COLLEGE LIBRARIES IN KANGWANE AND KWA-NDEBELE: A COMPARATIVE STUDY

BY

AGNES NKOSI

A MINI-DISSERTATION SUBMITTED TO THE FACULTY OF ARTS, UNIVERSITY OF ZULULAND IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF B.BIBL. HONS IN THE DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE.

SUPERVISOR: PROF WM VERMEULEN

DATE SUBMITTED: JANUARY 1992

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D E C L A R A T I O N

I DECLARE THAT

"COLLEGE LIBRARIES IN KANGWANE AND KWA-NDEBELE: A COMPARATIVE STUDY"

IS MY OWN WORK AND THAT ALL THE SOURCES USED HAVE BEEN ACKNOWLEDGED BY MEANS OF REFERENCES.

AGNES NKOSI

SIGNED AT KWA-DLANGEZWA

D E D I C A T I O N

THIS WORK IS DEDICATED TO MOM AND THE WHOLE FAMILY WHO, THROUGH LOVE, HAVE SUPPORTED ME.

A C K N O W L E D G E M E N T S

Many people have contributed to this work, and I would especially like to thank Prof. WM Vermeulen who provided invaluable assistance (in every way) in preparation of this work; Mrs CL Kleinhans (typist) for her patience and kindness in typing this script; Lizzy (my sister); Mrs D Fakudze who assisted with relevant information; Thuli, Busi, Duduzile, Selephi, and Mr Moshabane for their support/help.

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CHAPTER 1 - INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The library of an educational institution performs a vital role in achieving the aims of that institution. It is a reflection of both the philosophy and the aims and objectives of the educational institution. The library is an important resource in all colleges, existing to support the college programme and to serve staff, students and college management alike. To fulfil its role, it must have proper and demanding objectives and adequate means to achieve them. In this study an attempt is made to evaluate and compare Kangwane college libraries and Kwa-Ndebele college libraries. The study was conducted because certain problems and inadequacies were perceived.

1.2 STATEMENT OF THE PROBLEM

Kangwane college libraries are perceived to have inadequate accommodation, collections, staffing and funding, and these components represent inputs which contribute to the success or failure of the library to reach the objectives set and thus to be effective.

Administrators in Kangwane appear not to be library minded, and to turn a blind eye to the problems experienced by college libraries.

1.3 MOTIVATION

The researcher's experience as a librarian in Kangwane college libraries convinced her that college libraries in Kangwane were not progressing towards accepted standards for college libraries. The researcher perceived a need to assess the libraries in order to determine their shortcomings and to motivate improved inputs which could in turn improve the output (service to the users).

The researcher believed that this study would be useful since most managers or administrators (mother body) are not truly library literate because they have not been exposed to libraries, therefore they tend to turn a blind eye to the needs of college libraries. The study may indicate where the problem areas in these college libraries are.

1.4 PURPOSE OF THE STUDY

The study has the following aims:

- To determine whether Kangwane and Kwa-Ndebele college libraries reach standards set for college libraries.

- To compare college libraries in Kangwane and Kwa-Ndebele and to identify areas which need to be addressed to improve these libraries.
- To alert administrators and managers of college libraries of both National States (Kangwane and Kwa-Ndebele) to the real needs of these libraries and to motivate them to be more involved in their improvement.

1.5 HYPOTHESES

- College libraries in Kangwane and Kwa-Ndebele do not have adequate collections, staff, accommodation and facilities, and funding.

- Kangwane and Kwa-Ndebele college libraries fail to be effective.

1.6 DELIMITATION OF THE STUDY

This study is confined to teacher training college libraries in Kangwane and Kwa-Ndebele National states (Homelands). The three colleges are: Elijah Mango College of Higher Education and Mgwenya College of Education in Kangwane, and Ndebele College of Education in

Kwa-Ndebele. Kwa-Ndebele was chosen because it seems to be comparable to Kangwane, since they are both National States (Homelands) and they also have teacher colleges.

The aspects evaluated and compared are the following:

- Administration and organization
- Staff
- Collections
- Accommodation and facilities
- User services
- Funding

1.7 METHODOLOGY

1.7.1 Area Study

A brief investigation of the development of the area which the colleges serve was conducted. As not much has yet been published on the development of these areas, the limited information found in the available literature was augmented by discussions with people who know the areas.

1.7.2 Literature Search

The researcher started by reviewing existing literature on college library standards, which provided guidelines on college objectives, organization and administration, staffing, accommodation and facilities, collections,

services and funding. The main purpose of reviewing the literature was to establish the requirements for college library programmes in order to have a basis for evaluating and comparing the libraries included in the investigation.

1.7.3 Method

The comparative research method was used. Comparing means identifying similarities and differences in two or more things. While using the comparative method the researcher:

Started by conducting a case study; that is, started by studying one college in Kangwane using questionnaires for teaching staff, librarians and students.

The case study helped to alert the researcher to the possible need for modifying the hypotheses. The case study was followed by a study of the other teacher training colleges in Kangwane and Kwa-Ndebele, that is, three libraries in all.

The investigation concentrated on the aspects identified in standards documents, i.e. philosophy, administration and organization, accommodation and facilities, staffing, user services and funding. The information collected from the three areas was set side by side systematically, that is, according to the aspects covered. Matching of the

data was done. Similarities and differences were identified, and reasons for the differences stated, as they were revealed by the research conducted.

1.8 INSTRUMENTS

Three questionnaires were designed, that is, for college staff, librarians and students. These questionnaires were sent to all three colleges. Since all the respondents were on a high educational level, self-administered questionnaires were used. The questions included both open and closed-ended questions to allow for maximum usefulness of data.

1.9 DEFINITION OF TERMS

The following concepts are defined in order to clarify how they are used in this study, as they have more than one meaning:

1.9.1 College

The word college poses some problems since it is used in other countries to refer to universities too, whereas in the South African context it refers mostly to two to three (at times four) years of post secondary education, e.g. technical colleges, teacher training colleges, etc. (17:69). This study will concentrate on the latter, that is, teacher training colleges. At times these colleges

have programmes which include liberal arts and a number of graduate programmes (9:36). For instance, Elijah Mango College offers graduate programmes which are offered in collaboration with UNISA.

1.9.2 College Library

A college library is often called a learning or media centre which provides an organized and readily accessible collection of materials and supportive equipment to meet institutional, instructional and individual needs of the students and faculty. They are shaped by the educational goals of their parent institution. This means that a college library is a learning resource or a media centre which provides services related realistically to the institution's educational goals, college programme, size and complexity as well as different resources needed to accommodate different modes of learning. It also provides services for the users' interests.

1.9.3 Kangwane

The name Kangwane is used for both Swaziland and Kangwane National State (Homeland) which is in South Africa. It is necessary therefore to clarify that in this study it refers to Kangwane National State (Homeland) in South Africa.

1.10 STUDY PLAN

CHAPTER ONE:

Provides the introduction to the study which covers: the statement of the problem, motivation, the purpose of the study, the hypotheses, delimitation of the study, methodology and definition of terms.

CHAPTER TWO:

Provides an overview of the area covered in the study.

CHAPTER THREE:

Provides an overview of the literature on college library standards which forms the background to the study.

CHAPTER FOUR:

Comprises the data analysis and comparison.

CHAPTER FIVE:

Contains the summary, conclusions and recommendations.

CHAPTER 2 - BACKGROUND STUDY OF THE AREA

2.1 INTRODUCTION

For a better understanding of the achievements of Kangwane and Kwa-Ndebele college libraries, the problems which they face and how they could be eliminated or solved, one must look at their historical and geographical background.

2.2 KANGWANE: HISTORICAL BACKGROUND

Kangwane is tucked into the South-Eastern Transvaal Lowveld, and it forms an integral part of Eastern Transvaal. (A map of this area is provided at the end of this chapter). It is made up of two unconsolidated pieces of land, 374 000 hectares in size (14:4).

The larger piece borders on Mozambique in the East (known as Inkomazi Region) and continues forming a crescent around the Northern border of Swaziland named Mswati/Mlondolozi Region. The small piece falls in the Nsikazi Region and borders on the South-Western part of the Kruger National Park (14:4). This is the Region where the two colleges under discussion are situated, that is Mgwenya and Elijah Mango College (in Kanyamazane and Kabokweni townships respectively). The Kangwane resident

population was approximately 948 000 in the early eighties, but is probably higher now. The largest ethnic group of Kangwane's multi-ethnic population is the Swazis.

A large number of people in Kabokweni and Kanyamazane used to live in Mbombela which was about a kilometre from Nelspruit, before they were moved about 20 km (to Kanyamazane) and 33 km (to Kabokweni) from Nelspruit. Teaching was conducted in church buildings. One school (Inkunzi Secondary School) was built which was to serve the whole community (19:2). The possibility of a library under such circumstances was remote, except for a few reference works which were donated to the school.

2.2.1 Library Development in Kangwane

It is obvious that reference works in one school could not provide the whole community with information. The nearest library was the municipal library in Nelspruit which, until recently, did not cater for Blacks.

In the new townships and trusts where the people moved to, a number of new schools were established. The dire need for qualified teachers was emphasized, which led to the establishment of Mgwenya College of Education in 1975. By then they were offering only the Primary Teacher's Certificate (PTC), a two year course. A classroom

collection was used in the place of a college library. In 1978 they introduced the Junior Secondary Teachers Course (JSTC), which created a need for the establishment of a library service. This was initiated in that year by S.M. Mokoena, who was a lecturer (19:2).

During that year Ms Mokoena managed to acquire library furniture and about 500 volumes for the whole college library. Due to her dedication the library gained more users but the college library failed to meet the needs of its users because of lack of funds. Negotiations with the Transvaal Provincial Library in Pretoria for a book loan for three months were conducted (19:3-4). She managed to create a reading interest and culture among library users. From then on the Kangwane government started budgeting for college libraries.

Mgwenya College failed to produce enough teachers especially for secondary and high schools which necessitated the establishment of Elijah Mango College in 1986. It started by offering a Secondary Teachers' Diploma (STD) only. In 1988 undergraduate courses for BA were introduced (which are offered in collaboration with UNISA). Since it was impossible to run such an institution without a library, Professor Repinga, the first Rector, initiated the establishment of an

information centre (library) in 1986. One of the classrooms was used as a library. Because of the growing number of students the library was moved to occupy the student centre. As this college is built in phases, it still does not have a library building. One is under construction. A library committee was formed which assisted in the overall functioning of the library. The library had 7 500 volumes in 1986. The present figure is 12 280. The former Chief Minister, M.E.J. Mabuza, donated periodicals (which now total 35 titles) (19:4).

In both colleges the librarians have been in charge of the library and at the same time lecturing. Elijah Mango College changed this year (1991), i.e. the lecturing staff are not obliged to work full-time in the library as in the past.

The information provided on the library history of this area illustrates the uphill battle with regard to library development and also the strain on college libraries which have to support the education of prospective teachers who have themselves not been exposed to libraries, either school or public. Kangwane only has a national library, established in 1982, which occupies the public library building. It was initially accommodated at Mgwenya College of Education premises where it failed

to serve the college community since most people were not aware of its existence. The national library was moved from Mgwenya premises in 1983 and became accessible to the civil servants of Kangwane.

2.3 KWA-NDEBELE: HISTORICAL BACKGROUND

Kwa-Ndebele is situated in the spectacular mountains of Northern Transvaal about 80 kilometres North-East of Middelburg, in the vicinity of the small town of Rooi Senekal. Here lies Mapoch-se-land of which the Mapoch caves are the nucleus. (See the map provided at the end of this chapter). The largest ethnic group of Kwa-Ndebele's multi-ethnic population is the Ndebeles (20:33).

The Ndebeles are known for their strong attachment to their cultural heritage. Before their settlement in this area most of them were settled at KwaMnyamana or Emarula near Bon Accord, north of Pretoria. In August 1972, they were promised that they would be acknowledged as a separate Ndebele entity in their Homeland (National State) called Kwa-Nedebele, due to the promotion of the Black Self-Government Act, Act 46 of 1959. It was realised on 14 September 1979 when their own legislative assembly was established for the new State of Kwa-Ndebele (20:30).

Thousands of Ndebeles trekked from different places during the past years to live in their Homeland (National State). A number of schools were established, and Botshabelo College of Education which was under the Department of Education and Training (DET) was transferred to the Kwa-Ndebele National State in 1980 and moved to Siyabuswa so that it would be near the Ndebele people, and produce teachers for the established schools. The name Botshabelo College was then changed to Ndebele College of Education. They also established one technical college named Ndebele Technical College. All this development called for the establishment of libraries.

2.3.1 Library Development in Kwa-Ndebele

The history of libraries in Kwa-Ndebele can be traced back to 1980 when Ndebele College was established. All library services were under the Department of Education. In 1984 the Ndebele government also accepted the Department of Education and Training (DET) structure of library services, and the national library was established in their head offices at Siyabuswa. The first National librarian, M. Sibiya, was employed. She became a subject adviser in 1988 when they decided to do away with the DET structure of library services and started their own structure.

They decided to put the national library under the Department of Internal Affairs instead of having it under the Department of Education. It is only the school and college libraries which were left under the Department of Education. The Ndebele government supplies the school libraries with library material through the subject adviser.

Due to lack of accommodation the national library collection had to be moved from its original place (head office) to be stored at Kwa-Mhlanga which is one reason why it is inaccessible. This may soon lead to its demise. The former national librarian, who is now a subject adviser, is at the moment concentrating on developing or establishing school libraries and she experiences a lot of problems which require a determined effort to solve them. Some of these problems were revealed through personal communication.

Due to the problem of overcrowded classes, libraries in secondary schools are used as classrooms, or as a storeroom for departmental textbooks and also as a staffroom, and primary schools fail to spare even one classroom for library services. The schools with teacher-librarians are given such a workload that they

cannot afford concentrating on library services. They are expected to teach other subjects just like any other teacher in the school.

Principals show very little or no interest in libraries. Most (almost all of them) do not want to allocate a period for book education, some just turn a blind eye to library needs, and some are innocently unaware of the need to establish library services. The reason behind that is that a great number of them were never exposed to libraries. If books are bought and supplied to secondary schools, no one really bothers to keep a record of all the items received. The high rate of principals transferred from one school to another adds to this problem, because the new principal cannot be accountable for books he never received or has seen a record of.

To crown it all, once a teacher does a specialization diploma, eg. in librarianship (s)he puts her/himself in danger of being promoted having not used the skills learnt, which means these skills are learnt for salary purposes only. It is even difficult to have a classroom collection or a book corner. The books distributed to schools are either stolen or burnt. Presently, the

subject adviser has decided to concentrate on six schools, one in each circuit. Those schools are used as models and centres for symposiums or library day.

In 1988 a special library catering for the chief minister, S.S. Skosana, and the legislative assembly was established and it is still developing. The Ndebele Technical College has no library. There are probably no properly functioning libraries apart from the Ndebele College of Education library, which now has about 12 000 volumes.

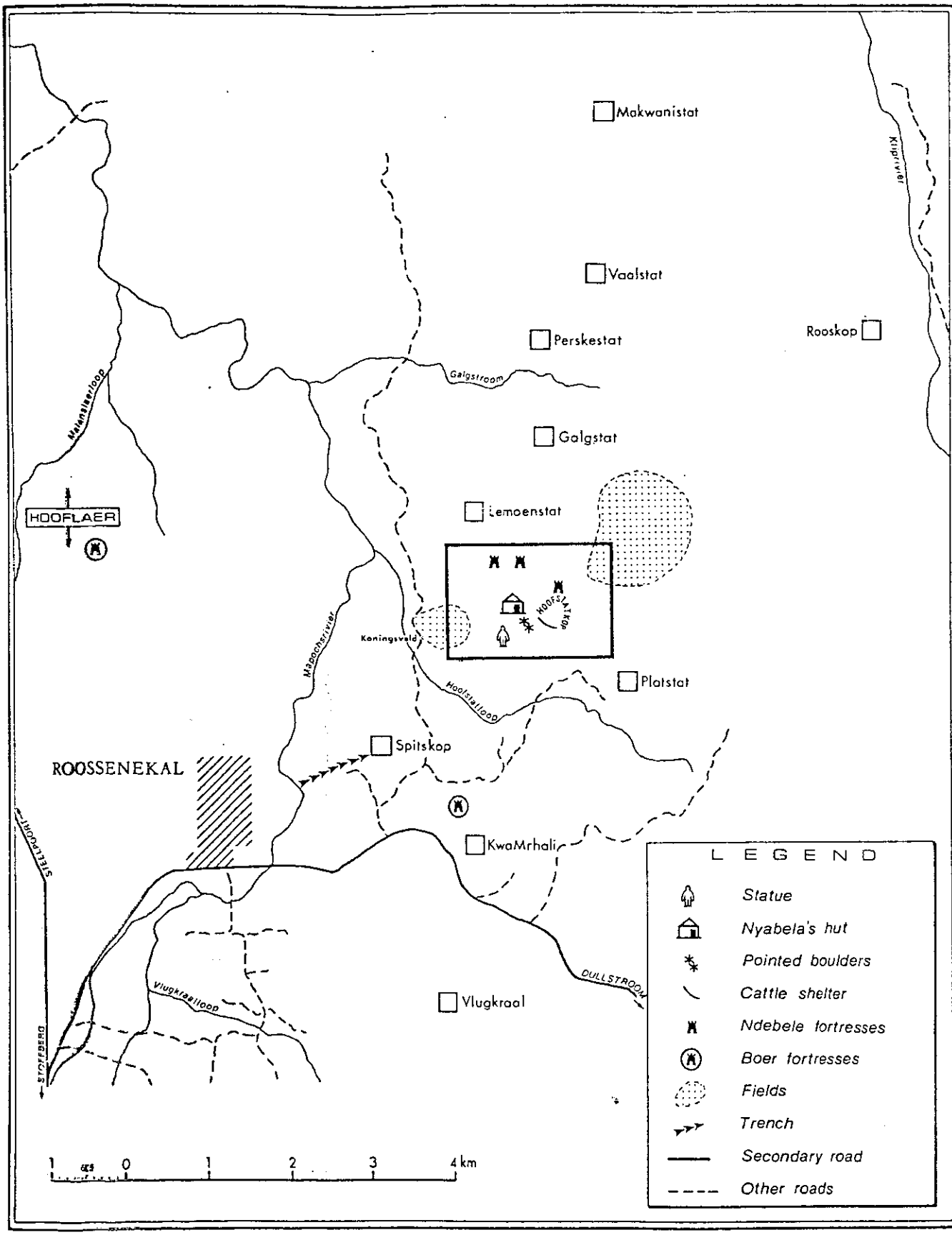
2.4 CONCLUSION

Bearing in mind the adverse circumstances experienced with regard to library development in the areas involved in the research, it is doubtful whether their college libraries have at this stage reached a satisfactory level of development compared to college libraries elsewhere. To assess the level of development reached in these college libraries, it is essential to provide an overview of standards for college libraries in other countries as well as in South Africa.

Kaffrarie

HAZYVIEW
NUMBI
NUMBI GATE
LESOSOTE
MALEKUTU
KAROKWENI
DWAKENI
WHITERIVER
PLASTON
DRANTJIE
KANYAMAZANE
NELSPRUIT
AIRPORT
MATSULU
KAAPMUIDEN
KRUGER NATIONAL PARK
HECTORSPRUIT
KOMATIPOORT
MALELANE
OLIFANTSPRUIT
LOUIEVILLE
SCHEEPMANSDAL
DRIEKOPPIES
TEPPESREEF
MZINTI
KAMAQHEKEZA
STEENBOK
SCHULZENDAL
SIKWAHLANE
FISTREE
BORDER GATE
MBUKWINI
THAMBOKHULU
MANANGA
SHIYALONGUBO
BARBERTON
JOSEPDAL
JUKASTAD
BADPLAAS
MEAHY
ARNHEMBERG
MOOIPLAAS
EKULAMBENI
ELUKWATINI (BERSTEHOEK)
STEYNSDORP
LOCHIEL
VLAKPLAAS
DUNDONALD
SWALLOWNEST
OHOEK
BETTYSBOED
GLENMORE
EMPULUZI (MAYFLOWER)
WAVERLY
FERNIE
DIEPDAL
MOZAMBIQUE
SWAZILAND

NKOMAZI REGION
MSWATI REGION
MLONDOZI REGION
NSIKAZI REGION


Makwanistat
Vaalstat
Perskestat
Rooskop
Galgstroom
Galgstat
Lemoenstat
HOOFLAER
Koningsveld
Platstat
Hoofstatloop
Spitskop
ROOSSENEKAL
KwaMrhali
Vlugkraal
Vlugkraalloop
DULLSTROOM
STOFFBERG
1 0 1 2 3 4 km
LEGEND
Statue
Nyabela's hut
Pointed boulders
Cattle shelter
Ndebele fortresses
Boer fortresses
Fields
Trench
Secondary road
Other roads

CHAPTER 3 - COLLEGE LIBRARY STANDARDS

3.1 INTRODUCTION

It is a truism that no academic institution can attain excellence without the support of an adequate library and information service. That is the reason why the library has so often been described as the heart of an educational institution. The concept "adequate library" is closely related to the standards set for that type of library, in this case a college library.

A standard is generally regarded as an authoritative measure or criterion against which quality or degree of excellence is measured (26:1). Standards are most appropriate to determine one's present position, and also where one should be or wants to be, and to identify the crucial pieces of the programme that have to be in place to achieve the end. They help the librarian to focus on the final outcome or the objectives of the library, and they stimulate improvement (18:18).

The standards will therefore cover: the philosophy and objectives, administration and organization, accommodation and facilities, collections , staff, service and funding. The problem we have is that standards for South African

college libraries are largely lacking, and standards for college libraries in the United states and Britain are based on the needs of different environments. However, they provide significant pointers of which we should take note.

3.2 PHILOSOPHY AND OBJECTIVES OF COLLEGE LIBRARIES

A college should develop a comprehensive statement of the mission (philosophy) of the learning resource programme based on the nature and purpose of the institution (23:758). Policies and objectives must be based on a statement of what the library and its services should be, and what the community thinks a library should be. Obviously these mission statements will, to some extent, be unique since every college is unique in certain ways.

The philosophical statement should be developed by the library staff in consultation with the widest possible representation of the college community. It should be endorsed by the governing board and be reviewed periodically. The objectives and philosophical statements should be used in the annual planning process for better management (23:758).

3.3 ADMINISTRATION AND ORGANIZATION

The responsibilities and functions of the various units of the library programme should be clearly defined. The library services provided are directly related to the quality of the educational programme (23:758).

The duties and responsibilities of the chief librarian should be clearly defined. The chief librarian should be responsible for administering the programme and for providing leadership and direction so that the objectives of the programme are fulfilled. (S)he should report to the chief academic officer (eg. the rector) and should have the same administrative rank and status as others with similar institution-wide responsibilities like the heads of department (23:759). For instance, at the Pretoria College of Education the librarians are ranked with the lecturing staff. But then to be on the same rank they are expected to have a teachers's diploma plus five years experience (like the rest of the staff), which corresponds with the US standards, which states that college librarians need to have a teacher's diploma apart from a professional library qualification. The college librarian and other professionals should be involved in major college committees and participate in faculty affairs to the same extent as other faculty members (23:758).

The comprehensive library programme should include a variety of services which are organized into functional units.

In advanced services (also in South Africa) one may find technical services, library services, reprographic services, professional material services, video production, computer services, etc.

Policy and procedure manuals covering internal library governance and operational activities should be made available to all staff members (1:265-278).

An advisory committee should be formed, or a library committee, to provide essential information to the staff and to serve as a link with users (23:759).

In my discussion with the Pretoria College librarian, I realised that our college libraries are not very different from those in the US and UK (except that ours are smaller and channelled to one specific field), therefore they could be compared with the US and UK college standards. Most of the basic things that are discussed in their standards exist in some of our colleges, for example, the Pretoria College library has a library policy and the positions of library staff are clearly defined. They have

the chief librarian and other library staff concentrate on specific areas, eg. a librarian for the audio-visual department.

3.4 LIBRARY STAFF

Sufficient qualified professional and support staff should be available to implement the services for which the programme is responsible. The number of professional and support staff will vary from one institution to another depending on the number of students, the size and programme of the institution, operating hours, the physical facilities and the scope and nature of the services performed by the library staff. The following table provides requirements for adequate numbers of staff on a single campus. The figures are for full-time positions at two levels, basic and excellent based on full-time equivalent student enrolments. They were formulated by the ACRL and ACCT bodies in the United States. The minimum level would be more realistic in the South African environment.

FTE	ADMINISTRATORS	PROFESSIONALS		TECHNICIANS		OTHER STAFF		TOTAL STAFF	
STUDENTS	MINIMUM and EXCEL	MINIMUM	EXCEL	MINIMUM	EXCEL	MINIMUM	EXCEL	MINIMUM	EXCEL
Under 200	1		2	1	2	1	2	3	7
200-1000	1	2	4	2	4	2	3	7	12
1000-3000	1	3	5	3	6	3	6	10	18
3000-5000	1	5	7	5	8	4	8	15	24
5000-7000	1	7	9	7	12	6	11	21	33
7000-9000	1	8	11	9	17	7	14	25	43

(23:760)

The UK standards on staffing relate staff to student enrolment. For higher education the ratio is 1:80 in colleges concerned principally with advanced work scaling down to a ratio of 1:120 in a college with a smaller proportion of advanced work (25:31). UK staffing standards sound quite reasonable for us in South Africa, e.g. the Pretoria College has ten full-time library staff members and three half-day assistants. Of the ten, three are qualified librarians , six are assistants and one is a typist. They have 1 276 students which amount to about 128 students for every library staff member.

The professional staff should have a full professional degree and should have faculty status, benefits and obligations. The complexity of the library programme may

require considerable differentiated staffing by individuals with widely varied professional education and areas of specialization (3:211).

Professional staff should belong to library and other appropriate associations, eg SAILIS or ALASA in South Africa, and professional development should be encouraged through direct financial support of attendance and participation in those local and national organizations. Technical and clerical personnel should have appropriate specialized training or experience and their status, and salary should be equivalent to those provided for other institutional employees with similar qualifications (23:760). Student assistants should be employed to perform a variety of tasks. All support staff should be responsible to a professional staff member (1:265-278).

There should be library staff on duty whenever the library is open, and a professional librarian should be available at all times. Taking into account such factors as evening opening, sickness, and meal-time reliefs, it is clear that in order to provide a library service in even the smallest college a sufficient number of staff should be provided (25:31).

3.5 BUDGET

The budget for the library programme should be developed as part of the institutional planning process. The mission statement and the annually defined objectives form the basis for the fiscal process for the budget. The reason being that the librarian will request a certain amount having looked at what people perceive the library to be and also at the objectives formulated for the library. Library funding should also be related to the parent college's funds and student rating, thus placing the library on a similar footing to the rest of the institution as far as possible (25:38).

The annual allocation for the maintenance of an adequate stock should be related to the full-time student equivalent (FTE) on a rand basis and to current average book prices. In addition, the level of courses should be taken into account, since advanced courses normally demand more, and more expensive books. It should be noted that teaching staff must be added too. For instance, with the UK standards it is suggested that each lecturer should equal 3 FTE students in colleges doing advanced work, and 2 FTE students in other colleges. The following formula is suggested in the UK standards:

- Colleges with 0% - 20% advanced work : average book price x FTE students x 1.5

- Colleges with 20% - 60% advanced work : average book price x FTE students x 4
- Colleges with over 60% advanced work : average book price x FTE x 6" (25:39-40).

Unfortunately, we don't have South African standards to compare with these, but for instance at Pretoria College they have about thirty volumes per FTE student. Staff are not considered separately.

The allocation for subscriptions to journals and to indexing and abstracting services should enable the library to provide an adequate number for the work of the college. Binding and stationery should also be included in the budget. With audio-visual material it is not possible to base initial and annual allocations on prices since there is no published guide to them, and the different media vary considerably in price. All the same it should be counted in the budget. Inter-library lending and access to on-line information retrieval services are now regarded as vital for libraries in tertiary institutions. If such services exist in the library they should be allocated for in the budget. Some South African college

libraries have OPAC systems. The chief librarian is responsible for fiscal planning and administration of the funds of the library.

3.6 USER SERVICES

The college library exists to facilitate and improve learning by supporting and expanding classroom instruction and to perform the instructional function of teaching students information seeking skills for self-directed studies and lifelong learning (23:761).

The primary purpose of the library programme is to promote learning through the academic programme of the institution. To do this the programme should provide the best possible access to required information in printed, media or electronic format, and have means for delivering the information to an individual user. The library layout must be clear, with guidance. Access, in the first instance, is provided from the institution's own collection of materials, then from outside resources through interlending. Students or users should have access to professional assistance at all times while the central facility is open (23:761).

Services to students should be provided for all levels of users, this means the gifted, the remedial students, the recent high school and the mature adult.

The required instructional equipment should be available and managed in the most efficient manner to ensure effective utilisation. Provision should be made for instructional support production services (23:761), at least for overhead transparencies, and audio services, such as recording of lectures and speeches and duplication of these.

The services of the library should be organized with sufficient flexibility so that they readily support the instructional programme. In meeting curricular or individual needs, the library should be prepared to develop new means of service whenever existing means are inadequate, eg. developing a new classification scheme which will be understood by users, or creating a film or set of slides for classroom instruction, or a new bibliographical tool for students (1:265-278).

3.7 COLLECTIONS

There are five major factors determining the size of the library collection, that is:

- The extent and nature of the curriculum;
- The number and character of graduate programmes;
- The methods of instruction;
- The number of undergraduate and graduate students;
- The need of the faculty for more advanced materials (16:39).

The above mentioned factors make South African College libraries different from US and UK college libraries because they cater for a number of specialized fields whereas we cater for one specific field, ie. teacher training.

The library programme should make available an organized collection of a variety of materials, ie. print and nonprint media. The college must also be prepared to utilise new technologies for securing information as these are developed (23:765).

A collection development policy statement should serve as the basis for selection and acquisition of materials. The statement should be developed in consultation with instructional faculty, students, and administrators. The following could be included in a college collection development policy:

- The purpose for which resources are required;
- The primary users to be served;

- The kind of material which is to be acquired;
- Any arrangement with other institutions for co-operative collection, production or distribution activities (23:766).

The selection of material should be co-ordinated by the professional staff, working closely with the college community. The collection should be of sufficient scope and currency to support the curriculum as well as meet individual information needs of students and faculty. The mission and objectives of the college should determine the complexity of the collection, because it should reflect what the users (college community) expect from the library.

The size of the collection could be as follows (US standards) (23:768):

FTE STUDENTS	VOLUMES	CURRENT SERIALS	VIDEO FILMS	OTHER ITEMS	TOTAL COLLECTION
under 200	20 000	200	125	1 400	21 725
200 - 1 000	30 000	230	140	2 500	32 870

For excellent collection:

FTE STUDENTS	VOLUMES	CURRENT SERIALS	VIDEO FILMS	OTHER ITEMS	TOTAL COLLECTION
under 200	30 000	350	525	3 400	34 275
200 - 1 000	45 000	400	400	5 000	50 800

Obsolete, worn-out and inappropriate materials should be removed, based on a policy statement. The policy statement governs what should be removed, what should be replaced and what should be permanently retained. From three to five percent of the collection should be replaced annually. The condition of the collection should be reviewed regularly and needed repairs should be made (23:767).

Materials which document the history of the institution should be available.

3.8 EQUIPMENT AND FACILITIES

Libraries need more than books and journals to function efficiently. The library programme should provide space for housing the collection, for study and research, for public service and staff needs and for basic production. Most services should be housed in a central location managed by the chief librarian. The library must be

accessible from all parts of the college, and be so sited as to permit relatively easy expansion. Space designed for library use should not be filled by other campus activities (25:42 - 45).

The amount of space provided for the library depends on the number of FTE students, the number of staff in the college, the college's teaching and learning pattern, and the size of the library stock (23:767).

The UK standards for library building and space requirements are as follows:

- One seat per 4 FTE students in higher education; one seat per 15 FTE students in further education;
- 2.5 square metres per reader place;
- Chief librarian's office: 20 square metres;
- Other professional staff: 15 square metres each;
- Counter, catalogue and entrance space: 30 square metres minimum;
- Workroom: 30 square metres minimum (actual size will depend upon total number of library staff).
- Classroom(s) for user education: 45 square metres each (25 students)
- Book storage 9 square metres per 1 000 volumes;
- Journal storage 17 square metres per 1 000 volumes;
- Journal display 9 square metres per 100 titles

- General circulation space: 20% in addition to total calculated committed space.

3.9 CONCLUSION

These guidelines seek to indicate the nature and quality of library service that may be expected from libraries, as well as describe desirable levels of funding, staffing and accommodation, services, etc. With such guidelines or standards known to administrators it would perhaps be a bit easier for our college libraries to provide adequate services.

It is very unfortunate that these standards are designed mainly for US and UK college libraries but as indicated in some of the examples given above, it is obvious that South African college libraries could be measured against these standards to a considerable extent. It is true that US and UK colleges are not the same as our colleges in South Africa, for example the US colleges are not teacher training (centred) colleges or technical colleges only (specialised fields), but several types of training are mostly offered in one college.

Fortunately, there are colleges in our country which have started offering undergraduate courses, like Elijah Mango College which is linked to UNISA. Such college libraries should carry more advanced material, though even those colleges without degree courses need advanced material for the lecturing staff especially.

There is perhaps not much difference between the college libraries of the US, UK and South Africa when standards are considered. The available standards emphasize user-based resources and services so there is no major problem with the matching of our college libraries with standards devised in, for example, the United Kingdom.

The collection of each college library is determined by the enrolment, subjects and programme offered.

CHAPTER 4 - ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Although the standards discussed in Chapter 3 refer to US and UK college libraries they seem to some extent also applicable to our college libraries.

In this chapter an attempt is made to determine the level reached by Kangwane and Kwa-Ndebele teacher training college libraries. In order to do this an analysis of data collected by means of questionnaires and informal interviews is offered. Two other colleges, i.e. Pretoria College of Education and Johannesburg College of Education are used as examples in a few instances in order to provide a better picture of teacher training college libraries in South Africa.

4.2 POPULATION

As stated in Chapter 1 the study was confined to teacher training college libraries in Kangwane and Kwa-Ndebele National States, i.e. Elijah Mango College of Education and Mgwenya College of Education in Kangwane and Ndebele College of Education in Kwa-Ndebele. In each college the college staff, library staff (librarians) and classes of

every field of specialisation (which has about forty students in a class), that is STD, PTD and university programme classes were selected. As all these classes include students with different subject specialisations, the whole student body was represented, and not library users only.

4.3 RESPONSES

4.3.1 Elijah Mango College

Out of 120 questionnaires sent to students, 50 sent to college staff and two to college librarians, the response from Elijah Mango College was: 74 responses from students, 50 from college staff and two from librarians.

4.3.2 Mgwenya College

Out of 120 questionnaires sent to students, 50 sent to college staff and two to college libraries, 40 responses from students, 23 from college staff and two from librarians were received.

4.3.3 Ndebele College

The same number of copies which were sent to Mgwenya and Mango were sent to Ndebele. 78 responses from students were received and 17 from college staff and two from librarians were received.

4.4 TECHNIQUE USED

The study is concerned with three college libraries in two different areas therefore the comparative method was selected. The comparative method is a way of organising things determining relationships between them and sometimes even solving problems (21:41). Comparison is going to help us here because it is not only going to come out with differences and similarities but, hopefully, explanations for the outcome.

The survey method was used for data collection. 'Survey' is an all-embracing term incorporating numerous procedures (eg. questionnaires, interviews, and observation). Since a better understanding of how these college libraries are run was required, a survey was regarded as the best method to use for collecting data. For data collection in this study questionnaires were used and some informal interviews to supplement the data collected. Separate questionnaires were used for the three groups involved in the study: college staff, librarians and students.

The Pretoria and Johannesburg College libraries were informally investigated to gain some insight into the ways in which other college libraries in South Africa operate. The results from Kangwane and Kwa-Ndebele were compared to identify differences and/or similarities.

4.4.1 STUDENT QUESTIONNAIRES

Males and females responded almost equally providing a sample free from bias resulting from sex related differences (48% of all respondents were female and 52% male).

4.4.2 LIBRARY USE

Q2.1 How often do you use your college library?

Library Use	Mango	%	Mqwenya	%	Ndebele	%	Total	Row %
Everyday	29	39	8	20	40	51	77	41.0
Once a week	20	27	12	30	22	28	54	28.0
Few times a term	23	31	16	40	10	13	49	25.5
Never	-	-	-	-	-	-	-	-
No response	2	3	4	10	6	8	12	6.5
Column Total	74	100	40	100	78	100	192	100.0

Table 1

Mango: The response to the open-ended question linked with the above question (explaining why they don't use the library) shows that some "non-users" thought the library does not provide materials for their needs.

Mqwenya: The "non-users" complained about lack of relevant material and the library being closed most of the time.

Ndebele: Nearly 80% of the respondents are keen library users. Only 10% use it only a few times a term.

In general, 69% of the respondents from all the colleges are regular library users (i.e. everyday plus once a week).

Q2.2 How many assignments are you requested to do in each subject per year?

Mango: From two to sixteen assignments.

Mgwenya: From one to five assignments.

Ndebele: From two to ten assignments.

It is surprising to note that with so much work there are students who only visit the library a few times per term.

Q2.3 Which of the following sources do you use when collecting information for assignments?

SOURCES	MANGO	MGWENYA	NDEBELE	TOTAL	ROW%
Subject literature eg.					
Books	48	38	44	130	24.4
Periodicals	28	16	29	73	13.4
Newspapers	28	8	37	73	13.4
Audio-material	20	6	28	54	9.8
Audiovisuals	25	6	23	54	9.8
Reference sources	53	38	57	148	28.8
No response	5	2	-	7	1.4
Total no. of respondents	74	40	78	192	100.0

Table 2

Library users in all the colleges seem to prefer books and reference sources to other sources of information. This perhaps indicates that they are unfamiliar with the other sources. Some of the sources are also not made available in their libraries (like audio and audio-visual materials).

4.4.3 SERVICE

Q3.1 How often do you find the information you require for assignments in your library?

Finding Information	Mango	%	Mgwenya	%	Ndebele	%	Total	Row%
Always	6	8	10	25	28	36	44	22.9
Most of the time	28	38	10	25	32	41	70	36.5
Sometimes	37	50	16	40	18	23	71	36.9
Never	1	1	-	-	-	-	1	0.6
No response	2	3	4	10	-	-	6	3.1
Column total	74	100	40	100	78	100	192	100.0

Table 3

In general, 23% of the respondents (in all colleges) always find information or sources they need in the library and 37% find it most of the time, which seems to indicate that the service is about average. However, Ndebele College respondents were significantly more satisfied, i.e. 77% always or most of the time found the information they wanted.

Q3.2 Does your college library provide enough periodicals for all the subjects?

In all three colleges the respondents indicated that their colleges provide enough periodicals for all subjects taught.

Q3.3 For which of your subjects does your library have most materials? List in order of satisfaction.

Mango: 35% of the respondents did not respond to this question. The 61.5% which did respond, indicated that education was the best provided subject (57%), English was the next best satisfied subject (48%). The rest of the subjects are: History 30%; Accounting 16%; Business Economics 10%; Mathematics 17% and Biology 23%.

Mawenya: 70% of the respondents listed education as the best satisfied subject and it was followed by English 43% .

Ndebele: 12% of the respondents did not comment on this question. Those who did respond, listed education as the best satisfied subject (82%), followed by English 61% and Biblical Studies 60%.

Seemingly in these colleges the most/best materials are provided for Education and English. Attention needs to be given to the rest of the subjects offered.

Q3.4 How often do you find materials in your college library which satisfy your interests not directly related to the curriculum?

Materials for Other Interests	Nango	%	Mgwenya	%	Ndebele	%	Total	Row%
Always	5	7	8	20	12	15	25	13
Most of the time	17	23	12	30	21	27	50	26.1
Sometimes	32	43	15	38	35	45	82	42.7
Never	6	8	-	-	5	6.4	11	5.7
No response	14	19	5	12	5	6.4	24	12.5
Column Total	74	100	40	100	78	100	192	100.0

Table 4

The Mango College Library needs to look seriously at providing materials which supply information on the interest of all its users. The high no response rate (19%) is also not a good sign. 38% listed fiction, internal politics and news as best satisfied in their library.

The Mgwenya Library satisfies more users always or most of the time. 52% listed fiction, politics and sports as best satisfied.

Ndebele College also performs better with 42% satisfied always or most of the time. Those who responded were best satisfied with the periodicals, newspapers, fiction and the collections on religion and sports.

Q3.5 Does the librarian assist you when you are looking for sources?

Assistance On Sources	Mango	%	Mgwenya	%	Ndebele	%	Total	Row%
Always	16	21	3	7	19	24	38	19.7
Most of the time	5	8	14	35	21	27	40	20.8
Sometimes	28	38	15	38	30	39	73	38.2
Never	18	24	-	-	8	10	26	13.5
No response	7	9	8	20	-	-	15	7.8
Column Total	74	100	40	100	78	100	192	100.0

Table 5

The large number of users at Mango College who are not satisfied with the assistance received in this library calls for urgent attention.

At Mgwenya College 42,5% receive assistance always or most of the time. 37,5% of the respondents sometimes receive assistance. This at least indicates that an above average number of the respondents are assisted.

Ndebele College again performs best with 50% always , or most of the time assisted.

Q3.6 Are the library hours of your college library convenient and adequate for your needs?

Library Hours	Mango	%	Mgwenya	%	Ndebele	%	Total	Row %
Yes	15	20	2	5	33	42	50	26.0
No	56	76	30	75	45	58	131	68.3
No Response	3	4	8	20	-	-	11	5.7
Column Total:	74	100	40	100	78	100	192	100.0

Table 6

Mango, Mgwenya and Ndebele college libraries have a very high percentage of respondents not satisfied with library hours (i.e. 76%, 75% and 58% respectively). Ndebele again has the highest satisfaction rate.

The responses to the open-ended question linked with the above question were as follows:

Mango: The respondents recommend that the library should be open before 07h00, which sounds very unreasonable (before working hours). They also recommend that closing time should be

extended from 15h00/16h00 to 19h00/21h00 hours and that the library should be open during break and lunch time.

Mqwenya: The respondents complain that it almost looks as if, at times, the library is never open. They requested that the library hours be extended since the library is too small to be used by a large number of users at the same time. It is requested that it be open every day at least from 07h00 to 19h00 and also on Saturdays. They recommend that it should be open during break and lunch time.

Ndebele: There is a loud outcry from the 58% dissatisfied respondents who request that a full-time librarian be employed who should stay on campus, so that (s)he can afford opening the library throughout the day until 20h00 or 21h00 in the evening (break and lunch included) and also during weekends.

This response seems to contradict the relatively favourable response to available materials and service.

4.4.3.1 LIBRARY INSTRUCTION

Q4.1 Does your library staff instruct you in the use of the library?

Library Instruction	Mango	%	Mgwenya	%	Ndebele	%	Total	Row %
Yes	38	51	22	55	78	100	138	71.8
No	30	41	16	40	-	-	46	23.9
No Response	6	8	2	5	-	-	8	4.3
Column Total	74	100	40	100	78	100	192	100.0

Table 7

There is an open-ended question linked to the question above. Both questions will be discussed together.

Mango: 40% of the respondents complain about instruction in library use. They suggest that library instruction should be provided inside the library. They need to be taught skills on how to locate information in the library sources, because for most of them it is the first time that they have come into contact with a library. There are no libraries in their high schools. The classification scheme is Greek to them. They also need to know how to behave in the library. They requested that

library instruction should be provided for everyone, not only for students doing librarianship or library orientation. 51.3% have no comment on this.

Mowenya: 55% of the respondents request that they be given instruction on library use inside the library, which is almost impossible considering the number of users which can be seated at one time (17), and 45% have no comment on the question.

Ndebele: 93.3% of the respondents said that the instruction is adequate, but 47.1% of all the respondents (including those who said the instruction is adequate), said they need to be taught library skills, and library rules which means that they are not sure of what they say . They also request to be given hand-outs on the instruction. They also suggest that the teaching should be more practical than theoretical.

This indicates that the librarians need to give serious attention to the nature of the library instruction programme.

Q4.3 How should these aspects be taught?

Library Instruction	Manoo	Mowenya	Ndebele	Total	Row%
As part of subject teaching	15	9	15	39	20.3
As part of a special course	5	8	12	25	13.0
Both the above	20	3	23	46	23.9
No response	34	20	28	82	42.8
Column total	74	40	78	192	100.0

Table 8

42.8% of all college respondents did not respond to this question, and 23.9% preferred that the aspects be taught as part of the subject teaching and as part of a special course; 20.3% preferred to be taught as part of subject teaching only. The large percentage of the respondents who did not respond imply that they are not sure of what they want.

4.4.4 ACCOMMODATION

Q5.1 Are you able to find a seat when you want to use the library?

Are you able to find a seat in the Library	Mango	%	Mgwenya	%	Ndebele	%	Total	Row %
Yes	51	70	8	20	50	64	109	56.9
No	17	22	28	70	21	27	66	34.3
No Response	6	8	4	10	7	9	17	8.8
Column Total	74	100	40	100	78	100	192	100.0

Table 9

Mango: 69% of the respondents are usually able to find a seat when they want to use the library, which means that the situation is not too bad.

Mgwenya: 20% of the respondents usually find a seat in the library which indicates serious lack of space.

Ndebele: 64% of the respondents usually find a seat in the library. It seems as if this library accommodates its users better than the other two.

At Ndebele and Mango the satisfaction rate is 64% - 70% whereas at Mgwenya College the situation is critical (20%).

4.5 OPEN-ENDED QUESTIONS

4.5.1 Suggestions for Improvement of Library Service

Q6.1 In which area(s) would you like your college library to improve its services to you?

Mango: 33.8% of the respondents didn't respond to this question. Most said that they need to have a reference librarian to assist them throughout the day. They also complained about the photocopying machine which is next to their reading area. It encourages noise and disorder in the library. They suggested the extension of the existing library, or building a new, bigger structure which will provide separate noisy and reading areas, and even a work area for the library staff. They say they are at times disturbed by the library staff when they are talking because they have no other place to do their business. A bigger

library, and space for the library staff would perhaps enable the person in the circulation area to give more attention to users as they request the librarians to be more user friendly.

They also suggested the improvement of library hours as discussed above. As this college is offering UNISA courses they requested that the library should stock more materials of an advanced nature. They also requested that the library should not only have one or two copies of a title if that item is on demand. They suggested the improvement of fiction to their level. 1,4% of the respondents requested more sources in education since this is one subject almost all of them study. They also suggested the completion of the encyclopaedia sets (but they are the very people who cause missing volumes by stealing them). They requested that all subjects be catered for by the library.

Mqwenya: 30% of the respondents did not respond to this question. A large number of them recommended the extension of the library or construction

of a new building which should include a restroom, and offices for library administrators. The collection should also be improved especially the science, history, education (this subject always needs additional sources), Siswati, Geography, periodicals, fiction, audio and audio-visual material. More sources of information outside the curriculum should also be provided.

User education should be offered to all students to promote library use.

Ndebele: 25% of the respondents did not respond to this question. The respondents suggest improvement of the collection to be relevant to all subjects like Swazi, Education, Library Science and sufficient for everyone because they have a problem when writing assignments. They all run to the same copy. Audio and audio-visual material should be included in the library stock. They also request that the loan period should be extended from overnight loan to about four days. Periodicals for Natural Science, Commerce and Afrikaans should be provided and also Afrikaans encyclopaedias.

They also suggested the weeding of old textbooks especially of sports, and that the returns be shelved everyday. The library should be made attractive by pasting interesting quotations on the walls. They also requested the improvement of library hours as discussed above. A full-time librarian should be employed to improve circulation. They also say that the library is so overcrowded with shelves that one can hardly move around. The librarians are requested to be more friendly.

Much obviously needs to be done with regard to all the basic aspects of the service in all these college libraries.

4.6 TEACHING STAFF QUESTIONNAIRES

4.6.1 Table Related Questions

4.6.1.1 General Information

Q1.i Most respondents did not respond to the first question about subjects taught. They were perhaps afraid of being identified through the subject.

Q1.2 Sex of the respondents

The overall percentage of males (58%) is higher than the percentage of females (42%) but not to such an extent that the responses would be seriously affected as a result of differences based on sex.

4.6.1.2 LIBRARY USE

Q2.1 How often do you use your college library?

Library Use	Mango	%	Mowenya	%	Ndebele	%	Total	Row %
Everyday	12	24	4	17	1	6	17	19
Once a week	17	34	7	31	7	41	31	34
Once or twice a term	11	22	4	17	6	35	21	23
Once or twice a year	6	12	8	35	-	-	14	16
Never	2	4	-	-	-	-	2	2
No response	2	4	-	-	3	18	5	6
Column Total	50	100	23	100	17	100	90	100

Table 10

Mango: It is interesting to note that about 40% of the respondents are not regular users of the library. Maybe some of them use their own collections, but it is a bit discouraging on the part of the librarian who takes all the pains and buys materials that are sometimes never used. One wonders how they refer their students to the library because they can't claim to know what is in stock. Maybe this problem is closely linked with the problem of lack of reading culture and the system of education which encourages note learning. One would expect that the staff would be the people who work jointly with the librarians to encourage readership and use of the library.

Mgwenya: About 52% of the respondents are not regular users of their library. The situation is similar to that of Mango.

Ndebele: 35.3% of the respondents use the library only once or twice a term and 18% did not bother to respond.

All three colleges experience a similar problem with library use by staff members.

Q2.2 How many assignments which demand the use of sources found in the library do you give your students per subject?

All lecturing staff do give assignments which imply that they expect their students to use the library more often than themselves since their assignments range from two to sixteen.

Q2.3 How often do you find the information you require for preparation for lectures in your college library?

How often do you find Information for preparation	Mango	%	Mgwenya	%	Ndebele	%	Total	Row%
Always	9	18	-	-	4	24	13	14
Most of the time	13	26	14	61	6	35	33	37
Sometimes	22	44	9	39	6	35	37	41
Never	2	4	-	-	-	-	2	2
No response	4	8	0	-	1	6	5	6
Column total	50	100	23	100	17	100	90	100

Table 11

Mango: 44% only sometimes find sources for preparation. This could be one discouraging factor causing the staff to be less interested in using the library.

Mawenya: 61% of the respondents find sources most of the time. This is encouraging because more often they don't just visit the library and come back with nothing.

Ndebele: 59% of the respondents always find sources or most of the time, which indicates that the library service to the staff is above average.

Q2.4 For which subjects are most materials available in your library? List subjects in order of degree of satisfaction.

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Mango: It is interesting to note that 27% of those who did respond ranged the subjects they teach as the best provided for. 38% agree that the college library provides best for Education and English (like a large percentage of students). 14% of the respondents are completely satisfied with what is provided for their subject field. Some indicated that the library should add more sources for the following subject fields: Zulu (syntax, morphology), Biblical Studies, Christian and other philosophies of life, Chemistry, Afrikaans and Agricultural Science.

Mawenya: Education and English are the best satisfied subjects. 32% of the respondents did not respond to this question. Generally all subject collections need to be improved.

Ndebele: 45.1% of the respondents did not respond to this question. Education, Guidance, Biblical Studies, Economics, Languages, History, Physical Science, Mathematics and Biology are the best satisfied subjects.

Q2.5 How often do you find sources in your college library which satisfy your interests not directly related to the curriculum?

How often do you find sources for Other Interests?	Mango	Mgwenya	Ndebele	Total	Row%
Always	12	5	2	19	21
Often	13	9	8	30	33
Seldom	17	9	7	33	37
Never	8	-	-	8	9
No response	-	-	-	-	-
Column Total	50	23	17	90	100

Table 12

Mango: By adding the percentage of people who never and those who seldom find information for personal interests (50%), one could conclude that almost half of the respondents don't get their personal interests satisfied.

Mqwenya: 61% of the respondents are satisfied which could be an indication of a good service. It could also indicate that their needs are very limited.

Ndebele: 59% of the respondents are satisfied with regard to other interests. The service therefore appears to be above average.

Q2.6 Please specify your personal interests in order of satisfaction.

Mango: 47% of the respondents get sources which satisfy their needs for self-development or for private studies. 23.3% get information which interests them in the following aspects: law, politics, news, business, university calendars, novels, music books, computer science.

Mqwenya: They are satisfied with the collections on cookery, sewing, art, sport, politics, philosophy, computers, fishing, astronomy, TV programmes, travelling guides, novels and also private studies. 14% of the respondents did not comment.

Ndebele: Best satisfied interests are fiction, needlework, history, religion, world affairs and self-development (private studies).

4.6.1.3 SERVICE TO USERS

Q3.1 Does your library staff assist or guide you in finding or using the library sources?

Assistance in finding Sources	Mango	%	Mqwenya	%	Ndebele	%	Total	Row%
Always	10	20	10	43	16	94	36	40
Most of the time	19	38	8	35	1	6	28	31
Sometimes	14	28	3	13	-	-	17	19
Never	7	14	-	-	-	-	7	8
No response	-	-	2	9	-	-	2	2
Column total	50	100	23	100	17	100	90	100

Table 13

Staff at all three Colleges seem to get assistance - from approximately 60% at Mango to almost 100% at Ndebele.

Q3.2 Is the guidance or assistance adequate?

Adequate Guidance	Mango	%	Mgwenya	%	Ndebele	%	Total	Row %
Yes	35	70	15	65	17	100	67	74.4
No	15	30	8	35	-	-	23	25.6
No Response	-	-	-	-	-	-	-	-
Column Total	50	100	23	100	17	100	90	100

Table 14

In general the college staff of all three colleges are satisfied with the guidance or assistance. About 74.4% of Mgwenya and Ndebele college respondents expressed their concern about their library staff being over-loaded with work and desperately in need of assistants and full-time librarians. Mango respondents expressed concern about the need for manpower in the library.

Q3.3 If you regard the library assistance or guidance provided as inadequate what would you recommend?

Mango: 30% of the respondents suggested that an increase in manpower might solve most of the library problems.

Mqwenya: 35% recommended the same thing as Elijah Mango respondents; they also need a full-time librarian.

Ndebele: 18% of respondents expressed the need for more library staff, and most did not comment.

These colleges seem not to be well staffed yet the academic staff are satisfied with the service?

4.6.2 OPEN-ENDED QUESTIONS (Some linked to closed-ended ones)

4.6.2.1 Suggestions for improvement of library services

Q4.1 Do you think that your college library needs to be improved with regard to the following? :

IMPROVEMENT NEEDED	MANGO	%	MGWENYA	%	NDEBELE	%	TOTAL	ROWS
Bookstock	21	62	12	52	17	100	65	28
Periodicals	28	56	18	78	6	35	52	22
Videos	21	42	18	78	10	59	49	21
Transparencies	16	32	14	61	7	41	37	16
Slides	14	28	11	48	6	35	31	13
Total no. of respondents	50	-	23	-	17	-	90	100

Table 15

Mango: The respondents also recommended large historical maps, agricultural sources, dissertations, a wide range of encyclopaedias and subject indexes.

General comments on collections

They commented that the library is not well stocked and the problem is aggravated by a high rate of stealing which demands installation of a security system. There should be more than one or two copies per title to

accommodate a number of users. A larger or better library should be built. New stock should be made known to the staff and students for better use of the material. Library staff need to be more efficient or more conscious of their work, eg. shelving should be done on a daily basis. Some complained about haphazard buying of library books which leads to a great deal of duplication. They also requested that they be provided with reference books and videos (and video machines) which could be kept in their departments.

Mqwenya: 42% of the respondents did not give their general comments on the collections. 41% commented that the whole collection needs to be improved (including all the aspects listed in the above table). The librarians should not neglect some subjects. They also recommended the extension of the library and 10% recommended the inclusion of air conditioning to make the library more pleasant to use. 12% regard the book collection of their college library as very good.

Ndebele: 65% of the respondents did not comment on this question and the rest indicated that the collection needs to be improved because of the increase in student enrolment. The collection needs to include all the sources listed in the table above.

Q4.2 Suggestions for improvement of equipment.

IMPROVEMENT OF EQUIPMENT	MANGO	%	MGWENYA	%	NDEBELE	%
Overhead projectors	16	32	14	61	3	18
Slide projectors	14	28	12	52	3	18
Tape Recorders	17	34	17	74	4	24
Video Machines	19	38	17	74	6	35
No response	-	-	-	-	11	65
Total no. of respondents	50	-	23	-	17	-

Table 16

Comments on equipment

Mango: As more and more use of the above listed equipment is required in our times for faster and concentrated teaching and information retrieval, a high percentage of respondents commented that there is a need that serious efforts be made to provide the library with

equipment. They commented that the library lacks all the above equipment, though it would be useless having them since the library is too small to accommodate all these items. Once the new library is built, these items should be purchased. They also say that the equipment could help students respond to literature text as well as spoken English, Afrikaans and Siswati (since there are those who are Zulu speaking but they study Siswati). They also recommended the installation of computers and user education on how to use them.

Mqwenya: 55% of the respondents didn't give their general comments on library equipment. The rest generally agreed that their library needs all these items, but it needs to be extended first to accommodate them. The library needs to be computerised for better management. Some commented that all these items of equipment are available in the micro-teaching centre, therefore it may not be necessary to have these items available in each and every classroom.

Ndebele: 29.4% did not respond to this question. 18% expreesed their satisfaction with the equipment available in the media storeroom. 32% indicated that there is a great need for improvement with regard to equipment, because those items kept in the media storeroom are not always available and at times are broken. They also expressed their concern about the size of the library building which needs to be enlarged.

04.3 Suggestions for improvement of accommodation

General comments on accommodation

Manoo: The respondents expressed the need for better accommodation for staff. They suggested that the staff should be accommodated separately from the students and cubicles should be built for them. They also suggested that the library staff should have offices to enable them to concentrate on their administrative work.

Mqwenya: The respondents recommended the extension of the library which at present could hardly accommodate the available stock, not to mention users. They say the present structure cannot be called a college library. It is too small.

Ndebele: 24.4% of the respondents did not comment on this question. They also commented that they need a bigger library building, though the staff have accommodation in the research section, but the equipment is sometimes needed and is not available for use. It is kept in another room. They would like to have all the above listed equipment in the library.

Q4.4 Library staff: General comments on Library staff?

Mango: 54% of the resoondents are quite satisfied with the service offered in the library. The rest did not comment on this question. 6% expressed their concern about the librarians being overworked because of the dual duties they are performing (lecturing and administering the library).

Mqwenya: The inadequate library conditions hamper the staff in their service to users.

Ndebele: 84.2% of the respondents expressed their satisfaction with the good service rendered by the librarians, but indicated the need for full-time librarians and assistants.

4.7 LIBRARY STAFF QUESTIONNAIRE

4.7.1 Closed-ended Questions

4.7.1.1 General Information

Q1.1 This question required the respondents to indicate the name of the college, to aid the researcher in avoiding mixing questionnaires when analysing.

Q1.2 Number of students in your college

Name of Institution	Number
Mango	950
Mgwenya	1077
Ndebele	1200

Q1.3 Number of registered library users

Name of Institution	Number (Students and Staff)
Mango	1030
Mgwenya	1237
Ndebele	1300

In college libraries a person becomes a member of the library simply by being a community member of the college.

Q1.4 List courses or subjects offered in your college.

Mango: Education, practical English, Zulu, History, Psychology, Sociology, Biology, Teaching Science, English, School Guidance, Christian and other philosophies of life, Biblical studies, Physical Education, Agricultural Science, Mathematics, Afrikaans, Library Orientation, Music, Librarianship, Biblical Archaeology, Geography, Art and Crafts, Method

of Sports Organization, Typing, Economics, Business Economics, Accounting, Siswati, Special English, Special Afrikaans.

Mqwenya: Education, English, Afrikaans, Mathematics, Siswati, Library Orientation, Librarianship, Biology, History, Geography, Business Economics, Needlework, Art and Crafts, Physics, Physical Education, Biblical Studies, Physical Science, Guidance.

Ndebele: The librarians didn't list all the courses offered in their college. The list is made up of what was gathered from the student's questionnaires, that is: History, Geography, Education, Biblical Studies, Zulu, Ndebele, North Sotho, English, Afrikaans, Mathematics, Physical Science, Biology, Librarianship, Sports, Guidance, Economics, Biblical Archaeology, Bible and other Philosophies of life, Home Economics.

Mango seems to be offering more subjects than the other colleges, maybe it is because of the University courses offered through UNISA.

4.7.1.2 MANAGEMENT

Q2.1 Do you have any written statement of objectives for your library?

None of the three colleges have a written statement of objectives.

Q2.2 Do you have a library committee?

All of them have a library committee.

Q2.3 If you do, does it have authority over your performance in the library or is it an advisory body?

All three library committees act as advisory bodies.

Q2.4 Is the chief librarian or one of the librarians a member of the curriculum committee?

In none of the colleges does the librarian serve on the curriculum committee.

4.7.1.3 COLLECTION AND EQUIPMENT

Q3.1 Do you have any policy for collection development?

None has a policy for collection development.

03.2 Who is responsible for evaluating and selecting library materials and equipment?

Mango : Librarians, lecturers and equipment committee.

Mowenya: Librarians and academic staff.

Ndebele: Librarians plus subject lecturers.

Q3.3 How many of the following materials and equipment do you have in your library?

	MANGO	MGWENYA	NDEBELE
Books	12 230	+ 8000	+ 13 000
Periodicals	They are ,more than what is listed here which is: Archimedes, Art and Craft Design, Technology Bulletin, Crux, Custos, Educhamus, EMI, Executive, Farmers Weekly Financial Mail, Historia, S.A. Journal of Library and Information Science.	National Geographic magazine, Newsweek, Scala, Southern Africa Today Light/Khanya, Focus on Education	Quite a number not listed.
Videos	55	none	none
Transparencies	40 topics	none	20 sets
Slides	-	none	none
Other:	Charts: 8 topics, Government publications: 30 titles	none	20 tapes on music

Equipment

Overhead Projectors	none	none	In the media room
Slide Projectors	none	none	because of the size of
Video Machine	none	none	the library (too small
Tape Recorder	none	none	to accommodate them).

Table 17

It is interesting to note that none of the Mango staff members or students indicated awareness of the availability of video cassettes, transparencies or charts in the library.

Both Mgwenya and Ndebele Colleges have these items in other centres which means the library does not have them.

Q3.4 Which aspects of the collection do you regard as particularly satisfactory?

Mango : Books only

Mgwenya : Books only

Ndebele : Collection on biblical studies.

Q3.5 Which aspects of the collection do you regard as particularly unsatisfactory?

Mango : Audio and audiovisuals, journals, teaching and learning materials.

Mgwenya : Collection on Art, Library Science, Information Science, Music, Siswati literature and grammar and Geography.

Ndebele : Collection on Home Economics, Geography and History.

Q3.6 Has your library developed co-operative arrangements for sharing resources? If yes, specify:

Mango and Mgwenya have no such arrangements, and Ndebele College library has with the State Library.

Q3.7 Does the library function as an archive for historical information and documents concerning the college itself?

Mango and Mgwenya do not, but Ndebele College library does.

4.7.1.4 STAFF

Q4.1 How many trained librarians does your library have?

Mango : 4

Mgwenya : 2

Ndebele : 2

Q4.2 Does your library have a professional librarian in charge of the library programme?

All three colleges have.

Q4.3 How many support staff (clerical and technical) does your library have?

Mango and Mgwenya have one each, and Ndebele doesn't have any.

Q4.4 What is the library staff to students and staff ratio?

Mango : 1 : 257

Mgwenya : 1 : 390

Ndebele : 1 : 600

The situation looks grim (if one bears standards in mind) and one cannot imagine how these libraries function properly when they are so badly under-staffed, and receive fairly good ratings on service from the staff.

Q4.5 Does your library employ student assistants?

None of the college libraries employ student assistants.

Q4.6 To whom does the librarian in charge report?

Mango : Vice-Rector (Administration)

Mqwenya: To the Head of Department of Social Sciences

Ndebele: Rector and Head of Department.

4.7.1.5 ACCOMMODATION

Q5.1 How many users can be seated in the library at one time?

Mango : ± 100

Mqwenya : ± 17

Ndebele : 50

Q5.2 Does your library have sufficient space for all library operations, also for long term development?

Mango: No, no space for processing (administrative work), displays of current issues, use of reference works and storage of back issues of periodicals.

Mqwenya: No, no space for displays, in fact, there is hardly any seating space.

Ndebele: No, no space for circulation, study cubicles, reading rooms.

Q5.3 Who is responsible for fiscal planning and administration of library funds?

Mango : Head Office

Mqwenya : Head Office

Ndebele : Rector, Financial Committee and librarians.

Q5.4 Who is responsible for the allocation of library funds to various aspects of the programme?

Mango : Library Committee

Mqwenya : Financial Committee

Ndebele : Librarians

4.7.1.6 SERVICES

Q6.1 How do you make your users aware of new materials?

Mango: This college does it through new arrivals lists and displays.

Mqwenya: The library staff organize displays of new materials.

Ndebele: Through notices and displaying dust jackets.

Q6.2 Does your library have a librarian dealing with users' reference questions?

The three colleges do not have a reference librarian which is a very important service to users especially in an environment which does not yet have a library culture.

Q6.3 Do you have a user education / library instruction programme?

These colleges (all) have this programme. Periods are allocated for all first year students, for the whole year.

4.7.2 OPEN-ENDED QUESTIONS

4.7.2.1 Suggestions for improving the Library

Q7.1 What problems can you identify in the assessment of your library management and service?

Mango: The librarians complained that the majority of students have no library skills, therefore serving them becomes tedious, because one has to spoonfeed them. Maybe the source of the dissatisfaction is the shortage of manpower,

because if the college had a reference librarian who helped students with their problems and also offered user education programmes as needed, things would be different. As has been noted by students and staff, the library needs more staff. They also commented that the shortage of staff encourages the high rate of theft. It also prevents new materials from reaching the users on time, since the few librarians need to order books, catalogue and classify them and the library assistant needs to type cards (the administration usually disturbs her by giving her extra typing - things like reports - which should be done by the administrative typing staff. They also need to work at the circulation desk in turns and also do shelving and shelf reading. Being short staffed also causes inadequate library hours.

Mawenya: A similar shortage of library staff is also causing problems in this library, like problems with regard to proper management and administration since both librarians are teaching. They also commented on the need for the extension of the library.

Ndebele: It is a question of repetition because all these colleges experience similar problems. Ndebele college library also needs more library staff, especially a full-time librarian, like Elijah Mango, which has two full-time librarians who concentrate on running the library. This would ease the heavy load on librarians. The library also needs to be extended.

Q7.2 How do you think these aspects can be improved?

The librarians suggested that Mango, Mgwenya and Ndebele college libraries need to conduct continuous user education in the library, which could even help to eliminate the problem of theft. It is true that all the first years receive library instruction in the Library Orientation course but seemingly they do the course only to pass and get to the second year level. With the installation of a security system the theft problem could be eliminated (especially at Mango which indicated this problem). They also suggest that computerising the library could help in the circulation section, and with cataloguing and classification. For instance, with circulation, overdue items could be easily checked and

it could be easier and faster to charge and to record returns. It could help in the management of the library. This would not solve all the problems. Manpower will still be needed to facilitate proper running of the library. Student helpers could be employed for helping with circulation (after hours especially) and with shelving.

4.8 CONCLUSION

The three colleges seem to experience serious problems with most basic aspects of the library programmes, that is, mission and objective statements, organization and administration, collections, accommodation and facilities, services and funding.

Apart from the lack of a statement of objectives, accommodation, facilities and staffing also display acute weaknesses which must necessarily have a negative effect on the service. Audio and audio-visual materials particularly are in short supply, and it would be almost impossible to encourage improved teaching and learning methods in support of the college programmes. A variety of subject fields are taught and to provide a useful collection in a subject a core collection for each subject is needed.

In the next chapter the libraries involved will be measured against available standards and also be compared to one another.

CHAPTER 5 - COMPARISON, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

As we are comparing two areas, that is, Kangwane and KwaNdebele we now need to look at each area separately, that is, Kangwane College of Education, Elijah Mango and Mgwenya, and the Ndebele College of Education. Conclusions will be drawn from similarities and differences. These colleges will then be measured against stipulated standards on every aspect listed for comparison.

5.2 OBJECTIVES AND MISSION STATEMENTS

Standards for college libraries require that the college should develop a comprehensive statement of mission (philosophy and objectives) for a learning resources programme based on the nature and purpose of the institution (23:758).

Mango and Mgwenya

It is disappointing to note that these colleges don't have any written mission statement or statement of objectives for their libraries. As stated in chapter two, it is almost impossible to have an adequate library service without these statements, as they help reveal

what the college community perceives a library to be or what they expect to find in their library. Such statements help to focus on the outcome of the programme to see whether the objectives are reached.

Ndebele

Ndebele college has the same problem as Mgwenya and Mango, i.e. it does not have a mission statement or statement of objectives. Colleges without these statements are like a ship without a compass.

5.3 STAFF

Sufficient and qualified professional and support staff should be available to implement the services for which the programme is responsible (depending on the number of students and the size and nature of the programme). The following table provides requirements for adequate numbers of staff (for full-time positions) on a single campus. They are formulated by ALRC and AECT bodies (US standards):

FTE Students	Administrators		Professionals		Technicians		Other Staff		Total Staff	
	Min	Excel	Min	Excel	Min	Excel	Min	Excel	Min	Excel
200 - 1 000	1		2	4	2	4	2	3	7	12
1 000 - 3 000	1		3	5	3	6	3	6	10	18

The UK standards on staffing relate staff to student enrolment, i.e. 1:80 (3:105).

Mango and Mowenya

Elijah Mango has four trained librarians (professional), two are lecturers and the other two are full-time librarians, plus one library assistant. The librarian/staff ratio is 1:257. Mgwenya has two librarians performing dual duties, i.e. of lecturing and managing the library. The library staff to student ratio is 1:390.

The situation at Mgwenya college seems extremely bad. It is aggravated because these colleges don't employ student helpers or other part-time workers, like Pretoria College Library which has part-time workers. When looking at the standards these colleges are extremely under-staffed, even when comparing them with

other colleges in South Africa, e.g. the Pretoria College of Education has a ±1:110 ratio of library staff to students. Elijah Mango College does at least reach the minimum standard for professional staff (US standards) for ± 1000 students, since they have two full-time librarians, though they are badly short staffed with regard to library assistants. They have only one assistant instead of four (minimum standard).

Ndebele

The situation in Kwa-Ndebele is even worse. The ratio of librarians to users is 1:600. On top of managing the library they have to offer lectures, with no library assistant. In no way could the service be adequate under such abnormal circumstances. One could as well conclude that Mgwenya and Ndebele colleges do not have librarians, but only librarianship lecturers who help in the library when free. The high satisfaction rate registered at Ndebele College for several aspects of the service could therefore be questioned. It is perhaps a reflection of the low level of user expectations.

5.4 MANAGEMENT

According to the standards quoted, the librarian should report directly to the head of the institution, and each college should have a chief librarian whose status is equal to that of the heads of other departments, and the library should stand as a department on its own. (23;760). The staff should have the same status and recognition as other instructional staff.

Mango and Mgwenya

At Elijah Mango college the research revealed that the librarian reports to the Vice-Rector (Administration). As one of the librarians of this college I also know that on paper the librarian should report to the head of practical subjects but, in practice, this is not done. With Mgwenya they report to the head of Social Sciences. These colleges do not have senior librarians which only means they are far from reaching the above stated standard of having a chief librarian. In these colleges it looks as if these standards are too high to be reached whereas it is possible, since the Pretoria and Johannesburg colleges manage to have senior librarians, and these colleges are in South Africa, in case the excuse is offered that these standards are only for UK and US college libraries.

Ndebele

This college has a head of department to report to, which means their library is also not autonomous, as is the case at Kangwane colleges. At least in all the colleges the librarians do have the same status and recognition as the other staff (lecturing).

5.5 ADMINISTRATION

The chief librarian should be a member of a curriculum committee and of a library committee. (S)he should be responsible for fiscal planning and administration of library funds and should have a final say in all purchases done for the library. All support staff should be responsible to a professional staff member. (1:265 - 278).

MANGO AND MGWENYA

None of the college librarians is a member of the curriculum committee. How on earth can they be expected to provide an efficient service when they don't know about changes in the curriculum for which they must purchase relevant sources of information? In both colleges they do have library committees which act as advisory bodies. That is accepted in the standards for college libraries. The head office of Kangwane is responsible for the fiscal planning and administration

of library funds. They are the people who have the final say about how much should be budgeted for each college and the allocation changes every year depending on the availability of funds. With regard to the allocation of library funds to various aspects of the college programme (departments), the library committee in Elijah Mango is responsible, and at Mgwenya it is the financial committee. It is very strange that funds could be allocated to various departments by other people instead of the librarians as stated in the standards. One wonders how they do it? What is their guideline? According to the standards for college libraries, this should be done by the librarian in charge. The reason behind this is that the librarian is acquainted with the whole collection and meets the users on a daily basis, therefore (s)he knows what is needed and which department lacks sources.

Ndebele

The situation is the same at this college. They also have a library committee and one of the librarians is the member of that committee but not of the curriculum committee.

5.6 ACCOMMODATION

The size of the library depends on FTE students, the number of staff in the college, the college's teaching and learning pattern, and the size of the library stock.

According to the UK standards, a college with 1 000 students would need approximately square metres for the basic functions (providing seating for 250 students at one time).

Mango and Mgwenya

The research shows that Elijah Mango College can accommodate ± 100 users seated in one sitting, and Mgwenya can accommodate on ± 17 users. This is ridiculous when looking at the enrolments of these colleges. In nearby colleges (in South Africa) like the Johannesburg College, they can accommodate ± 300 users in one session which is approximately what the above standard requires (they have an almost equal number of college students - Mgwenya 1 077, Mango 950 and Johannesburg 1 250). The Kangwane government needs to look seriously into building proper libraries for these colleges (at least for Elijah Mango they have started).

In both colleges their libraries do not have a work area (space) or offices for the administration of these libraries e.g. clerical work processing and there is no space for displays of current issues, or for reference work, and for storing library equipment in the present structures. This means that we do not have proper libraries in these colleges, since proper libraries provide for all these areas.

Ndebele

Ndebele college library has exactly the same problem as Elijah Mango. It has seating space for ± 50 users (1200 students) at one time, and has the same problems experienced in Kangwane colleges.

5.7 COLLECTION AND EQUIPMENT

A collection development policy statement should serve as the basis for selection and acquisition of materials (with clear guidelines for selection). This statement should be developed in consultation with faculty members, students and administrators, which will include the purpose for requiring resources, the users to be served and the kind of sources required. The size of the collection will be determined by the nature of the

curriculum, number of users and the staff. The UB standards require the following for a minimum collection:

FTE STUDENTS	VOLUMES	CURRENT SERIALS	VIDEO & FILMS	OTHER ITEMS	TOTAL COLLECTION
Under 200	20 000	200	125	1 400	21 725
200 - 1 000	30 000	220	140	2 500	32 870

(23:768)

The library programme should provide space for housing the whole collection and equipment like video machines, television sets, etc. for study and research.

Mango and Mgwenya

None of these colleges has a written policy for collection development. How strange. What then actually guides them in the development of their collections? Maybe that is one reason which causes unnecessary duplication and inadequate collections. At Elijah Mango College the librarians, lecturers and the equipment committee are responsible for evaluating and selecting library material and equipment. At Mgwenya College it is the duty of the librarians and the

academic staff. There is nothing wrong with this as long as they leave the final say in the hands of the librarian in charge as stipulated in the college standards.

Elijah Mango College library has a bigger collection than Mgwenya College, i.e. 12 280 volumes whereas Mgwenya has 8 000. Elijah Mango has books, video cassettes, periodicals, transparencies, etc. but with no equipment to use them, which is a waste of money. Mgwenya College library has only a collection of books and periodicals. Both colleges have some periodical titles. The research revealed that they need more for specific subjects. In both college libraries the book collection is the most satisfactory when compared to the rest of the collection though it is far below the minimum standard for collections which is 30 000 volumes. They also do not have co-operative arrangements for sharing resources which is a very important service to users, since it opens doors to other sources not available in the library.

Both these college libraries do not function as an archive for historical information and documents concerning the college itself, though the standards

stated this as an important practice. It seems impossible in these libraries. Their size does not allow accommodation of any other material.

Ndebele

This college also does not have a policy for collection development. They have a bigger collection than the other two colleges, that is 13 000 volumes, but still much smaller than the minimum standard which is 30 000 volumes. At least they do have a co-operative arrangement for sharing resources with the State Library. This college library also functions as an archive for historical information and documents concerning the college itself. One wonders where they keep the collection of archival materials since their library is so small. All the same, Ndebele College Library is a little better than Kangwane colleges in this respect.

5.8 SERVICES

According to the standards the service provided in the college library should meet the instructional and informational needs of students, faculty staff and administration and should provide professional assistance in interpretation. Services should be

provided for all levels of users, and should be organized with sufficient flexibility. It should be easy to develop new means of service whenever existing means are inadequate. It should be able to provide user education. There should be a librarian on duty to attend to users questions and to assist them where they need assistance whenever the library is open. Opening hours should be convenient to the library users or college community (23:761).

Mango and Mgwenya

It is known that a library is called adequate or up to accepted standards when it satisfies its users' vocalised and unvocalised needs. Every aspect of the users needs should be catered for. At Elijah Mango 43.2% of the respondents only sometimes find materials which satisfy their interests, and 8.1% never find such materials, and at Mgwenya 37.5% of the respondents only sometimes find such information and 12.5% did not even respond to this question. At least with Mgwenya college library, above 50% of the respondents do find sources which satisfy their interests. The service is not very good at Elijah Mango since above 50% of the respondents are not much satisfied with the sources.

At Elijah Mango and Mgwenya College libraries there is no reference librarian; there is a great need for user education and a reference librarian or at least somebody to assist the users.

The size of these libraries contributes to the problem of the library not being used by a great number of students. It is shown that some of them do not find a seat when they need to sit and work in the library. They end up working in their rooms. Library hours are also insufficient. Sources in both college libraries are not adequate.

Ndebele

The situation is similar to that of Elijah Mango and Mgwenya libraries. However, the user satisfaction rate is rather high in several respects. There appears to be some contradiction in the feedback provided.

5.9 BUDGET

The standards indicate that the budget for the library programme should be developed as part of the institutional planning process. The mission statement and the annually defined objectives form the basis for the fiscal process for the budget. The reason being that the librarian will request a certain amount (for

the budget) having looked at what people need. A sufficient budget is the key to reaching the objectives set. The annual allocation for the maintenance of an adequate stock should be related to the full-time student equivalent on a rand basis and not current average book prices. The budget allocated should accommodate journal subscriptions and indexing and abstracting services and enable the library to provide adequate materials for the work of the college and also for binding, stationery, inter-library landing, on-line access, etc. (24: 39 - 40). An acceptable formula would seem one based on average price X FTE students.

Elijah Mango, Mawenya and Ndebele Colleges

In all these colleges the librarian in charge does not have much say. The decision on the size of the budget is taken at government level depending on the availability of funds. Making the standards available to the top managers (government) might help them to realise the need to hear from the librarians about the amount needed for their libraries. Maybe this would help improve the service offered.

5.10 CONCLUSIONS

Looking at the historical background of both areas one realises that not too much can be expected from these libraries, since library services are something new which was started recently with the development of these colleges. The situation is aggravated by the fact that South Africa does not have published standards for its college libraries. No one even bothers to make these colleges aware of the Uk and US standards, so that at least they could be guided by them. Though standards are not formulated for South African college libraries they could be used to a greater extent, since they accommodate small libraries and for the very fact that all libraries are user centred. They all focus on satisfying a community.

Maybe if there were published standards for this country's college libraries matters would be different. There is no way things could change without standards being made available or known to the government, college administrators and library managers. Even librarians such as myself only came to know and understand standards when doing honours in Library Science.

Lack of manpower is a major problem. It is almost impossible for these libraries to reach the standards set for college libraries without enough manpower (librarians and assistants). No matter how hard the poor librarians may try to improve the library (planning this and that), without the manpower it is a futile exercise.

The government appears not to have enough funds to buy resources for departments and for the library, unless there is a dire need.

It is very important that every institution gets a clear understanding of what a library is and what it is for. Maybe this necessitates educating everyone right from management to the assistants, especially the management, since they are the people who keep the ball rolling. Once the librarians get their total support and understanding, things are bound to change.

To change the situation, co-operation between the librarians, college administrators, college community and the government cannot be over-emphasized. Standards for South African college libraries could assist in this process. But then we cannot wait for South African

college library standards which are not there now, the available standards for US and UK college libraries could be used to a greater extent.

The hypothesis formulated for this study is proven right by the research results as analysed and compared in chapters four and five. One could now conclude that Kangwane college libraries do not reach standards set for college libraries. The comparison made with Kwa-Ndebele College Library has revealed that both these National States' College Libraries are not up to standard. Ndebele is rated higher by its users in some respects but there are discrepancies in the responses and these ratings could therefore be questioned.

5.11 RECOMMENDATIONS

- Educate management and the college community on libraries.
- Make the available UK and US college library standards known to college managers and library managers, since South Africa does not have its own standards for college libraries.

- Build proper structures for library services with all the necessary equipment and enough space for all library projects, e.g. offices for library administrators, reading areas, a noisy area, circulation, etc.
- Instal security systems to reduce the problem of theft.
- Provide proper staffing for these college libraries which will facilitate adequate service to the users, e.g. a librarian dealing with user queries (reference librarian), library hours improved to suit the users.
- Top management should consider making a library a department on its own, and appoint a chief librarian who will be placed on an equal footing with heads of departments and be given a chance to make his/her own professional decisions.

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28. *Additional information (on area study) was collected through personal communication.