USE OF LIBRARY SERVICES

LIBRARY SERVICE	FREQUENTLY		SELDOM		NEVER USE		NO RESPONSE	
	NO.	%	NO.	%	NO.	%	NO.	%
Borrowing materials	28	19	15	10	97	65	10	6
Help in locating materials in catalogue	17	11	42	28	81	54	9	6
Help in locating materials on shelves	22	15	38	26	78	52	11	7
Explaining topic of assignment	1	7	12	8	123	83	13	9

Question 8 asked respondents to state how often they used the services mentioned in Question 7 and the same categories used in Question 6 appeared here. There were 28 (19%) respondents who stated that they borrowed materials frequently and 14 (9%) who stated that they seldom did so.

TABLE 11 FREQUENCY OF LIBRARY USE DURING THE YEAR**N=149**

FREQUENCY	NUMBER	%
Every day	4	3
2-4 times a week	34	23
Once a week	30	20
2-3 times a month	38	26
Once a month	11	7
Less than once a month	31	21
Never	1	0
TOTAL	149	100

Question 9 solicited information on how often, on average, the respondents used the E.G. Malherbe Library during the course of the year, excluding examination time. The highest frequencies were for the periods "2-3 times a month" at 38 (23%) and the period "2-4 times a week" at 34 (20%).

TABLE 12 FREQUENCY OF LIBRARY USE DURING EXAMINATION TIME**N=149**

FREQUENCY	NUMBER	%
Every day	32	22
2-4 times a week	46	31
Once a week	11	7
2-3 times a month	8	5
Once a month	8	5
Less than once a month	27	18
No response	17	12
TOTAL	149	100

Question 10 is closely related to Question 9 and sought information on how often the Library was used during the examination period. The highest number of frequencies was for the period "2-4 times a week" at 46 (31%), followed by "every day" at 32 (22%). However, there is a very low percentage for those who used it "once a week" at 11 (7%), and "2-3 times a month" and "once a month" both at 8 (5%).

TABLE 13 TIME SPENT IN LIBRARY PER VISIT

N=149

TIME	NUMBER	%
1 hour or less	11	7
1-2 hours	18	12
2-3 hours	32	22
3 hours and more	85	57
No response	3	2
TOTAL	149	100

The aim of Question 11 was to assess how much time a user spent during each visit to the Library. The highest number of respondents, 85 (57%) stated that they spent "3 hours and more" in the Library, followed by those who stated that they spent "2-3 hours" at 32 (22%). Very few, 11 (7%) stated that they spent "1 hour or less".

TABLE 14 DAYS ON WHICH LIBRARY WAS USED**N=169**

DAYS	NUMBER	%
Mondays	15	10
Tuesdays	13	9
Wednesdays	15	10
Thursdays	19	13
Fridays	13	9
Not specified	32	21
Weekends	62	42
TOTAL	*169	100

*Multiple responses were given.

Question 12 sought to establish the days on which the Library was used most often by the non-registered users. Respondents had to choose either "weekdays" or "weekends" and in the case of weekdays, specify days. For the "weekdays" the highest count was for those who did not specify days at 32 (21%), followed by the number for Thursdays at 19 (13%). The highest single count is for those who used it during the "weekends" at 62 (42%). However, some respondents gave several combinations of days.

TABLE 15 TIMES/PERIODS OF DAY LIBRARY WAS VISITED

TIMES	NUMBER	%
Mornings	78	52
Afternoons	66	44
Evenings	34	23
TOTAL	*178	*119

*Multiple responses were given.

Question 13 aimed to determine the times or periods of the day when the Library was most often used. The highest count was for the "morning" at 78 (52%), followed by that for the "afternoon" at 66 (44%). Some respondents ticked more than one period.

TABLE 16 HELP NEEDED IN USING THE LIBRARY**N=149**

NEED HELP	NUMBER	%
Yes	31	21
No	95	64
No response	23	15
TOTAL	149	100

Question 14 wanted to find out if the respondents ever needed help in using the Library, and also required them to state instances when they needed help. Most respondents 95 (64%) stated that they did not need any help, and 31 (21%) stated that they did. This question could also be considered in conjunction with Questions 7 and 8 where there is reference to respondents' asking for help in using some facilities in the library.

TABLE 17 SITUATIONS WHEN HELP WAS NEEDED IN USING LIBRARY

SITUATIONS	NUMBER	%
Finding location of books and getting information	17	61
Using computerised catalogue	10	32
Using photocopiers	4	13
Using materials on short loan	4	13
TOTAL	35	*119

*Multiple responses were given.

Part of Question 14 required respondents to enumerate situations when they needed help in using the library. The situation which had the most responses was the one when respondents wanted to find the exact location of books in the library and also to find information from whatever source. This situation was stated by 17 (61%) of the respondents who said they needed help. Ten (32%) said they needed help in using the

computerised catalogue. Both situations are an indication of poor library use skills and a question can be asked as to what type of library orientation those users had had at the institutions at which they were registered.

4.2 GENERAL COMMENTS ON THE USE OF THE LIBRARY

Question 15 asked respondents to write down any comments which they wished to make regarding the use of the E.G. Malherbe Library. A total of 16 respondents answered this question. The comments have been divided into the following groups, with the numbers of respondents for each category written in brackets.

4.2.1 Behaviour of users in the Library (5)

Respondents stated that some users were chaotic and noisy, and that the ringing of cellphones in the Library was disturbing.

4.2.2 Behaviour and attitude of Library staff (2)

Library staff and some security guards were described as being helpful and friendly. However, there was a comment that some staff members were rude and racist.

4.2.3 E.G. Malherbe Library's attitude to non-registered users (4)

There was praise for the Library's continuing to extend its facilities and services to non-registered users and not discriminating against them or "chasing us away", as one respondent said. It was also stated that the non-registered users should be allowed to have books issued to them as long as they could produce valid registration cards from the institutions where they were registered as students. It was also stated that they should be allowed to use the short loan collection and have study cubicles rented to them. Some respondents even called for the stopping of the practice of asking non-registered users to sign in at the Library entrance when they came into the Library.

4.2.4 Comments on improving the use of facilities and services in the library (5)

The following remarks were made on how to improve the service in the Library: airconditioning needs to be monitored; more computer terminals should be installed; bags should be brought into the library for security purposes; the library must be open on Sundays throughout the year; more specialised books and guides must be provided in fields such as engineering, science and marketing; the library has to be user-friendly.

A number of remarks were made by the respondents on their impressions of the Library. Amongst other things they stated that the Library had a beautiful atmosphere and was very conducive to study. They also added that it was very helpful, very efficiently run and had excellent resources and materials which people found essential for their study, research and work purposes. It was even described as the best library in the country, after the library of the University of South Africa in Pretoria.

4.3 SECTION 2 RESULTS FROM SUBJECT LIBRARIANS' QUESTIONNAIRE

The responses of subject librarians to the questionnaires they filled in will be analysed in this section.

4.3.1 REGISTRATION

Question 1 for librarians required them to state what categories of non-UND registered users they often interacted with. The librarians confirmed that they often interacted with the three categories of users already identified, namely full-time and part-time students and employed users who were not students. They also mentioned "scholars" as an additional category of users, as in the case of the responses for users where 5 questionnaires were filled in by scholars.

4.3.2 LEVELS OF STUDY REGISTERED FOR

Question 2 for librarians also expected them to state what levels of study the respondents were engaged in. All three librarians confirmed that both undergraduate and post-graduate non-UND registered students used the library.

4.3.3 OCCUPATION / EMPLOYMENT

The librarians were asked in Question 5 to list categories of employed people they most often interacted with. Engineers, managers, teachers, accounting personnel, administrative workers, nurses and business people were identified as regular users of the Library. The same categories except nurses also featured in responses from the users themselves.

4.3.4 REASONS FOR USING THE LIBRARY

Librarians were asked for possible reasons why, in their opinion, the non-registered users came to the Library. The following reasons were given: the Library was close to their work place; the perception that the Library had a more up-to-date collection, especially the journal section, than other well-stocked tertiary institution libraries in the area; the staff at the Library were friendly and helpful; several databases were available in the Library. There was even a statement from two librarians that in some cases lecturers at other institutions actually referred their students to the UND libraries.

4.3.5 LIBRARY SERVICES USED

Librarians were asked to indicate the type of assistance the non-registered users most often asked for. All the librarians agreed on the following items: help in finding relevant sources of information and making on-line searches from databases. Help in finding information in journals, finding materials on shelves and using the computerised catalogue were also mentioned.

4.3.6 FREQUENCY OF INTERACTING WITH NON-REGISTERED USERS

On the frequency of interacting with non-registered users one librarian stated that he/she served both students and other users every day. Two said they interacted with students 2-4 times a week.

4.3.7 NUMBERS OF NON-REGISTERED USERS SERVED DURING THE YEAR COMPARED WITH DURING THE EXAMINATIONS

Librarians were asked if they interacted with more non-registered users during examination time than during normal term time. Two librarians stated that they were not sure if that was the case. One stated that there was no difference in the numbers of non-registered users he/she served during the course of the year and during the examinations.

4.3.8 TIME SPENT SERVING EACH NON-REGISTERED USER

Librarians were asked to state how much time on the average they spent assisting each non-registered user. The times indicated by the librarians varied from 10 minutes, to half an hour, to 1 hour and even to two hours.

4.3.9 DAYS ON WHICH NON-REGISTERED USERS WERE OFTEN SERVED

Librarians were also asked to state days on which they most often served the non-registered users. All three librarians stated that the days varied. There was one response each for the following days, namely Wednesday, Thursday and Friday as the day on which most users were served. One librarian simply stated that he/she served them from Monday to Friday.

4.3.10 TIMES OF THE DAY THE NON-REGISTERED USERS WERE SERVED

Librarians were asked to state the times of the day when they usually interacted with the non-registered users. All three librarians stated that they often served them in the afternoons, with one librarian specifically stating that it was usually after 16h30. Two also referred to interacting with them in the mornings. One librarian admitted to meeting some of them during their lunch hour.

4.3.11 ADDITIONAL COMMENTS FROM SUBJECT LIBRARIANS

There were a number of additional comments which the librarians made. On the attitude of the non-registered users in the library, the librarians said some users were very arrogant and not willing to pay for print-outs and on-line searches. The users made it look as if the library staff were obliged to do those things for them free of charge. They also expected to be given the maximum of staff time even though some were from institutions that did not even belong to ESAL.

4.4 SUMMARY

In this chapter the results obtained from the users' and the subject librarians' questionnaires were presented.

CHAPTER FIVE

5. DISCUSSION OF SURVEY RESULTS

In this chapter the results of the survey will be discussed.

5.1 PURPOSE AND OBJECTIVES OF THE STUDY

As stated in Chapter One, the purpose of the study was to investigate the use of the E.G. Malherbe library of the University of Natal, Durban, by non-registered users.

The objectives of the study were stated as the following:

- to identify non-registered users of the E.G. Malherbe Library
- to establish why they come to use the E.G. Malherbe Library
- to find out what types of queries they pose to the subject librarians
- to establish what services and resources they use while in the library

5.2 QUESTIONNAIRES

Two questionnaires were compiled, the first one for users and the second one for the subject librarians at the E.G. Malherbe Library. The questionnaire for the subject librarians was thought essential to support some of the views of the non-registered users on their use of the library. There were 169 responses to the users' questionnaire, but only 149 of these were used in the analysis. Of the responses that were not used, 5 were from scholars and the rest had too many details missing and thus would not be useful for the study. There were 3 responses from the subject librarians which were used in the analysis.

The first objective was investigated in Questions 1 and 2 in the questionnaire for users of the library and concentrated on finding out whether they were full-time or part-time students, or merely users who were not registered as students. A further means of

identifying them was to find out which educational institutions they were registered at as students or their occupations if they were part-time students. In addition, those who were full-time students were to state where they stayed if they did not reside on campus. The questionnaire for librarians also had a question on whether the users in question were undergraduate or post-graduate students (Question 2).

To address the second objective Question 4 set out to determine why the respondents used the library. The third objective of the study was addressed by part of Question 7 of the users' questionnaire relating to their asking staff for help in using the library. This objective was also addressed in Question 9 of the subject librarians' questionnaire. The fourth objective was answered in Questions 5 to 8 of the users' questionnaire, where there is reference to library resources and services used and the frequency of using them.

5.3 DISCUSSION OF RESULTS

The results of the survey will be discussed in detail, with reference to the objectives of the study.

5.3.1 IDENTITY OF NON-REGISTERED USERS OF THE LIBRARY

As Table 1 shows, the study revealed that 92% of the users were full-time and part-time students, and the rest consisted of people in full-time employment who were not necessarily students but none the less used the library and people who did not fall into any distinct group. The three categories of users were also confirmed by the subject librarians. .

Another area of interest to the study was information on where the users were registered as students. In Table 2 it is indicated that 30 (22%) respondents were registered at the University of Durban-Westville. The correspondence institution, the University of South Africa, based in Pretoria, but with a study centre in Durban, to which most of these

students would be linked, had 29 (21)% of the respondents. The three technikons, Natal, M.L. Sultan and Mangosuthu and the University of Zululand also had respondents. It is interesting to note that all institutions are members of ESATI, and their libraries, except the small library at the University of South Africa study centre, are members of ESAL. The University of Durban-Westville, the extra-mural campus of the University of Zululand, the three technikons and the University of South Africa Durban study centre are all within a 20 kilometre radius of the E.G. Malherbe Library.

However, there were also 6 (4%) of respondents registered in institutions outside KwaZulu-Natal and the same number in institutions outside South Africa. The possible assumption one can make about students registered outside the province but still in South Africa is that they could be people who have their homes in Durban and found a need to use the library or people who were visiting the area. An interesting observation is that respondents who were registered in institutions outside South Africa claimed that their institutions had South African offices. An example is the University of Warwick which is said to have offices at Technikon Natal.

A surprising revelation is that only 9 respondents (7%) were registered in independent or private institutions in Durban and surrounding areas. This was unusual since most of these institutions do not have libraries. Examples were Damelin and Oval College. However, without a knowledge of these institutions' teaching methods, it is not easy to comment on library use by their students.

5.3.2 PROGRAMMES OF STUDY FOR WHICH THE USERS WERE REGISTERED

The users were registered as undergraduates and post-graduate students in several different programmes of study. The results from the respondents shown in Table 3 indicate that 20 (15%) were registered for degree and diploma engineering courses, followed by management courses such as MBA, MBL, B Administration, BBA, and B Management, which had 19 (14%) of the respondents. From the wide range of degrees and diplomas pursued by the respondents, the conclusion is drawn that the library has

materials which are useful to many fields of study. In fact, the reason which 89 (60%) respondents gave for using the Library was that it had relevant materials for their studies. A case in point, however, is that of respondents who were preparing for their Chartered Accountants' Board examinations and merely needed a place to study, but used their own materials in the Library.

5.3.3 OCCUPATIONS OF PART-TIME STUDENTS

Part-time students were required to state their occupations. Many occupations were listed in Table 4, and the fields of study were often related to the full-time occupations stated. The categories of employment ranged from teachers and lecturers to medical workers, accountants and office workers to sales representatives and even housewives.

5.3.4 PLACE OF RESIDENCE OF NON-REGISTERED USERS

The question on place of residence of the respondents depicted in Table 5 was very crucial, in the sense that those users who stayed in areas near the University of Natal, Durban, campus could be thought to have found the E.G. Malherbe Library conveniently close for them to use. However, in the questionnaire for users, only respondents who were full-time students were asked to indicate where they stayed, if they did not stay in their institutions' residences. There were 99 full-time students who indicated that they stayed outside of their host campus. The 42 (42%) respondents who stayed in central town or in suburbs within a 10 kilometre radius of the centre of town quoted suburbs such as Glenwood, Sherwood, Durban North and Asherville. Even more respondents, 49 (50%) stated that they stayed in areas beyond 10 kilometres from central Durban but not beyond 30 kilometres. Examples are Phoenix, Reservoir Hills, Malvern and Amanzimtoti. There were students who came from areas more than 30 kilometres away from the centre of town, and who quoted areas such as Umzinto, Cato Ridge and Kwadukuza. There were two responses from people in Johannesburg who could have been users who came into the library if they happened to be in Durban, possibly during the weekends.

From the results it is evident that fairly long distances from the University of Natal were no deterrent in keeping respondents from using the E.G. Malherbe Library.

5.3.5 REASONS FOR USING THE LIBRARY

The question on why the respondents used the E.G. Malherbe Library was a very crucial one for the study. In Table 6, the reason selected by most users 89 (60%) was that "the library has relevant materials for my studies". One can ask a question why so many of the users felt that the library of another institution had relevant materials for them when their own institutions had libraries which were meant to cater for their academic needs. Studies by Piternick and McInnes (1975) and Verhoeven (1996) also had this as one of the reasons for users not affiliated to the academic libraries studied using those libraries. The librarians of the E.G. Malherbe library also stated the availability of relevant materials as one of the possible reasons for respondents using the library. They added that there was even a perception from the respondents that the library had a more up-to-date collection, especially the journal section, than those of other well-stocked libraries in the area, and that the library had valuable databases. In fact, two librarians stated that lecturers at other institutions actually referred their students to the UND libraries.

The next reason cited was the fact that they used the library because they needed "to find a place to study (and not use the library materials)", selected by 72 (48%) of the respondents. No guarantees can be made, however, that those users who said they merely needed a place to study would not invariably use the library's resources whilst inside. This second reason is related to what is said in Chapter 1 about the overcrowding at this library and even at the public libraries in Durban and Pietermaritzburg. In fact, the new public libraries that have been established in black areas around Durban since 1996 have study rooms attached to the main libraries and the study rooms remain open until very late at night. The study by Piternick and McInnes (1975), conducted in Canada and referred to above, had the same reasons, namely that

the users wanted a place to study and the libraries where the studies were undertaken were conveniently close to them.

The two other reasons that featured quite highly were that "the library has relevant materials for my interests", selected by 48 (32%) of the respondents and that "the library is close to where I stay", cited by 46 (31%) of the respondents. This last reason could be extended to mean that the library offered the convenience of not having to travel far. It is remarkable that quite a number of the non-registered users were students at institutions that had libraries, but still frequently used the E.G. Malherbe Library. Two surveys conducted in March and November 1974 by Piternick and McInnes also had as some of the reasons given by respondents for using a library where they were not affiliated the fact that it had convenience of location and better collections, factors which were also mentioned as additional comments on the use of the E.G. Malherbe Library by the respondents, even though they did not appear in the questionnaire administered by Piternick and McInnes. The study by Russell and others conducted in the United States in 1989 on external users access to academic libraries also had closeness of location as one of the reasons. .In terms of the present study, for some students who stayed near the UND main campus the E.G. Malherbe Library would be closer than their own campus libraries.

It is interesting to note that there were 34 (23%) respondents who gave as their reason for using the library the statement that "the library staff are helpful". This was also mentioned as a possible reason by the librarians. Five of the 16 respondents who gave an additional reason for using the library stated that it had " a good environment for study".

5.3.6 LIBRARY RESOURCES USED AND FREQUENCY OF USE

With reference to library resources used as shown in Tables 7 and 8, books were the resource used by most respondents 126 (85%). They were followed by journals, cited by 86 (58) of the respondents, the computerised catalogue and photocopiers, as selected

by 87 (58%) of the respondents. Respondents were also asked to indicate the frequency of their use of the resources they had selected. For each resource three periods of frequency were given, namely "frequently", "seldom" and "never use". Again, books were the most frequently used resource, as indicated by 90 (61%) of the respondents, followed by journals, selected by 54 (36%). The fact that books were used most frequently by most respondents could be ascribed to the users' familiarity with that type of format from their earliest days of schooling as the most commonly used resource in educational institutions. On the other hand, the use of bibliographies and indexes featured quite low in the responses probably because they were a fairly new resource for most students. Table 8 also reveals that only 19% of the respondents used the computerised catalogue frequently. This is confirmed in Table 17 where 32% of the respondents stated that they needed help in using it and also in Table 7 where 38% indicated that one of the services they used in the library was asking for help in using the catalogue.

5.3.7 LIBRARY SERVICES USED AND FREQUENCY OF USE

On the questions of library services used and the frequency of use of these services, as shown in Tables 9 and 10, one of the remarkable responses was that 29(19%) respondents indicated that they borrowed library materials. Since non-registered users cannot have any library materials issued to them, "borrowing" could only have meant to them using other students' materials whilst in the library, or probably using other students' cards to borrow these. A reference to this activity is made in Question 15, under General remarks, where a few students stated that they often experienced problems in using materials on short loan and needed registered users to borrow them on their behalf. Fifty-seven (38%) of the respondents stated that they had a problem in locating materials using the computerised catalogue and finding materials on the shelves and 13 (9%) stated they needed to have topics of assignment explained to them. The three issues point to weak library use skills and is similar to the findings in the studies by Hammond in 1989 and Verhoeven, Cooksey and Hand in 1996, which

referred to students from other institutions needing a lot of help in using libraries of institutions where they were not registered as students.

The librarians identified the following as queries that they most often received from non-registered users: finding relevant sources of information, making on-line searches from databases, finding information in journals, finding materials on shelves and using the computerised catalogue.

5.3.8 FREQUENCY OF LIBRARY USE DURING THE YEAR

On the question of the respondents' use of the library during the course of the year shown in Table 11, the highest number 38 (26%) is for use 2-3 times a month. This is not very regular use. The next frequency was for the period 2-4 times a week, quoted by 34 (23%) of the respondents. The two librarians' responses on interacting with students 2-4 times a week agrees with the frequency cited by 34 (23%) of the users.

5.3.9 FREQUENCY OF LIBRARY USE DURING EXAMINATION TIME

In comparing responses for library use during the year in Table 11 and library use during the examination time in Table 12, there was a slight increase in numbers who used the library 2-4 times a week from 23% during the course of the year to 31% during the examination period. There was also an increase from 3% respondents who used it every day during the year to 22% during the examination period. From both the users' and the librarians' responses there is no dramatic increase in library use during examination time. Perhaps a follow-up study with bigger numbers of respondents and more examination periods could be more definitive.

From the librarians' responses there was no indication of a remarkable increase in library use by non-registered users during examination time.

5.3.10 TIME SPENT IN LIBRARY PER VISIT

The high number of respondents, 85(57%) shown in Table 13 who referred to using the library for periods of 3 hours or more pointed to dedicated and purposeful use and possibly getting reasonable amounts of work done, whilst taking up seating space in a library of an institution where they were not registered as users. However, in terms of ESAL's cooperation agreements, users from institutions that are members of this organisation are entitled to use the E.G. Malherbe Library.

For the librarians the question of how much time they spent with each user was not an indication of how much time each user spent in the library. The times indicated by the librarians varied from 10 minutes to half an hour to 1 hour and even to 2 hours. Of course it can be noted here that consulting a subject librarian does not constitute all the time a user spends in the library; it could take only a percentage of the user's time and the amount of time the user spends with a librarian depends on the nature of the query to be attended to.

5.3.11 DAYS ON WHICH LIBRARY WAS USED

As Table 14 shows, respondents had to specify either weekdays or weekends and, in the case of weekdays, they had to single out days. For the weekdays the highest count was for cases where the days were not specified, as indicated by 32 (21%). It did not look as if the users were very specific about the weekdays on which they used the Library. The highest single count was for those who used it during the weekends, with a score of 62 (42%). However, respondents were giving several combinations of days. The high score for weekend use taken on its own and compared to the counts for the individual days can be attributed to the fact that many users were not attending lectures or working, so they had an opportunity to go to the library.

For librarians the days on which they most often interacted with the non-registered users varied. There was one response each for each of the following days as the day on which

most of the users were served, namely Wednesday, Thursday and Friday. The subject librarians did not work on Saturdays, and therefore there was no reference to that day in any of the responses. However, it could not have been very easy for the librarians to remember accurately the days on which they met the users, without their having consciously taken count.

5.3.12 TIMES/PERIODS OF DAY LIBRARY WAS VISITED

As Table 15 shows, 78 (52%) selected the morning as the time or period of the day the library was most often used, with the afternoon following, as selected by 66 (44%). For the evenings the number was 34 (23%). Some respondents ticked more than one period. As far as morning use is concerned, one can make the assumption that the high percentage of use could have been increased by the inclusion of Saturday mornings, when most people, whether full-time or part-time students or employed people, had free time, as stated in the previous section (5.3.11).

The responses from all three librarians stated that they usually met them in the afternoons, with one specifically stating that it was usually after 16h30 and also reference to meeting during his or her lunch hour.

5.3.13 HELP NEEDED IN USING THE LIBRARY AND SITUATIONS WHEN HELP WAS NEEDED

As Table 16 indicates, most respondents 95 (64%) said they did not need any help and 31 (21%) stated that they did.

Respondents also had to indicate situations in which they needed help. Of those who needed help 17 (61%) of the respondents wanted to find the exact location of books and other materials in the library and to find relevant information from whatever source was suitable. In addition 10 (32%) of the respondents said they needed help in using the computerised catalogue. The two other instances were using photocopiers and gaining

access to materials on short loan, both of which were selected by four (13%). Even though only 21% admitted that they needed help in using the library, the 57% who stated that they needed help in using the catalogue and the 56% who needed help in finding materials on the shelves as revealed in Table 9 show that some respondents were not reporting sincerely. All the instances which refer to the need for assistance in the library point to inadequate skills in library use and raises questions about library orientation programmes offered at institutions where the users are registered as students. The difficulties experienced by the users are similar to the problem posed by external students at the Arizona State University West Campus library, quoted by Hammond (1988) in the literature review. In this study it was revealed that many of these students asked for individual library orientation at the information desk.

5.4 GENERAL COMMENTS ON THE USE OF THE LIBRARY

General comments on the use of the library have been mentioned in Chapter 4. However a few can be emphasized here.

A total of 9 respondents expressed appreciation for the library allowing non-registered users to utilise its facilities. However, 6 expressed a need to have access, which would not be accompanied by compulsory signing of the register at the entrance to the library. There were 5 positive remarks on the library being well-stocked, well-run and being conducive to study.

5.5 SUMMARY

In this chapter the results of the survey were discussed and their relevance to the study was pointed out.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 SUMMARY

The present study set out to investigate the use of the E.G. Malherbe Library of the University of Natal, Durban, by non-registered non-UND users. It arose out of a concern expressed by the university librarian of UND that there was overcrowding of the E.G. Malherbe Library by users some of whom were suspected not to be *bona fide* students of the university or registered visitor members of the library. A suggestion was made by the University librarian to the Information Studies Department of the University of Natal, Pietermaritzburg for a study to be made of this situation by post-graduate students in the Department. The objectives of the study were the following: to identify non-registered users of the E.G. Malherbe Library; to establish why they came to use the Library; to find out what types of queries they posed to the subject librarians and to establish what resources and services they used whilst in the Library.

The tertiary education system in South Africa was discussed briefly to give background information on conditions under which the University of Natal and its libraries operate. The history of the University of Natal was also referred to, especially as far as it has a bearing on the two campuses of the University, each with its own libraries. The study makes reference to reduced funding for university libraries as a result of drastic cuts in subsidies to universities. Mention is made of the University of Natal's willingness, in terms of its Mission Statement, to serve not only the University community but also the community around it. In keeping with that philosophy, the university libraries also serve various categories of visitor members who have no ties with the University. The issues regarding ESATI and ESAL were discussed briefly, in-so-far as they have a bearing on the relationship between the University of Natal and other tertiary institutions that are members of the two organisations.

The literature review on the use of academic libraries by external users revealed that some institutions in Australia, Canada and the United States were willing to serve external users as long as this did not disadvantage the institutional users. No study showed any conclusive evidence on how host libraries were adversely affected by outsiders' use of their resources and services. There was also no wide-ranging and all-embracing policy on how such users can be accommodated without seeming to disadvantage the *bona fide* users. Policies still differ from institution to institution. South Africa has very little published material on this matter. However, the legitimization of cross-use as a result of co-operative use agreements might prompt a closer look at this issue in future.

The survey research method was used for the study. Two groups of respondents were used and two separate questionnaires were drawn up. The first questionnaire was administered to a self-selected sample of non-registered users who happened to walk into the Library on the days and during the period chosen for handing out the questionnaire. The second questionnaire was given to the three subject librarians who were working in the Library during the time the survey was carried out. Responses from 149 users were analysed. Data was coded manually and analysed to find out what conclusions could be drawn from the study.

The study revealed that most of the non-registered users came from tertiary institutions in and around Durban, and most of these institutions were members of ESATI. The respondents did not necessarily stay near the University. The most important reasons for their using the Library were that it had relevant materials for their studies, it offered them a place to study, it was close to their places of residence, it had relevant materials for their interests and that the staff at the Library were friendly and helpful. The materials most frequently used were books followed by periodicals, the catalogue and photocopiers. Some of the respondents indicated that they frequently needed help in using the computerised catalogue, finding relevant information and locating materials on the shelves. The users visited the library mainly during the weekends and Thursdays

and the period chosen by most was the morning. More than half of the respondents (57%) spent 3 hours or more in the library per visit, whilst 22% spent 2 to 3 hours.

6.2 CONCLUSIONS

6.2.1 IDENTITY OF NON-REGISTERED USERS

The study revealed that the majority of the non-registered users who responded were full-time students registered at tertiary institutions which were members of ESAL. Most students emanated from the three technikons of Natal, Mangosuthu and M L Sultan, the University of Durban – Westville and the University of Zululand and the two correspondence institutions, namely the University of South Africa and Technikon SA. The strange situation here is that these users have on their campuses libraries which have been established for their use. Very few users were registered at independent institutions such as Damelin, Icesa and the Computer College of South Africa. The full-time students that did not stay in their institutions' residences stayed in several areas in the Durban area, and not necessarily near the University. Some stayed in areas that were even about thirty kilometres away from the University, for example in areas such as Verulam, Cato Ridge and Kwadukuza. Long distances did not seem to keep them away from using the Library. One important observation is that overall the results from the respondents and the subject librarians corresponded, as was indicated in Chapters 4 and 5.

6.2.2 LIBRARY USE PATTERNS OF NON-REGISTERED USERS

The study also sought to establish library use patterns of non-registered users. The results from both groups of respondents showed that the E.G. Malherbe Library was most frequently used by the non-registered users "2-4 times a week". However, there was no huge influx of non-registered users even during the examination period. The results showed that 31% used the Library during this period and 22% used it "everyday". On time spent in the Library, 57% indicated that they spent "3 hours and

more” and 22% used it for “2-3 hours” at a time. These are long periods in which non-registered users took up space in the Library and used various resources and services which were originally budgeted for the *bona fide* users. The days of the week on which the Library was most often used were the weekend, selected by 42%, followed by Thursday, selected by 13%. Regular use during the weekend could be attributed probably to the fact that there are no lectures on Saturday and most places of employment are closed, therefore students found time to visit the Library. On what periods of the day the Library was visited, 52% cited the morning as the most preferred time. The choice of the morning could also have been influenced by the choice of Saturday mornings as the most convenient period. However, the study did not make it possible to estimate the actual percentage of actual users in the library at any one time.

6.2.3 REASONS FOR USING THE E.G. MALHERBE LIBRARY

Among the reasons for using the E.G. Malherbe Library the most important one was that the Library had relevant materials for their studies, selected by 60% of the respondents. This was followed by the one that they needed a place to study, cited by 48%. The next reasons were that the library had relevant materials for their interests, quoted by 32%, that the library was close to where they stayed, cited by 31% and that the library staff were helpful, cited by 23%. Some of the reasons given by subject librarians as to why they thought the non-registered users came to the Library were similar to those given by the respondents. According to them the probable reasons were that the Library was close to the users’ place of work, it had up-to-date collections of materials, especially journals, it had relevant databases and the staff at the library were friendly. The respondents revealing that they found relevant materials in the Library raises questions about the availability and suitability of materials in their own libraries which are meant to cater for all their needs. It appears that their host institutions do not meet their needs adequately because of a number of reasons, examples of which could be a shortage of copies and a lack of variety in materials. In the case of undergraduates, most of whom also used the Library, they often have to rely on multiple copies of materials placed on reserve for them. In most cases there are large numbers of students who have to share

a limited number of copies. This type of situation could easily drive them to look for materials in other institutions if such materials could be easily accessed.

6.2.4 TYPES OF QUERIES POSED TO THE SUBJECT LIBRARIANS

Conclusions could also be drawn on what types of queries they posed to the subject librarians. Although 64% of non-registered users claimed that they did not need help whilst using the Library, there were some who required assistance. The types of questions they asked the subject librarians proved that many could not always access the information they needed. Even the 9% who stated that they needed to have topics of assignments explained to them were an indication of difficulty in understanding what was required of them. All subject librarians agreed that the most commonly required assistance was for finding relevant sources of information and using the computerised catalogue. There were also requests for help to locate materials on the shelves, find materials in the catalogue and locate materials on the shelves. The discrepancies shown between some of the respondents' statements and what they actually asked the librarians could be an example of under-reporting cited by Harris (1989: 224). Respondents could have felt embarrassed to reveal their ineptitude in using the library. Therefore it can be deduced that some respondents had weak library use skills. It is acceptable that skills taught at one institution should be transferable to any other institution using the same programme for organising materials. Most of the respondents were registered at institutions whose libraries are members of ESAL and the same library computer software programme is used at these institutions. Questions can thus be raised about the type, intensity and success of library orientation programmes that are offered to students at these institutions, and also the commitment of the students themselves to such programmes. As a result any student with such deficient library use skills will make more demands on the library staff's time, especially that of the subject librarians. This situation can be confirmed by Verhoeven, Cooksey and Hand's observation that "because most external users are either unfamiliar or relatively unfamiliar with a given library, they typically require more orientation than affiliated users" (Verhoeven, Cooksey and Hand, 1996: 393).

6.2.5 RESOURCES AND SERVICES USED

The respondents used a variety of resources and services in the Library. The resources used most often were books, as indicated by 85% of the users; this was followed by the catalogue, photocopiers and journals, all indicated by 58% of the users. These are all resources that are normally provided on the basis of the number of registered students, and any additional users are likely to cause competition for access to the resources. The fact that 29% of the users revealed that one of the services they used was “borrowing materials is rather strange because non-registered users may not have materials issued to them. This could probably mean that they borrowed registered users’ materials or asked them to borrow items on their behalf. Even taking up space in the library does disadvantage some *bona fide* users.

6.2.6 AWARENESS OF THE IMPLICATIONS OF ESAL AGREEMENT ON ACCESS

From the remarks made by some respondents on general matters concerning the use of the Library, they were aware of ESATI and ESAL and what implications these relationships have for their using facilities at institutions that are members of these organisations. A few respondents expressed annoyance at being made to produce student cards each time they entered the Library. Some specifically referred to the Central Applications Office which serves all institutions in ESATI, and suggested that students with valid registration cards should be allowed to borrow materials at any of the ESATI member institutional libraries. Similar studies of reciprocal borrowing schemes are cited by Piternick and McInnes (1975) and Allen (1989).

6.2.7 PERCEPTIONS OF THE UNIVERSITY OF NATAL LIBRARY’S PRIVILEGED STATUS

There was a perception expressed by a few respondents that the University of Natal libraries had better facilities than other libraries in the area. This perception can be linked to the high percentage who cited as a reason for using the library the fact that it

had relevant materials for their studies. This idea was confirmed by two librarians, who stated that lecturers from other institutions on occasion actually referred their students to the University of Natal libraries. However, a more plausible explanation could be, as Verhoeven, Cooksey and Hand (1996: 392) state, their knowledge that academic libraries are funded by taxpayers. Therefore they feel they have “an inherent right” to use the libraries of these institutions. There was hence a feeling that the facilities should be open to all the students in the area. This perception further confirms their awareness of the co-operation that is being established among tertiary institutions upholding the ESATI principles and the cross-use of facilities such as libraries.

6.3 RECOMMENDATIONS

6.3.1 FUNDING FOR COOPERATIVE USE OF MATERIALS AND SERVICES

As stated in Section 2.4, the University of Natal is committed to allowing users with no affiliation to the University to use its library resources and services. However, because of the heavy load of having to provide extensive library orientation to many students who enrol at the University with deficient or no library use skills at all, it does not have the time and the resources to take on an additional load of doing this for students from other tertiary institutions. In addition, with the reality that funding for the library caters for institutional users only, it is not easy to provide for the needs of the non-registered users. It is accepted that opening the Library to external users should not disadvantage the *bona fide* users (Harris, 1989: 219). With the negotiations and agreements that the University is involved in with ESAL hopefully issues affecting funding for cross-use will be ironed out. However, the negotiations need to be hastened.

6.3.2 STANDARDISING INFORMATION LITERACY EDUCATION PROGRAMMES AT TERTIARY EDUCATION INSTITUTIONS

It is necessary to address the matter of offering user education and information literacy programmes at South African academic libraries. ESAL's responsibility in this matter is

crucial. The User Education Task Group that was set up as a sub-committee of ESAL in May 1998 stated that there is a definite lack of basic information skills among many South African students (Mpendulo *et al.*, 1998: 37). A document titled "Unit standards for first level library user education" was produced by this group. However, a number of questions remain to be answered, for example, whether it will be librarians or academics who should teach information literacy skills, how the skills will be taught and whether the courses taught will be compulsory or voluntary or bear credits (Mpendulo *et al.*, 1998: 40). ESAL's User Education Task Group should perhaps consider conducting a comparative survey including all institutions to find out which of the library orientation programmes must be brought up to standard in keeping with the unit standards set out in the document they produced.

6.3.3 FORMALISING ACCESS POLICIES AT ESAL'S MEMBER INSTITUTIONS

There is a need to hasten discussions in ESAL on policies governing easy access for students and staff from institutions that are members of ESAL to all libraries that belong to this consortium. Decisions will be made on what resources and services may be used by external students and what forms of compensation each library will be entitled to for the use of its resources. This is especially important in order to further one of the aims of ESAL, which is to offer access to all the literary resources in the region in order to further the interests of learning and research.

6.3.4 FOLLOW-UP SURVEY

Another survey could be conducted by the E.G. Malherbe Library, possibly a repeat of the present one to assess the present situation and to include registered users. The survey could have some elements of the one conducted by de Jager in 1991 at the University of Cape Town. It could include other implications of the use of the Library by external users, such as finance and seating space. It would also indicate whether there has been a change, a deterioration or improvement in the numbers of external users and their demands during the intervening period.

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APPENDICES

APPENDIX A

QUESTIONNAIRE ON THE USE OF THE E.G. MALHERBE LIBRARY, UNIVERSITY OF NATAL, DURBAN (UND) BY USERS NOT REGISTERED AT UND

My name is Fikile Magwaza. I am registered for the Master of Information Studies degree at the University of Natal (Pietermaritzburg). I am conducting a survey on the use of the University of Natal (Durban) E.G. Malherbe Library by non-registered users. Please complete the questionnaire that has been handed to you. You are not required to reveal your identity, and the data you supply will be kept in confidence. Be assured that this survey is not meant to exclude you from using the E.G. Malherbe Library.

After filling in the questionnaire, please deposit it in the box indicated to you. If by any chance you cannot deposit it in the box, please send it to this address:

Department of Information Studies
University of Natal (Pietermaritzburg)
Private Bag x01
Scottsville
3209

This questionnaire has been designed to gather data to investigate the use of the E.G. Malherbe Library at the University of Natal (Durban) by non-registered users. The information will help me meet part of the requirements for the Master of Information Studies programme which I am pursuing at the University of Natal (Pietermaritzburg). The University of Natal's library systems aim at providing services to students and researchers and, to some extent, the outside community. In order to plan for effective services the library needs to have a clear understanding of the types of users, especially

those not registered as students and staff. It is hoped that the information gathered will help the library in its planning process.

IF YOU HAVE COMPLETED THIS QUESTIONNAIRE ONCE, PLEASE DO NOT COMPLETE IT AGAIN. RETURN IT TO THE PERSON WHO HAS HANDED IT TO YOU.

Unless otherwise indicated, please tick/circle only one appropriate response.

- 1. What is your occupation?
 - (a) student (full time) [go to question 2]
 - (b) employed (but a part time student) [go to question 2]
 - (c) employed (but not a part time student) [go to question 3]
 - (d) other (Please specify) [go to question 3]

- 2. If your answer is (a) or (b) please answer each of the following questions:
 - (a) Institution where you are registered
 - (b) Degree, diploma or certificate for which you are registered, e.g. BA.
HDE
 - (c) If you are a part-time student, state your occupation
.....
 - (d) If you are a full-time student, do you stay on campus in your institution's residence?
 - (i) Yes
 - (ii) No If no, please state the area or suburb where you reside
.....

- 3. Are you registered as a University of Natal Durban (UND) Library user?
 - (a) Yes
 - (b) No

4. Why do you use the E.G. Malherbe library at UND? (Please tick/circle as many as applicable)

- (a) to find a place to study (and not use the library)
- (b) the library has relevant materials for my company
- (c) the library has relevant materials for my studies
- (d) the library has relevant materials for my interests
- (e) the library is close to where I stay
- (f) I am registered at a correspondence institution with no library
- (g) the library has many photocopiers
- (h) the staff at the library are helpful
- (i) my library does not have relevant materials for my studies
- (j) other (specify)
-

5. In the list of library resources please indicate in each case which library resources you use when you visit the E.G. Malherbe Library. (Please tick/circle as many as applicable)

- | | | |
|----------------------------------|---------|---------|
| (a) books | (i) Yes | (ii) No |
| (b) journals/magazines | (i) Yes | (ii) No |
| (c) newspapers | (i) Yes | (ii) No |
| (d) bibliographies and indexes | (i) Yes | (ii) No |
| (e) computerised catalogue | (i) Yes | (ii) No |
| (f) photocopiers | (i) Yes | (ii) No |
| (g) other (please specify) | (i) Yes | (ii) No |

6. Please indicate the frequency with which you use each of the following resources Identified in Question 5 above:

- (a) books
 - (i) frequently (ii) seldom (iii) never use
- (b) journals/magazines
 - (i) frequently (ii) seldom (iii) never use

- (c) newspapers
 - (i) frequently (ii) seldom (iii) never use
- (d) bibliographies and indexes
 - (i) frequently (ii) seldom (iii) never use
- (e) computerised catalogue
 - (i) frequently (ii) seldom (iii) never use
- (f) photocopiers
 - (i) frequently (ii) seldom (iii) never use
- (g) other (please specify)
- (i) frequently (ii) seldom (iii) never use

7. In the list of library services below please indicate which library services you use when you visit the E.G. Malherbe Library:

- (a) borrowing materials
 - (i) Yes (ii) No
- (b) asking staff for help in locating materials in the computerised catalogue
 - (i) Yes (ii) No
- (c) asking staff for help in locating materials on shelves
 - (i) Yes (ii) No
- (d) asking staff to explain the topic of an assignment
 - (i) Yes (ii) No
- (e) other (please specify)
- (i) Yes (ii) No

8. Please indicate the frequency with which you use each of the following services indicated in Question 7 above:

- (a) borrowing materials
 - (i) frequently (ii) seldom (iii) never use
- (b) asking staff for help in locating materials in the computerised catalogue
 - (i) frequently (ii) seldom (iii) never use
- (c) asking staff for help in locating materials on the shelves

- (i) frequently (ii) seldom (iii) never use
- (d) asking staff to explain the topic of an assignment
- (i) frequently (ii) seldom (iii) never use
- (e) other (please specify)
- (i) frequently (ii) seldom (iii) never use

9. How often on the average do you use the E.G. Malherbe Library during the course of the year (excluding examination period)?

- (a) every day
- (b) 2 to 4 times a week
- (c) once a week
- (d) 2 to 3 times a month
- (e) once a month
- (f) less than once a month

10. How often do you use the E.G. Malherbe Library during examination time?

- (a) every day
- (b) 2 to 3 times a week
- (c) once a week
- (d) 2 to 3 times a month
- (e) once a month
- (f) less than once a month

11. On the average, how much time do you spend at the E.G. Malherbe Library during each visit?

- (a) 1 hour or less
- (b) more than 1 hour but less than 2 hours
- (c) more than 2 hours but less than 3 hours
- (d) 3 hours or more

12. On what days do you most often use the E.G. Malherbe Library?
 (a) weekdays, if so, which?
 (b) Weekends
13. What times or periods of the day do you usually use the E.G. Malherbe Library?
 (a) morning
 (b) afternoon
 (c) evening
14. Are there times when you need help in using the E.G. Malherbe Library?
 (a) No
 (b) Yes. If Yes, please describe or list (not more than three) instances or situations in which you often need help when you visit the E.G. Malherbe Library.

15. If there are any general comments you wish to make regarding the use of the E.G. Malherbe Library, please write them below.

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B

QUESTIONNAIRE FOR SUBJECT LIBRARIANS ON THE USE OF THE E.G. MALHERBE LIBRARY, UNIVERSITY OF NATAL, DURBAN (UND) BY NON-REGISTERED USERS

1. What categories of non-registered users do you OFTEN interact with in the Library? (Tick as many as applicable).
 - (a) students (full-time)
 - (b) students (part-time)
 - (c) people in employment
 - (d) other (please specify)
 -

2. What levels of study are the non-registered users who are students? (Tick as many as applicable)
 - (a) undergraduate
 - (b) post-graduate
 - (c) both under-graduate and post-graduate
 - (d) not sure

3. How frequently do you interact with those who are students? (Please tick one.)
 - (a) every day
 - (b) 2 to 4 times a week
 - (c) once a week
 - (d) 2 to 3 times a month
 - (e) once a month
 - (f) less than once a month

4. How frequently do you interact with people in employment? (Please tick one response)

- (a) every day
- (b) 2 to 4 times a week
- (c) once a week
- (d) 2 to 3 times a month
- (e) once a month
- (f) less than once a month

5. If possible, please identify categories of employment/professions of employed people. (If more than 3 categories, please list the 3 most common)

.....

.....

.....

6. On what days of the week do you most often interact with non-registered users? (Please indicate which days).

.....

.....

7. At what times of the day do you most often interact with non-registered users?

- (a) mornings
- (b) lunch hours
- (c) afternoons

8. On average, how much time do you spend with each user? (Please indicate how many hours)

.....

9. What kinds of assistance do the non-registered users usually ask for?

(Please tick as many as applicable)

- (a) explaining the topic of an assignment
- (b) help with using the computerised catalogue (OPAC)
- (c) help with finding relevant sources of information
- (d) help with locating materials on shelves
- (e) help with finding relevant information in journals
- (f) help with on-line searches, e.g. SABINET, CD-ROM, etc.
- (g) other (please specify)

.....
.....

(h) if more than one, please specify which is most asked for

.....
.....

10. Do you interact with more non-registered users during examination time than during normal term time? (Please tick one)

- (a) Yes
- (b) No
- (c) Not sure

11. From your interaction with non-registered users, what could be the reasons for their using the E.G. Malherbe Library? (Please indicate)

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

12. Please comment on anything else you would like to add concerning non-registered users.

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