

MANGOSUTHU TECHNIKON RESOURCE CENTRE AND ITS  
INVOLVEMENT IN THE UMLAZI COMMUNITY WITH  
PARTICULAR REFERENCE TO HIGH SCHOOLS: 1991 - 1997.

by

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Submitted as the dissertation component ( which counts for 50% of the degree) in partial  
fulfilment of the requirement for the degree of Master of Information Studies in the  
Department of Information Studies, University of Natal, 1998.

UNIVERSITY OF NATAL, PIETERMARITZBURG

1998

## **DEDICATION**

This work is dedicated to my late family, my loving parents Dorothy and McKenzie Msimango, and my late brother Blessing Msimango.

## DECLARATION

I hereby declare that this work is my own work. All sources referred to and quoted have been acknowledged and indicated by means of references.

Signed.....

H.L.Msimango

March 1998

## ABSTRACT

Academic libraries are concerned about being involved in the communities in which they exist by rendering library and information services. In order to maintain effective community involvement, academic libraries find it is important to find ways in which they can serve the community. The study investigated the Mangosuthu Technikon Resource Centre's (MTRC) involvement in the community. The intention was to determine the extent of usage of the MTRC services by Umlazi high school teachers and to identify problems which these teachers experienced with regard to the MTRC services.

Umlazi high school teachers as users of the MTRC services and MTRC staff as providers of the services, were the two groups chosen for the study. Two questionnaires, one for external respondents, the Umlazi high school teachers, and another for the internal respondents, MTRC staff, were hand delivered to and collected from the respondents. The results of the survey indicated a very low percentage of usage of the MTRC services by Umlazi high school teachers and a high percentage of interest in and lack of knowledge of the MTRC services by Umlazi high school teachers. There was agreement of opinions between Umlazi high school teachers and MTRC staff on the reasons for non-use of the MTRC services by Umlazi high school teachers. Reasons indicated were that teachers did not know they could use the MTRC. There was a lack of promotional brochures and newsletters, and teachers obtained what they needed elsewhere.

It was recommended that MTRC staff be educated on the MTRC's responsibility to community involvement; that the MTRC provide library user education to Umlazi high school teachers; that the MTRC base its services on community needs assessment; that marketing practices be injected into the MTRC services; that consultation with the community during planning stages of community services be maintained; that MTRC provide the community only with services not provided elsewhere; and that the MTRC take initiative in establishing a multitype area network with Umlazi Public Library and Umlazi high schools.

## ACKNOWLEDGEMENTS

I would like to thank the people who, assisted me with this study.

- Dr. C. Stilwell for her unconditional understanding, and untiring guidance throughout this study.
- The Umlazi high school teachers and the Mangosuthu Technikon Resource Centre staff who participated in the study.
- Mangosuthu Technikon Staff Development Department for financial assistance.
- My colleagues at the Mangosuthu Technikon Resource Centre for their motivation and encouragement.
- Ms Sandra Mashinini for proof reading this report.
- My brother and my niece for support.

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## **LIST OF ABBREVIATIONS**

COTIL = Community Outreach Through Institutional Linkages

MTRC = Mangosuthu Technikon Resource Centre

NEPI = National Education Policy Investigation

NCHE = National Commission for Higher Education

PRISM = Planned Route into Science and Mathematics

PROTEC = Programme for Technological Careers

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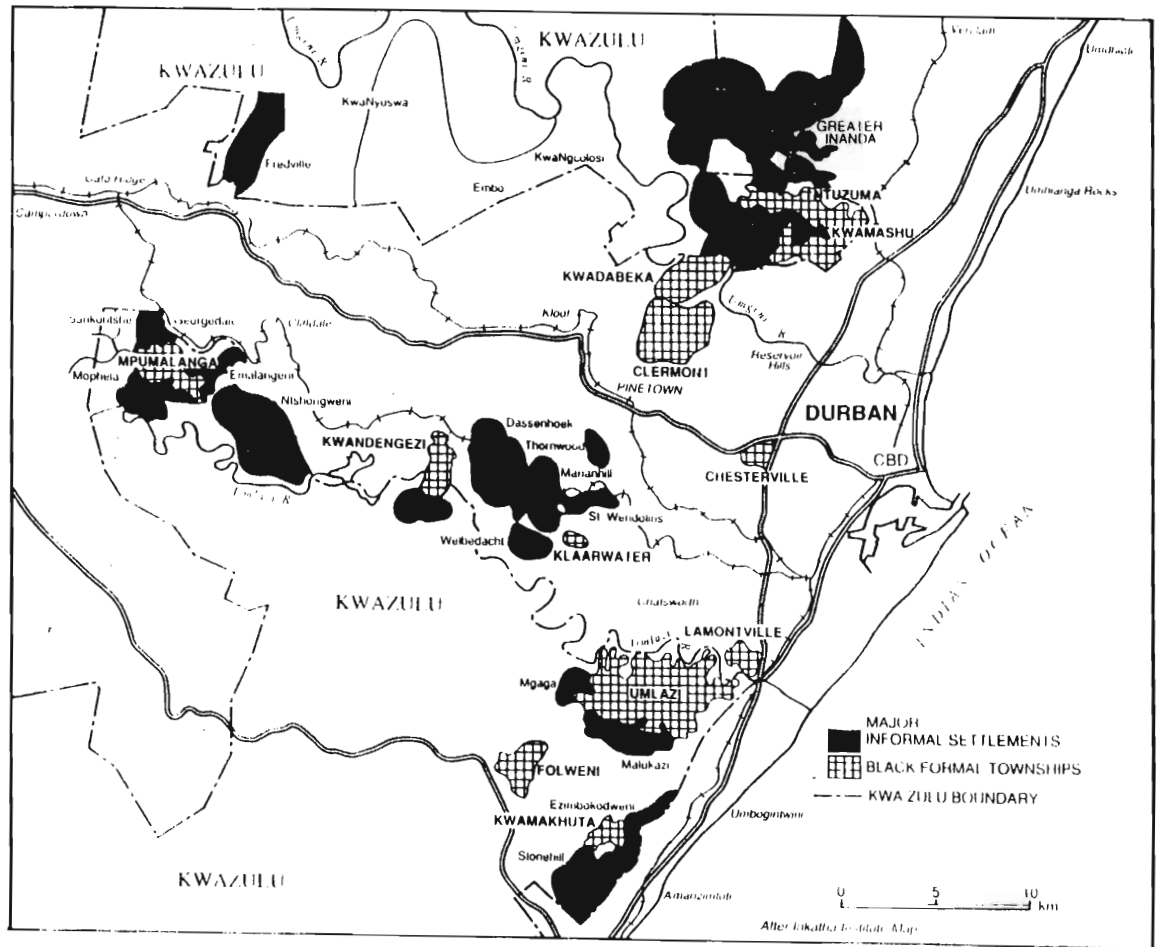
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Informal Settlement in Durban Functional Region (Urban Foundation, 1991: 14)



## **Chapter one**

### **Introduction**

Academic libraries are gradually changing the public perception that they are in an “ivory tower” by reaching out into the communities when there is a need, and also by regarding themselves as part of the environment in which they exist. Mangosuthu Technikon Resource Centre (MTRC) is one such library and information provider which is involved in the Umlazi community.

In spite of the commitment to serving the community by MTRC documented as early as 1989, the situation has changed. The study investigated the nature of the change and the reasons for it.

#### **1.1 Area of study**

##### **1.1.1 Umlazi**

Umlazi Township is situated 25 kilometres south of Durban Metropolitan. It was created in the 1960's and is the largest township in KwaZulu- Natal and the second largest in South Africa. This fast growing township has a population that is estimated at two million considering that its population was 800,000 in 1991 (Gasa, 1991: 5), and about one million in 1993 (Nkala and Cele, 1993: [9]). The Umlazi settlement area is a mixture of formal and informal housing. Like many

black townships of the apartheid era, until recently Umlazi lacked the library and information services existing in the “first world” areas of South Africa.

### **1.1.2 Mangosuthu Technikon**

In 1979 Mangosuthu Technikon was established to provide technical education at a tertiary level to the local black community. The Technikon is located near the south eastern boundary of the Umlazi Township. The student body grew from 2558 in 1991 to 5997 in 1997. By 1997 twenty fields of study were catered, and the MTRC had a collection of 45,000 volumes in its stock. By end of 1997 the Technikon had 451 permanent staff and 149 part-time staff in its employment (Mangosuthu Technikon. Computer Department, 1998).

#### **1.1.2.1 Mangosuthu Technikon Resource Centre**

While library and information needs of the Mangosuthu Technikon are provided by MTRC, MTRC has voiced concerns about the lack of library and information services for the community of Umlazi Township (van Zijl, 1993: 53). MTRC realised that it had a role to play in meeting the needs of the underprivileged Umlazi community. As a result MTRC got involved in the problems of its immediate environment by undertaking to serve the Umlazi Township community (Wyley, 1993: 12). It opened its doors to teachers in 1989 so as to share its resources with the larger Umlazi Township community (van Zijl, 1993: 53; Howells, 1994: 65) and also participated in planning community projects (Moodley, 1993: 67).

The enthusiasm with which the MTRC got involved in the community did not last. As years went by, the MTRC staff's interest and commitment to the community was not sustained, instead MTRC staff appeared to channel all their energies to the Technikon's internal activities. The effect was a gradual decline in external community users and termination of some MTRC external community services ( see 2.2.2). By 1996 the only external community users registered with the MTRC system, were students from two non-governmental organisations namely Planned Route into Science and Mathematics (PRISM) and Programme for Technological Careers (PROTEC) whose programmes are provided from Mangosuthu Technikon premises. In 1997 there were only two registered external community users other than PRISM and PROTEC students.

The above outlined situation concerning MTRC community involvement raised the researcher's concern. The Umlazi teachers who were the first group with which MTRC was involved, were seemingly lost as users. The researcher's concern generated questions about the initial stages of MTRC community involvement; management support of MTRC community involvement; attitudes of MTRC staff on community involvement; and the library and information services existing in the Umlazi community and the role of MTRC.

## **1.2 The purpose of the study**

The purpose of the study was to investigate the MTRC's community involvement and the attitudes of MTRC staff and Umlazi high school teachers towards the MTRC

community involvement. The intention was to identify problems which Umlazi high school teachers experience with regard to the MTRC services and the best manner in which the MTRC can provide an effective service to them if such a service is found to be required.

The objectives of the study were to:

- establish the extent of the MTRC involvement in the community or lack thereof;
- establish the reason for the MTRC community involvement in the first place;
- determine the factors which contributed to the extent of use of the MTRC by Umlazi high school teachers by 1997; and to
- generate guidelines to be used in planning for an effective MTRC community involvement, if such involvement is still desirable.

### **1.2.1 Research questions to be answered**

The study endeavoured to answer the following research questions:

- What was the extent of the MTRC involvement in the community from 1991 to 1997?
- What were the reasons for the MTRC involvement in the community in the first place?
- What were the factors that affected the nature of community involvement during the period 1991 to 1997 including the extent of use of the MTRC by

Umlazi high school teachers?

- Is MTRC involvement in the Umlazi community still desirable?
- Why are Umlazi high school teachers not using the MTRC?
- Which guidelines can be generated and used in planning an effective MTRC community involvement?

### **1.3 Limitations of the study**

The limitations of the study related to three main areas: the number of high school teachers; the timing of data collection; and access to records. They are set out below:

#### **1.3.1 Number of high school teachers in the area**

The number of teachers in the area given by the Umlazi office of the KwaZulu Natal Department Education did not tally with the number given by the principals of the schools the researcher visited. This discrepancy may have been due to the fact that the survey and establishing the total number of teachers in each high school, was done at the beginning of school term following the winter break. During that period, some teachers had resigned and taken severance packages, while some did not report to school because they were still negotiating with the Department of Education.

#### **1.3.2 Timing of the data collection**

The result of the study were based on the data collected from the teachers during the

first three weeks after the winter school break in 1997. During that period the teachers were not extremely busy with school activities and could respond to the questionnaire. Unfortunately that period coincided with the wave of resignation of teachers taking packages, and was also a time when the atmosphere was tense following dissatisfaction with failed promised salary increases. Perhaps as a result of this situation not all the questionnaires were returned in spite of the fact that the researcher and the field worker delivered and collected questionnaires personally. Two schools were not visited because of bad timing.

### **1.3.3 Access to the records**

Although the researcher had access to all the available primary records that were necessary for the study, there were gaps in the sequence of the MTRC reports and minutes. As a result the records of the history of activities of MTRC were found to be insubstantial and in some cases could not be found even in the Technikon's archives. The solution to the situation was to interview Mangosuthu Technikon staff who had experienced the activities of the MTRC in order to make up for the gaps in the documentation of the Mangosuthu Technikon Resource Centre's history.

## **1.4 Definitions of terms**

In this section definitions of terms which are important to the study are provided.

**1.4.1 Resource Centre** is a collection of books and non-book materials of a kind

which are relevant as sources of information and instruction in schools, colleges and institutions of higher education (Kent, Lancour and Daily, 1987: 667). This definition does not describe the present MTRC because it has book materials only. When MTRC was officially opened in 1988, it had a library section with print materials and an audio-visual/media section with non-book materials, teaching aids and equipment all in one building under the Mangosuthu Technikon Resource Centre Director's management. The two sections separated and became independent of each other in September 1994, but remained in the same building. The library section retained the name Resource Centre, although according to Kent's definition of the word, it is not a resource centre, but a library.

**1.4.2 Community** as a concept is rich and confusing. It is sometimes used to mean a primary group where individuals' behaviour is influenced by the subjective feeling of the group that they belong together. Community suggests a shared sense of togetherness. Described in this manner, a community exists where people interact and feel they belong together.

Community may also be defined as a social organisation within a geographical entity or place that has attained a high degree of self sufficiency and independence, for example, a city, village, commune or metropolitan area (Charon, 1986: 132).

Other aspects considered important in describing community, are shared values, convictions, goals, norms in relation to nature, the supernatural, time and other people (Mini, 1997: 4). These aspects are regarded as culture that people within the

community in a specific geographical area come to share in interaction over time.

The more one looks at definitions of community, the more one is tempted to look at what is common in describing community. In rural areas, people within a geographical entity tend to be fairly homogenous. In the urban and suburban areas, people come from different areas, backgrounds and culture, and therefore may be regarded as heterogenous. Moving to such areas more often than not, is for economic reasons. Umlazi for example, has people who have moved there for the purpose of working in the city of Durban and surrounding areas. Such people bring with them different cultures, but one thing they have in common, is that they live and or work in Umlazi Township.

The solution to the richness and confusion with the concept community is knowing the components of the concept. These components are: people, geographical location, social organisation, interaction, social or feeling of togetherness as is described by Mini (1997:4). In this study Umlazi community is described as people living and or working in Umlazi Township.

**1.4.3 Involvement** has a Latin root *volvere* which means roll as in wrap (Brown, 1993: 1412). To roll or wrap refers to covering something for purposes of sustaining its life. In the process of covering, relationship and emotional connection between the two or more role players of the act evolve. Involvement therefore refers to two or more parties establishing concern for each other and sharing what they have. Community outreach and external community services are examples of involvement.

They refer to services rendered by an organisation or institution to communities out of its legitimate area of operation for purposes of meeting the need and or development of the communities. In relation to library and information, community outreach and external services are initiated to meet the needs of the unserved or inadequately served group in the area (Young, 1983: 160). MTRC community involvement in this study refers to community outreach or external services initiated to meet the library and information needs of Umlazi Township.

**1.4.4 Development** as applied to community is associated with the idea of growth and modernization. As such it has more to do with social change and social progress. Kuper and Kuper (1985: 198) described the process of social change and progress as a kind of stage-by-stage movement towards more modern, technologically and economically advanced forms of society. Development offers opportunities to raise the living standards of people, creates an environment for growth and freedom of choice from a range of options (Zaaiman, 1988: 6) by availing instruments and opportunities according to the needs and views of the community.

Kotei is more specific about development as applied to community. He distinguished between growth and improvement of material and non-material of quality of life of the individuals and groups in the community (Kotei, 1977: 45). Material growth of the community may refer to increased tangible aspects of community life such as money, food, clothing, schools and other material aspects concerned a key to living standards. Non-materials growth of the community relates to the level of improvement in service structures such as education, health care, social services and

other non-tangible aspects of the quality of living.

The process of development is dependent on the improvement and growth of human resources abilities and capabilities to take the process from a lower level to a higher level of existence. Shillinglaw wrote that success in the development of the community is dependent on the development of its human resource by creation of formal and non-formal learning opportunities to improve human resource abilities and capabilities, and promote development (Shillinglaw, 1986: 39).

**1.4.5** A **mission statement** is an expression of what the organisation stands for and is committed to do. Mission statements express at the most, the purpose and value of the organisation (Brophy, 1991: 135). A mission statement may stipulate single or various areas of foci where the organisation exercise their activities. Generally academic institutions exercise their activities in education, in research and in a community or communities, but they mention the focus of the direction they intend to render to each area. In this study, the term mission statement refers to the focus of direction an organisation intends to render in areas of its activities. For example, in the area of community activity MTRC is expected to provide information support to the wider community, and the intended focus of direction is “..to redress the prevailing disparities” (Mangosuthu Technikon, 1994: [1]).

**1.4.6** **Perception** is the process by which living organisms organise and extract meaning from the sensory information in the environment (Rebok, 1987: 539). Human beings as living organisms have the ability to interpret stimuli according to

learnt experience and acquired knowledge about their environment and themselves in relation to the acquired meaning attached to a particular stimulus. How a person perceives his/her environment is determined by the interpretation he/she associates with the meaning of the stimulus which is acquired and stored as learnt experience and acquired knowledge. But how one perceives one's environment is also influenced by attitude or unique personal disposition. For example, eating pork sounds and evokes good feelings in a person who likes pork and has a positive attitude to it, but a person who does not like pork maybe because of religious beliefs will perceive eating pork as a negative practice. It can be concluded therefore that perception is the sense together with meaning a person has about what something is.

### **1.5 Summary**

Establishing the extent of MTRC involvement in the community was one of the primary reasons for the study. It attempted to identify factors that contributed to the decline in the use of MTRC. An expected outcome was the generation of effective MTRC community involvement guidelines. Umlazi High School teachers and the MTRC staff were selected as the population of the study. Problems encountered during the study were caused by timing, existing gaps of missing MTRC records and unrecorded incidents, and uncertainty about the number of teachers at Umlazi schools. Important concepts in the study were resource centre, community, development, involvement, mission statement, and perception.

## Chapter two

### Background to the study

#### 2.1 Academic libraries and community involvement

Libraries in academic institutions exist for the purpose of serving their students and staff, but find themselves extending their services to communities outside the institutions. Involvement in the communities emanates from the view that libraries in academic institutions represent the most extensive library and information resources (Chambers, 1990: 1086; Russell, 1992: 27; National Commission of Higher Education. Working Group on Libraries and Information Technology, 1996: 32). Therefore, they are a valuable national asset to all communities in facilitating social development and economic growth.

Library efforts to be involved in local communities external to academic institutions have been observed overseas, for instance in North America and the United Kingdom (Josey, 1967: 184; White, 1987: 73; Brindley, 1989: 133) and locally (Wyley, 1993: 12; Moodley, 1994: 68). In South Africa the idea that tertiary institutions should be involved in extending library and information services to the external community was first mooted by the Zaaiman report (Zaaiman, Roux and Rykheer, 1988: 196).

Community involvement on the part of academic libraries has brought about a debate on who the academic library should serve. Students, staff and campus community are the primary responsibility of academic librarians. Why then the concern with the

external community? Academic institutions are established to provide education and opportunities for learning; to exhibit leadership directed at progress and development (Owens, 1988: 13) that is in line with the needs of the society where they exist. Academic libraries support their institutions in their function by being the storehouses of materials they need, and also by providing access to information for the purposes of problem solving. The acquisition of academic library materials and the maintenance of the library and its operations are funded by taxpayers' money. This is one reason why academic libraries have obligations towards the community. The obligation is more pronounced where resources are scarce. In Africa where vast communities are underdeveloped and still developing, libraries as departments of academic institutions are expected to be involved with their local communities (Swanepoel and Boon, 1986: 86). Hence another reason could be seen as the need to make scarce resources accessible to a wider user group than the tertiary institution's community.

MTRC initiated strategies for external community services. As noted above, the targeted community was Umlazi Township in which Mangosuthu Technikon is located. When MTRC started engaging in community services in 1989, the available facilities at the disposal of MTRC were under-utilised (van Zijl, 1993: 52), and there was a lack of and an expressed need for such facilities in the community.

There are various other reasons which motivate academic libraries to be involved in communities. In South Africa the reasons are as follows:

- Pressure from overseas donors such as Canadian Government Aid through

its Community Outreach Through Institutional Linkages (COTIL), Mellon Foundation, and the European Commission who emphasise they will give aid to projects involving amongst other things, the development of disadvantaged communities and sharing of resources with such communities (Micou, 1994: 13; The Andrew W. Mellon Foundation, 1998: 1; European Union Programme Management Unit, 1996: 2).

- The National Education Policy Investigation (NEPI) report documented the appalling state of Black education in South Africa and discussed what future structures were to be put in place to redress the situation, including technikon and university commitment to community development (National Education Policy Investigation, 1993: 196).
- The National Commission of Higher Education (NCHE) focuses on community links with higher education and stresses the need for institutional commitment and support for community development. It regards university and technikon libraries as valuable national assets for all types of communities in South Africa to facilitate social development and economic growth (National Commission of Higher Education. Working Group on Libraries and Information Technology, 1996: 33).

Other reasons mentioned by authors in other countries for academic libraries to be involved in external communities were to:

“ to generate income;  
heighten the library profile within the institution;  
improve the image of the institution in the community by offering services to that community;  
meet an expressed or a perceived need;  
make better or more cost-effective use of existing resources;  
form part of a wider institutional commitment” (White, 1987: 82).

Brindley, writing about academic libraries, gave similar reasons for providing services to the community (Brindley, 1989: 133).

Writing about public academic institutions, Johnson saw library community involvement as: their philosophical commitment to the public, good public relations, and provision of access to special collections and government collections (Johnson, 1984: 405). Amrhein viewed the combination of institutional characteristics with environmental forces as other factors (Amrhein, 1988: 32). By institutional characteristics he meant availability of resources at an academic library that are useful to the community, a mission statement that identifies with the community, and publicly owned institution where the library feels obliged to provide services to the community. Community size and location, local community resources, and socioeconomic factors he classed as environmental forces influencing a decision to be involved in the local community.

## **2.2 The history of the MTRC's community involvement.**

The humble beginning of the MTRC's community involvement coincided with the drafting of the Mangosuthu Technikon's mission statement in 1989.

### **2.2.1 The mission statement of Mangosuthu Technikon**

Mangosuthu Technikon's mission statement urges departments to assist local communities wherever possible using technikon facilities and expertise to improve the quality of their lives (Mangosuthu Technikon, 1995: 7). The MTRC mission statement also upholds the "...provision of information support to the wider community ..., in order to redress the prevailing disparities..."(Mangosuthu Technikon. Resource Centre, 1991: [2]).

### **2.2.2 Initiatives involving the MTRC**

Formal community involvement by the Technikon dates from 1992 with the establishment of the Community Outreach Department (Mangosuthu Technikon: Development Centre, 1996: 1; van Zijl, 1993: 53). By that time MTRC had already initiated services to the community (Howells, 1994: 71; Mangosuthu Technikon. Resource Centre, 1989: [3]).

### 2.2.2.1 Services to local teachers

In 1989 Umlazi teachers, engaged in self development through private study, requested to be registered MTRC users so as to have access to the MTRC facilities (Gasa, 1997). Gasa was a Community Liaison Officer at Mangosuthu Technikon from 1989 until the end of 1997 when he retired. At the time the MTRC was serving 1000 students and 96 lecturers, technicians and support staff (Mangosuthu Technikon, 1997: [1]). MTRC saw the request as an opportunity to be of assistance to the community. As a result MTRC opened its doors to all teachers engaged in private studies. Umlazi teachers were the first to be registered external MTRC users. Privileges they had were book loans, use of the reference collection, use of photocopiers, access to reading room, booking of venues for their meetings, video viewing for pupil classes, and borrowing of teaching aids and other equipment. Membership grew steadily after 1990 and in the same year literacy classes were started by Mangosuthu Technikon and were co-ordinated by a MTRC staff member. MTRC community involvement maximised the exploitation of its resources and facilities as a contribution to redressing prevailing inequalities in the Umlazi community.

Surprisingly in 1997 no Umlazi teacher was on record as a registered MTRC user. The opening of Umlazi Public Library in November 1996 possibly had a bearing on MTRC user registration and the extent of use of MTRC by Umlazi teachers.

### **2.2.2.2 Institutional membership for Umlazi schools**

Teachers who enjoyed MTRC privileges soon realised that their schools might benefit tremendously if facilities available at MTRC were to be used in the schools (Gasa, 1997). MTRC was happy to lend schools videos, slides, equipment and teaching kits. To control MTRC materials usage by the schools, interested schools had to join through the principal as institutional members. Over the years Ogwini Comprehensive High School, Umbelebele High school, Mafumbuka High School and Egagasini High School were registered members. The most used facility was videos of Shakespearian plays, mathematics, biology and physics lessons. These schools also made good use of library expertise to develop and supplement teaching and learning programmes for pupils.

When the Audio-visual/media section was separated from the MTRC in 1994, the numbers of external users dropped. The study also indicated that the separation of Audio-visual/ media section from the MTRC possibly had an effect on the extent of usage by the external community.

### **2.2.2.3 Adoption of school libraries**

Some of the school libraries were adopted by MTRC for the sole purpose of providing them with advice and assistance in establishing and /or developing their libraries. Kwa Mathanda High School and Isidingo Higher Primary School were two schools with such libraries. For reasons yet to be explored in 1997 there were no

longer links with those schools.

#### **2.2.2.4 Other MTRC activities**

The list of other activities engaged in with the local community were as follows:

- the use of MTRC seminar rooms and other venues;
- the use of MTRC by distance education students residing in Umlazi. MTRC has a policy especially designed for this group (Mangosuthu Technikon: Resource Centre, 1994: [18]).
- participation of staff in formal activities of library organisations (van Zijl, 1993: 55).

MTRC maintained links with the Umlazi College of Education which operated from the Umlazi Technical College. The college students who were engaged in school library studies part-time, used MTRC. There were also standing joint efforts with Mafumbuka High School for an annual Chemistry Week display exhibited at MTRC. The last Chemistry display however was in 1992 (Mangosuthu Technikon. Resource Centre, 1992: 4).

#### **2.2.2.5 Activities still continuing in 1997**

There is indication that some services will always be used by Umlazi community as long as there is access to MTRC. The following activities were still engaged in by MTRC with the community in 1997:

- photocopying was on the increase and as a result two photocopying attendants were employed in 1995;
- use of the reference collection;
- distribution of new books donated by overseas organisations for the needy local libraries.

### **2.2.3 Perceived decline in local community involvement**

Generally, by 1997 MTRC had shown a decline in its involvement in the community.

The decline was observed in the numbers of recorded users such as Umlazi school teachers, institutional membership and other users as the study will show.

### **2.2.4 MTRC staff perceptions of problems with community involvement**

Informal unstructured discussions prior to the survey with various MTRC staff who had been involved with the community yielded the following reasons as contributing to the decline in the MTRC community involvement:

- MTRC finds it hard to replace damaged, lost expensive equipment with fewer and fewer donations being received. As a result staff are less keen to encourage community usage.
- The vertical increase in student numbers versus no increase in staff numbers

and space resulted in the focus being directed to internal activities.

- Lack of communication: for instance no awareness of community engagement by technikon departments; lack of formal links between local schools and MTRC; and MTRC has no vigorous marketing strategies in place.
- Lack of seriousness about community involvement is shown by no assessment of technikon departments including MTRC on their community activities, and flimsy record keeping or gaps in the records of previous MTRC undertakings.

These observations are explored further in the study.

### **2.3 Summary**

Academic libraries' involvement in the community is influenced by the fact that such libraries are national assets to facilitate social development and economic growth. As a result, academic libraries have an obligation to service not only the academic community, but also the external community. Although the Mangosuthu Technikon's mission statement declares the commitment of all its departments, various reasons for community involvement are mentioned. MTRC initiatives in community involvement are given. In conclusion staff perceptions of the problems with community involvement are noted for further exploration.

## **Chapter three**

### **Literature review**

The purpose of this review of the related literature is to look at the community involvement of academic libraries and the question of community usage of academic libraries, particularly technikon libraries. The premise discussed in the context of library literature proceeds from two ideas, namely, that all libraries are a national resource representing the nation's and much of the world's records, and these libraries are part of their environment (Higham, 1980: 195; Chambers, 1991: 1086). The second idea is that community involvement addresses disadvantaged groups in society. This idea proceeds from the moral philosophy of equality of access for all people to the library and information services (Atton, 1997: 102). The moral philosophy of equality as applied in the context of academic library community involvement moves from the idea that traditionally academic libraries were developed as bourgeois institutions ascribed exclusively to academic communities, giving them power to control access to and use of library services (Atton, 1997:103) and as a result non-academic communities were disadvantaged.

#### **3.1 Development of the academic library's community involvement**

The academic library started to assist disadvantaged groups in society who had turned to the academic library to satisfy their needs. There were various ways in which academic libraries met the communities' needs. For example, in Canada during the affluent nineteen sixties and seventies academic libraries offered free services to communities (Piternick,

1979: 153). Josey (1967: 187) gives an example of public library squatting on the premises of an academic library for a fee. Similar and other kinds of academic library community involvement were practised elsewhere in North America (Josey, 1969: 66).

On the African continent, characterised as it is by a majority of underdeveloped countries and a high rate of illiteracy, similar types of academic library community involvement were experienced. South Africa, for example, because of its unique history of apartheid is characterised by imbalances in the distribution of libraries (Vermuelen, 1981: 10). This state of affairs was caused by the fact that the provision of libraries in the black communities did not take priority. Providing for basic needs in black communities took priority over libraries and there was little appreciation of the value of information as a resource (Ferguson, 1992: 4). With the new democratic government underdeveloped communities are changing and focusing on development. Academic libraries were encouraged to be involved in the communities by taking the initiative in making a contribution to the development of their local communities.

Moreover, South African academic libraries are being encouraged to play a more important role in the community especially now with the current reconstruction and development programme that addresses neglected areas in society. Redistribution and sharing of resources with communities is the means of redressing the imbalances in library and information resources to develop the vast underdeveloped and developing communities (African National Congress, 1994: 4). Academic libraries are no exception. They also have to make a proactive response to changing circumstances by reaching out to the communities with their unique expertise, services and collections (Swanepoel and Boon, 1986: 86).

### **3.2 What is the nature of the academic library's community involvement?**

The literature documenting the meaning of community involvement by academic libraries is now discussed. An academic library serving the community beyond its campus boundaries, be it formally or informally, is engaged in community involvement. Literature has an abundance of terms and phrases used to refer to the community involvement of academic libraries: Open door policy (Josey, 1969: 66); community outreach (Moodley, 1993: 68), extension services (Lamoral 1994: 112), social responsibility librarianship and contemporary librarianship (Atton, L. 1997:101; Rude, 1990: 365). These terms broadly refer to aspects of access by types of people in the community to academic library and information services.

Atton (1997: 103) explained that community involvement proceeds from the idea that librarianship is traditionally conceived as having disadvantaged groups in society because in its development as a bourgeois institution, it excluded some groups. Moreover, selection policies, cataloguing rules, classification systems and subject indexes tended to obstruct access to certain types of ideas especially those of the disadvantaged group (Atton, 1997:103). This practice resulted in communities which remained unserved and towards which academic institutions feel a social responsibility (Alberts and Hugo, 1996: 196) and the academic libraries have to follow suit (Lamoral, 1994: 112).

### **3.2.1 Who is the community user of the academic library?**

A person not affiliated to the institution coming from the community in the environment (Russell, 1992: 27) is the community user of the academic library. Categories of people wanting to use the academic libraries are varied but all are disadvantaged regarding access to needed information in one way or another. They are professionals such as journalists; teachers; structures such as non-governmental organizations, trade and business personnel; high school students (Nicewarner, 1996: 435; Josey, 1967: 187), teaching staff of schools and colleges, retired university staff (Higham, 1980: 196), professional, government agencies, and media workers (Higham, 1980: 196; Nicewarner, 1996: 435; Russell, 1992: 28). All these categories of people have special needs for research materials that can be satisfied by the academic library in their community.

### **3.2.2 Why the community wants to use academic the libraries?**

The community user has identified the strength of the academic library. Compared with public libraries, the academic collection is strong and expensive especially in research materials (Russell, 1992: 27). As noted in section 2.1, the community is justified in wanting to exploit the academic library collection and the wide range of services it offers because this type of library is funded by taxpayers' money (Piternick, 1979: 154; Tiller, 1992: 68). The library's online bibliographic databases are another resource that can be accessed by the community. Most importantly academic libraries are a haven for independent inquiry (McNamara, 1992: 56) especially for users doing research.

### 3.3 Types of access and safeguards

Academic libraries that intend to be involved in the community have to make decisions about the types of access to be allowed to the community, and how the community user will identify himself or herself. The literature notes that access by the community is a problem facing academic librarians (Piternick, 1979: 153) everywhere. It is a problem in the sense that academic libraries are regarded as a national resource and gateway to information (Association of College and Research Libraries: Committee on Community Use of Academic Libraries, 1975: 322; Chambers, 1990: 1086; Russell, 1992: 27; NCHE: Working Group on Libraries and Information Technology, 1996: 32) and that librarians' responsibility is to provide access to all people. But the reality is that unrestricted access results in an increased flow of community users and their demands. An uncontrolled increase of community users in the academic library negatively affects the quality of services to the primary legitimate users, the budget allocated to the library, staff time and workload, and space and the maintenance of the building. All these aspects of library operation need to be taken into consideration when making a decision about involvement in community services because they influence the type of access control by the community and the quality of academic library service as a whole. The type of access permitted affects the use of academic library collections (Piternick, 1979: 153) to achieve the best benefit for both the academic library and the community.

### **3.3.1 Access and borrowing**

Academic librarians decide on the various levels of access they deem will suit their library considering their resources and community needs. Russell et al, (1992: 31) in their study of access to and the charging of fees for library services named various levels of access found in academic libraries. These were: access to special collections, media collection, microforms, online searching of commercial and non-commercial databases, interlibrary loans, use of CD-Rom products, use of special facilities, use of photocopiers, use of online catalogue, access to open stacks, and access to branch libraries. The findings of the study were that institutions were committed to meeting the needs of the community users whenever possible and that all respondents offered reference services (Piternick, 1992: 32), while there were variations with other services. In the case of the subject of the study MTRC is committed by the Technikon mission statement to assist the wider community with its library and information needs. Once a community user has a membership card she/he has access not only to MTRC facilities which include various book collections, use of reference books, magazines, government documents, newspapers, interlibrary loans, and the reading room, but also to the Audio-visual Department where videos, teaching aids and equipment are available.

### **3.3.2 Identification**

Identification is a means of control which the academic library institutes to safeguard its material and for keeping records of users for future planning and budgeting. The use of a paid for membership card by admissible community users which give access to stipulated

or all services and grants privilege for a stated period of time is a common type of identification in academic libraries. For example, at MTRC for R100.00 a community member gets an access card granting him/her access to all services except the checking out of serials. A community access card is valid for one academic year. Such a card is not given to high school students because high school students can use MTRC only if they come in with their school teachers. The school must also have been granted permission by the principal or his or her deputy to visit MTRC.

The literature reveals that academic libraries approve of the use of a card as a means of identification for community users (Josey, 1967: 191; McNamara, 1992: 61; Piternick, 1979: 156). These cards may be free or purchased, categorised into individual, or institutional membership but their issuing raises a need for user orientation. Some academic libraries formally offer orientation programmes for community users (Piternick, 1979: 156) before they can use the library. MTRC has individual and institutional membership. There is no formal user education programme designed for community users.

Progress on the question of safeguarding the collection was made by conducting a study to assess the feelings of community users on the use of their credit cards as a means to safeguard the academic library resources (Nicewarner, 1996: 435). The University of Nevada, Las Vegas Library

'requires external borrowers to register a major credit card and agree to have the library charge replacement costs and fees to their accounts' (Nicewarner, 1996: 435).

This practice is a step forward in the battle associated with excessive book losses.

### **3.4 Range of services offered by academic libraries**

The literature reflects a wide range of services available in academic libraries some of which can be extended to the external community users. The fact that no academic library no matter how well resourced, can provide all existing library and information services to the community, expresses the practice of academic libraries of offering a selection of services to the community. The selection of services need not be prescribed by librarians but should be based on an expressed need by the community (Dickerson, 1989: 7) and determined by the goals and objectives of the academic library, and the availability of resources. The goals and objectives of MTRC are based on its mission statement (see 2.2.1) "... provision of information support to the wider community..., in order to redress prevailing disparities..."(Mangosuthu Technikon. Resource Centre, 1994: [2]). It is in the best interest of the academic library to provide services that are not offered elsewhere in the community or to supplement inadequate services existing in the community.

#### **3.4.1 Types of services**

A selection of services offered by most academic libraries are use of the special collection, use of the audio-visual collection, online searching of databases, use of interlibrary loans, use of CD-Rom products, use of special facilities, use of photocopiers, use of online catalogues, access to open book shelves, reference assistance and lending, access to business and trade information (Russell, 1992: 31; Brindley, 1989: 135-137; White, 1987:

87), and study space (Moodley, 1993: 67). MTRC offers the community the following services: join MTRC as external user, borrow books, borrow videos, borrow teaching aids and equipment, tour MTRC with pupils, have joint projects with the school, use reference books, use magazines, use government documents, use newspapers, use catalogue of MTRC stock on computer, use study space, use extended opening hours during exams, have mentorship for library science students, use photocopier, use access to databases (for instance on Internet), use interlibrary loans, use venue for meetings or similar activities, use Adult Education collection, and receive donations from MTRC.

### **3.5 Problems with community involvement**

This section discusses the problems experienced by academic libraries that are involved with communities. Academic librarians did not envisage problems when they opened their doors to the communities. Josey (1967: 184-202), writing about the findings on problems facing academic libraries serving the general public, reported problems such as decisions as to serve or not to serve the general public; charge or not to charge fees; control of overdue and the loss of books; exit control and membership cards; and differentiation between public and academic libraries. These problem areas did not put a stop to academic libraries serving the general public. The problems associated with increased community usage of the academic library have a bearing on the study.

#### **3.5.1 Increase in the number of community users**

Problems associated with increased numbers of community users as they appear in the

literature are presented. Increased access of community users to academic libraries was found to affect many areas of the library. Librarians complained that frequently they were faced with requests for services and information which were different from those demanded by primary users and for which they were not prepared (Nicewarner and Simon, 1996: 435), excessive book losses and non-payment of fines and fees, difficulty in retrieving materials from community borrowers, and time consuming telephone queries from community members. Community users compete for attention from the library staff because they are not familiar with the tools used in the academic libraries. McNamara (1992: 58) goes further to mention that community users require additional time to develop research strategies before they can be left to work on their own.

### **3.5.2 Staff problems**

Time spent by staff attending to community users is a concern to many academic library administrators (Brindley, 1989: 136; Piternick, 1979: 157; White, 1987: 92). A study to investigate time staff spent on reference services for community users gave a picture of how much time staff spent assisting community users. Findings of a study conducted by Piternick were that 16.7% questions came from the community, 24% came from researchers, 10% from business and trade, 9% came from health science professionals, and 8% from government departments. Although only 16.7% of the questions came from the community, the total time spent with community queries was 25%, of which 35% of the questions of external queries came in by telephone (Piternick, 1979: 157). That tells us that a quarter (25%) of the academic librarian's time was spent with community queries only.

Brindley warns that care needs to be taken in the use of staff time by costing and monitoring community usage (Brindley, 1989: 136). Care also needs to be taken to prevent overloading staff with more than they can cope with because that causes staff tension as well as the failure of community services. A proposed solution for staff problems with community services is having one person to supervise and monitor community services (White, 1987: 92). Lack of skills necessary to manage community involvement programme has been a documented problem of librarians. These are managerial skills, financial acumen, and communication (Brindley, 1989:136).

### **3.5.3 Primary user versus community user**

Academic libraries have their legitimate users, that is, the staff and the students as their main responsibility. Engaging in community services impinges on services for the primary user group (White, 1987: 85) because of the effect of resource sharing with the community user. The community user and the primary user compete for staff attention, seating space, access to online database, and research materials. Staff have the problem of balancing the responsibilities between primary users and community users and at the same time avoiding disadvantaging the primary users.

### **3.5.4 Fees**

The decision to charge or not to charge fees leans heavily on the availability of resources and control of community use of academic libraries. In a study reported by Josey (1967: 188) not all academic libraries charged fees for borrowing books. Academic libraries which

have made a decision to charge for community services have the problem of deciding how much they need to charge. The basic reason for charging is to pass on to the community the cost involved in sharing resources (Piternick, 1979: 153) because academic libraries have no budget allocated to community service.

### **3.5.5 High school students**

In 1986 LeClercq published the findings of her study on high school teachers which noted their recognition that gifted high school students have limited resources at their schools and that this brings them to the academic library. She gave the character of high school libraries as:

- very busy serving as a place for study, doing assignments, and leisure;
- providing support for a wide range of subjects on a small budget;
- serving students at all levels from below grade, standard grade, accelerated grade and honours grade;
- the allocation of library staff, collection and budget is dependent on the size of head count.

A small school has one librarian and a two days a week clerk;

- tending to be book collections with limited periodicals subscriptions (LeClercq, 1986 13).

LeClercq's findings (1986: 14-16) on why high school teachers and students use academic library were: school collections do not meet the research needs of assignments; teachers and students need to access books and encyclopaedias; 28% of teachers indicated that their assignments need regular use of the library; English and social studies teachers required

more use of the library than maths and science teachers; 73% teachers indicated that they would read more in their field of specialisation if they were given access to a research library collection; teachers perceived that students do not use academic libraries because they do not know how to use the libraries, do not have check-out privileges, and because of transportation problems (LeClercq, 1986: 14).

Problems with high school students include mislaid or lost materials on popular term paper topics and unacceptable noise levels. McNamara suggested excluding high school students from academic libraries as a solution to the problems they pose (McNamara, 1992: 60).

McNamara presented models of a programme offered by some academic libraries for teachers from any school. The programmes vary but the most important inclusion in the programmes were the orientation programme, tour of the library and user education features provided for external users (McNamara, 1992: 62).

### **3.6 Problems of non-use and the decrease in number of community users**

This section looks into the problem of declining community users in the academic libraries. In spite of some academic libraries experiencing problems with increased community need to use their resources, there is concern expressed by other academic libraries about the problem of the decline in the community users. Literature on the decrease in community use of academic libraries is scarce. This poses the question whether academic librarians are deliberately disregarding the decline in community user as a problem or whether they are too busy and/or overworked to investigate the community decline.

### 3.6.1 Barriers to community users

Various reasons have been identified as the cause for non-use of libraries (Varnet, 1982: 23; Coker, 1993: 24-29; Flower, 1995: 70-78), but few items in the literature document the reasons for non-use of the academic library by the community. The literature on public library non-use provided insight into the reason for the community using academic libraries even when the community has been granted the privilege to do so.

Lack of availability and exposure to libraries in black African communities has an influence on the extent of their use of academic libraries (Ferguson, 1992: 4). Black African communities' attitude of non-use of libraries was attributed by Wyley (1990: 12) to the fact that they have

“... never used libraries, have been deprived of books, have been educated in schools with no libraries, and live in communities where public libraries were located in white areas”.

Further psychological barriers were expressed by users as the reason for not returning to the library. Coker wrote

“Staff are too busy or are engaged in work which seems to be more important to them than paying attention to users;

Staff do not seem to be much interested in giving assistance.

Some staff do not appear to be friendly; some seem to be aloof or condescending.

Staff do not seem to be very familiar with library resources or appear incompetent to handle enquiries” (Coker, 1993: 26).

This observed behaviour had a negative influence on the community use of the library.

Decrease in community use has also been associated with lack of effective marketing (Tanui and Kitoi, 1993: 45) or no marketing at all (Varnet, 1982: 23). Academic libraries that do not market their services are afraid that too much traffic will affect their ability to serve their primary clientele.

Physical /technical barriers mentioned in the literature included overcrowding, noise, untidiness, libraries that are too large, uncomfortable heat, library setting, personal space, and constant movement of people in the readingroom irritated users who wanted to concentrate on scholarly work were also factors (Coker, 1993:27).

The barriers mentioned above are included in this study because of the insight they can provide into non-use of academic libraries by the community.

### **3.6.2 Awareness of the services**

Awareness plays the most important role in the use of any service. Once it is known that a service can be used choices are made between the need to use or not to use the service, but lack of awareness does not provide an opportunity for choice.

Awareness of academic library services and that they can be used by the community, is closely dependent on marketing (Baldock, 1993: 4; James, 1991: 16; Oggel, 1991: 2). Marketing is the most important aspect of the management function (Baldock, 1994: 4) whereby an undertaking or academic library matches its own human, financial and physical resources to the needs of the users and potential users and the goals of the academic library

(Tanui and Kitoi, 1993: 43).

Marketing has been neglected in some public libraries and at worst ignored in academic libraries as an important tool merely because librarians assume that users' needs are satisfied. Librarians need to shed this attitude because there is growing competition in the information circles especially from alternative sources of information service (Tanui and Kitoi, 1993:45). The growing number of alternative sources of information providers signals a warning that libraries in the near future will lose users and funding if they cannot get support from the community.

The other side of the coin of marketing is the negative effect of marketing in academic libraries. The reason academic librarians avoid marketing their services and resources to the community is fear of likely increases in community use which will give rise to unmanageable traffic that will hamper their ability to serve the primary clientele, the student, faculty and support service personnel. Community service increases the cost of service operations (Varnet, 1993: 23) while as stated in section 3.3, there is no budget allocation for it (Russell, 1992: 28).

### **3.6.3 Librarians and marketing**

Lack of marketing in academic libraries is the result of a lack of marketing skills amongst librarians (Tanui and Kitoi, 1993: 44; Baldock, 1993: 4). This weakness in academic libraries has to be addressed so as to improve service as a whole because a decision to market services, is a decision to look critically into the strengths and weaknesses of the

library collection, at staff skills, hardware, costing of each transaction and structures in the community. This critical examination gives the academic libraries a chance to identify strategies and the concomitant courses of action needed to match and satisfy the needs of the community users and the goals of the institution (Tanui and Kitoi, 1993: 45).

Success in marketing library services starts with analysing, assessing and satisfying needs by matching them to library staff capabilities. The first step is to collect information about the community so as to have knowledge about community needs (Dickerson, 1989:6; Oggel, 1991:2; James, 1991: 17; Baldock, 1993: 5).

Once a decision has been taken to be involved in the community, a study of the community and its needs is imperative. It is important to collect information about the community before any service is offered to the community. A profiling exercise (Baldock, 1993: 5) is done to avoid duplication and overlapping the services. Moreover, providing services that the community really needs, not what the librarians think the community needs, will eliminate collapse and lack of community support of services. One of the reasons MTRC community involvement failed was that it was embarked on without a needs assessment study (Howells, 1994: 69).

Setting priorities and limits by defining the target group is important (Dickerson, 1989: 6). An initial assessment establishes baseline measurement for setting objectives and standards with regard to users and services.

The library has to consider its marketing strategy and how it is going to market its services

to the community. Marketing strategy incorporates four elements which are product, price, place and promotion (Dickerson, 1989: 5; James, 1991: 16; Baldock, 1993: 5). The academic library product is library materials and services and the product as an element of marketing starts with market research. Market research looks into the demands and needs of the community, and whether those needs and demands fall within the business the library is in and can do best. The best advice that will benefit both the academic library and the community, is to concentrate on the main product (Dickerson, 1989: 7) and to do the best it can.

The next step to consider is pricing. Pricing involves analysing and weighing all the cost factors of each service in terms of staff, library materials, users and building maintenance. Analysis of price cannot overlook the importance of the corporate image the institution wants to communicate to the community and the impression it wants to make to the donor community. Place as an element of marketing considers the means of distributing the product and services to the community (Dickerson, 1989: 7).

Academic library services promotion is the last activity in the marketing process. Promotion is different ways of communicating to the community that the library has what the community needs and wants, and that the library is prepared to render the service. Most librarians regard promotion as marketing (James, 1991: 16) by looking at it as the whole pie (Dickerson, 1989:11) not a part of interrelated elements in the marketing process. This discussion of marketing bears on the findings of the study.

### **3.6.3.1 Marketing services to community**

The literature also documents the fact that the community needs to be aware of the services in order to use them. The method used in the business world for awareness is marketing. The biggest problem is the lack of marketing skills among librarians (Rude, 1990: 364; Tanui and Kitoi, 1993: 44) and as a result they fail to reach the non-users. Marketing not only targets users of the services but also non-users. Marketing has to be done when the service is first implemented and on a continuous basis (Brindley, 1992: 137). The reason for continuous evaluation and new marketing strategies are that communities are dynamic and changing (Cronin, 1985: 119). Changes in the communities are brought about by events in politics, social life, economy and technology which impact on the changed needs, wants and expectations in people. Character change in the community influences what is required from the academic library.

### **3.7 Summary**

Academic library involvement in the community leans heavily on the availability of funds, staff skills, personality and attitude, the physical building available, proper planning and management, and materials for its success. This chapter presented what community involvement of academic library is. Mention was made of the groups of community users, the range of services that academic libraries provide and the access allowed to the various services. Problems associated with serving the community were noted. These were grouped into problems associated with effects of increases of users, and problems associated with decline in academic library usage.

## **Chapter four**

### **Methodology**

The researcher chose the descriptive survey as the primary methodology for the study. Since the study investigated the extent of use of MTRC by Umlazi High School teachers it falls under library user studies. User studies have applied the survey method in many investigations (Line, 1969: 11) to analyse and understand library problems for purposes of decision making (Busha, 1980: 53).

#### **4.1. Survey design**

The survey method of research is viewed as the collection of information on a wide range of cases, each case being investigated only on the particular aspects under consideration (Bless, 1995: 43). The survey method allows for the selection of a representative sample of the total population. Information gathered about the characteristics of the sample enables the generalisations about the total population. The Umlazi High School teacher population in 1997 was 1136 (KwaZulu-Natal Department of Education. Umlazi, 1997). The MTRC staff population targeted for the study stood at eighteen in 1997. Use of the survey method suited the study in that in spite of timing difficulties, the survey method provided a satisfactory and affordable data collection method.

## **4.2. Population of the study**

The population of the study consisted of two groups, the external respondents and the internal respondents.

### **4.2.1. External respondents**

The external respondents in the study were Umlazi High School teachers who were users and potential users of MTRC services. Umlazi teachers were the first group in Umlazi to request permission to use MTRC services. Further justification for their selection for the study was that teachers were expected to be engaging their pupils in library and information activities (South Africa. Department of National Education. Committee on Teacher Education Policy, 1994: 48) for purposes of developing library and information skills, the bases for life long learning (Ballard, 1990: 14). Since high school teachers prepare their students to go out in the world where they have to make informed decisions, they could be expected to be using the available libraries themselves to some extent.

The sample of Umlazi High School teachers was drawn from a total of 24 high schools, 12 in Umlazi South and 12 in Umlazi North. The total number of high school teachers employed by the KwaZulu-Natal Department of Education in Umlazi was 1136 in 1997. The majority of schools had an average of thirty five teachers. High schools that taught a wide range of subjects had more teachers. This teacher group as noted above was referred to as external respondents for the purpose of the study.

Twenty five percent (25%) of the total number of teachers in each school were systematically selected from the list of names given by the principal or the contact person of the school. The systematic sample selection started with case number one from the list and the interval was determined in order to achieve a quarter of the total number of teachers in each school. Of the total population 200 teachers were selected for the sample.

#### **4.2.2 Internal respondents**

The second group in the population was the MTRC staff who worked at Mangosuthu Technikon between 1991 to 1997. The population also included two staff members who once worked in MTRC during the period under study, but had moved to other departments of Mangosuthu Technikon. Justification for the selection of MTRC staff was the fact that the Mangosuthu Technikon's mission statement committed MTRC to also provide community services to the local community (Mangosuthu Technikon. Resource Centre, 1994: [1]). This second group was referred to as the internal respondents and composed eighteen MTRC staff. All the eighteen MTRC staff were handed the questionnaire.

#### **4.3. Data collection procedure**

The data collection procedure was carried out by means of the research instruments, which were two questionnaires, one for each group of respondents, that is Umlazi High School teachers and MTRC staff.

#### **4.3.1. The instrument: the questionnaires**

A questionnaire is a set of questions with fixed wording with a sequence for presentation and indication of how to answer each question (Bless and Higson-Smith, 1995: 107).

The questionnaires were designed by the researcher in consultation with the supervisor of this research. The content of the questionnaires was based on issues identified in the literature and from the researcher's work experience at MTRC. The questionnaires employed structured questions and some questions which permitted more open-ended responses were used. A pre-test was conducted using questionnaire number one, for the external respondents with three teachers from Enaleni High School located in Umlazi North. The respondents in the pre-test responded to the questions with no indication of problems of ambiguity. This suggested that they understood the questions. No pre-test was carried out with questionnaire no. 2 and the very similar questionnaire no. 1 was successfully tested on the teachers and their responses gave the researcher an indication to proceed with the administration of the instrument.

The questionnaire for Umlazi high school teachers and the one for MTRC staff differed slightly. The teachers had to respond to questionnaire no. 1 which had three questions. MTRC staff had to respond to questionnaire no. 2 which had five questions.

The three questions for the Umlazi high school teachers were as follows:

Question 1 required each respondent to give details about himself or herself, the school and

the library. This question was designed to establish whether or not each respondent was studying, the extent of his/her teaching experience, which subject or subjects he or she was teaching, and the teachers' use of the library;

Question 2 was aimed at establishing the teachers' knowledge of and interest in the MTRC services. Twenty MTRC services were listed.

Question 3 attempted to probe the reasons for teachers not using MTRC.

The five questions for MTRC staff were as follows:

Question 1 asked respondents to give details about themselves, namely, when and in which section of the MTRC each was employed;

Question 2 was intended to determine the MTRC staff perception of external community involvement;

Question 3 aimed at establishing the staff's views on teachers' use of the MTRC services;

Question 4 attempted to find out how MTRC marketed its services to Umlazi High Schools;

Question 5 attempted to find out what the MTRC staff thought was the reason for Umlazi high school teachers not using the MTRC.

#### **4.3.2. Administration of questionnaires**

The researcher was granted permission by the circuit inspectors to enter the schools to administer the questionnaires. The principals were notified and appointments were made. The researcher chose to hand-deliver and personally collect the questionnaires at the schools because of the slow and unreliable postal system at Umlazi Township. The aim was to be sure teachers received the questionnaires as well as to achieve a high response rate as this would not necessarily have been the case with a mailed questionnaire (Bless, and Higson-Smith, 1995: 114).

The administration of Questionnaire number 1 for the external population was done with the assistance of a fieldworker. The method of training the fieldworker received was by observing the researchers administer the questionnaires to the first three schools visited by the researcher. The process involved delivering letter A1 or letter A2 to the school principals requesting access to the teachers. On the decided day the researcher delivered letter B accompanied by questionnaire number 1 to the teachers. The questionnaires were collected on the same day or the date that suited both the teachers and the researcher and or field worker.

Questionnaire number 2 was given to MTRC staff and was completed within a day by most staff and the rest returned the questionnaire within a week.

#### **4.4 Processing of the data**

The package used for data processing and analysis was the computerised Statistical Package for Social Science version 6.1. The analysis drew on descriptive statistics which included percentages, means and standard deviations, frequencies, and cross tabulations.

#### **4.5 Coding**

All the completed questionnaires were coded. Responses were grouped into N1 for teachers and N2 for MTRC staff. Codes were allocated to each variable including open-ended questions before the responses were entered into the computer. Responses to open-ended questions were grouped into categories and also allocated codes. Cases where responses were missing were also recorded.

#### **4.6 Evaluation of methodology**

Two hundred (200) copies of the number 1 Questionnaire were distributed to the teachers and 164 (82%) were returned. Eighteen (18) copies of the Questionnaire number 2 were distributed and 16(88.9%) were returned. The high response rate with both questionnaires provided satisfactory and affordable data collection method. As a result the researcher was confident that the interpretations and findings would assist the addressing of research questions by providing a sufficient store of responses. A possibly motivating factor for respondents was that the MTRC involvement with Umlazi high school teachers was a concern for both the teachers and the MTRC staff. The outcome of the study could be such

as to benefitting both sets of stakeholders, namely the Mangosuthu Technikon staff and the Umlazi community.

#### **4.7. Summary**

The survey method of research was used because it allowed for collection of data from a representative sample of the total population. The instrument for collecting data were the two questionnaires, one designed for the Umlazi high school teachers and the other designed for the MTRC staff. Questionnaires were hand delivered and collected. Data was processed using the computerised Statistical Package for Social Science version 6.1. All questionnaires and variables including responses to open-ended questions were coded and entered into the computer for results. Evaluation of the methodology was based on the high response rate of over 80%.

## **Chapter five**

### **Results of the survey**

In this chapter the results of the survey are reported. The study set out to investigate MTRC community involvement and MTRC staff and Umlazi High School teachers' perceptions of MTRC community involvement for purposes of identifying problems teachers encounter with MTRC services. The objective was to establish the extent to which MTRC was involved with the Umlazi High School teachers, and to determine reasons for the existing extent of usage and the interest teachers have in MTRC services. As stated in chapter four two groups of respondents were surveyed. These were the external respondents, the teachers from Umlazi High Schools; and the internal respondents, the MTRC staff. The results for each group are reported separately, and then where relevant, responses from the two groups are compared.

#### **5.1 Responses from external respondents : Umlazi High School teachers**

Returned responses from the Umlazi High School teachers to questionnaire number 1 for the external respondents totalled 164(82.0%) out of 200 questionnaires sent out.

##### **5.1.1 Whether or not teachers were studying**

Question 1.1. of the questionnaire number 1 for external respondents asked whether or not teachers were studying. This question was intended to determine how many teachers were engaged in furthering their education in the form of part-time studies. This question was

considered important for the study because teachers engaged in part-time studies are permitted to, could, or would be likely to use MTRC. Results showed that 4(2.4%) did not respond, a marginally higher number of teachers 84(51.2%) were not studying, than the 76(46.3%) who were studying.

### **5.1.2 Subjects taught**

In question 1.2 teachers were asked which subjects they taught to find out the range of subjects offered at Umlazi High Schools. This was considered important for determining the type of subjects teachers taught as well as the subjects that are most commonly taught. Of the responses, 24(14.6%) teachers taught English, 22(13.4%) taught Zulu, 15(9.1%) taught mathematics, 14(8.5%) taught biology and 12(7.3%) taught economics, geography and Afrikaans, 10(6.1%) taught history, and 9(5.5%) taught accountancy. Other subjects mentioned had less than 5% teachers teaching them. These were agricultural science, art, business economics, electronics, general science, guidance, home economics, library lessons, physical science, physics, and typing. A marginally higher number of teachers taught languages (English at 14.6%, Zulu at 13.4%) than pure and natural sciences (mathematics at 9.1%, biology at 8.5%).

These results were grouped as follows: English, Afrikaans and Zulu were grouped as languages; mathematics, Physics, and physical science were grouped as pure and natural sciences; accountancy, economics, business economics and home economics were grouped as business subjects; computer literacy, typing, art, design technology, and electronics were grouped as technical subjects; guidance, history were grouped as humanities; library

lessons, media guidance were grouped as information subjects to make presentation of findings concise.

*Table 1*

Frequency for subject areas taught in Umlazi High Schools

Subject areas	Number of teachers	Percentage
Languages	58	35.4%
Pure and natural sciences	50	30.5%
Business	26	15.9%
Humanities	14	8.5%
Technical	8	4.9%
Information	2	1.2%
(No response)	6	3.7%
Column total	164	100%

Table number 1 shows subject areas and frequencies for teachers teaching in the subject areas. There were 58(35.4%) language teachers, 50(30.5%) teachers teaching subjects in the pure and natural sciences, 26(15.5%) teachers teaching subjects in business, 8(4.9%) teachers teaching subjects in the technical subject area, 14(8.5%) teachers teaching subjects in the humanities, and 2(1.2%) teachers teaching subjects in the information studies area. Six (3.7%) teachers did not indicate the subjects they taught.

### **5.1.3. Teaching experience**

Questions asked for details about the respondents' teaching experience to determine the

levels of experience of teachers who responded. It seemed important to determine how many teachers had fewer years of teaching and were therefore possibly more accepting of change in their method of teaching, for instance, using more library resources to prepare for lessons than previously.

Results showed that 6 (3.7%) of the respondents did not answer this question; teachers with experience of five and less years numbered 47(28.7%); teachers with experience of between six and ten years totalled 55(33.5%); teachers with experience of between eleven and fifteen years were 31(18.5%); teachers with experience between sixteen and twenty years were 17(10.4%); and experience of twenty one years and over numbered 8(4.9%).

*Table 2*

Frequencies for years of teaching experience

Years of teaching experience	No. of teachers
5 and less	47(28.7%)
6 - 10	55(33.5%)
11 - 15	31(18.5%)
16 - 20	17(10.4%)
21 and over	3(4.9%)
no response	6(3.7%)

The experience that most respondents had (33.5%) was from six to ten years, followed very closely by 28.7% of respondents with teaching experience of less than five years. Frequencies decreased as teaching experience advanced. The results showed that, of all the

respondents, 18.5% had experience of between sixteen and twenty years whilst 10.4% had twenty one and more years of experience.

#### **5.1.4 Whether or not the school has a library**

Question 1.4 asked whether or not the school had a library. That question was intended to determine the availability of school libraries at Umlazi high schools. According to the results 7(4.4%) teachers did not respond to this question, 120(73.2%) teachers indicated yes, and 37(22.6%) teachers indicated no. Hence the vast majority of teachers did in fact have a library at the school. According to the results 7(4.4%) teachers did not respond to this question. There is a significant difference of over 50% between the high count of 73.2% teachers who had libraries at their schools and the low count of 22.6% teachers who had no libraries in their schools.

#### **5.1.5 Frequency of use of school library by teachers**

In Question 1.5 the respondents were asked how often they used the school library. The question was obviously to be answered by teachers who had a library in their school. The question was intended to determine the frequency of teachers' use of their school libraries. It was important to know the attitude of teachers to their school library as that had a potential impact on their likely use of MTRC.

The results showed that 44 (26.8%) respondents did not answer this question, 36(22.0%) teachers used their school library every week, while 43(26.2%) teachers used it monthly,

and 41(25.0%) hardly used it. Notable here are the high numbers of those who did not respond and those who hardly used it. Presumably if they used it they would have responded to that effect.

#### **5.1.5.1 Relationship between teaching subject and use of school library**

Cross tabulations were used to determine the relationship between the subjects taught by the respondents and the use of the school library. Cross tabulation is a descriptive statistical method where results of two variables are cross classified by way of a table of rows and columns to test the relationship between variables (Powell, 1993: 155). It is important for the study to find out whether there is a relationship between the subjects teachers teach and teachers' use of the school library. The researched pattern is that English and social studies teachers make more use of the school library than mathematics and science teachers (LeClercq, 1986: 15). Results obtained in response to question 1.2. of questionnaire number 1 which asked the teachers which subjects they taught, and responses to question 1.5 of questionnaire number 1 which asked teachers how often they used the school library, were cross tabulated. Results of cross tabulation were presented by use of ratings as follows:

*Table 3*

Frequency of use of school library reflected by subject areas taught

Subjects	Weekly	Monthly	Hardly	Row total
languages	13	16	12	41(35.0%)
pure and natural sciences	16	9	12	37(31.6%)
business	1	6	12	19(16.2%)
technical	1	3	4	8(6.8%)
humanities	3	7	-	10(8.5%)
information	2	-	-	2(1.7%)
Column Total	36(30.8%)	41(35.0%)	40(34.2%)	

*Rating for “weekly use” of school library by subject area*

Table 3 shows that rating for the subject groups for weekly use of the school library was:- 16 (13.6%) for pure and natural sciences (mathematics, biology), 13 (11.1%) for languages (English and Zulu), 3 (2.6%) for humanities, 2 (1.9%) for information subjects, 1 (0.9%) for business subjects and 1 (0.9%) for technical subjects. The pure and natural science teachers use the school library more frequently on a weekly basis than other subject teachers. Only a total of 36 (30.8%) of teachers in all subject groups used the library weekly. Weekly use by all subject teachers except pure and natural science teachers, was second to monthly use which was the most frequent.

*Rating for “monthly use” of school library by subject area*

Table 3 shows that rating by subject groups for monthly use of the school library indicated that languages received the highest score at 16(13.6%), followed by pure and natural sciences at 9(7.7%), humanities at 7(6.0%), business subjects at 6(5.1%) was fourth, and technical subjects at 3(2.6%) were placed fifth. Language teachers at 16 (13.6%) use the school library more frequently on a monthly basis followed by the pure and natural science teachers at 9 (7.7%). Monthly use by all subject teachers was highest.

*Rating for “hardly used” school library by subject area*

Table 3 shows that rating by subject groups for “hardly used” the school library indicated that languages, pure and natural sciences, and business subjects were equal at 12(10.3%), while 4(3.5%) of technical subjects teachers placed themselves second. It would seem that the practical nature of technical subjects contribute to the low frequency of library use by the teachers teaching the subject.

**5.1.6. Use of other libraries**

Question 1.6 asked teachers about their use of libraries other than their school library (if they had one). The question was intended to determine teachers’ general usage of libraries other than the library at their school which could be seen as decreasing their likelihood of using the other available libraries in Umlazi such as the MTRC library. The results showed that 11 (6.7%) respondents did not answer this question, 119(72.6%)

teachers indicated yes, and 34(20.7%) teachers indicated no. It can be presumed that the 11(6.7%) who did not answer did not use other libraries otherwise they were likely to have indicated yes. The largest percentage of teachers 119(72.6%) used other libraries. These findings suggest that the libraries in their schools either did not meet all the needs of the teachers or that other libraries were preferred to the school libraries for some requirements.

#### **5.1.7 Use of MTRC services**

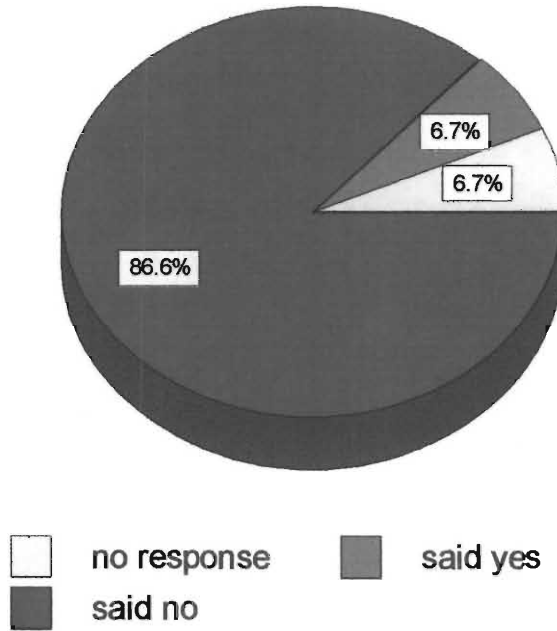
In response to question 1.7 which asked whether teachers used the MTRC services, the results indicated that 11(6.7%) did not respond, while 11(6.7%) responded yes, and 142(86.6%) indicated no. The main focus of the study was based on this question. The question was intended to establish the number of teachers using the MTRC services.

A significantly high number of teachers 85.4% did not use the MTRC services compared to 6.7% that used the MTRC . Presumably the small percentage of 6.7% that did not respond did not use the MTRC.

Figure 1

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## Use of MTRC services



### **5.1.8 Use of specific services provided by MTRC**

In question 2 teachers were asked to check a list of specific services provided by MTRC and to indicate whether they had “used the service before”, whether they “knew of the services but had not used it”, whether they were “interested in the service but had not used it”, or whether they “did not know what the service was”. That question was intended to get an overview of teachers’ knowledge of various MTRC services offered, which of the available services were of interest to the teachers, and which had actually been used. The results of teachers’ responses are as shown in table four.

Table 4

Frequency of scaled responses to specific services provided by MTRC

	Used	Know of	Interested in	Do not know
Services	Column 1	Column 2	Column 3	Column 4
Join MTRC	7(4.3%)	7(4.3%)	66(40.2%)	84(51.2%)
Borrow books	7(4.3%)	13(7.9%)	75(45.7%)	69(42.1%)
Borrow videos	7(4.3%)	10(6.1%)	79(48.2%)	68(41.4%)
Borrow teaching aids	3(1.8%)	10(6.1%)	77(47.0%)	74(45.1%)
Tour MTRC	3(1.8%)	4(2.4%)	76(46.3%)	81(49.4%)
Joint project	2(1.2%)	5(3.0%)	70(42.7%)	87(53.0%)
Use reference books	7(4.3%)	13(7.9%)	78(47.6%)	66(40.2%)
Use magazines	4(2.4%)	10(6.1%)	79(48.2%)	71(43.3%)
Use government doc.	2(1.2%)	9(5.5%)	74(45.1%)	79(48.2%)
Use newspapers	4(2.4%)	11(6.7%)	67(40.9%)	82(50.0%)
Use MTRC catalogue	4(2.4%)	7(4.3%)	67(40.9%)	86(52.4%)
Use study space	1(0.6%)	7(4.3%)	73(44.5%)	83(50.6%)
Use extended hours	1(0.6%)	9(5.5%)	69(42.1%)	85(51.8%)
Mentorship for library science students	3(1.8%)	3(1.8%)	61(37.2%)	97(59.1%)
Use of photocopier	5(3.0%)	9(5.5%)	72(43.9%)	78(47.6%)
Access to databases	2(1.2%)	8(4.9%)	68(41.5%)	86(52.4%)
Use interlibrary loans	3(1.8%)	7(4.3%)	61(37.5%)	93(56.7%)
Use venue for meeting	5(3.0%)	9(5.5%)	58(35.4%)	92(56.1%)
Use Adult education coll.	3(1.8%)	9(5.5%)	59(36.0%)	93(56.7%)
Donations from MTRC	4(2.4%)	6(3.7%)	47(28.7%)	107(65.4%)

Column 1 = Used the service before; Column 2 = know of the service but have not used it; Column 3 = Interested in the service but have not used it; Column 4 = do not know what the service is.

Higher scores fall within the responses indicated as “interested in the service but have not used it” and “do not know what the service is”. No opinion was treated as “do not know”.

*Table 5.*

Results for the services used before

The first ten services with the highest score for being used before are:-

Join MTRC as external user	7(4.3%)
Borrow books	7(4.3%)
Borrow videos	7(4.3%)
Borrow teaching aids & equipment	7(4.3%)
Use reference books	7(4.3%)
Use of venue for meetings	5(3.0%)
Use newspapers	4(2.4%)
Use magazines	4(2.4%)
Use MTRC catalogue	4(2.4%)
Donations from MTRC	4(2.4%)

MTRC services teachers had used before were “Join MTRC as external user”, “Borrow books”, “Borrow videos”, “Borrow teaching aids and equipment” and “Use reference books” which were each indicated by a low frequency of 7(4.3%). These were the services used most by the teachers. “Use of venue for meetings” scored 5(3.0%), “Use newspapers”, “Use magazines”, “Use MTRC catalogue” and receive “Donations from MTRC” each totalled 4(2.4%). Frequencies for all the services used before were generally low.

Table 6.

Results for services known but not used.

Borrow books	13(7.9%)
Use of reference books	13(7.9%)
Use newspapers	11(6.7%)
Borrow teaching aids and equipments	10(6.1%)
Use magazines	10(6.1%)
Use government documents	9(5.5%)
Use extended hours	9(5.5%)
Use venue for meetings	9(5.5%)
Use Adult Education collection	9(5.5%)
Use study space	7(4.3%)

It can be noted that 'known' but 'not used' services although low, scored slightly higher than scores for services 'used' before. "Borrow books", "Use of reference books" were the highest at 13(7.9%) in this category followed closely by "Use of newspapers" at 11(6.7%), and "Borrow teaching aids and equipments", and "Use magazines" at 10 (6.1%) each.

Table 7.

Results for interested in the services but not used.

Borrow videos	79(48.2%)
Use magazines	79(48.2%)
Use reference books	78(47.6%)
Borrow teaching aids	77(47.0%)
Tour MTRC	76(46.3%)
Borrow books	75(45.7%)
Use government document	74(45.1%)
Use study space	73(44.5%)
Use photocopier	72(43.(%)
Joint projects	70(42.7%)

The interested in but not used category received generally higher scores than the services used before category, and known but not used services. These services were “Borrow videos”; “Use magazines”; “Use reference books”; “Borrow teaching aids and equipment”; “Tour MTRC”; “Borrow books”; “Use government documents”; “Use study space”; “Use photocopier”; “Joint projects”. Frequencies ranged narrowly from the highest percentage of 48.2% to 42.7%.

Table 8.

Results for not known services.

Donations from MTRC	107(65.4%)
Mentorship for library science students	97(59.1%)
Use interlibrary loans	93(56.7%)
Use Adult Education collection	93(56.7%)
Use venue for meetings	92(56.1%)
Joint projects with school	87(53.0%)
Use MTRC catalogue	86(52.4%)
Access to databases	86(52.4%)
Use extended hours	85(51.8%)
Join MTRC	84(51.2%)

These scores reflect the total of not known services and non responses. This category had the highest frequencies of all. The findings show that frequencies were as follows for teachers that did not know of MTRC services: 107(65.4%) for “Donations from MTRC”; 97(59.1%) for “Mentorship for library science students”; 93(56.7%) for “Use of interlibrary loans” and “Use of adult education collection”; 92(56.1%) for “Use of venue for meetings”; 87(53.0%) for “Joint project”; 86(52.4%) for both “Use of MTRC catalogue” and “Access to databases”, 85(51.8%) for “Use of extended hours”, and 84(51.2%) for “Join MTRC”.

### 5.1.9 Reasons for not using the MTRC services

Question 3 asked teachers to indicate reasons for not using MTRC. It was important to know teachers’ perceptions of the barriers they encounter in the use of MTRC services. Responses were considered useful potential input into the future planning of the MTRC services for the teachers should such a service be indicated as desirable. Results were rated by placing the reason with the highest score first and lowest score last.

Table 9.

Ratings of reasons for teachers not to use MTRC

I did not know I could use MTRC	118(72.0%)
Lack of promotional brochures	40(24.4%)
I get what I need elsewhere	40(24.4%)
Unsure of services offered	39(23.8%)
It is not easy for me to get to MTRC	20(12.2%)
Opening hours do not suit me	15(9.1%)
Other reasons	15(9.1%)
I do not like MTRC	9(5.5%)
Lack of study space	9(5.5%)
Cannot keep books long enough	8(4.9%)
MTRC staff is unfriendly	8(4.9%)
Joining process labourious	6(3.7%)
I cannot find what I need	6(3.7%)
Reading room very noisy and crowded	4(2.4%)

“I did not know I could use MTRC” scored the highest and was the number one reason for not using MTRC services indicated by 118(72.0%) teachers. Almost three quarters of the teachers indicated they did not know they could use MTRC. Reasons that scored second highest were “Lack of promotional brochures/newsletter” and “I get what I need elsewhere” indicated by 40(24.4%) teachers. The difference between the reason that scored the highest and the reasons that scored the second highest is (47.6%) almost 50.0% which is a significant difference. “Unsure of the services offered” was indicated by 39(23.8%) teachers which is almost as high a frequency as for the response that scored second highest

24.4%. "It is not easy for me to get to MTRC" was a reason for 20(12.2%) teachers. "Opening hours do not suit me" and "Other reasons" each was indicated by 15(9.1%) teachers placing it below 10.0%. "I do not like MTRC" and "Lack of study space" were each indicated by 9(5.5%) teachers. These reasons and the others that scored lower, were notably not very significant. "Cannot keep books long enough" and "MTRC staff is unfriendly" were each indicated by 8(4.9%) teachers. "Joining process is laborious" and "I cannot find what I need" each were indicated by 6(3.7%) teachers. "Reading room very noisy and crowded" was a reason for only 4(2.4%) teachers.

It is obvious that "I did not know I could use MTRC", "Lack of promotional brochures, and "Unsure of services offered" are an indication of lack of awareness of MTRC services amongst Umlazi High School teachers and this issue is discussed under the interpretation of results in the next chapter.

## **5.2 Responses from internal respondents : MTRC staff**

Returned responses from the MTRC staff numbered 16(88.9%) of 18. They responded to questionnaire no 2 designed for internal respondents, the MTRC staff.

### **5.2.1 Year of commencing work at MTRC**

Question 1.1 of the questionnaire for internal respondents asked when the staff member was employed at MTRC. This question was intended to determine how long staff has been working at MTRC. It was considered important to know how many staff experienced the

height of MTRC community involvement (before 1992) and observed decline (after 1992). Results showed that 5(31.4%) MTRC staff were employed before 1991 and 11(68.8%) staff were employed between 1991 and 1995. Hence a satisfactory majority had been working at MTRC during the period under investigation.

### **5.2.2 Section where staff were employed**

Question 1.2 asked in which section of MTRC respondent was working. This question was intended to determine sections where staff performed their jobs as some sections were more likely to expose respondents to the public. Staff from public service points were likely to have more experience with the community. Of the 16 respondents 7(43.8%) staff were working in circulation, 2(12.5%) staff were subject librarians, 2(12.5%) staff were working in cataloguing, 2(12.5) staff were working in acquisitions, 2(12.5%) staff were in audio-visual, and 1(6.3%) was in periodicals. Circulation staff, subject librarians, audio-visual staff, and periodicals staff work at public service points. These staff have first hand experience of contact with community users. Although acquisitions and cataloguing staff do not meet the public because they work in the background, they sometimes relieve other staff at the service points when there is a need. Hence they are likely to have had some exposure to the users.

### **5.2.3 Perceptions of external community involvement**

In this section results of MTRC staff perceptions about the MTRC community involvement are provided.

### **5.2.3.1 Exposure to the mission statement**

Question 2.1. asked whether the mission statement was displayed in the various sections of the MTRC. This question was intended to determine MTRC staff awareness of the MTRC mission statement. It is important for the study to know whether the mission statement was displayed in the various sections of the MTRC. Results showed that 10(62.5%) staff said no, 5 (31.3%) staff said yes. Presumably the 1(6.3%) who did not respond did not have the mission statement displayed in his/her department otherwise he/she would have known of its existence there and responded accordingly. As the majority 10(62.5%) stated that the mission statement had not been displayed in their sections the question posed is whether or not the MTRC had promoted the mission statement effectively.

### **5.2.3.2 Whether or not MTRC should provide the library and information services to Umlazi high school teachers**

Question 2.2 asked whether staff thought MTRC should render library and information services to Umlazi High School teachers. The question was intended to get staff views about rendering services to Umlazi high school teachers so as to test staff attitudes towards MTRC services to the community. Results showed that 14(87.5%) staff indicated yes, and 2(12.5%) staff did not know. There were no responses indicating “no”. A high percentage, 87.5%, of staff indicated that there should be services for the community. This suggested that a large majority of MTRC staff supported the role of MTRC in the community. The

12.5% staff who did not know was a comparatively small percentage.

### **5.2.3.3. Record of external community services activities**

Question 2.3 asked whether staff kept records of external community services activities. The question was intended to establish the extent to which community records were kept. This question was important for the study because it determined staff commitment to the documentation of the history and development of community involvement. Results showed that 8(50.0%) staff indicated no, 5(31.3%) staff indicated that they did not know, 2(12.5%) staff indicated yes. Presumably the 1(6.3%) that did not respond did not keep records. The majority of the staff was neither aware of record keeping nor committed to keeping records of community services activities.

### **5.2.3.4 Community needs assessment**

Question 2.4 asked when the last external community needs assessment had been conducted. This question was intended to establish how long ago community needs assessment was done, if ever. It is important to know that services provided are based on community needs and on measurement of the changes that take place with regard to what the community needs. Results showed that 15(93.8%) staff indicated “don’t know”, 1(6.3%) did not respond. Presumably the 1(6.3%) who did not respond did not know. MTRC staff was not aware of any community needs assessment conducted during their period of employment at Mangosuthu Technikon. It is likely that had such an assessment been done staff would have been informed of the investigation and the results.

### **5.2.3.5 Management recognition for community service endeavour**

Question 2.5 asked whether MTRC staff participation in external community involvement was recognised by management. This question was intended to find out whether management acknowledged MTRC staff participation in community involvement. It was important to know whether management encouraged staff to engage in community services. Results showed that 11(68.8%) staff indicated “don’t know” and 5(31.3%) indicated yes. A significantly higher percentage of 68.8%, more than double the number who were aware, was not aware of management recognition of the MTRC community service activities.

### **5.2.3.6 Staff ratings of services provided by MTRC**

In question 3 staff were asked to rate, in order of priority from 1 to 5, the MTRC services Umlazi High Schools used most from 1991 to 1997. Services used most rated 1, and 5 was allocated to services less used. This question aimed to ascertain the opinion of staff about the top five services used most by teachers. The importance of this question to the study was to focus on the community needs staff regarded as most used. Results were presented in five groups as follows:

*Table 10*

Services rated as number **one** by MTRC staff

Receive donations from MTRC	7(43.8%)
Borrow videos	6(37.5%)
Extended opening hours. during exams	4(25.0%)
Use photocopier	2(12.5%)
Use of venue for meetings	2(12.5%)

These results give MTRC services rated number **one** by MTRC staff as the most used by teachers. Of the staff, 7(43.8%) indicated “Receive donations from MTRC”, 6(37.5%) staff indicated “Borrow video”, 4(25.0%) staff indicated “Extended opening hours during exams”, while 2(12.5%) indicated “Use of photocopiers” and “Use venue for meetings”.

*Table 11*

Services rated as number **two** by MTRC staff

Join MTRC as external user	3(18.8%)
Borrow videos	2(12.5%)
Use newspapers	2(12.5%)
Use of photocopier	2(12.5%)

These results give MTRC services rated by MTRC staff as number **two** of those most used by teachers. Of the staff, 3 (18.8%) indicated “Join MTRC as external user”, 2(12.5%) staff indicated “Borrow videos”, “Use newspapers”, “Use photocopier” for each.

*Table 12*

Services rated as number **three** by MTRC staff

Use reference collection	2(12.5%)
Borrow teaching aids and equipment	1(6.3%)
Tour MTRC with pupil	1(6.3%)
Use newspapers	1(6.3%)
Use interlibrary loans	1(6.3%)
Use venue for meetings	1(6.3%)

These results give MTRC services rated as number **three** by MTRC staff from the most used by teachers. “Use reference collection” was rated by 2(12.5%), “borrow teaching aids and equipment” was rated, “tour MTRC with pupil”, “use newspapers”, “use interlibrary loans”, “use venue for meetings and similar activities” were rated by 1(6.3%) each.

*Table 13*

Services rated as number **four** by MTRC staff

Borrowing teaching aids	1(6.3%)
Tour MTRC with pupils	1(6.3%)
Use study space	1(6.3%)
Use extended hours during exams	1(6.3%)
Use interlibrary loans	1(6.3%)

These results give MTRC services rated number **four** by MTRC staff as the most used by teachers. “Borrowing teaching aids and equipment”, “tour MTRC with pupils”, “use study

space”, “use extended hours during examinations”, and “use interlibrary loans” were rated by 1(6.3%) each.

*Table 14*

Services rated as number **five** by MTRC staff

Join MTRC as external user	3(18.8%)
Tour MTRC with pupils	2(12.5%)
Use of government documents	2(12.5%)
Use of extended hours during exams	2(12.5%)
Use of photocopier	2(12.5%)
Borrow books	1(6.3%)
Use magazines	1(6.3%)
Use of newspapers	1(6.3%)
Use of study space	1(6.3%)
Use access to databases	1(6.3%)

These results give MTRC services rated number **five** by MTRC staff as the most used by teachers. “Join MTRC as external user” was rated by 3(18.8%), “tour MTRC with pupils”, “use of government documents”, “use of extended hours during exams”, “use of photocopier” were rated by 2(12.5%) each, “borrow books”, “use magazines”, “use newspapers”, “use study space”, “use access to databases” were rated by 1(6.3%) each. These MTRC staff ratings are compared with ratings from the Umlazi teachers in section 5.2.3.12.1.

### 5.2.3.7 Marketing the MTRC services

Question 4 asked how MTRC marketed services to Umlazi high school teachers. This question was intended to find out the ways in which MTRC made Umlazi high school teachers aware of services offered. It was important for the study to establish which, if any marketing strategies had been tried and to explore other strategies that had not been used. The findings were as follows:

*Table 15*

#### How MTRC markets its services

No marketing done at all	7(43.8%)
Tour of MTRC on Mangosuthu Technikon Open Day	7(43.8%)
Representation at Mangosuthu Community Outreach Committee meeting	3(18.8%)
Include article about MTRC services in Mangosuthu newsletter	2(12.5%)
Other strategies	2(12.5%)
Sending promotional brochures/newsletter	1(6.3%)
Issue MTRC newsletter	1(6.3%)

These results give the MTRC marketing strategies to Umlazi high school teachers in order of the most frequently to the least frequently cited. “No marketing was done at all”, and “Tour of MTRC on Mangosuthu Technikon Open Day” was indicated by 7(43.8%) staff. “Representation at Mangosuthu Community Outreach Committee meetings” was indicated by 3(18.8%) staff. “Include articles about MTRC services in Mangosuthu Newsletter”, and other strategies was indicated by 2(12.5%) staff. “Send promotional brochure/newsletter”

to the schools and “Issue MTRC newsletter” was indicated by 1(6.3%) staff. ‘No marketing’ and ‘Open day tour’ scored equally highly at 43.8% which suggests a lack of clarity by staff about the MTRC marketing and what constituted marketing.

#### **5.2.3.8 Staff perceptions of usage of the MTRC by Umlazi high school teachers**

Question 4.7 asked whether in the staff’s view the usage of the MTRC by Umlazi high school teachers had declined during their period of employment at the MTRC. The question was intended to find out whether staff has noticed a decline in usage of the MTRC by Umlazi high school teachers during the individual staff member’s period of employment. This question was important for the study because the responses would indicate staff awareness of the extent of MTRC usage. Eleven(68.8%) staff indicated yes, 4(25.0%) staff indicated no, and 1(6.3%) did not respond. Well over half the staff confirmed the decline in MTRC usage by Umlazi high school teachers, while a quarter of staff indicated no decline.

#### **5.2.3.9 Staff opinion on reasons for the decline in usage of the MTRC**

Question 5 asked to what staff attributed the decline in usage of MTRC by Umlazi high school teachers. This question was intended to determine factors that attributed to the decline in usage of MTRC by Umlazi high school teachers in the view of the staff. It is important in the study to know the MTRC staff’s views on the cause of the decline in the services, to establish whether or not their views concurred with those of the Umlazi teachers. This question had to be answered by the eleven (68.8%) respondents who had

indicated yes to question 4.7. about the decline in the of MTRC by teachers. Results were as follows:-

*Table 16*

Reasons given by staff for the decline in usage of MTRC

Lack of promotional brochures/newsletter	6(54.6%)
Teachers do not know they can use MTRC	6(54.6%)
They get what they need elsewhere	4(36.4%)
Lack of study space	4(36.4%)
Other reasons	3(27.3%)
Reading room very noisy and crowded	2(18.2%)
Opening hours do not suit the teachers	2(18.2%)
It is not easy to get to MTRC	1(9.1%)
Joining process is laborious	1(9.1%)
Teachers cannot find what they need	1(9.1%)

Six (54.6%) staff attributed the decline in the usage of MTRC by Umlazi High School teachers equally to “Lack of promotional brochures/newsletter” and “Teachers not knowing they could use MTRC”. “Getting what they need elsewhere” and “Lack of study space” were equally indicated by 4(36.4%). Other reasons were mentioned by 3(27.3%). “Reading room very noisy and crowded” and “Opening hours do not suit the teachers” were mentioned by 2(18.2%) staff, “It is not easy to get to MTRC”, “Joining process is laborious”, and “Teachers cannot find what they need” were mentioned by 1(9.1%).

MTRC staff did not respond to four questions which were: “Teachers did not like MTRC”, “Cannot keep books long enough”, “MTRC is unfriendly”, and “Unsure of the services offered”.

#### **5.2.3.10 Strategies to improve usage suggested by the MTRC staff**

Question 5.15 asked if the staff thought usage had declined. This question was intended to get possible solutions from staff to the decline in usage. Six (54.5%) staff suggested marketing to improve and increase usage of MTRC by Umlazi high school teachers. No other strategy was suggested.

#### **5.2.3.11 Comparison of services teachers use and services teachers are interested in**

Comparison of services the teachers use and the services teachers are interested in is given in Table 17. This is intended to investigate a potential link between services teachers are interested in and those actually used.

Table 17

Comparison of services teachers use and services teachers are interested in

Services teachers are interested in		Services teachers use	
1) Tour of MTRC with pupils	76(61.3%)	1) Join MTRC as external users	7(4.3%)
2) Borrow teaching aids & equipment	77(59.2%)	2) Borrow books	7(4.3%)
3) Use of study space	73(58.9%)	3) Borrow videos	7(4.3%)
4) Use of newspapers	67(55.8%)	4) Borrow teaching aids & equipment	7(4.3%)
5) Joint project with school	70(55.6%)	5) Use reference books	7(4.3%)
6) Use MTRC catalogue	67(53.2%)	6) Use newspapers	4(3.3%)
7) Borrow videos	79(48.2%)		
8) Use magazine	79(48.2%)		
9) Borrow books	75(45.2%)		

The high percentage of interest in the specific services is an indication of teachers' perceptions of services they need and are likely to use. MTRC services indicated both as 'used before' and also as 'interesting to the teachers', were common to both categories with the exception of items 2, 4, 7, 9 in column one and 2, 3, 4 and 5 in column two. A small percentage of teachers used the MTRC services. Filling in the questionnaire made respondents aware of the services and teachers stated that they realised the need for the MTRC services in their lives. As a result they indicated that they were interested in the services. The service "Borrow teaching aids and equipment" was used by 4.3% teachers, but after being made aware of the services 59.2% teachers indicated they were interested. "Use newspapers" was selected by 3.3% teachers, but after being made aware of the service 55.8% teachers indicated that they were interested in the services. Similarly, "Borrow videos" was noted by 4.3% teachers but after being made aware of the services

48.2% teachers indicated that they were interested in the services.

Other MTRC services teachers indicated as of interest to them were: “Tour of MTRC with pupils” (61.3%), “Use of study space” (58.9%), “Use of newspapers” (55.8%), “Joint project with schools (55.6%), and “Use MTRC catalogue”. Services used but not listed as interesting to them were “Join MTRC as external users” and “Use reference books”.

#### **5.2.3.12 Comparison of responses between external and internal respondents**

This section compares the results from the external respondents and results from the internal respondents. A comparison of the teachers’ views and staff views about the most used MTRC community services is done, followed by a comparison of the teachers’ views and staff views about the reasons for decline in usage of MTRC services by Umlazi High School teachers. The comparison brings out areas where there are similarities and areas where there are differences in opinion between the two populations of the study.

##### **5.2.3.12.1 Comparison of external and internal respondents’ views on most used services**

Comparison of external and internal respondents’ views on which MTRC services were most used by Umlazi High School teachers yielded the following results

*Table 18*

Comparison of external and internal respondents' views on most used services.

External respondents		Internal respondents	
Join MTRC as external user	7(4.3%)	Receive donations from MTRC	7(43.8%)
Borrow books	7(4.3%)	Borrow videos	6(37.5%)
Borrow videos	7(4.3%)	Extended opening hours during exams	4(25.0%)
Borrow teaching aids & equipment	7(4.3%)	Use photocopier	2(12.5%)
Use reference collection	7(4.3%)	Use of venue for meetings	2(12.5%)
Use newspapers	4(3.3%)		

There were different opinions between the staff and teachers about the types of services most used by the teachers. There was agreement about one services, namely "Borrow videos" as the most used of all services. Teachers regarded services used most as "Join MTRC as external user"; "Borrow books"; "Borrow videos"; "Borrow equipment"; and "Use reference collection" was indicated by 7(4.7%) teachers, and "Use of newspapers" was indicated by 4(3.3%) teachers. MTRC staff indicated as most used MTRC services: "Receiving donations from MTRC" 7(43.8%); "Borrow videos" 6(37.5%); "Extended opening hours during examination" 4(25.0%); "Use of photocopier"; and "Use of venue for meetings" 2(12.5%). Hence, apart from one item, "Borrow videos", the views of the external and internal respondents on most used services are at variance.

### 5.2.3.12.2 Comparison between the reasons for decline in usage given by external respondents and internal respondents

In this section the results from the external respondents and the internal respondents about the reasons for the decline in usage of MTRC services by Umlazi High School teachers are compared.

*Table 19*

Comparison between the reasons for decline in usage given by external respondents and internal respondents.

External respondents		Internal respondents	
I did not know I could use MTRC	118(72.0%)	Lack of promotional brochure./newsletter	6(54.6%)
Lack of promotional brochure/new.	40(24.4%)	Teachers do not know they could use MTRC	6(54.6%)
I get what I need elsewhere	40(24.4%)	They get what they need elsewhere	4(36.4%)
Unsure of the services offered	39(23.8%)	Lack of study space	4(36.4%)
It is not easy to get to MTRC	20(12.2%)	Other reasons	3(27.3%)
Opening hours do not suit me	15(9.1%)	Reading room very noisy and crowded	2(18.2%)
Other reasons	15(9.1%)	Opening hours do not suit the teachers	2(18.2%)
I do not like MTRC	9(5.5%)	It is not easy to get to MTRC	1(9.1%)
Lack of study space	9(5.5%)	Joining process is laborious	1(9.1%)
Cannot keep books long enough	8(4.3%)	Teachers cannot find what they need	1(9.1%)
MTRC staff is unfriendly	8(4.3%)		
Joining process is laborious	6(3.7%)		
I cannot find what I need	6(3.7%)		
Reading room noisy and crowded	4(2.4%)		

Teachers indicated their reasons for not using MTRC as:- “I did not know I could use MTRC” 118(72.0%); “Lack of promotional brochures/newsletter”, and “I get what I need elsewhere” 40(24.4%); “Unsure of services offered” 39(23.8%); “It was not easy for me to get to MTRC” 20(12.2%); “Opening hours do not suit me”, and “Other reasons” 15(9.1%).

MTRC staff attributed the decline in usage of MTRC by teachers to: “Lack of promotional brochures/newsletter”, and that “Teachers do not know they could use MTRC” 6(54.6%); “They get what they need elsewhere”, and “Lack of study space” 4(36.5%); “Other reasons” 3(27.3%); “Reading room was very noisy and crowded”, and “Opening hours do not suit the teachers” 2(18.2%).

The two groups of respondents were in agreement about the first three items which both groups ranked top. All the reasons noted by the internal respondents corresponded with items listed by the external respondents while the ranking of the items varied between the groups. Only four reasons cited by the teachers were not raised by the MTRC staff. There is agreement about “Teachers did not know they could use MTRC”, “Lack of promotional brochures/newsletter”, “Teachers get what they need elsewhere”, as the foremost reason for teachers not using MTRC. The most significant difference was “Unsure of the services offered” rating third highest amongst teachers but not being considered at all by staff, and “Lack of study space” which was rated second highest amongst staff was placed sixth by teacher. “Reading room very noisy and crowded” was the least important to teachers but staff rated it as the fourth. Overall, however, there was considerable correspondence between the views of the two groups on the issue of the decline in usage.

### 5.3 Summary

The report on the results obtained from external and internal respondents covered personal details of the two groups. The report also presented results on teachers' use of school libraries, MTRC use and their knowledge of the MTRC services. Results about reasons for not using MTRC services were given together with ratings for each column. MTRC staff results on their perceptions of community involvement and the MTRC marketing services were given. Staff views on teachers' usage of the MTRC and reasons for the decline in usage were given together with ratings. Both internal and external respondents indicated lack of promotional brochures/newsletter, not knowing they could use MTRC services and getting what they need elsewhere as the three most highly rated reasons. Lastly comparison of responses from external and internal respondents were given and there was considerable concurrence between the two groups concerning the nature of the reasons for the decline in usage of the MTRC.

## Chapter six

### Interpretation of results

This chapter presents the researcher's interpretations of findings on the MTRC's involvement with Umlazi high school teachers drawing on the literature review in chapter three where appropriate. The study set out to investigate the MTRC community involvement and the MTRC staff and the Umlazi high school teachers' perceptions of the MTRC community involvement for purposes of identifying problems teachers encounter with the MTRC services. The objective was to establish the extent to which the MTRC was involved with the Umlazi high school teachers, and to determine reasons for the existing extent of usage and the interest teachers have in MTRC services.

It is hoped that the findings of the study will improve understanding of the MTRC's services to the Umlazi high school teachers. The high response rate of 82.0% from teachers and 88.9% from the MTRC staff was pleasing in terms of obtaining a considerable body of data to work with, and it was an indication that the problem studied is a concern not only to the researcher but also to both groups comprising the population of the study. From the results of responses to questionnaire number 1, it was possible to get a profile of Umlazi high school teachers and their library use.

#### 6.1 Teacher enrolment as students

There was little difference in numbers between the 46.3% of teachers who were studying

and the 51.2% teachers who were not studying. Since studying teachers were accepted as external MTRC members, thereby being allowed access and use of the MTRC facilities (see par. 2.2.2.1), it could be expected that approximately 46.3% of the total number of Umlazi High School teachers made use of MTRC services at some stage during their part-time studies period. MTRC is an academic library that has opened its doors to the community of Umlazi Township ( see. 2.2.2.1). It can be concluded therefore that MTRC would be prepared to assist where it could some of the 46.3% of Umlazi High School teachers with library and information needs.

## **6.2 Work experience**

In terms of work experience, the largest number of Umlazi High School teachers amongst the respondents, were the 33.5% teachers with the experience of 5-10 years. They were followed closely by 28.7% of younger and newly qualified teachers with five and less years of teaching. Teachers with long service (11-15 years) totalled 18.5%, while veterans with sixteen to twenty years, totalled 10.4%. It is likely that after ten years of service teachers start leaving the profession. As suggested in section 5.1.3 the younger teachers with five and less years of teaching experience are possibly more likely to accept change in their method of teaching more easily than the experienced and older teacher. Therefore the high proportion of teachers (62.2%) who fell into the 1-10 year experience grouping is a positive indication. Library and information services are continuously developing and changing, especially in the field of information technology. MTRC staff has a responsibility to offer training to these MTRC external users in the use of hardware and facilities that are continually being upgraded.

### **6.3 Availability of school libraries in Umlazi**

The general availability of school libraries in Umlazi High Schools was confirmed by 73.2% teachers who indicated that they had libraries. This confirms the perceptions of an improvement in library provision in Umlazi Township and South Africa generally, compared with the apartheid era (Vermuelen, 1981: 12). It can be expected that teachers with no libraries in their school are more likely to use MTRC services. But that does not mean teachers teaching in schools with libraries will not use MTRC. When Umlazi schools had fewer school libraries, there were more teachers using MTRC as compared to 1997 when 73.2% of teachers respondents indicated they had libraries in their schools. It is likely that the provision of school libraries in Umlazi Township is a factor in declining usage of MTRC.

### **6.4 Frequency of school library use**

The frequency with which teachers used their school libraries showed close scores for teachers using the school library for weekly (30.0%), monthly (35.8%), and hardly ever (34.2%). It can be concluded that there were more or less equal numbers of teachers that use school library weekly, monthly and those who hardly use it. Heavy users and moderate users offer MTRC an opportunity to let teachers use its resources thus contributing to in the development of the community.

## **6.5 Subjects taught**

The numbers of teachers teaching various subjects showed that there were 14.6% English teachers, 13.4% Zulu teachers, 9.1% mathematics teachers, 8.5% biology teachers, 7.3%, economics, geography and Afrikaans teachers, 6.1% history teachers and 5.5% accountancy teachers. It could be expected that a similar distribution of teachers by subjects would be reflected in teachers using the MTRC services. The relationship between subjects taught and school library use by teachers is explored below.

## **6.6 Relationship between teaching subjects and use of school library**

The relationship between the subjects the respondents were teaching and their use of the school library showed a high usage of the school library by teachers teaching languages and those teaching pure and natural sciences on the weekly, monthly and hardly ever frequency. The high percentages for these subject teachers in the hardly ever frequency can be explained by the fact that there are many teachers teaching these subjects compared to other subject areas. Language teachers were high in the total of all three frequencies with 35.0%. They were followed closely by 31.6% pure and natural sciences teachers. Pure and natural sciences teachers at 13.6% were the highest on the weekly frequency, followed by language teachers at 11.1%. These findings are not in agreement with findings that English teachers and social studies teachers use the library more than science and mathematics teachers (LeClercq, 1986: 115). The possible explanation is based on the researcher's observation that the nature of pure and natural science subjects, for example, mathematics and biology, require use of teaching aids that are kept in the school library. These teaching

aids have to be checked in and out of the library more often than books. These findings indicate that there is as high a number of teachers in pure and natural sciences as there is of teachers language teachers using school libraries.

#### **6.7 Use of other libraries other than the school library**

There were 72.6% teachers making use of libraries other than the school library. The fact that teachers used other libraries suggests that school libraries do not meet all the teachers' needs, as a result teachers go elsewhere for some of their library and information needs. High school libraries served as the primary place for study, assignments and leisure. They have a small collection for a wide range of subjects, the collection is mainly books, and caters for all levels of academic preparation and ability (LeClercq, 1986: 113). As a result the average high school collection is likely to fall short in terms of the research material teachers need. It is therefore likely that teachers who need research material will use libraries other than school libraries.

A high percentage of teachers 72.6% who are using libraries other than the school libraries and at the same time the 85.4% of teachers who do not make use of MTRC may be explained by the opening of the Umlazi Public Library in November 1996. The Umlazi Public Library has a Schools' Programme Coordinator who visits schools in the area and encourages teachers and students to use Umlazi Public Library. The Umlazi Public Library has useful resources in addition to books. These are the Teachers' collection, Science Centre, and study rooms. The opening hours 9h00 to 18h00, suit the teachers because they finish school between 14h00 and 14h30. The Umlazi Public Library is conveniently located

next to banks, the offices of the KwaZulu- Natal Department of Education, the post office, KwaZulu Finance Corporation offices, petrol filling station and shops. The question therefore is whether MTRC needs to offer services to the teachers?

These findings indicate that certain areas of teachers' needs are satisfied at libraries other than the school library. The fact that in 1989 school teachers were allowed to use MTRC but are found by this study not to be using it any more, suggests that some of the MTRC services may no longer be desirable because they are satisfied elsewhere. It is recommended that if MTRC continues a service to teachers, teachers' needs satisfied elsewhere be replaced by services teachers need but are not available elsewhere in the community.

#### **6.8 MTRC staff work experience and exposure to Umlazi high school teachers**

The findings indicated that of the staff surveyed, 88.8% were employed at MTRC during the time MTRC was involved with Umlazi High School teachers. It can be construed that their responses were likely to be based on personal experience of the issue of services to the Umlazi High School teachers. Contact and experience with teachers placed MTRC staff in a favourable position to rate the most used MTRC services and indicated what they thought attributed to the decline in usage of MTRC.

Findings relating to the distribution of staff by sections of MTRC indicated that 75.1% of respondents worked with the public and therefore were likely to know which services were used most by the teachers. The additional 12.5% acquisitions staff and 12.5% cataloguing staff although they worked in the background most of the time, were sometimes

deployed to the public service points. It can be concluded that a large percentage of internal respondents had personal experience with the teachers who used MTRC because these staff worked at the public services points.

## **6.9 Teachers and MTRC responses concerning services provided by the MTRC**

Teachers' responses indicated that the MTRC services were used by less than 5.0% of the total number of teacher respondents. Usage of most used services was very low at 4.3% for joining MTRC as external user, 4.3% for borrow videos, 4.3% for borrow books, 4.3% for borrowing teaching aids and equipment, and 4.3% for use of reference. Other services reflected lower scores. It can be concluded that the number of teachers using the MTRC services is very low compared to the percentage of teachers interested in and those who do not know about the MTRC services.

Responses concerning services teachers "know of the service but have not used", was a low average of 5.2%. Services which teachers reported as not knowing what they were, ranged between 23.8% and 40.9%. Approximately a quarter of the respondents did not know what a particular service was and how to use it. It can be assumed that this lack of knowledge would inhibit use. Should the MTRC services to teachers be continued, this lack of understanding of the services situation calls for education of teachers on each and every MTRC service. Once teachers have an understanding of the services they would be more likely to make educated choices.

MTRC staff were not asked about the interest of teachers in certain MTRC services, but

were asked for the services most used by teachers. Services most used were “Receiving donations from MTRC” indicated by 43.8%, “Borrow videos” indicated by 37.5%, “Use of photocopying” indicated by 25.0%, “Use of photocopying” and “Use of venues for meetings” indicated by 12.5% MTRC staff. Staff perceptions of teachers’ use of these services which are largely supported by the findings on services teachers were interested in indicate a potential need and likely use of the services if teachers were aware of access to them.

Teachers’ responses to the question about the services they were most interested in, are important for the future of the MTRC services to teachers. The analysis of responses from the teachers on services used most by them; services they were interested in; and responses from MTRC staff about services teachers used most are important for further planning.

“Borrowing videos” was viewed by both staff and teachers as the most important MTRC service to the teachers (see Table 18). Teachers allocated the highest score to ‘use of videos’ as well as to ‘joining MTRC’ and ‘borrowing books’ and also rated teachers’ interest in ‘borrowing videos’ highly (see Table 4), while the MTRC staff as service providers viewed videos as the second highest service used by teachers (see Table 10).

“Joining MTRC as external user” was scored by teachers as high as borrowing videos as the most used service, but was not one of the first ten highly selected by teachers as services they were interested in, while 18.8% MTRC staff rated this services as the second most used service. Joining MTRC is a prerequisite for borrowing any material. Teachers showed some interest in joining the MTRC but their lack of information as to how one joins

as a community member possibly made them uncertain about joining MTRC.

“Tour of MTRC with pupils” on open day was not rated by teachers as most used. Only 1.8% teachers used the services because a significant number of teachers did not know they could use MTRC (see 5.1.3). However a significant high percentage of 46.3% teachers were interested in the service, while a small percentage of MTRC staff rated the services third most used by teachers. This is the service Mangosuthu Technikon uses for recruitment of students and as a result has management support and therefore needs to be taken advantage of and made the most of to market the MTRC services.

“Borrow teaching aids and equipment” teachers, evoked interest in 47.0% teachers. Of the MTRC staff 6.3% rated the service third. MTRC staff discouraged this service (see 2.2.4). Staff, however, would need to provide the service because any service is dependent on expressed need and assessment results.

“Use of reference collection” was popular amongst teachers (4.3%) and 47.6% teachers indicated their interest in the service, while 12.5% of MTRC staff rated it as number three. Reference books as research tools draw the community to the academic library (LeClercq 1986: 114; Russell, 1992: 28 ). Most academic libraries offer these services even to non-members.

In spite of some agreement between the MTRC staff about the most used services and teachers about the service they were most interested in, the MTRC staff indicated “Extended opening hours during examination” as most used, while teachers did not do so.

Going to Mangosuthu Technikon is a risk teachers are unlikely to want to take especially now with the high car crime rate. The risk factor also has an effect on the use of study space in the evening.

Clearly MTRC staff need to base service on regular needs assessments. Community needs assessment as an important tool of community services was indicated by 93.8% staff as having not been conducted during their period of employment. Not one MTRC staff could indicate the last time a needs assessment was done. Conclusions to be drawn from the results are that services that are provided to the community are based on staff observation of use patterns observed in the past and not on the teachers' current needs.

#### **6.10 Reasons for decline in usage of the MTRC**

Teachers' "Lack of knowledge that they could use the MTRC" was rated by 72% of teachers and by 54.6% of the MTRC staff as number one reason for not using MTRC. "Lack of promotional brochures and newsletters" was as highly rated by 54.6% of the MTRC staff as number one reason, while 24.4% of the teachers placed it second as a reason for not using the MTRC services. It can be concluded that a large number of Umlazi high school teachers were not aware of the MTRC services open to them and the community. Both teachers and the MTRC staff pointed to the lack of knowledge that they could use the MTRC, and the lack of promotional brochures as factors contributing to the decline in use of the MTRC. Lack of knowledge that teachers could use the MTRC services, "Unsure of the service offered", and "Lack of promotional brochures/newsletter" are closely related because promotional brochures are a means to acquiring knowledge about existence of a

service. "Unsure of the services offered" was rated fourth by 23.8% teachers as reason for not using MTRC, and, while the MTRC staff did not respond to it, it is another variable that indicates that teachers were not well informed about the MTRC services available. The literature indicates that awareness of services is achieved by marketing the services to both the users and nonusers (Brindley, 1989: 137). The biggest draw back in marketing library services, is lack of skills among librarians (Rude, 1990: 364; Tanui and Kitoi, 1993: 44) in handling marketing strategies. Cronin (1985:119) warns that since communities are dynamic and changing, new marketing strategies suitable for the circumstances have to be continuously revised and implemented.

"Teachers get what they need elsewhere" was placed third highest by both teachers (24.4%) and MTRC staff (36.4%) as a reason for non-use of MTRC. These findings indicate that there are other information service providers that meet teachers' needs. Some of the MTRC services are met elsewhere, and need not be provided by MTRC. Desirable services are those identified by teachers as most interesting to them and are not provided elsewhere.

"It is not easy for me to get to MTRC" was the fifth highest scored reason by 12.2% teachers while 9.1% MTRC staff scored it eighth place. Barriers to use in terms of getting to MTRC were more significant to teachers than MTRC staff. This suggests that MTRC staff are unaware of barriers to use posed by transport.

"Opening hours do not suit me" was sixth highest reason for teachers' non-use at 9.1% while it was placed seventh by 18.2% MTRC staff. Opening hours are determined by

demand, that is by the numbers of library users that will be in the library during the opening hour. It will be a waste of resources to open a 45,000 volumes academic library that has scattered service points after hours for only ten users.

“I do not like MTRC” was scored by 5.5% teachers giving it seventh highest place, a close rating to “MTRC staff is unfriendly” which was scored by 4.9% teachers as a reason for not using MTRC. MTRC staff did not respond to both variables. These two variables test the attitudes of teachers with regard to MTRC staff. Although “MTRC staff is unfriendly” was not rated highly by teachers, a perceived unfriendliness on the part of staff can have negative effects. Coker (1993: 26), for instance, stresses that users and potential users are negatively affected by behaviour perceived as indifferent, discourteous or hostile. They never want to go back. The MTRC staff’s no response to this variable suggests perhaps that staff regard themselves as likeable to the community. Such an attitude is not desirable when serving people because it hampers the service provider in recognising flaws in the services and addressing them.

“Lack of study space” was placed second highest reason by 36.4% MTRC staff, while 5.5% teachers placed it sixth. MTRC staff as service providers spending comparatively most of their waking hours at work, are more concerned with space than teachers who only come in to use the MTRC only when they need something. Lack of study space was not much of a problem to teachers. Does this perhaps invite recognition of the view that teachers are accustomed to overcrowding and student noise at their schools? Rating on “Reading room very noisy and overcrowded” was the lowest from 2.4% teachers but was placed fourth by 18.2% MTRC staff as the reason for teachers not using MTRC. It can be

concluded that lack of study space and noisy and overcrowded reading room do not bother Umlazi teachers as much as it bothers the MTRC staff themselves.

“Cannot keep books long enough” was regarded by 4.9% teachers as a reason for not using MTRC, whereas not one MTRC staff agreed with teachers. MTRC cannot afford to loan books out for longer than two weeks to external users because it also has to serve its 5,000 student and staff of the Technikon with a limited stock of 45,000 volumes (Mangosuthu Technikon, 1997).

“Joining process laborious” was a reason for 3.7% teachers and 9.1% MTRC staff for teachers not to use MTRC. The low rating of the joining process is based firstly, on the fact that teachers did not regard the joining process as too much of a problem, secondly the fact that the large number of respondents had never used MTRC therefore did not know the joining process.

“Teachers cannot find what they need” was rated the lowest by the MTRC staff at 9.1% while rated the second but last lowest by the teachers. Finding information or material was not a major cause for not using MTRC. Very few respondents regarded finding what they needed a problem. Another explanation is that the library shelves are regarded as tidy enough for teachers to find the material they want.

### **6.11 Perceptions of the MTRC staff on community involvement**

The interpretation of results on staff perceptions of community involvement will be

discussed in this section.

The MTRC mission statement was posted in sections where 31.3% staff worked but not posted in sections where 62.5% of MTRC staff worked. That meant that 62.5% of staff were not constantly reminded of the MTRC commitment to its mission. The last statement in the MTRC mission refers to providing information support to the wider community in order to address inequalities (Mangosuthu Technikon. Resource Centre, 1994: [1]). MTRC staff are expected to identify with the MTRC mission and act upon it. The 31.3% who had the mission statement in their sections were more likely to be aware of the MTRC mission because they were exposed to it.

Regarding staff views on MTRC's provision of services to the community 87.5% staff approved of community services because they indicated "yes" when asked whether the MTRC should render community service. Approval for community service is supported by an understanding of the Zaaiman recommendation that tertiary institutions extend their library and information services to external community ( Zaaiman, Roux and Rykheer, 1989: 196). The small percentage of 12.5% staff who did not respond to the question, possibly did not want to be viewed as not approving of community involvement. It can be concluded that generally the MTRC staff did approve of community service.

Record keeping at the MTRC of any undertaking is important for historical purposes and for the development of the institution. Only 12.5% of the MTRC staff confirmed that records of external community services activities are kept at the MTRC. Half of the staff ( 50.5%) indicated that there is no record keeping of these activities in the MTRC either

because they did not keep these records themselves or there was no pressure from supervisors to keep records. The 31.3% who did not know whether these records were kept indicated the extent of MTRC record keeping of these activities as not observable or to a lack of communication about staff activities amongst themselves.

Management, through recognition for community services, endeavours to encourage staff to do their best and also emphasises the importance of the institution's role in the community as of benefit to the institution. Of the MTRC staff 68.8% did not know whether there was any recognition for community involvement while 31.3% acknowledged management recognition. If more than half of the staff was not aware of management recognition for community services there is clearly at the very least a communication problem. It can therefore be concluded that management recognition for community involvement was not visible for staff.

## **6.12 Marketing of services**

This section discusses the interpretation of results about MTRC strategies for marketing its services to the community of Umlazi high school teachers.

“No marketing done at all”, and “Tour of MTRC on open day “ were rated equally by 43.8 % MTRC staff each. This suggests that MTRC has no marketing strategies and that MTRC has failed to recognise that “library service is a product that has to be marketed”(Tanui and Kitoi, 1993:44). The only chance teachers get to come in contact with MTRC services is on the Mangosuthu Open Day when they met MTRC staff at the

MTRC stall and when they tour the MTRC. Unfortunately not all the teachers attend the Open Day. Moreover, on Open Day MTRC competes with all the academic departments for teachers' attention. As a result MTRC cannot hope that a one day promotion would reach most of Umlazi High school teachers. Tanui and Kitoi (1993: 45) wrote that marketing is not a one off exercise, but it has to be done continuously. It can be concluded that staff acknowledge that MTRC has no marketing strategy other than taking advantage of Open Day and that this advantage is limited.

“Representation at Mangosuthu Community Outreach Committee meeting” was indicated by 18.8% staff as a means of marketing MTRC service. This is only a small number of staff who are aware of the advantage of communicating with the community through such a forum. MTRC management has not realised the benefit of reaching teachers through attending meetings of this committee which is responsible for coordinating community programmes.

“Include article about MTRC services in Mangosuthu newsletter”, “Sending promotional brochure/newsletter”, and “Issue MTRC newsletter” was indicated by two staff who do not work at the MTRC anymore. These were the strategies used in the prime of MTRC services but have since stopped (see 2.2.4).

### **6.13 Summary**

This chapter dealt with interpretations of findings about the teachers' and the MTRC staff's personal details relating to MTRC services to Umlazi high school teachers. The researcher's

interpretation of the extent of teachers' use of services was discussed. The comparison between teachers' views and staff views about most used services was also discussed. The most important findings about teachers' reasons for not using MTRC services were expanded on. The chapter was concluded by a discussion on findings on staff perceptions about community involvement and MTRC marketing strategies.

## Chapter seven

### **Recommendations and conclusions**

The study set out to investigate the MTRC's community involvement with regard to MTRC staff and Umlazi high school teachers' perceptions of the the MTRC community involvement for purposes of identifying problems teachers encounter with the MTRC services. The objective was to establish the extent to which MTRC was involved with the Umlazi high school teachers, and to determine reasons for the existing extent of usage and the interest teachers have in MTRC services. The outcome was to be used to as guidelines in planning effective MTRC community involvement if such involvement was still desirable.

The study was successful because findings identified problems with MTRC services to Umlazi high school teachers and also established the extent of and reasons for the decline of usage of MTRC by Umlazi high school teachers. The study found that there was a significantly very low percentage of Umlazi high school teachers using the MTRC and a high percentage of teachers interested in the MTRC services. The findings on the decline of usage of the MTRC services was attributed by both the MTRC staff and Umlazi high school teachers, to the lack of marketing of the MTRC services. The researcher noted the establishment of the Umlazi Public Library and the increase in the availability of school libraries as possible factors.

Recommendations based on the findings are the following:

MTRC management should educate its staff on the aspect of public relations that could contribute to an improved performance concerning community involvement. Staff success with MTRC leans strongly on their support of the Technikon's and MTRC's mission statement, the practice of customer care, knowledge of existing MTRC resources and services, and understanding of MTRC policies. It is important therefore that MTRC staff are educated about these aspects which promote good public relations in the community.

The slightly above sixty percent of teachers who have not realised the importance of using library facilities in their teaching as a recommended means of cultivating lifelong learning skills is a cause for concern. It is recommended that MTRC target this group with a basic user education programme intended to educate Umlazi high school teachers, especially non-users, to appreciate library and information use and also to equip teachers with library and information handling skills. It is hoped that such a programme will build teachers' confidence and interest in exploiting library and information opportunities available not only at MTRC but also in the wider environment. A programme such as the Pathfinder orientation booklet designed for teachers is a good idea. The pathfinder booklet maps out services, available service points and the uses of each service. This could serve both as a user education tool and a library and information skills' training instrument. The pathfinder booklet has to be simple and consist of between 5 and 10 pages. An enquiry telephone number should be included to make enquiry about services more accessible.

It is recommended that a regular needs assessment be conducted upon which to base involvement in the community. Significant differences in views between the MTRC staff and Umlazi high school teachers about services most used and services teachers were most

interested in, clearly suggested a need for regular assessment to be conducted. Changes in the community influence changes in community needs. As a result it can be expected that Umlazi high school teachers' needs are constantly changing. These changes justify that services be based on community needs not on staff impositions if services are to succeed and win the support of community.

It is also recommended that marketing practices be injected in the MTRC services to Umlazi high school teachers. Marketing is an indispensable tool to manage library services. Marketing addresses three important aspects that have an effect on awareness of MTRC services namely: lack of knowledge that teachers could use the MTRC, lack of promotional brochures/newsletters, and existing unsureness about the MTRC services offered to the community. Marketing of services that targets both users and non-users (Brindley, 1989: 137) has more success with regard to support and maintenance of the service. It is therefore recommended that an effort be made by MTRC to improve marketing skills by :

- Designing a cost effective marketing strategy for the MTRC services to target Umlazi high school teachers.
- Establishing a marketing committee to be responsible for planning marketing strategies, conducting a needs assessment on a regular basis and communicating with MTRC management on matters relating to community services. Brindley (1989: 137) suggested tried techniques to assist librarians with promotion of services both initially and on a continuing basis. These techniques are promotional brochures, open evenings, open house lunches and sample searches.
- Establishing close links with the Technikon's marketing department for purposes

of advice on cost effective methods of marketing services to the community.

- Linking up with the Technikon's Schools' Liaison Department whose responsibility is to go to high schools to market academic programmes to assist with promoting MTRC services. Promotional brochures and all other booklets such as accessions lists could be distributed through Schools' Liaison officers on their visits to the high schools.

It is further recommended that all consultation that is necessary during the planning stages for the MTRC services for the teachers involve not only language teachers but also pure and natural science and other subject teachers in the proportion in which they are represented at the schools. A finding of this study is that although language teachers have a high frequency of use of a school library generally, pure and natural science teachers have the highest frequency on weekly use of the school library. Admission of other subject teachers is based on the idea that all teachers are encouraged to incorporate library and information resources in their teaching so as to cultivate lifelong learning in students. The emphasis on the consultation of teachers is based on the idea that '...services rendered without consultation with the proposed user group are unlikely to be successful' (De Jager, 1995: 41).

An additional recommendation is that services satisfied elsewhere in the community should not be provided by the MTRC to the community. The appearance of Umlazi Public Library with its Schools' programme has meant that some of the services that the MTRC was offering have been duplicated. Only services that cannot be satisfied elsewhere need to be offered to the Umlazi teachers. These are the first six highly scored MTRC services that

teachers indicated they were interested in namely: borrowing videos, using magazines, using reference books, borrowing teaching aids and equipment, touring MTRC on open day, and using government documents. These specific services are specialised in the sense that they are scholarly and suitable for academic libraries as a result are not available at Umlazi Public Library.

It is recommended that MTRC take a lead in establishing a multitype area network with Umlazi Public Library and Umlazi high schools as a means of co-operation aimed at providing effective information services for high school teachers. To achieve this responsibility the MTRC staff members need to be well informed about the policies and resources of the member structures because all libraries, no matter how small, have something to contribute to the total information resource network (Association of College and Research Libraries, Committee on Community Use of Academic Libraries, 1975: 322). Jesudason (1993: 31) and LeClercq (1983:16) suggest that multitype area network work better with a hierarchial loan system. For instance, requests not satisfied at school level, could go to the Umlazi Public Library, and requests that are not satisfied at public library level could be referred to the MTRC. An official standard referral letter from the public library should be instituted to serve as proof that the public library had been tried.

What ever training programme MTRC might have for Umlazi high school teachers it is recommended that it targets younger teachers with less teaching experience because they are likely to accept and adapt to change more easily than older experienced teachers.

It is recommended that MTRC establish an interest group with the school librarians to

maintain contact with the teacher community and to open channels of communication between MTRC and high schools libraries with regard to providing effective services for the high school teachers.

It is suggested that the several areas of further study identified in this study are taken up for further investigation. These are why Umlazi High School teachers make use of other libraries and the reasons for doing so. The identification of other libraries/ information providers is recommended. Research based on these areas for enquiring would assist in taking the purpose of this study further, namely, to assist the MTRC to serve its local community in an effective manner.

In conclusion, the purpose of this study was to investigate the MTRC's community involvement with intention of establishing the extent of MTRC involvement with Umlazi high school teachers. The study was an attempt to generate guidelines to be used in planning for effective MTRC community involvement. The literature on academic library community involvement discusses matters and concern associated with community users. One area of concern focuses on the commitment of academic libraries to their local communities (Russell, 1992: 27-32; White, 1987). This focus also deals with problems experienced by academic libraries that extend services to the general public, such as an increase in community users (Josey, 1967: 184-202) and sharing of costs with the community (Piternick, 1979: 153-158; Nicewarner and Simon, 1996; 435-439).

The other area on which the literature focuses is the problem of non-use of academic libraries by communities. There is limited documentation on non-use of academic libraries

by the communities. A study conducted on the community non-use of public libraries identified the main reasons for non-use of public libraries as a lack of marketing (Flower, 1995: 65-85). Findings about lack of marketing provided insight into the problem experienced with non- use of library services by the community. Lack of marketing skills amongst academic librarians (Tanui and Kitoi, 1993: 45) was also mentioned.

This study investigated the extent of use of the MTRC services by Umlazi high school teachers. The premise of MTRC involvement in the community was the fact that Umlazi Township as a black settlement was deprived of library and information services existing in the first world communities of South Africa. This study showed that Umlazi High School teachers made very low use of MTRC services but showed high interest in MTRC services. Low usage was mainly due to a lack of marketing of MTRC services to the Umlazi High School teachers, teachers being unsure of the MTRC services offered and the fact that they got what they needed elsewhere to some extent.

It can therefore be concluded that the study achieved its stated intentions, because it established which services Umlazi High School teachers were interested in , the reasons for non-use of MTRC, the views of MTRC staff on community involvement, and finally recommended aspects that need to be used as guidelines in planning effective MTRC services for Umlazi High School teachers.

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## APPENDIX 1

Questionnaire No. 1

### QUESTIONNAIRE FOR EXTERNAL RESPONDENTS

This questionnaire focuses on the extent of use of Mangosuthu Technikon Resource Centre (MTRC) by Umlazi high school teachers during the period 1991-1996. Kindly answer all questions honestly. All information will be treated as confidential.

#### 1 Personal details

- 1.1 Are you studying yes.... no....
- 1.2 Subjects you are teaching.....  
.....
- 1.3 Teaching experience (eg 4yrs.) .....
- 1.4 Does your school have a library? yes..... no.....
- 1.5 If yes, how often do you use your school library? every week .....  
once or twice a month.....  
hardly ever.....
- 1.6 Do you use a library other than the school library? yes..... no.....
- 1.7 Do you use MTRC? yes..... no.....

## 2 Services provided by the MTRC

Please read through the following list of services provided by MTRC.

Tick column 1 if you have used the services before.

Tick column 2 if you know of the service but have not used it.

Tick column 3 if you are interested in the service but have not used it.

Tick column 4 if you do not know what the service is.

<u>Services</u>	1	2	3	4
2.1 Join MTRC as external user	...	...	...	...
2.2. Borrow books	...	...	...	...
2.3. Borrow videos	...	...	...	...
2.4. Borrow teaching aids and equipment	...	...	...	...
2.5. Tour MTRC with your pupils	...	...	...	...
2.6. Have joint projects with the school	...	...	...	...
2.7. Use reference books	...	...	...	...
2.8. Use magazines	...	...	...	...
2.9. Use government documents	...	...	...	...
2.10. Use newspapers	...	...	...	...
2.11. Use catalogue of MTRC stock on computer	...	...	...	...
2.12. Use study space	...	...	...	...
2.13. Use extended opening hours during exams	...	...	...	...
2.14. Have mentorship for library science students	...	...	...	...
2.15. Use photocopier	...	...	...	...
2.16. Use access to databases (eg on Internet)	...	...	...	...
2.17. Use interlibrary loans	...	...	...	...
2.18. Use venue for meetings or similar activities	...	...	...	...
2.19. Use Adult Education collection	...	...	...	...
2.20. Have received donations from MTRC	...	...	...	...

**3. Reasons for not using MTRC service**

(Tick what applies to you)

- 3.1. I did not know I could use MTRC .....
- 3.2. I get what I need elsewhere .....
- 3.3. It is not easy for me to get to MTRC .....
- 3.4. Opening hours do not suit me .....
- 3.5. Joining process is labourious .....
- 3.6. I do not like MTRC .....
- 3.7. Lack of promotional brochures/newsletter .....
- 3.8. Lack of study space .....
- 3.9. MTRC staff is unfriendly .....
- 3.10. Unsure of services offered .....
- 3.11. Cannot keep books long enough .....
- 3.12. Reading room very noisy and crowded .....
- 3.13. I cannot find what I need .....
- 3.14. Other reasons .....
- .....
- .....
- .....



### 3 Provision of external community services

Please read through the following list of services. Rate from 1 up to 5 MTRC services Umlazi High School teachers used from 1991-1997. 1 is a services used most and 5 is for services less used.

#### Services

- |      |  |      |
|------|--|------|
| 3.1  | Join MTRC as external users                  | .... |
| 3.2  | Borrow books                                 | .... |
| 3.3  | Borrow videos                                | .... |
| 3.4  | Borrow teaching aids and equipment           | .... |
| 3.5  | Tour MTRC with pupils                        | .... |
| 3.6  | Have joint project with school               | .... |
| 3.7  | Use of reference books                       | .... |
| 3.8  | Use magazines                                | .... |
| 3.9  | Use government documents                     | .... |
| 3.10 | Use newspapers                               | .... |
| 3.11 | Use catalogue of MTRC stock on computer      | .... |
| 3.12 | Use study space                              | .... |
| 3.13 | Use extended opening hours during exams      | .... |
| 3.14 | Have mentorship for library science students | .... |
| 3.15 | Use photocopier                              | .... |
| 3.16 | Use access to databases (eg on Internet)     | .... |
| 3.17 | Use interlibrary loans                       | .... |
| 3.18 | Use venue for meetings or similar activities | .... |
| 3.19 | Use Adult Education collection               | .... |
| 3.20 | Have received donations from MTRC            | .... |

**4 How does MTRC market services to Umlazi High school teachers?**

(Tick where appropriate)

- 4.1 No marketing done at all. ....
- 4.1 Send promotional brochures/newsletter to the schools. ....
- 4.2 Include articles about MTRC services in Mangosuthu newsletter. ....
- 4.3 Issue MTRC newsletter. ....
- 4.4 Representation at Mangosuthu Community Outreach Committee meetings ....
- 4.5 Tour of MTRC on Mangosuthu Technikon Open Day ....
- 4.6 Other strategies .....  
.....  
.....
- 4.7 In your view has the usage of MTRC by Umlazi High School teachers declined during your period of employment at MTRC? Yes .....  
No .....

If yes go to question number 5.

**5 To what do you attribute to the decline in usage of MTRC by Umlazi High School teachers?**

(Please tick those that apply)

- 5.1 Teachers do not know they can use MTRC. ....
- 5.2 They get what they need elsewhere. ....
- 5.3 It is not easy to get to MTRC. ....
- 5.4 Opening hours do not suit the teachers. ....
- 5.5 Joining process is labourious. ....
- 5.6 Teachers do not like MTRC. ....
- 5.7 Lack of promotional brochures/newsletter. ....
- 5.8 Lack of study space. ....
- 5.9 MTRC staff is unfriendly. ....
- 5.10 Unsure of services offered. ....

- 5.11 Cannot keep books long enough. ....
- 5.12 Reading room vry noisy and crowded. ....
- 5.13 Teachers cannot find what they need. ....
- 5.14 Other reasons .....  
.....
- 5.15 If you think usage has declined what could be done to improve this situation?  
.....

APPENDIX 3 (letter A1)

Resource Centre  
Mangosuthu Technikon  
PO BOX 12363  
Jacobs  
4026

19 June 1997

Circuit Inspector : South Region, *Umlazi South*  
Department of Education  
Private Bag X03  
Umlazi  
4031

Dear Sir/Madam

Re : Access to Umlazi High Schools

I hereby request permission to access Umlazi High schools for purposes of conducting research. I am a Masters in Information Studies course 2 student at Natal University. My research topic is " Mangosuthu Technikon Resource Centre and it's involvement in Umlazi community with particular reference to high schools: 1991-1996".

The purpose of the research is to determine the extent of Mangosuthu Technikon Resource Centre (MTRC) use, as well as the library and information needs of the Umlazi High schools teachers. The information will be used as a basis to review community services by MTRC.

In addition to access, I also need following:-

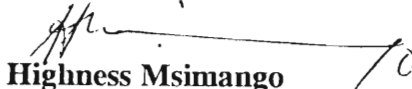
- the total number of teachers in Umlazi High Schools;
- that the principals be informed about the researcher's visit;
- that the principals be requested to provide a list of teachers' names.

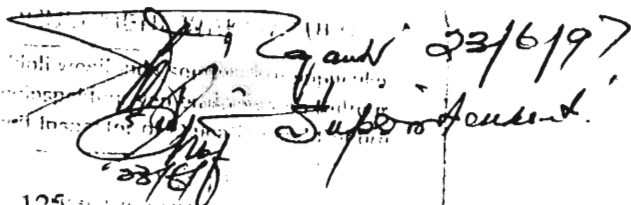
The sample for the study will be selected by taking twenty five percent (25%) from the list of the total number of teachers per school.

Note that the administering and filling in of the questionnaire will take 20 to 30 minutes for one group in each school.

Thanking you in anticipation.

Yours sincerely

  
Highness Msimango

  
23/6/97  
Superintendent  
125

APPENDIX 4 (letter A2)

Resource Centre  
Mangosuthu Technikon  
PO BOX 12363  
Jacobs  
4026

19 June 1997

Circuit Inspector : North Region  
Department of Education  
Private Bag X03  
Umlazi  
4031

Dear Sir/Madam

Re : Access to Umlazi High Schools

I hereby request permission to access Umlazi High schools for purposes of conducting research. I am a Masters in Information Studies course 2 student at Natal University. My research topic is " Mangosuthu Technikon Resource Centre and it's involvement in Umlazi community with particular reference to high schools: 1991-1996".

The purpose of the research is to determine the extent of Mangosuthu Technikon Resource Centre (MTRC) use, as well as the library and information needs of the Umlazi High schools teachers. The information will be used as a basis to review community services by MTRC.

In addition to access, I also need following:-


- the total number of teachers in Umlazi High Schools;
- that the principals be informed about the researcher's visit;
- that the principals be requested to provide a list of teachers' names.

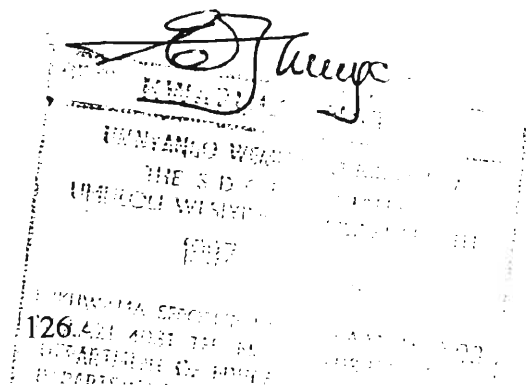
The sample for the study will be selected by taking twenty five percent (25%) from the list of the total number of teachers per school.

Note that the administering and filling in of the questionnaire will take 20 to 30 minutes for one group in each school.

Thanking you in anticipation.

Yours sincerely

  
Highness Msimango



APPENDIX 5 (letter B)

**RESOURCE CENTRE  
MANGOSUTHU TECHNIKON  
PO BOX 12363  
JACOBS  
4026**

**19 June 1997**

**Dear Teacher,**

**Re: MANGOSUTHU TECHNIKON RESOURCE CENTRE AND IT'S INVOLVEMENT  
IN THE COMMUNITY WITH PARTICULAR REFERENCE TO UMLAZI HIGH  
SCHOOLS: 1991 - 1996**

**As part of the requirements of the Masters in Information Studies course 2, I am  
conducting research into the use of Mangosuthu Technikon Resource Centre (MTRC) by  
Umlazi schools.**


**MTRC is bound by the technikon's mission statement to extend its services and expertise  
to the local community. We need to find out the extent to which the schools and teachers  
use our MTRC, and what their needs are, so that we can plan an effective library and  
information services for the community.**

**I will be grateful if you would fill in the accompanying questionnaire. It will be  
administered and collected by the fieldworker or myself.**

**Your confidentiality will be respected.**

**Thanking you in anticipation.**

**Yours sincerely,**

  
**Highness Msimango**

## APPENDIX 6

### **Umlazi High Schools that participated in the study**

Ekwazini High School  
Embizweni High School  
Enaleni High School  
Kwa Mathanda High School  
Kwa Mgaga High School  
Kwa Shaka High School  
Mafumbuka High School  
Makhumbuza High School  
Menzi High School  
Mziwamandla High School  
Ndukwenhle High School  
Ogwini Comprehensive High School  
Okumhlophe High School  
Shumayela High School  
Swelihle High School  
Umbelebele High School  
Umlazi Commercial High School  
Umlazi Comtec High School  
Velabahleke High School  
Vukuzakhe High School  
Zwelethu High School  
Zwelibanzi High School

### **Umlazi High Schools not reached**

Dloko High School  
Igagasi High School