

**THE USE AND EFFECTIVENESS OF THE EAST AFRICANA
COLLECTION IN THE PROVISION OF INFORMATION
AND RESOURCES FOR TEACHING AND RESEARCH
AT THE UNIVERSITY OF DAR ES SALAAM,
TANZANIA**

By

Naendwa Timothy Kibakaya

**Cert. in Librarianship, Tanzania Library Services, 1982;
Cert. in Library Higher Standard, Mantep-Bagamoyo, 1988.
B.A. -Soc. (Hon.), University of Dar es Salaam, 1994**

Submitted as the dissertation component (which accounts for 50% of the degree) in partial fulfilment of the requirements for the degree of Master of Information Studies, in the School of Human and Social Studies, University of Natal, Pietermaritzburg, South Africa.

2000

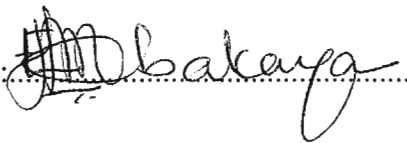
DEDICATION

This work is dedicated to my father, late Timothy Kija Dandas Kibakaya and to late Prof. John Majaliwa Nawa.

DECLARATION

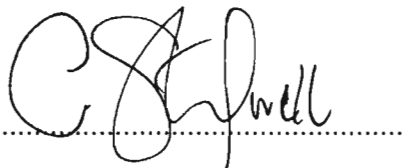
I hereby declare that the entire thesis is my own original work and has not been submitted to any other University for a similar or any other degree.

Student: Naendwa Timothy Kibakaya

Signed: 

Date: 22nd March, 2000

Supervisor: Professor Christine Stilwell.

Signed: 

Date: 23 March 2000

Abstract

This study investigated the use and effectiveness of the East Africana Collection in the provision of information and resource for teaching and research at the University of Dar es Salaam, Tanzania. The East Africana Collection is mainly used as a source of obtaining information by students, lecturers and researchers in and off campus. The Collection's goal is to meet user needs and make available valuable materials and services for the purpose of supporting the learning, teaching and research needs of the University of Dar es Salaam community.

Special collections in academic libraries especially in the so-called Third World countries have been suffering from financial constraints. The reduced government budget and the economic problems, have forced some special collections to operate ineffectively without any new incoming materials to supplement the old ones. The East Africana Collection of the University of Dar es Salaam Library which operates as a *defacto* national research collection in the country, has also been affected by the government budget cut.

In order to find out the use and effectiveness of the East Africana Collection in the provision of information and resource for teaching and research at the University of Dar es Salaam, Tanzania, a study sample consisting of 52 teaching and research staff was chosen from four faculties and three Institutes of the University of Dar es Salaam. The teaching and research staff was surveyed by means of a self-administered questionnaire to investigate the user satisfaction, availability of materials, resources and effectiveness of the services to cater for the information needs of users. Other information requested from respondents related to the East Africana services was library staff services and what problems teaching and research staff encountered when using the Collection's materials and services. A total of 36 teaching and research staff (representing 64.9%) responded. The results were analysed manually. Content analysis was used to analyse open-ended questions. The results were shown in the form of tables and elaborations.

The study revealed that East Africana Collection had experienced heavy use of its materials, services and resources by both students, teachers and researchers within the University community and outside the campus. It is an indication that Collection usage among teaching and

research staff was generally very high. However, the Collection faces the problem of lack of sufficient facilities and resources. Whatever the problems users experienced, the majority of the teaching and research staff were aware of the East Africana Collection and its information materials and services.

Recommendations and suggestions for the future betterment of the services were made by both researcher and respondents with regard to the findings of the study and the literature reviewed.

Acknowledgements

This study received support from many individuals. Otherwise it would not have been successful. First and foremost, I would like to thank the University of Dar es Salaam administration for granting me a two year study leave and the Swedish Agency for Research Cooperation with Developing Countries (SAREC-Sweden) which, through the University of Dar es Salaam Library, financed and supported my studies.

I would like to extend my gratitude to my supervisor/lecturer, Prof. Christine Stilwell, for her untiring academic guidance and positive criticism. Without her guidance this thesis would not have come to this stage. I also extend a special thanks to Prof. Andrew Kaniki (Director of the Information Studies Programmes) for all his tireless advice and encouragement during the entire course of my study, not forgetting all the staff of Information Studies who in one way or another contributed and helped me in my studies and Dr. Henry Mambo for his encouragement.

I dearly appreciate the Late Prof. J. M. Newa for his encouragement, inspiration and constant checking of my progress during the entire study programme until his departure May his soul rest in eternal peace. Amen. My special thanks also go to my beloved mother and my sister Nandera Kanyinyi for taking care of my baby, without their love, support and comfort this study would not have been successfully completed. To my brothers (the Kibakayas) whose contribution was great to my study and to my beloved daughter for her love and patience despite the amount of time she missed me.

Thanks to Ernest Nyari for the time and effort spent on distributing and collecting the questionnaire, without forgetting Mercy Nyamboli for helping me in proof reading the work. Last but not least, a very big thanks to all who truly contributed in one way or another to the completion of this study, including the respondents.

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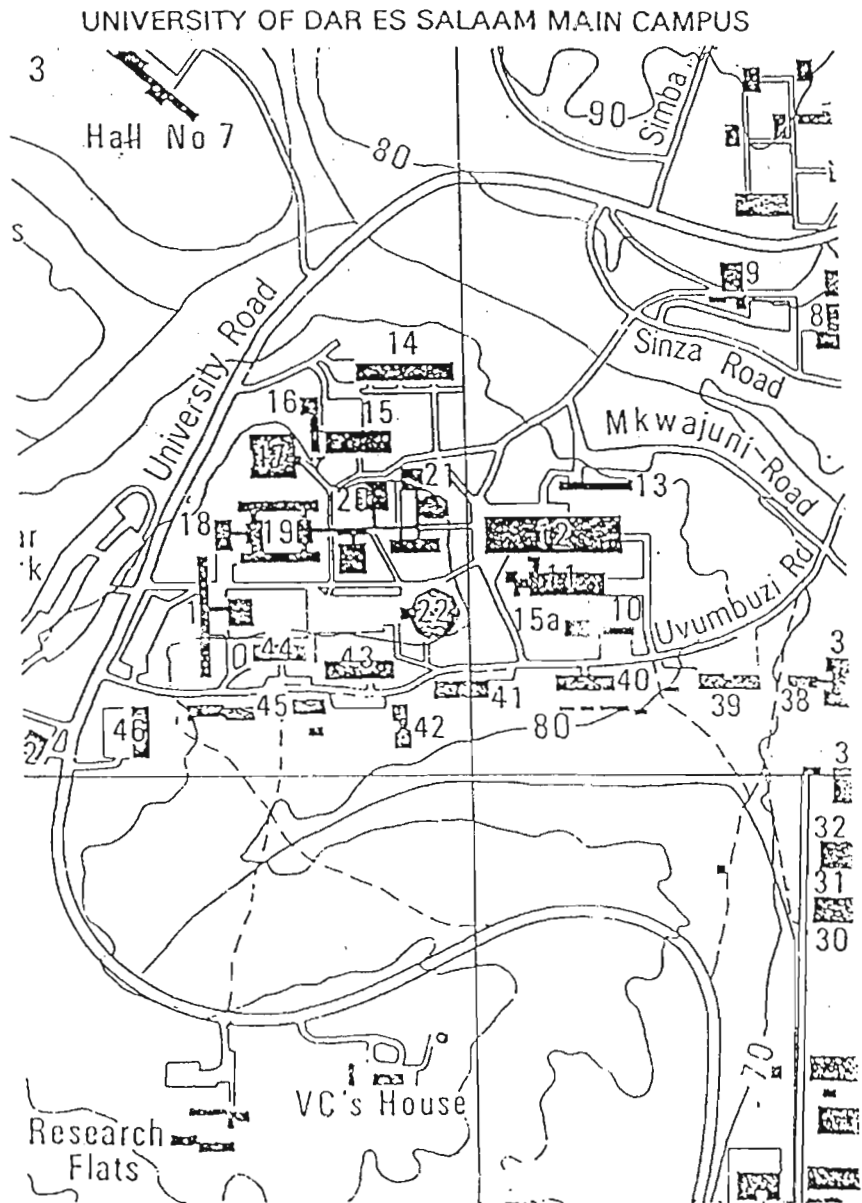
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Source: University of Dar es Salaam Library guide 1998/99.

List of Abbreviations

EAF	East Africana Collection
BERE	Bureau of Educational Research and Evaluation
BICO	Bureau for Industrial Cooperation
CD-ROM	Compact Disc Read Only Memory
ERB	Economic Research Bureau
ERNETA	Educational Research Network of Tanzania
IDS	Institute of Development Studies
IKR	Institute of Kiswahili Research
IMS	Institute of Marine Sciences
IPI	Institute of Productivity Innovation
IRA	Institute of Resources Assessment
LIS	Library and Information Science
LISA	Library and Information Science Abstracts
MLIS	Masters in Library Information Science
MUCHS	Muhimbili University College of Health Sciences
NORAD	Norwegian Assistance for Development
SADC	Southern Africa Development Community
SAP	Structural Adjustment Programme
SDI	Selective Dissemination Information
SFEM	Second-Tier Foreign Exchange Market
TANU	Tanganyika African National Union
TNB	Tanzania National Bibliography

TNR	Tanzania Notes and Records
UCB	University Consultancy Bureau
UCLAS	University College of Lands and Architectural Studies
UDSM	University of Dar es Salaam
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational Scientific Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Making Africa an information society has become the occupation of many librarians and information workers (Raseroka 1997). As Prytherch (1995:322) explains, an information society is one in which the population is dependent on information either accessed through traditional means or through modern technology for social, economic, or political development. In such a society, therefore, information becomes a precious commodity to be enjoyed by every citizen.

Access to information is regarded as a basic human right. Thus governments, non-government organizations and capable individuals should do all they can to ensure that this right is applied to every member of the society, both to schools and higher learning institutions, to the rural and urban areas, regardless of religion, educational background, culture or economic status. In an effort to make information available to everyone, information providers, in particular librarians, are addressing numerous problems such as a lack of information resources, materials and facilities. Information resources become problematic in information delivery because library and information services are normally associated with the written documents. Librarians and information workers are usually trained to handle products of such literacy. Although this kind of literacy has been referred to by some people such as Karlsson (1995:48) as 'exotic' (information systems which originate from another continent and take root in African cultures), literacy becomes crucial in our modern times for information storage, dissemination and development. Therefore, it is worthwhile to note that there is a general consensus that libraries exist to meet people's basic need for information. Whether people are literate or not, however, they still need information to take decisions in their daily lives.

A major library function is the provision of quality services and materials to its clientele. This can be measured in several ways, especially how well the library meets its user needs, and it

depends on a number of factors, including how well the collection is matched to user needs, the library's efforts to make the collection accessible, and the users' efforts and ability to locate the materials they need. As Allred (1979) pointed out, " measurement of library effectiveness nowadays is to link the use of the library to the needs of the clients by assessing the extent to which demand is being met. Levels of availability of stock, failure rates and user-satisfaction comprise the measurements in this area".

The quality and quantity of services delivered is an ongoing concern for academic and public libraries. These factors have forced academic library managers to secure constructive change and means of improving the effectiveness of libraries. However, most library and information services, including those in the private sector, operate in a non market environment as a free service. An obvious example is the university library which provides services to a growing population of students, teachers and researchers. Even with these services that libraries do provide to their clientele funding for university libraries continues to decline; books and journals are becoming scarce and costly to purchase, while user needs are on the increase (Grimes 1998; Martin 1987; Hamburg *et al* 1972). Norton (1988) however, argues that with budgets shrinking and the increasing pressures to use expensive new technology, university libraries have no choice but to secure other means of income generation in order to provide better services to their clientele. There is also the general attitude of society towards the provision of information services. Blagden and Harrington (1990) indicate that libraries in United Kingdom and elsewhere do not charge their users directly for services rendered.

In this study, the researcher used the term special collection interchangeably with East Africana Collection as there is an overlap of meaning. Special collections departments, like the East Africana Collection in academic libraries, have suffered from financial constraints. Reduced budgets and economic problems have forced some special collections to operate ineffectively and others to remain static without any new incoming materials to supplement the old ones. The challenge for academic libraries is to keep up their collections, provide valuable materials and maintain useful and effective services and valuable materials that cater for the needs of teaching and researchers (Grimes 1998; Ryan 1991). The cost of handling most of the special collections materials is not separated from that spent on purchasing new books, periodicals, and other

information resources. Special collections such as East Africana Collection at the University of Dar es Salaam library face similar financial problems.

Martin (1987) maintains that the only viable means by which the special collections can survive is to stop relying on funds from the primary programmes and services of the main library, and rather solicit donors and grants from other organizations.

The East Africana Collection, like any other special collection in an academic library, is used generally for literature searching and bibliography preparation related directly to teaching and research programmes. Use is made of the Collection by those with special access rights during regular library opening hours and the users are free to browse through the collection at will or to call for assistance. In many special collections of this sort, the acquisition of materials is not adequate as they mostly rely on depository bases and donations from individuals or organizations. However, the researcher concurs with those who argue that it is time for libraries to focus on how they can improve services to collection users by providing quality services, up-to-date materials and facilities and information resources which are based on the diverse educational and informational needs of learning, teaching and research of the community (Franklin 1993; Miller 1972).

According to Roberts (1993), many sources in the literature indicate that most of special collections started with the base foundation from European countries. They started as collections to keep separate entries or materials which were originally counted as current stock. They later became special by reason of age. In order for the teaching staff and researchers to become aware of, and to benefit from, the Collection services this study seeks to investigate the use and effectiveness of the East Africana Collection in the provision of information and resources in meeting the teaching and research needs of all the academic user community of the University of Dar es Salaam.

The study will try to find out whether the materials and information resources in the Collection are sufficient to satisfy the information needs of the teaching staff and researchers of the university community and outside the campus, and whether its services are adequate.

1.1.1 The University of Dar es Salaam

The University of Dar es Salaam is the oldest institutions of higher learning in the country. It has two affiliated colleges namely, the Muhimbili University College of Health Sciences (MUCHS) and the University College of Lands and Architectural Studies (UCLAS). The University of Dar es Salaam was founded in October 1961 as the University College, Dar es Salaam, by the government Tanzania (then Tanganyika). The UDSM acquired its present status and new title out of a decision taken by the East African Authority on March 25th, 1970, to split the then University of East Africa into three independent universities serving the needs of Kenya, Tanzania and Uganda. In addition, from 1 July 1970 the University of Dar es Salaam was established by an Act of Parliament. It is situated on Observation Hill popularly known as “Mlimani” on the West side of Dar es Salaam city, about 13 kilometres from the city centre (University of Dar es Salaam 1997/98).

The University constitutes six faculties, five Institutes and two Colleges. Faculties are: Faculty of Arts and Social Sciences, Commerce and Management, Education, Engineering, Law, Science and the Institutes of Development Studies, Institute Kiswahili Research (IKR), Institute of Marine Sciences (IMS), Institute of Production Innovation (IPI), Institute of Resource Assessment (IRA), the Muhimbili University College of Health Sciences (MUCHS), and the University College of Lands and Architectural Studies (UCLAS). The University has a Computer Centre, a Main Library and four bureaus: the Bureau for Educational Research and Evaluation (BERE) in the Faculty of Education, the Bureau for Industrial Cooperation (BICO) in the Faculty of Engineering, the Economic Research Bureau (ERB) which is within the Faculty of Arts and Social Sciences, and the University Consultancy Bureau (UCB) (University of Dar es Salaam 1998/2000: x).

For about 33 years, the Chancellor of the University of Dar es Salaam was the President of the United Republic of Tanzania. Following the amendment of Section 7(1) of Act No. 12 of 1970 of the University of Dar es Salaam, the Chancellor is now nominated by the president (University of Dar es Salaam 1994/95-1996/97:xi). Many universities in African countries like that of the University of Dar es Salaam, started shortly before or after independence with Heads of State

being the Chancellors. However, the trend has been changing as part of the whole democratization process and condition of International Monetary Fund (IMF) and World Bank. One issue relating to this is of course direct access to the Head of State by universities and thus access to resources, but with the change, it means or has meant that universities are not guaranteed access to presidents and they like other government funded institutions have to motivate for resources through relevant Ministries. However, there is still an indirect access to the president as is the case of the University of Dar es Salaam. For example, the appointment of the Chancellor and the three top executives: the Vice Chancellor, the Chief Academic Officer and the Chief Administrative Officer are all appointed by the president and are members of the academic staff. This therefore means that they are all answerable to the President.

1.1.2 The University of Dar es Salaam Library

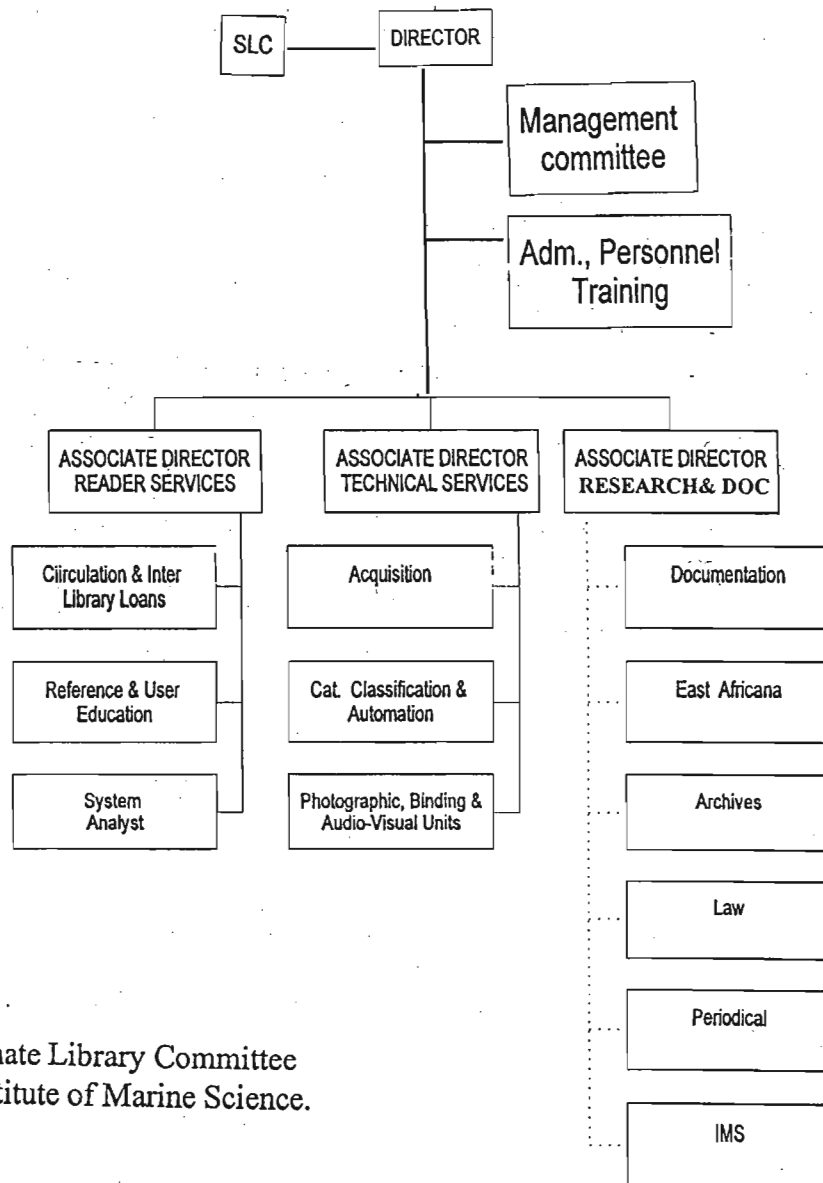
The University of Dar es Salaam Library is one of the most important and the largest academic libraries in Tanzania. It was first established in 1961 in the same building at the Institute of Adult Education, Lumumba Street, in the city centre of Dar es Salaam with its parent institution. Later, in July 1965, the University Library was moved to its main campus building where it is housed to date. The map on p. xi shows the location of the University of Dar es Salaam Library (area of the study) on the map of University of Dar es Salaam Campus. It is one of the national depository libraries with a large number of materials, particularly Tanzanian government publications which are acquired through the Library Legal Deposit Act of 1962. In terms of the Act, all publishers in Tanzania are required by the Act to deposit with the library two copies of all documents published or printed by them (Kaungamno 1975; University of Dar es Salaam 1998/2000). The library also has an accumulation of local and grey literature and other information resources. It provides materials and services to support the development of the University and to design its collections to meet the teaching and research programmes of the parent institution. University of Dar es Salaam Library, like other academic libraries, plays a significant role in the teaching and academic life of the university by delivering information services to on-campus and off-campus communities. Carter in Coughlin and Lynch (1993:5) explained the importance of a library to the University community as: "...the library is the heart of the University; no other single non-human factor is as closely related to the quality of graduate education.... But

institutions strong in all areas invariably have major national research libraries”. Carter observes that the duty of the library is to have good quality collections which suit the needs of its clientele.

The University of Dar es Salaam library has a Director of Library Services and Administration and the Library School of Information, respectively. In terms of library administration, the library has three associates heading the directorates: the Directorate of Technical Services; Reference and Reader Services; and Research and Documentation services. These associates work through a committee as advisers to the director in academic and administrative matters. The Library also has a Senate committee, Management committee and Standing committees. In addition, the library has eight departments; Periodicals, Cataloguing classification and Automation, Acquisitions, Law, Training, East Africana Section, Circulation and Inter library loans, Reference and User Education, Photographic Unit, and three more new departments (see figure 1 on p. 7 of the Library organizational structure). Each department has its own head. These departments deal with different library activities and through them work performance from each department can be determined. The library currently comprises about 400,000 volumes and 2,800 periodicals titles. It also houses books, pamphlets, periodicals, newspapers, manuscripts, theses, maps and reprints (Materu 1998; University of Dar es Salaam 1997/98).

Apart from collection of books and periodicals, the library has a growing number of local collections and database services which include manuscripts, micro materials, maps and Compact Disc Read Only Memory (CD-ROM) sources. The main Collection has the following parts: Biodiversity Collection, Environmental Databank, Hans Cory Papers, Fosbrooke Collection, Educational Research Network in Tanzania (ERNETA), African Liberation Movements Collection, and the main East Africana Collection comprised of monographs, pamphlets, journals, government publications; Swahili/Arabic Manuscripts Collection, Theses Collection and the Nyerere Collection (see section 2.3 for more information about some of these collections). Each collection was developed according to its importance in the history of Tanzania and outside Tanzania.

FIGURE 1: ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY OF DAR ES SALAAM LIBRARY.



Key:

SLC = Senate Library Committee
 IMS = Institute of Marine Science.

Source: University of Dar es Salaam Library Five Year Strategic Plan 1997.

University of Dar es Salaam Library, like other university libraries in Africa, and in developing countries in particular, is suffering from the prevailing international economic order and poor funding from their governments. In fact adequate funding helped to bring about developments in the libraries in terms of information and resources of all types. Alemna (1998), Grime (1998), and Ajayi *et al* (1996) report the lack of foreign exchange as one of the major problems facing libraries. Alemie (1997) states that due to difficulties in obtaining adequate funding on a regular basis, a number of African countries have been affected especially in the acquisition of library materials and information resources. Alemie (1997) and Okoro (1991) emphasised that high inflation rates, weakness of local currencies and the fast expansion of higher education will continue to limit the effectiveness of academic libraries and the ability of libraries to provide quality materials and services to their clientele.

The University of Dar es Salaam library depends financially on the central code of the University of Dar es Salaam to run its day to day activities, including the acquisition of library materials and their maintenance . As a result the Library have been forced to look for alternative sources of funding to subsidize their inadequate budgets. Despite having different sources of funding the Library depends on government as a major source of funding. For example, findings on the 1999/2000 government budget allocation to universities was 8.4 billion Tanzanian shillings out of 23 billion requested by the University administration (Tanzania. Ministry of Finance, Budget Speech 1999/2000). This indicated a dramatically fall in funds requested to them and the deteriorating value of the Tanzanian Shilling, whereby the Tanzanian currency rate is Tsh. 806/= against US \$ 1 or Tsh. 1,285/= against One pound sterling according to Tanzania Financial Market. Due to increased enrolment of students in the institution of higher learning, such a budget imply a drastic deterioration of funds university are receiving which has also to affect the library.

Moreover, there is an increase of the number of students, teaching staff and researchers who come to use the library materials and facilities and the library statistics suggest that the number will continue to grow (East Africana Department 1996/97; 97/98; 98/99; University of Dar es Salaam Library 1997/98, 98/99). The allocation of funds to the University Library is not enough to run library activities and at the same time the cost of books and journals is on the rise.

Furthermore, with the general rise in the cost of books, increased pressure on services due to lack of sufficient funds for staff and students' own book purchases and the growing trend of technological advancement, both students, teachers and researchers could probably not afford to purchase their own reading materials. They therefore expect more in terms of the fulfilment of their academic needs from the same University Library where information and resources are readily available to them. Some teaching staff and students, for instance, who otherwise would have coped with their private books and journals are no longer able to do so because of the high cost of acquiring these materials. All this has a great impact on teachers, researchers, students and the University community as a whole. Coale (1965) in Lancaster (1977) pointed out that the "library might have quite a good special collection and yet be a poor place for a scholar to work if necessary titles tangential to his subject are lacking". Coale observes further that it is less useful if the library continues to hold a list of old materials as a major source of information rather than keeping current with new acquisitions to supplement the existing bibliographic collection.

Materu (1998) reported that the 1980 Tanzania economic situation and the low government budget allocated to the University of Dar es Salaam affected the publishing industries, publishers and the library, respectively. As a result, it was difficult for the University Library to purchase books, journals and library facilities to satisfy users' needs. It was then that the library administration started looking for alternative sources of funds to facilitate library activities. Different institutions, and individuals both internal and external to Tanzania agreed to play a key role in the growth of the library collection through donations. Through international organizations, the library has benefited from, for instance, the Bergen Project Book Support to East Africana Collection. The project contributed much regarding donations of books, journals and microfilm machines. In addition to the donor assistance, the library has cooperation ties with the Center for Development Research in Denmark Copenhagen, the exchange of books from all over the world, for example, Japan, India, England, Thailand, and so on (University of Dar es Salaam Library 1997; 1980). The library also receives articles with the latest information about Tanzania from the *Tanzania National Bibliography* (TNB) and *Tanzania Notes and Records* (TNR). Other articles were contributions from UDSM's student and research staff reports and publications. There are also articles from legal deposit.

These articles have been collected by the library staff from different offices and corporations.

1.1.3 The East Africana Collection

The East Africana Collection is housed within the University of Dar es Salaam's Main Library. In 1962 the library was designated a 'national legal depository library for materials published within the country and East Africa'. The Collection has been expanded and offers services for teaching and research to University staff, students and other external users from the University and beyond. It represents an invaluable repository of Tanzania's national heritage as well as other rare works, like archives (East Africana Departmental Report, 1987). In the library structure, the Collection is directly under the service of the Associate Director of Research and Documentation.

The Collection is categorized as a closed-section which consists of research and reference documents. The Collection contains documents on East African countries, namely, Kenya, Tanzania and Uganda, with emphasis on Tanzania. The Collection houses materials such as theses, dissertations, periodicals, reprints, newspapers, United Nations (UN) publications and the publications of various liberation movements in Africa. Other materials include maps, Hans Cory (see section 1.1.2), Swahili and Arabic manuscripts, publications of the East African Universities and the former East African Community, and government and non-governmental organization documents. However, the greater part of the collection consists of documents on and about Tanzania including those received on a legal deposit basis (University of Dar es Salaam. Library 1997/98).

The Collection is mainly used by the University of Dar es Salaam lecturers, researchers and postgraduate students. The use of the Collection by users other than lecturers and researchers, namely, undergraduates and researchers from within and outside the country, is restricted and special permission is needed. The East Africana Collection, as a special collection, in its goal to meet the needs of its users, continually acquires and makes available valuable materials for the purpose of supporting the teaching and research needs of the University of Dar es Salaam. To fulfil this goal, the Collection identifies the user needs in order to provide the required services, materials and information resources.

Although the East Africana Collection has been opened to fourth year undergraduates and those with special permission it still remains closed access because motivation and support of the teaching and research staff is required for the development of the Collection (University of Dar es Salaam 1998).

The Collection has facilities that serve teaching staff and researchers. It serves as an independent Collection within the University of Dar es Salaam Library. Being a Collection for research, it also provides services to other researchers who engage in research on various government projects in the country, and to scholars from other countries. However, in the past fifteen years, the condition of the Collection has been deteriorating in terms of availability of materials and over-use of the Collection facilities and services. This condition was aggravated by the University regulation of 1979 which allowed access to the Collection of additional students including undergraduates. However lack of library information facilities on the spot allows all materials to be used in the original (University of Dar es Salaam. Library 1986). In the circumstances, this study seeks to investigate whether the materials, user services and information resources are satisfying users' expectations in terms of quality and quantity. With an increase in independent study being emphasized by the University, demands on the collection have increased. With funding decreasing, management of especially delicate material found in the special collection must be justified.

It is apparent that no one has carried out a critical analysis of the East Africana Collection with particular emphasis on the use and effectiveness of materials and services to users. This study should therefore benefit the East Africana Collection in providing relevant teaching and research information and help the library administration to improve the services and information resources offered to users, including planning other areas for improvement.

1.1.4 East Africana Collection: an Overview.

This section outlines an overview of the East Africana Collection.

1.1.4.1 Regulations for the use of the East Africana Collection.

Every library has certain regulations which guide its users. The University of Dar es Salaam library regulations are based on a strict policy to maximise use of library resources, materials, facilities and services. The East Africana Collection is a closed access collection and the access is direct to those with permission. The use of East Africana materials is by special permission of the head of section. Furthermore, the Collection materials are accessible to all teaching staff and researchers and all bona fide students, especially postgraduate students and final year undergraduates of the University of Dar es Salaam community. Other readers from affiliated institutions and colleges such as University College of Land Use Studies (UCLUS) and Muhimbili University College of Health Sciences (MUCHS) are also allowed to use the materials provided have permission letters from their heads of department or institution. Other approved internal and external researchers with research clearance are entitled to use the Collection at the director's discretion after satisfying him/her of the need to use the Collection through introductory letters. The Collection is accessible to readers from Monday to Friday from 8.00am to 6.30 pm. The Collection is closed during evenings, week-ends and public holidays. Readers may seek permission to use materials which are then taken for overnight or weekend use in the Law section within the library for use after the Collection is closed.

1.1.4.2 Service to readers

The University of Dar es Salaam Library catalogue is being computerised. The Library now uses both computer and card system in parallel. There is a central author and subject catalogue which represents all library entries for the Main Library, but an independent author and subject catalogue is available in the EAF Collection. The Collection also has a registration index for periodicals, journals and government publications to record what is in stock before the materials are catalogued and classified together with other sequences of books. The register for United Nations documents is in the workroom of the section and the access to the documents is by indexes. Library staff assist readers to search. A local newspaper service is accessible to readers in a designated room by special request. The Collection compiles an accession list for new books and acquisitions by legal deposit which is produced every two months.

The accessions list of new books, journals, periodicals, research papers and reports from different government institutions, organization and individuals is accessible for browsing on the display shelf.

1.1.4.3 Photocopying services

The East Africana Collection has one photocopying machine which was acquired through the assistance of the Educational Research Network of Tanzania (ERNETA) project. The photocopying services started to operate in the Collection early 1993. Before that, the section had to rely on the general photocopying machine of the main library. Readers were allowed to borrow the materials by registering on the in-house borrowing register and also leaving their identity cards with the library staff to be collected after making use of the photocopy machine for security reasons. However, because photocopy services at the section are being operated by library staff, readers can leave materials to be photocopied and collect them later. All materials in the EAF Collection can be photocopied, subject to the copyright law, except for the Hans Cory papers, some sensitive government publications and theses and dissertations whose photocopy require users to obtain a written permission from the author or from the postgraduate office and the approval from the Library Director before photocopying.

1.1.4.4 Microfilm/fiche services

The microfilm/fiche service is accessible to every user. Materials which are already on microfilm/fiche or discs such as theses, government publications, Swahili and Arabic manuscripts, Hans Cory collection and some other newspapers, users have to ask for assistance at the check- point. Users can borrow or request to use on the reading machines. Otherwise, all microfilm/fiche services are free to every user.

1.1.4.5 Reference services

Access to the shelves of the Collection is open to readers those with access to the Collection such as researchers, teaching staff, postgraduates and forth year undergraduate students.

Staff assist researchers and other users to search on the catalogue and to locate materials from the shelves or if materials are misplaced from the location. Reference queries are handled by the professional staff such as Principal Library Assistants, while other major references queries are handled by the Head of the Department.

1.1.4.6 Government publications service

The East Africana Collection receives government publications through legal deposit mode. Materials are shelved on a separate shelf alphabetically by title and organizational names for easy access before cataloguing. The catalogued publications are shelved together with other classified books, pamphlets and periodicals in sequence according to class-mark numbers. For documents already in microfilm, users have to consult library staff at the check-point who direct them to the reference department. The Library keeps some official publications in a special cabinet because of their sensitivity or sometimes the library has only one copy of these items. However, users have to sign on the borrowing register at a check point before using the material for security reasons.

1.1.4.7 United Nations documents

The East Africana Department keeps United Nations documents issued by the main United Nations body and those issued by various United Nations' agencies. Some of these publications are located in the East Africana section, while others can be found in various other collections such as General, Law, Periodicals and Reference according to the subject area, hence users can access them in a normal way. United Nations' publications in East Africana are kept together in the separate shelves and arranged according to their own publication numbers where users can easily locate them. The keys (indexes) to the registered United Nations documents are obtained in the workroom of the Collection.

1.1.4.8 Security of materials

The East Africana Collection, like other special collections, is treated like a family jewel that needs special care in view of its fragility. It is the pride of the University community if the Collection is well maintained. To ensure that the Collection provides good and reliable services, certain measures have been taken to safeguard the materials and other library facilities. Thus, every reader entering the Collection should identify him/her self by presenting a student or staff university identity card. An introductory letter is required for those coming from outside the university campus and they also register at the counter book at the check-point. Readers are allowed to enter the Collection with few loose sheets of paper but not more than five for note-taking, for security reasons. These materials are treated as sensitive because of their frequency of use. These include Hans Cory and Swahili Arabic manuscripts. For in-house borrowing, (that is materials which are in special cabinets) users have to ask the staff at the check point for assistance. However, because the Collection relies on the overall library security system at the main control check point to prevent the loss of materials from theft and damage, the EAF Collection operates during the day and remain closed during week-ends and public holidays.

1.2 Statement of the problem

Librarians today are faced with a broad range of challenges and opportunities to improve the effectiveness of their services, to respond better to the information needs of their clientele, and to provide good services to make the library an important component in the information environment. The prerequisite skills for libraries to overcome such challenges and opportunities are in areas of producing materials and understanding how best to allocate scarce information resources, and planning for increasing Collection effectiveness in order to accomplish its goals and objectives. The same situation applies to the EAF Collection of the University of Dar es Salaam. However, as pointed out earlier, as an information provider the Collection has been facing increased expectations from both students, lecturers and researchers. The costs for running the Collection have been increasing while resources for library operations in general have remained static or have declined.

It is in this respect that it is important to investigate the use and the effectiveness of the Collection with the aim of identifying problems and areas for improvement. Despite dwindling resources, the East Africana Collection of the University of Dar es Salaam library, like any other special collections, has an important role to play in acquiring, preserving, and making available various information resources relevant to teaching and research, which are not easily provided by other sections of the Main Library.

1.3 The purpose of the study

In academic libraries, special collections play an important role in promoting the cadre of teaching and research staff and the activities of the parent institutions through the provision of useful information and resources. The presence of a well developed and effective special collection at a university campus draws the attention of the teaching and research community to the activities of the university. UNESCO (1993) suggests that a demand for more information services and resources at special collections should go hand in hand with the demand for quality library services, facilities and materials to enhance teaching and research activities. Quality in this aspect refers to the ability of the Collection to provide user satisfaction by meeting their needs.

The purpose of this study was to investigate the use and the effectiveness of the EAF Collection in the provision of information and resources in meeting the teaching and research needs of all the academic user community of the University of Dar es Salaam. Furthermore, it sought to find out whether the materials in the Collection were sufficient to satisfy the information needs of the teaching staff and researchers of the University of Dar es Salaam. The study establishes from the library administration the allocation of funds and the criteria for allocating managerial staff in the Collection. It is hoped that the study will benefit the EAF Collection as well as the library administration in improving their services to users. The study also makes a contribution to the literature and current debate on the effectiveness of the EAF Collection for teaching and research.

1.4 The objectives of the study

The objectives of the study were:

1. To establish the extent to which the teaching staff and researchers of the University of Dar Es Salaam are aware of the East Africana Collection and its services;
2. To establish the extent to which they use the information resources of the Collection to cater for the curriculum and research information needs of the University of Dar es Salaam;
3. To establish the effectiveness of the Collection in meeting curriculum and research needs;
4. To establish the problems experienced by users in relation to material use and information services provision;
5. To make recommendations on the basis of the information gathered regarding the use and effectiveness of East Africana Collection at the University of Dar es Salaam library;

1.5 Research questions

The following research questions were proposed in an attempt to establish whether the East African Collection was responding to the information needs of its clientele.

1. Were potential users aware of the East Africana Collection, the resources and its information services ?
2. What types of materials and information resources do the teaching staff and researchers use most?
3. Were the East Africana materials meeting the information needs of teaching and research staff of the University of Dar es Salaam?
4. To what extent did the Collection enhance the teaching and research among the staff of the University of Dar es Salaam?
5. What problems did teachers and researchers face?
6. What could be done to address the identified problems?

1.6 Definition of key terms

In this section key terms used in the thesis are defined with the exception of the term special collection which is discussed in depth in section 2.2 of literature review.

1.6.1 Effectiveness

Rzasa and Baker (1972) consider the ‘primary measure of effectiveness’ as reflecting the satisfaction of “user needs”. Library effectiveness is determined by how well the library fulfills its objectives. Measuring library effectiveness as well as that of special collections goes concurrently with measuring the degree of goal attainment. Several authors have attempted defining the term “effectiveness”, for example, Van House *et al* (1990), Swisher (1984) and Lancaster (1977). This study, however, adopts a combination of these definitions. Thus, the term “effectiveness” refers to the state of being operative to a degree to which organizational goals and objectives are accomplished, in addition to how well its services satisfy the demands placed upon it by its users. Effectiveness in this study pertains to the teaching and research context of the University in question.

1.6.2 Information Resources

Information resources are a variety of printed or electronic resources that contain information that can be accessed to answer user need. The term also includes equipment and other resources necessary for generating, storing, retrieving and using information.

1.6.3 Use

In this study collection **use** refers to the act of entering a collection and engaging in activities for the purpose of locating and using the materials, services, facilities and resources. Abbott (1989) has explored the many variations in meaning of the word ‘use’ in terms of ‘use of literature’. This study is concerned with the use that teachers and researchers make of various materials in the Collection, for example, the use of services and information resources required in satisfying their needs.

1.6.4 Information need

Information need refers to the total potential demands of individual or group of users that could be made upon materials, services and personnel or resources of a library/ collection (Roberts, 1975:310). In this study information need is addressed in relation to teaching and research.

1.7 Significance of the study

The importance of the study emanates from the fact that it will deal with the need to improve collection use and its effectiveness in terms of material use, services and information resources. The study will also be used as a basis for resource allocation, as the Collection relies on funds from the central library budget. This could also enhance users' perceptions of the collection. This study will try to show how the measurement procedure can be conducted in measuring the relationship of major variables such as materials use, user satisfaction with services and information resource and making suggestions for improvement.

1.8 Scope and limitations of the study

The study focuses on the use and the effectiveness of the EAF Collection of the University of Dar es Salaam Library only. The selection of this Collection was due to the fact that this Collection is unique and provides materials and information resources to support the teaching and research activities of the University. Furthermore, the Collection keeps most of the library depository materials.

Throughout this study, research was limited to a sample population of four university faculties and three Institutes. Although the study wished to deal with the whole population of teaching staff and researchers of the University community, time constraints did not allow the whole population to be studied. It was also limited in the sense that the researcher failed to secure sufficient funds to enable her to visit the research sites personally. Instead, a person was assigned to assist in the distribution, collection of filled questionnaires and their postage. As explained earlier, the selected faculties especially Arts and Social Sciences have more potential users than other faculties. It is believed that the results of this study will serve as a guide to the development

and the effective use of the EAF Collection. Furthermore, it is assumed that users' opinions surveyed in this study could provide a great measure of Collection effectiveness for the alternatives offered, exclusive of public programs and orders from higher-achievers in the Collection and library in general.

1.9 Summary

This chapter outlined the background, development of special collections, the history of University of Dar es Salaam and University Library in general. It further, put forward the importance of East Africana Collection as the main theme of the study and its services, stated the problem under investigation, purpose, objectives and research questions of the study. The definitions of major concepts used in the study were given as well as the scope and limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The literature related to the study of the use and effectiveness of special collections and in particular the East Africana Collection was reviewed. As was mentioned earlier the term ‘special collection’ is used interchangeably with “East Africana Collection”. The term special collections has a special meaning in libraries because these collections require different treatment from the rest of the library stock. Its main task, however, is to respond effectively to the needs of their readers (Drew and Dewe 1992; Tyacke 1990; Stielow 1987).

The researcher established whether other studies had been done on special collections in academic libraries, and also what those studies discovered about the use of materials, services and the effectiveness of special collections in the provision of information and resources to the teaching and research staff at the academic institution concerned.

For this study, the literature of most value was those items which dealt with the general overview of the meaning of special collections; the development of special collections, general information on the present and future of the collections, information about special collections in academic and public libraries; the development of East Africana Collection and the user studies. However, information from outside the area of library and information studies literature was none the less valuable in contributing to the following: knowledge, decision making and the application of knowledge by the users in discharging their different duties.

Sources about the general development of special collections and their present and future were obtained through the University of Natal, Pietermaritzburg, library catalogue, Compact Disc-Read Only Memory (CD-Rom) bibliographic databases, and *the Union Catalogue of Theses and Dissertations*. Useful sources of information about the EAF Collection and user statistics were obtained from University of Dar es Salaam Library catalogue, departmental documents (produced by library members of staff and library administration and information about the

development of East Africana Collection by the first former University of Dar es Salaam Library Chief Librarian, Mr Martin Mvaa), and government publications (research paper/reports) resulting in several citations which held promise. *Library literature* and *Library and information science abstracts* (LISA) were consulted for background information on special collections in academic and public libraries.

Unfortunately, little literature, particularly current literature, was available in the form of articles based on the use and effectiveness of special collections. Many recent publications, authors and participants in different conferences and symposia have discussed the development and preservation of rare materials or cultural heritage knowledge in digital form, either as on line resources or fixed support products such as CD-ROMs, Internet and other form of media. Very little is written about the development of local collections or special collections and their use in African institutions, and what is available is limited to certain subjects. One in particular, for example, cited an article from the *Collection management journal* by A. A. Alemna (1991) entitled "Collection development in African libraries". This article offered some suggestions which could be made to improve the local publication of Africana materials. This will be referred to later. Another study of collection development of Africana materials, by the same author (1998), discussed the problem of the acquisition of library materials in African countries. The paper also addressed the collection development of Africana materials in phases such as the Golden Years, the Lean Years, and the Hopeful but Uncertain Years. Overall, most of literature was based on academic and public institutions in developed countries. Other pertinent articles were those by Leonhardt (1982) and Koda (1977) which focus on the acquisition problem and financial constraints which the present study seeks to research as part of the problem affecting the effective provision of services, materials and information resources to the teaching and research staff in the University of Dar es Salaam.

2.2 Definition of a special collection

When one compares the amount of literature on the development of special collections in African institutions to that in European countries, it is evident that development of local special collections is seriously lagging behind. From the literature search done for this study, the

researcher discovered that numerous studies in defining special collections had problems in connection with these collections' rarity which is linked to scarcity or uniqueness. However, there has never been a universally accepted definition of "special collections". Otike (1990:192) points out that professionals who have attempted to contribute to this subject have come up with differing views as to which of them appears to be the most important characteristic of the library system. Some professionals viewed a special collection as a special library concerned with the literature of a particular subject or as an information centre organised to meet the needs of a particular group of users. Others define special collections on the basis of how individuals understand and experience the services an individual collection offers (Cloonam and Berger 1999; Drew and Dewe 1992; Otike 1990; Tyacke 1990; Martin 1987; Stielow 1987; Gakobo 1985 and Leonhardt 1982).

Martin (1987:242) defines a special collection as put forward by Randall and Goodrich in this way:

A special collection is an assemblage of material in some field of knowledge which includes at least some of the rare or more unusual items and a greater portion of other titles bearing upon the special subjects than would be included ordinarily in a library of the size.

Tyacke (1990:11) describes a special collection from a librarian's point of view:

accumulations of individual items or groups of related items that cannot be or should not be processed into open stack or into circulating collections for a variety of reasons.

These definitions are based on the availability of special subject areas or works of a particular author, groups or institutions which the library provides.

However, Baker (1981) has a different description of a special collection. He holds that it is not necessary for special collections to consist of rare or valuable books only. Rather, as a separate collection, they consist of certain individual's, families' and institution's materials of different

contents which require special treatment. Paul Koda, a Curator of Rare Books at the University of North Carolina at Chapel Hill, supports Baker by making a distinction between rare book collections and special collections. He pointed out that collection of rare books should not necessarily be a special collection, but sees a special collection in a different way:

It is not comprised of single books which, by external criteria, are deemed valuable or rare. Rather, a special collection is a group of materials collected and organised around a specific subject, author or theme. The value derives from the relationship from book to book and from each book to the collection as a whole All special collections contain rare books, like the first edition of Man and Superman in our Shaw Collection; but not all books in a special collection are rare, like the Penguin edition of Man and Superman, also in the Shaw Collection. It is the aggregate of the special collection that makes it a valuable, in-depth resource for the scholar and researcher. The book that is insignificant by itself becomes significant in an appropriate context (Koda 1997:140).

Still, other professionals attempt to give a definition of special collections in terms of its contents or categories. Otike (1990:192) argues that:

an entirely satisfactory definition was still to be established particularly in view of the confusion of ideas which exist in regard to the group of organizations which are known variously as special libraries, special collections(Otike 1990:192)

According to Otike (1990:193) the collection of a special collection consists of information and materials which have been acquired, organized and administered for the library's users. In order to facilitate its effective and rational use, the collection must be sufficiently comprehensive to serve the main interest areas of the community the library is supposed to serve. Also librarians should make a good selection of reference works, books and non-book materials to cater for users' needs.

Otike (1990), Martin (1987) and Gakobo (1985) describe a special collection as that consisting of a variety of forms and types of information materials which include: rare books, theses and dissertations, pamphlets, manuscripts and archival materials as well as University archives, current publications of books and monographs. They also include serials reflecting regional interests that might constitute the rare books of the future, fugitive materials or grey literature such as records of private firms, institutions, and societies, literary and personal papers, brochures, leaflets, broadsides and posters; audio-visual materials and other non-book materials such as maps, newspapers, music, clippings and microforms.

Therefore, from the above description of a special collection, it appears that a special collection is involved exclusively with keeping information irrespective of the form or format in which that information is conveyed. As regards the current study, a special collection (East Africana Collection) exists specifically to support the learning, teaching and research programmes conducted by the parent institution by providing information needs to cater for the curriculum and research information for teaching and research of the University community and those outside the campus.

In terms of the coverage, the Collection should be more intensive and extensive to cater for the current and future needs of the library clientele it serves (Koda 1977). The librarian should also be able to evaluate the use and effectiveness of the Collection to effect organizational changes when possible to enhance the development of the collection.

In the subsequent discussion on information system, this study confines itself to academic libraries, and to the University of Dar es Salaam library and the East Africana Collection within the Main Library. The study seeks to establish the extent to which the East Africana Collection meets its goal(s) in the provision of information and resources and the problems the teaching and research staff encounter when using library facilities, materials and services for their teaching and research activities at the University community.

From the researchers' point of view and the purpose of this study, special collections will be described in terms of the different services, materials and treatment they offer in order to respond effectively to the needs of their clientele. In this study, the targeted users of the special collection (East Africana Collection) are the teaching and research staff of the University community. The main emphasis is the provision of information services and resources to potential users of the Collection to meet the information needs of users rather than of personnel.

2.3 Development of special collections

According to Roberts (1993), most special collections started with a base foundation from European countries. They started as collections to keep separate entries or materials which were originally counted as current stock. They later became special by reasons of age, binding and preservation. Special collections in Britain developed in the late 16th century and early 17th century as reported by Feather (1994) and Stielow (1987). At this time some books were set aside at the Cambridge and Oxford Universities because of their special information values, or for fragility considerations and rarity.

At the University of California at Berkeley, the rare books were also kept in the special collections department of the university library as part of the Bancroft library. According to Leonhardt (1982), the Bancroft library special collection continued to expand and was used on a regular basis by the library school as a source of teaching tools. The special collections department also had a fine Hermann Hesse Collection which was known as "Hesse Scholar Joseph Mileck bibliography". This Collection was made available to the academic institutions to meet their teaching and research needs. Leonhardt (1982:20) maintains that Hesse's Collection consisted of first editions and other materials such as manuscripts, newspapers, magazine contributions, water colour printings and secondary works from dissertations and biographies to bibliographies. Furthermore, this collection also consisted of translations of Hesse's work and other works which explain the areas in which Hesse lived and worked.

Tyacke (1990) reported that libraries in the United Kingdom (UK) which acquired special collection materials through legal deposit became administrative units in the 1960s. These units consisted of rare book collections. Special collections of the British Museum (British Library Rare Books) were established in the mid 1960s and served for about 10 years, while those of the Bodleian library were established in 1976. However, as time went on, these libraries of rare books were grouped together, consolidating their map, manuscript and music collections without changing their names and continued to operate under a unified leadership. Tyacke (1990) describes how special collections of the British library continued to expand and were able to accommodate more materials which in 1996 forced the library administration to move materials to the new building at St. Pancras.

The Collection development policy of the National Library of Australia as noted by Dewe and Drew (1993) is a clear policy which is maintained at national and state levels. The policies and practices for the collection of ephemeral material are well developed in terms of useful models which are considered notable by the UK libraries. In addition, the library's collection and development policy considers other national and State institutions collection activities as part of collection development. However, in January 1992, the Australia library's collection development policy was revised and it included the local libraries and local studies collections that showed an interest in keeping Australian materials (Dewe and Drew 1993). Further, the same authors (1993) pointed out that, the Australian Collection was housed in the National Library of Australia and comprised materials relating to Australia and the Australian people. The library has also been responsible for the 'National Braille Deposit and Reserve Collection', which constitutes Australian materials. It is known that many of these materials were acquired through the Copyright Act of 1968, which had a retrospective effect and does not cover current material produced.

Development of special collections in United States of America, and that of Chicago Public Library in particular, were started early in the 19th century. The Chicago Public Library was started as an educational institution serving city dwellers and helping them to improve their user capacity. As stated in the report of the board of directors of the Chicago Public Library, "the library would be a place where working men of the city might employ their idle time profitably

in reading instead of wasting it in haunts of vice and folly and places of ill reputation". This library consisted of three libraries which work as a team with more than seventy branch libraries across the city. The Chicago Public Library was mainly concerned with keeping information about the history of the city and many of its collections were related to local history, drama and literature.

Later, a survey was conducted by directors to determine the types of special collections to be established and finally departments for special collections were formed. Linard (1987) points out that in 1973 the special collections department at the Chicago Public library was established to preserve books from the central library and other branches which needed special treatment. It was followed by the development of large collections of rare books and an unknown number of manuscripts, archival collections and historical artifacts. The library now provides free access to their special collections to serve a broad and varied clientele.

Drew and Dewe (1992), Linard (1987) and Leonhardt (1982) describe the development of special collections in both public and academic libraries in American context. They point out that the treatment of rare books in the special collections is either in terms of the age of the material and binding, historical value, format, bibliographic significance or physical condition. Most of the special collections in America consist of historical materials which are based on works of a particular author or a specific subject area.

With regard to the development of special collections and the importance of historical materials which, in most cases, one is unlikely to find in any library collections, libraries have formulated policies and guidelines to guide the storage and preservation of materials that will serve future generations (Kislovskaya 1999; World Bank 1998/99; Drew and Dewe 1992; Alemna 1991). The emphasis is more on the creation of cooperation and ensuring the effective use and accessibility of materials which are useful in providing a fuller picture of society than is available in the formal record. The preservation policies also focus on the immediate acquisition of materials to cater for user needs in both public and academic libraries.

In the African context, the development of special collections was very similar to that of the United Kingdom and United States of America. The establishment and development of special collections in Africa has taken place in both public and academic libraries. For example, the South African Library in South Africa served its clientele for about 124 years as a legal depository library (Westra 1997). During that period, the majority of publishers deposited copies of their books and other published documents in the library. Books were preserved for posterity, and were included in the South African National Bibliography and electronic databases. According to Westra (1997) the South African Library played a role as the National Preservation Library as well as the curator of the literary heritage of South Africa. The library has established a most comprehensive collection consisting of South African books, journals, maps, newspapers, pamphlets, and publications. The Collection is accessible to both local and foreign researchers. There is also a printed and published artists' books collection treated as part of South African literary heritage.

In Nigeria, a country rich in university libraries, changes in government have had implications in other operational and service areas. For instance, collection development in university libraries and acquisition of library materials have been affected by the Nigerian economic situation. The Nigerian government, by accepting the Structural Adjustment Programme (SAP) and Second-Tier Foreign Exchange Market (SFEM) conditions, has brought about unforeseen effects on the development of their university libraries and the society in general (Okoro 1991). This invariably impacts on the special collections given that they are part and parcel of university libraries whereby any budget cut in the later is reflected in the former.

The development of library and information services in Africa is part of the colonial heritage especially in the section of higher education, social, technical, and scientific research.

For example, between the 1950s and 1960s resources were devoted to building university libraries in some African countries (Banjo 1991). In general, libraries in Africa developed as the store houses of humanistic, scientific and technological knowledge as well as repositories of the wisdom of generations and civilizations. The University of Botswana, Malawi and Zimbabwe libraries established their special collections which consisted of various types of materials on different aspects of each of the countries. According to Nfila (1997), the special collections of

the University of Zimbabwe developed from the Godlonton Collection and it constituted materials of the Zimbabweana Collection (formerly Southern Rhodesia) and former British Central Africa. This Collection developed in honour of William Godlonton who was a lawyer and donated his publications for the development of the Zimbabwe Collection. Apart from the Godlonton Collection, the University of Zimbabwe purchased materials from Professor C. M. Doke consisting of information about southern African languages and linguistics to increase their collection and named it the 'Doke Collection'. These collections have continued to develop through the acquisition of legal depository materials and purchase.

Similarly, other university libraries in Africa with special collections developed their collections to support the information needs and to facilitate the research and teaching programmes of their parent institution. For example, the University of Dar es Salaam Library's East Africana Collection is the largest multi-disciplinary research collection in Tanzania. It comprises materials which are not easy to find in any other libraries. As stated earlier, the University of Dar es Salaam Library has managed to sustain the growth of East Africana Collection. Other local collections are, for example, the Julius Nyerere Collection which was established in 1994 in honour of the former first President of Tanzania and the Chancellor of the University of Dar es Salaam. This collection consists of Julius Nyerere's writings, papers, speeches, and other related literature. The University Library also acquired the Fosbrooke Collection from the late Henry A. Fosbrooke in May 1996. This collection is rich in information about the Maasai, their neighbouring tribes and environment particularly the Ngorongoro Crater. The Collection consists of over 1000 documents including conference papers, manuscripts, books, maps, and photographs. The Hans Cory Collection is a well developed collection in the University of Dar es Salaam Library consisting of 432 papers written by or collected by Hans Cory. This collection comprises many records of Swahili poems, African songs, dances, and ceremonies, including those of secret societies.

The University of Nairobi Library in Kenya and the Makerere University Library in Uganda both housed the East Africana Collection which originally developed from the three East African countries. These collections consisted of materials published within their countries, East African regions and about East African universities and communities, respectively.

The University of Dar es Salaam Library keeps materials from Southern Africa Development Community (SADC) countries in the special collection.

2.4 General views about special collections

Koda holds that the responsibility of special collection librarians is to preserve rare books for future generations and to ensure the effective use of these materials as archives. He states that the importance of the development of rare book collections was boosted after the Second World War due to an enormous increase in the use and collection of rare books, which came about as a result of an increase in population and the level of education (Koda 1977:142).

Huttner (1999:98) argues that special collection librarians should feel or at least show a sense of mission that would impress people to note the difference from the mission of other librarians who provide the general library collection. In order to ensure the effectiveness of the Collection, the librarians should be able to spell out the importance of rare books and manuscripts collections as they are collectors and donors of information to users. The author also pointed out that special collection librarians should give close attention to a small number of individual readers who take interest in using their collection rather than serve a large number of unappreciative readers.

Huttner (1999) also comments that rare book collections are in danger of being drowned by the new technology of the digital age. The same author lamented that the new technology will have a great effect on documents that illuminate a great event; especially on letters written by someone whom we know is widely to be admired (Huttner 1999:98). The first edition of a book that everyone has learned from or others have used in one way or another will also be affected. The author's message about the digital automation of rare book collections is that the local collection might lose its status of rarity and scarcity when data is entered in the electronic database. Thus, the first edition of admired authors which induces a feeling of richness in users will be drowned by the digital age and there might be a loss of original meaning.

In addition, the issue of the development of digitization has been discussed as one of the major concerns of librarians by Cloonan and Berger (1999) and supported by Huttner (1999), Allen (1999), Otike (1990) and Koda (1977). They observed that electronic information is dynamic, and requires scholars and fiction writers to put their writing and publishing into the new forms. They also lament that the new technology will affect the use of rare books and special collections, as lots of materials will lose its originality and some of the information will not appear on the computer (Huttner 1999; Cloonan and Berger 1999). This sort of consideration needs to be taken into account by the special collection librarian so that significant aspects and context of the collection are not compromised.

Cloonan and Berger (1999:89) discuss the special collections in terms of its present and its future. Their primary concern is for rare books and manuscript librarians in the present. They point out that many changes have occurred in the world as a result of new issues that have developed. However, they hold that issues of the past will continue to be of deep concern. They further caution librarians to put effort into focussing on the general basics of librarianship such as acquisitions, cataloguing of library materials, funding, security, access, scholarship, preservation and conservation, space and other means that are effective in the provision and dissemination of information.

Huttner insists that special collections should be developed, administered and supported adequately for future generations. Unlike other library resources, Huttner (1999:100) aptly states that “special collections are a permanent investment . . . one cannot buy them by the slice, as we now buy journal articles from electronic databases, and they are hardly ever used up . . . thus the more they are used, the more in demand they become.” Therefore libraries and librarians should be able to express special collection uniqueness relative to other institutions of that kind in terms of provision of quality and quantity information services to users.

The importance of acquisitions budgets for special collections was put forward by Cloonan and Sidney (1999) and Leonhardt (1982) in relation to those libraries that already have special collections. The authors insist that the importance of the acquisition of special collections materials encourages academic and public libraries to develop their special collections in a

contemporary way. In addition, librarians should be considerate in their acquisition of a collection given that nowadays more books are being produced jointly with Internet-based and new digital media. Therefore special collection librarians are required to justify their purchases because of limited funds. Leonhardt (1982) and Koda (1977) explain that special collections are meant to serve a particular clientele. Librarians should therefore purchase materials that will meet information needs of users and the preservation issues should be recognised.

Koda (1997:141) describes books and non book materials in a rare book and special collection as primary research material and as an important part of the library's total resources. Yet these very scarce or fragile materials are separated from the main library collection purposely because of security and special care. He too, points out that for future purposes, the collection must continue and be developed, with emphasis on acquisition policies for rare book materials. Dewe and Drew (1992:10, 1993) discuss the importance of collection development policy as one aspect of managing ephemeral material. They note that ephemera involves attending to selection, processing of material, depth of the collection, storage and preservation. Therefore for the future use and selection of what constitutes ephemera Dewe and Drew (1993:9) suggest that librarians should spell out a collection development policy as a guide to solve the problems pertaining to the definition and acquisition of printed ephemera. They also argue that librarians should have a clear policy which could cater for the special collection librarian's task of keeping and managing the collection of printed ephemera.

2.5 Special collections in public libraries

Although the study is concerned with the use and effectiveness of the East Africana Collection and special collections in academic institutions, the researcher considered it necessary to review the literature on special collections in public libraries because the purpose behind establishing these collections is similar to those of special collections in academic libraries. The difference is that public libraries define their collections as "special libraries or "documentation centres" according to the users they serve, but they have the same basic role as the "special collections" of academic libraries. Although the provision of information services might vary from one institution to another, their main objective is to ensure the provision of quality and quantity

information services and resources to targeted users. The importance of this review of special collections in public libraries is to enable one to understand whether or not these special collections/libraries meet the goal(s) of their parent institutions.

Linard (1989) addresses the development of special collections in public libraries in the American context with particular reference to the Chicago Public Library. As stated in section 2.3, this library was meant to serve Chicago people who worked in the city. The library consisted of three libraries and its aim was to meet its users' needs. With assistance of directors of these three libraries an effort was made to ensure the Collection covered certain subject areas such as humanities, sciences and entertaining and instructive books, but to avoid duplicating of materials. The Chicago Public Library acts as an established library educational institution to serve the whole city community's information needs. The directors of the library conducted a survey to determine the types of special collections available in these libraries, the type of people they served, service offered, and how these departments performed their institutional roles (Linard 1989:181). This is an early instance of a survey being conducted to improve provision by a special collection.

The aim of the survey was to determine certain characteristics common to special collections departments in the libraries and also to determine the role played by special collections departments in educating Chicago citizens. Furthermore, survey questionnaires were distributed to other public libraries in American to determine whether the libraries were aware of special collections departments. The result revealed that all surveyed libraries were aware of the existence of special collections departments in their libraries and that they deserved special treatment. Linard (1989) asserted that these departments were treated as special because they preserve historical materials about Chicago and individual people. They also acted as research centres holding local information materials to meet the research needs of their clientele and city community. It was also noticed by the author that many public libraries with special collections departments suffered from financial constraints and shortage of staff, although the government was in theory enthusiastically supporting the development of the collections. However, most of the responding departments were reported to be supplemented in their acquisition budget by donations and funds from individual friends' groups.

Stielow (1987:242-244) discusses the potential of special collections in public libraries as offering many important things to a wider community. Special libraries as part of public library departments provide unique services which attract and support the distinct sectors of the community. These special collections consist of books, pamphlets and descriptive materials that can be categorised as limited rare books. They receive special treatment because of their value, uniqueness and fragility. The main focus is more on “cultural” holdings; holdings that bring administrative and promotional benefits as well as fulfilling professional responsibilities. They exist as an integral part of the historical, cultural and political mandate of public libraries.

Stielow points out that, although special collections support the nation by educating the society and helping to publicize the value of local collections, they are faced with the problem of funding and finding trained specialists who can manage the collection’s activities. Stielow argues that public libraries have the responsibility of maintaining the documentary heritage of their area as they are the legal and technical branch of the local governments. In addition, public librarians should publicise the existence of their collections by improving the quality of their services to attract more users as a way of promoting their collections to city community and donors.

Kaungamno and Ilomo (1978:111) state that public libraries in East Africa started post-war, that is between 1950s and 1960s, and this period saw the development of libraries. In 1964, the Tanzania Library Services Board was given a mandate to revitalize and develop special libraries (special collections) in school colleges, government institutions and in other branches of the public library. All these special collections were given the assistance of the public library which provided staff to service the collection.

The authors maintain that the second survey by Belton (1969) of the East African libraries revealed that many special collections in public libraries developed in size and number including museum and archives libraries. Ilomo (1985:137) notes that many special collections in East Africa were found in government ministries, research organizations and institutes, and in parastatal organizations. As part of public libraries, special collections were established to support government business and research, and to provide important information services to different fields of national development.

They also existed to cater for the special interests of research workers and other specialists in government departments and industrial firms, and most of them operated as free access collections.

Jumba-Masagazi (1970:17) pointed out in 1970 that although the importance of special collections services in the research institutes and administrative offices has been widely recognised in the developed countries, in East African countries development of effective special collections service was still lagging behind and was yet to be recognized. The author asserted that, past or present, preservation of information was important in the development and educating of the whole society. Jumba-Masagazi also criticised government departments and institutions which lock research information in their cabinets as confidential files. They should rather organize materials to be readily accessible to government planners and research workers than file them away in office cabinets and make them difficult to recall or retrieve when needed. According to him, nothing is confidential once it has been researched and produced in a research or report form. An effective collection, he held, is measured in terms of the circulation of materials (output), quality of service and quantity of facilities and resources to cater for user's needs.

Iloilo (1985:138) claimed that there was little or no recognition of special libraries/documentation centres which were under public libraries, especially in Tanzania. This was due to the fact that the government regarded the contribution of these libraries to society as indirect, without recognising that the development of these libraries was a contribution to national knowledge and the national prosperity of new generations. He also noted that the development of many government ministerial special libraries/collections was very limited and lagged behind as the majority lacked qualified and trained staff as well as funds for acquisition of relevant materials. In research institutes, special libraries/collections suffered the same problem of lack of funds to support young industries and machinery which inhibited the transmission of research results to these industries. The authors maintained that different governments should recognise the importance of special libraries/ collections under public libraries by placing more funds for acquisitions, training, and attractive salaries for staff in order to improve efficiency and effective collection services.

2.6 Special collections in academic libraries.

Feather (1994:19-20) saw the 1990s as the period to be remembered by British university libraries. It was the period of radical change which brought about the decision of libraries to redefine new styles of management, accountability and the measurement of performance. The quality of libraries was seen as a factor that should surmount financial constraints. Feather points out that, the ¹Fallett Report, and the associated Fielden Report analysed the role of the library in supporting research in the humanities and social sciences:

...the library is often the principal repository for the primary sources on which a researcher may work. This material is of many kinds, but includes manuscript and printed items, often rare or unique, held in special collections...Libraries often provide expertise and facilities to help with the analysis of such materials...

After early beginnings in the 16th and 17th centuries in Cambridge and Oxford libraries (see section 2.3), special collections departments became accepted widely and became part of administrative arrangements in libraries. The development of the special collections in the library structure had a dual purpose; that they were special because of different materials which they held apart from other items in the library and that they had 'rare' materials that could not be found anywhere else. The author noted that special collections came into existence in most British university libraries from 1992 onwards with few exceptions. These special collections departments were accepted as an integral part of the university library in the provision of research materials to cater for the information needs of academics in the fields of humanities and social sciences (Feather 1994:21).

It is argued that the supporting of special collections in the United States as well as in Britain depends on the ability of their staff to adjust to new styles of management, new library objectives

¹The Fallett report and the associated Fielden Report came from the Committee appointed by the British University Libraries to analyse changes brought by new technology and suggestions for improvements in favour of research in the of Humanities and Social Sciences (Feather 1994:19-20).

and new working procedures which would not separate special collections librarians from the mainstream library system of administration. The new style of provision of materials and services in the special collections in the British Libraries was justified in terms of capital and costs incurred for running services. The Collection has to justify its existence in order to satisfy the institution's mission especially in provision of research information to the university community. Feather (1994) asserts that funding is an issue in the development of special collections in university libraries as supported by Musker (1998), Roberts (1993), Ryan (1991) and Avafia (1985).

Ryan (1991:288) points out that the 1990s is a period where special collections in the higher learning institutions need to think of ways of supplementing their budget in order to provide effective services to their clientele. Also university libraries have to justify their existence in terms of the quality and quantity of services they offer and need to understand to what extent they satisfy user needs. Another factor is the ability to keep the collection up to date to cater for teaching and research activities (Ryan 1991:289). However, the author maintains that special collection librarians in universities should be curious in learning to adopt new strategies for development of their collections, for example, forming a cooperation with other libraries, staff training and exchange of bibliographies and accession lists to allow competition for resources. Rosenberg (1993) supports Ryan's proposal with regard to establishing cooperation in forming the national information systems and policies which will enable the production of national bibliographies.

Roberts (1993:20) discusses the role of special collections in research libraries as a source of sharing culture and language. He therefore emphasises the fact that special collections in research libraries developed as a means to foster learning and maintain permanent and secure places to keep books and manuscripts which were regarded as rare and special.

The importance of special collections of rare books and manuscripts collections in the university libraries has reached a stage whereby their maintenance, conservation and expansion of information resources and facilities should be justified on the grounds of their value to present and future generations.

2.7 The East Africana Collection

Measurement of library use has been associated with collection development, as it has always been expected to be in a good condition to provide quality services. The results of measurement can be used to evaluate the performance of the library and to determine whether the library is effective or not (Calvert 1998:122). As was discovered in this literature review there is no satisfactory description of library effectiveness. There is also no consensus about 'what', 'who' and 'how' criteria should be used in evaluating effectiveness (Calvert 1998; Ifidon 1986; Orr 1973).

The study views the development of the East Africana Collection in relation to library objectives which are the provision of information services to meet the learning, teaching and research needs of the university community. The EAF Collection is a national depository library and it operates as the University's and Tanzania's *defacto* primary research collection for both local and foreign researchers and scholars (East Africana Department 1998/99; University of Dar es Salaam Library 1997). It preserves rare book and non-book materials which are unique for teaching and research within and outside the University community. It can be understood that the quality of university learning, teaching and research activities depends much upon the existence of well organized and effective library services and resources. Therefore, as a department within the main library the East Africana Collection provides university-wide services. It also acts as a national research department which teaching and research staff are likely to visit frequently and regularly to supplement their teaching and research activities.

2.7.1 Development and use of East Africana services

According to the first Chief Librarian of the University of Dar es Salaam Library, Mr Martin Mvaa (1999), the development of the East Africana Collection was proposed by Mr Harold Holdsworth, the founder of the University of Dar es Salaam Library. The idea behind establishing the EAF Collection was to have a comprehensive collection of all documents and publications from government institutions and individuals published about Tanzania (Tanganyika) and East Africa in general.

Another reason for proposing the EAF Collection was to have a strong collection to serve researchers in Tanzania.

The development of a strong collection started with important research materials such as Hans Cory and Shaaban Roberts (Swahili books) and other manuscripts, rare local publications and rare maps, (University of Dar es Salaam Library 1980:4). The Main territorial (that is Tanganyikan) publications were obtained through microfilm. Many government publications were acquired easily because of the strong and good connection of the then Chief Librarian, Mr Harold Holdsworth, with government institutions. East African publications were delivered directly to the library, some were purchased or donated by government offices. Some publications from institutes in the East African Community were submitted directly as part of development of the East Africana Collection.

However, the development of the East Africana Collection was organized through the acquisition policy of the University of Dar es Salaam Library before the 1963 Act of Legal Deposit. The 1963 Legal Deposit Act was established with the aim to facilitate the development of the Collection and to acquire many publications which were useful for the future generation.

As stated in section 1.1.3, the development of the East Africana Collection depends on the central budget code of the Main Library. The 1997/98 annual report indicates that the library services continue to be affected by the further reduction of the University budget allocation. These financial constraints have a great effect on a number of important library service areas including the East Africana department (1997/98:1). However, to ensure the effective development of services, the EAF Collection has to sustain stock acquisition through traditional legal deposit method, purchases and substantial donations from friendly countries and external donors support (Library Annual Report 1997/98; University of Dar es Salaam Library 1997), for example, the Bergen Project Book support to East Africana plays a big role in the development and building up the collection.

From the available sources it appears that there is no comprehensive policy guideline for the development of the East Africana Collection and no development policy which stipulates certain

guidelines around the question of acquisition of rare book and manuscripts materials. There are, however, general library policy guidelines which cater for the whole acquisition process of the library. Having a well spelled-out collection development policy should enable effective acquisition of materials from government institutions and individual publishers who do not value the meaning of local collections.

User satisfaction is one of the objectives which the Collection seeks to achieve. According to the East Africana Department annual report (1998/99) the depository research collection has shown the heavy use of the Collection by its traditional users such as teaching and research staff, external researchers, post-graduate and graduate students.

The table below bears testimony to the above fact by illustrating the state of users (those whose names are found in the Collection register) by categories in the period of five years starting from July 1994/95 - June 1999 as quoted from the Strategic Plan (1997) and East Africana Annual Report (1994/95-1998/99).

Table 1: Use of East Africana Collection

ACADEMIC	USERS BY CATEGORY			
	UNDERGRADUATE	POST GRADUATE	STAFF	EXTERNAL
1994/95	7822	5612	1 095	137
1995/96	7960	5706	1148	198
1996/97	7852	5 561	1152	187
1997/98	9292	3372	881	430
1998/99	16757	3 582	1 349	654

Source: University of Dar es Salaam Library 1997; University of Dar es Salaam Library. East Africana Department 1998/99.

The number of users has been steadily rising with the exception of the external users whose numbers fluctuate. Although the key role of the East Africana Department is to provide vital research information to teaching and research activities, the statistics above indicate the heavy use of the Collection by teaching and research staff, external researchers, as well as postgraduate and undergraduate students. They also indicate a notable increase in use by undergraduate students, third and fourth year level from 9,292 students last year, 1997/98, to 16,757 students this year, 1998/99 (East Africana Department 1998/99).

With the growth in the number of undergraduate and post graduate students and teaching/research staff, the East Africana Collection and the Library in general experienced an increase in the number of library users without any corresponding expansion of the library space to accommodate more readers, reading materials and documents, equipment and increase of library resources and information services (University Library Five Year Strategic Plan 1997/98).

Therefore with the increased number of users, the East Africana Department could be faced with the problem of providing an ineffective service measured in terms of poor capability and quality of holdings, limited quantity of use of resources by potential users and lack of current information obtained from the Collection.

Webster (1978:25) asserts that user studies are concerned with measurement of user benefits. He holds that satisfaction of user's expectations and the view users have about the library's responsiveness to their needs depends on how the library regards its clientele. Webster admits that user satisfaction is a complex study with lots of perspectives, values, expectations and experiences. He reports on various studies which have suggested that about half of the users who tried to find books in the library were successful and half of them were dissatisfied with library services for half of their search. Therefore, it was argued that librarians in collaboration with library administration should take time to understand users' needs and the variables that influence library use.

Thorens (1996:268) observes that many Third World university teachers and researchers are faced with problems of workload and cannot carry out high level teaching and research as they struggle

to obtain space in libraries and have to share copies of items in the library collection with their students. Comelie (1999:3 1) points out that most of the university libraries in Africa run special collections as part of the main library. In fact, they tend to administer special collections from the central library code, without recognising its importance in catering for special user needs and research activities.

Staff turn-over amongst library assistants at the University of Dar es Salaam Library support Comelie's (1999:32) assertion that staff turn-over is very high. Monotonous routine work and lack of prospect of promotion, if one does not hold a degree, are reasons. This situation can be a barrier to the effective provision of information services in East Africa. The Collection has as opening hours, 8.am-6.30pm each weekday exempting Public holidays and week-ends. The objectives of the service are to support the information needs of all client groups by providing them with a quality, quantity and effective service, either by answering customers' queries directly or referring them to other sources of information. According to Departmental Annual Report of 1998/99, the Collection has nine permanent professional librarians: two with doctorates in librarianship; three with Master's in librarianship; two with diplomas (all in librarianship) and two without any-certificates. There are also four temporary staff, two with certificates in librarianship and two with higher level education who are working on a shift basis. It was also noted from the departmental annual report that the department heavily depends on the services of temporary staff due to understaffing which is caused by retrenchment, and due to EAF staff being reallocated to other non-professional library work. The administrative are also relocated at the main library check point at various times, to ensure security of items this is in addition to the check point duties in the Collection. In addition all of the professional senior library staff, that is , those with PhD's and Master's located in the collection are responsible for teaching , research and consultancy in addition to rendering services to the Collection. At the time of conducting the study the three Master's holder staff were away on study leave.

Avafia (1985:14) notes that the importance of qualified lower-level library staff has not been adequately recognized, even though there is a need for people to file accurately and maintain simple systems of classification. The University of Dar es Salaam Library divides its work according to functions and forms and very few are organised along subject lines (Comelie

1999:33). Avafia (1985:15) points out that shortage of appropriate qualified and experienced staff might not satisfy user needs, while Bandara (1986:202) observes the need for subject specialists in University Libraries as an important response to satisfy users' information needs.

Therefore, overall the review reveals that status of the East Africana Collection is deteriorating. It also reveals an increase in students, teaching and research staff which is unaccompanied by subsequent increase in budget allocation and other related facilities.

2.8 User studies

According to Guskin (1979:296) a foreknowledge of the tastes of a library user is a guide to where users can find library materials to cater for their information needs. If the library understands its users' expectations, then it will be able to adjust its services to satisfy its clientele. It is the librarian's responsibility to focus on providing library services to satisfy users' expectations.

Haffajee (1981) describes the provision of information services as a professional activity which cannot be measured with user studies. He criticises researchers who tend to repeat the methodological mistakes of the past user studies instead of developing innovations which are more advantageous. Bundy and Wasserman (1970) point out that the lack of standardized research instruments could be a major problem in the research methodology of library information science.

Hooper (1982:17), blames librarians for failure to respond to users' needs:

We have not been sensitive to the needs of our users, often being too concerned with our housekeeping routines and problems than with ensuring the supply of information to people concerned. We have been reluctant to embrace technological solutions to our own problems because they seem frightening.....

Hooper's statement is an appeal to academic librarians that they should be more concerned about and effective in performing the library's objectives by serving the learning, teaching and research needs of the University community. Also efforts should be geared towards user satisfaction in

terms of access to services, availability of materials, facilities and help in gaining the skills of utilizing library resources.

Wilson (1981:4) sees the aim of conducting user studies in the field of library and information science (LIS) as drawing attention to the inter-relationships among concepts used in the field. The author asserts that information-seeking behaviour should be the result of some user needs as perceived by the several forms of user demands. Sometimes users might seek information from other people rather than from the systems which involve information exchange. However, within the field of user studies, 'use' might satisfy or fail to satisfy user need and it might also be of value to another person's need, as far as it is directed to the intended user. Although both information seeking behaviour and information exchange are of importance in studying 'user studies', Wilson (1981:5) criticises the attention given to people's demands, stating that they are based on formal information systems thus neglecting the information use which is directly based on the users needs.

Lubans (1975:148) notes that most researchers in their studies pay more attention to the user of libraries which is subjected to that of misuse of library. While this occurs inside the library and is often missed in the general studies of library use. Lubans also laments the lack of scientific objectivity and the ignoring of statistical techniques by many library researchers. As a result many studies are locally conducted without producing publications as an objective to accomplish the goal(s) of the study. The author holds the opinion that because library user studies suffer from a variety of problems, and many of the surveys are of local nature, there is a need for researchers to think of using more scientific approaches if necessary for the continuation of other studies.

According to Martin (1976:483) user studies have a long history in American librarianship. Although studies of use and users are becoming standard in library planning, the emphasis is on provision of effective services. Jayaram (1988) describes the aim of user studies in academic libraries as to ensure fulfilment of library goal(s) as a source for retrieval and dissemination of information. Several articles emphasize the importance of user studies in the development of information systems and implementation. Kania (1988), Zweizig (1973), Wood (1971), Morse (1969) and Menzel (1960) consider user studies in terms of use of catalogue, reference service,

circulation, document availability and other library facilities. While Stone and Harris (1984: 1) hold that user studies started from a wish to evaluate services in order to establish whether good use is being made of materials and resources. They also wanted to justify the proper existence of the services being offered by the library. Martin (1976) holds that user studies initially address in large numbers the "who, what, when and where" of library use. The author continues to argue that few studies have tried to examine the way libraries are used and they arrive at why users turn to other information sources and the effect this has in the performance of library services.

Lancaster (1977:12) states that the criteria for evaluating information services can be measured by the average amount of time that used in association with type of exposure. That is, the activities libraries engage in are designed to increase the effectiveness of use of library services. One should be able to evaluate effects of changes in user studies in terms of stock availability and services provided with regard to the library environment, opening hours, provision of materials, effectiveness of the collection, shelf arrangement, access to catalogue and assistance to users by library staff.

However, library user studies are important because they tell one about what should be done by the library in order to provide effective library services and they will help librarians to determine how to improve the quality of their services.

2.9 Summary

The above literature review stresses the importance of special collections in providing services in University libraries. The main objectives of local special collections of this kind is the provision of quality and quantity research materials, services, facilities and resources to cater for the curriculum and research information needs of the teaching and research staff of the University community.

In the review of literature, the researcher observes that special collections face problems in providing information to both academic and public libraries. The problems vary according to library services and types of users it serves. They include lack of funds and resources, lack of staff

and well-trained staff especially subject specialists, and poor collection development policy. Although special collections in academic and public libraries are faced with these kind of problems, they have to provide users with effective service in order to justify their existence in fulfilling the goals of their parent institutions.

The researcher also revealed the different viewpoints expressed by several authors supporting the importance of special collections for teaching, learning and research as well as establishment of library co-operation among African Universities operating local special collections as means to bring about development in future generations.

CHAPTER THREE

METHODOLOGY AND DATA COLLECTION

3.1 INTRODUCTION

The study was designed to investigate the use and effectiveness of the East Africana Collection in terms of the quantity of materials and information resources available in the Collection and the quality of services (output). The survey method, mainly a questionnaire, was used to gather information from the teaching and research staff of the University community. The researcher also used documentary sources from the University of Dar es Salaam Library and Natal University Library, Pietermaritzburg.

Published and unpublished sources were consulted for official use such as theses, research papers/reports and articles in local and international journals. Materials such as government publications from the comparative research units and ministries were consulted. The literature used in the study were mainly downloaded from library literature (CD-ROM bibliographic databases). As noted in the literature review there were only a few recent studies on local special collections. In general, most of the recent and comprehensive literature on special collections dealt with the development of automation. The self-administered questionnaire was distributed to cover a representative sample of teaching and research staff. Line (1982:52) points out:

the principal survey methods are, questionnaires and interviews. They are often used to investigate the same sort of thing and are thus in many cases alternatives to be considered. The purpose of both is to elicit information from human beings which would otherwise be difficult or impossible to obtain.

The choice of the survey method is based on the nature of the study and it is also concerned with the user studies in relation to the use of the collection materials, services and resources to meet the user's needs. This chapter describes the methods used in this study. It also looks at the response to the survey and the method used to analyse the results.

3.2 Choice of methodology

The questionnaire is the primary data collection tool used by social science researchers to cover a large population with little time or costs (Bless and Higson-Smith 1995:111). It is a very flexible method allowing the use of both open and closed-ended questions, and enables the researcher to gather adequate information from the respondents (Swisher and McClure 1984:80)

Although questionnaires are frequently used because they allow the survey of a large geographical scattered population, it is difficult for the researcher to verify the veracity of the responses. Furthermore, it is not possible to discover in advance the respondents' minimum level of education or opinions to facilitate their having to respond to questions (Bless and Higson-Smith 1995:112).

In addition, another set of problems can be experienced by researchers using a questionnaire for obtaining research data. Most of the questions are not designed to uncover the causes or reasons for respondents' attitudes, beliefs and actions (Busha and Harter 1980:63). Also, the possibility of a low response rate, the misunderstanding of questions by respondents and the answers given by respondents are sometimes incomplete and there is no opportunity to probe for a final response without doing a follow-up survey. Wood (1969:265) and Bless and Higson-Smith (1995:112) state that respondents of self-administered questionnaires can skip difficult or embarrassing questions, and sometimes spoil the whole questionnaire by causing problem in data interpretation.

Although these disadvantages seem to create problems in the survey method, and despite the poor response regarding the distributed questionnaires from teaching and research staff of the University of Dar es Salaam experienced by the researcher, she still saw the self-administered questionnaires as an appropriate method for collecting data for this study.

The questionnaire survey is more economical than the survey interview method, as a single instrument can be duplicated and distributed to many respondents to produce a large amounts of data. It can be easily constructed to provide an opportunity for collection and analysis of data.

It gives respondents the opportunity to provide information at their leisure within time limits (Busha and Harter 1980:62) and without any interference by the researcher. Furthermore, using the questionnaire does not need much training in research and it is easily standardized (Bless and Higson-Smith 1995:114). The researcher was able to use an assistant for distribution of the questionnaires when she experienced difficulties in getting to the fieldwork site initially. The questionnaire was seen and chosen as the best means of data collection in this study because of its advantages in the serving of time and cost constraint especially when one is dealing with a large sample population as was the case of this study.

3.3 Population

A population, sometimes referred to as a “target” population, has at least one characteristic to differentiate it from other groups (Bless and Higson-Smith 1995:87). The population of this study consisted of 310 teaching and research staff listed from the four faculties of Arts and Social Sciences, Education, Commerce and Management, Law and three Institutes of Development Studies, Kiswahili Research and Institute of Research Assessment of the University community (excluding those of the Faculties of Engineering and Sciences) at the University of Dar es Salaam. It excluded 98 (31.6%) who were listed as absent. Therefore the number of teaching and research staff from selected faculties of the University of Dar es Salaam who were available totalled 212 (68.4%). The overall number of 310 teaching and research staff excluded again nine members of the staff from Department of Fine and Performing Arts who were reported not present in their offices for the duration of the distribution of questionnaires.

3.3.1 Source of the population

The names of faculties and departments of the University of Dar es Salaam’s teaching and research staff making up the population were taken from lists of faculties and their departments in the University of Dar es Salaam Prospectus (1997/98). This list was used as it was the most recent available source at University library during data collection.

In addition names of all academics (Deans, Directors, Professors, Associate Professors, Senior Lecturers, Lecturers and Assistant Lecturers) from the Faculties and Departments of Arts and Social Sciences, Commerce and Management, Education, Law and three Institutes of Development Studies, Kiswahili Research and Institute of Resource Assessment, were obtained using the list in Prospectus and by asking the Dean or departmental secretaries. Academics from the Faculty of Engineering and Sciences were excluded because they mostly depend on departmental libraries other than the East Africana Collection.

3.3.2 Sample

A sample is a portion of the population from which a researcher intends to generalise the results (Wiersma 1980). In order for generalisation to be accepted, the individuals included in the sample must be representative of a larger population and this requires sampling.

Since random sampling was used to extract a sample from the four faculties and three institutes, the list of teaching and research staff to represent the sample population comprised 52, from a total number of 212 (excluding the 98 indicated absent) academic staff. This teaching and research staff sample constituted 24.7% of the whole population. The questionnaires were then administered to the sampled population.

However, the researcher faced a problem in obtaining a list of teaching and research staff. The available list was not accurate, especially that of teaching and research staff who were indicated absent on the list because of either further studies abroad or sabbatical leave, and were often not listed at all. Apart from those indicated absent, the researcher discovered an additional number of teaching and research staff to be absent on sick leave or working under secondment outside University of Dar es Salaam. They were not on the list.

3.4 Questionnaire design

The self-administered questionnaires were the main method used for obtaining information from the teaching and research staff, who were the chief users of the East Africana Collection.

The choice of questionnaire items was influenced by two items of literature, Nfila's thesis (MLIS-1997) and Rosenberg's (1990), "Performance indicators: a training aid for University librarians". (See Appendix 1). In addition to the influence of Nfila and Rosenberg with respect to the choice of the methodology for this study, one noticed as earlier discussed, the usefulness of the questionnaires with respect to time and cost effectiveness given the large population sample. The distribution of questionnaires was accompanied by a covering letter which introduced the nature of the study and importance of the questionnaire. The respondents answered 33 questions, a combination of seventeen closed and sixteen open-ended questions. The majority of questions were closed questions with the possibility of filling in an "other" category, which allowed respondents to provide options omitted by the closed questions.

Closed or categorical questions provide standard answers which are easy to compare with the other answers provided by the respondents. According to Swisher and McClure (1984:88) these structured questions allow the researcher to simplify the coding and analysis of the data. Closed questions allow respondents to complete the questionnaire without much inconvenience and within a short time by providing a choice of one or more appropriate categories.

Open-ended questions were used in this study to allow respondents to express their views with some freedom, and provide detailed information as they felt appropriate. Although open-ended questions have their disadvantages, the choice was made with realization that open-ended questions could substitute for closed questions to avoid bias and where potentially important answers could be omitted as options. The questionnaire technique was in itself chosen with a great awareness of its disadvantages which were especially apparent during the collection of completed questionnaires. The problem of a low response rate and the delay in returning the completed questionnaires was considered (see section 3.9), but the researcher considered that the advantages of questionnaire technique would outweigh the disadvantages.

3.5 Questionnaire approval

The questionnaire is a complex instrument in data collection. In addition to following the general guidelines for questionnaire construction in standard sources (Bless and Higson-Smith 1995;

Swisher and McClure 1984), the researcher consulted the following people about the final draft of the questionnaire and provides their comments :

- Professor Andrew Kaniki, the Director of the Information Studies Programme at the University of Natal, Pietermaritzburg.
- Professor Christine Stilwell, thesis supervisor and Associate Professor on the Information Studies Programme of the University of Natal, Pietermaritzburg.
- Dr. Henry Mambo, a former PhD student in Information Studies, University of Natal, and a Senior Librarian at the University of Dar es Salaam Library, Tanzania.

With their assistance and advice, the questionnaire was adjusted to allow the researcher to collect data in appropriate ways.

3.6 Response rate

The sample for teaching and research staff was obtained from four faculties and three institutes. A total of 52 copies of questionnaire were distributed in July 1999 and the total response rate was 36 (69.2%). The total non-response was 16 (30.8%).

The response rates within faculties and Institutes are as follows: Social Sciences, seventeen responses (73.9%); Education, three responses (37.5%); Law, five responses (71.4%); and Institutes of Development Studies, three responses (100%); Kiswahili Research, two responses (100%) and Institute of Research Assessment, two responses (100%). In these three Institutes the response rate was good. The responses reflects a preponderance of Social Scientists.

3.7 Non response

Out of the 52 questionnaires distributed to teaching and research staff, 36 (69.2%) completed questionnaires were returned, and 16 (30.8%) were not able to respond for different reasons. The teaching staff in the Faculty of Social Sciences who were reported as the main users of the East

Africana Collection, when contacted, promised to return the completed questionnaires as soon as possible. In the case of Faculty of Education, the response rate was very low compared to other faculties. Four (62.5%) did not respond to the questionnaire and said that their offices were closed as they had left for research outside their offices without responding to the questionnaire in any way. There were four (50%) non-responses in the Faculty of Commerce and Management.

When contacted they promised to return the completed questionnaires. Others had travelled out of the country. Two (28.6%) teaching and research staff from Law did not respond to the questionnaire and could not be found in their offices as they had official activities off campus. There was no response in three institutes to the first and second distribution (September 1999). The third distribution of questionnaires (October 1999) was more successful, helped by a close follow-up by the researcher. Fifteen of twenty questionnaires were obtained at this distribution.

3.8 Data analysis

Data was collected, analysed and summarised. Manual analysis was used to analyse the quantitative and qualitative data (Bless and Higson-Smith 1995:143). The frequencies for each category were calculated. Data were presented in form of tables and percentages were used to express proportions. Tables were used to present the findings as they are a useful way of illustrating the data and they help users understanding the results. Other findings that did not require tables were analysed and the results presented in the form of a commentary or explanation, with frequencies and percentages given for easier reading and comparison of figures. Content analysis is a useful method which can be employed by librarians to facilitate the objective analysis of the open-ended questions (Busha and Harter 1980:171). This method was used to analyse the qualitative data and the categories for the data were developed during an initial analysis to enable explanatory statements to be more explicit.

3.9 Evaluation of the methodology

The East Africana Collection was chosen for the study because of its importance as provider of relevant research information and materials for teaching and research staff of the University of

Dar es Salaam. It was also chosen because it is a vital source of government publications and individual research paper/report materials which are relevant to researchers from within and outside Tanzania. It is a unique Collection which keeps rare books and other materials which could not found in any other University library.

The study was limited to the East Africana Collection of the University of Dar es Salaam library. This is because the researcher, with the experience of having worked in this section of the University for many years, felt that it was better to conduct a user study in the East Africana Collection than in other sections because of the importance of this Collection. The main focus of this study was to investigate the Collection regarding user satisfaction in terms of materials, services and facilities.

The study also investigated effectiveness of the Collection in the provision of information and resources to teaching and research staff at the University community. The researcher therefore opted to study the problems encountered by teaching and research staff when using the East Africana Collection services and information resources provided by the library and staff.

Some problems were encountered with the sample population and the sample size of the teaching and research staff from the selected faculties at the University of Dar es Salaam. For instance, due to financial and time constraints, the sponsor was not able to pay for data collection. As a result the researcher was unable to visit the research area although this was to some extent remedied by the researcher being able to visit the area of the study to collect the questionnaires later. This resulted in a relatively small sample being selected which does make it difficult to determine how representative the study really is. These limitations also led to fewer questionnaires being distributed by the research assistant than first envisaged. It was not easy to determine the exact size of the entire sample population of the teaching and research staff at the time of distribution of questionnaires for this study. The University of Dar es Salaam Prospectus of 1997/98 which was used as the sampling frame did not contain up-to-date information about members of academic staff, although the University of Dar es Salaam Prospectus of 1997/98, which was the current issue, was used for sampling. The researcher observed that many names of teaching and research staff who had either resigned or were on long term study leave,

sabbaticals or on long safaris (journeys) were not included in the Prospectus.

Furthermore, the researcher failed to obtain the exact number of the teaching and research staff who were on sick leave, working out of University of Dar es Salaam under secondment, or on short trips such as consultancy and research. The research excluded two faculties of Engineering and Sciences in the sample as mentioned above (see 3.3) The number of 310 was obtained from the University of Dar es Salaam Prospectus to include teaching and research staff of four faculties and three Institutes as mentioned earlier (see 3.3.1).

The 36 respondents represent (69.3%) of the total sample population of 52 extracted from 310 teaching and research staff. Two departments from the Faculty of Arts and Social Sciences and two from the Faculty of Education were not represented in the study, because none of the teaching and research staff were found at the time to receive and to fill in the questionnaire.

The researcher's experience suggested that University of Dar es Salaam teaching and research staff proved to be a difficult research population. They promised to fill in the questionnaire, but at the time of collecting, the researcher ended up following up respondents without receiving the desired result. Some complained about misplacement of questionnaires which also affected response rate. The questionnaire was distributed from 23 July 1998 and continued throughout the whole of August 1997. There was a delay in the distribution of questionnaires. The researcher had to communicate with the research assistant by e-mail and send a copy of the questionnaire as an attached file to be produced for distribution. The distribution of the questionnaires was very slow as a large number of teaching and research staff were out for teaching practice and research. Finally measures were taken to ensure that the questionnaires reached the respondents, namely, that the questionnaires were personally handed to the respondents or to the departmental secretary to ensure that they received and completed them. This meant visiting staff offices more than once.

However, some teaching and research staff were still not willing to fill in the questionnaire, on the grounds that they had more important academic work to do. Others took a long time, but made relevant comments, while others answered the questions off the point and in discouraging language.

Teaching and research staff from the faculties of Commerce and Management, Social Sciences, Law and those from the three Institutes were well represented in the study. Statistics of users and material from the East Africana Collection were more difficult to obtain. There was no standard format for writing a report (that is monthly, quarterly or yearly), hence what was reported in the annual report shows that it differed from year to year. It was difficult for the researcher to make some comparisons of user and materials statistics and this could have led to some inaccuracy in statistics. Consequently the researcher had to use estimated statistics in this study.

Some problems were, however, encountered during the distribution and collection of the questionnaires. These problems include the following:

- questionnaires were given during vacation, when some of the staff had gone for teaching practice and research.
- Some of the teaching staff considered the questionnaire not suitable for them because it came from administrative staff and not from the teaching staff.
- They also complained of much work.

In spite of the difficulties listed above the researcher nonetheless succeeded in recovering more than half of the questionnaires as a result of constant pleading and follow-up.

3.10 Summary

This chapter dealt with the methodology used in this study and it discussed the selection of the sample population and its limitations. The organisation of the questionnaire and its approval was covered, and the response and non-response rate of the survey discussed. The chapter examined the methods employed in the data analysis of this study and evaluates them.

CHAPTER FOUR

Presentations of the findings

4.1 INTRODUCTION

This chapter presents an analysis of the collected data. The interpretation of the findings of this data are presented in the next chapter. The survey method (mainly questionnaires) was used in the data collection. The questions were asked in relation to the purpose of study. The questionnaire used was divided into three sections. Section one sought background information on the teaching and research staff involved in the study; section two dealt with information about the use of the East Africana Collection materials and services, while section three investigated the services provided by the East Africana staff.

The purpose of the study was to investigate the use and effectiveness of the East Africana Collection in the provision of information and resources for teaching and research at the University of Dar es Salaam, Tanzania. A user survey was conducted amongst staff in order to obtain user opinion on the resources and services of the East Africana Collection.

The main objectives of this study were:

- To establish the extent to which the teaching staff and researchers of the University of Dar es Salaam are aware of the East Africana Collection and its services;
- To establish the extent to which they use the information resources of the Collection to cater for the curriculum and research information needs of the University of Dar es Salaam;
- To establish the effectiveness of the Collection in meeting curriculum and research needs;
- To establish the problems experienced by users in relation to material use and information services provision;
- To make recommendations on the basis of the information gathered regarding the use and effectiveness of East African Collection at the University of Dar es Salaam library.

The study also revisited the research questions as was proposed in an attempt to establish whether the East Africana Collection was responding to the information needs of its clientele.

- Are potential users aware of the East Africana Collection, the resources and its information services?
- What types of materials and information resources do the teaching staff and researchers use most?
- Are the East Africana materials meeting the information needs of teaching and research staff of the University of Dar es Salaam?
- To what extent does the Collection enhance the teaching and research among the staff of the University of Dar es Salaam?
- What problems do teachers and researchers face?
- What can be done to address the identified problems?

These research questions were addressed by responses to questions contained in the questionnaire by the teaching and research staff of the University community. The analysis was done for the user group as a whole rather than by individual faculties/institutes. The result of the findings from this group of respondents is presented below using tables with scores obtained from each respondent. A weighted average for the whole user representatives of the community was calculated followed by explanations and discussions. The analysis was done manually. See table 2 below.

4.1.1 Faculty/ Department or Institute in which staff were based

The teaching and research staff who responded indicated their faculties/ departments or institutes. Table 2 below shows the names of the faculties/institutes. Each group represented the overall potential users of East Africana Collection from four faculties and three institutes of University of Dar es Salaam. The number of questionnaires distributed per faculty and institutes is also shown in Table 2. Overall the number of questionnaires distributed per faculty and institute show a response rate of 80.9% for the Social Sciences; 83.3% for Law, 66.6% Commerce and Management, 50% Education, and IDS 60% with IKR and IRA reporting a response rate of 50%.

Table 2: Faculty or Institute of teaching and research staff(N=36)

Faculty/ Institute	No. of questionnaires distributed	No. of respondents	Respondents percent %
Education	6	3	8.3
Commerce & Mgmt	6	4	11.1
Law	6	5	13.9
Social Science	21	17	47.2
IDS	5	3	8.3
IKR	4	2	5.6
IRA	4	2	5.6
Total	52	36 (69.3%)	100%

Table 2 shows further that 36 (69.3%) teaching and research staff represented the selected sample of potential users of the East Africana collection from the faculties of Education, Commerce and Management Law and Social Sciences; Institutes of Development Studies, Kiswahili Research and Institute of Resource Assessments of the University community. The majority of teaching and research staff (47.2%) were from the Faculty of Social Sciences, followed by Law (13.9%), Commerce and Management (11.1%), Education and Institute of Development Studies (8.3%) and the minority (5.6%) from Institutes of Kiswahili Research and Resource Assessments. This was appropriate as the Faculty of Social Science contained the main potential users of the EAF Collection as indicated in the departmental annual report of 1998/99.

The respondents were further asked to indicate the different activities in which they were involved in their department or institute. The results were provided in Table 3 below.

Table3: Areas of activity in the Department/Institute (N= 36)

Areas of activity	Respondents	Percent (%)
Research	2	5.6
Teaching	0	0
Teaching & Research	34	94.4
Others	15	41.7

Respondents could indicate to provide more than one activity (other option).

From Table 3, it can be seen that the majority of the teaching and research staff, 34 (94.4%), were involved in both teaching and research activities while a smaller percentage, two (5.6%), were involved basically in research activities. It means that the teaching and research staff conduct research and taught as part of the employment conditions of service for academics at the University of Dar es Salaam. Respondents were also asked to give "other" options. Ten (27.7%) of respondents were involved in consultancy, two (5.6%) in reference services, one (2.8%) in the supervision of post graduate students, one (2.8%) in litigation and one (2.8%) in the editing and publishing of books. This meant those engaged in research activities did not teach. The teaching and research staff also made use of the Collection for consultancy work.

In Question Three respondents were asked to mention the duration of the teaching and research at the University. The results shown in Table 4 below.

Table 4: Year of experience in teaching and research at the University of Dar es Salaam by institutional base (N=36)

Year of experience	Education	Commerce & Mgmt	Law	Social Sciences	IDS	IKR	IRA	Total
1 - 5	0	0	1	2	1	0	0	4
6 - 10	1	1	1	2	0	0	0	5
11 - 15	0	0	3	8	1	0	0	12
16 & above	2	3	0	5	1	2	2	15
Total	3	4	5	17	3	2	2	36

Key:

Mgmt = Management

IDS = Institute of Development Studies

IKR = Institute of Kiswahili Research

IRA = Institute of Resource Assessments

In total, 32 (88.9%) of respondents had held teaching and research posts for more than five years, while just four (11.1%) of them had teaching and research experience for one to five years. Although it was observed that only a few of the teaching and research staff had served the University for less than six years, the majority of them had a longer-term experience (more than five years) in teaching and research. In fact, both teaching and research as seen are part of the academic work in the University of Dar es Salaam.

The respondents were further asked to indicate their areas of specialisation in teaching and research. They were required to provide more than one area of specialisation if appropriate, bringing the total number of responses above 36. The results are as shown in Table 5 below.

Table 5: Areas of specialization in teaching and research (N=36; 55 responses)

Areas of specialization	Respondents	Percent (%)
Law	12	33.3
Economics	11	30.6
Education	7	19.4
Environmental studies	5	13.9
Social studies	4	11.1
Development studies	3	8.3
Library science	3	8.3
Gender studies	2	5.6
Historical studies	2	5.6
Information technology	2	5.6
Literature	2	5.6
Management	2	5.6

Some of the 32 respondents (88.9%) who indicated that they had more than five years teaching and research experiences provided more than one area of specialization.

The most popular area was Law with twelve (33.3%) followed by economics with eleven (30.6%), education with seven (19.4%), social studies four (11.1%) and library science three (8.3%). Five subjects scored lowest at two (5.6%). The study revealed that teaching and research areas of specialization depend on the subjects taught in the respective faculties or institutes of the University of Dar es Salaam as was to be expected.

4.1.2 Level of awareness of the existence of East Africana Collection and its information services.

Questions Five (Awareness of the EAF Collection), Nine (Consult the EAF Collection) and Ten (reasons for not consulting the EAF Collection). These questions were asked to determine whether

teaching and research staff were aware of the East Africana Collection, and if they ever consulted the Collection for their teaching and research needs. The findings from these three questions are presented here together as they are related to each other. The number of respondents were 36 in each question. The respondents in questions five and nine were able to select "Yes" or "No" from the provided questions and in question ten respondents were able to provide more than one category.

Table 6: Level of awareness of the East Africana Collection by institutional base (N=36)

Level of awareness	Education	Commerce & Mgmt	Law	Soc. Sciences	IDS	IKR	IRA	Total
Consult the Collection	2	4	5	17	3	2	2	35 (97.2%)
Awareness of the Collection	3	4	5	17	3	2	2	36 (100%)
Do not Consult	1	0	0	0	0	0	0	1 (2.8%)

Respondents could give more than one response.

It was indicated in the research findings that all 36 (100%) teaching and research staff were aware of the East Africana Collection, 35 (97.2%) of them consulted the Collection for teaching and research needs, and one (2.8%) did not consult the Collection.

The results had shown that all 36 respondents from all faculties and institutes were aware of the Collection and 35 out of 36 consulted the Collection for teaching and/ or research activities. Just one representative (33.3%) of three (66.7%) from the Faculty of Education did not consult the Collection. Thirty five respondents (97.2%) did not respond to question ten. One of the reasons given for not consulting the Collection was that the materials available did not meet the respondent's teaching and research needs. Therefore, the respondent depend on the Faculty Library for his/her information needs.

4.1.3 Frequency of visiting the East Africana Collection.

The respondents were asked to state their frequency of visiting the East Africana Collection ,in order to determine the frequency of use of the Collection. The results are shown in Table 7 below:

Table 7: Frequency of visits to the East Africana Collection (N=36)

Frequency of visit	Education	Commerce & Mgmt	Law	Social Sciences	IDS	IKR	IRA	Total
Daily	0	0	0	3	0	0	0	3 (8.3%)
Weekly	0	0	3	10	3	1	0	17(47.2%)
Fortnightly	2	2	1	2	0	0	0	7 (19.4%)
Monthly	1	1	1	0	0	0	1	4 (11.1%)
Seldom	0	1	0	2	0	1	1	5 (13.9%)
Never Use	0	0	0	0	0	0	0	0 (%)
Total	3	4	5	17	3	2	2	36 (100%)

Out of 36 respondents three (8.3%)stated they visited the collection daily, seventeen (47.2%), nearly half, visited the Collection weekly, seven (19.4%) fortnightly, four (11.1%) visited the Collection on a monthly basis, and five (13.9%) seldom visited the Collection. No respondents stated that they never visited the Collection. This means a relatively high frequency of visits to the Collection (47.2%) weekly. Furthermore, the results showed that some of the teaching and research staff from the Faculty of Social Sciences were the only ones who visited the Collection on a daily basis with a rate of three (8.3%) responses.

In terms of faculties and institutes, the results indicated that the Institute of Development Studies had the highest frequency of weekly visits whereby three out of the three total number of respondents visited the library on weekly bases giving a total of 100%. This was followed by the Faculty of Law with three out of five respondents (60%), Social Sciences, ten out of seventeen respondents(58%) and the Institute of Kiswahili Research, one out of two (50%). Taking the

Faculty of Education with three number of respondents, the faculty of Commerce and Management with four and IRA with two, none of them indicated visiting the Collection on weekly bases. However, they alongside the other faculties and institutes visited the Collection either fortnightly, monthly or seldom.

From the above analysis, it can be stated that most of the teaching and research staff visited the Collection on a weekly basis.

4.1.4 Reasons for visiting the East Africana Collection.

Regarding consultation of the East Africana Collection by the teaching and research staff, the respondents were also asked to indicate the reasons for visiting the Collection. They were to give more than one answer and an "others" option was provided. Out of 36 respondents 29 (80.6%) teaching and research staff said they visited the Collection for research purposes, 27 (75%) visited the Collection to consult materials that cannot be borrowed and 20 (55.6%) of the respondents reported visiting the Collection for teaching purposes. Note that there was an overlap between *to consult material that cannot be borrowed* and *for research and teaching purposes* in question 12. The nature of the Collection is to preserve materials that cannot be borrowed, therefore teaching and research staff visit the Collection because they can not borrow them. However, 17 (47.2%) visited the Collection for consultancy work and 10 (27.8%) respondents who chose the "other" option visited the Collection for different purposes relating to their areas of specialisation such as: reading new material; reading materials available in the EAF Collection only; compiling a bibliography; administrative purposes; photocopying and reading local newspapers.

Table 8: Reasons for visiting the Collection (N=36; 103 responses)

Reasons for visiting	Respondents	Percent (%)
For consultancy work	17	47.2
For research purposes	29	80.6
For teaching purposes	20	55.6
To consult material that cannot be borrowed	27	75
Others	10	27.8

The highest percentage of respondents among faculties and institutes were those who visited the Collection for research purposes; five (100%) from Law and two (100%) the Institute of Resource Assessment, and the lowest percentage, one (50%), from Institute of Kiswahili Research. Of respondents who visited the Collection for materials that cannot be borrowed, five (100%) were from faculty of Law, three (100%) from Education, three (100%) from Institutes of Development Studies, and two (100%) from Kiswahili Research and Resource Assessment respectively. For teaching purposes the highest percentage, three (100%) were from the Faculty of Education and the lowest, two (40%), from the Faculty of Law. For consultancy work, the Faculty of Commerce and Management had the highest four, (100%), and the lowest, Law, with one (20%) respondent.

Therefore from the above findings, it could be concluded that the reasons for visiting the Collection differed according to faculties and institutes, but all the faculties did visit the Collection, confirming an awareness of the Collection by the teaching and research staff of the University Community.

Those who gave reasons for visiting the Collection were asked to indicate the most critical reason for visiting the Collection for their areas of specialisation. Thirty five respondents (97.2%) out of 36 responded to the question, giving 45 responses (as more than one answer was possible). However, one (2.8%) of the respondents did not respond. Twenty respondents (57.1%) mentioned research purposes as the most critical choice. Fifteen respondents (42%) stated that they consulted materials that cannot be borrowed, followed by teaching purposes with eight (23.9%) respondents.

One (2.9%) gave consultancy work and one respondent (2.9%) gave the reason as the compilation of bibliographies

4.1.5 The referral of students to the East Africana Collection by teaching and research staff.

Those who mentioned that they visited the Collection for teaching and research needs were asked to state whether they referred students to the East Africana Collection for research, as part of their teaching. It was observed from findings that even those who visited the Collection for consultancy work referred students to the Collection.

However, out of 36 respondents who were asked to state whether they referred students to the Collection, 32 teaching and research staff (88.9%) referred students to the Collection for research and use of other services, while four respondents (11.1%) did not refer students to the Collection. The study also observed that the highest percentage of those who referred students to the East Africana Collection come from the Faculties and Institutes; Education, Commerce and Law, followed by the Institute of Development Studies and Resources Assessment, all with 100%. This was followed by Social Sciences with 14 (82%) and Institute of Kiswahili Research with one (50%) as indicated in Table 7. It can be assumed that more staff from the faculty and Institutes, referred their students to the Collection more than those from Social Sciences (who constitute majority of respondents and use the Collection more often) due to the fact that most of their required materials are found in the Collection. On the other hand, most of the material used in Social Science are found in the general collection. However, the staff of the Social Sciences still make heavy use of the Collection for research purposes in addition to teaching.

The respondents who referred students to the EAF Collection were then asked to indicate the materials or services they referred their students to. This was asked in order to know which type of materials or services are mostly used by students. The results are shown in Table 9 below.

Table 9: Materials/ Services to which students were referred (N= 36; 95 responses)

Material/service	No. of respondents	Percent (%)
Books on Tanzania & E. Africa	26	81.3
Dissertations & theses	22	68.8
Government publications	17	53.1
Research/report papers	9	28.1
UN publications	7	21.9
Cory publications	4	12.5
Newspapers archives	3	9.4
Reprints	3	9.4
Manuscripts	2	6.3
Current journals	2	6.3

Respondents were asked to give more than one answer but not to exceed five.

A total of 26 (81.3%) of the respondents said they referred students to the collection for books written on and about Tanzania and East Africa, 22 (68.8%) for dissertations and theses, 17 (53.1%) for government publications and nine (28.1 %) for research papers/ reports. The least popular materials/ services to which students were referred by the teaching and research staff were current publications and manuscripts, with two (6.3%). The teaching and research staff, as seen from the table, usually referred their students to the East Africana Collection to use books, dissertations and theses, and government publications. Only one (2.8%) respondent never referred students to the Collection.

The study notes that four (11.9%) different reasons were given for not referring students: that there were no materials on information systems, analysis and design; that the most relevant materials for the course were available in the departmental library. Respondents also noted irrelevance of the materials to the course and one respondent, was involved in research but not teaching.

4.1.6 Frequency of use of types of information materials

The respondents were asked to state the frequency of their own use of types of information materials. This question was asked in order to determine the frequency of material use in the Collection in relation to user needs. Table 10 below indicates the frequency of use of various material arranged from the highest percentage to the lowest.

Table 10: Frequency of use of types of information materials.

N= 36; 203 responses

Types of materials	No. of respondents	Percent (%)
Theses & dissertations	36	100
Books, pamphlets	26	72.2
Government publication	23	63.9
UN publications	23	63.9
Journals/periodicals	22	61.1
Local newspapers	18	50.0
Manuscripts	18	50.0
Bibliographies	15	41.7
Directories	8	22.2
Liberation publications	6	16.7
SADC materials	5	13.9
Others	3	8.3

Respondents were asked to give more than one answer and had an "other" option.

Dissertations and theses enjoyed the highest frequency of use 36 (100%) by teaching and research staff. Other well used materials were as follows: books and pamphlets 26 (72.2%), government publications 23 (63.9%), UN publications 23 (63.9%), journals/periodicals 22 (61.1%), local newspapers and manuscripts 18 (50%). Materials which had the lowest percent of use by the teaching and research staff were 15 (41.7%) for bibliographies, eight (22.2%) directories, six (16.7%) liberation publications and five (13.9%) for SADC; while the materials for the 'other'

option scored three (8.3%), and including budget speeches, research reports and lexicons.

Out of 32 respondents 22 (68.8%) referred students to theses and dissertations while 36 (100%) of the teaching and research staff themselves used these types of materials. The result showed that the use of books and pamphlets was by 81.3% of the students referred to the Collection compared to 72.2% of the teaching and research staff.

4.1.7 Level of usefulness of the materials.

Respondents were asked to state the level of usefulness of the materials that they usually used for teaching and research purposes. This question was asked in order to determine the appropriateness of the Collection's materials with respect to user needs. Table 11 below summarises the results.

Table 11: Level of usefulness of the materials(N= 36).

Level of usefulness	THS/ DISS	JNLS/ PER	GOVT PUBS.	BKS/ PAM	BIB	MSS	LNP	DIR	UNP	SADC	Other
Very useful	25	16	13	12	8	6	5	4	0	0	0
Useful	11	6	9	10	8	8	7	3	6	4	3
Not useful	0	0	1	3	2	1	6	1	2	1	0
Never use	0	0	3	2	4	3	2	5	1	8	0
Total	36	22	25	26	22	18	20	13	18	13	3

Key:

THS/ DISS = Theses and dissertations

JNLS/ PER = Journals/periodicals

GOVT.PUB = Government publications

BKS /PAM = Books and manuscripts

MSS = Manuscripts

Other = Others

BIBL = Bibliographies

LNP = Local newspapers

DIR = Directories

UNP = UN publications

SADC = SADC materials

Of the 36 respondents surveyed, 25 (69.4%) found the theses and dissertations very useful, and 16 (72.7%) reported that journals and periodicals were very useful, followed by 13 (36.1%) government publications, 12 (33.3%) books and pamphlets, and eight (22.2%) manuscripts. The least were bibliographies six (16.6%), local newspapers five (13.8%) and directories four (11.1%).

The theses and dissertations scored highest 11 (30%) as useful, followed by books and pamphlets 10 (27.8%), government publications nine (25%), bibliographies and manuscripts eight (22.2%). Local newspapers seven (19.4%), UN publications six (16.7%), SADC materials four (11.1%), directories three (8.3%) and the "other" option three (8.3%). The respondents also found some of the materials were not useful: six (16.7%) local newspapers, three (8.3%) books and pamphlets, two (5.6%) manuscripts and UN publications respectively with the lowest score one (2.8%) for bibliographies, directories, government publications and SADC materials. "Never use" scored eight (22.2%) for SADC materials, five (13.9%) for directories, four (11.1%) for manuscripts, three (8.3%) for government publications and bibliographies. The least used were two (5.6%) for books and pamphlets, local newspapers two (5.6%), and UN publications scored one (2.8%).

Evidence from the data suggests that most of the respondents found the materials either useful or very useful. Those who indicated that the materials were not useful or never used, were asked to state reasons. Out of 36 respondents 17 (47.2%) gave various reasons, and 19 (52.8%) did not respond. The major reasons given for materials not being used were: five (29.5%) materials could be found somewhere else other than at the East Africana Collection; five (29.5%) materials were not useful for teaching and research activities; three (17.6%) materials did not fall under area of speciality; two (11.8%) materials were outdated and irrelevant to any work, and two (11.8%) never felt the need to consult the materials.

4.1.8 Types of information services used.

Respondents were asked to state types of information services normally used. Table 12 summarises the results.

Table 12 : Types of information services used (N= 36; responses = 88)

Types of Services	No. of respondents	Percent (%)
Bibliographic services	28	77.8
Current awareness	16	44.4
Photocopy services	16	44.4
Microfiche/film services	5	13.8
Others	3	8.3

Respondents could indicate more than one service.

They could also indicate "other" services.

Out of 36 respondents the majority 28 (77.8%) used bibliographic services, 16 (44.4%) current awareness services, 16 (44.4%) photocopy services and the least five (13.8%) used the microfiche/film services. However, looking at the "other" option, three (8.3%) indicated that they used map services, local newspaper and general services.

Responses concerning the level of satisfaction were sought from those who made use of the different services. This question was intended to determine users' satisfaction with the Collection's services. Table 13 below shows the results.

Table 13 : Level of user satisfaction with facilities and information services(N= 36)

Level of satisfaction	No. of respondents	Percent (%)
Very satisfied	8	22.2
Satisfied	22	61.1
Not satisfied	6	16.7
Total	36	100%

It was observed that out of 36 respondents, 22 (61.1%) indicated satisfaction concerning the information services/facilities provided by the Collection, eight (22.2%) of the respondents

indicated that they were very satisfied and six (16.7%) that they were not satisfied.

The opinion of Van House *et al's* (1990) is that users consult or visit the library for different purposes and expectations. Users' opinions therefore determine how effective the information services are. It could be concluded that majority of the respondents who consulted the East Africana Collection were satisfied with the information services provided, although a minority expressed dissatisfaction for obvious reasons.

4.1.9 Location of materials in the East Africana Collection

This question was asked in order to determine how respondents located materials in the Collection. In table 14 the data were summarised and analysed. Teaching and research staff use the available East Africana facilities to cater for curriculum and research information needs of the University community.

Table 14: Facilities used to locate materials (N= 36; 57 responses).

Facilities used	No. of respondents	Percent %
Author/subject card catalogue	36	100
Asking library staff	15	41.7
References end of articles/books	4	11.1
Other	2	5.6

Respondents could indicate more than one option.

The majority, 36 of the respondents (100%), used the author/subject card catalogue facilities for searching for relevant information for teaching and research purposes, 15 (41.7%) asked the library staff for assistance to locate possible information materials, four (11.1%) of the respondents used references at the end of articles or books to guide them in finding further reading materials, and two (5.6%) gave an "other" option, that they locate materials by browsing on the shelves.

The researcher wanted to find out whether the users were able to locate the desired materials. The study found out that of the 36 respondents, 16 (44.4%) were able to locate the materials they

wanted, and 20 (55.6%) were not able to. Of the 36 respondents who consulted the card catalogue only 16 (44.4%) succeeded in locating the materials they wanted and 20 (55.6%) did not. Likely users failed to locate the materials because of poor arrangement, misfiling of cards or mis-shelving as mentioned in section 4.1.8.

In addition, the respondents who failed to locate the desired materials were asked to explain how they resolved the problem. Note that more than one answer was to be provided.

The findings revealed that out of 20 (55.5%) respondents who failed to locate desired materials, nineteen 19 (95%) of them consulted the library staff for assistance, four (20%) consulted their fellow colleagues to help them locate the materials and five (25%) gave up, feeling discouraged. For the "other" option some indicated that they had searched for the information on the Internet or in the CD-ROM section of the main library.

4.1.10 Level of helpfulness of the system of arrangement of materials.

The respondents were asked to ascertain how helpful the system of arrangement of materials was for those searching for information. This was done in order to determine ways of improving the system if need arise. Table 15 below shows the results.

Table 15: Level of helpfulness of the system of arrangement of materials (N= 36).

Level of helpfulness	No. of respondents	Percent %
Very helpful	7	19.4
Helpful	25	69.4
Not helpful	4	11.1
Total	36	100%

A total of 25 (69.4%) out of the 36 respondents indicated that the system of arrangement of materials in the Collection was helpful to them. Seven (19.4%) found it very helpful. Four (11.1%)

indicated that the system of arrangement of materials was not helpful.

Respondents who found the system of arrangement of materials not helpful were asked to state reasons of it not being helpful. The reasons given included: materials not well shelved resulting in time wastage, used books left on the table un shelved, and catalogued and un catalogued books were mixed together on the shelves creating problems for searching.

4.1.11 Problems encountered by the teaching and research staff in the use of the East Africana Collection materials and services.

The users were asked to enumerate the problems, if any, they encountered when using the Collection materials and services. Some common problems were indicated by the respondents.

Of 36 respondents, 32 (88.9%) responded. Four (11.1%) did not respond to the question, thus the number of respondents was 32 (88.9%). Nine (25%) stated poor arrangement of materials on the shelves, five (11.1%) torn materials, four (11.1%) inadequate space, three (8.3%) shortage of current publications especially journals/periodicals, two (5.6%) lack of professional services, two (5.6%) mutilation of materials, and one (2.8%) was unable to take out materials after closing hours.

4.1.12 Suggestions about improving the East Africana Collection's provision of services.

Questions 25, 26, 27 and 28 in section 2 were intended to determine what could be done to improve the Collection provision of services to teaching and research staff as well as the whole university community. The researcher was also aware that the answers given in question 25, 26 and 27 were interrelated, as such it was possible that the same answers were given to different questions. Also it should be noted that the total number of respondents was 36 and that some of the respondents gave more than one responses.

Table 16: Suggestions for improving the system (N= 36; 48 responses).

Suggestions	Respondents
Computerise the collection	20
Introduce SDI	6
More reading space	4
Improve catalogue	3
Expand the collection	3
Increase current materials (journals)	3
Staff training	3
Special funds for the Collection	2
Separate new materials from old ones	2
Restrict Collection to researchers	1
Send staff out for exposure	1

Respondents could give more than one suggestion.

Question 25 to 28 were open ended requesting respondents to offer their own suggestions to improve the system of the Collection and to state whether there were services lacking that needed to be provided. The Table above summarized the results in order of frequency.

The suggestion with the highest score was that of computerising the collection (55.6%), followed by selected dissemination of information (16.7 %), more reading space (11.1%), improve catalogue services (8.3%), expand the collection (8.3%), and obtain special funds for the Collection (5.6%). One respondent (2.85) felt that librarians should be sent out for exposure to gain new information on how other special collections operates in order to help them acquire more knowledge which might help improve the services of the EAF Collection. The researcher held that the suggestions of the respondents would help identify problematic areas and thus possible solutions.

As mentioned earlier, question 25, 26 and 27 were interrelated. The findings below relate to those items which were not mentioned in question 25. In question 26 the respondents were asked to indicate other services which they thought could be provided by the East Africana Collection for the improvement of its services. Out of 36 respondents, 19 (52.8%) responded and 17 (47.2%) did not. Four (11.1 %) respondents indicated the need for subject specialists to help readers search for specific information, keep them informed of what is available in the Collection as well as to help classify uncatalogued materials. Four (11.1%) suggested the introduction of Internet and CD-Rom services. Three (8.3%) proposed indexing of newspapers, three (8.3%) suggested video tapes and film services of historical information and three that the Collection be linked to other libraries by exchanging accession lists and special bibliographies. Finally two (5.6 %) suggested longer opening hours and that the EAF Collection should operate according to the time frame of other departments or be open at least on weekends.

Question 27 required the respondents to specifically state what services were lacking. The responses brought to light some vital services that were lacking. Out of the 36 respondents, seventeen (47.2%) responded to this question, but the majority, nineteen (52.8 %), did not respond. Five respondents (13.9%) reported that coverage of local newspapers was incomplete in that part of issues was missing. Users found this very frustrating as was be expected. Four (11.1%) noted inadequate staff and four (11.1%) indicated lack of cataloguing of UN publications and other useful new publications. Three (8.3 %) indicated a shortage of current materials from East Africa and other neighbouring countries (such as Burundi and Rwanda), and one (2.8 %) indicated the lack of a list and some dissertations written on Tanzania (need to look for means of retrieving missing dissertations and thesis).

Respondents were further asked if they used the Collection for any purposes (question 28). The response was as follows: 19(52.8 %) of the respondents indicated that they consulted library staff to assist with searching for desired material required for teaching and research activities. Six (16.7%) of the respondents sought the help of the East Africana staff for searching for documents which are not found on the shelves due to mis shelving by either students or inexperienced staff. Four (11.1%) wanted help finding new acquisitions, and one (2.8%) with photocopy services. Twenty five (69.4 %) did not respond to this question.

A few of the respondents indicated that they consulted staff about photocopy services when there was a long queue of users around the photocopy machine, meaning that users select materials from the Collection and ask staff to do the photocopying. Some respondents suggested that the photocopy services in the East Africana Collection should be restricted to users of the Collection in order to avoid overcrowding. It should be noted that services might be adequate due to inadequacy or poor planning, for example, letting students use the photocopying machine at the Collection instead of the general machine.

4.1.13 Level of helpfulness of the East Africana Staff.

The respondents who consulted the East Africana Collection staff for help, were asked to state whether the staff were helpful in the provision of services or not. Table 16 below summarised the results.

Table 17: Level of helpfulness of the staff (N= 36)

Level of helpfulness	No of respondents	Percent (%)
Very helpful	9	25
Helpful	25	69.4
Not Helpful	1	2.8
Do not know	0	0
Total	35	100%

Of 36 respondents 35(97.2%) responded to question 30 stated that either they were very helpful, helpful and not helpful. Only one (2.8%) respondent do not respond. The majority 25(69.4%)of the respondents indicated that the EAF staff were helpful to them in providing services. Nine (25%) found staff were very helpful. One (2.8%) indicated that the EAF staff were not helpful in providing information services to users. Therefore, the study revealed that more than a half of the respondents found that EAF staff were helpful.

In response of the question (31) regarding special observations in which respondents were requested to either answer 'yes' or 'no' with regard to the provision of services by the EAF staff. Thirty four (94.4%) responded to the question. Twelve (35.3%) responded positively (yes) and twenty two (64.7%) of the respondents stated that they did not have any further observation about services provided by the Collection staff. It can be assumed that those who do not indicate any further observations, they were satisfied with Collection services.

Question 32 was a follow up of question 31. Those who responded positively (yes), that is twelve were asked to specify their observations relating to the staff services in the East Africana Collection. The respondents observed the following:

- -Enough and qualified staff should be readily available to help the users when in difficulties (five (13.9%) responses).
- -The staff need to develop a core group of assistants with acute knowledge of the collection to assure quality services to their users (two (5.6%) responses).
- -Checking of reading materials for the purpose of protection (two (5.6%) responses)
- -Need for promptness of service and checking of reading materials for the purpose of protection (two (5.6%) responses).
- -As a defacto National Research Collection, the use of untrained or temporary staff does defeat the ideal (one (2.8%) response)

4.2 Summary

Chapter 4 described the results of the findings of the study. The results were manually calculated and summarised in the form of tables and elaboration has been provided on questions that did not require tables.

The aim of the questionnaire was to investigate the use and effectiveness of the East Africana Collection in the provision of materials, services and resources to the teaching and research staff of the University of Dar es Salaam community. In the next chapter the result obtained are discussed in relation to the literature reviewed in chapter two. The findings as a whole revealed a list of problems encountered by the respondents, however, the majority of them were satisfied

with the overall set up of the Collection. Suggestions and recommendations were given by respondents on how to improve the Collection's services. These, could be of benefit to East Africana Collection and libraries in general which have similar Collections.

CHAPTER FIVE

Interpretations of the findings

5.0 Introduction

The method described in Chapter Three and the presentation of the results in Chapter Four were based on user responses. User opinions of the use and effectiveness of the EAF Collection services and the feasible alternatives were taken in consideration. Since users and their opinions were the basis, the researcher considered the opinions of non-users of materials and services as far as they consulted the Collection.

The purpose of this study was:

- To investigate the use and effectiveness of the East Africana collection in the provision of information and resources in meeting the teaching and research needs of all the academic staff of the University of Dar es Salaam.
- To find out whether the materials in the collection were sufficient to satisfy the information needs of the teaching staff and researchers of the University of Dar es Salaam.
- To investigate the effectiveness of services rendered by the Collection staff.

The investigation was based on the collection of data from documentary sources from the various literature reviewed and through the use of a surveyed questionnaire. The questionnaire was divided into three sections:

5.1 Background information on the respondents

In this section the respondents are discussed with regard to various factors:

5.1.1 Activities and years of experience in teaching and research at the University of Dar es Salaam by institutional base.

As stated in section 3.3.2, the study was designed to deal with the teaching and research staff from four faculties and three institutes of the University of Dar es Salaam regardless of their academic status. The results was obtained from thirty six (or 69.3%) teaching and research staff out of fifty two (or 24.7%) of the selected sample to represent the whole population of academic staff who were available during the selection of the sample.

This study revealed that the Faculty of Social Sciences had the majority of representatives, 47.2%, as compared to other faculties and institutes (see table 2 in section 4.1.1 above). Other faculties were represented as follows: 13.9% Law, 11.1% Commerce and Management, 8.3% Education and Institute of Development Studies, while the Institutes of Kiswahili Research and Resources Assessment had a minority, 5.6% of teaching and research staff. The Faculty of Social Sciences that had the majority of representatives was the biggest group of potential users of the Collection as mentioned in section 2.7.

The study also established that 94.4% of the teaching and research staff were engaged in both teaching and research activities, while a few, 5.6%, were basically engaged in research activities. The latter were mainly from IKR and IRA. These were research institutes although a few of the researchers were involved in teaching as part of the academic work. Of 94.4% respondents involved in both teaching and research activities, 27.7% were involved in teaching, research and consultancy work.

On the other hand, 88.9% of the respondents had teaching and research experience of more than five years, while a few, 11.1%, of them had teaching and research experience of less than six years. It was noted from the findings that the majority of teaching and research staff of fifteen (41.7%) had 16 or more years of experience. However, the IKR and IRA indicated the highest rates (100%) of respondents with a experience of 16 or more years, followed by Commerce and Management (75%), Education (66.7%), IDS (33.3%) and the Social Sciences with the least (29.5%) (see table 4). Twelve (33.3%) had teaching and research experience of 11-15 years, with

the faculty of Law having the highest (60%) number of respondents, Social Sciences the next (47.1%), while the least was IDS (33.3%). Some (11.1%) respondents as indicated in table 4 had teaching and research experience of less than six years. Social sciences had the least (11.8%) teaching and research staff with less than six years of experience in teaching and research.

It could be assumed that these faculties (Law and Social Sciences) and the Institute of Development Studies had higher rate of new employed teaching and research staff compared to other faculties and institutes in the University of Dar es Salaam. It was clear that despite a few that had served the UDSM for less than six years, the majority (thirty two or 88.9%) had a long-term experience in teaching and research. This indicated that teaching and research was the main objective of the University of Dar es Salaam as seen in the findings, even those who had served for less than six years were both involved in teaching and research if not consultancy work.

Apart from areas of activities and years of experience, the respondents who taught and conducted research had different areas of specialization largely determined by their faculty and institutional base. The findings showed that of the thirty two respondents (88.9%) who indicated having both teaching and research experience of more than five years, they also had different areas of specialization. The teaching and research staff of the faculties and institutes were to teach or conduct research on the full range of their field and subject of specialization. In this respect, the special collections such as East Africana Collection bears out the statement of Feather (1994:21) that special collections provide teaching and research materials to cater for the information needs of the academics in the field of specialization.

Respondents specified more than one area of specialization regarding their field of teaching and research. Some subjects had higher percentages in the areas of specialization, for example, law (33.3%), economics (30.6%), education (19.4%), environmental studies (13.9%) and social studies scores (11.1%). The other seven subjects had below 10% (see table 5 above). It was important to note that every subject in the field of teaching and research had its own value in obtaining knowledge. When the high scoring subjects fields are reviewed in relation to the types of materials that have a "high percentage" of use, a case can be made for an aggressive strategy for acquisition in the highly used areas like government and UN publications. The high use of

theses and dissertations, books and pamphlets across all disciplines was not surprising (see section 5.2.1).

5.1.2 Level of awareness of the EAF Collection and its information services

It was evident from the findings of the study that all of the respondents, 36 (100%) were aware of the East Africana Collection, that is, its materials, services or facilities and resources. In terms of faculties and institutes, it is interesting to note that each of them was aware of the existence of the Collection and made use of it either by literature searches or by referring their students for research activities.

The analysis of the data showed that a majority, 97.2%, of the respondents consulted the Collection. This was an indication that they used and/or referred their students to it. The findings also indicated that the consultation of the Collection by faculties and institutes was very high at 100% with the exception of the Faculty of Education which scored 66.7%. It was also noted from the findings that one (2.8%) respondent from the Faculty of Education stated that he/she did not consult the Collection. The respondent was asked to give reasons for not consulting the Collection and the answer was that most of the materials available in the Collection did not meet the teaching and research needs. The respondent did not specify which types of materials he/she found not relevant for teaching and research activities. In this case the researcher could conclude that the respondent depended either on the faculty library (see 4.1.2) or had other means of obtaining information needed for teaching and research. Although the proportion of those who did not consult was comparatively lower than those who consulted the Collection, her/his point should be taken into consideration during acquisition of materials.

5.1.3 Frequency of visits to the East Africana Collection.

Question eleven was used to provide answers for this section. The respondents were asked to establish the frequency of visits to the Collection for teaching and research purposes.

The findings show that nearly half (47.2%) of the 36 respondents visited the Collection weekly, while the rest visited the Collection either on daily basis, fortnightly, monthly or seldom. It is likely that the frequency of visits depended on the demands of the work in the field of specialization.

Furthermore, in terms of faculties the findings showed that Social Science was the only one with 8.3% out of 36 respondents visiting the Collection on daily basis. This was equivalent to 17.7% of the representatives from the Social Sciences. The Institute of Development Studies had the highest percent of frequency of weekly visits with 100% while the IKR had the lowest, 50%, frequency of weekly visits (see table 7).

However, the findings also showed that majority of the teaching and research staff who visited the Collection also consulted the materials to obtain information needed for their teaching and research purposes or consultancy work (see table 8 in section 4.1.4). However, not all respondents who visited the Collection made use of the materials and services available for their field of specialization. In fact the reasons for visiting the Collection differed according to faculties and institutes.

5.1.4 Referring students to the Collection

It was encouraging to note that 88.9% of the respondents referred students to the EAF Collection in spite of the comment made by some respondents about the irrelevancy of Collection materials for their course.

Of the teaching and research staff who consulted the Collection for teaching and research purposes, 88.9% confirmed referring students to the Collection. The Faculties of Education, Commerce, Law, Institute of Development Studies and Resource Assessment had the highest score (100%), followed by Social Sciences (82.4%) and Institute of Kiswahili Research (50%). They usually referred students to books (72.2%), followed by dissertations and theses (61.1%), government publications (47.2%) and research papers/ reports (25%). A high demand for the use of the Collection materials and services was indicated (see section 1.1.3 and section 2.5). The

Library administration had noted the growing number of students, teaching and research staff that made use of the library materials and services. From the departmental statistics of 1998/99, there was a remarkable increase in the use of the EAF materials and services as compared to the 1997/98 academic year (see table 1 section 2.7.1). However, the administration argued that if the growth was not backed by an increase in library budget, the employment of more staff, purchase of books, equipment and other facilities, the provision of services would be ineffective (University of Dar es Salaam Library 1997/98, 98/99). These anxieties were supported by the findings of the study that respondents complained about staff shortages and unprocessed materials.

5.2 The use of East Africana Collection materials and services.

Section 2 of the questionnaire covered most of the open-ended questions (14-28) with "other" options. This section dealt with the central part of the study as it looked into the following vital issues: user satisfaction, arrangement of materials, problems encountered by the respondents and suggestions for improvement. Different types of information materials and services available in the Collection for the teaching and research staff of the University community were taken into consideration.

5.2.1 Types of materials and services the teaching and research staff used the most.

Thirty six respondents found certain materials such as theses and dissertations, books and pamphlets, government publications, UN publications, journals/periodicals, local newspapers and manuscripts very useful for teaching and research purposes. These materials were noted as having the highest percentage of use (from 50% and above), while bibliographies, directories, liberation publications, SADC materials and the 'other' option had the least percentage. It could therefore be argued in the light of Otike (1990:192), as stated in 2.2, that users' response to certain types of materials depended on the particular subject and the area of specialization where information was sought to meet their needs.

From the above analysis, the study observed that teaching and research staff who referred students to the Collection also had the highest rate of use of information materials for teaching, research and consultancy. It is possible that these types of materials were readily available and users could not find them in other special collections. Tyacke (1990:11) described them as works of a particular author, group or institution that cannot be processed into the open stacks or into circulating collections (section 2.2 and 2.3 of the literature review).

Level of usefulness of the materials

The findings showed that the majority of the thirty six teaching and research staff responded that they found the materials useful (either very useful or useful) for teaching and research activities. Some of the materials such as theses/dissertations (69.4%) and directories (11.1%) scored the highest (very useful) as shown in table 11.

Furthermore, the findings indicated that respondents who consulted the Collection for teaching and research purposes found the materials useful according to their needs. The theses and dissertations also scored the highest (30%) as useful, followed by books and pamphlets (27.8%), while the "other" option (8.3%) scored the lowest. The findings showed that the majority of respondents found the materials useful although some such as government and liberation publications, SADC materials, scored the lowest. This information is in line with that of Huttner (1990:100), stating that the more the Collection's materials were used by clientele, the more the demand (see section 2.4). The University Library should therefore consider the importance of the acquisition of EAF materials to support and encourage its use by both users and non-users of the Collection.

However, some (52.8%) of the respondents found the materials very useful or useful for their teaching and research activities, while seventeen (47.2%) respondents found some of the materials not useful for teaching and research purposes, with the highest scores in local newspapers, books and pamphlets, manuscripts and UN publications respectively and the lowest bibliographies, directories, government publications and SADC materials. A few indicated that they "never use" the materials (see table 11 above). In order to meet information needs of users the Collection is required to justify its acquisitions because of limited funds as Leonhardt (1982)

stated in relation to those libraries which had special collections like the East Africana (see 2.4).

In fact, it can be said that the majority who found materials very useful or useful were satisfied in their area of specialization. Of the 47.2% who indicated "not useful", their reasons were that the materials were not useful because they were outdated for teaching and research activities and so on (see 4.1.7). The responses were evenly distributed from all units.

Although 17 (47.2%) out of 36 respondents gave varied reasons as to why the materials were not useful, more than half 19(52.8%) as indicated in table 11 found the materials very useful or useful for teaching, research and consultancy work. Thus there was a high demand for the materials and services.

5.2.2 Types of information services used.

The purpose of the findings was to determine the different services or facilities provided to meet the teaching and research needs of the University community. This was done in order to establish whether the services of the Collection are sufficient to meet the needs of the teaching and research staff. It was found out that the majority (97.2%) of the respondents who consulted the East Africana Collection, 77.8% made use of bibliographic services, 44.4% of the current awareness services and 44.4% of the photocopy services. Microfiche/film services and "other" services were the least used.

The findings revealed that respondents used bibliographic services more than the other services. Although the result indicated a big difference in the frequency of use of other services, it also indicated a positive use of information services in the EAF Collection regardless of the problems mentioned in the previous questions. The low use of microfiche/film services could be due to inadequate current information or the service not being made available to users when needed.

5.2.3 User satisfaction with facilities and services.

Of thirty six respondents, 61.1% responded that they were satisfied with the information services/facilities. A few (22.2%) indicated that they were very satisfied with the information services/facilities provided in the Collection, while the least number (16.7%) indicated they were not satisfied. These respondents all used the Collection services/facilities although the level of satisfaction differed either according to subjects or areas of specialization. The eight respondents who were very satisfied were drawn from the following units: Social Sciences five (62.5%), Education one (12.5%) and IDS one (12.5%).

However, the research found that some of the respondents who made use of the EAF Collection were not satisfied with the materials and services provided for certain reasons: Some (8.4%) of the respondents indicated that they were not satisfied because the materials were outdated, 5.6% indicated current publications were insufficient and 11.1% of the respondents stated that the environment was not conducive to study because of overcrowding by students (undergraduates and postgraduates). As a consequence, both students, teaching and research staff were not able to perform effectively in meeting the curriculum and research needs of the university community (see 1.1.4).

Location of information materials.

Easy location of information materials for users in the EAF Collection is a vital aspect. Van House (1990) argues that a major library service is the provision of facilities and equipment which include study space for library users, user workstations such as computer facilities or card catalogue and CD-ROM readers, photocopy machines and microfiche/film readers, study carrels and compact shelving.

In this study, thirty six respondents (100%) responded that they used author/subject card catalogue services in locating information for their teaching and research purposes. About 41.7% had to ask the library staff for assistance in searching of information materials, while 11.1% had to consult references at the end of the article or books as a means of getting further reading materials they needed for teaching and research activities. A few (5.6%) in the 'other' option had

to locate materials they needed either by browsing on the shelves or by consulting un-shelved materials lying on the table.

In spite of the problems already mentioned in section 4.1.8 in relation to the card catalogue, it can be acknowledged that majority of the respondents used card catalogue as the main source of locating the information materials from the Collection regardless of the fact that the University Library catalogue was not yet computerised (see section 1.1.4.2). It can be assumed that possibly the respondents understood the use of the catalogue as a source of getting information. On the other hand, the opposite may be true that they did not have any other means of locating information other than by means of the author/subject card catalogue. There is a need to correct the mismanaged catalogues by ensuring those responsible for catalogue management are trained library assistants. Future computerization will also alleviate the problem.

The findings also indicated that the respondents who located information by means of seeking assistance from library staff did not know how to use the card catalogue or they failed to locate the information due to mismanagement of catalogue cards by unskilled library staff (see section 2.7.1). However, the fact that users still seek the help of library staff for location of materials implies the importance of their services.

Concerning those who used references at the end of the articles and books for locating further information, it seems that they did not know about using the card catalogue as a source of searching information. It can therefore be concluded that library user education is a necessary project to be undertaken for those who do not know how to locate information in the Collection. Nonetheless, as indicated on table 14 (Question 23), the majority of the users were satisfied overall with the library and its service.

- x In view of mismanagement of card catalogue by the library staff, it is recommended that, to ensure effective operation of the Collection, the library should conduct user studies among the staff to find out why services are deteriorating and compare the result to that of users so as to ensure effectiveness of service. Harris (1991) has also recommended that if users report dissatisfaction with library services, the library should change its operational services in order

to increase user satisfaction. It is therefore the library's responsibility to find out the best means of improving the effectiveness of services delivery. It would be better to correct the mismanaged catalogues by ensuring those responsible for catalogue management are trained senior library assistants. Future computerization of the collection will also eliminate the problem.

Helpfulness of the system of the arrangement of materials

The findings showed that about 69.4% of the respondents indicated that the system of arrangement was helpful, whereas 19.4% responded that the arrangement of material was very helpful. Only 11.1% of the respondents stated that the system was not helpful to them in locating the information.

Those who said that the system of arrangement was not helpful to them claimed that the materials were misshelved, catalogued and uncatalogued books were shelved together and used books left on the reading tables which resulted in difficulties in finding information.

These findings suggest that there are differences in the Collection use criteria of the teaching and research staff that may be determined by their areas or subjects of specialization in relation to the system of arrangement of materials. Some of the studies that investigate the use and arrangement or preservation of special collection materials by librarians are those conducted by Roberts (1993) Tyacke (1990) and Stielow (1987) in the United Kingdom (UK), and Leonhardt (1982) and Linard (1987) in the USA (see 2.3).

However, it can be concluded that the majority of the teaching and research staff (88.8%) found the system of arrangement of materials in the EAF Collection either very helpful or helpful.

5.2.4 Problems encountered by teaching and research staff.

The research findings noted that teaching and research staff encountered some problems in the use of the East Africana Collection. As has already been mentioned in the previous chapter, some problems were noted in response to questions 8 and 10 where respondents were asked to give reasons for not referring students and consulting the Collection and some other problems were

raised from question 16 in which the respondents were asked to give the reasons why they found materials not useful to their teaching and research activities. It was noted that the responses to these three questions confirmed the problems encountered by users when using the information materials and services in the Collection. For example, they encountered problems of shortage of materials, lack of cataloguing of UN publications and so on. From the above findings, the majority of the respondents indicated the lack of some vital services thus the need for major adjustments (see section 6.3.1).

From the findings, thirty two (88.9%) respondents responded positively to question 28 which sought to solicit problems encountered in using the Collection. It seems that they were satisfied with the available services in the Collection.

Of the respondents 19(52.8%) reported encountering problems in their use of the Collection. Out of the 19, nine of respondents (or 25%) indicated that materials were poorly arranged and misshelved causing difficulties in allocating relevant materials, and five (13.9%) indicated problems of uncatalogued materials which were mixed with catalogued ones resulting in time wastage in the course of searching for desired materials. It can therefore be assumed that inability to find an item in the catalogue or shelves is the user's failure to use it properly, poor cataloguing design, or inability to follow the library guides. Five (13.9%) respondents who indicated that some of the materials were torn that is, they could not properly read some of the materials as they were too old or discoloured because of mould, becoming delicate to handle. Many university libraries in Africa which run the special collections are facing such a problem because of shortage of funds to treat the materials or they regard the special collection as part of the main library, as has been discussed by Cornelie (1999) in section 2.7.1.

Four (11.1%) said the materials were poorly arranged, resulting in failure to access required information by users. This might lead to wrong arrangement of materials on the shelves by staff who do not follow the sequence of arrangement by classmark numbers. In fact materials can be misshelved or mixed by users themselves who do not have library knowledge in searching for information.

Furthermore, four (11.1%) of the respondents found that there was a problem of inadequate space for studying. This was considered as the major problem encountered by the respondents, as already mentioned in section 2.7.1. The study was supported by Thorens' (1996) observations on problems facing Third World university teachers and researchers who are struggling for a reading space with their students in the library (see 2.7.1). As far as the problem of inadequate space for studying is concerned, the library administration needs to increase the reading and material space in conjunction with the number of users of the Collection.

From the findings it was noticed that some of the problems such as misshelving mentioned in question 19 needed more attention as they impact on the effective performance of the teaching and research staff.

Two (5.6%) of the respondents complained of shortage of trained professional staff which could discourage the use of the Collection and undervalue the status of the research collection. Although the EAF Collection was established to support learning, teaching and research of the whole university community and outside the campus, it was faced with the problem of funding and shortage of trained professional staff who could manage the Collection's activities. The same problems have been discussed by Stielow (1987:244) about special collections in public libraries (see 2.5). In fact the Collection depends mostly on temporary staff in provision of services which could be one of the reasons for the ineffectiveness of the services. It is the responsibility of the library administration to maintain the research collection by employing or training professionals to improve the quality of services rendered and to attract more users as a way of publicising the Collection.

5.3 The East Africana staff services

Section 3 of the questionnaire was generally about services rendered by the Collection staff to users and recommendations for adjustments. The study revealed that the respondents sought help from the EAF staff for general searching of materials and other services. The majority of the respondents indicated that they were satisfied with services provided by the EAF Collection staff, although service satisfaction will never be 100 percent, and sometimes some of the services are

✱ lacking. Van House et al (1990:108) observed that user's assessment of service satisfaction depends on many factors, including service outcome with higher expectation of library services, resources and positive staff services. It also depends on users' effort, availability of required information and the positive feedback of the information requested from the library staff. As Van House further explained, library staff are concerned in one way or another about these issues and need urgent solutions.

In confirmation of the observation Van House *et al* (1990:108), the users, irrespective of their overall satisfaction with of the Collection staff services, still expressed certain needs such as well trained staff and development of a core group of assistants with acute knowledge of the Collection to assure quality services. The proposals were made due to the observations of shortages of staff to assist users and the poor arrangement of materials which had a negative impact on the provision of quality services to students, teaching and research staff of the university community as mentioned in section 2.7.1.

Other suggestions concerning the library as a whole were made. The majority (55.6%) of the respondents indicated that the Collection be computerised and expanded, that is, more collections related to the history of the country and its environment. It was also suggested that the Collection should start to advertise itself on the University Web-site in order to attract more researchers from within and out side the country. Although Nisonger (1997)[✱] supported the adaptation of information technology, as it gives libraries an opportunity of improving their services, he criticised the collection of digital resources on the grounds that they might cause a problem of duplication. Moreover, he stresses that the transformation of materials into digital format might change the content of the whole information. However, in spite of the problems of digital information, there is a need for the Collection to adapt to new technologies as it could help to simplify some services in the Collection, like cataloguing.

5.4 Summary

The aim of the questionnaire was to investigate the use and effectiveness of the East Africana Collection in the provision of materials, services and resources to the teaching and research staff of the University of Dar es Salaam community. The interpretation of the findings was done with respect to the results obtained. The findings as a whole revealed a list of problems encountered by the respondents though, however, the majority of them were satisfied with the overall set up of the Collection. Suggestions and recommendations were given by respondents on how to improve the Collection's services. These could be of benefit to EAF Collection and libraries in general which have similar Collections.

CHAPTER SIX

Conclusions and recommendations

In this chapter, conclusions and recommendations from both the researcher and respondents were made and suggestions for further study were put forward. These will come up after restating the purpose and objectives of the study.

The purpose of the study were to investigate the use and effectiveness of the East Africana Collection in the provision of information and resources for teaching and research at the University of Dar es Salaam, Tanzania.

Objectives of the study were to establish the extent to which the teaching and research staff of the UDSM are aware of the existence of the EAF Collection and its information services; their use of information resources of the Collection to cater for the curriculum and research information needs at the UDSM; and the effectiveness of the Collection in meeting curriculum and research needs. Another objective was to determine the problems encountered when using the information materials and services. Finally, to make recommendations on the basis of the information gathered from findings regarding the future use and effectiveness of the East Africana Collection at the University of Dar es Salaam Library.

6.1 Summary of main points of discussion.

The researcher observed that every faculty and institute selected in the sample population was represented. The Faculty of Social Sciences had a major representation (47.2%) as mentioned in section 1.8. It was anticipated that the Faculty of Education would have more potential users of the EAF Collection. Unfortunately it had only 11.1% of the respondents due to the fact that the teaching and research staff were either out for teaching practice supervision or for research and consultancy work. This resulted in a reduction of the number of respondents. However, the researcher succeeded in acquiring fairly representative responses about the Collection given that

out of the 52 questionnaires, 36 were filled and retrieved. Moreover, other faculties and institutes were well represented and the respondents indicated a high use of the East Africana materials and services for teaching and research purposes. It was also noted that the Collection was used basically for literature searching and the compilation of bibliographies. The teaching and research staff therefore depended mostly on the Collection's materials and services for the preparation of teaching and research activities as well as consultancy work.

In addition, the researcher noted that 94.4%, a majority of the teaching and research staff, had quite some experience in teaching and research, as compared to the few (5.6%) who were basically experienced in research. Over 88.9% had an experience of five years and above in teaching and research. This meant a high demand for the Collection's materials and services to cater for the curriculum and research needs of the university community. Also, the frequency of consultation of the Collection by the teaching and research staff was about 47.2% on a weekly basis and 8.3% on a daily basis. Consultation of the Collection was mostly for purposes of teaching and research (80.6%).

6.1.1 Overall summary of findings.

Overall the findings of the study can be summaries as follows:

- All respondents indicated that they are aware of the East Africana Collection.
- Respondents suggested that the Collection need to be advertised in the University web-site in order to attract more local and international researchers.
- The majority of the teaching and research staff referred students to the Collection, indicating their awareness of and the importance they place on the Collection.
- Close to half of the respondents visit the Collection at least once every week for the purpose of getting material for research, teaching and consultancy. The majority of these are from Institute of Development Studies three(100%), Law three (60%), Social Sciences ten (58.%) and Institute of Kiswahili Research one (50%).

- Theses and dissertations, books and pamphlets, government and UN publications were noted as having the highest percentage of use by majority of the teaching and research staff.
- The majority of the teaching and research staff found the Collection materials useful for teaching and research purposes. They were also satisfied with the facilities and services of the Collection, although a small number of respondents reported being dissatisfied with the arrangement of card catalogue, mis-shelving of books, uncatalogued materials, and torn of materials.
- A number of problems were reported by a few of the respondents such as inadequate reading space, shortage of materials and current publications (especially journals), lack of cataloguing of UN publications and lack of trained professional staff.
- Computerization and the use of information technology in the Collection was considered by more than half of the respondents as a way to improve the Collection services.

6.2 Conclusion

From the research findings, the following conclusions were made about the problems, perceptions and suggestions on how to improve the Collection's services in the East Africana Department at the University of Dar es Salaam library. All the respondents indicated that they were aware of the existence of the East Africana Collection and its services. A majority of the respondents consulted and used its materials and services in meeting the teaching, research and consultancy needs as indicated in sections 4.1.4, 4.1.5, 4.1.6, 4.1.7 and 4.1.8.

Although some problems were encountered during the distribution and collection of the questionnaires, the researcher, succeeded in recovering more than half the number of questionnaires distributed. Thus the goal of the research was achieved.

From the findings, the researcher suggests that, Dar es Salaam University Library should adjust to the demands and expectations of the users regardless of its poor financial state. User awareness has grown and information needs are becoming all the more pressing.

Nonetheless, satisfying the users is the main reason for the existence of the library. Users expectations have been outlined in the previous chapters and some suggestions have been put forward as ways of improving the Collection. Failure to act promptly and giving excuses will be tantamount to denying users their full share of the Collection.

6.3 Recommendations

Recommendations for action from both the users and researcher and suggestions for further research are made.

6.3.1 User's recommendations

In total, 100% of respondents reported being aware of the existence of the East Africana Collection, and they did use the collection for teaching and research purposes. Below are recommendations made by these users:

- Adopt customer service strategies for effective services.
- Arrange the card catalogue (filling) according to a more satisfactory system..
- Check movement of reading materials for protection.
- Collect current and modern information on UN publications..
- Collect more dissertations and theses not available in the collection.
- Computerise catalogues, that is Author/Subject for fast and easy searching. The East Africana Collection should change to a system of searching for materials such as Online Public Access Catalogue (OPAC).
- Devise an electronic method to curb theft and mutilation, that is, installing an alarm system to reduce the rate of theft.
- Educate and train staff to be more knowledgeable.
- Ensure cataloguing of all document in the collection. New publications purchased should especially be classified and shelved.
- Have a subject specialist to assist users and to do cataloguing to reduce the backlog of new arrivals
- Improve newspapers services by binding them and ensuring collection of all copies.

- Increase space for the readers and materials in order to accommodate more users.
- Interview users to give comments about materials and services offered by the Collection.
- Open for longer hours during week days and week-ends.
- Rare books should be photocopied and original copy preserved for replacing the stolen or mutilated ones.
- Reshelve used materials - staff should make sure books are reshelved and not left on the tables for days.
- Start to advertise the Collection outside the country through university web-site.

Although the issue of longer opening hours is mentioned, it seems to be an uphill task given the nature of the collection and the shortage of staff. Nawa (1986) said that it was difficult but necessary to change the 8.a.m to 6.15 p.m. work schedule and make library and senior library assistants provide services that would link up with the other departments. This calls for revision of the existing system and the need for rearrangement of the regulations and redistribution of work. The existing work load, however, is very heavy for the staff and no solutions have been arrived at by the University of Dar es Salaam Library. This is because of the limited government budget allocated to cater for staff development in tertiary sectors.

Finally the respondents recommended that the research collection, being one which provides services to researchers both within and without the university, should as a matter of urgency consider ways of overcoming the problems. For example, the reading area could be expanded and special rooms for discussions and for researchers could be set up. The Collection should have a closed access system, limiting free access by undergraduates

6.3.2 Researcher recommendations

In order to ensure effective provision of information materials and services to the teaching and research staff (using the information gained from the study), the researcher suggested that the library should do the following:

- Solicit more funds (donations) in order to employ more staff, computerise the Collection, increase its purchases as required by users and expand the reading space. For example

that of Bergen Project to East Africana.

- ❑ Rationalise purchases by giving priority to the resources that are of utmost importance from a user point of view. If possible a pre-test or a thorough examination of the materials should be done by qualified professionals before purchase is made.
- ❑ Engage in resource sharing, for instance, via the web-site, exchange of accession lists and bibliographies could be done. This would improve the quality of services as more and varied materials will go on circulation.
- ❑ Review the Collection's resources to ascertain the extent of inadequacy.
- ❑ The Library should work in cooperation with the teaching and research staff for better provision of library services. For example, suggestions can be obtained from the research and teaching staff. The suggestions should be properly examined and implemented as far as possible.
- ❑ Measures should be taken to fully implement the Legal Deposit Act for greater acquisition of reading materials. The administration concerned should remind the authors and publishers of their responsibilities of submission of every published copy to the University library. Failure to do so should result in legal action.
- ❑ The Collection should ensure the deposit of copies of dissertations/theses. For example, in the case of dissertations and theses written about Tanzania by researchers outside the country, efforts should be made to get them either by exchange or by buying, to increase the collection.
- ❑ The Collection should establish specialised abstracting and indexing services of local and grey literature apart from that of newspapers. This will be more useful to researchers and will facilitate information retrieval on 'local databases'.
- ❑ The Collection should have a clearly stated collection development policy which could serve to remind and alert the book selectors as well as help in the preservation of materials.

The suggestions and recommendations presented above indicate which aspects of the EAF Collection should receive greater attention. The suggestions could help the library administration or evaluator obtain the opinions of the users of the Collection and come up with strategies for improvements.

6.3 Suggestions for future research

The researcher wishes to suggest that a broader study be undertaken to investigate user study in areas such as user satisfaction, availability of quality materials and services to facilitate research.

- Research on the development policy of the East Africana Collection could also be conducted.
- Further study could be an in-depth collection evaluation to establish gaps particularly those materials expected as deposit.
- To look at the impact of the special collection usage in the activities of staff.
- Detailed research on budget allocation of the East Africana Collection should be carried out.
- Similar research could be conducted in other countries with libraries having local collection such as the East Africana Collection.

Finally, the study fulfilled its original intention to find out from the teaching and research staff the use and effectiveness of the East Africana Collection in provision of information and resource for teaching and research at the University of Dar es Salaam, Tanzania, and to generate recommendations and suggestions for further research. The library should think of ways of improving the services of the East Africana Collection, the argument being that user satisfaction determines the effectiveness of a Collection.

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Appendices

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Appendix 1

Questionnaire about the use and effectiveness of the East Africana Collection in the provision of information and resources for teaching and research at the University of Dar es Salaam, Tanzania.

QUESTIONNAIRE ON “THE USE AND EFFECTIVENESS OF THE EAST AFRICANA COLLECTION IN THE PROVISION OF INFORMATION AND RESOURCES FOR TEACHING AND RESEARCH STAFF AT THE UNIVERSITY OF DAR ES SALAAM, TANZANIA”.

Please answer all questions. Tick where appropriate.

SECTION 1: BACKGROUND INFORMATION

1. Indicate the faculty and department or institute in which you are based
.....

2. What areas is your department/ Institute involved in?
 - (a) Teaching []
 - (b) Research []
 - (c) Both teaching and research []
 - (d) Others (Please specify)
.....
.....

3. How many years have you been teaching and/ or doing research in this University
 - (a) 1 - 5 years []
 - (b) 6 - 10 years []
 - (c) 11 - 15 years []
 - (d) 16 and above []

4. What are your teaching and/ or research areas?
.....
.....
.....

5. Are you aware of the existence of the East Africana Collection?

- (a) YES []
- (b) NO []

6. Have you ever referred students to the East Africana Collection ?

- (a) YES [] *[If YES go to Q.7]*
- (b) NO [] *[If NO go to Q.8]*

7. If Yes what materials or services do you usually refer them to ? (If more than five please indicate only five)

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

8. If No what are the reason(s) for not referring students to the East Africana Collection?

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

9. Have you ever consulted the East Africana Collection for your teaching and research needs ?

- (a) YES [] *[If YES go to Q.11]*
- (b) NO []

10. If No please give reason(s) for not consulting East Africana Collection?

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

If NO to Q.9 Thank you for your cooperation

11. How often do you visit the East Africana Collection ? *(Please tick only one)*

- (a) Daily []
- (b) Weekly []
- (c) Fortnightly []
- (d) Monthly []
- (e) Seldom []
- (f) Never use []

12. Why do you visit the East Africana Collection?(You can give more than one choice)

- (a) To consult material that cannot be borrowed []
- (b) For teaching purposes []
- (c) For research purposes []
- (d) For consultancy work []
- (e) Other purposes (Please specify)
-
-
-

13. Which one of the choices you have made in Q.12 above is most critical to you? *(If you only stated one, please restate)*

.....

.....

.....

.....

SECTION 2: USE OF EAST AFRICANA COLLECTION

14. Which of the Information material(s) do you consult in the East Africana Collection? (***You may choose more than one as appropriate***)

- | | | | |
|------------------------------|--------------------------|-----------------------------|--------------------------|
| (a) Directories | <input type="checkbox"/> | (g) Books, Pamphlets, etc | <input type="checkbox"/> |
| (b) Journals/ Periodicals | <input type="checkbox"/> | (h) Local newspapers | <input type="checkbox"/> |
| (c) Government Publications | <input type="checkbox"/> | (i) SADC materials | <input type="checkbox"/> |
| (d) Theses and Dissertations | <input type="checkbox"/> | (j) Liberation publications | <input type="checkbox"/> |
| (e) Bibliographies | <input type="checkbox"/> | (k) UN publications | <input type="checkbox"/> |
| (f) Manuscripts | <input type="checkbox"/> | | |
| (l) Others (Please specify) | | | |
| | | | |
| | | | |
| | | | |

15. In the list of materials found in East Africana Collection below please indicate in each case the level of usefulness to your work as Q.14 above. **In answering this question, please use the following numbers to indicate the extent of your use.**

1. Very useful 2. Useful 3. Not useful 4. Never use

- | | | | |
|------------------------------|--------------------------|------------------------------|--------------------------|
| (a) Directories | <input type="checkbox"/> | (g). Books, Pamphlets, etc. | <input type="checkbox"/> |
| (b) Journals/ Periodicals | <input type="checkbox"/> | (h). Local newspapers | <input type="checkbox"/> |
| (c) Government Publications | <input type="checkbox"/> | (i). SADC materials | <input type="checkbox"/> |
| (d) Theses and Dissertations | <input type="checkbox"/> | (j). Liberation publications | <input type="checkbox"/> |
| (e) Bibliographies | <input type="checkbox"/> | (k). UN publications | <input type="checkbox"/> |
| (f) Manuscripts | <input type="checkbox"/> | | |
| (l)Others (Please specify) | | | |

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

16. In cases above in Q. 15, for those that you do not find useful, please give reasons why you do not find them useful.

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

17. Which of the following services of the East Africana Collection do you use ?

- (a) Bibliographic services (e.g. author/ subject catalogue; newspaper indexes) []
- (b) Microfiche/ Film service []
- (c) Photocopy services []
- (d) Current awareness services (e.g. being informed of new publications you have not seen before) []
- (e) Any other services (Specify)

.....
.....

18. How satisfied are you with the overall information services offered by the East Africana Collection?

- (a) Very satisfied []
- (b) Satisfied []
- (c) Not satisfied []

19. If not satisfied, give reasons

.....
.....

20. How do you locate information materials in the East Africana Collection?
- (a) Search on Author/ Subject card catalogue []
 - (b) By asking the library staff []
 - (c) References at the end of articles/ books []
 - (d) Other means ((Please specify)
.....
.....
21. Do you always locate the desired material?
- (a) YES [] *[If YES go to Q.23]*
 - (b) NO [] *[If NO go to Q.22]*
22. If NOT always, what do you do when you cannot find the desired material ?
- (a) Consult library staff []
 - (b) Consult a colleague []
 - (c) Give up []
 - (d) Other means []
 - (e) Please specify
.....
.....
23. How helpful for accessibility is the system of arrangement of the East Africana materials ?
- (a) Very helpful []
 - (b) Helpful []
 - (c) Not helpful [] *(Answer Q. 24)*
24. If NOT HELPFUL, give reasons
.....
.....
.....

25. Which other ways do you suggest to improve the East Africana Collection system?
.....
.....
.....

26. Which other services do you suggest should be provided by the East Africana Collection?
.....
.....

27. Which services do you think are lacking from East Africana Collection?
.....
.....
.....

28. What problems do you encounter when using the East Africana Collection materials and services?
.....
.....
.....
.....

SECTION 3: STAFF SERVICES.

29. For what other purposes do you seek the help of East Africana Collection staff?
.....
.....
.....

30. How helpful are the East Africana staff ?
- (a) Very helpful []
- (b) Helpful []
- (c) Not helpful []
- (d) Do not know []
-
31. Do you have any special observations about the services provided by the East Africana staff?
- (a) YES [] *(Answer Q. 32)*
- (b) NO [] *(Go to Q. 33)*
-
32. Please specify them
-
-
-
-
-
33. Please provide any additional information or any suggestions for improving collection services
-
-
-
-
-

Thank you for your assistance and cooperation

Appendix 2

Letter of introduction from supervisor

re: Request for co-operation with research student



UNIVERSITY OF NATAL
Pietermaritzburg

Information Studies

Private Bag X01 Scottsville
Pietermaritzburg 3209 South Africa
Telephone (0331) 2605007 Fax (0331) 2605092
E-Mail Holtz @ info.unp.ac.za

Dear Sir/Madam

REQUEST FOR CO-OPERATION WITH RESEARCH STUDENT

Ms Naendwa Kibakaya is a Master's student in our Information Studies Programme. She is conducting a survey on "*The use and effectiveness of the East Africana Collection in the provision of information and resources for teaching and research at the University of Dar-es-Salaam, Tanzania.*"

Any assistance you are able to give her will be greatly appreciated.

Yours faithfully

Dr Christine Stilwell
Senior Lecturer/Thesis Supervisor

Appendix 3

Letter from the researcher

re: Introduction of the researcher to respondents



UNIVERSITY OF NATAL
Pietermaritzburg

Information Studies

Private Bag X01 Scottsville
Pietermaritzburg 3209 South Africa
Telephone (0331) 2605007 Fax (0331) 2605092
E-Mail Holtz @ info.unp.ac.za

Survey Questionnaire

Dear Sir/Madam,

I am a Master's student at the University of Natal (South Africa) in Department of Information Studies. I am conducting survey in order to gather relevant information and data relating to my research topic: **"The use and effectiveness of the East Africana Collection in the provision of information and resources for teaching and research at the University of Dar es Salaam, Tanzania"**.

I wish to solicit for your kind cooperation in filling this questionnaire. Please be as frank as possible in your responses in order to assist me in reaching at the conclusions and recommendations to improve the East Africana Collection.

Your identity will remain confidentiality and only the information you provided will be used in the final research report.

I would be grateful to receive your response by 31st July, 1999. I shall collect the questionnaires from your Department/Institute.

Thanking you very much in anticipation of your kind support,

Yours Sincerely,


Naendwa Kibakaya

Department of Information Studies
University of Natal.

E-Mail: KibakayaN@science.unp.ac.za

Appendix 4

Letter of introduction

re: To whom it may concern

21st July, 1999



UNIVERSITY OF NATAL
Pietermaritzburg

Information Studies

Private Bag X01 Scottsville
Pietermaritzburg 3209 South Africa
Telephone (0331) 2605007 Fax (0331) 2605092
E-Mail Holtz @ info.unp.ac.za

TO WHOM IT MAY CONCERN

RE: SURVEY QUESTIONNAIRE TITLED: "A QUESTIONNAIRE ON THE USE AND EFFECTIVENESS OF THE EAST AFRICANA COLLECTION IN THE PROVISION OF INFORMATION AND RESOURCES FOR TEACHING AND RESEARCH AT THE UNIVERSITY OF DAR ES SALAAM, TANZANIA".

Dear Madam/ Sir,

Refer to the topic above.

The purpose of this letter is to introduce the bearer, Ernest Nyari, who is my fellow staff. I authorise him to collect the completed questionnaire from your department/ Institute on my behalf.

Thanking you for your kind cooperation.

Yours sincerely,

Naëndwa Kibakaya.

Department of Information Studies

University of Natal.

E-Mail: KibakayaN@science.unp.ac.za