



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**AN ANALYSIS OF USER EDUCATION PROGRAMMES IN SELECTED UNIVERSITY
LIBRARIES IN KWAZULU-NATAL, SOUTH AFRICA**

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Declaration

I, Tamunotonye Ibimina Idoniboye-Obu, declare that:

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Dedication

To

This thesis is dedicated to God the creator of the heavens and the earth. The shepherd and Bishop of my soul. The one that owns the cattle upon a thousand hills. The one who knows my tomorrow. Who has kept me alive to embark on this dreary journey and to complete it, to Him alone is the glory, honour, power, adoration, forever and ever Amen.

This thesis is also dedicated to my own God given treasured husband.

Dr Sakiemi Abbey Idoniboye-Obu

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*What shall we say then? Is there unrighteousness with God? God forbid. (Romans 9:14)
Out of Zion, the perfection of beauty, God hath shined. (Psalms 50:2)*

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Abstract

This study presents the results of the survey research on the topic: An analysis of user education programmes in selected university libraries in the province of KwaZulu-Natal. The study was conducted in four university libraries in KwaZulu-Natal. They are: Durban University of Technology (DUT); Mangosuthu University of Technology (MUT); University of KwaZulu-Natal (UKZN) and University of Zululand (UNIZULU). Three of the four institutions under study are multi-campus institutions which operate academic libraries for the various programmes on their campuses. The conceptual frameworks/principal theories that informed the study were: the draft guidelines on information literacy by the Committee for Higher Education Librarians in South Africa (CHELSA) (Esterhuizen and Kuhn 2010); and the guidelines for instruction programmes in academic libraries approved by the Association of College and Research Libraries (ACRL) of 2011; and the information literacy competency standards for higher education approved by the American Association for Higher Education 1999. These are guidelines that help to direct service providers while administering UEPs to their users in the libraries. The theories were the information search process (ISP) model which was developed by Kuhlthau in the 1980s and 1990s and has been used to examine theoretical concepts within the library and information science discipline, and the relational model of information literacy developed by Bruce in 1997.

The study used a mixed method approach for data collection, adopting both qualitative and quantitative methods. Since the population was small, it carried out a census of all population elements. The population comprised two main cohorts: subject librarians and library management staff. The main instrument for the collection of quantitative data was a self-administered questionnaire which was administered to the subject librarians (subject librarians and training librarians). The second cohort comprised university librarians/directors, campus/branch librarians, principal librarians and an information service manager/manager academic services. This cohort was interviewed using a semi-structured interview schedule. The quantitative data was coded manually and analysed with the help of SPSS software Version 23.0 and used to produce charts, frequency tables and cross tabulations where necessary. The qualitative data was analysed using thematic content analysis. Both instruments were pretested to determine reliability and validity. The pretesting of both instruments involved twelve

(12) librarians working in both South Africa and Nigeria. Five of the pre-test participants were lecturers; two were post-doctoral fellows in the same Information Studies discipline in the School of Social Sciences of the University of KwaZulu-Natal; and the other five were librarians working in different universities in Nigeria but who at the time of the study were doctoral students in the Library and Information Studies in the School of Social Sciences of the University of KwaZulu-Natal, Pietermaritzburg Campus. The pretest was designed to ensure there was clarity of questions and to eliminate any in the research instrument. The response rate for subject librarians was 46 out of 49 respondents (93.8%) while that for library management staff was 70% (See Table 5.1).

The study found out that all four university libraries operate formal user education programmes (UEPs) although the concept of formal UEPs was interpreted differently by some of the subject librarians who sought to interpret it as credit bearing. It was also revealed that out of the four university libraries only one library operated its UEPs on the basis of a policy document according to the interview responses; all the others said there was no separate policy for the library aside from the university's one. In other words, the university policy document formed the basis of UEPs. This implies a possible lack of adherence to national and international library standards. Another finding of the study was that all four university libraries deliver similar content in their UEPs and UEPs are for all categories of users of the library ranging from under-graduate to academic staff. It was also revealed that UEPs were benchmarked against their institutions' standards and goals before consideration of local or international library standards like those of LIASA and ACRL outside their institutions. The study also revealed that UEPs in all four university libraries were evaluated by various means (as per section 5.4.20, Table 5.9). The findings of the study further revealed that in all four university libraries, with regards to population of staff in terms of gender, there were more females than males (as per section 5.2.3 and section 5.5.1, Table 5.15).

In terms of originality, the study was conducted in four university libraries in KwaZulu-Natal which has not been researched before.

The study discovered that user education is still regarded as a critical activity by libraries and it is the foundation upon which users are able to build information knowledge and skills to be able to effectively use all the resources and facilities provided by the library.

Based on the findings, the following recommendations were made: for UEPs to be relevant in this 21st century, constant evaluation is needed to upgrade its value to benefit users; there should be separate UEPs for postgraduates and undergraduates; there be designated subject librarians for UEPs in order to effectively deliver the programmes to users. Another recommendation from the study is that a policy document be developed in all university libraries to guide the development and execution of the UEPs to ensure the desired outcomes are achieved when the programmes are evaluated. It is also recommended that libraries do more to market and advertise UEPs to enable students entering into higher institutions to benefit from them by being able to use all resources and facilities in the library to the fullest.

List of abbreviations and acronyms

AAHE:	American Association for Higher Education
ALA:	American Library Association
ACRL:	Association of College and Research Libraries
BLS:	Bachelor of Library Science
BBS:	Bulletin Board System
CM:	Campus Mangers
CHELSA:	Committee for Higher Education Librarians in South Africa
CD:	Compact Disc
CD-ROM:	Compact Disc Read Only Memory
DDC:	Dewey Decimal Classification
DENI:	Department for Education of Northern Ireland
DVD:	Digital Versatile/Video Disc
DL:	Document Literacy
DIT:	Durban Institute of Technology
DUT:	Durban University of Technology
DUTL:	Durban University of Technology Library
ECP:	Extended Curriculum Programme
EIR:	Electronic Information Resources
ERC:	Electronic Resources Centre
ERP:	Electronic Resources Portal
HEA:	Higher Education Act
HOD:	Head of Department
HEFCE:	Higher Education Funding Councils of England
HEFCW:	Higher Education Funding Councils of Wales
HELIG:	Higher Education Interest Group

ID:	Identity Document
ICT:	Information Communication Technology
ICC:	Information Control Conception
IL:	Information Literacy
ILCSHE:	Information Literacy Competency Standards for Higher Education
ILF:	Information Literacy Framework
ILTP:	Information Literacy Training Programme
IPC:	Information Process Conception
IP:	Instruction Programmes
ISP:	Information Search Process
ISC:	Information Sources Conception
ISM:	Information Service Managers
IT:	Information Technology
ITC:	Information Technology Conception
KCC:	Knowledge Construction Conception
KEC:	Knowledge Extension Conception
KNUST:	Kwame Nkrumah University of Science and Technology
KZN:	KwaZulu-Natal
LIS:	Library and Information Services
LIPs:	Library Instruction Programmes
MAS:	Managers' Academic Services
MMC:	Multimedia Classroom
MT:	Mangosuthu Technikon
MUT:	Mangosuthu University of Technology
MUTL:	Mangosuthu University of Technology Library
NUC:	Natal University College
NPHE:	National Plan for Higher Education
NCE:	Nigerian Certificate in Education

OPAC:	Online Public Access Catalogue
OECD:	Organisation for Economic Cooperation and Development
PL:	Prose Literacy
PL:	Principal Librarians
QL:	Quantitative literacy
SCONUL:	Society of College, National and University Libraries
SHEFC:	Scotland Higher Education Funding Councils
SLs:	Subject Librarians
TDG:	The Director General
TL:	Training Librarian
TUT:	Tshwane University of Technology
UK:	United Kingdom
USA:	United States of America
UCZ:	University College of Zululand
UDW:	University of Durban-Westville
UKZN:	University of KwaZulu-Natal
UKZNEC:	University of KwaZulu-Natal Ethics Committee
UKZNL:	University of KwaZulu-Natal Library
UL:	University Library
UN:	University of Natal
UKZNP:	University of KwaZulu-Natal Pietermaritzburg
UNIZULU:	University of Zululand
UNIZULUL:	University of Zululand Library
UE:	User Education
UEPs:	User Education Programmes
WC:	Wisdom Conception

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Chapter One

Background to the study

1.0 Introduction

This chapter introduces the four university libraries in the province of KwaZulu-Natal that form part of this research which is titled “An analysis of user education programmes in four university libraries in the province of KwaZulu-Natal, South Africa”. The four universities are: Durban University of Technology (DUT); Mangosuthu University of Technology (MUT); University of KwaZulu-Natal (UKZN), and the University of Zululand (UNIZULU). As the study progresses the acronyms for the universities will be used in place of their full names. This current chapter also provides the rationale for the study, the research problem, research questions, the objectives of the study, as well as the significance of the research, broader issues and delimitations. This chapter also contains a brief outline of each of the chapters in this thesis.

1.1 Background and outline of the study

Universally, user education programmes are considered essential in all university libraries because they enhance the information skills of users within the library and beyond its physical environment. A user education programme is a programme that is all encompassing in that it teaches both theoretical and practical aspects of library/information resources, finding and using information, and facilities and services to users of the library in order for them to be able to use these available library resources, facilities and services effectively and efficiently. User education programmes are known by different names including library orientation, library instruction, bibliographic instruction, reader instruction, information literacy and so forth.

“Traditionally libraries were organized and structured to acquire, catalogue, store, and preserve materials, and the departments of acquisitions, cataloguing, circulation, and reference were developed and maintained to reflect that focus” (Roberts and Blandy 1989:13).

In addition to what Roberts and Blandy said above, Wedgeworth (1993: 509) revealed that:

“Libraries have existed since the dawn of history, and their initial functions of acquiring materials, arranging them, facilitating their circulation, and providing some aids to those using them are still represented among the organizational activities of present day libraries”.

The World Book Encyclopedia, (1999) cited by Brophy, (2001: 14), shares this view of libraries, that they

“Form a vital part of the world’s systems of education, communication and information storage and retrieval. They make available through books, recordings and so forth, knowledge that has been accumulated through the ages for people from all walks of life to use these resources”.

Based on the scholars’ views above, it is evident that all through history, libraries have retained their vital functions of knowledge collection and storage but have developed additional services and functions as a result of the information age to enable users of the library to embrace needed information with regards to their academic, social and business ventures all over the globe.

University and academic libraries and their resources are universally important in the institutions wherein they are situated, for the essential service of providing vital information for their users. Library user education programmes are critical for such institutions in their pursuit of teaching and learning and research, hence the importance of user education programmes (UEPs) in university libraries. The significance of UEPs thus cannot be over-emphasised, since it is through such programmes that the library assists users in how to search for and find appropriate information and use such information to meet particular needs. Any user of a library ought to be able to use the library effectively by knowing about the resources that are available in/via the library and how to use such resources. The importance of UEPs includes the following:

- They inform users about the different sorts of library facilities and resources available in all formats;
- They provide users with the basic skills and principles of how to search for and retrieve information and use it effectively when it is needed;
- They help users develop a range of critical thinking and technical skills as well as use of technology;
- They create room for life-long learning;

- They also increase the knowledge of the users of the library in their various fields of study;
- They allow users to be independent in their use of the library resources;
- They reduce the time and effort of library staff in solving individual problems regarding the use of library resources and services; and
- They help users to use information responsibly; (Bhatti 2010: 60, Aderibigbe and Ajiboye 2013: 247, and Fidzani 1995).

The foregoing benefits of UEPs show that no university library will be able to function effectively without them. This is especially so with developments in information technology (IT).

UEPs are usually provided for the users of the library by professional staff such as the subject librarians or information service librarians. UEPs comprise different components including “information literacy”, library orientation and bibliographic instruction, and information technology literacy” (Aderibigbe and Ajiboye 2013: 247). UEPs may be provided “on a formal or informal basis” (Bhatti 2010:5). Whether formal or informal, UEPs are provided to assist users. Thus, Brophy opines that “academic libraries traditionally have provided a conducted tour for new students and this is usually carried out at the start of the academic year with targeted instruction” (Brophy 2001: 177). He further argues that

“Libraries have long had a role in helping their users to acquire skills, often under the title of ‘user education’ a term incidentally, reveals a somewhat objectivist and teacher-centred view of learning”.

In order to understand the importance of UEPs one must understand the nature of the academic library and how it operates.

Libraries associated with universities and other institutions of higher education are called academic libraries. According to Campbell (2006: 1) academic libraries are:

“Complex institutions with multiple roles and a host of related operations and services developed over the years and yet their fundamental purpose has remained the same: to provide access to trustworthy, authoritative knowledge”.

Similarly, Feather and Sturges (2003: 3) note that “academic libraries are libraries that are attached to institutions above the secondary school level, serving the teaching and research needs of students and staff”. All university libraries are meant to operate user education programmes in their various institutions of learning to assist their users in order to accomplish their mission and vision. Although

it is beneficial to be familiar with what other academic libraries are doing as regards UEPs, each library is expected to determine the needs of its academic community and then plan accordingly (Renford and Hendrickson 1980: 3). This study hopes to unravel the challenges universities in KwaZulu-Natal Province in South Africa encounter when administering user education programmes. A user education programme in a university library is expected to give its users guided instructions on how the library functions and how to search for information. Libraries are also expected to monitor and evaluate these programmes effectively and efficiently in order to achieve their objectives and goals. Such monitoring and evaluation exercises assist subject librarians in dealing with the challenges these libraries face in the delivery of these programmes.

1.2 Aim of the study

This study investigated the user education programmes offered by the libraries of the four universities, namely Durban University of Technology (DUT); Mangosuthu University of Technology (MUT); University of KwaZulu-Natal (UKZN); and University of Zululand (UNIZULU) to determine their current status and the extent to which they conform to national and international standards. All four institutions provide library services on their various campuses in line with their vision and mission statements.

1.3 Rationale of the study

Though studies on user education programmes in different higher education institutions have increased in recent years, the impact of such programmes has not been evaluated. Consequently, this study will add to the current body of knowledge on the importance of user education in academic libraries through an evaluation of the UEPs at these four institutions. The proposed study hopes to sensitise these universities to the significance of UEPs particularly in the present information technology era. Additionally, this study will enrich the knowledge of subject librarians about the need to create and sustain a balance between traditional and digital library practice in terms of user education. Finally, the study hopes to establish from the various universities libraries whether there is an international standard in terms of the delivery of user education programmes.

1.4 Concept of user education

User education (UE) is known by several other names in different academic libraries, but for the purpose of this research, user education will be used. In order to discuss the concept of UE, it is necessary to consider how it has been defined. Different scholars have devised different definitions/views for user education, and some definitions are given below.

Tiefel (1995: 319), broadly defined library user education as a programme that “teaches users how to make the most effective use of the library system”. For Keenan (1996: 55) UE is defined as “formal instruction for users and potential users of library and information services”. Similarly, Bhatti (2007: 50) defined UE as “educating library users in the independent use of library resources effectively and efficiently”. Bhatti informs that “bibliographic instruction, library instruction, library orientation, reader instruction’ and ‘information literacy” are other terms used to describe the same phenomenon. Additionally, Verzosa (2007: Slide 6), defined UE simply as “educating the library patron, whether student, staff, or member of the public, on how to use the library and its services”. User education according to Fleming (1990: IV) can be defined as:

“Various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of the information sources, resources and services to which these libraries provide access”.

In all, it is evident that a user education programme is one tool that enables subject librarians to teach, instruct, and train users of the academic library on how to independently use the numerous facilities and services in order to effectively enhance their academic pursuits.

Roberts and Blandy (1989: 1) had this to say about the commencement and development of user education:

“The idea of library instruction began to increase in the first half of the nineteenth century when librarians were generalists in education and acted as teachers by giving patrons instructions in the use of libraries. In 1858, Ralph Waldo Emerson called for a “professor of books,” who would be an instructor in library matters, and some years later Justin Winsor the librarian, at Harvard College, delivered lectures on library use. Furthermore the trend of having a professor of books was short-lived, due to the Civil War that changed both lives and libraries”.

1.5 Brief history of the universities under study¹

Brief histories of the four universities under study, their vision/mission statements alongside their goals and values are provided.

1.5.1 History of Durban University of Technology (DUT)

Durban University of Technology (DUT) formally came into existence in 2006 as a result of the restructuring of South Africa's tertiary institutions following the recommendation of the National Education Department that the country's institutions:

“Position themselves against global benchmarks to attract the finest students and staff; to provide a complete set of practical and academic campuses; to offer an optimal mix of academic and vocational qualifications; and to also provide for the development of skills required by the country”. (DUT, 2015).

However, the institution has existed in different forms for more than a century. Its journey to becoming a university can be said to have started with the merger of two technikons, ML Sultan Technikon and Technikon Natal, to form the Durban Institute of Technology on 1st April 2002. This merger on 1st April 2002, was South Africa's first tertiary sector merger. The two merged institutions share a combined history of over 170 years! (DUT, 2015: 1). At present DUT operates academic libraries for its various programmes on its six campuses located in two major cities, Durban and Pietermaritzburg, both in the province of KwaZulu-Natal. Four of the campuses are in Durban and two in Pietermaritzburg. The campuses in Durban are: Brickfield Campus, City Campus, ML Sultan Campus and Steve Biko Campus. The Indumiso and Riverside campuses are in Pietermaritzburg (DUT, 2015). The details of the libraries will be discussed below.

¹ This section draws from the official web pages of the various libraries.

1.5.1.1 DUT's vision and mission statement

The Durban University of Technology's vision and mission statement is: "to be a preferred university for developing leadership in technology and productive citizenship". The mission statement, in three segments, seeks excellence for the institution through

- A teaching and learning environment that values and supports the university community;
- Promoting excellence in learning and teaching, technology transfer and applied research; and
- External engagement that promotes innovation and entrepreneurship through collaboration and partnership (DUT, 2015b: 6).

In order to buttress their vision and mission statement, DUT also has core values that the university is committed to and these are: "respect, recognition, opportunity and access; loyalty, dignity and trust; transparency, openness, honesty and shared governance; and responsibility, accountability, collegiality and professionalism" (DUT, 2015:1).

1.5.2 History of Mangosuthu University of Technology (MUT)

The Mangosuthu University of Technology was formerly known as and called Mangosuthu Technikon (MT). Mangosuthu Technikon (MT) was an initiative by the then Chief Minister of KwaZulu, Dr Mangosuthu Buthelezi, who first put forward the idea in 1974, "of establishing a tertiary educational institution specialising in technical subjects, at a meeting with the Chairperson of Anglo American and De Beers Consolidated Mines". South African regional universities association (SARUA 2017) traces the origin of the institution to the desire of Chief Minister Mangosuthu Buthelezi "to establish a higher education institution close to Durban to provide young people from disadvantaged backgrounds with the opportunity to further their education beyond secondary school level". MT formally came into being through an Anglo American Chairman's Fund grant in 1979. In November 2007, Mangosuthu Technikon was renamed Mangosuthu University of Technology (MUT, 2015:1).

1.5.2.1 MUT's vision and mission statement

The Mangosuthu University of Technology's vision and mission statements state thus:

The vision of MUT is to be a pre-eminent higher education institution of technology that fosters socio-economic advancement through the scholarships of teaching and learning, applied research, technology development and transfer and community engagement (MUT 2015:1).

MUT's mission is:

to provide advanced, technology-based programmes and services that are career- and business-oriented in the broad fields of engineering, natural and management sciences for the uplift of talented but mainly disadvantaged individuals (MUT 2015: 1).

Through this vision and mission, the University shows its commitment to social redress. It also contributes to creating an equitable and prosperous Southern Africa in which individuals have the opportunity to achieve their full potential (MUT, 2015:1).

1.5.3 History of University of KwaZulu-Natal (UKZN)

The University of KwaZulu-Natal was formed on 1st of January 2004 as a result of the merger between the University of Durban-Westville and the University of Natal. The new university brings together the rich histories of both the former universities. In 1910 the University of Natal was founded as the Natal University College while the University of Durban-Westville came into being as the University College for Indians on Salisbury Island in Durban Bay in the 1960s. In 1949, Natal University College was granted university status, while in 1971 the University of Durban-Westville achieved the same university status. The merger of the two KwaZulu-Natal universities on January 1st 2004 was “in accordance with the government's higher educational restructuring plans that would eventually see a number of higher educational institutions in South Africa reduced from 36 to 21” (UKZN, 2015:1).

UKZN evolved in the context of “the new, democratic South Africa governed by a progressive constitution and driven by the need to establish a human rights culture hitherto denied in an oppressive and hierarchical society” (UKZN, 2015b). Consequently, its “core values and goals were derived from the Constitution of the Republic of South Africa and from the preamble to the Higher Education Act of 1997 (as amended)” while its vision and mission statements reflect “its underlying values and commitments” to the building a just society in the new South Africa (UKZN, 2015b). At present UKZN operates academic libraries for its various programmes on its five campuses located in two

major cities, namely Durban and Pietermaritzburg, both in KwaZulu-Natal. Four of the campuses are in Durban and one in Pietermaritzburg. The campuses in Durban are the Edgewood Education Campus, Howard College Campus, Nelson R. Mandela School of Medicine, and Westville Campus. The campus in Pietermaritzburg is called Pietermaritzburg Campus (UKZN, 2015). Each of these campuses has a number of libraries. Details of the libraries will be discussed below.

These two KwaZulu-Natal universities were among the first batch of South African institutions to merge in 2004 in accordance with the government's higher educational restructuring plans that would eventually see the number of higher educational institutions in South Africa reduced from 36 to 21. Confirmed by a Cabinet decision in December 2002, the mergers are the culmination of a wide-ranging consultative process on the restructuring of the Higher Education sector that began in the early 1990s.

1.5.3.1 UKZN's vision and mission statement

The vision is to be the premier university of African scholarship and the mission is to be

“A truly South African university that is academically excellent, innovative in research, critically engaged with society and demographically representative, redressing the disadvantages, inequities and imbalances of the past” (UKZN 2015: 1).

Alongside the vision and mission statements UKZN, has principles and core values as well.

1.5.3.2 Principles and core values of UKZN

The university is guided by a set of principles and core values in the pursuits of its vision, mission, and goals. UKZN's principles and values are given below.

“As an institution, it aspires to be a positively transformed institution based on a clear understanding of its goals for broad and comprehensive change underpinned by shared values. These values serve as a framework for all its endeavours” (UKZN, 2015).

Of immediate relevance to this research are the following principles and values:

- “Actively encourage and respect the rights of all scholars, staff and students to engage in critical inquiry, independent research, intellectual discourse and public debate in a spirit of responsibility and accountability,

in accordance with the principles of academic freedom and institutional autonomy;

- Conduct ourselves according to the highest ethical standards, and provide education that promotes an awareness of sound ethical practice in a diverse society; and
- Promote access to learning that will expand educational and employment opportunities for all” (UKZN, 2015).

1.5.3.3 The goals of UKZN

“African-led Globalisation:

To promote African-led globalisation through African scholarship by positioning the University, through its teaching, learning, scholarship, research, and innovation, to enter the global knowledge system on it.

Responsible Community Engagement:

To contribute through knowledge to the prosperity and sustainability of our province, and to nation-building, by connecting with and committing ourselves to the communities we serve in a manner that adds value and earns their respect, admiration and trust.

Pre-eminence in Research:

To build a research ethos that acknowledges the responsibility of academic staff to nurture its postgraduate students, and to be a pre-eminent producer of new knowledge that is both local and global in context, and defines UKZN as the premier university of African scholarship.

Excellence in Teaching and Learning: To promote excellence in teaching and learning through creative and innovative curriculum design and development, pedagogical strategies, and assessment practices in accordance with the highest quality management principles.

Institution of Choice for Learners:

To establish the University as an institution of choice that values students in all their diversity and has a student-centred ethos, providing students with curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates.

Institution of Choice for Staff:

To establish the University as an institution of choice that attracts and retains academic and support staff of the highest calibre by creating an intellectual environment that fosters and stimulates academic life, and a climate of organisational citizenship in which all staff recognise and understand their role in ensuring the success of the University.

Efficient and Effective Management:

To establish and maintain efficient, effective management systems and processes that provide a caring and responsive service to meet internal and external needs in a pragmatic and flexible manner” (UKZN, 2016).

1.5.4 History of University of Zululand (UNIZULU)

The University of Zululand (UNIZULU), is a bi-campus comprehensive university with headquarters at KwaDlangezwa within the Umhlathuze Municipality, which is a fast growing industrial hub in northern KwaZulu-Natal. Its second campus is located at Richards Bay. It is the only comprehensive tertiary educational institution/university north of the Uthukela (Tugela) River. The institution offers approximately 252 accredited degree, diploma and certificate courses across its faculties of Arts; Education; Science and Agriculture; and Commerce, Administration and Law.

According to its history, UNIZULU metamorphosed from the University College of Zululand (UCZ) in 1960 to the University of Zululand in 1970. Its new status is in accordance with South Africa’s National Plan for Higher Education (NPHE) aimed at eradicating inequity and costly duplication, UNIZULU offers courses that have been structured with potential employees and employers in mind (UNIZULU, 2015: 1).

1.5.4.1 UNIZULU’s vision and mission statements

The vision of UNIZULU is to be “a leading comprehensive university providing quality education”. The mission is “to provide globally competitive graduates, relevant for the human capital needs of our country, by providing quality education which upholds high standards of research and academic excellence.” In addition to its vision/mission statement, UNIZULU has the following values:

- “Innovation: promoting attributes of excellence, creativity and discovery among students and staff;
- Teamwork: working together to accomplish a common goal;
- Efficiency: sustaining high levels of productivity;
- Accountability: subscribing to integrity and transparency; and
- Mutual Trust: inculcating dependable and trustworthy relationships and mutual respect”.

1.6 Vision and mission statements of the university libraries under study

The vision and mission statements of the various university libraries reflect the vision and mission statements of their respective institutions. Below are the four university libraries' vision and mission statements presented in alphabetical order.

1.6.1 The Durban University of Technology Library (DUTL)

The vision of Durban University of Technology library is “to be an enduring yet flexible learning institution providing self-paced and self-selected transmission of knowledge.” The mission statement of the DUT Library states that “it is committed to being a student-centred library that enhances learning, teaching and research through the provision of information services, access policies and instruction programmes in line with the objectives of the university”. In addition the DUT Library has the following values:

- A strong service ethos;
- Pursuit of knowledge;
- Mentoring excellence; and
- Commitment to equity of opportunity (DUT 2015).

Below are the six different campus libraries in operation in alphabetical order.

1.6.1.1 The Alan Pittendrigh Library

This library is situated on the Steve Biko campus of the institution but also serves Ritson Campus. It is also easily accessible from the ML Sultan Campus. The library is a one storey building. The Alan Pittendrigh library caters for the Faculties of Applied Sciences and Health Sciences and the Faculty of Engineering and Built Environment. The library provides the core functions of a circulation desk where general information may be sought and also where books, journals and other materials are issued

and returned. There are also printing and photocopying services, a short loans service, interlibrary loan services, subject librarian services; there is a postgraduate research commons² (DUT, 2015).

1.6.1.2 The B. M. Patel Library

This library is situated at the ML Sultan campus in Durban³. This library primarily serves the Faculties of Management Sciences and the Faculty of Accounting and Informatics. This library is a five storey building library with subject librarians located on the ground floor, print collections are found on the first floor including the circulation desk, computer/iPad labs are on the second floor, the third floor serves as study space for users/students, while the fourth floor serve as the postgraduate research commons, (DUT, 2015).

1.6.1.3 The Brickfield campus Library

This library is named after the Brickfield Campus. This library is a single floor library that services the Fashion and Textile Department/faculty of DUT. It also provides the basic functions of a circulation desk as well as printing and photocopying services, short loans services, interlibrary loan services, subject librarians' services. (DUT, 2015).

1.6.1.4 The City campus Library

This library provides library services for the Faculty of Arts. It is a three storey building; in the basement is where the study area and group study rooms are situated. The circulation desk and library collections are on the first floor and the second floor is where the E-zone (this is where computers and Wi-Fi services are provided for users) and seminar/viewing rooms are located (DUT, 2015).

² For more information on Alan Pittendrigh library, please visit the library website: library.dut.ac.za/wp-content/uploads/virtual_tour/ap/basic.htm.

³ For more information on B. M. Patel library, please visit the library website: library.dut.ac.za/wp-content/uploads/virtual_tour/bmp/basic.htm. Likewise for more information on other libraries of DUT visit the website.

1.6.1.5 The Indumiso Library

The Indumiso campus of DUT is one of the two libraries in the city of Pietermaritzburg. This library services the School of Education in the Faculty of Arts and Design and the School of Civil Engineering Midlands. It is located centrally on campus in a secure environment. Its core libraries services are as same as the other DUT libraries listed above (DUT, 2015).

1.6.1.6 The Riverside campus Library

This library is also located in Pietermaritzburg and is named after the campus. The library is situated on the ground floor at one end of the main building that accommodates most of the other campus facilities. This library caters for the faculty clusters of Applied Management and Regional Government and Development (both are in the Management Sciences faculty and also the Faculty of Accounting and Informatics. Its basic libraries services are the same as other DUT libraries listed above (DUT, 2015).

1.6.2 MUT Library (MUTL) vision and mission statements

The Library of MUT was established at the same time as the university. MUT is situated on the outskirts of Durban in Umlazi where it operates academic library services for its various programmes. The library has its own vision and mission statements to facilitate efficient and effective ways of serving the university.

The vision of MUTL is to be “a hybrid library that will empower our stakeholders to reach their potential in their learning, teaching and research needs” (CHELSA, 2017). It has put some strategies in place to realise this vision. These are

- Be accessible and end-user friendly to our stakeholders.
- Stimulate innovation and keep the library on the cutting edge of technology.
- Foster professionalism, teamwork, productivity, flexibility, and the ongoing development of staff and students.
- Enhance our interaction with the community.

- Be reliable and financially sustainable (CHELSA, 2017).

The MUTL mission “is to provide access in support of teaching, learning, and research needs of students, staff of the university and the broader community” (MUT, 2015).

1.6.3 UKZN Library (UKZNL’s) vision and mission statement

The UKZN operates academic libraries for its various programmes on its five campuses located in the two major cities of Durban and Pietermaritzburg, in KwaZulu-Natal. Four of the campuses are in Durban and one in Pietermaritzburg. The campuses in Durban are the Edgewood Education Campus, Howard College Campus, Nelson R. Mandela School of Medicine, and Westville Campus (UKZN, 2015). The UKZNL vision and mission statements cited below indicate the direction towards which the library aims to progress.

“The mission of the University of KwaZulu-Natal library is to support teaching, learning, research and community engagement by providing a high quality, relevant, expanding and innovation library and information service” (UKZN, 2015).

The vision of UKZNL is: “To be a strategic partner in positioning the University of KwaZulu-Natal as the premier university of African scholarship” (UKZN, 2015). Besides the vision and mission statements of UKZNL there are strategic goals. Of the goals, two are related to user education:

- “To provide effective teaching and learning strategies for users”
- “To develop teaching and learning programmes for students at undergraduate and postgraduate levels and work towards having these integrated into the curriculum” (UKZN, 2015).

UKZN comprises five campuses with thirteen libraries spread across its campuses. Below are the different campus libraries according to their locations alphabetically and what they care and represent. All the main campus libraries provide core functions of circulation; inter library loans services; short loans services, photocopying and post graduate research commons as well as public computers for accessing the catalogue.

1.6.3.1 Edgewood Campus of UKZN

This campus serves the education disciplines and has one library that caters for all education disciplines on the campus. The library at the Edgewood campus is called the Edminson Education Library. The library came into existence in 1980 and it is situated between the Students' Union and the administration block on campus. The library is named after Mr. E S Edminson, who was the then Rector of Edgewood College from 1969 to 1974 before it became a university. The library serves both staff and students of the campus in the following disciplines: Adult and Higher Education; Education, Development, Leadership & Management; Education Studies; Language and Arts; Mathematics and Computer Science Education; Social Science Education; and Science and Technology Education. The library has collections ranging from books, fiction and non-fiction, journals, reference collections, audio-visual materials, charts and illustrations, and other resources in both print and non-print formats.

1.6.3.2 Howard College Campus libraries

There are four libraries on the Howard College campus: the main library, known as the EG Malherbe Library, and three branch libraries: Barrie Biermann Architecture Library, the Eleanor Bonnar Music Library and GMJ Sweeney Law Library.

1.6.3.2.1 E.G. Malherbe Library

E.G Malherbe Library is the Main Library on the Howard College Campus and is named after the former principal who guided the University College to full university status in 1949. Located near the Student's Union and Business Concourse, it is a four storey building. Each floor houses different library facilities and resources such as books, journals, study space, photocopying facilities, computers, a reference section, interlibrary loans services, short loans services, a postgraduate research commons and a circulation desk. The Cataloguing Department of the University Library is located in this library. EG Malherbe Library serves the needs of both staff and students in the College of Humanities: School of Social Sciences, Development Disciplines, and some science disciplines of the College of Agriculture, Engineering and Science. The collection includes books, journals, government

publications and other items in various formats, and a growing collection of electronic resources. There are other facilities like the Braille room in operation at the library.

1.6.3.2.2 Barrie Biermann Architecture Library

This Architecture branch library was established in 1969 and named after an influential teacher and architect. It is located on the 7th level of the Denis Shepstone Building. It is a special library that serves the needs of both staff and students of the School of Architecture, Planning and Housing. The library collection includes both books and journals and other resources.

1.6.3.2.3 Eleanor Bonnar Music Library

This Music Library, a branch library, was formally established in 1972 and is named after the core donor of the library collection, Eleanor Bonnar. The library is located in the Francis Stock Building near the campus's main entrance gate. The collection comprises of over 35 000 items in many different formats including print and non-print books, journals, music scores and so forth. According to the history of UKZN, this library is one of the largest music libraries in Africa and one of the finest in the southern hemisphere. It is housed in the School of Music and serves the Music programme in the Faculty of Human Sciences as well as the provincial orchestra. At the music library **special rules** are applied to the use of music resources.

1.6.3.2.4 GMJ Sweeney Law Library

The GMJ Sweeney Law Library is a branch library located in the Centenary building, a historical monument and home to the School of law. It was established in 1972 and is named after a distinguished professor of law. It is also a special library that houses the Law collections and serves the needs of both staff and students of the Faculty of Law, as well as the legal fraternity of greater Durban. The library collection consists of books, journals, and law reports, statutes in print and online formats.

1.6.3.3 The Medical School Library

The Medical school campus is also known as the Nelson R. Mandela Medical School. It was named thus in 2000 at its 50th anniversary. The Medical school has one library and includes an online portal named/called the Victor Daitz Information Gateway. The Nelson R. Mandela Medical library was formally established in 1954. The library is located on the first floor of the main Medical Campus building. This library also has a small postgraduate research commons. It serves the needs of the staff and students in the Faculty of Health Sciences from the Medical Campus as well as its sister campuses and surrounding medical facilities and practitioners. Its collection consists of a large number of books, journals, other items in various formats, and a growing collection of electronic resources.

As part of the medical school library, there is an online portal called the Victor Daitz Information Gateway. It is a project of the Victor Daitz Chair in HIV/TB research at the University of KwaZulu-Natal. The Victor Daitz Information Gateway provides access to a collection of scientific literature on HIV and TB. It serves the HIV and TB research community at the University of KwaZulu-Natal Medical School in Durban, South Africa and TB and HIV research scientists affiliated with the University of KwaZulu-Natal.

1.6.3.4 Pietermaritzburg (PMB) campus libraries

The Pietermaritzburg campus is the only campus of UKZN Pietermaritzburg and it has four libraries which are the Cecil Renaud Library, also known as the main library; and the branch libraries of the Life Sciences Library and the Law Library.

1.6.3.4.1 Cecil Renaud Library (Main Library)

The main library on the Pietermaritzburg campus is called the Cecil Renaud library. The library was named the Cecil Renaud Library in 1990 after the philanthropist who donated funds for the addition of the second floor to the Library building. It is a four storey building including a lower ground floor. It serves the needs of the staff and students in almost all the schools on the Pietermaritzburg campus namely : Education, Training and Development; Management Sciences; School of Chemical and

Physical Sciences; School of Mathematics, Statistics, and Information Technology; the School of Environment and Development; and the wide range of Faculty of Humanities disciplines. The library is centrally located on the main campus.

The Entrance to/ Exit from the Library is on the ground floor along with the circulation desk, short loans/academic reserves, reference section, inter-library loans, seminar room, reference, subject librarian offices, public computers. On the lower ground is the postgraduate research commons, Multimedia training classroom, discussion rooms, photocopy machines and study space. The first floor houses print journals and newspapers and study space. The second floor is where the open shelves book collection is kept as well as study area for students.

1.6.3.4.2 Life Sciences Library

The second library, a branch library, is the Life Sciences Library. The library is located on the 3rd Floor of the John Bews Building, at the College of Agriculture. The library predominantly serves both staff and students of three schools within the College of Agriculture, Engineering and Science, these being the schools of Agricultural, Earth and Environmental Sciences, School of Life Sciences and School of Engineering. Like other libraries of UKZN, this library also has collections of books, journals, maps and theses that are vital to both staff and students of Pietermaritzburg Campus and the broader agricultural research community within the province.

1.6.3.4.3 Law Library

The second branch library on the Pietermaritzburg campus is the Law Library called the Frank Burchell library. It is located in the Law building. The library serves the specific needs of the staff and students of the Faculty of Law, as well as the legal fraternity of greater Pietermaritzburg. In terms of collections, the Law Library comprises a selection of books on local and foreign law, law reports, statutes, and journals in both print and electronic formats. More specifically the collections reflects the courses taught and research interests of the Law Faculty.

1.6.3.5 Westville campus libraries

The Westville campus of the UKZN is the where the administrative network of the university is situated. On the Westville campus are found two libraries: the main library and the Joe Ryan Dental library.

1.6.3.5.1 Westville Library

The main library on the Westville campus is simply known as the Westville library. This main library was founded in 1961 and was located at Salisbury Island. In the early 1970s the Library moved to Westville when the University of Durban-Westville relocated. Presently the library is located in B Block, near the Quad and is easily accessible to students, staff and researchers alike.

This library serves students, staff and researchers' needs in the disciplines of Commerce and Management Sciences, Health Sciences, and the sciences which includes: Life Sciences, Mathematics, Biology, Biochemistry, Geology, Chemistry, Physics and Computer Science.

The library's collection consists of more than 250 000 volumes of print books and journals as well as other multi-media items in various formats, and a growing collection of electronic resources, in particular journals. The Library also has an important audio-visual collection. The Acquisitions function and Library Director are located at this library.

1.6.3.5.2 The Joe Ryan Dental Library

The second and smaller library of the Westville campus is called the Joe Ryan Dental library. As the name implies it is a special library that basically provides information resources on dental issues. Presently this library is accommodated on the ground floor of the Oral and Dental Training Hospital, which is part of King George V Hospital, now known as King Dinuzulu Hospital Complex.

1.6.3.6 University of Zululand Library (UNIZULU's) vision and mission statement

UNIZULU operates academic libraries for its various programmes on its two campuses at KwaDlangezwa and the Richards Bay (UNIZULU, 2014). The vision of UNIZULU Library “is to be a leading comprehensive university providing quality education” (UNIZULU, 2014). The mission of the Library is:

“To serve the teaching, learning and research functions of the University of Zululand, as well as the needs of the community in its immediate vicinity who can benefit from the library without prejudicing the privileges of its primary clientele” (UNIZULU, 2014: Our Vision).

As the institution's four faculties are all located on the main campus at KwaDlangezwa, the library there serves the faculties of Arts; Education; Science and Agriculture; and Commerce, Administration and Law. The Richards Bay library caters to the needs of the specialities run from there, namely, Public Relations, Transport Management and Hospitality Management (UNIZULU, 2017). Both libraries house collections of print and online books, journals, thesis and other resources and provide the core services of inter library loans; short loans; photocopying; computers; subject librarians.

1.7 The research problem

Historically university libraries have formulated user education programmes (UEPs) to meet the identified academic needs of library users, because most learning takes place when users have a need to know something (Roberts and Blandy 1989: 37). This is important since the purpose of user education programmes, from the outset, is to assist users of libraries to find information for their needs. It is essential for university librarians to carry out this purpose in the light of the vision and mission statements of their libraries if they are to attain maximum success in achieving the goals of their libraries. With the introduction of Information Communication Technology (ICT) into every facet of institutions of higher learning in the world as well as their libraries, users of libraries can access library collections from any part of the world without physically visiting the library. Thus UEPs must meet the needs of the ICT users whose needs and demands for electronic information have changed. Also Web 2.0 has given rise to Library 2/3.0 which requires that libraries must adjust their user education programmes to cater for such models of library service. The content and methods of delivery therefore of such user programmes must be analysed to assure their appropriateness in terms of the overall

services offered by the library. It is against the background of such developments and changes in user needs that this research is formulated to examine the UEPs of the selected libraries.

The study therefore analyses the user education programmes in the four university libraries in KwaZulu-Natal and the factors that determine the success of their user education programmes. It also investigates the objectives of the UEPs; types of UEPs that are currently in operation; the content and methods of delivery of the UEPs; whether the programmes are being evaluated or not; and to evaluate the librarians' role and participation in UEPs. The study also sets out to determine how the UEPs can be improved or if there are new content and methods of delivery which should be included into the existing programmes.

1.8 Key research questions

Thus this study addresses the following questions:

- What is the current status of UEPs in the four university libraries under study?
- What is the role of subject librarians in implementing the UEPs?
- How are UEPs evaluated in the four university libraries under study?
- What are the challenges encountered in delivering the UEPs?
- What strategies can be implemented to improve the UEPs?

1.9 Objective of the study

The main objective of the study is to analyse the user education programmes in the four academic university libraries.

1.10. Significance of the study

Most research on user education programmes has been and is conducted in different learning environments such as university libraries, colleges of education libraries and school libraries both at international and national levels. Creswell (1994: 111) states that the justification and significance of

a study are concerned with three major questions which are: How is the study going to add to scholarly research and literature in the field? How will the study improve practice? How will the study improve policy? Though studies that address user education programmes have been conducted in other parts of the world, not many comprehensive studies have been done in KwaZulu-Natal. A significant aspect of the study is the results of the study which will provide subject librarians with better insights into the various methods of teaching library users through the UEPs in university libraries in KwaZulu-Natal.

1.11. Broader issues

This study deals with some broader issues that impact on the effective delivery of user education programmes which the researcher took into account in carrying out the study. The significant issues include: information literacy (IL); information technology (IT); and the role of subject librarians (SLs).

1.11.1 Information literacy (IL)

Subject librarians and library users cannot operate within the networked environments of the library without some basic information literacy skills (Brophy 2001: 176). Subject librarians who are involved in user education programmes in university libraries not only need a high level of information literacy but also continuous self-development and improvement in order to participate in and deliver the programmes in a rapidly changing complex information environment (Bhatti, 2010: 1). McCain and Merrill (2001: 95), argue that “a good library media programme uses successful teaching and learning strategies as well as activities with information literacy skills to develop lifelong learners”.

The *Concise Dictionary of Library and Information Science* defines information literacy as “the ability to recognise when information is needed and to locate, evaluate and use the required information effectively” (Keenan, 1996: 35). Scholarly definitions, while reflecting developments in the nature of library resources and library use, have largely retained this meaning of information literacy. Thus, McCain and Merrill (2001: 95) see information literacy as the “capability to access, understand, and use information”. The Alexandria Proclamation by Webber (2005) on Information Literacy and Lifelong Learning given under the auspices of IFLA and UNESCO hold that information literacy

“comprises the competencies to recognize information needs and to locate, evaluate, apply and create information within cultural and social contexts” (Webber, 2005).

“Brophy (2007: 157) points out that literacy goes well beyond basic reading, writing and numeracy skills and includes functional literacy comprising prose literacy, document literacy, and quantitative literacy. ‘According to Brophy (2007: 157-158), prose literacy refers to ‘the knowledge and skills needed to understand and use information from texts including editorials, news stories, poems and fiction’; and document literacy to ‘knowledge and skills required to locate an use information contained in various formats, including job applications, payroll forms, transportation schedules, maps, tables and graphics’. ‘By quantitative literacy Brophy means the knowledge and skills required to apply arithmetic materials, such as balancing a chequebook, figuring out a problem, completing an order form or determining the amount of interest on a loan from an advertisement’ (Brophy 2007:158).

Webber, (2005) supports Brophy’s position in holding that information literacy “extends beyond current technologies to encompass learning, critical thinking and interpretative skills across professional boundaries and empowers individuals and communities”.

If subject librarians’ information literacy knowledge and skills are poor, it will be difficult for the university libraries to reach out to its user community in order to attain its mission and vision statements. Therefore subject librarians would have to be information literate to pass on these information literacy skills to the users when delivering the UEPs.

1.11.2 Information technology (IT)

Keenan (1996: 94) defines Information technology (IT) as “acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by means of computers and telecommunications”. Information technology has also been seen as “electronic technologies for collecting, sorting, processing and communicating information”. It comprises “two main categories: those that process information, such as computer systems; and those that disseminate information such as telecommunications systems” Feather and Sturges (2003: 310)

Therefore subject librarians in this present information age must have a wide range of information technology (IT) skills in order to assist their users in their various university libraries. Given that many library users are familiar with the use of ICTs and social media it is important that subject librarians incorporate IT skills into the content and delivery of the UEPs.

1.11.3 Role of subject librarians

Subject librarians play a crucial role in UEPs in their various libraries where they operate, as they become instructors in the following facets of user education: library orientation for new students, seminars, lectures on resources of the library and how to use such resources, guided tours, basic bibliographic instruction, and advanced literature searching and information literacy. These are some of the ways they provide training to their users on how to know about and access information in their various university libraries. Aitchison (1998: 18) in her study, identified the University of KwaZulu-Natal Pietermaritzburg Subject Librarians' role as being:

“Responsible for all the professional tasks involved in managing several broad subject areas in the library. Their most important tasks include assisting departmental staff to select library books needed for teaching and research, classifying and assigning subject headings to the books, providing library orientation and instruction for staff and students of the departments on a formal and informal basis”.

Similar tasks and duties for subject librarians are found throughout the four libraries for the proposed study.

1.12. Definition of terms

Below are important terms relevant to this study which are defined briefly.

1.12.1 University library (UL)

“Is a library or group of libraries that are established, maintained, and administered by a university to meet the needs of its students and members of staff” (Prytherch 2000: 754).

1.12.2 User education programmes (UEPs)

Keenan (1996: 55) defines user education as a formal instruction for users and potential users of library and information services. Similarly, as mentioned earlier, Bhatti (2007: 50) defines UEPs as follows:

“User education, bibliographic instruction, library instruction, library orientation, reader instruction, information literacy are all terms which are used in the field of librarianship to describe educating library users in the independent use of library resources effectively and efficiently”.

Furthermore, user education according to Fleming (1990: IV) can be defined as:

“Various programmes of instruction, education and exploration provided by libraries to users to enable them to make more effective, efficient and independent use of the information sources, resources and services to which these libraries provide access”.

It has been observed that user education programmes are given different names in different settings, for example in some libraries they are called library instruction, user education, and library orientation, among others. In the United States of America they are often referred to as bibliographic instruction while in South Africa, UE is called information literacy.

1.13 Principal theories/guidelines upon which the research project is constructed

Historically, a theory highlights and explains something that one would otherwise find puzzling (Gilbert 2008: 25). “More specifically, theories ‘attempt to answer why and how questions’ by relating the subject of interest for example riots to some other phenomena example heat and crowding” (Bailey 1994: 41). The basic aim of user education programmes in university libraries is to train users in the necessary skills and knowledge to become independent in their use of information sources provided by the library.

The principal theories/guidelines upon which the research project will be constructed are: Information Search Process (ISP) model which was developed by Kuhlthau in the 1980s and 1990s and has been used to examine theoretical concepts within the library and information science discipline. The Relational Model of Information Literacy was developed by Bruce in 1997. The Committee for Higher

Education Librarians in South Africa (CHELSA) Draft Guidelines on Information Literacy by (Esterhuizen and Kuhn 2010) and the Guidelines for Instruction Programmes in Academic Libraries approved by the Association of College Research Libraries (ACRL) board of directors in June 2003 (and was revised in October 2011), in conjunction with the Information Literacy Competency Standards for Higher Education approved by the American Association for Higher Education in 1999.⁴

1.13.1 Kuhlthau's model of the information search process (ISP)

Kuhlthau's model of the information search process (ISP) is a model that correlates with the user's thoughts, feelings, and search behaviour. The various stages in this theory are: initiation, selection, exploration, formulation, collection and presentation (Kuhlthau 2004: 44).

1.13.2 Bruce's relational model of information literacy

Bruce's model of information literacy is a relational model that reveals a picture of information literacy that is constructed in terms of varying relations between people and information and these are listed in seven categories (Bruce 1997: 1). According to Limberg (2005b) in Zinn (2012: 109), Bruce's model is a framework that combines the individuals' information behaviour in collective forms of information seeking and use. The various stages in the relational model of information literacy developed by Bruce in 1997 are: information technology (IT); information source (IS); information process (IP); information control (IC); knowledge construction (KC); knowledge extension (KE); and wisdom. These are the different ways through which the service providers assist the different users of the library to access and use information independently within and outside the library. This assistance is viewed as a form of user education.

⁴ The competency standards were rescinded by the ALA in June 2016 and an information literacy framework was introduced.

1.13.3 The Committee for Higher Education Librarians in South Africa (CHELSA) draft guidelines

The Committee for Higher Education Librarians in South Africa (CHELSA) draft guidelines on information literacy for South African academic libraries were developed to advertise a common core curriculum for information literacy at university level in South Africa. The information literacy training guidelines curriculum is made up of six (6) units and each of these units has an overview, purpose, exit level outcome and learning outcome. They are:

- Unit 1: Become familiar with the library and information services (LIS) to empower users to recognise their need for information, and to make independent use of services, departments and sources to find information for academic purposes;
- Unit 2: Locate information in the library using the library homepage and in-house catalogues to retrieve and find information sources necessary for the assignment at hand;
- Unit 3: Select and use various information resources, whether printed, electronic and/or in multimedia format to ensure optimisation of information necessary for specific academic purpose;
- Unit 4: Access, retrieve, evaluate, and apply internet and other electronic information for academic use;
- Unit 5: Identify and use various electronic databases from the electronic resources portal (ERP) retrieving scholarly information for academic and research purposes.
- Unit 6: Comprehend the ethical issues of copyright and plagiarism and apply the (Harvard) referencing method that comply with international standards for academic purposes to support research.

1.13.4 The Association of College and Research Libraries (ACRL) guidelines for instruction programmes in academic libraries

The ACRL guidelines for instruction programmes in academic libraries were actually itemised into the various issues needing to be accomplished. This ranges from part one relating to the programme

design which deals with the purpose statement of the UEPs through to evaluation and assessment. The guidelines state that the library should have a written mission statement for its instructional programmes. Part two of the guidelines relates to support which deals with instructional facilities to benchmarking. The breakdown of the two parts are listed below. They are used as guidelines for service providers in university libraries in the performance of their services. They are as follows:

Part one is called Programme design which addresses the following sub-sections of the guidelines:

- Statement of purpose, identification of content of instruction, identification of modes of instruction: are in two forms/ways they are basic and extra, modes of instruction; programme structures; and evaluation and assessment; and

Part two is called ‘Support’ and it has the following sub-sections:

- Instructional facilities, instructional support facilities, financial support, Support for continuing education, training, and development; and human resources (ACRL, 2014a).

Alongside the ACRL guidelines for instruction programme is the Information Literacy Standards for Higher Education, equally developed by the (ACRL) are used to assess the information literacy of individuals or users. There are five standards of performance indicators and outcomes. They are as follows:

- Standard one: The information literate student determines the nature and extent of the information needed;
- Standard two: The information literate student accesses needed information effectively and efficiently;
- Standard three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system;
- Standard four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose; and
- Standard five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (ACRL, 2014b).

All the models and guidelines stated above are important for this study. For the purpose of this section of the study only a summary of the theories/frameworks is stated. All the details of the theories/frameworks listed above are discussed in Chapter Two of the study. The essence of a theoretical framework is to frame perception, apprehension, and comprehension of a subject under investigation as well as the interpretation of the results of such investigation.

1.14 Research methodology and methods

The present study will use a census survey method and interviews as a mixed methods approach: “qualitative and quantitative methods which are the two basic paradigms of research” Kothari (2004: 5).

1.14.1 Population

The population of this study comprises of all university librarians/directors, campus librarians, principal librarians, information services managers/managers academic services and subject librarians of the four university libraries under study.

1.14.2 Data collection techniques

The study’s data collection methods are a semi-structured interview and self-administered questionnaire. The semi-structured interview will be conducted with university/campus librarians/directors using a tape recorder. The self-administered questionnaire comprising both closed and open questions will be given to all the 49 subject librarians of the four institutions under study, mostly on a one on one basis in order to minimise the non-response bias.

1.14.3 Data analysis

The data will be analysed using SPSS version 23 and thematic content analysis. However before analysing the data each completed questionnaire and interview schedule will be evaluated to check for missing data, ambiguity and errors. The questionnaire schedules will be coded before entering the data

of each one of them into the SPSS software for analysis purposes. Qualitative data will be analysed using thematic content analysis.

1.15. Delimitations

This is a study based on an analysis of user education programmes in four selected university libraries in KwaZulu-Natal. Though there are other South African institutions of higher learning this study covers only the four university libraries in KwaZulu-Natal which is one of the nine provinces in South Africa. Also, given the research problem, the study does not focus on the perceptions of users in terms of UEPs.

1.16 Structure of the study

This research is presented in seven chapters. Below are the summaries of the various chapters.

Chapter One: deals with the introductory aspect of the thesis. It gives general background to the study stating the rationale of the study, the research problem, research questions, the objectives of the study, the significance of the study, broader issues that were dealt with, delimitations and definitions.

Chapter Two: deals with some principal theories upon which the research study is built. These theories are: Information Search Process (ISP) model which was developed by Kuhlthau in the 1980s and 1990s and it has been used to examine theoretical concepts within the library and information science discipline. This was followed by Bruce's 1997 theory which is the Relational Model of Information Literacy. The theory of the Committee for Higher Education Librarians in South Africa (CHELSA) draft guidelines on information literacy (Esterhuizen and Kuhn, 2010) is also presented. The other theory discussed in this study are the guidelines for instruction programmes in academic libraries approved by the (ACRL) board of directors in June 2003, revised in October 2011, supported by their competency standards.

Chapter Three: deals with the literature review from various scholars both international and national levels on different aspects of user education programmes.

Chapter Four: deals with the research methodology and methods. Essentially, the chapter discusses two key methods of research; they are qualitative and quantitative. It also presented the research design. The chapter also discusses the population, data collection instruments, and data analysis.

Chapter Five: deals with the results of the survey; the presentation of data is in terms of the research questions.

Chapter Six: provides the interpretation of the results. It also addresses the research questions the study set out to find answers and solutions to.

Chapter Seven: provides a summary of the research, conclusion and recommendations for further study. Based on the findings of the study, the researcher summarises and draws conclusions and also made possible recommendations.

1.17. Ethical considerations

According to Babbie (2007: 27), the fundamental ethical rule of social research is that it must bring no harm to participants. In this case the researcher avoided any harm to participants, and confidentiality and anonymity was ensured. Participants were informed prior to the research and they completed the informed consent form before the commencement of taking part in the study. The research study also complies with the Ethical Clearance of the University of KwaZulu-Natal.

1.18. Summary of the chapter

This chapter introduced the study and provided a general background to the study. The rationale of the study was followed by the aim of study, research problem, an outline of research questions, objective of the study, the aim and significance of the study was also addressed. Broader issues were presented, and delimitations were also discussed. Also theories that informed/underpin the study were summarised. The research methodology and methods, population data collection techniques how the data were analysed were also presented. Ethical considerations were discussed. In all an entire structure of the study was presented summary form.

Chapter Two

Conceptual framework of the study

2.0 Introduction

This chapter begins with the presentation of different scholars' opinions of what a theory entails and what a conceptual framework means. Thereafter it highlights and discusses the various theories/frameworks that inform the study and why such theories have been chosen for this study and their benefits to the study instead of other theories in the field.

A theory highlights and explains something that one would otherwise not understand, puzzling (Gilbert 2008: 25). Alternatively, a theory describes a specific realm of knowledge and explains how it works (Swanson and Chermack 2013: 6).

The *Cambridge Advanced Learner's Dictionary* (2008:1507), defines a theory as

“A theory as a formal statement of the rules on which a subject of study is based or of ideas which are suggested to explain a fact or event or, more generally, an opinion or explanation”.

More specifically, theories ‘attempt to answer why and how questions’ by relating the subject of interest for example, riots, to some other phenomena such as heat and crowding (Bailey 1994: 41). Theories are not fixed; rather, they are probable explanations which we formulate and reformulate in an attempt to make sense of a body of evidence (Baker, 1999: 50). A conceptual framework is a tool researchers use to guide their inquiry; it is a set of ideas used to structure the research, it is a sort of map that may include the research question, the literature review, methods and data analysis (Jeffels, 2014).

In support of what other scholars have established above, Abend (2008) cited by Neuman, (2011:56) provide different meanings of theory as follows:

- A theory is a logically connected set of general propositions that establishes a connection between two or more variables;

- A theory is an explanation of a specific social phenomenon that identifies a set of causally relevant factors or conditions;
- A theory provides insights into the real meaning of a social phenomenon by offering an illuminating interpretation and by telling us (what it is all about);
- A theory is what a famous social thinker really meant;
- A theory is an entire worldview, or a way of seeing, interpreting, and understanding events in the world;
- A theory is a criticism based on a political moral viewpoint; it presents and stands for a set of beliefs-values from which it critiques the position and arguments of opponents; and
- A theory is a philosophical commentary on key questions or issues about core issues of how we develop knowledge about the social world (for example, how we really construct a sense of social reality).

Based on the definitions and explanations above it follows that the theoretical framework of a study comprises a structure that supports the theory of the proposed study. The basic aim of user education programmes in university libraries is to train users with the necessary skills and knowledge in this era of rapid technological advancement to become self-independent in their use of information sources provided by the library.

2.1 Definition of information literacy (IL) and UEPs

According to the ACRL (2011), information literacy is a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information. As earlier defined in (section 1.12) a UEP is a constant instruction programme that is provided by the library to assist users to be effective users of the library resources with little or no guide (Keenan, 1996 and Bhatti, 2007). Based on the definition of IL, it is clear that it focuses on the individual users of the library on how they could recognise when there is need for information and how to source for such information and utilise information sources to their benefit. A UEP is a programme that is offered by service providers (subject librarians) in the library for the benefit of their

clients (the users) so they could make effective use of all the resources in the library. Therefore, this study focused on the library and the library staff as service providers and not the users of the library.

However, given the important link between IL and UEPs and since IL is often part of a UEP the important IL models in the context of academic libraries must be discussed. These models include:

- Kuhlthau's model of the information search process (ISP) 2004; and
- The relational model of information literacy developed by Bruce 1997.

These modules are discussed because they are often applied in the academic environment by scholars, researchers, librarians and students of LIS.

2.2 Kuhlthau's model of the information search process (ISP)

The information search process (ISP) by Kuhlthau attempts to make meaning of the behaviour of information seekers which also is applicable to the development of user education programmes.

Kuhlthau's model of the information search process (ISP) is a model of six stages that was developed from "the common pattern that emerged within the context of the constructivist theory of learning and has its roots in Psychology and Information Science" (Kuhlthau, 1989). The ISP model correlates with the user's thoughts, feelings, and search behaviour in seeking for information. The various stages are: initiation, selection, exploration, formulation, collection and presentation. Below is a figure that illustrates Kuhlthau's ISP Model.

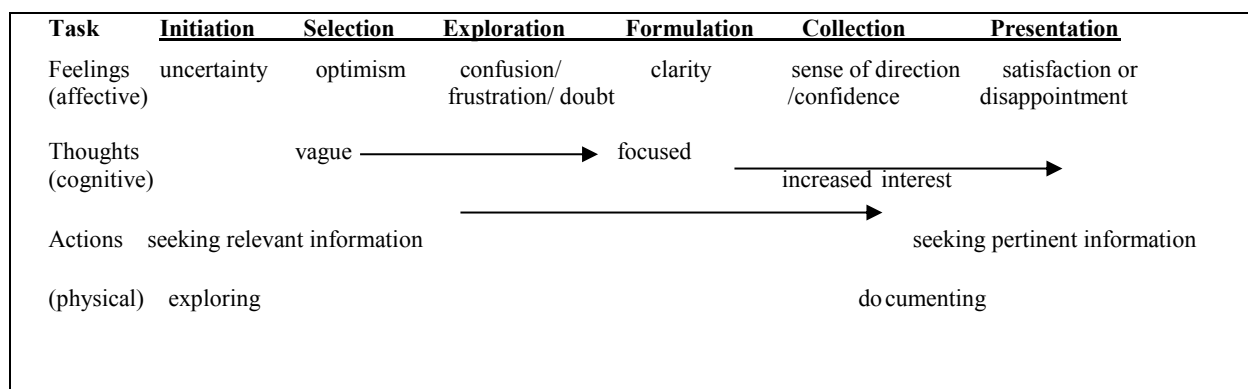


Figure 1. 1: Model of the Information Search Process (ISP) (Kuhlthau 2004: 82)

The figure above depicts what happens to both the seeker and user of information at a glance, it portrays what they are confronted with and what they end up doing in order to obtain the required information needed for a particular assignment whether it is for the classroom, business or the secular world.

The various stages as specified by Kuhlthau (2004:44-50), are as follows:

- **Task initiation (stage one):** this is when a person first recognises that information will be needed to complete their research. For subject librarians, there is a need to gain insight into what the issues are for users of the library with regard to their information needs in order to assist them. As regards this stage, subject librarians will need to initiate user education programmes for the users of the library and inform users of the benefits of the UEP in their search of information.
- **Topic selection (stage two):** at this stage the task is to identify and select a research topic to be investigated and the approach to be pursued. In terms of this stage, subject librarians need to teach and train library users on how to search for basic information using different tools such as databases, and search functionality to be able to establish what information is available so as to be able to make a final topic choice.
- **Pre-focus exploration (stage three):** this stage involves exploring information on the said topic in order to gain focus. For many students, this is the most difficult stage in the process because of the range of information sources available for their topics and as they continue in their information search they may become somewhat confused by the differences in search tools and functionality they come across as well as search strategy. This stage for subject librarians is often intertwined with the previous stage and the aim is to help users with how to locate and evaluate tools and relevant information they come across in order to be able to make choices about what they will decide to use and what not to use for their study/research.
- **Focus formulation (stage four):** at this stage, an understandable focus is formed by the user/s based on the numerous information sources encountered in their search process. This now enables them (users) to move on in their research since the topic becomes clearer and

researchable, and confidence is increased to carry on with the research. This focus also gives users the ability to use library resources more effectively.

- **Information collection (stage five):** this is the stage when there is detailed interaction between the user and the information system to gather information. During this stage the task is to gather as much information as possible pertaining to the focused topic. The user at this point, with a clear sense of direction, may interact with subject librarians to assist in more advanced queries related to collecting information relevant to their topics. Subject librarians will be able to guide users because of their numerous skills as professionals in their field.
- **Search closure (stage six):** this stage brings the search process to an end, and the beginning of the process of putting all the findings together on paper. According to Kuhlthau, there is a sense of satisfaction if the research has gone well or disappointment if it has not. For subject librarians this would constitute a stage where they might terminate their training of users but also help with referencing, plagiarism issues and so forth.

This ISP model has been, and is still widely used in studies that have to do with information seeking behaviour. All six stages stated above are very important in all the university libraries under study. While not forming the main framework that underpins this current study, it is an important model although the ISP model is a user based model rather than a service provider based. But it informs service providers in terms of user information behavior which is necessary for developing UEPs. This current study is focusing on the service providers in university libraries in which the subject librarians and the management staff are involved as indicated in section 5.0 and 5.5.1 respectively.

2.3 Bruce's relational approach to information literacy

The relational approach: a new model for information literacy is the next model this study considers and was developed by Bruce (1997b). This model is a picture or map of the different ways in which information literacy is experienced. It is a model that reveals a picture of information literacy that is constructed in terms of varying relations between people and information and these are listed in seven

stages or categories according to Bruce (1997a: 1). These stages are: information technology (IT); information source (IS); information process (IP); information control (IC); knowledge construction (KC); knowledge extension (KE); and wisdom. These are the different ways through which different users of the library access and use information independently within and outside the library. This model will not be discussed in detail because it is a model for users and what is expected of them although it informs the development of UEPs.

- **Information technology conception (ITC) (category one):** IT is seen as vital for accessing and retrieving information. Users need to be knowledgeable about information technology so as to be able to be able to access and retrieve information independently.
- **Information sources conception (ISC) (category two):** is where IT helps the user to understand what are the different sources of information, and where different information sources are located and how the user is able to put those information sources into use independently.
- **Information process conception (IPC) (category three):** at this point IT helps users to first identify where and what kinds of information there are and to be able to process all information they come across before putting such information to use, the reason for such is because not all information gathered will necessarily be used at the same time. Users need to know where additional information is needed and where it is not needed, and also to be able to fill gaps where necessary.
- **Information control conception (ICC) (category four):** with the help of IT, users can now identify important information from different sources and also know how to manage such information by way of sorting and retrieving such information when necessary/appropriately and to put it to use when needed.
- **The knowledge construction conception (KCC) (category five):** the knowledge construction conception stage considers use of information that has been read and analysed to

establish its importance based on critical thinking and evaluation of such information before putting it to use.

- **Knowledge extension conception (KEC) (category six):** this stage involves the provision of new information by extending knowledge from what is known before. Though the use of information is still the main focus which involves the user applying intuition and creative ability to produce new information in order to extend knowledge.
- **Wisdom conception (WC) (category seven):** This stage is where users are expected to use the wisdom they have acquired with the help of IT in their use of information which involves the adoption of personal values in relation to information use. According to Bruce, (1997b: 10-17), this is the distinguishing feature of the wisdom conception in this model.

All seven stages stated above in Bruce's model are important for the user and impact on the service provider which this study is looking at. UEPs are much more than the seven stages stated above. The entirety of the library and its resources has to be introduced to its users before Bruce's seven stages of the relational model of information literacy and Bruce's (and Kuhlthau's ISP) model start to reflect the behavior of users. The rationale is that without the basics of UEPs in any library users will be limited in their ability to use the library in terms of searching/sourcing for information and using such information usefully for their different academic work. Although this model is important in assisting users to locate information in university libraries there is a gap with regards to UEPs. The gap in this model is that it may be too advanced for the new user of a library, that is using the library and its resources for the very first time as users might not have an understanding of what to do and where to start as regards Bruce's model because of its ICT compliance nature.

On this note, it is essential to discuss the following frameworks/guidelines that informed this study and the reasons for their choice. These are:

- The Committee for Higher Education Librarians in South Africa (CHELSA) draft guidelines on information literacy; and
- The ACRL guidelines for instruction programmes in academic libraries.

2.4 CHELSA draft guidelines on information literacy

The essence of these guidelines by CHELSA is that they enable the development of a framework reflecting core competencies for an introductory level information literacy training programme in the first instance for users in a library (Esterhuizen and Kuhn, 2010: 1). The guidelines contain the core content of an information literacy training curriculum. The IL programme is divided into six units and each unit spells out what the user is expected to achieve through a UEP. For each unit the following are provided: overview; purpose; exit level outcomes; and learning outcomes. Esterhuizen and Kuhn, (2010) outline the following six units which made up the guidelines. Below is an overview of the units of the guidelines.

2.4.1 Unit one: unit one

Is about the user becoming conversant with the basic library and information services (LIS) to empower users to recognise their need for information, and to make independent use of services, departments and sources to find information for academic purposes.

2.4.1.1 Overview: unit one

Unit one deals with the introduction of users to the library and information services. It serves as an orientation to guide users at the particular learning sites to find their way around their library, but also provide general guidance on the usage of other libraries. It also explains the role of the libraries at the various learning sites, as well as the place of the institution within the library consortium. The purpose of the guideline unit is as follows:

2.4.1.2 Purpose: unit one

The purpose of this unit is to enable users to retrieve, find and make use of information made available through the university library. It aims to highlight the individual services, departments and information sources to be used for academic studies. The exit level outcomes of this unit are as follows:

2.4.1.3 Exit level outcomes: unit one

The CHELSA guidelines expect that users, after undergoing training in the library through user education programmes and completing this unit, should be able to do the following:

- Consider various information formats for their assignment;
- Recognise that they need information from the Online Public Access Catalogue (OPAC) or electronic catalogue to find books, journals, encyclopedias etc on the shelves;
- Borrow information sources whether from the open shelves, study, reference or multimedia collections;
- Find their way to the individual departments in the library;
- Use the Periodicals and Multimedia sections; and
- Locate and access the Electronic Resources Centre (ERC).

According to the CHELSA guidelines it is also expected that users should achieve the following learning outcomes as stated below:

2.4.1.4 Learning outcomes: unit one

- Understand library hours, rules and privileges;
- Differentiate between library sections such as continuous publications (periodicals);
- Use the Electronic Resources Centre (ERC), multimedia, study collection, reference works, new books;
- Differentiate between library services such as Information services, lending services;
- Acknowledge the various information formats to be used for assignments, for example. videos, books, journals, and so forth;
- Know where the OPACs are and how to use them;
- Locate information sources using shelf numbers as displayed in the OPAC, referring to the Dewey Decimal Classification (DDC) system;
- Borrow library material at the Circulation desk;
- Use their student card to make use of library facilities;
- Become involved in the Information Literacy Training Programme (ILTP); and

- Acknowledge the library's emergency procedures (Esterhuizen and Kuhn, 2010).

2.4.2 Unit two

This unit is for users to be able to locate information in the library using the library homepage and in-house catalogues to retrieve and find information sources necessary for the assignment at hand.

2.4.2.1 Overview: unit two

Unit two starts with the introduction to the homepage of the Library to users. It also deals with the in-house databases such as the OPAC. The OPAC provides electronic access to the collections of all the institutional libraries, enabling users to track and borrow the information sources they need. The exit level outcomes of the unit are as follows:

2.4.2.2 Purpose: unit two:

This unit enables users to retrieve, find and make use of information made available through the in-house catalogues presented on the university library web page. It aims to empower users to access all collections independently. The exit level outcomes of the unit are as follows:

2.4.2.3 Exit level outcomes: unit two

After completing unit two the student should be able to:

- Access and use the LIS homepage and OPAC;
- Recognise that users need information from the OPAC or electronic catalogue to find books, journals, encyclopaedias, and so forth on the shelves;
- Borrow information sources whether from the open book, study, and reference or multimedia collections; and
- Locate information sources from the shelves using the DDC number from the OPAC.

The learning outcomes for the unit are as follows:

2.4.2.4 Learning outcomes: unit two

- Access the LIS homepage, its links and its aids;
- Access and search the OPAC; and
- Use the DDC system to locate information sources.

2.4.3 Unit three

Users should be able select and use various information resources, whether printed, electronic and/or in multimedia format to ensure optimisation of information necessary for specific academic purposes.

2.4.3.1 Overview: unit three

Unit three has to do with different information formats, their organisation and application, whether printed, electronic and/or in one of the numerous multimedia formats. Emphasis is placed on the use of each format for application in academic terms. A proper overview of and hands-on experience with the relevant technologies accompanying each multimedia format is provided. The purpose of the unit is as follows:

2.4.3.2 Purpose: unit three

The purpose of unit three is to familiarise users with the numerous information formats which they could encounter during their academic career, pointing out the advantages and disadvantages of each, which will enable the user to make the appropriate selection of suitable materials to use for their specific academic needs. Users will be familiar with the use of applicable technologies that accompany each media format. The exit level outcomes of the unit are as follows:

2.4.3.3 Exit level outcomes: unit three

After completing this unit users should be able to:

- Recognise different information sources such as handbooks, manuals, textbooks, electronic books, theses and dissertations, conference papers, diaries, and so forth;
- Recognise and consult various types of reference works;
- Distinguish between and be able to retrieve scholarly journals and magazines;
- Recognise the important elements of a document to compile a bibliographical reference;
- Demonstrate ability to use the accompanying technologies of each format; and
- Distinguish between the individual audio and video information formats.

2.4.3.4 Learning outcomes: unit three

The learning outcomes of the unit are as follows:

- Find and access suitable information sources, for example books, reference works, atlases, newspapers, journals, and so forth to satisfy their current information needs;
- Use different information collections in the library such as the study collection, multimedia department, and so forth;
- Recognise and record the bibliographical elements of an information source; and
- Use individual multimedia formats and their applicable technologies.

2.4.4 Unit four

Unit four relates to how users can access, retrieve, evaluate, and apply the internet and other electronic information for academic use.

2.4.4.1 Overview: unit four

Unit four is aimed at making clear the nature and terminologies of electronic information, especially found on the internet. It distinguishes between the various web search tools, emphasising search procedures, as well as the quality check of information with special reference to the social networking

tools (Web 2.0 applications) relevant to academic implementation. The ability to use electronic communication is also developed and provided. The purpose of the unit is as follows:

2.4.4.2 Purpose: unit four

The purpose of unit four is to enable users to communicate electronically, and to not only find and use electronic information from the internet in a responsible manner for academic purposes, but also to contribute to the body of knowledge by providing their own information by making use of interactive and applicable Web 2.0 technologies. The exit level outcome of the unit are as follows:

2.4.4.3 Exit level outcomes: unit four

After completing this unit, the user should be able to:

- Create an e-mail address;
- Use electronic communication responsibly according to e-mail etiquette;
- Distinguish between the multitude of social networking tools belonging to Web 2.0;
- Select and participate in the most applicable Web 2.0 tools that fits the information need of the moment;
- Understand the nature of and distinguish between different web search tools;
- Apply correct search principles to find relevant internet information efficiently for academic purposes; and
- Evaluate internet documents according to standard criteria.

2.4.4.4 Learning outcomes: unit four

The learning outcomes of the unit are as follows:

- Create an e-mail address;
- Select and participate in a number of Web 2.0 (social networking) tools;
- Select appropriate web search tools;
- Conduct effective searches on internet search engines;
- Distinguish between and evaluate results from various search tools; and
- Evaluate internet information to establish its relevancy for academic use.

2.4.5 Unit five

Unit five relates to the identification and use of various electronic databases from the electronic resources portal (ERP) retrieving scholarly information for academic and research purposes.

2.4.5.1 Overview: unit five

This is one of the most crucial units for users to master. This unit discusses what the databases are, where and how to find and retrieve information and eventually how to use information for their academic needs. The purpose of the unit is as follows:

2.4.5.2 Purpose: unit five

Unit five's purpose is to assist users in finding accredited and scholarly information. It also aims to empower users to conduct literature searches on their own using individual databases, to retrieve online the latest information in full-text or in bibliographical format and to apply it in their own work, creating and adding new knowledge to the existing body of knowledge. The exit level outcome of the unit are as follows:

2.4.5.3 Exit level outcomes: unit five

After completing this unit users should be able to:

- Recognise their information need;
- Demonstrate knowledge of the various databases to be used for a variety of purposes;
- Select the applicable databases for their purpose;
- Use the institutional authentication procedure to retrieve and access the databases;
- Follow search strategies and compile effective search terms;
- Search the databases for information;
- Refine, mark, display, and export the articles and/or references;
- Evaluate the information they obtained; and

- Use and cite the information in a responsible manner.

The learning outcomes of the unit are as follows:

2.4.5.4 Learning outcomes: unit five

- Become familiar with the nature and terminologies related to electronic databases;
- Recognise the different types or categories of databases;
- Make a selection of databases to suit the purpose of the academic request;
- Login to the ERP in order to access the selected databases;
- Apply Boolean operators, truncation and field limiting to structure a search statement;
- Conduct a search on the selected database(s);
- Refine the search, select and mark articles to be used;
- Display the selection and export the articles by using e-mail, saving and/or printing of articles;
and
- If necessary, export articles to a bibliographic management programme such as Endnote or an equivalent.

2.4.6 Unit six

This last unit focuses on the ethical issues of copyright and plagiarism and applies the (Harvard) referencing method that complies with international standards for academic purposes to support research.

2.4.6.1 Overview: unit six

This unit is meant to assist users to synthesise the information they have gathered using the knowledge, tools and strategies they have acquired in the previous five units. The purpose of the unit is as follows:

2.4.6.2 Purpose: unit six

The purpose is to help users to effectively report back on the research they have done by compiling an academic assignment applying the appropriate ethical and legal requirements such as avoiding plagiarism and copyright infringements. It further teaches users how to apply a (Harvard) referencing style in their assignments. It also introduces users to tools such as bibliographic management software example Endnote, that could make the academic venture easier, and Turnitin (e-plagiarism detection software). The exit level outcomes of the unit are as follows:

2.4.6.3 Exit level outcomes: unit six

After completing this unit users should be able to:

- Determine the extent of information needed for projects;
- Incorporate new information into their knowledge base;
- Communicate the information effectively and economically;
- Understand the legal, social and cultural issues in the use of information;
- Classify, store, manipulate and redraft information; and
- Apply the principles of referencing using (Harvard) referencing method.

The learning outcomes of the unit are as follows:

2.4.6.4 Learning outcomes: unit six

After completing this unit, users should be able to:

- Effectively write an academic assignment, or be able to report back on research being done;
- Apply the legal and ethical issues related to research and assignment writing; and
- Apply the (Harvard) referencing method.

The strength of these guidelines is embedded in the purpose of the units and their integration. It affirms that the guidelines introduce users to the Library and information services. They also serve as an orientation guide in terms of tours of the library, the OPAC, particular learning sites and how to find

their way around their library, and they provide generic guidance on the usage of other libraries and the others services listed above. They also include more in-depth facets of IL such as how to search online databases, search strategy development, introduction to referencing, reference management packages for example Endnote and others services listed above. They also explain the role of the libraries at the various learning sites, as well as the place of the institution within its consortium. These guidelines are what UEPs should use to accomplish with users of the four university libraries under study.

The reason why this CHELSA framework/guidelines was adopted as one of the conceptual frameworks that informed the study is because it is an all-encompassing guideline that is very comprehensive in that it develops within the users of various libraries a range of competencies and knowledge on how to access the library and its resources effectively (with the aid of the subject librarians). These guidelines, implemented as UEPs, are essential for users if they truly wish to benefit from the resources of any of the libraries they visit and use frequently. For the subject librarians, it is useful for them to follow these guidelines in order to be able to know and understand as service providers in the library how to assist users of libraries. Additionally, subject librarians have to be able to plan and execute the guidelines to achieve their UEP goals in their various libraries.

Based on the structure of the guidelines, starting from overview to purpose down to exit level outcomes and finally to learning outcomes, the guidelines show that there is a focus and series of goals for the user of a library. The guidelines are a reflection of UEPs that are a gradation of skills and knowledge from basics through to information literacy.

2.5 ACRL guidelines for instruction programmes in academic libraries

This framework presents the guidelines for instruction programmes in academic libraries approved by the ACRL board of directors in June 2003. This guideline has a preamble that states:

“Academic libraries work together with other members of their institutional communities to participate in, support, and achieve the educational mission of their institutions by teaching the core competencies of information literacy—the abilities involved in identifying an information need, accessing needed information,

evaluating, managing, and applying information, and understanding the legal, social, and ethical aspects of information use. The systematic delivery of instructional programs and services should be planned in concert with overall strategic library planning, including the library's budgeting process. Such planning may also involve strategizing with other campus units to deliver collaboratively designed programming" (The guidelines for instruction programmes in academic libraries 2014).

The guidelines for instruction programmes (IP) in academic libraries were actually itemised into the various stages needed to be accomplished and these form part one and part two. Part one is labelled as 'Programme design' which addresses the following sub-sections of the guidelines.

- Statement of purpose;
- Identification of content of instruction;
- Identification of modes of instruction: are in two forms/ways they are basic and extra; modes of instruction;
- Programme structures; and
- Evaluation and assessment.

Part two is called 'Support' and it has the following sub-sections:

- Instructional facilities;
- Instructional support facilities;
- Financial support;
- Support for continuing education, training, and development; and
- Human resources.

The guidelines are now expanded upon:

2.5.1 Statement of purpose

The guidelines specify that every institutional library should have a written mission statement (and visions statement and goals) as a guide for the instruction programme they operate and the basis of such statements may be as follows:

- Articulates its purpose for the instruction programme in the context of the educational mission of the institution and the needs of the learning community;
- Involves its institutional community in the formulation of campus-wide information literacy goals and general outcomes;
- Aligns its goals with the Information Literacy Competency Standards for Higher Education, and clearly state a definition of information literacy;
- Recognises that instruction programmes prepare learners not only for immediate curricular activities, but also for experiences with information use beyond the classroom-in work settings, careers, continuing education and self-development, and lifelong learning in general; and
- Reflects changes in the institution and learning community through regular review and revision when appropriate.

2.5.2 Identification of content of instruction

According to the guidelines, content for library instruction will vary among academic institutions. Instruction programmes in academic libraries should have clearly articulated learning outcomes that are aligned with international as well as with local institutional standards and outcomes. Ideally, the institution's educational standards and outcomes will address information literacy.

2.5.3 Identification of modes of instruction

Instruction occurs in different modes and using a variety of methods. The modes that are selected should be consistent with the goals of information literacy instruction. Learning styles should be considered and multiple modes should be incorporated whenever possible. Instruction should employ active learning strategies and techniques that require learners to develop critical thinking skills in concert with information literacy skills. Below are some of the instructional modes listed by the guidelines that would help academic libraries which may include the following but are not limited to:

- Reference interview;
- Individual or small group research consultations/appointments;
- Digital or print instruction resources;
- Group instruction in library or campus classrooms;

- Web tutorials or web-based instruction;
- Asynchronous modes of instruction (email, social media);
- Synchronous modes of instruction (chat, audio/video/web conferencing); and
- Hybrid/distributed learning/distance learning, employing combinations of these methods (ACRL, 2014a).

In order to achieve the instructional mode the guidelines note that there are some basic instructional tools that will help the instructional programme to be successful. The basic tools are:

- Computer lab with instructor and student workstations;
- Projector;
- Printer; and
- Access to the internet.

In addition to the basic tools are some **additional** tools which the guideline listed and they are not limited to the following:

- Software for creating tutorials;
- Whiteboard;
- Software for creating online guides;
- Computer control technology; and
- Virtual sandbox (ACRL, 2014a).

2.5.4 Programme structures

According to the guidelines, each institution will have to develop its own overall approach to instruction programming with comprehensive programmes including the following elements:

- A clear articulated structure showing the correlation among components of the programme;
- Integral relationships with institutional curricula and initiatives (for example, general education, first year experience, writing programmes and so forth);
- A progression of information literacy learning outcomes which match the complex learning outcomes throughout a student's academic career; and

- Reach beyond the first year or general education courses and be present in writing intensive, discipline-specific coursework or relevant courses in the majors.
- To meet these general guidelines, instruction programmes should identify curricular and academic programmes already in place or under development that will support evolving approaches to information literacy programming (ACRL, 2014a).

2.5.5 Evaluation and assessment

In terms of evaluation and assessment of an instruction programme the guidelines note that there are systematic ongoing processes that inform and guide a library's strategic direction. A programme evaluation plan is useful for assessing a library instruction programme's success and viability. Therefore, programme evaluation should be based on the library's mission and goals and includes:

- Measures of evaluation based on specific (a) student learning outcomes and (b) overall programme goals;
- A variety of indirect and direct measures assessing various aspects of the programme, example, needs assessment, participant reaction, teaching effectiveness, overall effectiveness of programme;
- Regular data collection and analysis using such measures;
- Periodic revision of the programme based on data analysis;
- A feedback loop that assesses the sustainability of the programme; and
- Coordination of assessment with library administration and teaching faculty where appropriate.

Part two of the guidelines is referred to as the 'support' section has the following sub-sections:

2.5.6 Instructional facilities

The guidelines note in this regard that libraries should have ready access to facilities of sufficient size and number that are equipped to meet the needs of the library's instruction programme. The instructional setting(s) should, at least, duplicate the equipment, technology, and programmes

available to users. At a minimum, the facilities should allow the instructor to demonstrate information systems in a designated teaching space.

2.5.7 Instructional support facilities

The library should provide convenient access to the equipment and services necessary to design, produce, reproduce, and update instructional materials in a variety of formats. There should be both physical and virtual spaces for the preparation and storage of instructional materials these include:

- Instructional technologists to assist with designing and providing technical support;
- Commitment to purchasing and providing support for classroom technologies; and
- Administrative support for staffing to accomplish these goals (ACRL, 2014a).

2.5.8 Financial support

In terms of financial support, instructional programmes should have adequate funds identified to attain the stated goals of the programme. All instructional programmes should also review the following budgeting considerations:

- Software, equipment or access to equipment; supplies and materials;
- Design, production, reproduction, and revision of materials;
- Promotion and evaluation of the instruction programme;
- Training and continuing education of those involved in the instruction programme; and
- Whenever possible, instructional personnel should use the expertise of development officers and institutional staff with external fundraising responsibilities to further expand or enhance the programme (ACRL, 2014a).

2.5.9 Support for continuing education, training, and development

Continuing education, training and development of instructional staff helps to establish an atmosphere conducive to innovation and high morale. The guidelines therefore, recommend that the library include as support for continuing education, training, and development the following:

- A structured programme for orientation and training of new instruction librarians;

- A programme of continuing education or the provision of continuing education opportunities, including release time; and
- Organizational support and release time for continuing education and product development (ARCL, 2014a).

2.5.10 Human resources

Based on the guidelines for any library to succeed, there is need for such library/libraries to have a human resources unit in order to achieve the goals set forth in the library's mission statement for instruction programmes. The library should employ, develop, or have access to sufficient personnel with appropriate education, experience, and expertise to:

- Teach individuals and groups in the campus community;
- Use instructional design processes and design a variety of instruction programmes and services;
- Promote, market, manage, and coordinate diverse instruction activities;
- Collect and interpret assessment data to evaluate and update instruction programmes and services;
- Integrate and apply instructional technologies into learning activities when appropriate;
- Produce instructional materials using available media and electronic technologies; and
- Respond to changing technologies, environments, and communities.

In addition the frameworks note that as far as possible instruction programmes should have a designated programme manager, or a coordinating/oversight group, with expertise in pedagogy, instructional design, assessment, and other instructional issues (ACRL, 2014a).

To be a success in any university, there are other key components for advanced instruction programmes some of such are:

- Relationships with key institutional curricula and initiatives;
- Reach beyond the first year;
- Research methods courses in disciplinary majors;

- Progression of IL learning outcomes;
- General education core requirements;
- Computer equipment, training, and support staff;
- Writing-across-the-curriculum programmes;
- Undergraduate research experiences/internships;
- Experiential learning/service learning courses; and
- Additional courses, resources, departments, or committees (ACRL, 2014b).

The essence of all the procedures specified above is to achieve a good instructional programme in any academic library. The standards are *benchmarks* for all libraries, to use to measure the success of the UEPs.

An instruction programme should have the following benchmarks:

- Defined, measurable learning objectives that are aligned with ACRL's information literacy competency standards for higher education (now rescinded and replaced with an information literacy framework as of June 2016) and the institution's standards and goals;
- Align institutional standards regarding information literacy with ACRL's information literacy competency standards for higher education and the institution's standards and goals;
- The necessary facilities and technology to meet the needs of participants and the objectives of the programme;
- Appropriate tools for providing instruction;
- Adequate funding, resources and personnel to support a robust instructional program, including an ongoing budgetary commitment for acquiring classroom technologies that support diverse learners and provide support for the maintenance and expansion of these technologies;
- Needed equipment, supplies, and other materials used for instruction, program promotion, and training/continuing education; and
- Internal library training and/or external training opportunities that is Institute for Information Literacy Immersion programmes (IILIP) that emphasize incorporating pedagogy and technology appropriately are provided to librarians and instructional (ACRL, 2014b).

These guidelines are important for the content of the current study since they address every aspect of the research questions ranging from issues of subject librarian roles, duties; the evaluation aspect of the instruction programme and so forth. Furthermore the guidelines also state some procedures to follow in order to achieve success when intending to and operating user education programme/instruction programme in any academic library. They serve as a map of direction in the library and its resources.

2.6 ACRL information literacy competency standards for higher education

In conjunction with the guidelines for instruction programmes in academic libraries addressed above, is another ACRL framework that is made up of competency standards, performance indicators, and outcomes.

There are five standards, and each of the five standards has various performance indicators and resultant outcomes.

2.6.1 Standard one

In terms of this standard the information literate student determines the nature and extent of the information needed (ACRL 2014b). The performance indicators one for this standard define and articulate the need for information with the following outcomes:

- (a) Explores general information sources to increase familiarity with the topic;
- (b) Defines or modifies the information need to achieve a manageable focus;
- (c) Identifies key concepts and terms that describe the information need; and
- (d) Recognises that existing information can be combined with original thought, experimentation, and/or analysis to produce new information.

The general performance indicator notes that the information literate student should be able to identify a variety of types and formats of potential sources for information. In terms of the outcomes, the following is expected:

- (a) Knows how information is formally and informally produced, organised, and disseminated;

- (b) Recognises that knowledge can be organised into disciplines that influence the way information is accessed;
- (c) Identifies the value and differences of potential resources in a variety of formats (for example, multimedia, database, website, data set, audio/visual, and book).
- (d) Differentiates between primary and secondary sources, recognising how their use and importance vary with each discipline; and
- (e) Realises that information may need to be constructed with raw data from primary sources.

Performance indicator three of standard one relates to the information literate student considering the costs and benefits of acquiring the needed information with the following outcomes:

- (a) Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound); and
- (b) Defines a realistic overall plan and timeline to acquire the needed information.

The final performance indicator for standard one states that the information literate student re-evaluates the nature and extent of the information need (ACRL 2014). The outcomes for this fourth indicator are as follows:

- (a) Reviews the initial information need to clarify, revise, or refine the question; and
- (b) Describes criteria used to make information decisions and choices.

2.6.2 Standard two

This standard states that “the information literate student should access needed information effectively and efficiently” (ACRL 2014). The first performance indicator for the standard states that “the information literate student should select the most appropriate investigative methods or information retrieval systems for accessing the needed information. The outcomes are as follows:

- (a) Identifies appropriate investigative methods (for example, laboratory experiment, simulation, fieldwork);

- (b) Selects efficient and effective approaches for accessing the information needed; from the investigative method or information retrieval system;
- (c) Investigates benefits and applicability of various investigative methods; and
- (d) Investigates the scope, content, and organisation of information retrieval systems.

Performance indicator two declares that: “the information literate student should construct and implement effectively-designed search strategies. Which should bring about the following outcomes in the information literate student:

- (a) Develops a research plan appropriate to the investigative method;
- (b) Identifies keywords, synonyms and related terms for the information needed;
- (c) Selects controlled vocabulary specific to the discipline or information retrieval source;
- (d) Constructs a search strategy using appropriate commands for the information retrieval system selected (for example, Boolean operators, truncation, and proximity for search engines; internal organisers such as indexes for books);
- (e) Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters; and
- (f) Implements the search using investigative protocols appropriate to the discipline.

Performance indicator three relates to the information literate student retrieving information online or in person using a variety of methods with the following outcomes:

- (a) Uses various search systems to retrieve information in a variety of formats;
- (b) Uses specialised online or in person services available at the institution to retrieve information needed (for example, interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners); and
- (c) Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information.

The fourth performance indicator for standard two affirms that the information literate student should refine the search strategy if necessary. The outcomes of the indicator are as follows:

- (a) Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilised;
- (b) Identifies gaps in the information retrieved and determines if the search strategy should be revised; and
- (c) Repeats the search using the revised strategy as necessary.

The last performance indicator for standard two emphasises that “the information literate student extracts, records, and manages the information and its sources”. The outcomes for this indicators are as follows:

- (a) Selects among various technologies the most appropriate one for the task of extracting the needed information (for example, copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments);
- (b) Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources;
- (c) Records all pertinent citation information for future reference; and

2.6.3 Standard three

Standard three relates to the information literate student evaluating information and its sources critically and incorporating selected information into his or her knowledge base and value system. The first performance indicator for the standard states that the information literate student should be able to summarise the main ideas to be extracted from the information gathered. The outcomes are as follows:

- (a) Reads the text and selects main ideas;
- (b) Restates textual concepts in his/her own words and selects data accurately; and
- (c) Identifies verbatim material that can be then appropriately quoted.

The second performance indicator declares that the information literate student should be able articulate and apply initial criteria for evaluating both the information and its sources with the following outcomes:

- (a) Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias;
- (b) Analyses the structure and logic of supporting arguments or methods; and
- (c) Recognises the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information.

The third performance indicator insist that the information literate student should be able to synthesise main ideas to construct new concepts (ACRL 2014), with the following outcomes:

- (a) Recognises interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence;
- (b) Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information; and
- (c) Utilises computer and other technologies (for example, spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena.

Performance indicator four of standard three states that the information literate student should compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information (ACRL 2014), the outcomes are as follows:

- (a) Determines whether information satisfies the research or other information need;
- (b) Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources;
- (c) Draws conclusions based upon information gathered;
- (d) Integrates new information with previous information or knowledge; and
- (e) Selects information that provides evidence for the topic.

The fifth performance indicator establish that the information literate student should be able to determine whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences (ACRL 2014), with the following outcomes:

- (a) Investigates differing viewpoints encountered in the literature; and
- (b) Determines whether to incorporate or reject viewpoints encountered.

The sixth performance indicator insist that the information literate student should be able to validate understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners (ACRL 2014). The outcomes of this performance indicator are as follows:

- (a) Participates in classroom and other discussions; and
- (b) Seeks expert opinion through a variety of mechanisms (for example, interviews, email, listservs and so forth).

The last performance indicator in standard three is performance indicator seven and it states that “the information literate student should be able to determine whether the initial query should be revised” (ACRL, 2014b), with the following outcomes:

- (a) Determines if original information need has been satisfied or if additional information is needed;
- (b) Reviews search strategy and incorporates additional concepts as necessary; and
- (c) Reviews information retrieval sources used and expands to include others as needed.

2.6.4 Standard four

The next standard in the information literacy competency standards for higher education, states that “the information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose” (ACRL 2014). Performance indicator one of the standard states the information literate student should be able to apply new and prior information to the planning and creation of a particular product or performance. With the following outcomes:

- (a) Organises the content in a manner that supports the purposes and format of the product or performance (for example. outlines, drafts, storyboards);
- (b) Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance; and
- (c) Integrates the new and prior information, including quotations and paraphrasing, in a manner that supports the purposes of the product or performance.

The second performance indicator asserts that the information literate student should be able to revise the development process for the product or performance. With following the outcomes:

- (a) Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process; and
- (b) Reflects on past successes, failures, and alternative strategies.

The final performance indicator for this standard is that the information literate student should be able to communicate the product or performance effectively to others (ACRL 2014). With the following outcomes:

- (a) Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience;
- (b) Uses a range of information technology applications in creating the product or performance; and
- (c) Communicates clearly and with a style that supports the purposes of the intended audience.

2.6.5 Standard five

This is the final standard in the guideline. This standard declares that the information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (ACRL, 2014b). Performance indicator one of the standard affirms that the information literate student should be able to understand many of the ethical, legal and socio-economic issues surrounding information and information technology with the following outcomes:

- (a) Identifies and discusses issues related to privacy and security in both the print and electronic environments;
- (b) Identifies and discusses issues related to free versus fee-based access to information;
- (c) Identifies and discusses issues related to censorship and freedom of speech; and
- (d) Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material.

The second performance indicator establish that the information literate student should be able to follow laws, regulations, institutional policies, and etiquette related to the access and use of information resources (ACRL 2014). The outcomes are as follows:

- (a) Participates in electronic discussions following accepted practices (for examples, "etiquette");
- (b) Uses approved passwords and other forms of ID for access to information resources;
- (c) Complies with institutional policies on access to information resources;
- (d) Preserves the integrity of information resources, equipment, systems and facilities;
- (e) Legally obtains, stores, and disseminates text, data, images, or sounds;
- (f) Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own; and
- (g) Demonstrates an understanding of institutional policies related to human subjects research.

The final performance indicator of the standard is that the information literate student acknowledges the use of information sources in communicating the product or performance (ACRL, 2014b), with two outcomes:

- (a) Selects an appropriate documentation style and uses it consistently to cite sources; and
- (b) Posts permission granted notices, as needed, for copyrighted material.

Having studied and presented these guidelines it is important to note their relevance for the current study. Starting from the CHELSA guidelines to the guideline for instruction programmes in academic libraries approved by ACRL (ACRL, 2014a) and information literacy competency standards for higher education (ACRL, 20b), detailed procedures and outcomes indicate what is expected of both users of the library and subject librarians, while sourcing for and using information within and outside the library and its resources.

2.7 The reasons why these guidelines are preferred to others

The reasons why these guidelines listed below are preferred to other guidelines include:

- First and foremost they are all UEP guidelines used in university libraries;

- The CHELSA guidelines are a local/national guideline that is used as standards for UEPs in South African' academic libraries;
- ACRL is an international standard that is used globally in academic libraries;
- These guidelines are important for the current study because they provide frameworks to examine the research problem as they provide comprehensive guidelines to analyse the UEPs in the universities under study;
- The guidelines were developed with the view of improving on the delivery of user education programmes so that the outcomes can be achieved with the view to ultimately improving the library users' knowledge and skills of the academic library and its resources; and
- Furthermore the guidelines have been adopted by local and international academic libraries to improve their user education programmes.

2.8 Summary of the chapter

The chapter addressed some definitions of theory and conceptual frameworks and emphasises the significance of a theory or framework. It discussed the various frameworks that informed the study, and why they were adopted for the study with reference to their individual significance as regards the study.

The models and frameworks that informed this study are discussed, namely: Kuhlthau's model of the information search process (ISP) of 2004, the relational approach: a new model of information literacy developed by Bruce in (1997). This model deals with the information literacy skills of the user of the library and is IT focussed.

The CHELSA and ACRL guidelines are a framework is all encompassing in such a way that it enables users to gain a gradation of skills, knowledge and understanding in terms of information literacy with the assistance of subject librarians. The skills, knowledge and competencies includes both library and computer skills for how to use the library and its resources independently and to use such resources to their maximum benefit by a South Africa. The other framework that was used in this study that is discussed above is the ACRL (2014a) guidelines for instruction programmes in academic libraries, in conjunction with the information literacy competency standards. This is a framework in two sections which are programme design and support, which subject librarians ought to follow and be able to employ in designing and delivering UEPs. It also means that when a programme is designed there

should be established procedures to get that programme running and achieve its goals whereby giving a guideline on how and what to do in such programme.

Chapter Three

Literature review

3.0 Introduction

The literature review chapter starts with the definition of what a literature review is, its significance in any research study/project, and highlighting such significance based on other scholars' findings. This is followed by related topics which include the purposes for writing a literature review; role of university/academic libraries in institutions of higher learning; the role of university libraries in the delivery of user education programmes (UEPs); the purpose of user education programmes in university libraries; the role of subject librarians in administering UEPs; and various types of user education programmes that are delivered in university libraries. Thereafter the review of related international studies followed by African and finally local South African studies that are relevant or similar to the current research topic are discussed.

3.1 Defining a literature review

A literature review is a vital demonstration of the validity of one's research as justified by secondary data. (Thody, 2006: 90). Jesson, Matheson and Lacey (2011: 8) provide two different definitions of a literature review. Firstly a "literature review is a review of something that has already been written" Secondly, the "literature review is a library or desk-based method involving the secondary analysis of explicit knowledge, so abstract concepts of explicit and tacit knowledge are exposed" (Jesson, Matheson and Lacey, 2011: 8).

Thody (2006: 89) discusses the word literature or literature review as including all secondary sources for research, such as printed texts, film, audio tape, presentations and lectures, paintings, handwritten diaries, archival sources, websites, artifacts, CDs, DVDs, journals and theses. Printed and online texts of journal articles and books, theses and dissertations will be covered as sources for the review. Writing in the same vein, Prytherch (2000: 458) defines a literature review as:

A survey of progress in a particular aspect of a subject area over a given period of one, five or ten years; it may range from a bibliographical or mere list of references, to a general critical review of original publications on the subject covered.

3.2 Purposes for writing a literature review

According to Jesson et al (2011:10), a literature review is an avenue used by the researcher to illustrate that he is aware of and can deduce what is already known in the field of study/research and will ultimately point out the contradictions and gaps in existing knowledge/ literatures gathered so far for the study. Furthermore, LeCompte, Klinger, Campbell, and Menke, (2003) in Randolph (2009: 2) note that a “literature review is a means of demonstrating an author’s knowledge about a particular field of study, including vocabulary, theories, key variables and phenomena, and its methods and history”. LeCompte et al (2003) further note that the purpose for writing a literature review is that it also informs the student of influential researchers and research groups in the field. Thody (2006: 91-92) listed some purposes of writing a literature review and these are as follows:

- To justify your research by showing that others have not already researched your topic or researched it in the same way;
- To pay homage to those who have gone before you and whose work has influenced your thinking (so include seminar research for academia, bestsellers for publications outside academia, relevant work by your supervisor, friends or thesis examiners for theses and books, and your own previous research in the same field for all documents);
- To demonstrate your analytical and critical skills; the literature review sets the tone for whatever is to come;
- To establish the credentials for your research; it’s important because others have investigated the same general area;
- To reveal current understanding of your topic so you can more easily prove what you have added to this later in your document. Your work will be judged in comparison with that of others, hence the significance of the literature;
- To explain the emergence of your research topic and data gathering methods;
- To show how you generated your conceptual framework; and

- To provide a general overview of the area of your research (therefore use as many sources as possible: do not rely on just a few).

In addition, Gastel (2012: “Some reasons for PhD students to review the literature”) establishes the essence of a literature review:

- To gain familiarity with previous work in one’s area of scholarly and professional interest;
- To gain experience and skill in finding, analysing, evaluating, and integrating information from others’ research;
- To identify important unanswered questions on which to base dissertation topics;
- To learn about approaches and methods to consider using in one’s dissertation research;
- To be able to put one’s own research in context when writing one’s dissertation;
- To see examples of good scholarly/academic writing that can be models to follow;
- To set the context for the description of your dissertation research;
- To help readers understand your dissertation research;
- To help show why your dissertation research is important, and
- To lay the groundwork for presenting the methods of your research, findings and interpretation of your findings.

Based on the scholars’ input for the purpose of literature review above, it is indistinct that the literature review is the bedrock of any research as it assists the present researcher to find accurate research building blocks from which to start. Similarly it serves as a platform which gives room for in-depth understanding, wisdom and knowledge of existing scholarly works. Furthermore, a literature review shows the gaps in other researchers’ work in the subject area or discipline, so that the current researcher can improve/build on previous studies. This review of related literature helps the researcher to be more focused, accurate and precise and to contribute to new knowledge in the area. Without a literature review, the research work is incomplete since there is no foundation of existing knowledge to build on.

UEPs are programmes that are executed in university libraries to enable users of a library to have literature searching skills in order to be able to do a proper literature search for their studies and other research work for their academic studies. It is therefore a necessity for university libraries, and

particularly subject librarians, to assist users in every possible way when they (users) approach them for assistance. The researcher thus chose to study the purposes of university/academic libraries in institutions of higher learning; the role of the university libraries in the delivery of UEPs; the role of the subject librarians in administering UEPs; purpose of UEPs in university libraries; and the different UEPs that are in operation in university libraries.

3.3 The purpose of university libraries in institutions of higher learning

University/academic libraries serve as the repositories for published information as well as the intermediaries for acquiring material from the outside world (Murugan, 2013). Murugan stressed that universities have two complementary purposes which are: (1) to support the university curriculum; and (2) to support the research of the university staff and students. The support of teaching requires material for class readings, and for student papers. In agreement, Haynes (1996: 218) states that: the academic library is the principal unit that supports all academic programmes; the one location on campus where all disciplines are represented, organized, and integrated; and a fertile environment within which to explore the interdisciplinary aspects of knowledge.

To illustrate further, academic libraries serve the following purposes in institutions of higher learning. Below are such purposes according to Feather and Sturges (2003: 3-4):

- They provide for the educational needs of students, both those arising directly from the curriculum and those of a general nature;
- They support the teaching staff in their need for up-to-date material required for their teaching role; and
- They provide for research (where the institution undertakes research) both higher-degree work and the research activity of academic staff.

In addition, Feather and Sturges (2003: 3-4) add that:

“In terms of priorities the students’ needs are paramount, and this aspect of work predominates in most academic libraries; but depending on the mission of the institution to the support of research which is also of great importance”.

Murugan (2013) specified the characteristics of the university libraries in institutions of higher learning which are as follows:

- An organised collection of printed or other materials, or a combination thereof;
- A staff trained to provide and interpret such materials as required to meet the informational, cultural, recreational, or educational needs of users;
- An established schedule in which services of the staff are available to users; and
- The physical facilities necessary to support such a collection, staff, and schedule.

Academic libraries in general run a series of workshops on the platform of UEPs on their various campuses for their users in how to find materials. This is basically done by the subject librarians at the beginning of the semesters for students and staff alike, so they can use the various library resources effectively and efficiently without much or any assistance. The sole reason for these workshops is for the users to have a comprehensive understanding of where the resources are, and how to source them with ease and to use them properly.

In summation, the basic purpose of university libraries is to support and encourage teaching and research according to the various purposes listed above by both Feather and Sturges, (2003) and Murugan, (2013). This is done with the aim of enhancing education at the institution.

3.4 The role of university libraries in the delivery of UEPs

University libraries, also known as academic libraries, form the core part of the university. Below are definitions of university/academic libraries. The *Cambridge Advanced Learner's Dictionary* (2008: 1591) defines a university as “a college or collection of colleges at which people study for a degree”. Reitz (2004: University library), defines a university library “as a library or library system established, administered, and funded by a university to meet the information, research, and curriculum needs of its students, faculty, and staff.” Reitz (2004: Academic library) says of the academic library that it is “is an integral part of a college, university or other institution of postsecondary education, administered to meet the information and research needs of its students, faculty, and staff”. Alternatively, Prytherch (2005: 718) defines a university library as a library or group of libraries established, maintained, and administered by a university to meet the information needs of its students

and members of the academic staff. Prytherch (2005: 718-19) also says a “university library as a research library differing from other university libraries by virtue of the size, range, depth and quality of its collections, necessary general background stock to support its special areas, and large-scale holdings amassed over a long period of time to form a concentration of materials important enough to attract scholars world-wide”.

Given the definition above, of a university library it is referred to as the academic library; and according to Prytherch (2005: 4):

“Libraries in educational establishments at any level be it universities, colleges, research associations etc., although the term is less often associated with school libraries. Such libraries have a role in the educative process far beyond the provision of materials; student-centred and self-programming method throw a heavy demand on libraries, and staff will be part of faculty teams to plan the learning processes. Academic libraries are increasingly the location for information technology (IT) resources for student use, and there may be convergence between management of the library and computer facilities”.

University libraries make a diverse range of information resources available to their educational community partly through UEPs. The educational community is basically the academic staff, researchers and student populations who make use of these services, facilities, and resources, provided by the libraries for users to source information with ease. According to Sewa (1992) in Rajasekharan and Raman Nair (2006), and Murugan (2013), university libraries’ roles in delivering UEPs are at different levels. Below are some of the roles/levels but are not limited to only these, wherein university libraries provide UEPs to their users.

3.4.1 Undergraduate level

The university libraries make provision for first year students who are just entering the university community/environment to embark on their different degrees that they have chosen. These groups of students are now users of the university library and are given a proper orientation and background to the entire university library to enable them to use the available materials and services of the library independently with less assistance from the subject librarians.

3.4.2 Post-graduate level

At this level, university libraries make provision for these categories of users as they are researchers in the making who need to use the library more frequently and in more depth for their dissertation or thesis research projects wherein learning to be masters in their areas of specialty. In addition they also need to be instructed in how to use different electronic databases and other tools to search for information for their research work and to be aware of the different services that are available within the library to them.

3.4.3 Research scholar level

Likewise with this category of users, the university libraries makes provision for them through various databases and other tools, library resources and information including, e-books, journals, and so forth. User education support includes how to do literature searches, compilation of bibliographies for their projects, technical writing skills, how to reference their research projects and so forth. This is because they are researchers who are adding to the existing body of knowledge in their different fields of study. The singular aim is to make these researchers experts in their different fields of specialisation.

3.4.4 Faculty/academic level

In the South African context this level of users are users of library. User education services such that the library contacts the lecturers regarding new books, journal articles, periodicals both print and electronic in their different fields and how to carry out a literature search and how to retrieve information online. They also support academics with interlibrary loans and how to request books and journal articles from other affiliated libraries. Academics not only teach/lecture but also to continue in their research and academic publishing.

In addition to the four levels above, Sewa, (1992) states that it is worthwhile for the following to take place in the university libraries:

3.4.4.1 Continuity and ongoing

This is one very vital aspect of university library service that must not be taken for granted. The imparting of UEPs should not be a once off activity; they should rather be a regular and continuous feature of the university library. This will keep the users in touch with the library resources and services and they will keep improving themselves with regards to their studies as a result of improved skills to users and use the libraries information resources.

3.4.4.2 Feedback

This is also very important in that it will help libraries to decide whether to continue a user education programme or to terminate it. The feedback comes towards the end of either a semester or a session, when the university library gives out an evaluation form to users to fill in to give their feedback and input on the training provided. Another aspect of the feedback and evaluation of a UEP is the self-evaluation by the library staff. This exercise will also help in improving the library staff's ability to deliver better programmes.

3.5 The purpose of UEPs in university libraries

The library user education programmes are the main mechanism for maximising library usage and creating awareness in users regarding library resources and services available at the library (Hindagolla 2012: 20). Abiodun (2013: 1) insists that generally the essence of libraries in any setting is to support the reading, writing and research needs of its users for that particular institution. It is the library's responsibility to provide better services to its users to make sure that information sources, services and resources are not under-utilised but well utilised for the users' benefit. Hence the purpose of user education programmes in university libraries.

Similarly, the priority of university libraries all over the world is for users to be able to use the available resources and services effectively and efficiently for all their academic needs. It is for this reason that institutions fund their library's purchase of both print and electronic books, journals, and other facilities that are needed in the library for the information and research needs of its users. The purpose

and importance of user education cannot be over-emphasised because it is with the help of UEPs that users are able to use the resources and facilities effectively and efficiently.

According to Fidzani (1995) as cited by Abiodun, (2013: 2), UEPs have the following purposes/objectives in university/academic libraries: to introduce students to facilities and resources in the library; to develop library skills; to make students independent users and learners in the library; to develop capabilities as self-sufficient users; to establish the library as the centre of academic activity; to provide a basic understanding of the library so that users can make efficient use of library materials and services; and to train users in the use of information sources and resources and how to exploit such resources effectively and efficiently.

All of these purposes/objectives in university/academic libraries listed above with regards to UEPs justify the importance of UEPs listed in Chapter one of this study.

3.6 The role of subject librarians in administering UEPs

Academic libraries cannot function effectively without the assistance of subject librarians (SLs) and subject librarians are known as the initiators of UEPs in academic/university libraries. But for the SLs to be able to perform their roles effectively it is expected that they exhibit the core competencies as established by the Canadian Association of Research Libraries (CARL), (2010: 6-9). Based on CARL (2010), subject librarians ought to have some core competencies that will enable them to perform their roles in the academic/university library in this 21st century if they are to remain relevant. These core competencies are:

- Foundational knowledge: in librarianship and practice that will enable SLs to function effectively in the academic environment they operate in with regards to scholarly communications as it affects legal issues such as copyright, plagiarism and so forth;
- Information literacy: SLs ought to be critical thinkers when it comes to teaching and learning of new models and strategies as well as relevant teaching methods and also having knowledge of effective reference services;
- Interpersonal skills: SLs are expected to be adept in communicating and advocacy skills when relating with their clients as well as in writing and presentation skills;

- Information technology skills: SLs as service providers should be able to manage integrated library systems (ILS), emerging web technology such as web development, databases, institution repository and so forth;
- Collection development: as SLs, it is required they know how to develop different collections as well as digital curation, preserving the records and managing them properly for users to gain access to them as at when necessary;
- Research and contribution to the profession: as SLs, it also expected that they add to the body of knowledge by engaging in research and publication through writing, be it seminar papers, journals and so forth, reviewing articles of all sorts and also by attending conferences, seminars; and
- Leadership and management: it is expected that SLs should be able to lead and collaborate with other departments in the library to achieve the common goals (CARL, 2010: 6-9).

For Wooliscroft (1997: 13), subject librarians are much more than initiators of UEPs in university libraries, they also have a number of functions to carry out in the libraries such as assisting users with information searching, they disseminate and notify users of the latest information on either books or journals. Wooliscroft, (1997: 13-16), further notes that:

“Librarians’ role in the library is in managing information and knowledge resources and in constantly re-examining the appropriate balance of ownership and access... What is needed, of course, is for libraries to be appropriately resourced in staffing and other means to enable their participation to an appropriate level in information literacy programmes and the relationship of the library to the institution’s learning and research outcomes must be constantly promoted”.

Wooliscroft, (1997: 16-17) citing June and Dewe (1993), notes that “an information studies librarian position is part of the library’s establishment, and that position is compatible with the library’s philosophy on information literacy teaching which includes the following principles:

- Every contact with a library user should be treated as an educational opportunity. Therefore all staff have some teaching responsibility although the degree varies considerably;
- Teaching information studies is most effectively performed by practicing librarians who are also keeping up-to-date with the rapidly changing information field;
- Student learning in information studies is most effectively achieved by problem-based learning. This is the approach which is used in formal teaching. It is extended into one to one

contact at the library information desks, or reference subject librarian offices when students are dealing with real enquiries and are most likely to learn;

- Library staff involved in formal classroom teaching are encouraged to develop their teaching skills through courses; and
- Information education programmes are part of a total package and are owned by all library staff.”

To support what Wooliscroft (1997) mentioned above, it is clear that subject librarians render services to the users because they have in-depth knowledge of different sources of information in the library wherein they work and where and how to locate relevant information. Moreover, they use their knowledge to assist users of the library who approach them for assistance. They also train users to use the library and find information independently by providing users with information literacy skills. These and many more are the roles of the SLs in this 21st century.

3.7 Various UEPs that are meant to be offered in university libraries

Before the commencement of UEPs in any university library there is need for subject librarians to have some kind of educational/information qualification in terms of being computer literate, and also information technology oriented adept to ensure efficient training of users who attend the user education programmes that are run in the university libraries. University libraries operate different UEPs in their domain as they consider fit. These UEPs are called different names at different university libraries. Some of the user education programmes names that are adopted are: library instruction, library orientation, use of library course, staff guidance, bibliographic instruction, and information literacy which will be explained because they are important and interrelated.

3.7.1 Library instruction

Just as the name implies, this is where subject librarians teach/train the various users of the library on how to find and use the basic resources and facilities in the library with particular reference to short loan, inter-library loan services, indexes and finding tools, reference and other material, circulation/issue desk services, and so forth. The sole reason for this library training is to enable users

to be aware of the resources and facilities in the library, as well as what are, and how to source information with the necessary tools and use such information to their own advantage, (Keenan 1996 Bhatti 2007 and Fleming 1990).

3.7.2 Library orientation

This is where subject librarians first welcome the users to the university library and take them round the whole library showing them where to find the different resources and facilities and to teach/train the different users of the library on how to use the OPAC. The overall outcome of these programmes in university libraries is to empower users to be able to search, identify, locate, retrieve, and use information for their various assignments and research needs (Keenan 1996 Bhatti 2007 and Fleming 1990).

3.7.3 Information literacy skills (ILS)

As service providers in university libraries, it is expected that SLs have and provide information literacy skills in the course of performing their duties. The Association of College and Research Libraries (ACRL) (2014) , defines information literacy to mean: “a process whereby users are to know when information is needed and have the ability to locate, evaluate, and use effectively such needed information”.

According to Bruce (1997a: 24-30) Information Literacy has seven faces in higher education. These seven faces of information literacy are:

- Information literacy assist users of the library to be able to use their information technology skills to retrieve information anywhere, anytime for their research;
- Information literacy assist users to find information located in different information sources based on their individual knowledge of information technology skills they have acquired before;
- Information literacy also assist users in executing a process of determining and answering an information need;

- Information literacy enable users to access information from any source to their advantage as it pertains to their research;
- Information literacy assist users to create personal knowledge in new area of interest;
- Information literacy also assist users to work with new knowledge and have personal views/ideas in such a way that insights are multiplied in their research; and
- Information literacy in all assist users to use information wisely for the benefit of others by not plagiarising.

3.8 Related studies on UEPs

An examination of related literature on user education programmes reveals the existence of various kinds of user education programmes in libraries in different parts of the world. Internationally, many studies have been done on various aspects of user education programmes, namely user skills and knowledge, content, approach, evaluation, and information seeking behaviour. In this regard, Bhatti (2010) undertook a study on the evaluation of user education programmes in the university libraries of Pakistan. Her study discovered that there were no UEP policies in the university libraries. Also UEP was not seen as an important element of library practice. Brunton (2005) researched the effects of library UEPs on the information seeking behaviour of Brisbane College of Theology students. The study found that UEP helped to shape the information seeking behaviour of the students. There are very few studies on user education programmes in university libraries for different postgraduate student categories. For example, Webster's (2000) study revealed that the introduction of UEP into the curriculum of the engineering faculty of the then M. L. Sultan Technikon (KwaZulu-Natal) improved the output of users in terms of their academic performance. This was because users became independent in searching for information for their studies. Bell's study also revealed that library skills of the underprepared students on the University of Natal, Pietermaritzburg campus was improved. Zondi's (1991) study at the University of Zululand also revealed that students lacked proper skills in using some of the resources in the university library. UEP was not a priority for the university students. These early studies only examined the user education programmes at particular institutions and at different times and their influence on certain levels of users. Also both studies were conducted over a

decade ago before the impact of ICTs became more visible on the services offered by libraries under the current study.

Furthermore, having examined the South African literature, the researcher did not come across any research with regards to UEPs that was carried out in multiple university libraries at one time as this current study had done at national level and with particular reference to KZN province. These are gaps that this study will attempt to fill. Very few empirical studies have been done on the user education programmes in the four university libraries in KwaZulu-Natal hence the need for this study to analyse the user education programmes of these university libraries. This current study focuses on these specific university libraries as they are the only university libraries in the KwaZulu-Natal province.

3.8.1 Previous studies done internationally

This section deals with the different numerous studies on UEPs conducted by different scholars internationally.

Heidi (1998) conducted an empirical study on the practices of user education in New Zealand's higher education (tertiary) sector. The study made comparisons with a similar study conducted in Canada two years previously, and also referred to research in the United States. The results of the study revealed that both countries suggest minimal commitment to user education activities. By way of example the study revealed that user education was not seen as a budgetary priority by most library administrations, a minority of libraries have staff dedicated to user education functions, formal objectives for user education were uncommon, and evaluation of user education was informal. The study further revealed that the evaluation of user education activities was not a strong focus in either country, consistent with similar reports from the United States.

By means of a survey to conduct a study, Rhodes and Chelin (1998) investigated web-based user education in United Kingdom (UK) university libraries. A total of sixty-eight (68) UK University libraries were surveyed which was a compilation of all universities funded by the Higher Education Funding Councils of England (HEFCE), Scotland Higher Education Funding Councils (SHEFC), Higher Education Funding Councils of Wales (HEFCW) and the Department for Education of

Northern Ireland (DENI). The essence of this survey was to generalise the findings to UK university libraries as regards UE which is why these university libraries were chosen for the study. The findings of the study about UE (user education) were:

- The extent to which user education is used to prepare users at the UK university libraries is 71% of which the benefactors are predominantly undergraduate students who receive training in the form of induction with regards to the university libraries;
- The actual method for the use of UE was guided tours (43%), talks/lectures formed 28% of UE programmes;
- Practical ‘hands on’ group sessions, talks/lectures and demonstrations were the most popular methods for information skills training as it pertains to UE.

Using a questionnaire to collect data, Yu (2003) conducted a study at Taiwan college and technical institution libraries. The study found that: (a) all libraries surveyed had already implemented UEPs; (b) there were two types of UEPs that were in operation which were: (i) library-initiated activities and (ii) relevant accredited courses. Compared to a previous survey done in 1995, the number of college and technical institutions offering relevant accredited courses had increased significantly, though such courses were not listed in the researcher’s survey. But it was noted that a total of 38% of the schools surveyed in this study offered related accredited courses. Yu’s (2003) study made the following recommendations: (a) that authorities should focus on fostering strong and pro-active leadership in the library; (b) that good library leadership with a pro-active attitude was important for UEP continuity; (c) that accredited course(s) in user education in relevant subjects should be strongly supported since its benefits would be two-fold: (1) expanding user education activity coverage outside the library and (2) providing an opportunity to obtain face-to-face (customer) feedback for the lecturing librarian(s).

The study by Portmann and Roush (2004) on assessing the effects of library instruction endeavoured to measure the influence of a fifty-minute/ (one hour) bibliographic instruction session on library skill development and library use. The study was linked to a 200-level sociology course term paper assignment. A quantitative method of data collection by means of a questionnaire which was adapted and used with permission from Madland and Hagness was used. Based on their findings, data results and analysis indicated that library instruction did influence student library usage, but it did not

influence students' library skills. Based on that, the researchers recommended that more research in this area was necessary to inform other researchers.

In 2004, Wong, Chan, and Chu, did a study assessing the enduring impact of library instruction programmes (LIPs) at the Hong Kong University of Science and Technology Library. The reason was to improve library instruction and to produce data that shed light on the value of this core library service. Data was collected by means of questionnaires from respondents and the results of the study showed a very positive response to library instruction by users of the library. By way of example some of the comments about the usefulness of the programme were as follows: (a) over 85% of the attendees remained positive about the usefulness of the classes by affirming that they learned where and how to find information efficiently; (b) most attendees agreed that they learned how to form better search strategies and how to find relevant internet resources; and (c) while almost 70 % of the attendees retained the skills learned. In addition to the results of the study/survey, the findings of the study also suggested ways of improving LIP that would definitely bring about changes to future library classes such as having: (a) shorter classes; (b) smaller classes; (c) more hands-on practice; and (d) better class handouts.

Brunton (2005) discussed the effects of library UEPs on the information seeking behaviour of Brisbane College of Theology students. Information was gathered from six students from different year levels who enrolled in a range of programmes in the Brisbane College of Theology. The findings revealed that user-education programmes and interventions by the librarians shape the information-seeking behaviour of students and help overcome problems such as anxiety and stress. The literature in particular has stated a clear and defined need for library instruction to be integrated into courses within the institution. The study therefore recommended that there was a need for value to be added to students' achievements through UEPs in the institution; also UEPs should not be viewed as a stand-alone or optional add-on.

Alimonhammadi, and Sajjadi (2006) worked on a paper titled "Library instruction: past lessons, future plans". In their work they undertook an overview of what library instruction is and what its role in libraries in the past was and what its role ought to be in the future. The paper listed some of the future plans for UEP services. These future plans are already in operation in many university libraries world-

wide. Examples of some of these future plans included: a virtual tour, OPAC searching, digital reference materials: internet searching and ICT materials.

For her doctoral research, Bhatti (2007) conducted a case study of the UEPs at the John Rylands University Library of Manchester, England. The study's aim was to establish the relevance of UEPs in academic libraries for the teaching and learning process. Data for the study was collected through questionnaires and interviews with the library user-education specialists, other library staff, students and faculty. A multidisciplinary approach was applied to investigate the library's activities in providing user education to new students. The findings of the study showed that for students to become truly information literate, it is important to integrate the UEPs into the university's core curriculum.

Measures for evaluating library instruction, assessing educational quality and impact was conducted by Schilling and Applegate, (2007) at Indiana University on medical students' MEDLINE searching skills, and on their perceptions about their university's health sciences library by means of reviewed literature and various means of collecting data. The study's methods of data collection were attitudinal surveys, self-assessment of skills, written tests, and a graded literature searching exercise. The study found the following with regards to the various evaluation tools used to extract information: (a) practical exercises in the form of graded homework; evaluation, course-related assignments; (b) written test ungraded, on-paper, written skills test; (c) self-reported self-assessment scales such as ('I am good at / I am not good at 'I am skilled / I am not skilled' 'I am experienced / I am not experienced'); and (d) attitudinal surveys (opinions, feelings, preferences, likes/dislikes). As a result of all of these above, the study found that students were not principally good at assessing their own information skills, they do not know when they have learnt something, but they were good reporters of their own feelings and attitudes according to the study.

A study investigating students' perceptions of the impact of user education on the use of reference resources in Iran was conducted by Mohammad, Moghaddam and Yeganeh in 2008. In their study they discovered that the best ways for offering education in using reference resources from the students' perspective were: (a) about 74 % of students felt that providing leaflets or pamphlets was the best method of user education, (b) nearly half the students found a video to have an impact on

user education; (c) slightly more than half regarded workshops or educational seminars the best way; (d) and an equal number saw an expert librarian in the reference department as having a great impact.

Tian-hui (2009) investigated library user education in a networked environment. The researcher stated that based on the concept of user education, the following should be taken into consideration for user education to make an impact. These included among others: (a) information retrieval courses should be a compulsory course for students, the reason been that information retrieval courses are the mainstay of the education curriculum. This is because the process allows users to understand a variety of search theories, methods, strategies and technologies, and also provides the basic knowledge of the use of the library for users; and (b) in order to develop the depth and expansion of library user education, efforts should be made to bring the library closer to users by introducing e-mail, BBS (Bulletin board system) forums, videoconference and even online chat as methods to deliver effective user education.

Hindagolla (2010) worked on restructuring UEPs in university libraries from a user perspective and concluded that the UEPs offered by the main library at the University of Peradeniya, in Sri Lanka, did not provide proper awareness of the library resources and services which were available at the main library to its user community. The study suggested that current UEPs should be modified according to the current user requirements which were as follows but not limited to: (a) library UEPs should continue for all years of study; (b) the programmes should be conducted with a practical; (c) component programmes should be in a logical order; (d) the programmes should cover subject specific information; (e) content of the programmes should be more elaborate; (f) additional lessons should be conducted on a semester basis; and (g) the programmes? Needed more advanced specific information searching for research students.

A study was conducted on user education and information literacy in the agricultural sciences in the universities of India by Neena (2010). The researcher stated categorically that user education and information literacy were considered important by the academic councils of India and was made part of the curricula of universities specially to teach the students how to use the library and its resources and to develop their information seeking skills. Neena (2010) discovered that there was no uniformity in the course content of user education and information literacy in the agricultural sciences universities

of India. The reason was that universities in India followed their own devised curriculum. Based on this, Neena (2010) made the following recommendations: (a) that all universities in the country should work together in order to bring about uniformity in the course curricula; (b) that the courses should be offered to both postgraduate and doctoral students who are likely to be more dependent on library resources for research work; (c) the course should be made compulsory and graded in the final exams of graduate students as it was thought it would be more fruitful to include these research skills early in their degree programmes so they are well versed in library user education skills while working on graduate research projects; and (d) universities not offering user education courses should make an effort to include them in their postgraduate course programmes.

Bhatti (2010) conducted a survey in three university libraries in Pakistan using questionnaires, personal observation and informal discussions with senior library staff members, concerning the opinions, attitudes and perceptions of librarians and experts in administration within higher education institutions and their libraries. The purpose of the study was to critically evaluate the current state of affairs regarding UEPs in the university libraries of Pakistan. The study found that user education was constrained by various factors which included the informal manner of the organisation of user education in most universities, and this was as a result of lack of policy, lack of provision of resources and lack of co-operation between the university authorities and library management. Most librarians did not have the required knowledge, they were not equipped to teach users effectively, nor did they have adequate subject expertise and that library science curricula did not focus on the information and educational objectives of libraries and did not consider library user education as an important element of library practice. Besides these findings, the study also recommended that orientation allows new users in their university libraries to obtain the basic knowledge about the library's services and holdings. Basic bibliographic instruction gives users a perceptive about the library policies, systems of organisation and acquaints the users with the information resources in their respective fields of specialisation.

Chen and Lin (2011) studied information literacy in university library user education in Taiwan. The study set out to determine the essential features of information literacy; what role it should play in university library user education; and how programmes can be best implemented. The survey method was used for the study. The study pointed out that to accomplish an information literacy programme

successfully, librarians should be leaders in the programme by collaborating with faculty, IT specialists and students. It was also suggested that evaluation and assessment were necessary components of the programmes. When conducting the programme, librarians should take responsibility for its quality rather than attribute failure to faculty and students' lack of interest. The study also stated that the library should aim to improve students' information literacy competencies.

Kannappanavar and Chidananda Swamy (2012) reporting on their study of user education in Agricultural Science university libraries in India with special reference to South India, used the survey method and a questionnaire to collect data. The study reported that staff working in these libraries need training and exposure to new technologies available at national and international levels. A majority of faculty members, postgraduate students, and research scholars reported that user education helped them to make the best use of library facilities and services. Though user education programmes had helped the university community there were still some gaps in the areas of satisfaction. Seventy percent of faculty members, 63.96% of postgraduate students and 54.66% of research scholars were satisfied with user education programmes while 11% of the respondents were partially satisfied.

Shri and Nitin (2012) published a paper titled "Design and development of multimedia user education: the advantages of a YouTube". The paper practically exhibited some of the ways or avenues through which user education can be taught to users of the library with the help of web 2.0 tools with particular reference to YouTube. The authors argued that the use of such technologies make the job of the subject librarians a lot easier in carrying out the programme to users of the library. The researchers highlighted the importance of user education programmes in university libraries for new entrants, current students, staff, researchers and those who desired to know the resources, services and the systems of the library. Therefore universities should endeavour to harness the power of multimedia and YouTube to educate the university community more about the library. In conclusion the authors had this to say:

"Those libraries that develop their messages through video have the opportunity to not only increase awareness of their resources and services but also to communicate their messages in an interesting and visually pleasing alternative format" (Shri and Nitin, 2012: 492).

Arulanantham and Navaneethkrishnan (2013) discussed the impact of UEPs in the library. In their study the researchers stressed that UEPs are one of the best ways to improve the quality of education

of users of the library and also ensure lifelong learning of the users. Arulanantham went further to state that UEPs educate users on how to use the library, and its resources, services and facilities effectively and efficiently. The study recommended that library instruction should be introduced at the initial stage in order to assist users in the library.

Suleiman's (2014) study on "User education programmes in academic libraries: the experience of the international Islamic University Malaysia students", reported that UEPs were useful and helped users to find relevant information through the OPAC and other sources in the library. A good number of library users had acquired a certain level of skills with the help of UEPs to retrieve needed information to support both their class assignment and research work. In addition to that, the study recommended that the library under study should (a) make UEP training compulsory for all faculties by providing them (librarians) with instructional material to present to the users; and (b) for library services to keep pace with the needs of users, the library should increase the number of librarians that are experts and skilful to provide user education training.

3.8.2 Previous studies done in African and South African universities

Numerous studies have been done on UEPs in different African university libraries and quite a few have been done in South African university libraries. The researcher looked at related studies done previously in KwaZulu-Natal university libraries as well as those from further afield that were related to the present study in particular. The studies are discussed chronologically.

As mentioned earlier, Bell's (1990) study on user education in the academic library: designing and evaluating a library instruction programme for underprepared students at the University of Natal, Pietermaritzburg campus was improved as a result of the library instruction programme been implemented. More so, the library skills taught were catalogue, referencing a book and so forth. Though the skills on topic analysis needed more attention by respondents as reported by the researcher.

As mentioned earlier, Zondi (1991) examined library use skills and information seeking patterns of first-year students at the University of Zululand. The study revealed that tools such as catalogue, reference and periodical indexes were rarely used by students and the inability to develop more

effective UEPs had contributed to the students' low level of library skills. The study also revealed that there were shortcomings with the library instructional programmes of the University of Zululand which had resulted in the students' poor performance in terms of information search tactics.

A study which investigated the effect of the UEP on undergraduate students' library exploration at the University of Ilorin, Nigeria was carried out by Opaleke (1998). The researcher observed that there was a positive percentage of students who adequately used the library for assignment and project work. The respondents' awareness of various library facilities was rated high, but the frequency at which they consulted the materials was very low. The researcher recommended that much can be achieved if time allotted to practical activities in the UEP were to be increased. This increase could enable students to have more interaction with materials in the library. Finally the researcher recommended that students can learn better if they were given work that relates to their area of specialisation to search for when assignments are given by lecturers.

User education: who needs it anyway was a research paper by Gentil (1999). The paper discusses user education in relation to the occasionally conflicting roles of the librarian and the academic in taking responsibility for guiding learners. In all the paper came to a compromise by stating that:

“If user education is ineffective, thought should be given to alternative ways of either guiding the user through the complexities of the library or simplifying the systems we use to find information” (Gentil 1999:34).

Webster's (2000) study investigated the possibility of mainstreaming library user education into the curriculum of the Engineering Faculty of the then M. L. Sultan Technikon a former constituent of the now Durban University of Technology. The study identified some significant findings which included that more than 80% of engineering lecturers felt that user education can improve the throughput rate of engineering students at the institution. Also more than 90% of engineering lecturers and close to 60% of the librarians were in agreement that the mainstreaming of user education into the Engineering Faculty was important.

Agyen-Gyasi, (2008) did a study on user education at the Kwame Nkrumah University of Science and Technology (KNUST) Library, Kumasi, Ghana. The study examined the constraints facing the KNUST Library in its attempt to provide effective user education, especially in an era of increased

student numbers. The study took a critical look at how UEPs are planned, organised, and implemented at KNUST, and how information technology could lessen the burden on librarians carrying out these programmes. Based on exit interviews conducted with students who participated in the study, it was found that they had problems using the catalogue, locating books on the shelves, and borrowing procedures. The researcher also advised the university library to devise a range of user education methods for its new users based on the increasing population each year. In all, the researcher remarked that UEPs should be centrally coordinated at KNUST main library, by a lending librarian (also known as the librarian that works at the circulation desk of the institution library).

A study done by Amkpa, and Imam (2011) on library instruction programmes as a correlate of student catalogue use in colleges of education libraries in Nigeria, investigated the relationship between library instruction programme components and students' catalogue use in colleges of education libraries. The study addressed the issue of students' inability to use the catalogue to retrieve materials within the libraries. The study further revealed that there was a significant relationship between library instruction teaching methods and students' library catalogue use. Besides the findings above, the study also recommended that library instruction teaching methods should be improved through individual or group assignments and computer assisted instructions should be combined with demonstration methods.

Ilo and Idiegbeyan's (2011) study looked into the various types of user education offered in Covenant University, Nigeria. These included library orientation, teaching in the use of library and study skills, basic bibliographic instructions, and so forth. The research revealed that the greatest impact of user education on students was equipping them with good search skills as indicated by 93.9% of the respondents; acquainting users with available resources and their format as represented by 82.6%; and exposing users to library rules and regulations among others. The study also noted major challenges hindering students from maximising user education experience which included the scheduling library orientation at the beginning of the academic year as mentioned by 90.8% of the respondents. In view of the findings the study recommended that the orientation be scheduled after conclusion of admissions so that all students could benefit from it. More periods should be allocated to the teaching of library and study skills as well as that of orientation. The study concluded by encouraging Covenant

University Library to keep building information retrieval and search skills with its new users. It also encouraged other university libraries in Nigeria lacking in this regard to follow suit.

Although Saleh's study is not related to the current study as it looked at the training of librarians, and there are some ideas to draw from for this current study. Using the very first five universities in Nigeria that offered the Bachelor of Library Science (BLS programme) and still offered it, Saleh's (2011) study used only one means of collecting data which was a questionnaire. Based on the research questions the researcher discovered that the curriculum content of library schools in Nigeria was varied. Perhaps this may be as a result of different traditions, customs and circumstances of the users their needs as well as the general philosophical foundations upon which the universities libraries were set up. Courses such as cataloguing and classification, collection development, reference, and bibliography were found to be common to all library schools, these were found to be adequate to impart the appropriate knowledge of librarianship to students. There was a call for the review of the curriculum by respondents with the view to incorporating current information technology courses. Despite the positive features of the library schools in Nigeria, the study highlighted the following: (a) lack of adequately qualified faculty staff; and (b) information resources and facilities such as textbooks, journals, online databases, computers, internet and so forth, were grossly inadequate in many library schools and in some instances they were completely absent. The study recommended the following: (a) more staff should be recruited and a development policy for library schools was needed; and (b) funds should be increased for the purchase of current textbooks, and new and current journal titles, as well as the purchase of computers and internet facilities for library schools in Nigeria, in order for them to be able to continue imparting the relevant knowledge and skills required for library and information work and to keep abreast of developments in the field of LIS

A study investigating the status of user education at the Federal College of Education (Technical) Library, Omoku, Rivers State, Nigeria was conducted by Sokari and Okpkwasili, (2011). Sokari and Okpkwasili were of the opinion that the UEP that was administered at the Federal College of Education (Technical) Library, should be all encompassing such that it could be offered to all staff and pre-NCE, Nigerian Certificate in Education, (NCE) students since they were all members of the academic community and should not only involve NCE year-one-to-three students.

Abiodun (2013) did a study on methods of user education in academic libraries and examined the relationship between user education and information literacy. The researcher stated that user education is one of the important services of the academic library, particularly for new entrants into the university at the beginning of each year that equip users with information skills that will enable them to make effective use of library resources and services. The researcher also made some recommendations which included: (a) that students must be shown electronic information resources that were relevant to the subjects being researched or taught; and (b) training in using electronic information resources should be integrated into the curriculum and adapted to the abilities of users.

Aderibigbe and Ajiboye (2013) conducted a study on UEPs as a determinant of electronic information resource usage in Nimbe Adedipe University Library, Nigeria. The survey method was used for data collection. The study found that UEPs were not adequate at the university, also IT literacy and electronic information resources usage skills were also not adequately taught. As reflected in the respondents' responses some recommendations of the study were: (1) user education should be computer-based with practical demonstrations on how to search, sieve, retrieve and evaluate information for research; (2) there should be training on how to locate information needed in the student's area of research as quickly as possible; and (3) user education should incorporate training in the use of reference tools and how to cite authors appropriately in research papers.

By adopting a descriptive survey research design for their study, Janet and Ola (2013) examined UEPs for distance learners in three selected university libraries in Ogun State, Nigeria. Using a questionnaire to collect data, the findings of the study revealed that the distance learners in the three selected universities needed library user education to achieve better academic results and so it should be conducted by all academic libraries for such learners. A majority of the respondents indicated that user education was carried out by their libraries, and felt that it impacted positively on their retrieval ability. The researchers recommended that user education should be upgraded to information literacy and be integrated into the curriculum so as to boost learners' confidence in the use of library information resources which is one of the keys to improving students' learning skills and academic performance. The information literacy course should be made compulsory for all students.

Maduako (2013) carried out a study with the title: “User education and library use in colleges of education in Abia and Imo states, Nigeria”. Using a comparative survey based method, the researcher used a structured questionnaire and interview schedule to collect data. The study found that the structure of UEPs in both institutions took similar forms, for example, library instruction, library tour, bibliographic instruction and user awareness, though with varied acceptance as in levels from the users in both institutions. The study also found that user education has improved in both institutions’ students’ use of their libraries in the following ways: (a) it has turned students into regular users of the library; (b) the students were now aware of the available library resources and services and how to use such; and (c) they could use information sources to retrieval information effectively. The findings however also showed: (d) lack of, or inadequate library funding for UEPs; (e) inadequate library staff to cope with the amount of work involved; (f) lack of interest by students; and (g) inappropriate provision for the user education course on the time table by faculty heads of departments.

In Nigeria, Okiki (2013) investigated user education and information handling skills as determinants of information resources use among undergraduate students of the University of Lagos, Nigeria. The study adopted the survey method with the questionnaire as a means of data collection. The findings of the study were: (a) that students acquired basic information literacy skills through attendance of information literacy programmes on use of information resources; (b) that 32% of respondents acquired information handling skills through trial and error; (c) that 39% of respondents acquired basic information literacy from the library staff; (d) 79% of respondents confirmed that user education information handling skills will have a great impact on their use of information resources; and (e) 69% of respondents were of the view that user education and information handling skills could have a great impact on their academic ability. More so, the study recommended that librarians should ensure proper user education and information handling techniques in their libraries’ UEPs.

An empirical study by Okoye (2013) on “User education in federal university libraries: a study of trends and developments in Nigeria,” pointed out that user education lectures were compulsory and credit bearing. The responsibility for delivering user education lectures differed among university libraries. While coordination and implementation of user education lectures were centered in the university library, the university libraries differed in the manner in which the coordination of library user education was handled.

Omeluzor and Ogbuiyi's (2013) study on library instruction and academic performance of undergraduates at Babcock University, Nigeria, found that library instruction was useful for the respondents because it helped them to know how to search, locate and retrieve information in the library, to identify their individual information needs and it also eliminated time wastage in searching for information. More so, the study revealed that library instruction had a positive effect on the academic performance of the respondents. Finally, the study found that library instruction increased students' curiosity to utilise the resources of the library.

Esse (2014) conducted a study on the effects of library instruction on user satisfaction with the use of the library and its services in a study of undergraduate students in five universities in the southern part of Nigeria. A questionnaire was used to collect data. Based on the outcome of the study, the researcher found that several methods were used by the university libraries in the southern part of Nigeria to educate library users, which ranged from orientation, a library course, staff guidance, and so forth. More so, some librarians made efforts to ensure that the students and library users had acquired free access to information resources. Recommendations included: (a) that library users should also be educated in the use of online resources and databases for their research work; and (b) that user education should be connected to students' course work on a continuous basis.

Value, impact and outcome of library user education was a study conducted by Philip (2015) in a Nigerian tertiary institution. Using a structured questionnaire, the researcher used a purposive random sampling technique wherein the respondents were chosen and a questionnaire was administered to them. The outcome of the study is as follows: (a) 80% of the respondents agreed that the course had enhanced their knowledge of library use skills; (b) 74% of the respondents knew how to effectively use the catalogue; (c) while 27% of respondents specified that they do not use the university library at all. Based on the results of the study, the researcher recommends that library user education programmes should be a continuous activity and if possible they should start right from elementary and secondary school levels, so that that it will enable the users to familiarise themselves with the rudiments before they advance into tertiary institutions and participate in library user course/user education programmes.

Evaluating user education programmes for postgraduate students in the School of Management, Information Technology and Governance at the University of KwaZulu-Natal, was a study carried out by Moyane, Dube, and Hoskins (2015) using two forms of data collection, a questionnaire for postgraduate students and interviews with subject librarians and academic coordinators. These two data collection tools were presented sequentially. The results revealed that although there are pockets of good practice in user education, there is a need to reconsider the content, the mode, the scope, presentation strategies and overall relevance and suitability of user education programmes in line with user needs. Based on the issue of the diversity of the student population, the study advised that it would be unsuitable for the library to offer a 'one size fits all programme' as evidenced by the limited training interventions. Rather there should be constant evaluation of the impact, effectiveness and efficiency of UEPs, as well as the skillsets of librarians.

Additionally, the findings highlighted that the UKZN Library did not have an assessment tool for user education programmes as at the time of the study. However the study also revealed that previously evaluation forms were used to assess the effectiveness of the training interventions. There was also a need to consider issues of appropriateness, effectiveness and efficiency of instructional methods and pedagogical matters.

Having reviewed all these scholars' works, ideas, and opinions about UEPs, common in all the studies is that UEPs are **vital** in university libraries. These programmes are important because they promote lifelong learning in the sense that they act as a building block for other programmes besides UEPs that might be introduced into the library in the future and the scholarly or research lives of the users wherever they find themselves when using the library for their various academic tasks.

It can be seen that the many studies conducted internationally and on the continent of Africa have shed light on how important UEPs are to university libraries and other libraries in this technological era.

3.9 Summary of the chapter

In this chapter, the researcher reviewed various studies on UEPs undertaken both internationally and nationally, as well as specific studies undertaken in Africa. The chapter started by defining what a

literature review is, and its importance in research. The chapter then discussed some of the purposes of university libraries in institutions of higher learning; the role of university libraries in the delivery of UEPs; the purpose of UEPs in university libraries; the role of subject librarians in administering UEPs; and various types of UEPs that are operating in university libraries. Thereafter the chapter reviewed several studies on UEP and discussed their findings and recommendations. The next chapter which is chapter four presents the research methodology of the study.

Chapter Four

Research methodology

4.0 Introduction

Chapter four focuses on the research methodology and methods used in the investigation of the current study which is an analysis of user education programmes in selected university libraries in Kwazulu-Natal. In this chapter, the researcher starts with the question of “what is research?” which is followed by a discussion of research design, method and methodology, mixed methods; quantitative and qualitative methodology, triangulation, determining the population of a study; the diverse techniques for data collection and instruments. In addition, the researcher discusses the actual methods used for the study, namely the survey method, and the validity and reliability of the instruments; alongside the ethical consideration of the study; as well as a discussion on field data collection and analysis.

4.1 What is research?

For the purpose of having a definition of research, this study adopted the Bertram and Christiansen (2014: 6) working definition of research which emphasises that “research is a process of systematic inquiry, with the purpose of gaining more insight. It draws on empirical evidence”. The scholars went further to emphasise the characteristics of research as including:

- It is systematic and controlled: this means it is not haphazard and not the same as every day or common-sense knowing;
- It is empirical: this means it is based on the collection of data, even if only indirectly, or on the collection of data, even if theoretical; and
- It is self-correcting: this means that procedures and results are open to public scrutiny by fellow experts or professionals. Thus research results should be made public, and then are likely to be challenged, expanded, changed or revised.

Research is a building block that has no end because; there is always a gap to be filled by other research scholars.

4.1.1 Research design

This section identifies scholars' views on what research design and research methodology is in research writing or study and the type of study which the researcher used.

According to Babbie and Mouton (2001:74 -75):

“Research design is a blueprint of how a researcher intends conducting the research. It also focuses on the end-product: what kind of study is being planned and what kind of results are aimed [for], while research methodology focuses on the research process and the kind of tools and procedures to be used”.

Bertram and Christiansen (2014: 40) view research design as an important plan that is not fixed but which a researcher uses as a systematic process to collect and analyse data that is to answer research questions. Thody (2006: 98), quotes Hammersley's (1993: 146) ideology/thought of what methodology is:

“Methodology surveys always give the impression that the research design followed a calm, linear and orderly development from your initial idea, it's determining philosophy, choice of methods, design of research instruments, data collection, data analysis, through to its final resting place in a document or presentation. This tidiness is dictated by 'the conventions of academic writing which in all fields tend to obscure the muddled and makeshift nature of what really happens'”.

To add meaning and more insight to Hammersley's views above, Thody (2006: 99) points out that a methodology survey should demonstrate the following methods:

- Validity – to show the foundation in truth through the justification in other literature and similar research projects;
- Applicability – to show how far the methodology can be generalised;
- Reliability – to demonstrate that the researcher has not invented or misrepresented the data, or been careless in the recording or analysis;
- Credibility – to show that other researchers have used similar methods to the researcher or that the researcher has built on other researchers' methods;
- Replicability – to include enough detail to enable other researchers to check the research findings by repeating the method;
- Attraction – gives readers a feel for what it was like to be the researcher; and
- Limitations – to humbly admit to a few difficulties but not to undermine the research by overwhelming self-criticism.

Below in tabular form is the difference between research design and research methodology and the processes involved in conducting a survey, according to Babbie and Mouton (2001: 75).

Table 4.1: Difference between research design and methodology

Research design	Research methodology
Focuses on the end-product: what kind of study is being planned and the intended kind of results.	Focuses on the process and the kind of tools and procedures to be used.
Point of departure = research problem or question.	Point of departure = specific tasks (data-collection or sampling) at hand.
Focuses on the logic or research: what kind of evidence is required to address the research questions adequately?	Focuses on the individual (not linear) steps in the research process and the most “objective” (unbiased) procedures to be employed.

Source: Babbie and Mouton (2001: 75).

In line with Babbie and Mouton’s view above, Terre Blanche, Durrheim and Painter (2006: 34) affirm, that:

“A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. More so research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure”.

To illustrate further, Terre Blanche, Durrheim and Painter (2006: 34) confirm that research design ensures two effects, namely:

- The study fulfils a particular purpose; and
- The research can be completed with available resources.

The research design should therefore provide a plan that specifies how the research is going to be executed in such a way that it answers the research questions. In the same manner Bryman, (2004: 26) defines it this way:

“A research design relates to the criteria that are employed when evaluating social research. It is, therefore, a framework for the generation of evidence that is suited both to a certain set of criteria and to the research question in which the investigator is interested”.

Similarly, Creswell and Plano Clark (2007: 4) citing Creswell, (2003) and Crotty (1998) establish that research design “refers to the plan of action that links the philosophical assumptions to specific methods”. There are also other research designs such as experimental research, survey research, ethnography research and mixed methods. For the purpose of this study, only survey research and a mixed methods approach will be addressed as the discussion progresses. The reason for this is that the present study is basically a descriptive survey. Mixed methods is more specific because these are techniques of data collection and analysis, such as a quantitative standardised instrument or a qualitative theme analysis of text data (Creswell, 2003 and Van Manen, 1990 in Creswell and Plano Clark, 2007: 4).

Having indicated different scholars’ views of what constitutes research design and research methodology, it follows then that the research design as stated above is a blueprint and equally a framework for action and evidence that assist researchers to generate answers to their research questions. The researcher used both semi-structured interviews and self-administered questionnaire to collect data on the user education programmes in the four selected university libraries under study in KwaZulu-Natal.

4.1.2 Aim of a research design

Mouton and Marais (1990) in Terre Blanche, Durrheim and Painter (2006: 37) argue that the aim of a research design “is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximised”. Based on the scholars’ argument, the researcher planned and structured this study in such a way that the results were valid, in addition there were step by step write ups. The research study is outlined in seven chapters, each of which focus on the specifics of the study objectives, achievements and which maximise the findings from the subject libraries and directors, principal librarians and information service managers of the university libraries under study.

4.1.3 The divergence between method and methodology in research

Obviously there is a significant difference between method and methodology in a research study says Seale (1998: 3) and Henn, Weinstein and Ford, (2009: 10):

“Method in research refers to the range of techniques that are available to us (researchers) to collect evidence about the social world; we are interested in carrying out our research. Meanwhile methodology in research concerns itself with the research strategy as a whole, which includes, as notes, the political, theoretical and philosophical implications of making choices of methods when doing research. To this we might add the need to consider the ethical implications and consequences of our research, negotiating access to the field, and the role of values –both those of the author and those who have the power to impose some control over the research agenda, such as sponsors of research”.

Based on the scholars’ assertion above, it is clearly evident that there is a difference between research design and research method and methodology in thesis writing. Creswell (2009: 15) has an alternative view as it pertains to research methods, namely that it is a process that involves the forms of data collection, analysis, and interpretation which researchers employ for the purpose of their research studies. The study adopted the following approaches for research methodology, namely:

- Qualitative and quantitative methods were used as a mixed method approach;
- Methodological triangulation method was used as a tool using in-depth interviews with university directors of campus libraries, principal librarians, information service managers to ensure validity and to have more detailed answers; and
- For data analysis, thematic content analysis was used for qualitative data and SPSS 23 was used for the quantitative aspects of the research study to discuss findings and results

Details of these are discussed further in specific sections of this chapter.

4.2 Survey research

Survey research is currently the most widely used form of research in data gathering in the social sciences. Surveys can provide researchers with accurate, reliable and valid data for their research studies and projects (Neuman, 2011: 308-9). Ideas about survey research by other scholars are stated below.

According to Ruane (2005: 86-87) a survey:

“Is the single most popular and efficient strategy for social research. Additionally, the survey is a research tool that gathers critical research information via questions. Furthermore surveys are incredibly versatile research instruments: to illustrate further there are relatively few areas of social life that cannot be studied by having subjects respond to questions and/or statements about selected topics in research”.

Survey research is also relatively inexpensive if the population to be surveyed is small in number; in addition survey research has its strength in answering factual questions and in assessing the characteristics of the population (Connaway and Powell, 2010). This study is also descriptive in nature such that it describes features of the population of interest in the study; makes specific predictions; and tests associational relationships (Connaway, and Powell, 2010: 110). The researcher at this point wishes to establish the type of research method and methodology used for this study. The study adopted a survey method in that the purpose of a survey “is to gather and analyse information by questioning and interviewing individuals who are either representative of the research population or are the entire research population” (Pickard 2013: 111). This is similar to what Bhatti (2007) and Webster (2000) used in their various studies of user education in their different locations and times of study.

4.3 Mixed methods research approach

Mixed method research data is triangulated and it has become the current and most frequently used form of research in social research. The essence of the mixed method approach is to get more facts and in-depth results from a study. More so, mixed method research has been seen differently by different scholars with particular reference to research scholars such as Creswell, Plano Clark, Gutmann, and Hanson (2003); Greene, Caracelli, and Graham (1989); and Onwuegbuzie and Teddlie (2003) who see mixed method research “as a technique or methods of collecting and analysing data”. Henn *et al*, (2009: 334) see it as “an adoption of more than one research technique, either simultaneously or consecutively, to study a particular phenomenon. Different methods may be employed to achieve different objectives within the research”. The definition of mixed method research used in this study is adopted from Creswell, and Plano Clark (2007: 5):

“Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions

that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone”.

Having said that, there are other values that mixed methods research adds to a study in general. Such values include, amongst others:

- Mixed methods research provides more comprehensive evidence for studying a research problem than either quantitative and qualitative alone;
- It helps to answer questions that cannot be answered by quantitative and qualitative approaches alone;
- It encourages researchers to collaborate across the sometimes adversarial relationship between quantitative and qualitative researchers;
- It is practical in the sense that the researcher is free to use all methods possible to address a research problem; and
- It is also practical because individuals tend to solve problems using both numbers and words in their studies (Creswell and Plano Clark, 2007: 9-10).

It is on this premise that the researcher employed both qualitative and quantitative methods in this study. Kothari (2004: 5) notes that “qualitative and quantitative are the two basic paradigms of research”. To support Kothari’s claim, Pickard (2013: 111) declares that survey research can include qualitative and quantitative research. The sole essence of these two paradigms is to acquire comprehensive viewpoints and understanding of the user education programmes in the four university libraries in KwaZulu-Natal. These two research paradigms enable the researcher to gather more comprehensive data results from respondents of the study.

4.3.1 Quantitative and qualitative paradigms

In a research study, there is the tendency to deal with human beings and non-living things or objects. This is found in qualitative and quantitative research paradigms. In social science research, qualitative

and quantitative methods are the best ways of conveying the necessary results. It is therefore necessary for the researcher to distinguish these two significant methods from different scholars' points of view:

4.3.2 Quantitative research

Quantitative research is one of the basic paradigms of research in social research. This study therefore presents quantitative research definitions from Henn *et al* (2009:336) and Creswell (2009: 4):

“Typically associated with positivist perspectives in social research, the logic of which is to (1). Collect structured and quantifiable data using standardized approaches on a range of variables; (2). Search for patterns of causal relationships between these variables; and (3). Test given theory by confirming or refuting hypotheses”.

For Creswell, (2009: 4) quantitative research is a “means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures”.

As indicated earlier, the study is focused on four university libraries in KwaZulu-Natal. The study used questionnaire and interview schedules to gather data. The data was analysed using SPSS, version 23, for the quantitative data, and thematic content analysis was used for analysing the qualitative data. These are further discussed in the data collection section of this chapter.

4.3.3 Qualitative research

Qualitative research is the second basic paradigm of research in social research. Brikci and Green (2007: 2) declare that “qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis”. To illustrate further, MacDonald and Headlam (1986: 8) declare that qualitative research is:

“Concerned with a quality of information, qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them. Qualitative methods provide insights into the setting of a problem, generating ideas and/or hypotheses”.

MacDonald and Headlam (1986: 8) illustrate the roles of these two paradigms in research, in a tabular form for a better understanding of mixed methods research by using both qualitative quantitative research methods.

Table 4.2: Difference between quantitative and qualitative research

	Quantitative	Qualitative
Aim	The aim is to count things in an attempt to explain what is observed.	The aim is to complete a detailed description of what is observed.
Purpose	Generalisability, prediction, causal explanations	Contextualisation, interpretation, understanding perspectives.
Tools	Researcher uses tools such as surveys, to collect numerical data.	Researcher is the data gathering instrument.
Data collection	Structured.	Unstructured.
Output	Data is in the form of numbers and statistics.	Data is in the form of words, pictures or objects.
Sample	Usually a large number of cases representing the population of interest. Randomly selected respondents.	Usually a small number of non-representative cases. Respondents selected on their experience.
Objective/Subjective	Objective – seeks precise measurement and analysis	Subjective – individuals’ interpretation of event is important
Researcher role	Researcher tends to remain objectively separated from the subject matter.	Researcher tends to become subjectively immersed in the subject matter.
Analysis	Statistical.	Interpretative.

Source: MacDonald and Headlam (1986:8)

The qualitative researcher allows the phenomenon under investigation to speak for itself and tends to be involved with the phenomenon (Mouton and Marais 1990: 163), in contrast to the quantitative researcher who often wants to “impose a system upon a phenomenon” and remains distant from the phenomenon being researched. Brikci and Green (2007: 2) state that “qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis”.

Furthermore Henn *et al*, (2009: 335) assert that qualitative research is:

“Typically associated with interpretive perspectives in social research, the logic of which is to develop an appreciation of the underlying motivations that people have for doing what they do, which involves an examination of their perspectives, ideas, attitudes, motives and intentions. Data will usually be semi-structured and textual in nature, and collected from a small number of cases using a range of methods”.

From the table above, it is correct to say that in any research these two very important research paradigms are unique such that their processes and functions in a research study cannot be over emphasised which is why they are often used by social science researchers. Without these two paradigms a study is incomplete to some extent, depending on the type of research method that is being used.

4.4 Triangulation

In social science research it has been observed that triangulation occurs when two or more methods of research are used in a study, the essence is to ensure that the findings of the study are accurate and valid. Research scholars such as Henn *et al*, (2009: 338) are of the opinion that triangulation is the “combination of multiple methods in a research project, with the intention of developing a more valid and holistic picture of society than would be possible using a single method”. In the same light, Neuman (2011: 164-165) claims that triangulation is the “idea of looking at something from multiple points of view improves accuracy”. Neuman identifies four types of triangulation, namely:

- Triangulation of measure;
- Triangulation of observers;
- Triangulation of theory; and
- Triangulation of method.

Triangulation of measure is the most common type of triangulation which takes multiple measures of the same phenomena, by using questionnaires, open-ended informal interviews and also examination of records of the respondent.

Triangulation of observers is a variation of triangulation of measure in the sense that the researcher conducts interviews or observes events and behaviour all by his/herself. For a study such as this, any

limitation of a single observer (example, lack of skill in an area, a biased view on an issue, inattention to certain details) become restrictions on the study.

Triangulation of theory requires the use of multiple theoretical perspectives to plan a study or interpret the data. Each theoretical perspective has assumptions and concepts which operate as a lens through which to view the social world.

Triangulation of method mixes the qualitative and quantitative research approaches and data. Most researchers develop expertise in one approach, but the approaches have complementary strengths. A study that combines both tends to be richer and more comprehensive. Mixing them occurs in several ways by using the approaches sequentially; first one and then the other; or by using them in parallel or simultaneously.

Based on the four types of triangulation, this study adopted the triangulation of method as the study used both quantitative and qualitative methods in gathering data as a means to having comprehensive results for the study and not just generalised the findings.

4.5 Population of the study

This segment relates to the definitions of population and also presents a table of the entire population of the study with different population sizes as this pertains to the study.

4.5.1 Definition of a population

A population from a geographical perspective refers to the total number of people living in a particular geographical location, zone, country, place or area. According to Sekaran and Bougie, (2013: 240) a “population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate”.

As established earlier, the essence of this study is to investigate the operation of user education programmes through the subject librarians, the campus librarian and directors in all four university libraries which are the focus of this current study. The population of this study is comprised of the

directors of libraries/university librarians, principal librarians, information service managers and subject libraries of the four university libraries under study. These are indicated as follows:

Table 4.3: Distribution of university librarians/directors and subject librarians in the four universities

Name of University	Number of university library directors	Campus/Branch librarians, principal librarian/information service managers	Number of subject librarians
Durban University of Technology	01	01	16
Mangosuthu University of Technology	01	00	03
University of KwaZulu-Natal	01	05	26
University of Zululand	01	00	04
Total	04	06	49

Source: Fieldwork data 2016

Given that the population was less than 100 respondents, all the subject librarians were surveyed using the questionnaire as well as the four university library directors and campus/branch librarians, principal librarian/information service managers. A census survey is when all the possible respondents in the study are included and a census survey was conducted to acquire the needed information sought by the study. By way of example, Guthrie (2010: 78) is of the opinion that “census are the most complete type of survey. Census survey aims for responses from everybody in a population to get basic demographic and socio-economic data for information and planning purpose”. To illustrate further, Guthrie (2010: 78) asserts that a census survey has the advantage of completeness and accuracy. Its main role in survey research is to provide a population baseline against which to test samples. For Israel (2009), a “census survey is beautiful for small populations say 200 or less”. In addition, a census eliminates sampling error and provides data on all the individuals in the population of the study.

4.6 Data collection instruments and techniques

This section explains the process used to collect data and the forms of questions used for the respondents. It discusses the pre-testing of the instruments and the population of the pre-test and the outcome, as well as administration of the instruments after the pre-test.

Terre Blanche and Durrheim (1990: 45) declare that “data is the basic material with which researchers work”. The study’s data collection methods consist of a semi-structured interview and self-administered questionnaire. The semi-structured interview was conducted with university library directors and campus/branch librarians and principal librarian/information service managers. The interviews were recorded after permission was granted by the respondents of the various universities under study to do so. The self-administered questionnaire (comprising of both closed and open questions) was handed to the subject librarians primarily by hand and also via emails in order to minimise the non-response bias addressed below. The questionnaires was written in English since English is the current language of teaching in the four tertiary institutions.

4.6.1 Instruments of the study

Research instruments are the devices that are designed by the researcher to collect the data necessary to provide insight or offer answers to the questions being asked (Pickard 2013: xix). The two instruments used for this study were a self-administered questionnaires and the interview schedule. The details are discussed below.

4.6.2 Questionnaires

Questionnaires are the single most popular data collection tool in any research involving human subjects (Pickard 2013: 207). “A questionnaire is a list of questions which the respondents answer” (Bertram and Christiansen 2014:73). A questionnaire is classified as a document containing research questions and other types of items designed to solicit information appropriate for analysis. Over and above this, questionnaires are used primarily in survey research (Babbie, 2013: 231). Pickard (2013: 209) stresses that an effective questionnaire should consist of the following:

- “Be designed as a holistic tool and the overall picture should be clear;
- Begin with a brief introduction providing clear and simple instructions;
- Be concise;
- Ask questions clearly, without ambiguity, bias, use of jargon or technical (unless you know that your particular subjects would expect certain technical terms, and leaving them out could imply you do not know your subject very well);
- Be short enough to be completed in a reasonable time;
- Avoid leading questions;
- Avoid asking potentially offensive questions;
- Be logical in the order of questions - this means providing an obvious pathway through the questionnaire and avoiding complex instructions on where to go next depending on a previous answer;
- Appear uncluttered and inviting – do not scare people off with tightly packed questions that are almost impossible to read without a magnifying glass; and
- Provide data that is easily processed – make sure you know how you intend to analyse your data before you distribute your questionnaires”.

Having identified what a questionnaire ought to consist of, it is also necessary to point out that there are advantages and disadvantages to questionnaires, as stated by Bertram and Christiansen (2014: 78-79).

4.6.2.1 Advantages of questionnaires

Advantages include the following:

- Can be administered to a large number of people;
- The information can easily be captured into a computer programme which will count responses in each category;
- It enables the researcher to standardise the questions asked and to control the amount of information that respondents supply; and
- It can reach a large group of geographically spread respondents within a short period of time. This is especially easy if the respondents can be reached by email or on the internet.

4.6.2.2 Disadvantages of questionnaires

Disadvantages include the following:

- The researcher is not always present to check whether a respondent has understood the questions or whether the correct person actually completed the questionnaire. If the researcher needs to be present when the respondent completes the questionnaire, this can take a lot of time;
- Respondents may not understand the questions asked or may give the answer that they think the researcher wants to hear;
- Questionnaires require that the respondents are literate (can both read and write in the language of the questionnaire; and
- Questionnaires that are posted by ordinary mail to respondents often have low return rates.

Questionnaires usually consist of a set of questions. In this study, the questionnaire is an eleven page document which consists of three sections. Section “A” consisted of items (1-5) about the demographic/background of subject librarians; while section “B” consisted of items (6-9) on information about the university library; their years of experience and the language of instruction and section “C” consist of sub-sections (10-49) on user education programme(s) at the university libraries under study.

4.6.3 Forms of questions

Two types of questions were used in this study, namely open-ended and close-ended questions. Open-ended questions are questions where the respondents are given the freedom to provide their own answers. This type of question does not limit the respondents in any way. In the case of closed questions, the respondents are limited to answers that are already provided by the researcher for the respondents to choose from. According to Babbie and Mouton (2001: 233), close-ended questions are very popular in social research as they provide a greater uniformity of response and are easily processed. Both Powell, (1997) and Neuman, (2011) recognised open-ended questions as unstructured questions because these create room for free answers to be given by respondents, while close-ended questions are also recognised as structured questions where fixed answers are given/required by the

respondents. These forms of questions also have advantages and disadvantages in a research study as indicated below.

With regards to the advantages of open-ended questions, Powell (1997: 93) and Neuman (2011: 325) affirm that these provide an unlimited number of possible answers from respondents which may provide detail which helps qualify and clarify responses which helps researchers to discover unexpected findings in their research. The disadvantages of open-ended questions is that they create room for different degrees of responses as answers by respondents. Such responses can include irrelevant details which will automatically pose problems for coding and also in comparing and statistical analysis of the findings.

Both scholars mentioned above identified the following as the advantages of close-ended questions. Responses to close-ended questions are easier to pre-code and analyse based on the gathered data by the question; and they are standardisable which means simple to administer, easier and quicker to be understood and answered by respondents. Some of the disadvantages of close-ended questions are that respondents can become frustrated because their desired answer is not an option provided by the researcher. In addition, questions can go unnoticed due to misinterpretation. Such questions also force respondents to give simplistic answers to complex issues and force respondents to make choices which they would not make in the real world.

4.6.3.1 Pre-testing of the questionnaire

A pre-test, or feasibility study as it is often called by different scholars, is a process whereby the researcher distributes a questionnaire to a sample group in order to identify potential problems with the questions and to amend such problems before the actual data collection process (Neuman, 2011: 203). A pre-test also affords the researcher the opportunity to identify questionnaire items that might be misunderstood by the respondents which could compromise the extent of information supplied by the respondents (Powell, 1997: 105). There are also advantages to conducting a pre-test according to Powell (1997: 105) in that it refines the data collection instruments. Powell (1997) establishes that it also permits a preliminary testing of hypotheses in research in that it can identify a diversity of problems not anticipated relating to design and methodology; facilitates a practice run of the statistical

procedures to be used; and perhaps even indicates that the final version of the study may not produce any meaningful results and therefore should be rethought or abandoned.

4.6.3.2 Population for the questionnaire pre-test

To ensure that there is clarity and no ambiguity in the questionnaire, the researcher pre-tested the questionnaire on 12 librarians, five of whom were lecturers and two were post-doctoral candidates from the same Information Studies programme as the researcher in the School of Social Sciences of the University of KwaZulu-Natal, Pietermaritzburg Campus. The other five librarians were from different institutions who were doctoral students at the time in the Information Studies programme in the School of Social Sciences of the University of KwaZulu-Natal, Pietermaritzburg Campus.

The reason for the chosen 12 respondents is that scholars such as Van Belle (2002) and Julious (2005) proposed that researchers use a minimum of 12 respondents for their pre-test purposes. Sekaran and Bougie (2013: 158) suggest that a small number of respondents be used for pre-test purposes in order to ensure the appropriateness of the questions and their comprehension. For Babbie, and Mouton, (2001: 244), a minimum of 10 respondents was suggested for pre-test purposes in order to eliminate ambiguous questions that could prevent the respondents from participating in the study. Another reason for the selection of the members of the pre-test group was that most of them had worked as librarians or subject librarians in an academic library prior to lecturing or continuing their academic careers. Moreover these participants for the pre-test were chosen because they had comparable characteristics with the population to be studied. The pre-test assisted with identifying ambivalent or misleading questions which were improved before the commencement of the actual distribution of the final versions of the questionnaire.

4.6.3.3 Administering the questionnaire pre-test

The pre-test questionnaire was given to the respondents individually by the researcher in their respective offices in the month of November (2015). They were not allocated timeframes for completion and collection by the researcher. On a positive note, most of the participants asked the researcher to collect the questionnaires in two days' time, which the researcher did with some while

others were collected much later or sent to the researcher through colleagues in the department. All of the pre-test questionnaires were returned, which yielded a response rate of 100%.

4.6.3.4 Changes to the questionnaire following the pre-test

After the return of the pre-test questionnaire, the researcher reviewed the respondents' and supervisor's comments and contributions, and effected the changes recommended before the final questionnaires were distributed to the target research population. Such changes included the rephrasing of some of the questions for clarity and to gain the desired result.

4.6.3.5 Administering the questionnaire

Immediately after the changes to the questionnaire (Appendix 1) were made by the researcher and checked thoroughly by the supervisor, the researcher went to the field to collect the data. It took the researcher up to three months (from August to October 2016) to collect data from the respondents of the four university libraries under study.

4.7 Interview schedule

In the quest to obtain comprehensive information on the subject under study, a semi-structured interview was also used as a complement to the questionnaire and was conducted with the four university library directors, campus/branch librarians, and principal librarian/information service managers. The interviews were recorded (after permission was granted to the researcher by the participants via the informed consent) as stated above. This affirms what Pickard (2013: 195) said that, "interviews are used frequently in information and library research". Pickard (2013: 196) citing Stenhouse (1984) proclaimed that "the purpose of an interview is to access what was in, and on, the interviewee's mind". This is attributed to the amount of awareness and information which the respondents have on the topic under investigation.

The term “interview” is defined differently by scholars. According to Bertram and Christiansen (2014: 80), it is a conversation between the researcher and the respondent, primarily a structured and focused conversation. Teddlie, and Tashakkori (2009: 229) define an interview as a:

“Powerful data collection strategy because they use one-to-one interaction between researchers and interviewees. More so, interviews provide ample opportunity for interviewers to ask for explanations of vague answers or to provide clarification if a question is not clear”.

Semi-structured interviewing according to Russell (2000: 191) is based on “the use of an interview guide, which is a written list of questions and topics that need to be covered in a particular order”. However, there are advantages and disadvantages of interviews in general.

4.7.1 Advantages of interviews

- The researcher is present during the interview with the respondent, and thus can make the questions clear (which cannot be done with a questionnaire);
- A researcher can ask more questions to obtain more detailed information if the respondent has not given sufficient detail initially;
- Usually it is easier for respondents to talk to an interviewer than write long responses in a questionnaire;
- A researcher can collect much more detailed and descriptive data in an interview than through using a questionnaire; and
- Interviewing is a good method to use for gaining in-depth data from a small number of people.

4.7.2 Disadvantages of interviews

- Interviews generate large amounts of textual data which takes a longer time to transcribe;
- Interviews result in self-reported data. This means that the interviewees are reflecting on their own behaviour or beliefs and ‘reporting’ these to the interviewer; and
- Interviewing is not simply a data collection exercise, but is also a social, interpersonal encounter. Thus power relations can influence the process of the interview, Bertram and Christiansen (2014:83).

4.7.3 The similarities between interviews and questionnaires

Interviews and questionnaires do have similarities and these include:

- Both seek to determine the attitudes, feelings and beliefs of respondents towards the topic of interest;
- Both involve self-reporting on the part of the participants;
- Both may be used to generate quantitative, qualitative and mixed method data;
- Both use a variety of somewhat overlapping formats; and
- When both are used together, they generate complex mixed data (Teddlie and Tashakkori, 2009: 233).

However, there are differences between interviews and questionnaires

4.7.4 Differences between interviews and questionnaires

The following are differences between the two:

Table 4.4: Differences between interviews and questionnaires

Interviews	Questionnaires
Involve face-to-face interactions or some variant thereof.	Involve respondent self-reports that does not require contact with the researchers.
Have traditionally used open-ended formats more often.	Use closed-ended formats more often.
Fewer participants are involved in studies using interviews.	Involve larger groups or more participants.
Are more expensive to conduct in the sense that the interviewer may have to travel to meet with participant/s.	Are less expensive as questionnaires can be sent by email to participants.

Source: by Teddlie and Tashakkori (2009: 233).

From the outlines above, it can be seen that interviews and questionnaires share several similarities but also differ in many interesting ways, which makes them vital in any social research because they gather data that will shed light on the research problem investigated

4.7.5 Pre-testing the semi-structured interview

As with the questionnaire, the semi-structured interview was given to an experienced subject librarian on the 1st of August and was returned on the 3rd of August (2016). After her comments and suggestions the information service managers and principal librarians to the interview schedule, the corrections were made and it was sent to the researcher's supervisor who also reviewed the semi-structured interview schedule used for the data collection process. The information service managers and principal librarians were included because they were involved in the planning and administering the UEPs in the academic libraries.

4.7.6 Administering the interview

The semi-structured interviews (Appendix 2) with the respondents were recorded after permission was given to the researcher by the respondents. As with the subject librarians, the directors, campus/branch librarians and principal librarian/information service managers were requested to complete consent forms. The interviews were held in different phases between 16 August to 14 October [2016] determined by the availability of the respondents.

The first phase of the interviews was on Tuesday 16 August at 9:52 am and 12:01 pm with two respondents from the same institution who were interviewed separately. The second phase of interviews was conducted with two respondents from the same institution as well but on different days in the same week. The first one was done on Tuesday the 23rd of August at 12:36 pm and the second one was on Thursday the 25th at 11:30 am. The third phase was on September 1st at another institution at 9:26 am and the final phase was on October the 5th and 14th at 12:24 pm and 11:19 am respectively.

The interview covered basically two sections, namely section A which focussed on the background information of interviewee respondents in the category of the directors, campus/branch librarians, principal librarian/information service managers, while section B dealt with the status of UEPs in the academic libraries.

4.8 Data analysis

Conventionally “data analysis in mixed methods research consist of analysing the quantitative data using quantitative methods and the qualitative data using qualitative methods”, according to Creswell and Plano Clark (2007: 128). This was what this study embarked upon after the collection of completed questionnaires and interviewing of respondents. However, before analysing the data, each questionnaire and interview schedule completed was evaluated to check for missing data, ambiguity and errors. In addition, the questionnaire schedules were coded before being entered into SPSS 23 for analysis purposes and results presentation through charts, frequency tables and cross tabulation where necessary. Thematic content analysis was used for analysing the qualitative data of the study. According to Anderson (2007: 1), thematic content analysis is a process wherein the qualitative data is presented descriptively in the discussion chapter of the study. Qualitative data are primarily interview transcripts collected from research respondents or other identified texts that reflect experientially on the topic of study.

Table 4.5: Summary of sources of data gathering tools to address each research question

Objective	Research questions	Instruments
The main objective of the study is to analyse the user education programmes in the four academic university libraries.	What is the current status of user education programmes (UEPs) in the four university libraries under study?	Questionnaire, interview.
	What is the role of subject librarians in implementing the user education programmes?	Questionnaire, interview, Literature review.
	How are UEPs evaluated in the four university libraries under study?	Questionnaire, interview, Literature review.
	What are the challenges encountered in delivering the UEPs?	Questionnaire, literature review, interview.
	What strategies can be implemented to improve on the UEPs?	Questionnaire, literature review, interview.

Source: Researcher 2014

4.9 Validity and reliability of the research instruments

In a research study or project generally, researchers have used two universally accepted ways of evaluating the value of any measurement procedure through the validity and reliability process, according to Gravetter and Forzano (2009: 75). This is because all researchers require reliable and valid measurements in their research studies and projects. According to Neuman (2011: 207-208) it is not possible to have perfect reliability and validity, but they are ideas towards which researchers strive. Validity and reliability are ideas that help to establish the truthfulness, credibility or believability of findings of a study according to Neuman (2011: 208). In addition, validity is not a ‘yes/no’ property of evidence but a process of testing whether the data collected is reliable and valid. Nonetheless no evidence will be completely valid, but researchers/scholars aim for achieving as much evidence of validity as they can obtain in the course of field work and the data collection process (Sapsford, 2010: 139).

The term reliability means dependability or consistency. It suggests that the same thing is repeated or recurs under the identical or very similar conditions, while validity suggests truthfulness, it refers to how well an idea which fits with actual reality is used (Neuman, 2011: 208). In order to have a valid

result for this study, the research instruments were pre-tested as stated above, while for reliability purposes the collected data were documented for reference by future researchers. The study therefore adopted the definitions of validity and reliability as developed by Sproull (1995: 74).

“Validity is accuracy of measurement, the degree to which an instrument measures that which is supposed to be measured, and the purpose is to ascertain to what degree the measure is accurate for a specific purpose. Whereas reliability is defined as consistency of measurement, the degree to which an instrument measures the same way each time it is used under the same conditions with the same subject and the purpose is to assess an instrument’s ability to measure the same way in each administration to the same reliability sample.”

As mentioned above, a pre-test was conducted and a rephrasing of the questions was completed for the purpose of clarity for the actual respondents and with regards to the research questions and before the actual distribution of the instruments to the intended population.

4.9.1 Evaluation of the methods used

Evaluation of the method used in a study is vital because evaluation requires assessing the reliability and validity of the research methods, as well as the instruments of the study (Hoskins, 2010: 207).

Firstly, the methods used in this study were evaluated with the following research methods, namely the study used the descriptive survey method, census and mixed method approaches of both qualitative and quantitative methods to have a comprehensive result of the study. The instruments used were the questionnaire and interview schedule wherein closed and open forms of questions were surveyed. These were also used to elicit information from the respondents of the study.

Secondly, for the purpose of reliability and validity, the study used the mixed method approach in that qualitative and quantitative methods were used to obtain reliable and valid answers to research questions through the data gathering instruments. Details of these are discussed in their various sections of this chapter.

In summary, the researcher in this study was able to evaluate the methods used with the help of the triangulation method as discussed earlier. The results and findings of this study are valid and reliable

because of the multiple forms of data collected. Although it was said that surveys have certain methodological limitations in common, more so there are additional limitations such as cost, time and other unforeseen circumstances that can occur during the data collection process that will definitely create limitations for a study. The result is that such a study will not have been to be 100% valid and reliable. On the basis of that premise, it is wise for a researcher to acknowledge such errors and limitations in a study (Hoskins, 2010). This however was not the case with the current study.

With regard to this study, the researcher can attest to the fact that the response rate was high namely 93.8% for the questionnaire and 70% for interview responses.

4.10 Ethical considerations

Ethics (as the name implies) means morals, principled, right, fitting, proper, and decent. These words are to be taken into consideration where research is concerned. That is the reason why Bertram and Christiansen (2014: 65) reiterated that “ethics has to do with behaviour that is considered either right or wrong”. It is an important consideration in research, particularly with research involving humans and animals.

With regards to ethical considerations, the theory of autonomy was the pathway that the researcher followed which respects the right of self-determination of respondents according to Burton (2000: 63) and Babbie (2007: 63). This theory indicates that a respondent has the right to participate or not to participate in a research study and researchers have to leave the space/environment while respondents are filling in the required information in the questionnaire so as not to influence the respondents. Respect for this right forms the basis for attempting to ensure that informed consent is achieved. According to Babbie (2007: 27), the essential ethical rule of social research is that it must bring no harm to a participant. This is the reason why an informed consent form (see Appendices 3 and 4) was presented to the respondents before the commencement of completion of the questionnaire and the participation with the interview respondents. Winter (1996: 16-17) declared that certain principles are meant to be addressed by the researcher. These are:

- All participants should be allowed to influence the work;
- The wishes of those who do not want to participate must be respected;

- The development of the work must remain visible and open to suggestions from others;
- Permission must be obtained before making observations or examining documents produced for other purposes;
- Description of others' work and points of view must be negotiated with those concerned before being published; and
- The researcher must accept responsibility for maintaining confidentiality.

Having noted this, ethical considerations in this study were adhered to in accordance with the policies set by the University of KwaZulu-Natal Ethics Committee (UKZNEC). The accepted proposal and ethical clearance requirements were submitted through the Higher Degrees Committee of the school for approval. Thereafter the proposal was approved and ethical clearance granted, see (Appendix 8). Furthermore, gatekeeper permission to conduct fieldwork in the four institutions request was granted by the four institutions' research offices, see Appendices 5-8.

Prior to the commencement of the fieldwork and data collection process, the instruments for the study were sent to respondents in the study informing them of the study's objective and their right to consent or refuse participation. Respondents were given consent forms to sign to declare their interest before participating in the exercise. In addition, other scholars' work used or cited in this study were acknowledged appropriately with proper referencing. After completion of the final version of the thesis, the thesis will be submitted to Turnitin software to verify the percentage of plagiarism. The issued originality report will be given to the College higher degrees office.

4.11 Summary of the chapter

This chapter identifies the various measures used for the methodology of the study. The researcher implemented the use of mixed methods by way of using qualitative and quantitative paradigms. The semi-structured interview and self-administered questionnaire were the instruments used to collect data. In addition, all the procedures and methods used in relation to obtaining detailed information for the methodology were discussed in their various sections. As regards the aspect of truthfulness, credibility of the findings of the study's reliability and validity, were discussed. The data collection

procedures were discussed and the qualitative instrument was analysed using thematic content analysis, while the quantitative data was analysed using SPSS version 23. The results of the findings of the study are presented in the next chapter.

Chapter Five

Presentation of results of the survey

5.0 Introduction

This chapter presents the results of the study. The purpose of this study was to investigate the user education programmes in selected university libraries in KwaZulu-Natal. The universities included Durban University of Technology (DUT); Mangosuthu University of Technology (MUT); University of KwaZulu-Natal (UKZN) and University of Zululand (UNIZULU). The chapter presents the research data that were collected from respondents to realise the purpose of the study. The study was guided by the following research questions:

- What is the current status of user education programmes in the four university libraries under study?
- What is the role of subject librarians in implementing the user education programmes?
- How are UEPs evaluated in the four university libraries under study?
- What are the challenges encountered in delivering the UEPs?
- What strategies can be implemented to improve on the UEPs?

The chapter presents the results of the findings from the research instruments. The instruments used were self-administered questionnaire and semi-structured interview schedules. Both the questionnaire and the interview schedules asked for some basic information about the respondents such as: (from the questionnaire) the background information on subject librarians as regards their qualifications, information about the university library and user education programmes (UEP). The interview schedules asked for background information from the university library directors, principal librarians, campus librarians, manager information services/information service managers as regards the status of user education programmes in terms of the programmes they offered and if there are local and international standards that the institutions under study adhered to in terms of the UEPs; as well as if these programmes are benchmarked and evaluated.

5.1 Response rate

Being a census survey it was expected that all respondents of the populations of the study were to be used for the study, but on getting to the field the researcher discovered that some of the respondents that formed the population were absent due to circumstances beyond their control. A total of 49 questionnaires were distributed to respondents and 46 were returned yielding a response rate of 93.8%.

Likewise at the interview sessions, a total of ten vital university personnel were meant to be interviewed which involved university library directors, campus/branch librarians, principal librarians, manager information services/information service managers as shown in Appendix 5. From these ten (10) university personnel, only seven (7) were interviewed, representing a 70.0% response rate. Two (2) respondents were absent due to circumstances beyond their control which was not disclosed to the researcher as indicated earlier above. Table 5.1 below indicates that out of 59 expected respondents in total, there was an inclusive response rate of 89.8%.

According to Saunders, Lewis and Thornhill (2000: 158) citing Owen and Jones (1994), a response rate in surveys might be as low as 40% and a response rate of approximately 30% is reasonable. Thus this study's response rate of 89.8% was a good response rate which allows the researcher the possibility of making generalisations about the total population of the study.

Table 5.1: Response rate of respondents

		N=59		
Respondents/Data collection tools		Expected respondents	Actual respondents	Percentage
Subject librarians	Questionnaire	49	46	93.8%
Library directors and others	Interview	10	07	70.0%
Total		59	53	89.8%

Source: Field data 2016

5.1.1 Questionnaire findings

The findings of the study are presented according to the sequence of the research questions as they appeared on the research instruments. There were 49 questions in total on the questionnaire. The questionnaire instrument was arranged to cover three main sections of the research topic. Section “A” of the questionnaire asked for background information about the subject librarians from all the university libraries under study, while section “B” asked for information about the university library, and section “C” is related to user education programmes. Questions 14, 20, 23, 29, 36, 39, 40.3 and 44 were multiple response questions that allowed respondents to indicate more than one response, while questions 9, 24, 25, 31, 37, 47 and 49 were open-ended questions that allowed respondents to provide their own response to the question and the rest of the questions were closed-ended. The symbol N indicates the number of respondents that should have answered a particular question. Figures are rounded-off to one decimal place.

5.2 Section A: Biographical information of subject librarians

This section of the study presents the questionnaire background information with the intention of providing a profile (without the names) of the respondents who participated in the study. Section A questions asked subject librarians to provide information about who the respondents were; their nature of employment as staff in their various universities; if they were in permanent or contract employment; their gender, age, race, as well as their highest academic qualification.

5.2.1 Nature of employment

In the first question respondents were asked to indicate if they are/were permanent or contract staff in their respective institutions. All 46 (100%) respondents who participated in the study, said they were in permanent employment positions in their respective institutions.

5.2.2 Gender of subject librarians

In Question two respondents were asked to indicate their gender. A total of 26 (56.5%) of respondents were female while 20 (43.5%) respondent' were male. Therefore a majority of the respondents were female in the subject librarian profession across the four university libraries under study.

5.2.3 Respondents' age range

In Question three respondents were asked to indicate their age range. Table 5.2 depicts the age ranges, frequency and percentage of respondents in each age range. All 46 respondents answered the question relating to their age. The age ranges were from 26 to 60 years. The highest number of respondents, 11 (23.9%), were from the age range of 46 to 50 years followed by a tie between the two age ranges of 51 to 55 and 36 to 40 years old respectively, in which nine (19.6%) respondents fell. This shows that the most active work force age falls between these age categories of 36 to 55 years of age. This was followed by eight (17.4%) respondents between 41 to 45 years of age followed by six (13.0%) who were 31 to 35 years old. The oldest age range of between 56 – 60 years in the work force had two (4.3%) respondents while the lowest and the youngest age range represented by respondents was in the age range of 26 to 30 which is represented by just one (2.2%) respondent.

Table 5.2: Age of subject librarians

N=46

Age range	Frequency	Percent
46-50	11	23.9%
51-55	9	19.6%
36-40	9	19.6%
41-45	8	17.4%
31-35	6	13%
56-60	2	4.3%
26-30	1	2.2%
Total	46	100%

Source: Field data 2016

5.2.4 Race of respondents

Question four asked respondents to specify their race groups. The majority of the respondents in the race category were black Africans with 26 (56.5%) respondents followed by Indians with 13 (28.3%) while Coloureds and Whites were the least represented respondents with two (4.3%) respondents each respectively. Three respondents (6.5%) did not respond to the question.

5.2.5 Highest academic qualification of subject librarians

In Question five, respondents were asked to specify their highest academic qualification as subject librarians. Table 5.3 below depicts that a majority of the respondents had an Honours qualification with 17 (37.0%) respondents, followed by those with a Master's degree: 14 (30.4%) respondents. A Post graduate Diploma was the qualification held by 5 (10.9%) of the respondents. Only two (4.3%) respondents were PhD holders.

Table 5.3: Academic qualification held

N=46

Academic qualification held	Frequency	Percent
Honours	17	37.0%
Masters	14	30.4%
Post graduate Diploma	5	10.9%
BBibl, Degree	4	8.7%
PhD	2	4.3%
National Diploma	1	2.2%
Undergraduate	1	2.2%
Non response	2	4.3%
Total	46	100.0%

Source: Field data 2016

5.3 Section B: University library

This section deals with the employment history of the respondents, where they were currently employed, for how long they had been employed and the language of instruction.

5.3.1 Institution of employment

In Question six respondents were asked to identify their institution of employment. The highest number of respondents were from UKZN with 24 (52.2%), followed by DUT with 15 (32.6%) respondents. Mangosuthu Library employed three of the respondents three (6.5%) and UNIZULU library four (8.7%) which had the smallest number of respondents.

5.3.2 Duration of employment as subject librarians

Question seven asked respondents to indicate how long⁵ they have been working as subject librarians in their institutions of current employment. The responses to the item are presented in Table 5.4. The table shows that two respondents did not attend to this item and 44 did. The item response rate is therefore 96% [44 out of 46]. The discussion that follows is based on the number that actually responded to the item. Of the 44 participants who responded to this item, 14 or 32% have worked as subject librarians for over twelve years. Another 10 or 23% have worked for over five but under 12 years as subject librarians. Of the remaining 20 respondents, 10 or 23% have about four years' experience as subject librarians while the remaining 10 have worked as subject librarians for about two years.

Table 5.4: Duration of employment as subject librarians

N=46

Duration as subject librarians	Midpoint	Frequency	Percent
12+ years	12	14	31.8
9-11 years	10	2	4.5
7- 9 years	8	3	6.8
5-7 years	6	5	11.4
3-5 years	4	10	22.7
0-2 years	2	10	22.7
Non response		2	
Total		44	100%

Source: Field data 2016

⁵ The duration of employment provided in the questionnaire overlapped. Therefore the midpoints of the various ranges were used in discussing the responses to this item. The 12+ category was taken as an open range while 0-2 years was taken as 2 years.

5.3.3 Mode of language instruction

In Question eight, respondents were asked to identify the mode of language instruction in their various university libraries. Thirty (66.7%) respondents indicated the mode was unilingual followed by eight (17.8%) who indicated the mode was multilingual while only seven (15.6%) indicated the mode is bilingual. One (2.2%) respondent did not respond to the question.

5.3.4 Language(s) of instruction

Question nine, an open-ended question, asked respondents to list the language(s) of instruction with regards to UEPs in their libraries. Of the 46 respondents, 31 (67.4%) responded that the English language was their only mode of instruction followed by seven (15.4%) respondents who indicated that it was English and isiZulu, while four (8.7%) responded that it was English, isiZulu, isiXhosa, and Hindi, while two (4.3%) responded that it was English and isiZulu. One (2.2%) respondent indicated the languages of instruction were Setswana, English, isiZulu, Swahili, and Afrikaans. Though one (2.2%) respondent did not respond to the question, based on the response rate, it is evident that **English** was the predominant language of instruction in all four institutions libraries under study.

5.4 Section C: UEPs

The section was divided into eleven sub-headings, beginning from sub-heading C1. C1 deals with programme design/statement of purpose and the questions ranged from 10 to 19 in the questionnaire.

5.4.1 Provision of user education

Question 10 dealt with the provision of user education to users of the university libraries. Of the 46 respondents, 45 (97.8%) responded that provision was made for user education programmes in their university libraries while one (2.2%) respondent did not respond to the question. This respondent may not have been aware of such programmes in their library.

5.4.2 Existing formal UEPs

Question 11 asked respondents to indicate if their libraries operated formal user education programmes. Forty (86.9%) respondents indicated they had formal UEP programmes while six (13.4%) of respondents said they did not have formal UEPs.

The six (13.4%) respondents who indicated they do not have formal UEPs were asked to explain their reasons. Four (66.7%) out of the six respondents gave the following responses:

- *What do we mean by formal, in other schools it is a formal credit bearing course, (one or 16.7%);*
- *User education programmes are scheduled at certain times in the year, one-on-one sessions are conducted in offices throughout the year, (one or 16.7%);*
- *Our UE sessions are not formal in the sense it is not embedded in the curriculum, we do however offer mandatory training sessions at the beginning of each semester for all users (one or 16.7%); and*
- *Not sure (one or 16.7%).*

The reasons provided indicated that the respondents relate “formal” to mean a credit bearing course while some were unsure of what formal meant.

5.4.3 UEPs policy document

In Question 12, respondents were asked if their various university libraries had UEP policy documents with which they operated. Fifteen (32.6%) of the respondents affirmed “Yes” that there was a UEP policy document while 26 (56.5%), which is a majority of the respondents, indicated “No” that there was no policy document. Five (10.9%) of the respondents did not respond to the question.

5.4.4 Guidelines document for UEPs

In Question 13, twenty-nine (63.0%) respondents said “Yes” that there were UEP guideline documents in their libraries while fifteen (32.6%) responded “No” which meant their libraries did not

have UEP guideline documents for their UEPs. Two (4.3%) respondents did not respond to the question indicating that they may be uncertain or unaware of such guidelines.

5.4.5 Categories of users UEPs provided for

Question 14, a multiple response question, asked respondents to indicate the categories of users the UEPs are provided for. Table 5.5 below depicts that all four institutions under study provide UEPs to all levels of users of their libraries and this ranged from first year students to academic staff in their various institutions.

Table 5.5: Categories of users that UEPs cater for**N=46**

Institution of employment	Categories of users					
	First year students	Second year students	Third year students	Post-graduate students	Academic staff	Total
DUT Library	15 100%	14 93.3%	14 93.3%	13 86.7%	12 80%	15
Mangosuthu Library	3 100%	3 100%	3 100%	3 100%	3 100%	3
UKZN Library	23 100%	21 91.3%	22 95.7%	23 100%	22 95.7%	23
UNIZULU Library	4 100%	4 100%	4 100%	4 100%	4 100%	4
Total	45	42	43	43	41	45

*This is a multiple response question, the total does not always add up to 100%

*Percentages and totals are based on respondents from the different institutions

Source: Field data 2016

5.4.6 Provision of library orientation to new academic staff

Question 15 sought to establish if new academic staff members were provided with orientation to the library as part of the university induction programme.

Of the 46 respondents, 32 (69.6%) respondents indicated that new academic staff members were provided with library orientation by the university as part of university induction. However 12 (26.1%) respondents indicated that no orientation was provided to new staff. Two (4.3%) of respondents did not respond to the question.

5.4.7 Average duration of UEP training sessions

Question 16 asked respondents to indicate the average duration of UEP training sessions. Table 5.6 shows the frequency and percentage of respondents who specified duration of hours to the question above. A majority, 28 (60.9%) of the respondents indicated that the average duration of user education programme training sessions was “one hour or more”, followed by 11 (23.9%) who responded by saying it was “less than one hour”, while two categories received the same percentages with two (4.3%) percentages each for 30 minutes and 45 minutes, respectively. One respondent indicated “two hours” as the average duration for their libraries user education programme training session. Two (4.3%) respondents did not respond to the question.

Table 5.6: Average duration of training sessions

N=46

Duration of time	Frequency	Percentage
One hour or more	28	60.9%
Less than one hour	11	23.9%
30 Minutes	2	4.3%
45 Minutes	2	4.3%
Two hours	1	2.2%
Non response	2	4.3%
Total	46	100%

Source: Field data 2016

5.4.8 Necessity of UEPs

Question 17 asked respondents to indicate if user education programmes were a necessity for library users. All 46 (100%) respondents indicated that UEPs were a necessity for library users. Of the 46 respondents, 39 (84.7%) provided the following reasons below for UEPs been a necessity:

- *For students to be information literate, to use information in an ethical manner - lifelong learning, (13 or 33.3%);*

- *To market and empower them with skills to ensure proper use library resources, (four or 10.2%);*
- *Library users need to be trained on the correct way to use the catalogue and databases to get the most out of using the library resources, (four or 10.2%);*
- *It is necessary, to the first years and many students have not been in a library, never used a PC, because they hardly know how to access the library material, (three or 7.6%);*
- *Because it helps them to acquire more skills to help themselves and be informed of their privileges, (three or 7.6%);*
- *Users become familiar with use of databases available, to facilitate the use of the library and its resources, (two or 5.1%);*
- *It helps them to be independent and enhance their searching skills, (two or 5.1%);*
- *To teach library users on all library resources available, (two or 5.1%);*
- *It helps them to "unlock" the door to the vast collection we have, (two or 5.1%);*
- *To enable students and staff to do research, (one or 2.5%);*
- *The academic information environment is complex, (one or 2.5%);*
- *Every library offers different services and facilities, awareness of these are essential to help students become successful, (one or 2.5%); and*
- *Because libraries are considered the heart of institutions (one or 2.5%).*

5.4.9 UEPs facilitate the use of the library and its resources

Question 18 asked respondents what they thought was the degree to which the UEPs facilitated the use of the library and its resources by library users.

Forty-one (89.1%) of the respondents strongly agreed that UEPs facilitated the use of the library and its resources by library users, while five (10.9%) just responded 'agreed'. This indicates that a majority of the respondents were of the opinion that UEPs indeed facilitated the use of the library and its resources to library users.

5.4.10 UEPs train/prepare users for lifelong learning

Question 19 was asked to establish if UEPs train/prepare library users for lifelong learning. Of the 46 respondents, 45 (97.8%) respondents indicated that UEPs train/prepare users for lifelong learning, although one (2.2%) respondent indicated a “No” response. From 45 (97.8%) respondents who responded to the question with a “Yes” response, 35 (77.7%) of them further provided the following reasons to support their response:

- *Empowering students with lifelong skills for real life situations, (11 or 31.4%);*
- *It equips users to become independent researchers and familiarise them with the various research and information platforms, (six or 17.1%);*
- *Users are equipped with information retrieval skills and research skills, (five or 14.2%);*
- *Students are encouraged to be critical thinkers and are also made to find their way round the different resources available, we don't expect one way only of finding information, (three or 8.5%);*
- *Teach evaluation plus endnote referencing which last from Honours to PhD, (two or 5.7%);*
- *UEPs definitely do, we don't train the undergraduates only, we also train the postgraduates and the PhD students, we even train the staff members and the alumni's, (two or 5.7%);*
- *Because when they have to do their project they do not come back for referencing training they manage to do themselves, (one or 2.8%);*
- *If they master how to search for information in these databases, surely they can manage doing the same elsewhere as these databases are relatively the same, one (2.8%)*
- *That is the idea behind but not sure if it happens, (one or 2.8%);*
- *To use information ethically, (one or 2.8%);*
- *University graduate requirement, (one or 2.8%); and*
- *We are gathering more information for UEP, (one or 2.8%).*

The next section below deals with the content of instruction with questions ranging from questions 20 to 22.

5.4.11 Content/types of training covered in UEPs session

Question 20, a multiple response question, asked respondents to identify the contents/types of training covered in their various libraries with regards to UEP sessions. Table 5.7 below depicts all the different content librarians covered with regards to UEPs in their respective libraries.

Table 5.7: Training content

N=46

Institution of employment	Training content						Total
	Tours of Library	Information literacy programmes	OPAC	Online data-bases	Referencing	Referencing management package (e.g. Endnote)	
DUT Library	11 73.3%	15 100%	12 80%	15 100%	15 100%	14 93.3%	15
Mangosuthu Library	3 100%	3 100%	3 100%	3 100%	3 100%	2 66.7%	3
UKZN Library	20 83.3%	20 83.3%	23 95.8%	24 100%	23 95.8%	23 95.8%	24
UNIZULU Library	3 75%	2 50%	4 100%	4 100%	3 75%	4 100%	4
Total	37	40	42	46	46	43	46

*Percentages and totals are based on answers from respondents from the different institutions

Source: Field data 2016

5.4.12 Learning outcomes/aims of each of the UEP sessions

Question 21 was asked to establish if the learning outcomes/aims of each of the UEP sessions were clearly articulated to users at the beginning of each training session. Of the 46 respondents, 44 (95.7%) respondents said “Yes” while one (2.2%) respondent responded with a “No” and another one respondent (2.2%) did not respond to the question. This indicates that most libraries informed their users of the learning contents or aims of the session at the beginning of each session.

5.4.13 Library collaboration with academics regarding delivered content

Question 22 asked the respondents to indicate if their libraries collaborated with academics with regards to content that was delivered in UEPs.

Of the 46 respondents, 36 (78.3%) indicated that they did collaborate with academics in the delivering of the UEPs' content, while eight (17.4%) respondents indicated they did not. Two (4.3%) respondents did not respond to the question. A further sub-question was asked of the respondents who did not collaborate with academics, to give an explanation as to why they did not. The eight (17.4%) respondents gave the following reasons:

- *It has always been the practice, the library comes up with themes of what they want to train in without any contribution from academics* (two or 25%);
- *Although I said no we do encourage academics to tell areas that they would like us to cover but basic UEP is usually covered as a standard package, the advanced UEP is wherever academics may tell us what to,* (one or 12.5%);
- *I don't know,* (one or 12.5%);
- *It is not yet compulsory. Some lecturers do send their students to the library for training especially on referencing but library orientation is run entirely by the library,*(one or 12.5%);
- *Lack of interest from most academics,* (one or 12.5%);
- *This happens in some instances not all,* (one or 12.5%); *and*
- *We decide on our content,* (one or 12.5%).

The next section deals with the modes of instruction and relates to question 23.

5.4.14 The modes/methods of delivering UEPs

Question 23, a multiple response question, requested respondents to specify the modes/methods of delivery of the UEPs in their university libraries.

The Table 5.8, below lists of all the different modes/methods of UEP delivery in the various university libraries. The table also reflects that not all institutions used all the methods listed as possible answers while some institutions used a range of methods noted in the response rates that are

shown in the table. The most popular methods used include: individual/small group appointments, group instruction, and computer lab. Web tutorials or web-based instruction, asynchronous modes (email; social media), and synchronous modes (chat; audio; video; web conferencing) were least used as modes/methods of UEP delivery.

Table 5.8: Modes/Methods of delivering UEPs
N=46

Institution of employment	Modes/Methods of delivering UEPs					
	Individual/ small group appointments	Group instruction	Web tutorials or web-based instruction	Asynchron- ous modes (email; social media)	Synchronous modes (chat; audio; video; web conferencing)	Com- puter lab
DUT Library	12 80%	15 100%	11 73.3%	6 40%	7 46.7%	14 93.3%
Mangosuthu Library	2 66.7%	2 66.7%	1 33.3%	1 33.3%	1 33.3%	3 100%
UKZN Library	21 91.3%	20 87%	8 34.87%	7 30.4%	3 13.0%	20 87%
UNIZULU Library	4 100%	3 75%	0 0%	0 0%	0 0%	4 100%
Total	39	40	20	14	11	4 100%

*Percentages and totals are based on respondents from the different institutions

Source: Field data 2016

The next section deals with the structure of UEPs with questions ranging from 24 to 28.

5.4.15 Those involved in the planning of the UEP

Question 24, an open ended question, asked the respondents to indicate who is involved in the planning of UEPs besides the subject librarians. Of the 46 respondents, a total of forty-two (91.3%) respondents responded to this question. Staff involved in UEP planning besides the subject librarians include the following:

- *Lecturers and sometimes other library staff*, (seven or 16.6%);
- *It is subject librarians function only*, (six or 14.2%);

- *Principal librarians facilitate the planning at the end of the year, (five or 11.9%);*
- *Academics, (five or 11.9%);*
- *Training librarians, subject librarians, and academic service manager, (four or 9.5%);*
- *The head (senior librarian) in charge of subject librarians, (three or 7.1%);*
- *Library assistants, student assistants, training librarian, after hour's librarian, post graduate librarian, (one or 2.3%);*
- *Library management and academics, (one or 2.3%);*
- *Library management and subject librarians, (one or 2.3%);*
- *Manager: academic training, training librarian, manager; site library, (one or 2.3%);*
- *Programme coordinators, department lecturers and tutors, (one or 2.3%);*
- *Project librarian, graduate librarian and librarian who is responsible for internet labs, (one or 2.3%);*
- *Site manager, academic manager and training librarian, (one or 2.3%);*
- *Subject librarians and managers, (one or 2.3%);*
- *Subject librarians and Principal librarians, (one or 2.3%);*
- *Circulation/Circulation heads, (two or 4.7%); and*
- *Individuals (one or 2.3%).*

Four (8.7%) respondents did not respond to this question.

5.4.16 When is the planning for the UEP undertaken?

Question 25, a follow-up question to question 24, requested respondents to affirm when they planned for the UEPs in their different libraries. A total of 42 (91.3%) respondents answered this question while four (8.7%) respondents did not respond to this question. Below are the responses of the 42 (91.3%) respondents:

- *At the beginning of year, and throughout according to request from clients, (12 or 28.5%);*
- *This is on-going as it is needed, (six or 14.2%);*
- *Towards the end of each year for the following, (13 or 30.9%);*
- *Planning is done by October and November to plan for classes in February the following year, (five or 11.9%);*

- *Department special meeting, library UEP special meeting, (one or 2.3%);*
- *During working hours, (one or 2.3%);*
- *In the library, (one or 2.3%);*
- *Individual, (one or 2.3%);*
- *Normally in June/July or September/October, (one or 2.3%); and*
- *November and May, (one or 2.3%).*

5.4.17 How often does the planning for the UEP takes place?

Question 26 sought to establish how often the planning for the UEPs takes place in the various university libraries, and Figure 5.1, below shows that for ten (23.3%) respondents, planning takes place very frequently, for twenty-eight (65.1%) planning takes place frequently, while for three (7.0%) planning happens occasionally, one (2.3%) indicated rarely and another one (2.3%) indicated never, finally three (6.5%) did not respond to the question.

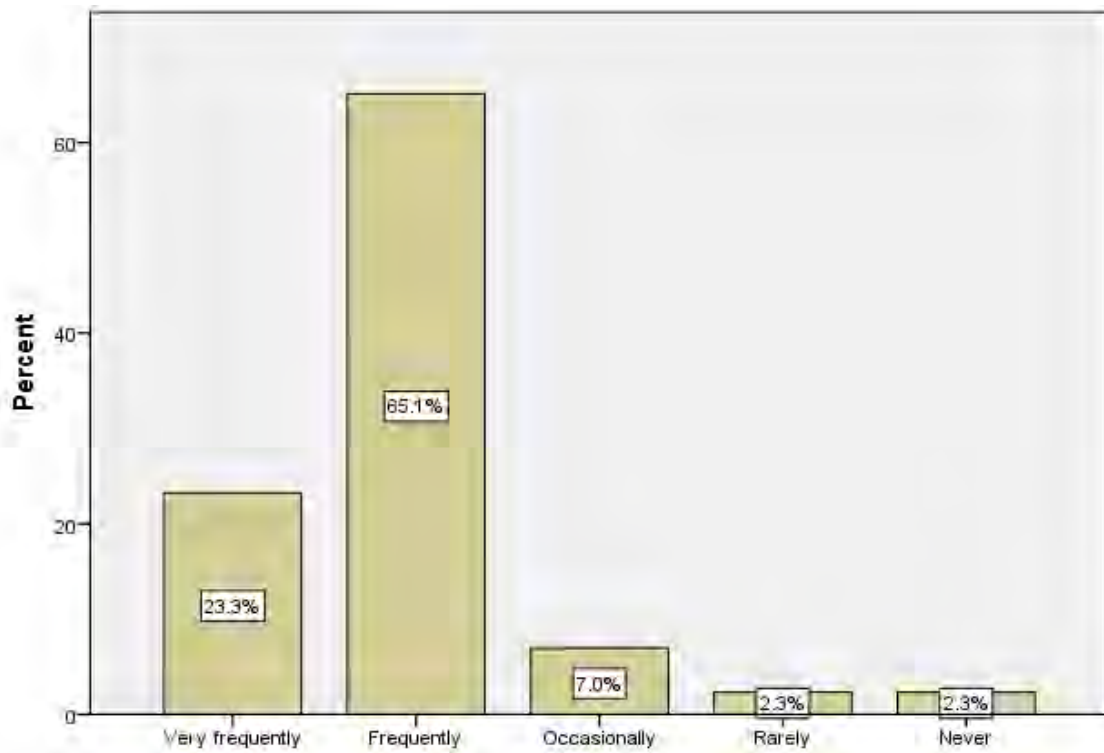


Figure 5.1: Planning for UEPs

N=46

Source: Field data 2016

5.4.18 How often are user education training sessions offered?

Question 27 was asked to establish how often the user education training sessions were offered. Of the 46 respondents, 23 (51.1%) responded that they were offered very frequently, 20 (44.4%) responded they were offered frequently, while two (4.4%) responded they were offered occasionally while one (2.2%) respondent did not respond to the question.

5.4.19 When are the UEP training sessions offered?

Question 28 sought to establish when UEP training sessions were offered to users at the various university libraries.

Of the 46 respondents, the highest number of respondents, 40 (87.0%) indicated that training sessions were offered to users throughout the year, followed by five (10.9%) who responded that they were offered at the beginning of each semester while one (2.2%) responded that the training sessions are done at the beginning of the year. This shows that UEPs are regarded as essential by the respondents assisting users which is why the training tends to be a continuous process, throughout the year.

The next section deals with evaluation and assessment of UEPs from questions 29-31.

5.4.20 How do you evaluate UEPs in your university library?

Question 29, a multiple response question, asked respondents to indicate how UEPs are evaluated in their university libraries.

Table 5.9 shows the various evaluation processes that take place in the different libraries. Looking at the table very closely, one observes that all four institutions used all the methods listed to evaluate their UEPs. The table also shows that the most rewarding form of evaluation for librarians' at all four institutions was "feedback from participants during session." This had the highest number of responses compared to the other evaluation methods. This was followed by 29 (63%) respondents who indicated using participant reaction to programmes while 27 (58.7%) respondents used circulation of

questionnaires as an evaluation method. The last used evaluation method in the libraries was the periodic revision of programmes with 23 (50%) responses.

Table 5.9: Evaluation methods

N=46

Libraries	Evaluation methods				Total
	Circulation of questionnaire	Periodic revision of programme	Participants' reactions to programme	Feedback from participants during session	
DUT Library	9 60%	11 73.3%	13 86.7%	13 86.7%	15
Mangosuthu Library	1 50%	0 0%	1 50%	1 50%	2
UKZN Library	14 58.3%	10 41.7%	13 54.2%	19 79.2%	24
UNIZULU Library	3 75%	2 50%	2 50%	3 75%	4
Total	27	23	29	36	45

*This is a multiple response question, the total does not always add up to 100%

*Percentages and totals are based on responses from the different institutions

Source: Field data 2016

5.4.21 Frequency of evaluations

Question 30 was a follow-up question to question 29 which sought to find out if such evaluations were done on a regular basis.

Thirty-nine (84.8%) respondents replied “Yes,” that evaluations were done on a regular basis while seven (15.2%) respondents said “No.”. This indicates that in all four institutions evaluated their UEPs on a regular basis.

A follow-up question was asked of the seven (15.2%) respondents who indicated evaluations were not done regularly. Of the seven (15.2%) respondents, six (86%) respondents responded with the following:

- *User education with groups are done beginning of the year and a few during the year via departments, (one or 17%);*
- *We are implementing an online questionnaire, printed evaluations are costly as a lot of photocopy paper is used, (one or 17%);*
- *Difficulty with analysing skills, Time, (one or 17%);*
- *I don't know, (one or 17%);*
- *Not sure; (one or 17%); and*
- *Evaluations are not part of the plan, delivery of the training is the priority, (one or 17%).*

5.4.22 What methods of assessment are used to evaluate UEPs?

Question 31 was asked to find out what assessment methods are used to evaluate UEPs in all four libraries. Of the 46 respondents, a slight majority, 27 (58.7%) responded that attendance was the method of assessment used while 12 (26.1%) responded that no assessment methods were used; six (13.0%) respondents indicated a test method was used and one (2.2%) respondent indicated an assessment method without further explanation of the method that was used.

The next section deals with instructional facilities/support for UEPs with questions ranging from 32 to 36.

5.4.23 Type of instructional facilities used for UEPs

Question 32, an open-ended question, sought to find out the type of instructional facilities the various university libraries used for UEPs. The following instructional facilities were indicated by a total of 44 (95.6%) respondents while two (4.3%) respondents did not respond to this question.

- *Computer LANs with instructors, (13 or 29.5%);*
- *We use a dedicated training LAN for all our UEPs, it's equipped with a projector, laptops/desktop, (10 or 22.7%);*
- *Computers connected to the internet, audio-visual, (eight or 18.1%);*
- *PowerPoint presentation, data projector, PC, tutorials, video, (four or 9%);*
- *We use printed and electronic guides (Lib Guides), (one or 2.2%);*

- *Teaching, lectures, training in lecture, venues, (one or 2.2%);*
- *MMC- Multimedia classroom, or LANs, (two or 4.5%);*
- *Library E-zones, faculty lab for large groups, (one or 2.2%);*
- *Faculty labs, computer rooms, seminar rooms, (one or 2.2%);*
- *Classroom in the library, university LANs, LibGuides, guides lab on the website, (one or 2.2%);*
- *Book charts, notice board, circulation, (one or 2.2%); and*
- *Catalogue, (one or 2.2%).*

5.4.24 Instructional facilities in the library

Question 33 wanted to know if the instructional facilities used to deliver UEPs are within the library.

Out of 46 respondents, 43 (93.5%) respondents responded that the instructional facilities used to deliver UEPs were within the library, while one (2.2%) respondent responded “No” and two (4.3%) respondents did not respond to the question. Therefore a majority of the instructional facilities used for UEPs are within the various libraries.

5.4.25 Availability instructional facilities

Question 34 sought to establish if the instructional facilities used to deliver UEPs in the university libraries were readily available.

Thirty-eight (88.4%) respondents indicated that the instructional facilities were readily available, while five (11.6%) said they were not readily available. And three (6.5%) did not respond to the question. This shows that a majority of the instructional facilities were readily available in the various university libraries under study.

A further question was asked of the five (11.0%) respondents to provide reasons for their response in the negative and all five gave the following as their responses:

- *It needs to be booked by the subject librarian, (two or 40%);*

- *There is a booking system that is used if the faculty is booked then it is readily available, (one or 20%); and*
- *We currently share the student LAN, but we are almost ready with our own LAN, (two or 40%).*

Of the three (6.5%) respondents who did not respond to the question, one gave this response saying: *“Yes plus No” we have labs in library plus access to faculty labs but sometimes they are all booked.*

5.4.26 Largest class size that can be trained at a time with available facilities

In question 35 respondents were asked to indicate the largest class size that could be trained at any one time in their various university libraries.

Figure 5.2, below illustrates the largest class size that could be trained at a time.

The largest class size that could be accommodated at any one time said 27 (58.7%) of the respondents was a class of 20 to 30 users for training. This was followed by five (10.9%) who could accommodate a class of 60 plus users. Equal numbers of respondents five (10.9%) indicated that they accommodate user groups of 30 to 40 and 41 to 50 users respectively. The least number of respondents (6.5%) indicated that they could accommodate 51 to 60 users per class.

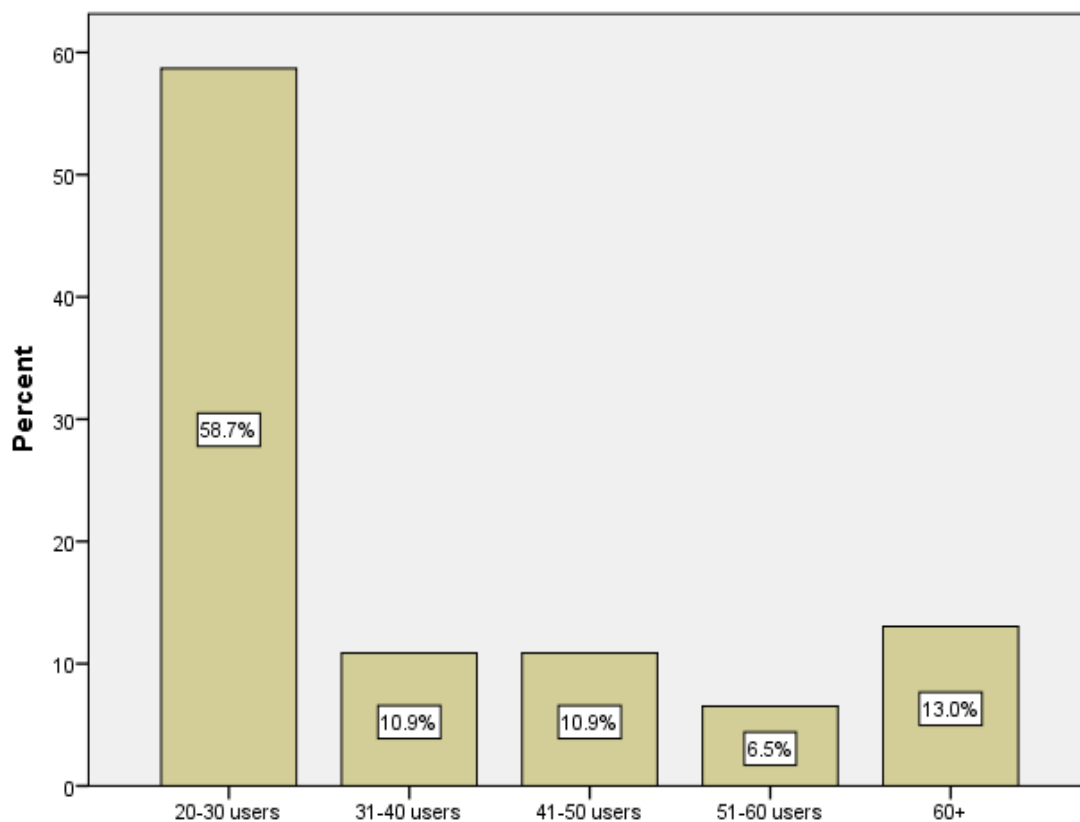


Figure 5.2: UEPs Largest class size for training
N=46

Source: Field data 2016

5.4.27 Latest ICTs in instructional facilities

Question 36 sought to establish if all four university libraries had the latest ICTs in their instructional facilities for delivering UEPs.

Table 5.10 shows that 43 (93.5%) of the respondents indicated that they had the appropriate software followed by 42 (91.3%) who indicated they had computers in the instructional facilities and 39 (84.8%) who indicated they had sufficient bandwidth in their instructional facilities.

Table 5.10: Latest ICTs as instructional facilities

N=46					
Computers		Sufficient internet bandwidth		Appropriate software	
Yes	No	Yes	No	Yes	No
42 91.3%	4 8.7%	39 84.8%	7 15.2%	43 93.5%	3 6.5%

Source: Field data 2016

The next section deals with financial support of UEPs with questions ranging from 37-38.

5.4.28 The financing of UEPs

Question 37, an open-ended question, sought to establish how UEPs were financed in the university libraries.

Twelve 12 (26%) respondents did not respond to this question. A total of 34 (73.9%) respondents answered this question by presenting the following responses below:

- *Finance comes from the normal library budget and there's no separate budget for UEPs, (11 or 32.3%);*
- *They are financed by the university, (five or 14.7%);*
- *Not aware of any financial support offered, (four or 11.7%);*
- *Not sure probably TDG the (director general), (three or 8.8%);*
- *The library does receive a budget for instructional materials such as printing papers, librarians' laptops, venue, data projectors and so forth, (three or 8.8%);*
- *It has been partially financed by library, (two or 5.8%);*
- *No special funding as librarians conduct the sessions, it is part of SLs job descriptions, (two or 5.8%);*
- *There is no specific funding except for hardware, (one or 2.9%);*
- *None staff salaries, (one or 2.9%);*
- *Using library resources, (one or 2.9%); and*
- *Library management, (one or 2.9%).*

It is worth noting at this point that directly or indirectly UEPs are being financed in university libraries.

5.4.29 Provision of adequate funding

Question 38 asked respondents whether they considered the funding provided for UEPs in their university libraries as being adequate. Fourteen (30.4%) responded with a “Yes” that the finance was adequate, and 16 (34.8%) responded with a “No” while another 16 (34.8%) respondents did not answer the question. Of the 16 (34.8%) who responded with a “No” only 14 (87.5%) respondents gave reasons:

- *Funding and budget for this UEP service is always a problem, (four or 28.5%);*
- *We need additional funds, if we had more money we would upgrade our IT facilities, (two or 14.2%);*
- *The bandwidth is not adequate, more is needed and funds have not been made available for new PCs and new chairs, software needs to be upgraded, (two or 14.2%);*
- *If there is a special budget we can be done because the library would like to develop better instructional material, (two or 14.2%);*
- *Assistance required to employ tutors, orientation assistants to assist in classes for hands on training, (one or 7.1%);*
- *We always have limited space with less computers, (one or 7.1%);*
- *We don't attend all the trainings we would love to attend due to budget constraints, (one or 7.1%); and*
- *Need more free items like pens and writing materials for students, (one or 7.1%).*

The next section deals with human resources which was covered with questions ranging from 39 to 43.

5.4.30 The roles of subject librarians in implementing UEPs

Question 39, a multiple response question, sought to establish from respondents the roles of subject librarians with regards to the UEPs in their various libraries.

Table 5.11 below, depicts the roles subject librarians play in implementing UEPs. The table shows that a majority of the subject librarians were performing most of the specified roles in terms of implementing UEPs.

Table 5.11: Roles of subject librarians

N=46

Roles of subject librarians in UEPs	University				Total By Item
	DUT	MUT	UKZN	UNIZULU	
Teach individuals and groups in the University community	15 (100%)	3 (100%)	23 (100%)	4 (100%)	45
Promote, market, manage and coordinate diverse instruction activities	15 (100%)	3 (100%)	22 (95.7%)	4 (100%)	44
Collect and interpret assessment data to evaluate and update instruction programmes	13 (86.7%)	3 (100%)	18 (78.3%)	4 (100%)	38
Produce instructional materials	14 (93.3%)	3 (100%)	19 (82.6%)	4 (100%)	40
Total Respondents per Institution	15	3	23	4	

*This is a multiple response question, the total does not always add up to 100%

*Percentages and totals are based on respondents from the different institutions

Source: Field data 2016

5.4.31 Support for subject librarians by university libraries

Question 40 was asked in order for respondents to indicate if they were supported by their libraries in terms of provision of resources to attend ongoing training sessions to improve their ability to deliver UEPs.

A majority of the respondents, 38 (82.6%), indicated that they were provided with resources to attend ongoing training sessions to improve their ability to deliver UEPs. However seven (15.2%) indicated they were not and one respondent did not respond to the question. This implies that a majority of the SLs were being supported by their libraries to improve their abilities to deliver UEPs to their users.

A follow-up multiple response question was asked of the respondents with regards to question 40, to indicate the types of support provided by their various institutions.

Table 5.12 below presents the different types of support to subject librarians. Thirty-six (92.3%) respondents attended workshops, thirty-four (87.1%) attended seminars and thirty-three (84.6%) attended conferences. An equal number of 23 (58.9%) respondents were allowed time off work and their training was paid for respectively.

Table 5.12: Types support for subject librarians

N=39

Institution of employment	Types support for subject librarians					
	Time off work	Pays for training	Conference attendance	Workshop attendance	Seminar attendance	Total + respondents by library
DUT Library	10 66.7%	10 66.7%	11 73.3%	13 86.7%	14 93.3%	15
Mangosuthu Library	1 50%	0 0%	1 50%	2 100%	2 100%	2
UKZN Library	12 57.1%	13 61.9%	20 95.2%	20 95.2%	17 81%	21
UNIZULU Library	0 0%	0 0%	1 100%	1 100%	1 100%	1
Total of respondents per support	23	23	33	36	34	39

*This is a multiple response question, the total does not always add up to 100%

*Percentages and totals are based on respondents from the different institutions

Source: Field data 2016

A further follow-up question was asked of the seven (17.9%) respondents who were not provided with support from their libraries to improve on their ability to deliver UEPs. They provided the following reasons:

- *I don't know why, (one or 14.2%);*
- *I don't get to be sent to workshops/trainings, (one or 14.2%);*
- *Our library has financial challenges and cannot give adequate support for personal growth and acquisition of skills, (two or 28.5%);*

- *Training not coordinated, no training plan in place, (one or 14.2%); and*
- *Trainings that are provided are limited, (one or 14.2%).*

5.4.32 Sufficient time to prepare and deliver UEP training sessions

Question 41 asked respondents if they were given sufficient time to prepare and deliver the UEP training sessions in their libraries.

Of the 46 respondents, 42 (91.3%) of them responded “Yes” while three (6.5%) responded “No” and one (2.2%) did not respond to the question. A further question was asked of the respondents to explain their responses and 24 out of the 42 (57%) respondents who responded “Yes” provided the following reasons:

- *UEP are prepared in advance, you know the dates and time of your sessions well in advance, (four or 16.6%);*
- *Time is given, it is part of being a subject librarian, (four or 16.6%);*
- *It is part of the subject librarian’s job to prepare for the training and education of users, (three or 12.5%);*
- *Subject librarians are involved in training, a timetable is drawn, (three or 12.5%);*
- *Subject librarians are allowed whatever time they need to prepare and deliver such sessions, (two or 8.3%);*
- *Subject Librarians work with colleagues to design and develop the programme. Presentation depends on the Subject Librarian to work out the times, (two or 8.3%);*
- *Your line manager give you extra time to collect and prepare enough information for the UEP, (two or 8.3%);*
- *We are definitely provided with sufficient time to prepare and we are given advance notification from students and staff for a specific training and UEP needs etc., (two or 8.3%);*
- *Planning is at the end of the academic session for the start of the new academic year, (one or 4.1%) and*
- *Endnote is done on a regular basis, given a month or more in advance for training, (one or 4.1%).*

The three (6.5%) respondents who responded “No” provided the following reasons:

- *Normal day to day activities have to continue, we have to find the time to prepare, some subject librarians take the prep hour, (one or 33.3%);*
- *This is taken as business as usual, (one or 33.3%); and*
- *They do not give us time because they say its part of your work, (one or 33.3%).*

5.4.33 Necessary educational teaching abilities to deliver the UEPs

Question 42 sought to verify from respondents if they had the necessary educational teaching abilities to deliver the UEPs in their university libraries.

Of the 46 respondents, 39 (84.8%) responded “Yes” while four (8.7%) responded “No” and three (6.5%) did not respond to the question. A follow-up question was also asked of the respondents to explain their answers. From the 39 (84.8%) respondents who responded “Yes” only 27 (69.2%) provided the following reasons:

- *Teacher by profession, I have a higher education postgraduate qualification, (four or 10.2%);*
- *We as subject librarians attend training and workshops to better our skills and to keep up with new technology developments, (three or 7.6%);*
- *I had formal training my level of education has exposed me and given me the confidence to deliver up to post-graduate level, (two or 5.1%);*
- *We get frequent trainings on how to teach, more so, experience has taught many a librarian to deliver such, (three or 7.6%);*
- *Training LAN are available, also venues are adequate, computers and laptops, (two or 5.1%);*
- *Have lecturing experience, and experience by being self-taught, (two or 5.1%);*
- *We are qualified and experienced librarians and we are in a continues learning process, (two or 5.1%);*
- *Formal programme for staff development to four workshops per year, on assessment, E-learning, pedagogy, user planning, lesson preparation, plus preservation, (one or 2.5%);*

- *Although I don't have a formal education degree I am well equipped with the knowledge I have and presentation skills including teaching methodologies to plan and teach a class, (one or 2.5%);*
- *I have attended capacity building training, (one or 2.5%);*
- *Because of experience in delivering information literacy programmes and that we are training students on seminars and facilities that we have in the library, (one or 2.5%);*
- *I have been doing library orientation for over 30 years, you also grow with the new trends, (one or 2.5%);*
- *We trained each other, (one or 2.5%); and*
- *I have taught lessons in a school for three months and had positive responses from the pupils, I have been successful in the one-on-one sessions in my office. I have received positive feedback after the group user education sessions, (one or 2.5%).*

Just one respondent who said “No” provided the following reason:

We have not been given proper training on public speaking, (one or 33.3%).

5.4.34 Subject librarians’ rating of their UEP training responsibilities

Question 43 sought to rate the subject librarian duties or responsibilities with regards to UEPs training.

Table 5.13 below portrays the 46 respondents’ responses with regards to rating the subject librarians in their duties or responsibilities in UEP training. A majority of the respondents rated their training responsibilities as very important while 42 (91.3%) one respondent rated their ability as moderately important (2.2%).

Table 5.13: Training responsibilities of Subject Librarians

N=46

Training responsibilities of subject librarian	Frequency	Percentage
Very important	42	91.3%
Important	2	4.3%
Moderately important	1	2.2%
Non response	1	2.2%
Total	46	100.0%

Source: Field data 2016

The next section deals with benchmarking of the UEPs covered by questions 44 to 45.

5.4.35 Benchmarking of UEPs in university libraries

Question 44, a multiple response question, was asked to find out from respondents if their university libraries benchmarked their UEPs against certain standards in their various institutions. These different standards were listed as possible responses.

Table 5.14 reveals that 33 (71.7%) of the respondents indicated they benchmarked their UEPs against their institutions' internal standards and goals. This was followed by 28 (60.8%) who indicated they benchmarked the programmes against LIASA's standards and 17 (36.9%) benchmarked their programmes against the ACRL's information literacy competency standards for higher education.

Table 5.14 Benchmarking of UEPs in university libraries

N=46

Institution of employment	Benchmarking Standards		
	Library and Information Association of South Africa (LIASA)	ACRL's information literacy competency standards for higher education	The institution's standards and goals
DUT Library	11 84.6%	9 69.2%	10 76.9%
Mangosuthu Library	1 33.3%	0 0%	2 66.7%
UKZN Library	14 73.7%	7 36.8%	18 94.7%
UNIZULU Library	2 66.7%	1 33.3%	3 100%
Total	28	17	33

* Percentages and totals are based on respondents from the different institutions

Source: Field data 2016

5.4.36 Success of UEPs in university libraries

Question 45 was asked in order to establish the overall success of the UEPs in the university libraries.

Figure 5.3 below shows that 37 (82.2%) of respondents indicated that the UEPs in their university libraries were a success, while six (13.3%) responded that they did not know if the UEPs were successful in their library. Two (4.4%) indicated that their UEPs were not successful.

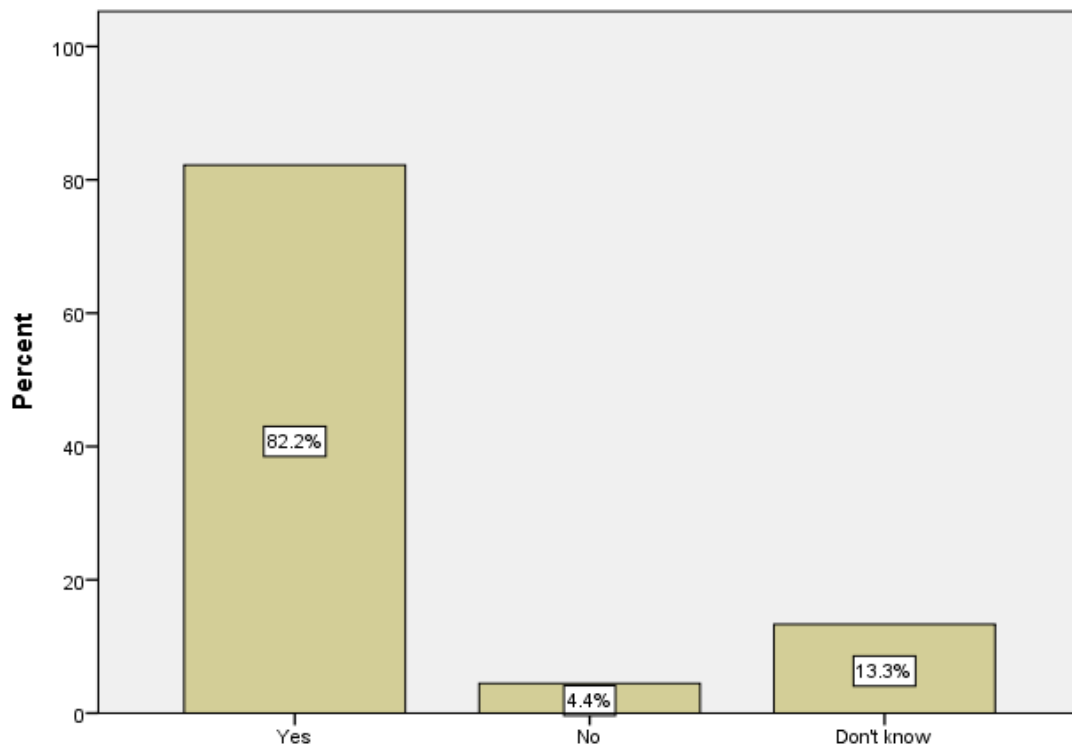


Figure 5.3: The success of UEPs
N=46

Source: Field data 2016

A follow-up question was asked with regards to question 45, requesting the 37 (82.2%) of the respondents who indicated their UEPs were successful to provide reasons for such success. Of the 37 (82.2%), 24 (64.8%) provided the following reasons:

- *Based on positive feedback from academics and departments, and there is also departmental reviews, (four or 10.8%);*
- *After the user education sessions one on one consultations become less frequent, you notice more students using the PCs to find their own resources, (four 10.8%);*
- *The attendance is good and students are becoming more and more independent, (three or 8.1%);*
- *Library is integrated into the curriculum, more so, lecturers are keen for students to do Information literacy, (two or 5.4%);*
- *Good collaboration with the academics, marketing that has effect, (two or 5.4%);*

- *You must use library databases, endnote for research, UKZNs are leaders in research output, (one or 2.7%);*
- *Our students graduate! Becomes more self-sufficient over time, (one or 2.7%);*
- *Used by postgraduate students to conduct research, endnote reference, (one or 2.7%);*
- *Because our university have produced many graduates through this user education, (one or 2.7%);*
- *I have made it my business to ensure that what I impart sticks by making follow ups with the trainees, (one or 2.7%);*
- *Because it is done professionally and adequately, (one or 2.7%);*
- *We are moving with time, offering current and relevant UEP that students need, (one or 2.7%);*
- *Students are doing better with assignments and referencing, (one or 2.7%); and*
- *We always have other university visiting us wanting to know how we deliver our information literacy, (one or 2.7%).*

Of the six (13.3%) respondents who indicated they did not know if their UEPs were a success, one (16.6%) provided the following reason:

- *I think more work needs to be done to evaluate the impact it is having, (one or 16.6%).*

The next section deals with the challenges encountered with UEPs which was covered question 46.

5.4.37 Challenges encountered with UEPs

Question 46 sought to establish from respondents if they encountered challenges in the process of delivering UEPs in their university libraries.

Of the 46 respondents, 30 (65.2%) indicated that they encountered challenges; 12 (26.1%) responded that no challenges encountered, while two (4.3%) responded they did not know and another two (4.3%) did not respond to the question. A further question was asked of the respondents to indicate what the

challenges were and 29 (96.6%) out of the 30 (65.2%) respondents provided the following challenges below:

- *There is poor attendance in some courses due to unforeseen hindrances such as student unrest, although attendance is meant to be compulsory, (six or 20.6%);*
- *Our library does not have new computers, fast internet and video where the users can refresh themselves, (four or 13.7%);*
- *The PCs don't all work, the internet connection sometimes gets lost during the sessions, (three or 10.3%);*
- *Students sometimes do not come when training is organised, some academics do not cooperate when we ask them to bring their students or to come themselves for training, (three or 10.3%)*
- *Limited space, not enough computers, too much content at one go, (three or 10.3%)*
- *There is insufficient funding, (three or 10.3%)*
- *Students come to university without computer skills, of which language is a barrier, while some students come from rural areas and they don't understand English well and they will keep on requesting that you explain again in IsiZulu, (two or 6.8%);*
- *A lot of challenges, some of them is that other colleague are not skilled to present so it ends up falling to the same people to do user education, (two or 6.8%)*
- *Limited time as well as limited computers, only a few students can be trained at a time, (two or 6.8%); and*
- *Especially first entry of undergraduates are not interested in user education, (one or 3.4%).*

This section deals with strategies for improving the UEPs in the libraries asked in questions 47 to 49, Section 5.4.38.

5.4.38 Strategies for improving UEPs

Question 47, an open-ended question, asked respondents what strategies could be adopted to improve the UEPs in their university libraries.

A total of 37 (80.4%) respondents answered this question. Nine (19.5%) respondents did not respond to this question. All 37 (80.4%) respondents gave the following responses:

- *Effective marketing and web-based online tutorial video, (seven or 18.9%);*

- *Professional training given to subject librarians alongside attendance of workshops so as to keep up-to-date as well as to get exposed, (six or 16.2%);*
- *Work more with academics to integrate UEPs into academic modules, (five or 13.5%);*
- *Keep pace with technology, and make the programme more interactive, more meaningful, (five or 13.5%);*
- *With an understanding of what students need, let there be an improvement on what is being offered with better LANS, New PCs with updated software, larger bandwidth, (four or 10.8%);*
- *To make it compulsory credit bearing course, (two or 5.4%);*
- *UEP programmes can be in cooperated into the university's curriculum is that students can be credited for attending, (two or 5.4%);*
- *More e-learning initiatives, (two or 5.4%);*
- *Not in place as yet, (two or 5.4%);*
- *Policy should be in place that will provide a sense of direction, (one or 2.7%); and*
- *To be more spread out during the year especially for undergraduates, (one or 2.7%).*

5.4.39 Recommendations and contributions to training session regarding UEPs

Question 48 asked respondents to indicate if there were any additional education training sessions they would like to recommend for their university library UEPs for the future.

Of 46 respondents, 33 (71.7%) responded with a “No” response while 10 (21.7%) responded with “Yes” and three (6.5%) did not respond to the question. A follow-up question was asked of the 10 (21.7%) respondents to list the addition educational training sessions. Nine respondents provided the following:

- *Training on presentation helps with understanding on how to deliver knowledge to an audience without losing their focus, (one or 3%);*
- *To take subject librarians for bench marking in other institutions, to request that librarians attend training for academics in planning, presentations, (one or 3%);*
- *Topics like how to do a research proposal and how to write a thesis should be involved on our UEPs, (one or 3%);*
- *Students with visually impaired to be provided with equipment, (one or 3%);*

- *Training in the various social media, (one or 3%);*
- *Research related sessions, (one or 3%);*
- *Academic writing, (one or 3%);*
- *To do podcasts, (one or 3%); and*
- *Training tutors (one or 3%).*

5.4.40 Any suggestions regarding UEPs

Question 49, was an open-ended question and asked respondents if there was anything else they would like to add regarding UEPs. Of the 46 respondents 36 (78.2%) responded with a “No” without an explanation, while 10 (21.7%) indicated “Yes” and produced an explanation. The following are the responses by the 10 (21.7%) respondents:

- *A lot needs to be done to the UEPs to grasp the attention of all students, having diverse students groups in one class does pose challenges, (one or 2.1%);*
- *Information literacy programmes should be made compulsory in all institutions and students learn a great deal and departments can produce excellent students in terms of research and un-plagiarised work, (one or 2.1%);*
- *It will be nice to have separate UEPs for postgraduates and undergraduates and also to have separate librarian for UEPs, (one or 2.1%);*
- *Subject librarians need to be properly trained on each database and the catalogue to fully explain and teach these to the users, they also need to be taught correct teaching skills to effectively get their message across, (one or 2.1%);*
- *The gap that exist between the department and library must get closer for UEP to reach greater number, (one or 2.1%);*
- *Having group discussion, more conference, more training, (one or 2.1%);*
- *This is the core of being a subject librarian I wish more librarians can fall in love with it and it as a way of passing through their knowledge to others rather than it being work, (one or 2.1%);*
- *It is important to offer user education training through social network, (one or 2.1%); and*
- *User Education Programmes are essential and it is important that all Subject Librarians are part of the planning and development of these programmes (one or 2.1%).*

5.4.41 Summary of questionnaire results

The results of the questionnaire revealed that all respondents were permanent staff at their respective institutions. It was also discovered that there were more females than males among the library staff and the predominant age range of staff working in the profession is within 46-50 years. All four university libraries provided formal UEPs to their users, with English being the predominant language of instruction. Also the UEPs were generally benchmarked against their own institution's standards and goals. Evaluation and assessment of the UEPs were undertaken. However challenges with UEPs were encountered such as finance, space, and ICT infrastructure eg outdated computers and limited internet bandwidth that affected the efficient delivery of the UEPs.

5.5 Presentation of the interview results

As specified above, the present study was an analysis of UEPs in selected university libraries in KwaZulu-Natal. A semi-structured interview schedule (Appendix 2), was used to gather data from university library directors, campus/branch librarians, principal librarians, managers information services/information service managers. The results of the interview are reported under the themes below.

5.5.1 Section A: Background/biographical information about university director/campus librarians, principal librarians, and information service managers

This section provides general background and biographical information on the seven interviewees. The interview schedule questions were divided into two sections "A" and "B". The Interview schedule consisted of 22 questions in all. Section "A" dealt with the background information of the respondents which had one question with sub-questions. Section "B" dealt with the status of user education programme(s) with 21 questions.

Table 5.15 below reflects the gender, age, race and qualifications, and the number of years the interviewees had worked in their university libraries. For the purpose of this study all respondents were assigned a code to ensure anonymity and confidentiality, by way of example, all directors of

libraries were given the code D; campus managers were labelled CM; principal librarians were labelled PL; and information service managers or managers of academic services were labelled MAS/ISM respectively as they carried out the same functions in their respective libraries. All interviewees were permanent employees of their respective institutions.

Table 5.15: Background/biographical information of interviewees

N =7

Interviewees	Gender	Age range	Race	Qualification	University worked	Number of years worked
D1	Female	56-60	Coloured	Masters	DUT	4 years
D2	Female	41-44	Black	Masters	UKZN	3 years
MAS/ISM 1	Female	51-55	Indian	PhD	DUT	30 years
MAS/ISM 2	Female	46-50	Black	Masters	UKZN	3 years
PL	Female	51-55	Indian	Masters	UKZN	6 years
CM1	Female	46-50	Indian	Masters	UKZN	12 years
CM1	Male	46-50	Indian	PhD	UKZN	12 years

Source: Field data 2016

Six (85.7%) of the respondents were female and only one (14.2%) was male. Their ages ranged from 41 to 60 years of age. With regards to race, two respondents were Blacks, one Coloured, and four Indian. In terms of their qualifications, the highest amongst them was a doctoral degree. Two (28.5%) of the respondents had obtained a doctoral degree, five (71.4%) had master's degrees. Of the five respondents with master's degrees, one had two master's degree qualifications. Two (40%) respondents amongst the master's degree holders were currently registered for a PhD degree in the same institution where they are employed.

The table shows two (40%) of the respondents have worked for three years in their current institution, one (14.2%) has worked for four years, and another one (14.2%) has worked for six years, while two (40%) of the respondents have worked for twelve years. One (14.2%) respondent had worked in their library for thirty years. All respondents were permanently employed according to the interview report.

5.5.2 Section B: The status of UEPs

The purpose of this section is essentially to present findings on the types/content; the roles by the service providers (university director/ librarians, principal librarians, and information service managers/ information managers clientele services) of UEPs, if they offered formal or informal UEPs, how they were offered, and the challenges they encountered.

5.5.3 Offering of UEPs

Question two asked the respondents if they operated UEPs in their libraries. All seven (100%) respondents interviewed in the study responded “Yes” to the question that there were UEPs in operation in their university libraries. Two (28.5%) of the respondents declared that the programme was not directly called a UEP but was called an Information literacy programme (ILP) that is integrated into the formal curriculum and that it is new for both undergraduate and postgraduate students. The other five (71.4%) respondents answered by saying that it is a uniform programme that runs/cut across all their university campuses. Normally at the beginning of the year, user education programmes (UEPs) are advertised on the library webpage for all students to be made aware that such programme or programmes are in operation in the university libraries.

5.5.4 Who UEPs are offered to and level of students targeted

Questions three and four dealt with whom the UEPs were offered to and the level of students targeted. All seven respondents said “Yes” UEPs were offered to both students and staff of the various university libraries. With regards to the level of students the UEPs targeted, all seven respondents affirmed that the UEPs targeted all categories of students who ranged from undergraduate to postgraduate students. Two (28.5%) of the respondents said UEPs were offered differently for the various levels of students.

The respondents indicated that for first years, attendance at a UEP is compulsory and was offered to them as an introductory information literacy programme, that covers all the basics on how to use the library and its resources while for the 2nd and 3rd year students it was modified to their level because

they were no longer 1st year students. For the postgraduate students it was a more intensive programme, because they were taught how to use an electronic bibliographic management system called Endnote, advanced searching and search strategy etc. The other five (71.4%) respondents said that a UEP is offered to both students, and staff and researchers.

5.5.5 Offering induction to new academic staff library as part of the UEPs

For Question five, on induction of new academic staff, six (85.7%) of the respondents indicated that induction to the library was part of the UEP. However, one (14.2%) respondent indicated “No” unless requested by the staff. Four (57.1%) of the six (85.7%) respondents provided clarification on the induction.

- *It is offered to staff as part of induction. The sections are held until they feel more comfortable that they know the databases, (one or 16.6%);*
- *It is offered as an over view induction on databases, also to know the needs of lecturers and so forth, (one or 16.6%);*
- *Induction is a university wide phenomenon and it is not necessarily meant to be done for the library staff alone because they need to enroll for it, and it takes place during certain time of the year,(one or 16.6%); and*
- *It is meant for new librarians and as librarians are part of the University's induction programme for new academic appointments they are been inducted and it is also a formalised programme that is usually conducted by a senior librarian, (one or 16.6%).*

5.5.6 Stated objectives for UEPs in university libraries

Question six addressed the issue of UEPs objectives. Six (85.7%) of the seven respondents indicated that there were stated objectives for UEPs in their respective university libraries and one (14.2%) respondent said “No”. These are their explanations to the question. Two (28.4%) respondents out of the six said the objectives were aligned with several departments and subject faculties as well as an Information Literacy course which is credit bearing and examinable from January 2017 that it is going to be offered to all faculties. The researcher was shown two of their frameworks used. One was

SCONUL (Society of College, National and University Libraries) and the other was the ACRL framework. Below are the explanations regarding UEP objectives.

One respondent said the objectives referred to their library's own mission and vision statement. The next respondent indicated there are 'objectives because every programme is set with an outcome' for example the objective for 1st year's students is that they need to know the OPAC and how to use the OPAC. More advanced searching is offered to the second and third years, and the masters, and PhD students. Another respondent said the objective was to market their library resources to their users who are academic staff and students.

5.5.7 Policy documents on UEPs in the library

Question seven related to the existence of policy documents for UEPs. Two (28.5%) of the respondents said they had policy documents which were called information literacy frameworks which related to the teaching and learning programme of the university, while 80% said "No" they did not have policy documents for UEPs. One respondent provided a reason why there was no policy document in their library, this being that they had always accepted that it's their responsibility to train users on the different databases. The last two respondents were unsure as to whether their library had a policy guiding their UEPs.

5.5.8 Local UEP standards the library adheres to

Question eight asked the respondents whether the UEPs adhered to local standards. Two (28.5%) of the respondents said "Yes" while five (71.4%) of the respondents had different responses. Two (28.5%) of the respondents said "Yes" that the local standards their UEPs adhered to was the CHELSA framework. Another respondent said they adhered to the "HELIG (higher education interest group) LIASA library and information (South Africa) standard. This is the standard that is prescribed because it was drawn up jointly by university libraries and librarians in SA as to what needs to be covered. There is a template that is followed which is used by everybody (service provider) because the UEP is operated uniformly across all campuses. One (14.2%) respondent said the standard they have at their institution is comparable to any other university. They did not follow an existing standard but what they do is to focus on the outcomes when doing a programme. One (14.2%) respondent said there is

“No” local standard their UEPs adhere to in their university library, without providing any reason. The last respondent did not answer the question.

5.5.9 International standards the library UEP adhere to

Question nine dealt with **adherence to** international standards. With regards to international standards, three (42.8%) out of seven (7) respondents said “Yes” there was an international standard their university libraries adhered to with regards to UEP. These were their responses:

- SCONUL information literacy framework and Association of College and Research Libraries (ACRL) information literacy competency standards, (two 28.5%);
- ACRL guidelines because their university does not function solo. The reason being that whatever programme they offer must be aligned with international standards as they do not want their students to be disadvantaged and also their university is called an international university and it is open to students from any country. They also don’t want students to be exposed to the best in their home country and experience the worst here. So the standards of excellence are maintained, (one or 14.2%); and
- The ALA (American Library Association) standards.

Three (42.8%) respondents were not sure what international standards their UEPs were using in their university libraries.

5.5.10 Content/training covered in UEPs in university libraries

Questions 10 and 11 covered the content/training areas included in UEPs. All seven respondents (100%) answered the question. The content/training ranged from: tours of the library; information literacy programmes; OPAC; searching online databases; introduction to referencing; referencing management, (for example Endnote). Furthermore, according to two (28.5%) respondents, other content covered included peer teaching that was done by the institution’s National Diploma graduate students who are employed for three months as peer librarians to assist students who are too shy to speak in public but are more likely to talk to someone who looks like a student and they can approach and talk to them. Five (71.4%) respondents indicated that the other contents/training covered included

how to write an assignment; how to avoid plagiarism; and how to use Turnitin once assignments are completed before submission.

5.5.11 Financing of UEPs in university libraries

Question 12 related to the financing of UEPs. Two (28.5%) of the respondents said there was no funding for UEP from the university, but there was a library budget, the teaching and learning grant and the ECP (extended curriculum programme) grant and skills grant. More so, there was an operational budget that is used to print whatever needs to be printed in the library. Similarly, five (71.4%) respondents said the following:

- There is a budget that is not enough but that is basically used to make the library users feel welcome and the finance that is available is for promotion purposes only, (one or 14.2%);
- There is no dedicated finance for UEPs because the key function of SLs (subject librarians), and PLs (principal librarians) is to operate UEPs, (three or 42.8%); and
- It is funded in-house by the University Library, (one or 14.2%).

5.5.12 Adequacy of funding provided for UEPs

Question 13 asked respondents to indicate how adequate the funding provided was. Two (28.5%) of the respondents said “Yes” the funding provided was adequate because a budget is set aside for each year in the LIS budget. One (14.2%) respondent categorically said funding was not adequate. Another one (14.2%) respondent categorically said “this is not applicable as we don’t have funding specifically for UEPs”. Two (28.5%) of the respondents did not actually respond to the question above and another one (14.2%) respondent could not answer the question and referred the researcher to the someone else.

5.5.13 Library management’ involvement in planning of UEPs

Question 14 related to the involvement in the planning of the UEPs by library management. Five (71.4%) out of the seven respondents said they were involved in the planning of the UEPs in their library apart from subject librarians. They provided the following explanations:

- Involved in brain storming sessions (one or 14.2%);

- Involved in planning, implementation and evaluation of the programme (two or 28.5%);
- Programme runs via me so that I can see what is going to be covered (one or 14.2%), and;
- I am involved only at strategic level which is to ensure that UEPs take place in all our university libraries and also that it is uniform in all campuses not at the operational level because the respondent did not physically do it (as in delivering the service to the users) but there are SLs whose responsibility it is to do that physically as well as PLs to a certain extent (one or 14.2%).

Two (28.5%) of the respondents indicated that they were not involved in the planning of the UEPs.

5.5.14 Personnel in charge of the UEPs in the library

Question 15 inquired about the personnel in charge of the UEPs. All seven (100%) of the respondents said “No” they were not the personnel in charge of UEPs directly or physically in their respective libraries based on their different portfolios. Two (28.5%) of the respondents said the personnel in charge belonged to the information services team which included all subject librarians; postgraduate librarians, the training librarian, and after hours librarian. Five (71.4%) of the respondents said all librarians in the subject librarian unit were involved, which included the head of information services, principal librarians, as well as those at the circulation desk because although they did not stand in class and talk they also have to be apprised with information in terms of what kind of UE is happening.

5.5.15 How are subject librarians equipped to deliver UEPs in your library in terms of training facilities?

Question 16 was asked to gain an understanding of how subject librarians were equipped to deliver UEPs. In response to the question, all seven (100%) respondents answered “Yes” they are equipped in various ways. Two (28.5%) of the respondents said they were equipped by going for training, both library related and technical, for example, such training included: e-learning, mentorship training, capacity building, how to upload programmes online, how to lecture to large classes, how to lecture to English-as-second-language-speakers. More so, every subject librarian undergoes Blackboard training because the university uses Blackboard and they are taught voice technique, and also how to provide blended techniques other than talking all the time. In addition, they also attend workshops on teaching and learning, e-learning, and integration. Subject librarians also work in close collaboration with academics in the faculties.

Five (71.4%) of the respondents said the subject librarians were well equipped to deliver UEPs in terms of qualifications, and in terms of training on the job, for example, there were training facilities on each campus library like the training LANs, projectors, computers and so forth. Subject librarians also attended workshops and conferences outside the university. Subject librarians personal development plans as part of annual performance management also provided opportunities for development.

5.5.16 Role subject librarians play in designing/implementing UEPs in their university library

Question 17 was on the role subject librarians play in designing/implementing UEPs. Five (71.4%) of the respondents said SLs play a vital role in the designing/implementation of UEPs in their university libraries based on their qualifications and the training, workshops, and conferences they attended outside their university. There was a collective effort which included the line managers alongside SLs. They all brainstorm their ideas and follow a set programme in terms of designing/implementing UEPs so that the users could benefit from the programme in order to be able to use the library and its resources better for their academic work. Moreover it was the subject librarians’ full responsibility to devise the programme and ensure the outcomes were achieved. This was listed in their performance

agreements said one (14.2%) of the respondents. They (SLs) also consult with academics in terms of content coverage.

However, the other two (28.5%) respondents said both SLs and Training librarians (TL) are responsible for implementing the UEPs because they all contribute ideas when planning UEPs.

5.5.17 Continuous training and development of library staff/subject librarians

Question 18 asked if library staff/subject librarians undergo continuous training and development. All seven (100%) respondents responded “Yes” to the question; five (71.4%) of the respondents said their SLs undergo the following training:

- *In-house and by external providers, (one or 14.2%);*
- *They undergo continues training and development, (one or 14.2%);*
- *There SLs have continuous training in terms of working with databases, they meet as a group and work through the databases, (one or 14.2%);*
- *In terms of skills development, all subject librarians are encouraged to attend related workshops, seminars and conferences. Within the library if there is a need for training in a particular area this is usually conducted by the Principal Librarian, (one or 14.2%) ; and*
- *Subject Librarians undergo continues training and development because things are changing and the library moved to OCLC which means world share management services is the new system used. The Subject Librarians undergo training so as to train others. They would yet know how to train students if they do not know how the new system operates, (one or 14.2%).*

5.5.18 Evaluation of UEPs

Question 19 sought to establish if UEPs were evaluated. All seven (100%) respondents responded “Yes” to the question. Question 20 was a follow-up question asking about how the UEPs were evaluated. The respondents responded as follows:

- *Evaluation form is given out to users after every training sessions, likewise surveys are done that was limited to postgraduate students alone last years but beginning from next year (2017) there will be form for all library users (one or 14.2%);*

- *A credit bearing statistics assessment is done as well as quarterly report (one or 14.2%).*
- *Evaluation forms are issued out at the end of training where users are given to critic the content also to critic the presenter and this evaluation forms are looked at by information services team once a year and they decide on anything that is lacking and needs to be changed and they implement the following (three or 42.8%); and*
- *There are forms on LibGuides on the webpage for users to give their comments, (two or 28.5%).*

5.5.19 What strategies are used to improve the UEPs in your library?

Question 21 related to the strategies used to improve UEPs. From one of the institutions the respondents said that they have what they call “Programme review” where a panel that is part of the Council for Higher Education comes to review what they have done in information literacy (IL) by interviewing students to ascertain if what was taught to them is relevant. Thereafter a report is written and a copy is given back to the institution. The report is used to improve the UEP. Additionally, there is an analysis of IL statistics by looking at big data to improve their services, including evaluating and monitoring e-learning.

Another respondent indicated that their institution does constant user surveys after the training, wherein evaluation forms are given to users to fill in so as to be able to find out what users want to see in terms of improved library services.

5.5.20 Challenges university libraries face in delivering UEPs

Question 22 was asked in order to determine challenges university libraries face in delivering UEPs. From all the institutions it is noted that challenges will forever be there. The challenges indicated by the respondents ranged from:

- *Budget; that is always not enough, (one or 2.1%);*
- *Physical infrastructure is a challenge based on space/venue; limited physical classroom venues, (one or 2.1%);*
- *Not having enough computers that are working untimely is an issues, (one or 2.1%);*

- *Access to Wi-Fi sometimes is erratic, (one or 2.1%);*
- *Students' assimilation with the library and its resources sometimes is poor, (one or 2.1%);*
- *Users not coming for training programmes at the set time, (one or 2.1%);*
- *Staff not adjusting to the needs of the users, (one or 2.1%);*
- *User not knowing how to use the keyboard when working on computers, (one or 2.1%); and*
- *Lack of sufficient staff (one or 2.1%).*

5.5.21. Summary of interview results

The results of the semi-structured interviews with the university library director/campus librarians, principal librarians, and information service managers who participated in this study affirms that UEPs are essential and will remain essential in university libraries, and there is constant reviews and evaluations of the content/training offered to users. Their responses mirrored those from the questionnaires. Furthermore, challenges were highlighted and strategies on how to best improve the services of UEPs were also discussed.

5.6 Summary of the chapter

This chapter presented the inclusive results of the study on the analysis of UEPs in selected university libraries in KwaZulu-Natal. The results of the self-administered questionnaire and semi-structured interview are presented. The questionnaire section recorded a 93.8% response rate while the interviews recorded a 70% response rate. The summative findings of the study indicates that UEPs are still vital in university libraries for the benefit of library users. There are some challenges with inadequate finance and ICT infrastructure. More so, strategies to overcome such challenges were made by respondents such as establishing UEPs as a compulsory credit bearing course in all departments for all users and improving the funding and ICT infrastructure.

Chapter Six

Discussion of findings

6.0 Introduction

This chapter will discuss and interpret the findings of this study presented in Chapter Five in the light of the research questions and literature reviewed. The conceptual framework was derived predominately from the following frameworks:

- ISP Model of Kuhlthau;
- The Relational Approach to Information Literacy (RAIL) by Bruce;
- The CHELSA Draft Guidelines on Information Literacy; and
- ACRL Guidelines for Instruction Programmes in Academic Libraries and Information Literacy Competency Standard for Higher Education.

This study was underpinned by these two frameworks alongside two theories propounded by scholars as they provided comprehensive standards and guidelines and were formulated by practitioners/professionals of IL and user education.

Kuhlthau's ISP model deals with the behaviour of the user in an information environment. Presented as comprising six stages, it highlights the behavioural activities in which the user engages in order to meet her/his information need. In dealing with UEPs, ISP Model features in the determination and formation of content and delivery or pedagogical strategies on the one hand, and the mental and emotional state of the user on the other hand. The first time library user in higher education faces expectations of independence in learning that s/he may not have even dreamed about and is therefore likely to be intimidated by the sight of a university library. Knowledge of the state of mind of the new user is therefore something that must be taken into account in a library's engagement with them. As one of the subject librarians mentioned, all the university libraries covered by this study rely on this model used in this study.

Bruce's model is somewhat similar to Kuhlthau's though in a different way because it deals with the different subjects areas in the university environment and beyond. As SLs deal with students and researchers it is therefore expected of SLs to be conversant with and have an understanding of the different categories of the seven stages of Bruce's model as stated in section 2.2 of Chapter Two as service providers that will be relating with the users in their environment.

However, in all of these there are standard ways of imparting knowledge to learners, knowing the learner has peculiarities arising from the context of the activity. That is what the CHELSA Draft Guidelines on Information Literacy, and ACRL' Guidelines for Information Literacy in Academic Libraries and Information Literacy Competency Standard for Higher Education highlight in their standards and guidelines for the users to be all round in their use and participation of the programmes.

The CHELSA Draft Guidelines on Information Literacy, were devised for the South African context, while the ACRL's Guidelines for Information Literacy in Academic Libraries and Information Literacy Competency Standard for Higher Education have been adopted by academic libraries in the USA, South Africa and internationally by other academic libraries.

As stated in Chapter Four, both quantitative and qualitative methods of data collection were used to collect data for this research. The researcher made use of two main instruments, a semi-structured questionnaire and semi-structured interview schedule (Appendices 3 and 5) to collect relevant information from the respondents.

The findings of this study revealed the demographic data of respondents which included age range, gender, qualifications, and occupation, their place of occupation and how long they had been employed in their respective places of employment. Additional findings of this study from the instruments used were information about the university library, user education programmes, and the status of UEPs with sub-headings in different sections of both (quantitative and qualitative) instruments of the study.

The purpose of this current study was to investigate the user education programmes in selected university libraries in KwaZulu-Natal. Before the discussion of the key research questions underpinning the study, demographic information about the respondents is discussed. The key research questions of the study are:

- What is the current status of user education programmes in the four university libraries under study?
- What is the role of subject librarians in implementing the UEPs?
- How are UEPs evaluated in the four university libraries under study?
- What are the challenges encountered in delivering the UEPs?
- What strategies can be implemented to improve on the UEPs?

6.1 Demographic data of respondents

The essence of capturing demographic information in a study is to highlight the appropriateness or suitability of the participants in providing answers to the research questions under investigation. Demographic information are features of a population that have bearing on the subject under investigation and generally include race, ethnicity, gender, age, education, profession, occupation, income level, and marital status Wyse, (2012). Demographic data are usually collected through self-reports and both data collection instruments for this study, the self-administered questionnaire for subject librarians and the semi-structured interview schedule administered to directors and campus librarians, principal librarians; and information service managers or managers academic services, required respondents to supply their population characteristics that were considered relevant, namely gender, age range, race, qualification, and nature of employment, and their years of employment in their respective university libraries.

6.2 General information on respondents

Altogether 53 respondents, (as per section 5.1, Table 5.1) comprising 32 females and 21 males, participated in this study. While 20 of the 46 subject librarians were males, only one out of the seven interview subjects (directors, campus librarians, information service/academic service managers) was male. Women thus predominate in the libraries under study. At the time of data collection, only one respondent was below 30 years of age. The majority of the subject librarians who participated were over 40 years of age as reflected in section 5.2.4, Table 5.2. All the directors, campus librarians, and other library management were over 40 years old (only one out of the seven interviewed was below 46 years), while amongst the subject librarians 65 % were also over 40 years old (as per section 5.5.1,

Table 5.15). In terms of race, the subject librarians were comprised of 26 Africans (Blacks), 13 Indians, two Whites, and two Coloureds (section 5.2.5), (three respondents failed to indicate their race). The interview subjects were comprised of two Blacks, four Indians, and one Coloured as indicated in section 5.5.1, Table 5.15.

With regard to academic and professional qualifications, a large majority of both sets of respondents had postgraduate qualifications or higher degrees. Of the 46 subject librarians, 33 or 72% had higher degrees (as per section 5.2.6, Table 5.3), followed by two with PhDs, 14 with Masters, and 17 with Honours degrees, while all the interview subjects were either holders of a masters or a doctorate degree (as per section 5.5.1, Table 5.15).

While on the surface the percentage holding higher degrees seemed satisfactory, the number of PhDs (four) is small and subject librarians need to be encouraged to engage in more aggressive self-development in order to improve their knowledge and abilities on web 2.0 and library 2.0 technologies like YouTube, blogs, LinkedIn and so forth that are growing rapidly to better meet the information needs of library users. The reason been that most of the users of libraries are more into different social networks where they source information from within their comfort zones, for as long as they are connected to the internet and at all times for all their academic and extra curriculum works. A situation where a majority of the subject librarians had only an Honours degree or less is unacceptable given the emphasis on postgraduate studies in our universities. Subject librarians will not be able to effectively carry out their roles if they are not technologically compliant. It is therefore expedient that they upgrade themselves to be the 21st century librarian that is able to perform any role in the library in discharging and marketing the library resources and how to use such resources.

With reference to the nature of their employment, all respondents were permanent employees in their respective institutions (as per section 5.2.2), the same with the interview respondents (as per section 5.5.1). In terms of experience in their jobs, just over half (52%) of the subject librarians had experience of over five years while 43% had less than five years' experience as subject librarians. Of those with five or more years' experience, 14 have served as subject librarians for over 12 years. In contrast, 10 of the subject librarians have under two years' experience on the job (as per section 5.3.2, Table 5.4).

Job experience among library management staff who were interviewed, showed that of the seven respondents, only one respondent had worked for 30 years, two respondents had worked for 12 years, another two respondents had worked for three years, one respondent had worked for six years and another one respondent had worked for four years respectively (as per section 5.5.1 of Table 5.15).

6.3 Current status of UEPs in the university libraries

The determination of the status of UEPs was one of the key issues this research set out to investigate. All four universities covered by this study ran formal UEPs. Both sets of respondents were asked if their institutions ran formal UEPs. All seven interview respondents in section 5.5.3 and 40 out of 46 subject librarians indicated (in section 5.4.2) that they ran formal UEPs. The remaining six subject librarians answered in the negative. To them, formal user education means credit bearing therefore they said “No” as no UEPs were credit bearing. These six subject librarians (as per section 5.4.2) indicated that they did not run formal UEPs because to them, in the context of UEPs the term formal is equated with a credit bearing course. Since their institution did not offer a credit bearing course they therefore responded in the negative.

While there is widespread agreement about the existence of formal UEPs in the four universities of interest to this study, there is far less agreement among the respondents as to whether their institutions have formal policy documents guiding the provision of user education. Only one of the five respondents in one of the institutions claimed the institution has a UEP policy document while seven held a contrary view. Similarly, at another institution, a majority of the respondents mentioned that the institution did not have a UEP policy document. It is only at MUT that a majority claimed the existence of a UEP policy document. The only institution where there was no conflicting responses about the existence of a policy on UEPs was at UNIZULU where all three respondents said that their institution does not have a UEP policy document. In all, (section 5.4.3) revealed that 15 subject librarians claimed that their institutions had a UEP policy document while 26 said that their institutions did not have a UEP policy.

Controversy over the existence of UEP policy documents was also found in the interview responses. From the interview responses, at one institution the respondents claimed they had a UEP policy

document called the Information Literacy Framework (ILF). However, at the other three institutions the interviewees noted that there was no UEP policy document. According to one of the interviewed Directors, said the university “does not have a policy per se”. The Information Services manager, at the same institution agreed with the director by making the following comments:

“No policy document on UEP, it’s not something that we have ever considered in the past. I think because we have always accepted that it’s our responsibility to train our users on different databases but to put that in a formal policy document it has never been considered in the past and I think up until now we’ve never seen a need for it maybe it’s something worth looking at for the future, now it’s something I can take to the principal librarians so we can talk about it as library management as well”.

The researcher discovered that some libraries do not really have a separate policy document besides the university policy document. Likewise, Bhatti (2010: 13) (in section 3.8.1) confirmed in her study that a lack of policy documents brought about the informal operation of UEPs in the university libraries of Pakistan where her study took place. This means the UEPs operated within the framework of general university policy documents rather than one formulated specifically to guide UEPs. Hopefully, with the question raised in the course of the study with regards to policy, the issue of a codified UEP policy will receive the attention it deserves and one is formulated and implemented.

User education was provided for all categories of library users including undergraduate and postgraduate students as well as staff in all four institutions according to all the participants in this study. However, different programmes and packages were targeted at different categories of users. For example, in all the institutions, first year students are required to undergo an introduction information literacy programme. New academic staff were also given library orientation as part of the induction process into the university. In addition advanced user education training was organised for postgraduate students and researchers on databases and electronic bibliographic referencing systems such as EndNote. Likewise (Suleiman, 2012; Agyen-Gyasi, 2008 covered different categories of library users in their studies).

The UEPs offered in these institutions covered a wide range of subjects in terms of content in addition to those mentioned in the preceding paragraph. The UEP content includes tours of libraries and library facilities, information literacy programmes, training in OPAC, online databases, referencing, referencing management packages (for example Endnote) and so forth. The subject librarians across

the four institutions were largely in agreement about the above contents of the UEPs in their respective libraries. The interview results corroborate the above and the following additional content was mentioned: online teaching on plagiarism, and peer teaching. Peer teaching or teachers are senior students that are used to teach content to students that are too shy to speak in public but are able to talk one-on-one to their fellow students on issues they do not really understand while the training is conducted so that they could be assisted by their fellow students who are called peer librarians. Peer teaching is thus a method of delivering UEPs to library users at one of the institutions under study. Similar content of UEPs were also noted in the following scholars' studies: Bhatti 2010; Maduako, 2013; and Agyen-Gyasi, 2008.

The last aspect of the status of UEPs with regards to question one that the study examined was the process of benchmarking. The ACRL Guidelines recommend that in terms of benchmarking, the instruction programme in institutions should be able to define, and measure learning objectives that are aligned with academic libraries and institutional standards and goals. The Guidelines also state that appropriate tools, equipment, and materials should be used for instruction to deliver the UEPs. The CHELSA Draft Guidelines on Information Literacy also affirms the ACRL guidelines.

The study therefore sought to establish if the UEPs are being benchmarked in all the university libraries under study. Benchmarking has to do with measuring what is being done against a set standard. The findings of the study show that all the university libraries claimed they benchmarked UEPs against their institutions' standards and goals before looking at other local or international standards outside their institution. They were first and foremost concerned with how the UEPs contribute to the vision and mission of their respective universities. The other standards university libraries under study used in terms of benchmarking when the need arose were either one of the following: The local standards used included: LIASA Library and Information Association of South Africa; the international standards used included the Association of College and Research Libraries (ACRL); other standards mentioned (as per section 5.4.35, Table 5.14).

6.4 Role of subject librarians (SLs) in implementing the UEPs

In every university library subject librarians perform certain roles to assist users of the library. The study derived four main groups of functions but not limited to only these four (from ACRL's Guidelines for Instruction Programmes in Academic Libraries (2003) in the implementation of UEPs.

These functions were:

- Teach individuals and groups in the University community;
- Promote, market, manage and coordinate diverse instruction activities;
- Collect and interpret assessment data to evaluate and update instruction programmes; and
- Produce instructional materials.

Agyen-Gyasi, (2008) affirms these claims of the ACRL by establishing that one of the roles of SLs at the KNUST Library was to educate users by way of orientation/guided tours of the library. The responses as set out in the Table 5.11 (section 5.4.30) of Chapter Five show differences of opinion among subject librarians on the role they played in UEPs within as well as across the different institutions. However, at MUT all the subject librarians agreed about their roles across the various functional areas. All subject librarians in all four universities agreed that subject librarians teach individuals and groups within the university community. At DUT, MUT, and UNIZULU all the respondents also agreed that subject librarians “Promote, market, manage and coordinate diverse instruction activities” but a few subject librarians at UKZN did not recognise this as one of their functions. Again not all subject librarians recognised the collection and interpretation of assessment data for the purpose of evaluating and updating instruction programmes as their function. This was the least recognised function at both DUT and UKZN. This is concerning because subject librarians in all four universities must be able to use the evaluations to reflect on the aspects of the UEPs and improve on them through such evaluations. However, 75% (as per section 5.4.30, Table 5.11) of the subject librarians see this as one of their roles. An almost identical situation holds for the role of subject librarians as producers of instructional materials for UEPs.

The differences in the way subject librarians perceive their roles suggest that some functions recognised would likely receive more attention than others. While the pattern of opinions expressed by subject librarians in the various institution was not interrogated, it may not be unconnected with

the number of subject librarians on the ground at each institution. For example, there is no divergence of opinion about the role of subject librarians in the implementation of UEPs at MUT and UNIZULU which had very few subject librarians, three and four respectively. The smaller numbers may imply that all subject librarians will be performing all the various roles whereas at DUT and UKZN that had larger numbers it is possible for subject librarians to be involved with some functions and not with others; hence the unawareness of the full spectrum of functions of subject librarians in respect of UEPs.

Subject librarians need institutional support and instructional facilities for the effective delivery of UEPs. This study therefore sought to identify the support available to them in this regard. The study determined (as per section 5.4.23) the types of instructional facilities/support available for UEPs as well as their adequacy. The facilities listed by the subject librarians included:

- Dedicated training LAN for all our UEPs, equipped with a projector, laptops/desktops, (10 respondents or 22.7%);
- LANs with instructors (13 respondents or 29.5%);
- Computers connected to the internet, and audio-visual (eight or 18.1%);
- PowerPoint presentation, data projector, PC, tutorials, and video (four or 9.0%);
- Printed and electronic guides (Lib Guides), (one or 2.2%);
- Teaching, lectures, training in lecture venues, (one or 2.2%); and
- MMC- Multimedia classroom, or LANs, (two or 4.5%).

These are similar to one of the guidelines of the study's basic instructional modes which is in the ACRL's guidelines. The basic instructional modes of the ACRL's guidelines for instruction programmes in academic libraries as listed in their guideline framework, for UEPs which include: computer lab with instructor and student workstations; projector; printer; and access to the internet.

The competencies of the 21st century librarian according to CARL (2010) and as they relate to UEPs, include teaching, promoting, marketing, evaluate, and updating instruction programmes. SLs need to be skilled and knowledgeable in these areas to operate in the information environment effectively and efficiently. Wooliscroft (1997), similarly noted that SLs do more than assisting users with information

searching, but also assist in teaching information literacy programmes as well as how to manage the information and knowledge acquired for use from the databases.

From the interviews (as per section 5.5.16), 71.4% of the library managers said subject librarians played a vital role in the designing/implementation of UEPs in their university library based on their qualifications and the training, workshops, and conferences they had attended outside their university. The role was a collective effort by both line managers alongside subject librarians implementing UEPs in their different university libraries.

According to a majority of the subject librarians (as per section 5.4.24), 93.5%, the facilities for UEPs are within the library premises while (as per section 5.4.25) 88.4% considered the available facilities adequate. The level and types of facilities available suggests that there were adequate facilities to deliver the UEP at the four institutions studied.

6.5 Evaluation of UEPs

According to the *Cambridge advanced learner's dictionary* (2008: 480) the word evaluate means to judge, calculate the quality, importance, amount or value of something. Evaluation is required for feedback and to determine the impact of a project or programme. Evaluation is also necessary to determine the future direction of a project or programme. This study sought to establish whether the university libraries have evaluation mechanisms and processes in place. The questionnaire (as per section 5.4.20, Table 5.9) listed methods by which UEPs may be evaluated and invited respondents to pick those in use in their respective institutions. The evaluation methods included (a) circulation of questionnaires for completion by participants in UEPs; (b) periodic revision of the programme; (c) participants' reaction to the programme; and (d) feedback from participants during the session. In addition to these four, respondents were also provided with the opportunity to mention any other evaluation methods in use in their libraries.

The findings of the study as displayed in Table 5.9, showed that the four university libraries adopted the different forms of evaluation to different extents. Though all four methods of evaluation were used, in three university libraries, at MUT there was no periodic review of UEPs at all. The most frequently

used evaluation methods therefore were feedback from participants during sessions; participant reaction to programmes, and circulation of questionnaires. This practice conforms to the requirements of Stage Six of Kuhlthau's ISP model as well as that of ACRL (2003) that require a systematic assessment and evaluation of UEPs based on the vision, mission, and goals of the library and should ideally be carried out at the end of training sessions. Similarly, the study also found that evaluation was done on a regular basis according to 84.8% of the subject librarians. Although regular evaluations were done, the finding that attendance was the major method of evaluation as shown in (section 5.4.22) raises concerns about whether some of the librarians were able to measure the outcomes of their programmes as per the CHELSA and ACRL requirements for evaluation.

Although not directly within its scope, the study also elicited information on the evaluation of users. Here it was found that attendance and tests were the main methods used to evaluate users. Thus 58.7% and 13% respectively mentioned attendance and tests as methods of evaluating users (as per section 5.4.22). This is in line with Schilling and Applegate's (2007) study conducted on evaluating library instruction. Their study examined the measures for assessing educational quality and impact and found that the various evaluation tools that were used are: (a) practical exercises in the form of graded homework; evaluation, course-related assignments; (b) ungraded written tests, written skills tests. Similarly, a study by Moyane, Dube, and Hoskins (2015) on evaluating user education programmes for postgraduate students in the School of Management, Information Technology and Governance at the University of KwaZulu-Natal, also revealed that evaluation forms were used to assess the effectiveness of the user education interventions at UKZN.

In line with these scholars' methods of evaluation, the interviews also affirmed that evaluation forms were given to users after every training session, thus providing users the opportunity to critique the UEPs content and the presenter in the evaluation form. All of these evaluation methods were viewed as an avenue to improve on the delivery of the UEPs in the future.

6.6 Challenges facing delivery of UEPs

Both data gathering instruments, the questionnaire and the interview, extracted some of the challenges libraries face in the provision and delivery of UEPs. A majority of the subject librarians, (as per section 5.4.37), 65 %, affirmed that they faced a number of problems in the implementation of UEPs. The major challenges identified by the subject librarians and organised by area or agency include the following.

6.6.1 User related challenges

- Poor attendance of some courses;
- Lack of sufficient IT skills at entry level among first year students;
- Lack of understanding of the essence of UEPs training sessions;
- Lack of adequate proficiency in English;
- Lack of cooperation from lecturers in releasing their students for user education sessions;
and
- Lack of interest in UEPs among first year students.

6.6.2 Facilities/support related challenges

- Some libraries do not have new computers and rely on: “PCs that don’t work”;
- Slow and unreliable internet service resulting in lost connections during sessions;
- Available venues are inadequate in size and sometimes unsuitable;
- Too much content is delivered at one go;
- Insufficient funding;
- Insufficient language capacity among subject librarians;
- Lack of UEPs delivery skills among some subject librarians;
- Lack of adequate staff;
- Limited time as well as limited computers, only a few students can be trained at a time;
and
- Poor publicity for UEPs.

Okoye (2013) investigated user education in federal university libraries in Nigeria. The study likewise revealed challenges that were very similar to this current study's findings which were: inadequate number of professional staff conducting user education; lack of funds to support the programme; inadequate ICT facilities; librarians were not knowledgeable in modern ICT literacy; and practical use of the internet to conduct research was not demonstrated during library instruction. Educators' perspectives on library education in Nigeria were studied by Saleh (2011) and Saleh's study's findings discovered similar challenges which included: lack of adequate qualified faculty staff members, old computers, and limited internet connections.

Bhatti's (2010) study on an evaluation of user-education programmes in the university libraries of Pakistan, also found some similar challenges to those of the current study. The challenges discovered were lack of provision of resources, as a result of lack of finance which had resulted in a limited supply of library books, journals, audio visual aids and other necessary facilities in libraries. There was also a lack of co-operation between the university management and library management with regards to UEPs. Most librarians did not have the required knowledge, and were not equipped to teach users effectively, nor did they have adequate subject expertise.

From the interviews with the library management staff, the challenges (as per section 5.5.20) included: (a) budget was not always sufficient; (b) physical infrastructure was a challenge based on space/venue, physical classroom venues, not having enough computers that were working perfectly was an issues; and (c) access to Wi-Fi was sometimes erratic.

The challenges highlighted by the library management staff affirmed the challenges mentioned by the subject librarians.

6.7 Strategies for the effective implementation of UEPs

Strategies are approaches on how to overcome challenges. The study revealed the following strategies identified by the subject librarians (as per section 5.4.38) as follows: (a) effective marketing and web-based online tutorial video for users; (b) professional training should be given to subject librarians alongside attendance at workshops to keep up-to-date; (c) work more with academics to integrate UEPs into academic modules; (d) keep pace with technology, and make the programmes more

interactive and meaningful; (e) with an understanding of what students need, there can be an improvements in what is being offered; (f) better LANS, new PCs with updated software, increased bandwidth; (g) UEPs should be compulsory credit bearing courses; (h) UEP programmes can be incorporated into the university's curriculum so that students can be credited for attending; (i) more e-learning initiatives; (j) policy should be in place that will provide a sense of direction; and (k) to be provided throughout the year especially for undergraduates.

The interviewees also suggested strategies on how to improve UEPs. These include: (a) programme review which should involve panels interviewing students to make certain adjustment with regards to what has been taught in order to improve on service quality; (b) improved analysis of information literacy (IL) statistics which means looking at big data to improve their services; (c) constant evaluation surveys and monitoring e-learning.

Okoye, (2013), suggests that the following should be taken into consideration for the strategies to be implemented in UEPs. They are: presence of UEPs policy in the library; stated objectives should be made available; library user education course should be credit-bearing in all tertiary institutions; adequate funds to support the UE programme; course content of library UEPs to be reviewed often; adequate ICT facilities to run the programmes should be provided; librarians should be trained in modern ICT literacy; practical use of the internet to conduct research should be demonstrated during library instruction; adequate number of professional staff should be available to conduct user education sessions; and cooperation with the faculty teaching staff should be encouraged and so forth. Similarly,

Janet and Ola (2013) suggest that user education should be upgraded into information literacy and be integrated into the curriculum in order to increase the confidence of users in the use of library information resources which is one of the key aspects of improving students' learning skills and academic performance. In addition, Brunton (2005) suggested that library instruction should be integrated into courses within the institution.

Another strategy to improve UEPs suggested by Maduako (2013), is that funds should be provided; use be made of audio-visuals to teach UEPs; easy to understand teaching methods should be used regularly; and more time should be allotted to UEPs sessions.

In all, the findings of the current study with regards to proposed strategies to overcome the challenges are similar to the findings of similar studies reviewed in this study.

6.8 Summary of the chapter

This chapter discussed the findings of the study in the light of the research questions that underpinned the study with literature to support the findings of the study.

The study revealed that UEPs are vital to university libraries and that is why they had been offered as formal programmes in all the university libraries under study. UEPs include a variety of teaching methods and content and are offered to students at all levels of study as well as staff. Most libraries did not have a formal user education policy but aspired to meet the mission and vision of their institutions. The study also discussed the roles of subject librarians in implementing UEPs, the evaluation of UEPs, challenges encountered and the strategies for improving UEPs.

Chapter Seven

Summary, conclusion and recommendations

7.0 Introduction

The purpose of this chapter is to present the summary, conclusion and recommendations of the findings of this current study, based on the presentation of the findings in Chapter Five. The summary and conclusions will be according to the research instruments and the research questions and the interpretation of findings presented in Chapter Six, and suggestions for further research.

The purpose of this study was to investigate the UEPs of selected university libraries in the KwaZulu-Natal province with the following research questions:

- What is the current status of user education programmes (UEPs) in the four university libraries under study?
- What is the role of subject librarians in implementing the user education programmes?
- How are UEPs evaluated in the four university libraries under study?
- What are the challenges encountered in delivering the UEPs?
- What strategies can be implemented to improve on the UEPs?

The study was guided by the following models and guidelines documents discussed in detail in Chapter Two. The models are: Kuhlthau's Model of the Information Search Process (ISP); the Relational Approach to Information Literacy by Bruce, while the guidelines are those of the Committee for Higher Education Librarians in South Africa (CHELSA) Draft Guidelines on Information Literacy, and the Association of College and Research Libraries (ACRL) Guidelines for Instruction Programmes in Academic Libraries in conjunction with their Information Literacy Competency Standards as stated in (section 6.0) above.

Furthermore, a semi-structured interview guide was used for library management staff and a self-administered questionnaire for subject librarians was used to assemble data from all respondents from their different institutions. The semi-structured interview guide was analysed by means of thematic

content analysis while the self-administered questionnaire were analysed by means of SPSS version 23, to get the desired information of the results of the study (par section 1.14.2 and 4.6).

7.1 Summary of the study by chapters

This section of the study first presents summaries of the previous chapters of the study before presenting the findings of the study in the light of the research questions listed above.

➤ Chapter One

In Chapter One, an introduction to the study was provided whereby the topic of the thesis alongside an overview of the four institutions that were studied was presented, as well as the aspects that were to be addressed by the study. The aspects were: the rationale of the study, aim of the study, a brief history of UEPs, an overview of the university libraries, research problem, research questions, and broader issues including information literacy, information technology, and subject librarians' role in UEPs. This was followed by the definition of terms used in the study and the models and guidelines documents used in the study. Furthermore, the chapter briefly includes the research methodology on how the study was carried out, the instruments used and how data was collected. The population of the study was briefly mentioned and the structure of the entire study.

➤ Chapter Two

Chapter Two of the study presented the conceptual framework. The chapter addressed the different theories, models and guidelines documents that informed/underpinned the study. The chapter started out with an introduction as to what is a theory and its relevance in a study. The conceptual frameworks discussed included: Kuhlthau's model of the information search process (ISP) of 2004 which explains the steps users of libraries adopt to find information and use such information to their advantage. This was followed by Bruce's (1997b) relational model that deals with information literacy skills of users and those needed by service providers of the library. The (CHELSA) Committee for Higher Education Librarians in South Africa guidelines explained by Esterhuizen and Kuhn, (2010) were discussed next. These guidelines are divided into six units with different segments: overview, purpose, exit level outcomes; and learning outcomes and the expected result that would be achieved by both the users and the service providers (subject librarians). An additional framework discussed was the guidelines

for instruction programmes in academic libraries which was approved by the Association of College and Research Libraries (ACRL) alongside the information literacy competency standards, which have guidelines that can be used by libraries to assess the UEPs performance on users if there is success. From the conceptual frameworks above, the CHELSA and ACRL frameworks were the ones that informed this current study, the reason being that they all have comprehensive frameworks on how to deliver successful UEPs in academic libraries.

➤ **Chapter Three**

The chapter opened by defining what a literature review is all about and the importance of reviewing similar studies to those of the current work. The study reviewed both empirical and descriptive studies on UEPs across the globe that show that much research has been carried out by LIS scholars worldwide on UEPs. However, there are few empirical studies relating to UEPs conducted in the local context or on the four university libraries at the time this study had been carried out. Internationally, studies have been done on various aspects of UEPs. By way of example, Bhatti's (2010) study on the evaluation of user education programmes in the university libraries of Pakistan, discovered that there were no policies for UEPs in the university libraries. Also UEPs were not seen as an important element of library practice. At a national level in South Africa, very few studies have been conducted on UEPs in university libraries for different postgraduate students. Zondi's (1991) study on library user skills and information seeking patterns of first-year students of the University of Zululand also revealed that the students lacked proper skills in using some of the resources in the university library because UEPs were not a priority in the university library.

These were some of the gaps identified in the literature that this current study addressed. In relation to the research problem, the literature reviewed the status of UEPs and the content and methods of delivery of UEPs were analysed to determine their relevance in terms of the services offered by the university libraries.

➤ **Chapter Four**

This chapter discussed the methodology of the study which applied the use of a mixed methods approach. The sole essence of this chapter was to describe the methodology used, the population of the study and how the data was collected and analysed. Both qualitative and quantitative approaches were used. Self-administered questionnaires and semi-structured interviews were the instruments used

to collect data from respondents. Instruments were pre-tested and peer reviewed before they were used to collect data.

➤ **Chapter Five**

This chapter presented the data analysis and presentation of findings of the UEPs in selected university libraries in KwaZulu-Natal. There was an overall high response rate of 89.8% from the questionnaire and interview responses were presented in Table 5.1.

The questionnaire for subject librarians was divided into several sections. Section A of the questionnaire dealt with the demographic and background information on subject librarians. The study found out that all subject librarians in the four university libraries were permanent employees (section 5.2.2); the study also revealed that there were more females (56.5%) than males 43.5% (as per section 5.2.3).

With regards to age range, most employees were between the ages of 36 to 55 (section 5.2.4). There were also more black Africans (56.5%) than Indians, Whites and Coloureds (section 5.2.5). The highest qualification amongst the subject librarians was PhD (two respondents) with most subject librarians had an Honours degree (37.0%) (Section 5.2.6, Table 5.3).

Section B asked about the university libraries in which the subject librarians were employed. Respondents first indicated the various university libraries wherein they were gainfully employed and their years of working in the libraries as subject librarians (30.4% of the respondents have been working for 12 years and above, see section 5.3.2, Table 5.4). The mode of language of instruction in the delivery of UEPs was unilingual as indicated by 66.7% of respondents (section 5.3.3) and the main language of instruction was English, amongst the languages listed (section 5.3.4).

Section C related to various themes concerning the implementation and delivery of UEPs.

- **Sub-heading C1:** was about programme design. Questions on the provision of UEPs was asked of the respondents. It also asked if the UEPs were formal programmes, if there was a policy document, guideline document, and whom the UEPs were being provided for. It also asked if there was an orientation for staff members to the library, followed by the

- duration of UEP training sessions, whether or not UEPs were necessary for library users and if the programmes facilitate the use of the library and its resources by users and if UEPs provided users with lifelong learning skills. The response to all these questions above were discussed in sections 5.4.1 to 5.4.10.
- **Sub-heading C2:** was about the content of instruction of UEPs in all four university libraries. The study looked at the various content of instruction covered, and whether the aim of each UEP was made known to users before the commencement of training users. It also asked if there was collaboration between staff and academics. The responses to all these questions were discussed in sections 5.4.11 to 5.4.13 respectively.
 - **Sub-heading C3:** focused on modes of instruction of UEPs. This section reveals that not all four institutions libraries used the methods deduced from the frameworks guidelines when delivering UEPs to users while some of the libraries used the methods of the frameworks guidelines as shown in 5.4.14, Table 5.8. By way of example the frameworks guidelines methods used were: individual/small group appointments, group instruction, and computer lab: Web tutorials or web-based instruction, asynchronous modes (email; social media), and synchronous modes (chat; audio; video; web conferencing) were less used modes/methods of UEP delivery.
 - **Sub-heading C4:** dealt with the structure of UEPs which had to do with planning and training: when does it take place, the personnel involved, and how often UEPs were planned. The responses were presented in sections 5.4.15, 5.4.19 and 5.5.13.
 - **Sub-heading C5:** was about evaluation and assessment. It was discovered from the results that all four university libraries do assess and evaluate their UEPs with questionnaires, periodic revision of the programmes and feedback from participants during sessions. Assessment was also undertaken through attendance registers, tests. Results are presented in sections 5.4.20 and 5.4.21; Table 5.9 5.4.22 and 5.5.18.
 - **Sub-heading C6:** was concerned with instructional facilities through which UEPs were delivered in the four university libraries and the responses to all the questions are found in sections 5.4.23 to 5.4.27.

- **Sub-heading C7:** related to the provision of funding to deliver the UEPs; whether UEPs were being financed and if this finance was adequate. The responses are presented in sections 5.4.28, 5.4.29, and 5.5.11.
- **Sub-heading C8:** related to human resources. Questions about the roles of subject librarians in the delivering of UEPs were asked and the details of their responses were discussed fully in sections 5.4.30 to 5.4.34 and 5.5.16.
- **Sub-heading C 9:** was on benchmarking and success of UEPs. The study enquired if all four university libraries benchmarked the UEPs in operation. The results showed that all four university libraries do benchmark their UEPs but first according to their university standards and goals before considering library benchmarks such as those of LIASA and ACRL as per sections 5.4.35 and 5.4.36.
- **Sub-heading C 10:** was about the challenges encountered with the delivery of the UEPs. The results of the findings with regard to challenges encountered were presented and discussed in sections 5.4.37 and 5.5.20.
- **Sub-heading C 11:** related to strategies for improving UEPs. The findings were presented in sections 5.4.38 and 5.5.19.

➤ **Chapter Six**

This chapter discussed the findings in the light of the research questions. First the frameworks that informed/underpinned the study were highlighted, and then the demographic aspects of the study participants were discussed.

Research question one dealt with the current status of UEPs in the university libraries, and the study categorised this question into further sub-questions to realise the following findings. The results of the findings were: (a) there is provision of UEPs, this question drew a response rate of 97.8% as indicated in sections 5.4.1 and 5.5.3; (b) there are formal UEPs in operation; a response of 86.9%; (c) UEP policy documents are largely lacking as indicated by the response rate of 32.6% from the subject librarians and 28.5% from interview respondents, as indicated in sections 5.4.3 and 5.5.7 respectively.

It was also discovered that UEPs were generally offered to all users of the four university libraries and (d) all the four university libraries benchmarked against their institutions' standards and goals.

With research question two, the roles of the subject librarians were investigated and were in line with the frameworks guidelines which were:

- Teach individuals and groups in the University community;
- Promote, market, manage and coordinate diverse instruction activities;
- Collect and interpret assessment data to evaluate and update instruction programmes; and;
- Produce instructional materials.

Research question three dealt with evaluation of UEPs and the results showed that all the university libraries do evaluate the UEPs by means of distributing questionnaires as well as assessing by attendance registers and tests.

Research question four dealt with the challenges facing the effective delivery of UEPs. These were presented in sections 5.4.37 and 5.5.20.

Research question five dealt with strategies for the effective implementation of UEPs and the results were also presented and discussed in chapters five and six.

➤ **Chapter Seven**

This chapter presents a summary, conclusion and recommendations for the study. The results of the findings of the study based on the research questions of the study were answered. How the study contributed to the existing body of knowledge concerning the topic of the study in LIS will be discussed as well as how the study contributes to the existing body of knowledge. Contribution to theory, practice and policy in the LIS field will also be provided. Future areas of research are also presented.

7.2 Summary of the study by research questions

This section briefly summarises the findings and provides conclusions based on the research findings of the study in the order of the research questions for all the libraries under study and from both the questionnaire and interview instruments.

7.2.1 What is the current status of UEPs in the four university libraries under study?

This was the principal research question for this study. In this first research question the study examined the following: (a) if UEPs were in operation; (b) if UEPs were formal or informal; (c) if there was a policy document that guides the UEPs; (d) who UEPs were provided for; (e) what content/types of training were covered in the UEPs; and (f) were the UEPs benchmarked.

The findings of the study revealed that UEPs were in operation in a majority of the libraries (97.8%). From the interviews, however, 100% of the respondents indicated that UEPs are in operation in their university libraries. In terms of UEPs being formal or informal programmes, the findings revealed that 86.9% of the questionnaire respondents affirmed that their library's UEPs were a formal programme while 100% of the interviewed respondents also indicated that their UEPs were formally offered in their university libraries. It is worthy to note that this very importance instruction programme is offered in all the institutions libraries under study to assist users on how to use the various resources and facilities in the various libraries which is in accordance with both the CHELSA and the ACRL's Guidelines for Instruction Programmes in Academic Libraries, and Information Literacy Competency Standards for Higher Education that are the frameworks that underpin this study.

With regards to policy documents that guided the operation of UEPs, the study discovered that only 32.6% of the questionnaire respondents (subject librarians) indicated that their library had a UEP policy document while 28.6% of the interview respondents indicated their library had such a policy.

In terms of whom the UEPs were provided for, the study revealed that there was a comprehensive consensus that UEPs are provided for all users of the library ranging from first year students, to postgraduate students, and to academic staff in the various university libraries.

In terms of content/types of training covered in the UEPs in all four university libraries, the study revealed from both the questionnaire and interviews that the training included: tours of the library, information literacy programmes, OPAC, Online database, referencing, referencing management packages (e.g. Endnote), online teaching on plagiarism, and the use of peer teaching, using peers to deliver the training to students because students could identify with and learn easily from their peers.

Finally in terms of benchmarking, the results from both the questionnaire and interviews revealed that a majority of the university libraries benchmarked UEPs against their internal institution's standards and goals, and sometimes against the ACRL guidelines and Library and Information Association of South Africa (LIASA) guidelines which are actually the CHELSA guidelines. This was done when there was a need to go beyond their institution's standards and goals. This is commendable to emphasise that all the four university libraries benchmarked against their institutions' standards and goals as a mark of measuring the objectives of the institutions library standards and goals which is in accordance with the ACRL's Guidelines for Instruction Programs in Academic Libraries that was one of the frameworks that underpins this study.

7.2.2 What is the role of subject librarians in implementing the UEPs?

The study found that subject librarians performed numerous roles in terms of UEPs which included: (a) to teach individuals and groups in the university community; (b) to promote, market, manage and coordinate diverse instruction activities; (c) to collect and interpret assessment data to evaluate and update instruction programmes; and (d) to produce instructional materials. Though all these roles listed above were carried out by subject librarians in all four institutions libraries under study, it was also important to note that the main roles carried out were designing and implementing UEPs based on their qualifications they had and the different training, workshops, and conferences they had attended.

With the DUT library, the role of subject librarians as presented in Chapter Five, Table 5.11, showed that there was a uniform response rate for the first two roles which were: to teach individuals and groups in the university community and secondly to promoting, marketing, managing and coordinating diverse instruction activities.

With MUT, the response rate was different in the sense that the study found that there was a uniform response rate of 100% from all three subject librarians for all the four roles listed above.

With UKZN, the roles of the subject librarians and their response rate are not uniform. The study found that subject librarians perform the first role more frequently, followed by the second, third and the fourth roles as indicated below:

- Teach individuals and groups in the university community, 100%;
- Promote, market, manage and coordinate diverse instruction activities, 95.7%;
- Collect and interpret assessment data to evaluate and update instruction programmes, 78.3%;
and
- Produce instructional materials, 82.6%.

For UNIZULU, the study found out that teaching individuals and groups in the university community was indicated by all four subject librarians, while the remaining three roles indicated above were performed by only 75% of the subject librarians at UNIZULU.

Other roles performed by subject librarians in implementing UEPs related to instructional facilities used to carry out UEPs and included following: (a) using dedicated training LANS to teach for all UEPs, which were equipped with a projector, laptops/desktop, (22.7%); and (b) working with lecturers, (29.5%). Subject librarians also performed their roles based on their qualifications and the training, workshops and conferences they had attended outside and within their university to improve their abilities and knowledge on delivering the UEPs.

7.2.3 How are UEPs evaluated in the four university libraries under study?

The study found out that there were different forms of evaluation of the UEPs in the university libraries under study. Some of the evaluation methods included circulation of questionnaire; periodic revision of programmes; participants' reactions to programmes; and feedback from participants during sessions. Other forms of evaluation were: (a) attendance figures (58.7%); and (b) use of a test method which was used by 13% of respondents respectively. The study also found out that these methods of evaluation were done on a regular basis by a majority of 84.8% of the respondents who were

interviewed, which indicated that an evaluation form was given out to users after every training session. Therefore, the UEPs were evaluated using various methods and on a regular basis.

7.2.4 What are the challenges encountered in delivering the UEPs?

Based on the findings of the study presented in Chapter Five, it was revealed that the libraries encountered a number of challenges in terms of their UEPs. Some of the major challenges that were experienced included: insufficient funding; unskilled subject librarians to present/deliver the UEPs; users lacked computer skills; access to Wi-Fi was occasionally unreliable; English language was a barrier in communication between English as second language users and subject librarians; limited physical classroom space/venues and limited computers and time to properly deliver UEPs effectively.

7.2.5 What strategies can be implemented to improve on the UEPs?

To overcome such challenges the library staff indicated the following as strategies to improve the UEPs in university libraries under study. The strategies are:

- Policies relating to all aspects of UEPs, for example planning content, infrastructure, implementation methods of delivery, evaluation and so forth should be developed in each library;
- Effective marketing of UEPs to create awareness amongst users of the library should occur all through the academic year in order to improve attendance and cater for users who may not be able to attend the programme during a particular semester;
- Subject librarians should be trained in the necessary knowledge and skills to improve on their delivery of the UEPs so as to keep pace with technology in this 21st century;
- Subject librarians and academics should collaborate to integrate UEPs into the university curriculum as credit bearing modules, making it compulsory for every user of the library;
- Provision should be made for good infrastructure in terms of spacing, internet bandwidth, and sufficient computers to deliver the UEPs;
- Content of UEPs covered should constantly be reviewed;
- Methods of delivering should constantly be reviewed in order to also keep pace with technology in this 21st century in order for UEPs not to become boring to users; and

- Evaluations should be done on a regular basis and the feedback should create room for content improvement.

7.3 Originality and contributions of the study

The review of related literature showed that only a few studies have been done in KwaZulu-Natal with regards to UEPs in academic or university libraries. Studies already conducted were done at different times. By way of example, two such studies were conducted well over a decade ago, while one is a fairly recent study. The studies were: “An investigation into the possibility of mainstreaming library user education into the curriculum of the engineering faculty of the M. L. Sultan Technikon”, in 2000 by Webster; “Library use skills and information seeking patterns of first-year of the University of Zululand” was done 1991 by Zondi, and the most recent is “Evaluating user education programmes for postgraduate students in the School of Management, Information Technology and Governance at the University of KwaZulu-Natal” in 2015 by Moyane, Dube, and Hoskins. The current study contributes to this limited research and reflects a multi-institutional approach to evaluating UEPs.

Another reason why this study is original is that the studies done so far were carried out in an institution with specific sets of students thus focusing on the user. This study looked at four different institutions with regards to investigating UEPs from the point of view of all service providers of these institutions under study. The institutions involved in the study were DUT, MUT, UKZN and UNIZULU. Three out of the four universities have more than one campus with libraries attached to them. In addition, there is originality in the data collection method, whereby a mixed method approach using quantitative and qualitative methods were used. Data gathered from questionnaire respondents that is, the subject librarians, was triangulated with the interview results of the library management staff.

7.4 Findings related to the conceptual frameworks

Below are the different contributions of the study to literature, theory, policy and practice.

7.4.1 Contribution of the study to literature

In terms of contribution, in the area of literature, the results of the study have added to the exiting body of literature for a better understanding of the user education programmes in university libraries in KwaZulu-Natal, its environs and beyond in the sense that upcoming researchers will have information to build upon in their own research while attempting to write their research in this field. Another contribution is that it has created awareness amongst subject librarians as to what is expected of them, that there is a need to have a policy document that will serve as a guide as service providers to users and not to just perform duties because it is expected of them to do so. More so, it has also made the subject librarians aware that there is a need to develop themselves in their profession in this era of technology advancement so not to be obsolete at any time.

7.4.2 Contribution of the study to theory

The ACRL guidelines for instruction programmes in academic libraries and information literacy competency standards and the CHELSA draft guidelines on information literacy guidelines provided the conceptual framework for this study. There were two theories that were focused on for this study that provided a baseline for the region and they were the ISP model by Kuhlthau and the relational approach to information literacy by Bruce. This study's instruments were constructed in line with these guideline to investigate how the UEPs in the four university libraries were adhering to the guidelines that underpin this study. Such instruments are seen/found in Appendix 3. The findings of the study were interpreted and discussed in relation to the research questions that were in line with frameworks of the guidelines. It will also contribute towards existing LIS frameworks for user education by revealing an additional aspects such as the policy guideline document is very important in administering UEPs in academic libraries.

7.4.3 Contribution of the study to policy

The study revealed that there is need for academic libraries to implement UEP policy documents that will support and enhance in improving the delivering of UEPs in various academic libraries. It was discovered by this study that such policies were lacking in some of the institutions used in this study. Policy guideline documents will definitely enhance the libraries service delivery in terms of UEPs.

7.4.4 Contribution of the study to practice

The study contributes to practice by providing ways of improving UEPs and providing libraries the necessary skills as 21st century service providers. The study brings awareness to service providers once again by sensitising them of the 21st century ICT needs of users as indicated earlier in (section 1.3), where users of the library use the library through the different web 2.0 social networking sites. The ICT skills for librarians are necessary in the provision of the UEPs in the academic libraries, if they are to remain relevant with reference to CARL (2010) core competencies as indicated in (section 3.6)

7.5 Recommendations

Based on the findings of this study, the following recommendations are made in order to assist subject librarians and library management with the delivery of UEPs in university libraries or to improve on these programmes for users. Below are such recommendations:

- For the UEPs to be relevant in this 21st century, they require constant evaluation to ensure their value and benefit for users is realised;
- The libraries should be able to integrate UEPs into the university curriculum for users to be information literate;
- The libraries should ensure that certain core UEP modules should be compulsory for all student users of the library;
- University libraries must improve on the marketing of their UEPs;
- The library staff, specially subject librarians should educate academics on the significance of their contributions to UEPs so that academics see the value of such programmes;

- Separate UEP content should be developed to meet the specific needs of undergraduates and postgraduates;
- Subject librarians need to be properly trained to ensure they have up-to-date knowledge and skills to deliver the UEPs;
- Subject librarians should be taught the correct teaching skills to effectively deliver the UEP content using the best methods to deliver; and
- The libraries' UEPs should continue for all users throughout the academic year so as to be able to accommodate more users.

7.6 Suggestions for further research

With few empirical studies conducted in this area in South Africa, it is advised that further studies such as the following should be conducted:

- A similar study should be conducted to investigate the UEPs in all South African university libraries;
- A dedicated budget should be made available by library management to ensure the delivery of UEPs in terms of staffing, staff training, ICT and physical infrastructure.

7.7 Summary of the chapter

The results of the study were presented in summary form in the light of the research questions. This chapter presented the originality and contributions of the study, recommendations, and suggestions for further research relating to UEPs. The study found that UEPs were formally offered in the university libraries under study. Subject librarians performed various roles in terms of planning, implementing and delivery the UEPs in the libraries. The libraries had many challenges that affected the UEPs. To overcome these challenges, library staff suggested various strategies.

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Appendices

Appendix 1: Cover/introduction letter



8th March, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

This letter confirms that Tamunotonye Idoniboye-Obu, is a PhD student in the Information Studies Programme, of the School of Social Sciences, College of Humanities, University of KwaZulu-Natal, Pietermaritzburg Campus.

The research she is about to carry out at your institution is a major part of the requirement for her to obtain her doctoral degree. This research will investigate the delivery of and analyze user education programmes in academic libraries in KwaZulu-Natal.

The research she is undertaking is very important for the establishment of improved user education services in these academic libraries.

Any assistance that you can give to her will be highly appreciated.

Yours sincerely

A handwritten signature in black ink, appearing to read "Ruth Hoskins", followed by a long horizontal line.

Professor Ruth Hoskins (Supervisor)

hoskinsr@ukzn.ac.za

033 260 5093

Appendix 2: Informed consent form for subject librarians



Dear Respondent,

Informed consent letter for questionnaire

INVITATION TO PARTICIPATE IN A SURVEY

My name is Tamunotonye I. Idoniboye-Obu. I am a PhD student at the University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. I wish to invite you to participate in a research study titled: An analysis of user education programmes in selected university libraries in KwaZulu-Natal.

The research study is undertaken as part of the requirements for PhD in Information Studies programme at the University of KwaZulu-Natal.

This study aims to analyse user education programmes offered by selected university libraries in KwaZulu-Natal. The study will investigate the current status of user education programmes in the four university libraries under study. It will equally investigate the role of subject librarians in implementing the user education programmes. More so, it will look for strategies that can be implemented to improve in the user education programmes with the advent of information technology (IT) in this era.

Participation is voluntary; you may refuse to participate or withdraw from the study at any point without having to explain your *reasons* for such withdrawal or non-participation. There will be no monetary gain from participating in this research project. Both the researcher and the Information

Studies Programme in the School of Social Sciences within the College of Humanities, University of KwaZulu-Natal will maintain confidentiality and anonymity of records identifying you as a participant will be maintained.

It should take you about 15 minutes to complete the questionnaire. You are requested to kindly answer all questions to the best of your ability.

If you have any questions or concerns about participating in this study, please feel free to contact me or my supervisor by email or telephone.

Thank you for participating in this study.

Supervisor: Prof; Ruth Hoskins,
Institution: University of KwaZulu-Natal, PMB
Telephone number: +033 260 5093
Email address: hoskinsr@ukzn.ac.za

Researcher: Tammy Idoniboye-Obu

Institution: University of KwaZulu-Natal, PMB

Cell: +27729275707

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HSSREC Research Office: Ms P Ximba

Institution: University of KwaZulu-Natal

Telephone number: +27 (0) 31 260 3587

Email address: ximbap@ukzn.ac.za

Appendix 3: Subject librarians' questionnaire

Case no:

Questionnaire for subject librarians for study entitled: an analysis of user education programmes in selected university libraries in KwaZulu-Natal

My name is Tamunotonye I. Idoniboye-Obu, a PhD candidate in Information Studies at the University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. I am conducting this study as part of the requirements for the doctoral degree. The purpose of this study is to investigate “**user education programmes in selected university libraries in KwaZulu-Natal Province.**”

The results of this study may possibly contribute to these university libraries improving the delivering of their user education programmes. I will be exceptionally grateful if you could assist me in this project by answering the following questions below. It will take you 15 minutes to complete the questionnaire. Your response will be kept anonymous and highly.

Instructions for filling in the questionnaire

- a) Where boxes/tables are provided, **tick (✓)** the applicable answer(s).
- b) Where no options are provided, use spaces provided to write your answers to the questions.
- c) Please answer as comprehensively as possible.
- d) If you would like to expand on any of your answers please use the blank page at the end of the questionnaire.
- e) If the question does not apply to you please indicate with “N/A”

Section A: Demographic/Background information on subject librarians

1. Nature of employment (staff)

1.1 Permanent ☐

1.2 Contract ☐

2. Gender:

2.1 Female ☐

2.2 Male ☐

3. Age Range

3.1 21 – 25 ☐

3.2 26 – 30 ☐

3.3 31 – 35 ☐

3.4 36 – 40 ☐

3.5 41 – 45 ☐

3.6 46 – 50 ☐

- 3.7 51 – 55 ☐
- 3.8 56 – 60 ☐
- 3.9 Over 60 ☐

4. Race

- 4.1 Black ☐ 4.2 Indian ☐
- 4.3 Coloured ☐ 4.4 White ☐
- 4.5 Other (please specify)

5. What is your highest academic qualification?

Highest academic qualification	Year obtained
PhD	
Masters	
Honours	
PG Diploma	
Other (please specify)	
.....	
.....	
.....	

Section B: Information about the university library

6. Please indicate your institution.

- 6.1 DUT Library ☐ 6.2 Mangosuthu University Library ☐
- 6.3 UKZN Library ☐ 6.4 UNIZULU Library ☐

7. How long have you worked in this library as a subject librarian?

- 7.1 0-2 years ☐ 7.4 7-9 years ☐
- 7.2 3-5 years ☐ 7.5 9-11 years ☐
- 7.3 5-7 years ☐ 7.6 12 years and above ☐

8. Is your University multilingual, bilingual or unilingual in terms of language of instruction?

- 8.1 Multilingual ☐ 8.2 Bilingual ☐ 8.3 Unilingual ☐

9. Please list the language(s) of instruction in your university

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

Section C: User education programme(s) (UEP) with sub-headings

C1: Programme design/statement of purpose

10. Does your library provide user education to its users?

10.1 Yes ☐ 10.2 No ☐

11. Does your library have a formal user education programme?

11.1 Yes ☐ 11.2 No ☐

11.3 If No, please explain why not?

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

12. Does your library have a user education programme policy?

12.1 Yes ☐ 12.2 No ☐

13. Does your library have a user education programme guidelines document?

13.1 Yes ☐ 13.2 No ☐

14. Who are the user education programmes in your university library provided for?
(Please tick all apply).

14.1	First year students	
14.2	Second year students	
14.3	Third year students	
14.4	Postgraduate students	
14.5	Academic staff members	
14.6	All of the above.	
14.7	Other (please specify).....	

15. Are new academic staff provided with orientation to the library as part of the university induction programme?

15.1 Yes ☐ 15.2 No ☐

16. What is the average duration of user education programme training sessions in your library?

16.1 Less than 30 minutes ☐

16.2 30 minutes ☐

16.3 Less than one hour ☐

16.4 One hour or more ☐

16.5 Other (please specify)

17. In your own opinion, is user education programmes a necessity for library users?

17.1 Yes ☐

17.2 No ☐

17.3 If 'Yes' why?

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

17.4 If 'No' why not?

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

18. User education programmes facilitate the use of the library and its resources to library users?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly agree

19. Besides effective and efficient use of information, do UEPs in your library train/prepare users for lifelong learning?

19.1 Yes ☐

19.2 No ☐

19.3 Please explain your answer

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

C2: Identification of content of instruction

20. What content/types of training is covered in your UEPs session? (Please tick all that apply)

20.1	Tours of the library	
20.2	Information literacy programmes	
20.3	OPAC	
20.4	Searching online databases	
20.5	Introduction to referencing	
20.6	Referencing management, for example (Endnote)	
20.7	Others (please specify)	

21. Are the learning outcomes/aim of each of the UEP sessions clearly articulated to users at the beginning of each training session?

21.1 Yes ☐ 21.2 No ☐

22. Does your library collaborate with academics regarding the content to be delivered in the UEP?

22.1 Yes ☐ 22.2 No ☐

22.3 If 'No' why not?

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

C3: Identification of modes of instruction

23. What are the modes/methods of delivering UEPs in your university library? (Tick all that apply).

23.1	Individual or small group research consultations/appointments	
23.2	Group instruction in library or campus classrooms	
23.3	Web tutorials or web-based instruction	
23.4	Asynchronous modes of instruction (email, social media)	
23.5	Synchronous modes of instruction (chat, audio/video/web conferencing)	

23.6	Computer lab with instructor and student workstations	
23.7	Other (please specify).....	

C4: Structure of user education programme (UEP)

24. Who is involved in the planning of the UEP apart from the subject librarians?

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

25. When does the planning for the UEP take place?

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

26. How often does the planning for the UEP take place?

- ☐ Vey frequently
☐ Frequently
☐ Occasionally
☐ Rarely
☐ Never

27. How often are the user education training sessions offered?

- ☐ Vey frequently
☐ Frequently
☐ Occasionally
☐ Rarely
☐ Never

28. When are the UEP training session offered?

28e.1	At the beginning of the year?	
28.2	Throughout the year?	
28.3	At the beginning of each semester?	
28.4	Other (please specify)	

C5: Evaluation and assessment

29. How do you evaluate user education programmes in your university library?
(Please tick all that apply).

29.1	Circulation of questionnaire	
29.2	Periodic revision of programme	
29.3	Participants reaction to the programme	
29.4	Feedback from Participants during the session	
29.5	All of the above	
29.6	Other (please specify).....	

30. Are such evaluations done on a regular basis?

30.1 Yes ☐ 30.2 No ☐

30.3 If 'No' why not?

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

31. What assessment methods are used to evaluate if a user has achieved/met the learning outcome of the training session?

31.1	Attendance	
31.2	No assessment methods	
31.3	Others (please specify)	

C6: Instructional facilities/support

32. What type of instructional facilities does your university use for UEPs? Please list them:

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

33. Are the instructional facilities within the library?

33.1 Yes ☐ 33.2 No ☐

34. Are these instructional facilities readily available?

34.1 Yes ☐ 34.2 No ☐

34.3 If 'No, please explain why not?

.....

.....

.....

.....

35. Taking the amount of available facilities into account, what is the largest class size that can be trained at a time?

- ☐ 20-30 users
- ☐ 31-40 users
- ☐ 41-50 users
- ☐ 51- 60 users
- ☐ 60 above

36. Does the instructional facilities have the latest ICTs? (Please tick all that apply).

ICTs	Yes	No
Computers	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient internet bandwidth	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate software	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify)	<input type="checkbox"/>	<input type="checkbox"/>
.....		
.....		
.....		

C7: Financial support

37. How are the UEPs financed in your university? (Please explain)

.....

.....

.....

.....

38. Do you consider the funding provided for UEP adequate?

38.1 Yes ☐ 38.2 No ☐

38.3 If No please explain

.....

.....

.....

.....

C8: Human resources

39. What are the roles of subject librarians in terms of the UEPs? (Please tick all that apply).

39.1	Teach individuals and groups in the campus community	
39.2	Promote, market, manage, and coordinate diverse instruction activities	
39.3	Collect and interpret assessment data to evaluate and update instruction programmes and services	
39.4	Produce instructional materials using available media and electronic technologies	
32.5	Others (pleases specify)	
	
	
	
	

40. Are you supported by your library in terms of providing resources to attend ongoing training sessions to improve your ability to deliver UEPs in your library?

40.1 Yes ☐ 40.2 No ☐

40.3 If 'Yes' list the types of support provided. (Tick all that apply)

Time off work	
Library pays for training	
Attend conference	
Attend workshop	
Attends seminars	
Others (please specify)	
.....	
.....	
.....	

40.4 If No, please explain why you are not supported by your library?

.....

.....

.....

41. Are you given sufficient time to prepare and deliver the UEPs training sessions?

41.1 Yes ☐ 41.2 No ☐

41.3 Please explain your answer

.....

.....

.....

42. Do you have the necessary educational teaching abilities to deliver the UEPs in your library?

42.1 Yes 42.2 No

42.3 Please explain your answer

.....

.....

.....

43. When compared to your other duties or responsibilities as a subject librarian how would you rate your UEPs training responsibilities?

- ☐ Very important
- ☐ Important
- ☐ Moderately important
- ☐ Of little importance
- ☐ Unimportant

C9: Benchmarks

44. In terms of benchmarking, is your university library UEP benchmarked against the following? (Please tick all that apply)

44.1	Library and Information Association of South Africa (LIASA)	
44.2	Association of College and Research Libraries (ACRL's) information literacy competency standards for higher education	
44.3	The institution's standards and goals	

44.4	Others (pleases specify)	
	
	
	
	

45. Over all, would you regard the user education programmes of your university library a success?

45.1 Yes ☐ 45.2 No ☐ 45.3 Don't know ☐

45.4 If 'Yes' why are they a success?

.....

.....

.....

.....

C10: Challenges encountered with UEPs

46. Are there any challenges encountered in delivering UEPs in your university library?

46.1 Yes ☐ 46.2 No ☐ 46.3 Don't know ☐

46.4 If 'Yes' what are these challenges?

.....

.....

.....

.....

C11: Strategies for improving UEPs

47. What strategies could be adopted to improve the UEP in your library?

.....

.....

.....

.....

48. Is there any additional education training session you would like to recommend in your university library for the future?

48.1 Yes ☐ 48.2 No ☐

48.3 If 'Yes' please list such sessions providing reasons for their inclusion.

.....

.....

.....

.....

49. Is there anything else you would like to add regarding UEPs?

.....

.....

.....

.....

.....

.....

Thank you very much for your time.

Appendix 4: Informed consent form for library management staff



11th August 2016

Dear Respondent,

Informed consent letter for interview

INVITATION TO PARTICIPATE IN A SURVEY

My name is Tamunotonye I. Idoniboye-Obu. I am a PhD student at the University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. I wish to invite you to participate in a study entitled: An analysis of user education programmes in South African university libraries: a study of selected universities in KwaZulu-Natal.

The research study is undertaken as part of the requirements for PhD in Information Studies programme at the University of KwaZulu-Natal.

This study aims to analyse user education programmes offered by selected university libraries in KwaZulu-Natal. The study will investigate the current status of user education programmes in the four university libraries under study. It will equally investigate the role of subject librarians in implementing the user education programmes.

More so, the study will seek to propose strategies that can be implemented to improve the user education programmes.

Participation is voluntary; you may refuse to participate or withdraw from the study at any point without having to explain your *reasons* for such withdrawal or non-participation. There will be no monetary gain from participating in this research project. Both the researcher and the Information Studies Programme in the School of Social Sciences within the College of Humanities, University of KwaZulu-Natal will maintain confidentiality and anonymity of records identifying you as a participant.

It should take about 35 to 40 minutes to complete the interview. You are requested to kindly answer all questions to the best of your ability.

If you have any questions or concerns about participating in this study, please feel free to contact me or my supervisor by email or telephone.

Thank you for participating in this study.

Supervisor: Prof; Ruth Hoskins,

Institution: University of KwaZulu-Natal, PMB

Telephone number: +033 260 5093

Email address: hoskinsr@ukzn.ac.za

Researcher: Tammy Idoniboye-Obu

Institution: University of KwaZulu-Natal, PMB

Cell: +27729275707

Email address: 209510957@stu.ukzn.ac.za

HSSREC Research Office: Ms P Ximba

Institution: University of KwaZulu-Natal

Telephone number: +27 (0) 31 260 3587

Email address: ximbap@ukzn.ac.za

Informed consent form for survey participants

Please complete this form

Title of study: An analysis of user education programmes in South African university libraries: a study of selected universities in KwaZulu-Natal.

I....., hereby confirm that I understand the contents of this document and the nature of the research project, and I agree to participate in the research project as outlined in the document about the study. I consent / do not consent to have this interview recorded.

I acknowledge that I have been informed of the purpose of this interview. I am aware that participation in the study is voluntary and I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participant

Signed..... Date:

Researcher

Signed..... Date:

Appendix 5: Library management staff interview schedule

Interview schedule for university librarians for study entitled: an analysis of user education programmes in selected university libraries in KwaZulu-Natal

My name is Tamunotonye I. Idoniboye-Obu, a PhD candidate in Information Studies at the University of KwaZulu-Natal, Pietermaritzburg Campus, South Africa. I am conducting this study as part of the requirements for the doctoral degree. The purpose of this study is to investigate “user education programmes in selected university libraries in KwaZulu-Natal Province.

The results/findings of this study may contribute to the university libraries to improving the delivering of user education programmes. I will be exceptionally grateful if you could assist me in this project by giving me 30 to 40 minutes of your time for me to engage you in an interview as part of my research. Your responses will be kept anonymous and confidential.

Instruction: please answer the questions as comprehensive as possible.

Section A: Background information on university librarians

Personal information on respondent librarian.

Gender.....

Age.....

Race.....

Qualification.....

In which university library do you work as a
librarian?.....

How long have you been working as a university
librarian?.....

Section B: The status of user education programme (s)

Does your library have a formal user education programme? Yes, No.

If 'Yes' please elaborate on it

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

If 'No' why not?

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

3. Who are user education programmes offered to?

Students	Yes	No
Staff	Yes	No
Staff and students	Yes	No
Other (please specify)		
.....		
.....		
.....		

4. What level of students does the user education programme target? (Please tick all that apply in the box)

Level of students	1 st	2 nd	3 rd
Undergraduate			
Post-graduate	Honours/PGD	Masters	PhD

5. Are new academic staff offered induction to the library as part the UEPs?
Yes/No.

Please elaborate.....
.....

.....
.....
6. Does the university library have stated objectives for user education programmes? Yes, No.

6.1 If 'Yes' please could you list them?

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

If 'No' why not?

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

7. Is there any policy document on user education programmes in this library? Yes, No.

7.1 If 'Yes' please could you provide a copy?

7.2 If 'No' why not? Please explain your answer

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

8. Are there local standards your UEP adheres to in your library? Yes, No

8b.1 If 'Yes' what are these standards? Please list them below.

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

9. Are there any international standards your UEP adhere to in your library? Yes, No.

9.1 If 'Yes' what are these standards?

.....

.....

 9.2 If 'No' please kindly explain why your library does not follow any UEP international standards.

.....

 10. What content is covered in the UEPs in your library? (For example,

10.1	Tours of the library
10.2	Information literacy
10.3	OPAC
10.4	Searching online databases
10.5	Introduction to referencing
10.6	Referencing management, for example (Endnote)
10.7	Others (please specify)

11. Please list the types of content/training offered in your user education programmes

.....

 12. How are the UEPs financed in your university? (Please explain)

.....

13. Do you consider the funding provided for UEP adequate?

13.1 Yes ☐ 13.2 No ☐

13.3 If No please explain

.....

.....

.....

.....

14. Are you involved in the planning of the UEPs in your library apart from Subject librarians?

.....

.....

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15. Who are the personnel in-charge of the UEPs in your library?

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.....

16. How are subject librarians equipped to deliver the UEPs in your library in terms of training facilities?

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.....

.....

17. What role do subject librarians play in designing/implementing UEPs in the university library?

.....

.....
.....
.....
18. Do the library staff/ subject librarians undergo continues training and development?

.....
.....
.....
19. Are user education programmes evaluated in your library?

Yes	
No	

20. How are the UEPs in your university evaluated

.....
.....
.....
21. What strategies could be adopted to improve the UEP in your library?

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

22. What are the challenges your libraries faces in delivering the UEPs? In terms of the following:

Infrastructure	
Budget	
Other (please specify)	
.....	
.....	
.....	

Thank you very much for your time.

Appendix 6: Ethical clearance



25 November 2015

Mrs Tamutonye Ibimana Idoniboye-Obu 209510957
School of Social Sciences
Pietermaritzburg Campus

Dear Mrs Idoniboye-Obu

Protocol reference number: HSS/0141/015D

Project title: An analysis of user education programmes in selected university libraries in KwaZulu-Natal.

Expedited Approval

In response to your application dated 12 March 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/pm

cc Supervisor: Professor Ruth Hoskins
cc Academic Leader Research: Professor S Marschall
cc School Administrator: Ms Nancy Mudau

Humanities & Social Sciences Research Ethics Committee

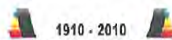
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building






Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymann@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix 7: Permission to conduct research at DUT



*Directorate for Research and Postgraduate Support
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946
E-mail: moyos@dut.ac.za*

14 August 2015

Ms Tamunotonye I. Idoniboye-Obu
c/o School of Social Sciences
University of KwaZulu-Natal

Dear Ms Idoniboye-Obu

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted provisionally permission for you to conduct your research "An analysis of user education programmes in selected university libraries in KwaZulu-Natal" at the Durban University of Technology.

Kindly note, that the committee requires you to provide proof of full ethical clearance prior to you commencing with your research at the DUT.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.
Yours sincerely

PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

Appendix 8: Permission to conduct research at MUT



29 August, 2016

Ms T. Idoniboye-Obu

University of KwaZulu-Natal (UKZN)

Dear Ms Idoniboye-Obu

It is my pleasure to inform you that permission to conduct survey titled: "An analysis of user education programmes in selected university libraries in KwaZulu-Natal." Amongst MUT staff has been granted.

Permission to conduct the survey is granted on the condition that any changes to the project must be brought to the attention of the MUT Research Ethics Committee as soon as possible.

Good luck with your research.

Yours faithfully,

A handwritten signature in black ink, appearing to read "Anette Mienie", is written over a horizontal line.

Dr. Anette Mienie

Director: Research

031 9077354/7450

anette@mut.ac.za

Appendix 9: Permission to conduct research at UKZN

29th June 2015

TO WHOM IT MAY CONCERN



This is to confirm that Tamunotonye I. Idonboye-Obu has permission to conduct research with the library staff.



Joyce Myeza
Director of UKZN Libraries : Durban

Director of Library Services

Postal Address: Howard College Campus, Durban 4041, South Africa

Telephone: +27 (0)31 260 2317

Facsimile: +27 (0)31 260 2051

Email: webster@ukzn.ac.za

Website: www.ukzn.ac.za

Founding Campuses:

Edgewood

Howard College

Medical School

Pietermaritzburg

Westville

Appendix 9b: Permission to conduct research at UKZN



18 November 2015

Mrs Tamunotonye Ibimina Idoniboye-Obu (SN 209510957)
School of Social Sciences
College of Humanities
Pietermaritzburg Campus
UKZN
Email: 209510957@stu.ukzn.ac.za

Dear Mrs Idoniboye-Obu

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"An analysis of user education programmes in selected university libraries in KwaZulu-Natal".

It is noted that you will be constituting your sample by handing out questionnaires, and/or performing interviews with UKZN's library staff.

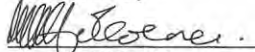
Please ensure that the following appears on your questionnaire/attached to your notice:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

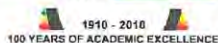

MR S S MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2208 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 10: Permission to conduct research at UNIZULU



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

T: +27 35 902 6887 **F:** +27 86 616 7707 **E:** MangeleS@unizulu.ac.za

Deputy Vice-Chancellor: Research and Innovation Office

Mrs Tamutonye Ibimana Idoniboye-Obu
School of Social Sciences
Pietermaritzburg Campus
University of KwaZulu Natal

Per email: tamunotonyei@yahoo.co.uk

12 November 2015

Dear Mrs. Idoniboye-Obu

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT UNIZULU "AN ANALYSIS OF USER EDUCATION PROGRAMMES IN SOUTH AFRICAN UNIVERSITY LIBRARIES: A STUDY OF SELECTED UNIVERSITIES IN KWAZULU NATAL"

Your letter to me, dated 11 June 2015, refers.

I hereby grant approval for you to conduct part of your research at UNIZULU, as per the methodologies stated in your research proposal and in terms of the data collection instruments that you have submitted. I note also that the University of KwaZulu Natal, under the Faculty of Humanities has issued an ethical clearance certificate and having read the documentation, I am happy to accept that certificate.

You may use this letter as authorization when you approach the appropriate persons. Please note that permission is based on the documentation that you have submitted. Should you revise your research instruments, or use additional instruments, you must submit those to us as well.

I wish you well in your research.

Yours sincerely,

Professor Nokuthula Kunene
Chairperson: University of Zululand Research Ethics Committee

CC. Nthabiseng Mosala-Bryant: Deputy Director- Library Services
CC. Dewald Van Rensburg : Registrar