

CAREER PREFERENCES OF LIBRARY SCIENCE STUDENTS

BY

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DECLARATION

I hereby declare that this work is my own effort and has not been accepted in substance for any degree, nor is it being currently submitted in candidature for any other degree other than the Bachelor of Library Science Honours under supervision by Professor W.M. Vermeulen at the University of Zululand.

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## DEDICATION

This work is dedicated to my loving parents Saphirah Sandlasakhe (Ngomane) and Amos Sishweshwe, sisi Ntuthu, Khulu, Vusumuzi, Mangaliso, Moosa, Caleb, Njabulo, Mandla, Skoni Idah, Busie, Joan and Salphine and the family as a whole.

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## CHAPTER 1

### 1. INTRODUCTION

Library science students appear to have career preferences. That is why allocation of professional librarians to suitable posts is important in libraries. On the other hand, in newspapers and periodicals we are told about the present political situation in South Africa which sets a challenge for most professionals including librarians. Looking into library services in our country, public libraries have been described as inadequate for the needs of large sections of the community (16, p. 1-3). It is therefore important for prospective librarians to consider their career preferences with the present political situation in our country in mind.

South Africa is a developing country with a high illiteracy rate amongst Blacks, about 50 % (35, p. 15) and therefore Blacks form the "disadvantaged" majority in this country. Related to this, is that only a few public libraries exist for Blacks (at least in the urban areas). For instance in Natal, during 1975-1985 only nine public libraries were established in black areas (16, p. 5). In her report (36, 8-14) Vermeulen makes it clear that many Blacks in the Natal region presently still live without public libraries, e.g 712 500 population in the Clermont/KwaDabeka and

Greater Inanda areas without public libraries; 767 400 population in Umlazi and Umbumbulu and nearly 200 000 in Vulindlela, about 54 000 in KwaNdengezi/Dassenhoek/Salem. Only two public libraries exist in the Edendale area, i.e. in Ashdown and Imbali which leaves 132 000 people in the Edendale area without public libraries.

A problem related to the shortage of public libraries in black communities, is that black librarians are unwilling to work in public libraries in developing areas and a possible reason could be the difference in remuneration as offered by the various types of libraries (16, p. 10). This serves as a challenge for prospective librarians and therefore they should be active in the public library field. They should attempt to convince the authorities to allocate more money to public library services and be active in the establishment of more new public libraries. Public libraries are important for the role they can play in the development of the South African society (39).

From observation, the researcher has noticed that in South Africa, many professional librarians end up working in university libraries and when questioned about this, they make mention of the fact that it was their intention to work there; whereas the working staff in public libraries would say that they are working there because they could

not find another job. This would seem true, according to Johnstone (thesis p. 108) since the majority of public library staff are non-professionals. Again, as a library science student in South Africa, the researcher sometimes hears prospective librarians even regretting their chosen profession after doing the field work in the public library.

The solution of the present backlog in public librarianship may not be an overnight thing. A detailed study of career preferences of library science students is essential. Prospective librarians may have the wrong perception of the public library. Some knowledge of the factors affecting their career preferences is essential here. New approaches to the problem may be added to library schools' curricula and also applied practically in the public library situation.

#### 1.1 PROBLEM STATEMENT

The underlying problem in this study is to look into the career preferences of library science students as related to university and public libraries. Career preferences will be judged by various factors which include the students' needs, professional education and social

background. Prospective librarians, of course, have career preferences but should be reminded of the profound transformation of the public library in South Africa due to political and socio-economic factors.

For more insight it is important to compare career preferences of library science students with those of students/professionals of other older professions such as nursing and teaching. Existing attitudes of library science students towards their chosen profession are closely related to their performance in professional activities. Usherwood (33, p. 9) points out that professional attitudes are closely related to professional behaviour. Therefore, the attitudes of public librarians towards their profession are an important factor affecting the maintenance of professional values within local authorities and in our society at large. Since the definition of career involves attitudes, it becomes clear that career preferences of library science students are closely related to the maintenance of their professional values and perceptions.

This problem requires the study of the more experienced library science students like those in their third and fourth year of professional training, and the Higher Diploma in Librarianship students. Since such students

are/were involved in the field work required for library science, they have more insight than first and second year students and they may have information relevant to the topic. This study is focussed on the library science student and his/her reaction to the public and university libraries as work environments.

## ..2 MOTIVATION

As a library science student who is worried about the new South Africa and the future of public libraries, the researcher feels that it sounds odd to see most professional librarians ignoring the importance of public libraries in our country. One may start thinking of possible problems associated with the educational system of library schools or the attitudes of library science students towards public library services. Library science students should be aware of the present political situation in our country and the need for their proactive roles in public libraries.

The majority of prospective librarians seem to be less concerned about the general public and this is not in line with the interests of the profession and the country as a whole.

The project is an attempt to find out why library science students choose a particular library type. It also seems relevant to study the possible factors affecting career preferences of library science students.

### 1.3 FIELD OF STUDY

The project is confined to the South African situation where the researcher resides and has observed the problem. The study concentrates on career preferences of library science students (third and fourth year, and Higher Diploma) and it involves students of residential universities, rather than correspondence institutions like Unisa. Preferences are limited to university and public libraries.

The validity of the researcher's findings will depend upon factors such as timely and adequate return of questionnaires by the respondents, the mood of the respondents when completing the questionnaire, and the quality of the questions, e.g. they should not be double-barrelled, ambiguous or obscure.

### 1.4 AIMS OF THE STUDY ✓

The aims of the study are:

- to determine whether library science students have career preferences;
- to determine factors affecting career preferences of library science students;
- to determine whether or not career preferences if these exist, are independent of sex and race;
- to make library science students aware of the need to create a better image of the library profession by rendering effective service to the general public for the development of our country.

## 1.5 METHODOLOGY

Personal experience and observation made the writer feel the need for a detailed study of career preferences of library science students to solve the problems created by a backlog in public librarianship.

### 1.5.1 Hypothesis

Library science students prefer to work in university libraries.

1.5.2 Data collection instrument

Career preference is an abstract concept which cannot be directly observed. It can be measured by inference, i.e. assessing all the responses in a questionnaire and covering them in numerical terms to produce an evaluative profile of career preferences. A survey questionnaire was chosen and constructed for data collection, and mailed to distant respondents in the Cape, Transvaal, Orange Free State and Natal, and handed out to students at the University of Zululand. The questions were constructed by the researcher with the assistance of the supervisor.

Most of the questions are closed-ended and only two are open-ended. The closed-ended questions allow for clear, precise responses from respondents and easy analysis of data.

At the University of Zululand the questionnaire was also augmented by informal interviews, e.g. by asking the university staff members whether or not they enjoy working there and why. Responses were positive and included the advantages of high salary and fringe benefits of studying at low cost or free of charge. These factors also affect career preferences of library science students.

Information input for the questionnaire included:

- social background information of respondents such as public library use, frequency of use and purposes for which they make use of the library;
- the type of work most preferred by respondents and the library type believed to offer chances for the most preferred type of work;
- promotion-related factors;
- salary-related library factors;
- the status-related library type;
- friends working in a particular library type;
- choice of a particular library type;
- general comments on the chosen library type or career preferences.

### 1.5.3 Sampling

It became important to select a sample of library science

students who must give their choice and views on the factors which affect them in choosing a particular library. Since the population is geographically scattered and the teaching medium or home language of subjects differ, stratified sampling was used.

The sample was confined to a few universities in South Africa regarded as representative of the entire society, that is:

- one Afrikaans medium, predominantly white university;
- one English medium, predominantly White university;
- University of the Western Cape, the only predominantly coloured university in the country;
- Two black universities because the researcher is particularly concerned with the black community.

The University of Durban-Westville, a predominantly Indian university, is excluded because it does not offer training in Library and Information Science anymore.

1.6 DEFINITION OF TERMS

1.6.1 Career preferences

In this study, career preference refers to the choice of a particular work environment or library type due to one or a few reasons. Respondents were to choose between the university and public libraries.

1.6.2 Library science students

In this study, library science students refer to third, fourth year and Higher Diploma in Librarianship students in South African universities. They are sometimes referred to as prospective librarians in this study.

1.6.3 Professional librarian

In this study, the term refers to the qualified librarian unlike the ordinary clerical layman who is sometimes called a librarian since working in the library.

1.6.4 Development

In this study, it refers to the improvement of the lot of

individuals as the key to growth in material living standards and improvement in the non-material aspects of life, like education.

1.7 SUMMARY OF CHAPTERS

Chapter 1 covers the introduction, i.e. the statement of the problem, the motivation for the study, the field of study, methodology and definition of terms.

Chapter 2 covers the background study and literature survey on the subject of career preferences.

Chapter 3 gives an outline of the potential need for professional public librarians in South Africa.

Chapter 4 contains the data analysis.

Chapter 5 covers the summary, conclusions drawn from the study and recommendations.

Chapter 6 contains the bibliography.

CHAPTER 2

THE CONCEPT OF CAREER PREFERENCES: BACKGROUND STUDY

2.1 INTRODUCTION

The concept of "career preferences" poses some difficulties of definition since there is a shortage of literature on the subject; instead, general literature on careers and attitudes was used for an in-depth study of the subject. Hall's work is most relevant and often quoted. "Career" is defined by Gutteridge (11, p. 54) as the sequence of a person's work related activities and behaviours and associated attitudes, values, and aspirations over the span of one's life.

Hall (12, p. 2-4) provides detailed definitions of "Career". According to him, career may be regarded as advancement, as profession, as a lifelong sequence of jobs and as a lifelong sequence of role-related experiences. He further makes mention of the fact that career is made up of both behaviours and attitudes, i.e. things the person does and feels and it is also two-sided. One side is subjective, whereas the other side is objective. Subjective career consists of changes in values, attitudes,

and motivation that occur as one becomes advanced in a profession. Objective career consists of the observable choices one makes and the activities one engages in, such as the acceptance or rejection of a particular job offer. Both the subjective and the objective aspects of career are important for a better understanding of one's career. The library and information science career, like other careers, is both subjective and objective.

An example of the subjective career aspect in the Library and Information Science profession, is when a student decides to enrol or register for the Library Science degree or diploma but only to find that at the end of the day, he/she is no more interested in librarianship and then starts looking for an alternative career or starts to develop a negative attitude towards the profession.

An example of the objective career aspect in the Library and Information Science profession, is when the library science student may prefer working in the acquisition department to the cataloguing and classification department. As such, if the student is offered a post, he/she will be interested in knowing the nature of relevant tasks.

"Career preferences" of library science students therefore

refers to the choice of a particular library type (university/public) due to perceived sequences of attitudes and behaviours as associated with work related experiences and activities in librarianship.

Career preferences do not exist only in library science. They also exist even in older professions like nursing, teaching, etc. Huey and Hartley's article (14) on what keeps nurses in nursing quotes a practical example that many nurses in the nursing profession are dissatisfied with this and that; for instance they are not satisfied with the salary.

What keeps nurses in their profession is that they get satisfied and feel happy after saving the souls of some patients and healing them regardless of their overwork strain, under-payment and lack of appreciation by others (14 p. 184-185). Librarians should therefore consider that they are also not exceptional. Information (like nursing) may also be regarded as being capable of healing users when such users make use of information got from libraries for decision-making, problem solving, self-improvement, recreation, etc.

There are important factors which may affect career preferences of library science students and they include

library professionalism, the educational system, expectations, interests, personality, needs, social background and organisational structure.

## 2.2 FACTORS AFFECTING CAREER PREFERENCES OF LIBRARY SCIENCE STUDENTS

### 2.2.1 Professionalism

Profession may be regarded as an occupation involving advanced education and training; characteristics of a profession include a high degree of generalised and systematic knowledge; a primary orientation to community interests rather than individual self-interest; a high degree of skill involving responsibility and self-regulation of behaviour that is internalised through formal education, work socialisation, codes of ethics and professional associations and a culture which includes a value system. Professional knowledge and theory are important guides to actions. The South African Institute of Librarianship and Information Science (SAILIS) is an example of professional associations in our country. SAILIS issues and maintains standards for the education of professionals (20, p. 147; 23, p. 20).

It is important to examine whether or not a particular profession meets the criteria for professional recognition and professional status in our country. The library and information profession can be judged by its perceived value to the South African society and the way it values itself. Ivey's report may serve as a point of departure here (15, p. 161-171). Library/information workers have relatively positive attitudes towards their profession and the degree of positivity is influenced by factors such as high salary level, type of library/information centre and social background. On the other hand, they accord the profession a position of relatively low social standing in the South African society. Attitudes of library/information workers towards their chosen profession have an influence on their professional activities and career preferences. 85 % of those who participated in the survey appeared to have positive or rather neutral attitudes towards their career but most would not choose the same career again.

#### 2.2.2 The educational system

Training/educational system is correlated with professionalism since it deals with professional knowledge. Education of library/information work professionals in South Africa, like in other countries, may affect their

career preferences. It will therefore be important to examine curricula of a few library schools in South Africa. The researcher then decided to choose prospectuses of the University of Zululand (as an English medium institution in which Blacks dominate), the University of Natal (as an English medium multiracial institution) and the University of the Orange Free State (as an Afrikaans medium institution). The prospectuses cover the relationship between professional education, training and practice. Although they show a broad commonality of purpose, there appears to be significant differences in the content and structure of the educational programmes offered by the library schools of the universities but a closer look reveals that the differences are not very deep. For instance, the names of some courses may differ from one university to another but only to find that their purposes are the same. Also, document studies and bibliology as synonyms may both be used in a particular institution.

A statement of objectives can be either explicit or implicit. Explicit statements can be found in the schools' prospectuses and direct contact with the library science educators. Implicit statements of objectives are embedded in the curricula of the various schools, the emphasis and preferences of each school in connection with course content, form and materials and they reflect views

on the desired shape and direction of professional education. Some library schools in South Africa include statements of objectives in their prospectuses, while others do not. For instance, the University of Zululand does whereas the University of Natal does not. This shows that although the researcher has used prospectuses to examine the curricula of a few library schools in South Africa, it is important to note that a prospectus may not be regarded as the best medium for making a comprehensive final conclusion on the goals and objectives of library schools.

From the content of prospectuses and professional experience, we can tell that librarianship is a social profession with emphasis on theory and principles of academic training of librarians, and on skills and techniques of library management and organization. Library management involves knowledge of aims and objectives of various library types, preparing materials for the shelves, cataloguing and classification, control of the library and the personnel, staffing and budgeting and planning. Education for librarianship in our country at present offers professional training which prepares students for employment in many organizations, whether public, special, national or academic libraries. The educational structure enables the student to contribute to the development of

libraries and librarianship, to analyse the role of librarians and libraries and to acquire, develop and analyse the professional competence needed for working in any library type. For instance in the University of Zululand calendar (32, p. 39) in Library Science I, types of library and their role in the society are covered and reflect professional competence needed for working in any library type. Library schools must adapt their curricula to the new South African political changes where librarians should play a proactive role in order to improve their self-image and contribute in the development of our country. For instance, approaches to the new model for the South African public library may be regarded as requiring the attention of librarians so that they can contribute to the topic and to the development of public libraries. But the underlying problem to this is the lack of funds and of professional posts for qualified librarians. Related to this, is the fact that it is not always possible for library science graduates to obtain the type of post they require, which is something common even in other professions.

### 2.2.3 Organizational structure

Choosing a particular organization or library type to work in, is the most important factor affecting career

preferences of library science students. Hall (12, p. 36) makes mention of the fact that less research is conducted on organizational choice than on occupational choice. However, the theories of person-environment fit that have guided occupational choice research can also be useful for predicting what organizations people will join. The degree of fit would probably be strongly related to factors such as satisfaction of the professional's needs, preferences, expectations and interests, personality and his/her social background. For instance, in the case of the fit between the satisfaction of the library science student and his/her chosen library type, the student with high needs for achievement may choose an achievement-oriented type of library such as the university library where he/she can easily further his/her studies. On the other hand, the student who wishes to contribute to community development will sacrifice no matter what, and choose to work in the public library.

If the prospective librarian enters a work organization and tends to experience unmet expectations, surprise, anxiety, disillusionment and other feelings of not being fully prepared for the day-to-day activities and problems of the work environment, adaptability is essential. This is the common problem with professionals new in an organization

such as lawyers, teachers, doctors, managers, etc. and students should be aware of this fact. As time goes by the employed professional becomes able to increase his/her fitness to the work environment, e.g. through in-service training. Many authors in the subject literature talk about career stages. For instance, London and Stumpf (19, p. 35-40) make mention of early, mid and late career stages. In the early career stage, the work environment can either motivate or discourage the employee therefore orientation of the new employee is essential. In mid career, career transitions and life event changes become increasingly interconnected, i.e. there should be a balance between work and personal roles. If one's health suffers or family member(s) suffer(s) due to work problems, the professional may move into a less demanding career role in order to have more energy for family relationships. Job/career change would include specific needs such as greater participation in decision-making, greater autonomy, more variety in assignments and more feedback on the impact of one's work. Continuing training and development is another need related to midcareer. Changes in the job or organization can be a potent means of stimulating midcareer exploration. Late career is generally a time for maintaining established career patterns and eventually disengaging from the work force.

Other factors related to organizations as work environments may include recognition of the organization by community members, high salary offered, attractiveness of buildings, furniture, fringe benefits, etc.

#### 2.2.4 Personality

Personality is related to how the library science students perceive and evaluate the library/information work profession. Personal orientation to career selection is important here and is related to the interaction between personality and work environment, that is, people gravitate towards environment congruent with their personal orientations (17 p. 62-64). It is therefore important to evaluate the individual's professional values and how the individual perceives his/her role in the organization. Usherwood (33, p. 9) makes mention of three relevant roles, and it is important to note that role here refers to a set of expectations and behaviours associated with a given position in an organization. These roles are role expectation, role conception and role performance.

Role expectation is concerned with the structurally given normative demands associated with a position, e.g. expectations of a person appointed as a subject librarian

in the university library. She many regard herself as a LIS manager.

Role conception is concerned with the individual's own view of the image of someone in his/her position, e.g. what a public librarian of another institution at his/her level should think and do. Ivey (15, p. 170) points out that library/information workers are not always getting from their jobs what they are looking for. They usually place a very high value on having the opportunities to use their intellects and they normally do not receive satisfaction in this sphere. This is of course true with the public librarian who is willing to perform particular professional tasks like cataloguing and classification but finds that he/she must concentrate on serving the public. This may be discouraging to an enthusiastic cataloguer or classifier, although it sounds odd to an experienced librarian who knows exactly that the main aim of any library is rendering effective service to users, and other professional tasks are just part and parcel of this.

Finally, role performance is concerned with what the individual actually does. Library science graduates must be made to understand that what they are doing in their work environment contributes to the development of the

underdeveloped in our country. This is closely related to where the professional librarian will find a job.

#### 2.2.5 Needs

Human needs also have a strong bearing on career preferences. Maslow's approach to human needs will be applied here, i.e. human needs range from physiological needs through safety, affection, ego and self-actualization. It seems reasonable to assume that there is a tendency for people to choose careers that will enable them to satisfy their most important needs through their work performance. For instance, some newly qualified library science graduates may prefer to work in the university library because it pays well and has status in their communities whereas others may prefer to work in the public library because of the availability of chances for immediate promotion (17, p. 55-57).

#### 2.2.6 Interests

The concepts of interest can be defined as a response of liking related to a particular professional role and an aversion is a response of disliking. Hall (12, p. 12) provides the most familiar instrument that measures

interests, i.e. the Strong Vocational Interest Blank (SVIB) which was developed by Edward K. Strong. The instrument involves experimentally identifying relationships between occupations and interest patterns. Operationally, Strong measured an interest by asking respondents to indicate liking (L), indifference or disliking (D) for a particular activity, occupation or object (e.g. library manager).

In this study, the approach will be related to Strong's since subjects may have likes and dislikes of particular profession-related tasks acquired through their training.

Having interests in a particular career is common even in other professions such as teaching, nursing, medicine, etc. For instance in teaching, one may find that a professional is interested in teaching at high school and specializes in particular subjects which interest him/her the most.

#### 2.2.7 Expectations

Expectations of the library science student are closely related to the educational system and his/her training. During the training process, the prospective librarian acquires specialized knowledge (e.g. Library Management,

Information Science and Information Systems) which can enable him/her to run a library. After a long period of training, the prospective librarian develops a set of aspirations and expectations about what he or she will encounter in the work environment.

Hall (12, p. 64) points out that the young person usually expects challenging work that is meaningful and ability stretching. The newly qualified librarian also wants to apply the knowledge and skills which it took so many difficult years to acquire and even expect a high salary scale. The librarian will also want to be able to test himself/herself, to experience psychological success and a sense of competence. This need for competence, the need to have an impact on one's personal environment, is an important basic human need and is especially important for young people or professionals.

The need for psychological involvement in one's work is related to the desire for challenge. That is why some library science students would prefer to be offered challenging work like cataloguing and classification and reference work in the work environment. Young graduates tend to place increasing emphasis on intrinsic rather than extrinsic rewards for their work. Dissatisfaction with

work challenge seems to be especially strong in the first year of work/early career stage. When taking the work environment of the university and public libraries into consideration, some may regard the public library as less challenging since the librarian here becomes more user-oriented than any other thing. For instance, books arrive in branch libraries readily classified. Librarians who were interested in the classification process, would then suffer. Their training could however change their perceptions of the scope for professional jobs in the public library.

Hall (12, p. 65) provides an important summary of factors considered by students in choosing their first jobs, divided into very important and less important factors. This is a general approach which can also work effectively even in the career preferences of library science students as we have already seen. Very important factors include opportunities to use special aptitudes and educational background, challenge and adventure, opportunity to be creative and original and high salary. Less important factors include a stable and secure future, a chance to exercise leadership, opportunity to work with people rather than things, freedom from supervision and opportunity to be helpful to others.

When looking for a job the very important factors seem to be most essential/relevant to the professional and thus will be a first recommendation in career preferences of library science students rather than the less important factors. This does not mean that the less important factors should be excluded.

#### 2.2.8 Social background

We have already discussed factors related to the individual as possible determinants of career preferences. There is also a variety of forces in the environment which are also extremely potent in channeling library science students to choose a particular library type (12, p. 18). For instance, it is common among Blacks to live without having a public library service. This is of course true (from the author's working experience) since one finds that a large number of black students in our country start using library services at the university level for the first time due to the shortage of school and public libraries. As such, the library science student who started to make use of library service at the university level, might have a positive attitude towards university libraries rather than the public library since he/she might value their role in the university community. Whites are more exposed to library services since they also have a reading tradition and

enough libraries and career preferences of white students are expected to vary from those of Blacks. No matter what, black librarians should not develop negative attitudes towards public libraries, instead they should contribute to their development.

Again, public attitudes towards a particular library type can also affect career preferences of library science students. For instance, in underdeveloped communities, the public library may be valued as equal to the university library.

Super in Hall (12, p. 19) makes mention of important factors which may also affect career preferences of library science students such as the family, chance and economic factors. Family background such as family members or friends who are working in a particular library, can affect career preferences of the students.

The level of community development from where the library science student comes, is here seen as having a strong effect on his/her career preferences.

#### 2.2.9 Other factors

In her findings, Ivey (15, p. 167-168) points out that home

language is another factor affecting career choice of library and information workers and definitely found that Afrikaans speaking library/information workers were more positive than the English speakers. The same approach will be used when sampling in this study.

### 2.3 CONCLUSION

"Career preferences" of library science students refers to the choice made by library science students for a particular library type (university/public) due to perceived sequences of attitudes and behaviours as associated with work-related experiences and activities in librarianship.

Factors related to the students' career preferences include professionalism of librarianship, the education system of library schools, factors related to the organizational structure of the work environment, personality, needs of the students, interests of the students, expectations of the students and their social background.

Prospective librarians are expected to lend a hand in the development of our country. It is therefore important to inspire and motivate them by a vision of the developmental

benefits of a relevant public library service to the South African situation. Prospective librarians whose main point of interest is helping and uplifting people by informing and educating them through library services, will be determined by reasonable factors affecting their career preferences. The librarians whose main point of interest is serving self-interests, will be guided in their choice by organization-related factors and may be regarded as being afraid of facing the realities of library services in developing communities. Normally, professional librarians have the required skills for running a library and they must have a desire to contribute in the area of developing their country. A profession is concerned with service.

CHAPTER 3

THE NEED FOR PROFESSIONAL LIBRARIANS IN SOUTH AFRICAN  
PUBLIC LIBRARIES

3.1 INTRODUCTION

The library literature reveals a backlog in public librarianship at the present stage. There is a shortage of public libraries in both rural and urban areas. Non-qualified staff are also taking the lead in some of the existing public libraries. This serves as a challenge for library schools and professional Library Science students. Various authors contribute to new approaches to the topic, like Vermeulen (35) Williams (37) and Zaaïman (39). For instance, Vermeulen puts the public library and its role in society into perspective while Zaaïman recommends more dramatic changes, and can serve as a guide for present and future South African needs and information flow in developing communities.

Presently, public libraries in our country are not serving the needs of the disadvantaged since their approach is Western-oriented. The efforts of the few existing libraries serve only to camouflage the inadequacies of the

majority (i.e. more oriented to the needs of Whites). "Disadvantaged people" does not refer to basic poverty, lack of transport, etc. but refers to a minority group, for example, in rural areas that cannot be reached by the conventional services. The library literature reveals that there are many libraries for Whites, quite a few for Coloureds and Indians and almost nothing for Blacks. It is therefore the government's responsibility to establish adequate libraries.

Up to now, the government has not appeared to regard the public library as a vehicle for social, political and economic development (39, p. 220). It is therefore on the shoulders of professional librarians whether or not they convince the government of adequate financing of public libraries in our country. In this era of development, future governments are likely to respond to the increasingly urgent calls for making drastic changes.

It is high time for public libraries to prove that they could be notable development agencies. Librarians, both prospective and practising, should be aware that with regard to funding by the government, priority is given to agencies and services that are believed to advance development directly.

Therefore, there is a need for public libraries to shift from traditional Westernized to Africanized public libraries. Africanization is defined by Vermeulen (35, p. 2) as the process by which the library is adapted to accommodate the needs of the entire South African community. Going back to the professionalism aspect discussed in chapter 2, public librarianship should be primarily oriented to service to the community rather than the self-interest of the individual librarian. Traditional aims of the public library can remain the same but they require modification according to the need of a particular community served.

The new public library's aims and functions include to act as an information centre which should determine the needs of the community, a study centre which makes available study halls and materials to students, a centre for adult and non-formal education and which could see to the needs of newly and semi-literates, be a library with a children's section for storytelling and have a loan section for both print and nonprint materials.

As a vehicle for social and economic development, the public library must be a place for survival information for Blacks and must be geared towards helping them in daily living, work situations and social life. For instance, they must get information on how to run their own

enterprises whether commercial, industrial or agricultural. This may be regarded as do-it-yourself information, which is of vital importance in a community with little money to spend on expert services and to those without jobs (39, p. 38-39). As institutions, public libraries must strive for combating social inequality and injustice. As a social institution, the public library must inform the public of its services and motivate it to make use of its services, e.g. libraries should not be too far from the local shop complex. Professional librarians must introduce READ and Operation Upgrade programmes to improve the illiteracy rate.

The public library should be institutionalized but must draw on all the sources of information available and disseminate all types of material according to the needs of users. This is related to censorship and in the new South Africa, the government is not expected to ban information relevant to the political changes. Professional librarians should raise some suggestions on this issue.

### 3.2 PROBLEMS FACED BY PUBLIC LIBRARIES IN DEVELOPING COMMUNITIES

According to Zaaiman's report (39), practising professional librarians often plead ignorance of the needs of developing

communities since they appear to function mostly on the basis of knowledge obtained during professional education, from experience gained on the job and through the reading of professional literature. It is important to note that professional training in South African library schools is usually based on the model of Western countries and not necessarily relevant for South African community needs. The underlying reason for this is that our country is still underdeveloped and cannot rely heavily on approaches suitable for developed communities.

Shillinglaw (27, p. 39-40) defines under-development as a failure to make full use of human resources and further mentions areas of underdevelopment in South Africa as related to economic, educational, social and political aspects. As such, many professional librarians in our country are concerned about the lack of valid knowledge on which to base their activities. This is one reason for the need for new approaches to the South African public library model.

Public library use generally requires a relatively high level of educational attainment, i.e. beyond elementary school. Most developing communities are characterized by a low average education level while public library use needs a relatively high level of educational attainment.

This becomes a major problem in public library service since there is a high illiteracy rate in our country (27, p. 41).

Blacks have an oral rather than a reading tradition and for impoverished people, books and reading are low priorities. Such people may not see the need for public library service. Professional librarians must fight against this although they may experience problems of acquiring suitable literature for illiterates and newly literates. Again, the language of literacy may not be the language of the people, which becomes a problem for reading since the user must know the second language in order to use the library. Related to this, is that local publications in the vernacular may not provide enough educational material for public library service (27, p. 43).

South African public library services are not wide and deep enough to serve all those in need. It is clear that standards for libraries in our country are copied from Western literature and therefore there is a need for a new set of standards relevant to the actual South African situation. There is a division of service between the "rich" and the "poor" (37, p. 102). For instance, there are inhabitants of informal settlements who require library services but only to find that this is impossible without

the mandate of the ignorant government which has not been prepared to accommodate the needs of such people (3, p. 64).

Poverty, unemployment, poor housing, limited access to social services and the social pressures of living in districts where there is misery, crime, disease, are above average for a society. The public library should provide relevant information related to these aspects (27, p. 80).

Other problems include the existence of the cultural gap in the South African society and the educational crisis.

### 3.2.1 The cultural gap

There are various cultures and nations in South Africa and such communities differ in the basic way of living, approach to matters of common interest, political issues and affiliations, etc. Therefore, the librarian is faced with the problem of this diversified spectrum of cultures and subcultures. For instance, Blacks and Whites have different social backgrounds. Whites gain a lot from the present public library services whereas the illiterate Blacks who require a basic survival service are ignored.

Approaches to the new model must try to solve the problem of duality of information services to include all members

of the community.

### 3.2.2 Formal, informal and non-formal education

For formal educational support, the public library can contribute in the developmental area by providing resources for schools and can become the study centre for school children.

Informal education is the process of growing in knowledge, skills, attitudes, and insights from daily experiences and contact with environment. Informal education would include learning from reading, watching films and discussions.

Non-formal education refers to educational activities and services offered to people outside formal educational structures such as schools and colleges (39, p. 19-21).

#### 3.2.2.1 Crisis in formal education

The present black education system poses a lot of complications. For instance, daily occurring disruptions in schools and the issue of overcrowded classrooms cause disturbances in black schools. There is also a wrong perception among students who associate books with studies. The public library must try to develop a reading culture

amongst Blacks, ranging from children, young adults, adults including the physically handicapped.

The educational system under apartheid together with lack of co-ordinated and enthusiastic commitment to equal education inhibit the proper addressing of the entrenched education imbalance. For instance, the black education system today does not educate children for life but rather to pass examinations and this results in school-leavers being unable to utilize information sources for general knowledge and also causes a lack of the reading tradition (34, p. 21-26).

In black schools we find that there are in most cases no libraries or media centres and students have few or no books in their homes. It is difficult to borrow educational books from friends.

The home environment of blacks are usually poor, i.e. four-roomed houses without study rooms and privacy. Such an environment is not conducive to studying. For a black student, a home is a busy place where he/she is supposed to help with household chores. An environment of this nature exists in many black townships, e.g. in Mamelodi where the author lives, UNISA, VISTA and high school students make use of the public library as a place to study. In Mamelodi

East, there is no public library and therefore UNISA and VISTA students usually pay R5 for making use of one of the YMCA empty rooms as a study place.

Again, in the Eastern Transvaal, there are a lot of disruptions in schools. It is a rural region and there are hardly any public libraries. Part-time students at UNISA and VISTA for instance are badly in need of a study place and most school principals are against the idea of accommodating them during weekends and in the evenings as it is the case in other places like Mamelodi.

Even in the Empangeni/Richard's Bay area in Natal there are no public libraries for Blacks. The National Education Crisis Committee (NECC) deals with matters associated with the education crisis in our country and has developed the concept of People's Education to bring about change in the public library's use and the main aim being to serve as an ideal vehicle for self-directed study utilizing a wide range of resources both oral and recorded (34, p. 26-28).

The public librarian should be able to suggest and provide information which can be of immediate practical benefit to students. User guidance is also important here and adequate hours of opening are essential.

### 3.2.2.2 Informal and non-formal education

A gap also exists in the provision of materials and services for self-education and self-improvement in South African public library services. A large number of people in South Africa do not have opportunities for studying through formal educational structures, especially black adults. Professional librarians need to pay attention to this problem since the public library is one of community centres to concentrate on this. Audiovisual instructional materials and books on home repairs, hobbies, sports, etc are essential here. This can help the public library to be recognized as a developmental agency.

The public library can strive towards becoming the core part of informal and non-formal education, e.g. conducting literacy classes, but the problem lies in the present buildings' structures for public libraries. Few public libraries for Blacks known by the author have study halls or separate rooms where storytelling and literacy classes can be conducted.

### 3.3 PROFESSIONAL LIBRARIANS AND THE NEW MODEL

In the new South Africa, professional librarians especially in the public library, must stop the duality of their

service and offer equal opportunities for information flow to both Blacks and Whites, whether in urban or rural areas. The present political situation identifies this need and calls for immediate attention.

Librarianship, especially public librarianship, is important for the development of our country since the public library is there to serve the interests of the public. Qualified librarians are required in public librarianship to improve the quality of the present operating libraries, e.g. by first studying community needs before designing service to them.

If professional librarians fail to face the new challenges of public librarianship, they will miss the opportunity of being community developers (39, p. 30). On the other hand, most professional librarians complain about their status in the community (14). This is the opportune time for creating a positive image of public librarianship.

Library schools and the library literature should address the important role the public library could play in the development of our country. At the University of Zululand library school honours students are expected to concentrate on community information needs and the role of the public library in a developing South Africa. The Zaaiman report

published in 1988 is an outstanding example of research conducted in the field of public librarianship. Johnstone (16) and Vermeulen (36) are also examples of research conducted in public librarianship.

Professional librarians must pay attention to issues such as alternative arrangements in public libraries for developing communities since the conventional classification schemes like DDC appear to be too complicated.

Library literature reveals that public libraries are in most cases faced with financial constraints; during such periods, the professional librarian can introduce user fees. It is important to remember that user fees are not suitable for developing communities since they may be discouraged to make use of the public library service. It should only apply to developed communities. The educated black elite living in town may be included under developed communities but in the black townships and rural areas it may be discouraging and should be avoided due to financial constraints experienced by these groups.

Professional librarians should allow user participation and should also consider comments by professionals in other fields and youth structures that could help with ideas in

the policy-making process.

The main step for approaching the new model would be the study of various cultures represented in South African society and the socio-economic factors for easy guidance in the design of information systems. It is therefore important to discuss these facts separately.

### 3.3.1 Cross-cultural society

We have already made mention of the fact that South African society is multiracial/multicultural and therefore calls for good interpersonal communication between the librarian and users. There is a need for basic intercultural skills of communication. The main problem faced by South African librarians, is that it becomes hard to find real information required either by the librarian or the user since the study approach is foreign and library schools use foreign literature.

Behrens (2, p. 87-97) is an advocate of the cross-cultural society in South Africa and will be the main source for this discussion. By culture here we mean the total accumulation of many beliefs, customs, activities, etc. Means of communication in the cross-cultural society include oral, and written communication, graphics, music,

and all human endeavour and non-verbal communication. Public librarians of the new public library will have to master communication skills aimed at Blacks, Whites, Coloureds, Indians etc. as user groups in our society. We find Blacks living in cities and the few Whites living in black townships (e.g. in Mamelodi) expect first rate service. Therefore, the segregation of users according to colour is not valid. Educated Blacks would prefer to utilize the same information sources as Whites and be treated equally. One example of such a service is that rendered by the State Library in Pretoria.

General communication barriers play a crucial role in the proper provision of information by the professional librarian. Barriers of communication here include personality, low self-esteem, lack of communication skills, mistrust, stereotyping and non-verbal behaviour. The vast number of languages spoken in South Africa are another barrier as most people must share a common interpretative code. Professional librarians should be capable of understanding the underlying reasons for incomplete questions and lack of communication skills during the reference interview-process.

Effective cross-cultural communication between librarians themselves could improve mutual understanding and trust in

a fast changing society in South Africa. Again, South African library schools should take culture-related barriers into consideration when developing curricula. For instance, this issue could be interconnected with the reference interview studies in Information Science.

Knowledge of user needs from different cultures is also important, therefore an anthropology-related course could be included in library science curricula.

### 3.3.2 The needs of the South African society

The multicultural approach to library services serves as a ladder towards effective study of the general information needs of South Africans, both in urban and rural areas. Bekker (3, p. 63) points out that a better approach for studying needs for quality service to Blacks is by studying their characteristics. This will lead to the Africanisation of public library services. Johnstone (15, p. 5) makes mention of related characteristics of Blacks, which pose some problems for rendering effective service to them. Such characteristics include that books are not part of everyday life, Blacks do not have a reading tradition, the shortage of suitable materials for newly literates and that visiting libraries for recreational purposes is foreign to Blacks. Related to this, is that

black communities live in urban and rural areas. More than 50 % of black South Africans live in urban areas, and it is generally accepted that the rapid process of urbanization will continue.

User needs may differ from one place to another and therefore it is important for the public librarian to study the needs for a particular community served. User needs of the South African society include educational, informational, socio-economic, political and cultural needs. The public library must make information and information sources available for related needs. The public library must keep users up-to-date with political issues, cultural history and information of practical value to users (e.g. on do-it-yourself projects). The public library should provide study halls and materials to supplement formal, informal and non-formal education for users.

It is important for public libraries to enhance the relevance of library holdings to community needs. To accomplish this, community leaders should be consulted for recommending relevant materials to a particular community.

3.4

### CONCLUSION

The existing backlog in public librarianship in our country, calls for the attention of prospective librarians. Public libraries are more Westernized than Africanised, and therefore mainly serve the needs of the educated elite. In this way the disadvantaged are ignored which is unfair and against the principles of public librarianship.

Professional librarians can make public libraries to be Africanised and play a proactive role in the developmental areas by studying the characteristics and needs of the community served. This can lead to recognition of the public library as a community centre for development <sup>and the improvement</sup> of the image of librarians, especially public librarians.

By studying user needs and serving all community members including the disadvantaged, Blacks can benefit a lot. The oral tradition of Blacks may turn into the reading tradition and through relevant public library services even the unemployed can develop do-it-yourself skills and make a living out of them. Qualified librarians can conduct effective research on a continual basis for life-long cost effective library services. Non-users can also be motivated and become users. This may lead to the development of our country, leaving many South Africans

developed and leading better lives.

Special services such as current awareness services are also essential to the general public, as is the case with users in other types of library. Establishment of alternative arrangements is another special service which requires professional skills. All these show that there is room for qualified librarians in public libraries.

The challenges are also in accordance with identified career expectations, and with job satisfaction, i.e. the challenges offer opportunities for doing something worthwhile which is an important motivation in, for example, the nursing profession.

The challenges posed by the roles public librarians could play in a South Africa in transition could provide a stimulus for library and information workers to commit themselves to service in public libraries. It would therefore be in the interest of the profession as well as the development of the community to determine whether librarians-in-training are committed to alleviating the information related problems posed by a society in distress.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 INTRODUCTION

In the previous chapter, we have discussed factors related to the backlog in public librarianship in our country and concluded that there is room and need for professional public librarians. In this chapter, it will be important to examine whether or not prospective librarians in our country are aware of and prepared to face the challenges existing in public librarianship. This will be done by analysing data collected by means of the questionnaire.

4.2 POPULATION

The population studied includes library science students in their third/fourth year of professional training and those doing the Higher Diploma in Librarianship from various universities geographically distributed in our country, and with different languages of instruction. Stratified sampling became the most suitable and representative method. It was confined to:

- one English medium, muticultural but predominantly

white university (i.e. the University of Natal, Pietermaritzburg campus)

- one Afrikaans medium, predominantly white university (i.e. the University of the Orange Free State, represented as OFS in the tables)
- University of the Western Cape, the only predominantly coloured university in the country (represented as UWC in the tables)
- two black universities (i.e. the University of the North, represented as UNIN in the tables and the University of Zululand, represented as UZ in the tables).

The University of Durban-Westville, a predominantly Indian university, is excluded in the sample because it does not offer training in Library and Information Science anymore. However, the sample seems to be representative of various strata of the population.

Two black universities were chosen since the researcher is mainly concerned with the black communities. Related to this, is that our country is predominantly Black with the

high illiteracy rate, contributing a lot to the concept of "underdeveloped South Africa".

#### 4.3 RESPONSE

Response for the universities included in the study was 100 %. This may be due to the fact that questionnaires were sent direct to the heads of department and therefore it became easy to receive back all the questionnaires.

#### 4.4 TECHNIQUE

For gathering information from the respondents on their career preferences, the survey method was chosen. Morton (22, p. 167) says that the survey is a technique for collecting research data and can identify the incidence, distribution and interrelation of sociological and psychological variables in populations.

The questionnaire is the most often used method in survey research and was chosen as the most suitable for collecting the required data from respondents. Other methods include interviews and observation.

The interview method can complement the questionnaire method of survey. Busha and Harter (5, p. 77) point out

the very same thing when they say that in survey research, the research for new information is by no means limited to the use of a questionnaire. The author has also conducted informal interviews with a few professional librarians working in university and public libraries whom she incidentally met.

Observation was not suitable for collecting the required information from the population in this study.

#### 4.4.1 QUESTIONNAIRE

Before constructing questions, the researcher had also to consider the advantages and disadvantages of the questionnaire. Busha and Harter (5, p. 61-88) served as a guideline here.

#### \* ADVANTAGES OF THE QUESTIONNAIRE

\* A questionnaire allows a wider range and distribution of the sample than the survey interview method, therefore it became easy to send questionnaires to the geographically scattered respondents in the Cape, Natal, the Orange Free State and Transvaal.

\* A questionnaire provides an opportunity for

respondents to give frank, anonymous answers. Therefore respondents felt free to give accurate answers according to their choice which could be difficult in the presence of an interviewer.

\* Questions were carefully constructed to collect data relevant to the topic. The questions were constructed in both English and Afrikaans in order to suit both the English medium and Afrikaans medium respondents. All respondents received the same questions in the same format and with the same instructions for completion.

\* Low cost is the main advantage of the survey questionnaire when compared to the interview method. The expense of printing and distributing questionnaires was not as much as travelling expenses for interviewing the population would have been for this study.

\* DISADVANTAGES OF THE QUESTIONNAIRE

\* Subjects may have a prejudice against questionnaires, maybe because they are too committed or receive too many questionnaires to take their completion seriously. As a result, they may not complete the

questions accurately, e.g. in case of non-response to a question as it was the case with a few questions in this project.

- \* Verification of the accuracy of questionnaire responses may sometimes be difficult or even impossible, as in the present case.
  
- \* A questionnaire should be pretested in a pilot survey to identify and ensure correct interpretation by respondents and subsequent clarity in the replies. The questionnaire for this project was pretested using a few students at the University of Zululand.
  
- \* Non-response requires attention since non-respondents are likely to differ significantly from respondents which could result in a biased sub-sample. Fortunately the majority of subjects responded to most questions of this project. However, it will be important to include non-respondents in the results.
  
- \* Validity of the survey results depends on the return of a high percentage of questionnaires, as is the case in this study.

These disadvantages show that the questionnaire method requires thorough planning.

These disadvantages show that the questionnaire method requires thorough planning.

The first part of the analysis consists of tables and the second part consists mainly of the opinions of respondents. Each question is repeated exactly as it appeared in the questionnaire.

4.5 TABLE-RELATED QUESTIONS

Q.3 SEX OF RESPONDENTS

SEX	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
MALE	1	1	9	5	4	20	17,9
FEMALE	24	25	17	12	14	92	82,1
NO RESPONSE	--	--	--	--	--	--	--
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.1

The ratio of male to female students is 1:4,6. There are few male and many female library science students in South Africa.

Q.4 Have you ever made use of a public library?

PUBLIC LIBRARY USE	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
YES	22	24	19	17	14	96	85,7
NO	3	2	7	--	4	16	14,3
NO RESPONSE	--	--	--	--	--	--	--
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.2

A high percentage (almost 86 %) of the respondents, irrespective of sex, make use of a public library service. A higher percentage of non-users exist in black institutions, i.e. at the University of the North about 27% and at the University of Zululand 22,3%. The main reason

may be that very few libraries exist in black communities and many black students are not used to them and this may at some later stage affect their career preferences.

Q.5 If your answer to question no. 4 is yes, how often do you make use of the public library?

FREQUENCY OF PUBLIC LIBRARY USAGE	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
ONCE OR MORE A WEEK	4	4	--	6	1	15	13,4
ONCE A MONTH	4	2	--	2	--	8	7,0
ABOUT TWICE A MONTH	5	3	--	3	2	13	12,0
ONLY DURING HOLIDAYS	6	14	18	4	10	52	46,4
USED WHEN AT AT SCHOOL BUT NOT AT PRESENT	2	3	1	1	1	8	7,0
NO RESPONSE	4	--	7	1	4	16	14,2
COLUMN TOTAL	25	26	26	17	14	112	100

TABLE 4.3

The majority of the respondents make most use of the public library during holidays, i.e. 46,4%. For Blacks, this may be due to the fact that there are no public libraries near their universities, e.g. the public library which may be helpful to the university of Zululand students is situated about 17 km away from the campus in Empangeni and there are no public libraries at the village near the University of the North. The University of Natal, Orange Free State and UWC respondents are capable of making use of the public library once a week.

Q.6 For what purposes do you use the public library? Please tick all relevant options.

	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
AS A QUIET PLACE TO STUDY	1	3	5	4	5	18	16,1
NO RESPONSE	24	23	21	13	13	94	83,9
TO GET INFORMATION FOR STUDY PURPOSES	17	18	15	10	10	70	62,5
NO RESPONSE	8	8	11	7	8	42	37,5
FOR RECREATIONAL READING	16	25	16	13	9	79	70,5
NO RESPONSE	9	1	10	4	9	33	29,5

TABLE 4.4

Few respondents make use of the public library as a quiet place to study. This may be due to the fact that they

spend most of their time in the university library, e.g. making use of reserve collection materials and doing assignments. 62,5 % respondents make use of the public library to get information for study purposes. 70,5 % of the respondents make use of the public library for recreational purposes, the Afrikaans medium respondents dominated the figure as the group making most use of the public library for recreation, i.e. 96 % against 24 % at the University of the Western Cape.

Q.7 For which of the purposes in question no. 6 do you use it most?

	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						TOTAL	ROW%
	NATAL	OFS	UNIN	UWC	UZ			
AS A QUIET PLACE TO SIT AND STUDY	3/25	2/26	1/26	3/17	2/18	11	9,8	
TO GET INFORMATION FOR STUDY PURPOSES	7/25	7/26	3/26	3/17	6/18	26	23,2	
FOR RECREATIONAL READING	9/25	11/26	22/26	9/17	5/10	56	50,0	
NO RESPONSE	6	6	-	2	5	19	17,0	
COLUMN TOTAL	25	26	26	17	18	112	100	

TABLE 4.5

Recreational reading is the most popular activity with information for study purposes the second most popular choice. There is a slight discrepancy between the results of this table and the results of the previous one, and a significant one between table 4.5 and 4.6. The poor performance of "a quiet place to study" also contradicts observations of the Johannesburg Public Library and the Durban Municipal Library. This may be due to the fact that university students from residential universities make most use of the university library as a quiet place to sit and study and to get information for study purposes. As a result the university library usually closes late in the evening and when getting to the public library they only require recreational materials.

0.8

What do you regard as the main function of the public library? Choose one option only.

FUNCTIONS	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
1. EDUCATION	3	3	2	4	2	14	12,5
2. RECREATION	4	13	6	4	2	29	25,9
3. INFORMATION	16	9	13	8	14	60	53,6
4. CULTURAL APPRECIATION	2	1	3	--	--	6	5,3
NO RESPONSE	--	--	2	1	--	3	2,7
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.6

It is quite interesting to see that the majority of respondents perceive the public library's main function to be information. On the other hand, it is surprising to see that their second perception is associated with the recreational function (25,9 %), disregarding the educational and cultural appreciation functions.

Prospective librarians, especially Blacks, seem not to be aware of various important facts. Firstly, there is a need for fighting against the high illiteracy rate amongst Blacks, of which the public library literacy classes can contribute in the development of our country. Again, since there is a need for lifelong continuing education, the public library can play a vital role in making resources available for informal and non-formal education. It can also play an important role in providing space for study purposes, especially to the needy from poor houses. Lastly, cultural history can play a vital role for attracting the general public, especially adults, to make use of public library services (e.g. oral history on cassettes).

Q.9 What type of library work would you prefer to do? Please number the options from 1 - 4 in order of preference.

BOOK SELECTION	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
FIRST CHOICE	1	5	2	3	--	11	9,8
SECOND CHOICE	4	2	4	3	4	17	15,2
THIRD CHOICE	9	13	5	3	3	33	29,5
FOURTH CHOICE	2	5	7	2	2	18	16,0
NO RESPONSE	9	1	8	6	9	33	29,5
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.7 (a)

The relatively low percentage of respondents who choose book selection as their first preference (9,8 %) shows that this is regarded as a less challenging job by most respondents. At the University of Zululand, there was no response to book selection as a first choice. At the

University of the Orange Free State, there is a higher percentage of response to the choice (31,6 %) as compared to other universities. This may be regarded as a reflection that more Afrikaans speaking white respondents regard book selection of importance unlike the rest who probably do not realise its importance in public library work. There is a high percentage of respondents who choose book selection as their third preference (29,5 %) and almost the same number of respondents to second and third choice (i.e. 15,2 % (2) and 16,0 % (4)).

CATALOGUING & CLASSIFICATION	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
FIRST CHOICE	1	1	9	1	2	14	12,5
SECOND CHOICE	2	5	3	2	1	13	11,6
THIRD CHOICE	2	6	6	2	3	19	17,0
FOURTH CHOICE	13	14	2	5	5	39	34,8
NO RESPONSE	7	-	6	7	7	27	24,1
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.7 (b)

The majority of respondents seem not to be interested in cataloguing and classification as their first choice. This may be due to the fact that most respondents have experienced problems with cataloguing and classification, and since it is generally regarded as the most difficult job in librarianship. A high percentage for first preference exists only in the university of the North (64,3 %). A high percentage of respondents put cataloguing and classification last (34,8 %).

REFERENCE WORK OR SUBJECT LIBRARIAN'S WORK	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
FIRST CHOICE	16	4	9	7	9	45	40,2
SECOND CHOICE	5	13	9	4	4	35	31,2
THIRD CHOICE	1	5	-	4	1	11	9,8
FOURTH CHOICE	-	2	1	-	2	5	4,5
NO RESPONSE	3	2	7	2	2	16	14,3
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.7 (c)

A high percentage of response is registered for reference work or subject librarian's work as first preference (40,2 %), and a low percentage as a fourth choice (4,5 %). There was no response for the fourth choice from the University of Natal and the University of Western Cape. The response rate shows that most respondents are positive towards reference work/subject librarian's work and think they can perform well, and will find it challenging.

SERVICE TO THE COMMUNITY	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
FIRST CHOICE	6	14	5	5	7	37	33,0
SECOND CHOICE	5	7	1	1	-	14	12,5
THIRD CHOICE	4	-	3	1	2	10	9,0
FOURTH CHOICE	1	4	7	4	-	16	14,3
NO RESPONSE	9	1	10	6	9	35	31,2
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.7 (d)

Library services exist to satisfy the needs of communities served (including both university and public libraries). The high overall response to service to the community as first preference (i.e. 33,0 %) shows the students' appreciation of this statement. Students at the University of the Orange Free State are particularly aware of the need for service to the community (54 %), with the University of Zululand second (39 %), and the University of the Western Cape third (29 %). Students may also be influenced by their training.

Q. 10 Which of the following types of library would in your opinion satisfy best your preferences as indicated in the previous question? Mark one option only.

TYPE OF LIBRARY	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
UNIVERSITY LIBRARY	14	12	18	14	11	69	61,6
PUBLIC LIBRARY	10	14	8	3	7	42	37,5
NO RESPONSE	1	-	-	-	-	1	0,9
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.8

The majority of students in all universities seem to be in favour of the university library for career development. The underlying reason may be that the university library provides opportunities for an individual professional librarian to perform various specialised tasks. For instance, at the University of Zululand library you find some professional librarians classify and catalogue online while also playing the reference and subject librarian's role. In most public libraries, materials arrive already classified from the main branch, discouraging those librarians interested in cataloguing and classification and this will affect their career preferences. On the other hand, alternative arrangement can console public librarians who do not get a chance for classifying. They could do alternative arrangements to serve the particular needs of the community served. Book selection is also a highly professional job in the public library. Students therefore seem to be ignorant about the possibilities for career development offered by the public library.

*GFC*      *the only one with a majority of*  
*public librarians.*

12 How important is the salary you will earn in your choice of work?

IMPORTANCE OF SALARY IN CHOICE OF WORK	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
IMPORTANT	9	13	18	8	11	59	52,7
FAIRLY IMPORTANT	14	10	6	7	6	43	38,4
NOT IMPORTANT	2	3	1	2	1	9	8,0
NO RESPONSE	-	-	-	-	1	1	0,9
COLUMN TOTAL	25	26	25	17	17	112	100

TABLE 4.9

It is not surprising that the majority of students (52,7 %) regard salary as important in their choice of work. What impresses the researcher is that a relatively low percentage (36 %) of the University of Natal students, predominantly White English speaking, regard salary as important against 56 % who regard it as fairly important. Only 8,0 % regard salary as not important. To sum up, we

can say that those who regard salary as not very important may persevere in low-paying libraries, like the public library, and can contribute to the development of South Africa. They seem to be more concerned with the type of work they do than with the money they will get. Salary is an important factor for students at the University of the North (72 %) and the University of Zululand (65 %).

Q. 13 Which of the two types of library do you expect will offer you the best salary?

TYPE OF LIBRARY OFFERING BEST SALARY	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
UNIVERSITY	18	14	23	16	15	86	76,8
PUBLIC	5	11	2	-	3	21	18,7
NO RESPONSE	2	1	1	1	-	5	4,5
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 10

As compared to the public library, the university library

is known as well-paying. The majority of the respondents (76,8 %) expect the best salary from the university library. Only 18,7 % expect the best salary from the public library. These expectations will affect the career preferences of library science students because the previous table indicated that only 8,0 % regard salary as unimportant.

Q. 14 How important do you regard the prospects of promotion in your choice of work?

IMPORTANCE OF PROMOTION IN CHOICE OF WORK	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
IMPORTANT	11	20	19	9	18	77	68,7
FAIRLY IMPORTANT	12	5	4	8	-	29	25,9
NOT IMPORTANT	2	1	2	-	-	5	4,5
NO RESPONSE	-	-	1	-	-	1	0,9
COLUMN TOTAL	25	26	25	17	18	112	100

TABLE 4.11

The majority of respondents regard promotion of vital importance in their choice of work (68,7 %). Related to this and very interesting, is that at the University of Zululand, and University of the Western Cape not even a single student regarded it as unimportant.

15 Which of the two types of library do you expect will offer you the best prospects for promotion?

TYPE OF LIBRARY WHERE YOU EXPECT THE BEST PROSPECT FOR PROMOTION	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
UNIVERSITY LIBRARY	17	13	18	15	15	78	69,6
PUBLIC LIBRARY	6	13	7	2	3	31	27,7
NO RESPONSE	2	-	1	-	-	3	2,7
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.12

69,6 % respondents expect the best prospects for promotion

in the university library; whereas 27,7 % respondents expect the best prospects for promotion in the public library. Only at the University of the Orange Free State are students equally divided. The favourable view of the public library at the University of the Orange Free State may be due to a good public library image in the Orange Free State, and also the way in which students are taught and introduced to public library work. Since the university library is regarded as providing for a wide range of professional tasks, e.g. book selection, cataloguing and classification, subject librarianship, etc. it may also be regarded as having better prospects for promotion than the public library which mainly specializes in service to the community. In the midcareer stage or after working for some years, promotion is deserved even in the public library for recognition and self-satisfaction.

Q. 16 If you are offered a better salary in the type of library you would not prefer, would you take the job where the salary is better?

RESPONSE	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
YES	9	8	15	4	10	46	41,0
NO	16	18	10	12	8	64	57,2
NO RESPONSE	-	-	1	1	-	2	1,8
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.13

Only 46, i.e. (41,0 %) out of all 112 respondents say that they will go for a higher salary even if the library is not of their choice. We find the majority of those who agree at black institutions, i.e. at the University of the North (15 out of 25) and at the University of Zululand (10 out of 18). It shows that Blacks are money-minded maybe because most of them are from poor families and don't even have bursaries, so they want to have enough money and

relieve their strain. However, they need to be careful not to be self-centred and also think of other factors such as a contribution to the development of the black community. It becomes clear that the other groups of respondents know what they want since they dominate in the negative response for rushing to the well-paying job (57,2 %).

Q. 17 Which of the two types of library do you think has the highest status in your community?

INSTITUTION	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
UNIVERSITY LIBRARY	2	22	14	14	13	65	58,0
PUBLIC LIBRARY	23	4	11	3	5	46	41,1
NO RESPONSE	-	-	1	-	-	1	0,9
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.14

The majority of respondents seem to be in favour of the

university library as having the highest status in their communities (i.e. 58 %). This may be due to the fact that the parent organization of the university library is the university which is highly recognized within communities because it produces graduates of high status. On the other hand, the public library's parent organization is the municipality with low status and the public library also serves the general public with low status in many cases. Again, the public library is usually without computer equipment for on-line services, telex, etc. University libraries are normally huge as compared to public libraries. Some students may prefer the status of working in a big building. What surprises the researcher is that the students at the University of Natal, as an English-speaking predominantly white institution regard the public library as having the highest status. The reason for this maybe that English people regard the public library as an important vehicle for social development with which they are concerned.

Q. 18 If you are told by people whose opinion you value that the public library can play a vital role in the development of the South African community, would you seek work in a public library service although you would perhaps receive a better salary in a university library?

RESPONSE	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	TOTAL	ROW %
YES	17	11	10	11	11	60	53,6
NO	6	15	15	5	7	48	42,8
NO RESPONSE	2	-	1	1	-	4	3,6
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.15

The majority of respondents seem to have room for lending a hand in the development of South African society through public library services (i.e. 53,6 %). However, it is a shock to learn that some respondents are only money-minded and cannot sacrifice for the general public in spite of the high illiteracy rate and unemployment in our country.

Amongst these opponents are black respondents from the University of the North (i.e. 15 out of 25) and they seem not to be aware of the role the public library can play in the development of our country. Other reluctant students are the Afrikaans-speaking white respondents from the University of the Orange Free State. Their case may perhaps be understood since their communities have a higher literacy rate than Blacks, with many public libraries available to them. Nevertheless, this should not be an excuse since Whites are also expected to serve a multiracial society in the new South Africa.

Q. 20 How many of your friends work in a public library?

PEER INFLUENCE PUBLIC LIBRARY	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY					ROW TOTAL	ROW %
	NATAL	OFS	UNIN	UWC	UZ		
QUITE A FEW	4	4	2	7	1	18	16,1
FEW	10	9	3	9	3	34	30,3
NONE	11	13	20	1	14	59	52,7
NO RESPONSE	-	-	1	-	-	1	0,9
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.16

A high percentage of respondents are without friends working in a public library (52,7 %) as opposed to 38,4 % in the case of the university library. (See below).

Q. 19. How many of your friends work in a university library?

PEER INFLUENCE: UNIVERSITY LIBRARY	NUMBER OF RESPONDENTS WITHIN EACH UNIVERSITY						
	NATAL	OFS	UNIN	UWC	UZ	ROW TOTAL	ROW %
QUITE A FEW	5	9	4	7	6	31	27,6
FEW	4	8	8	9	8	37	33,1
NONE	16	9	13	1	4	43	38,4
NO RESPONSE	-	-	1	-	-	1	0,9
COLUMN TOTAL	25	26	26	17	18	112	100

TABLE 4.17

A fairly high percentage of respondents without friends working in a university library (i.e. 38,4 %) gives the impression that most respondents do not choose to work in a university library because of influence. It is their own choice. 33,1 % of the respondents have a few friends

working in a university library, which may be one factor affecting their career preferences. 27,6 % have quite a few friends working in a university library. It shows that the high percentage of those who prefer to work in a university library is not entirely due to the influence of friends.

4.6 OPEN-ENDED QUESTIONS

Q. 11 What type of work do you expect to do in the type of library you rejected?

The majority of students rejected the public library and would prefer to perform almost all the professional tasks in the library. Professional tasks here include book selection, cataloguing and classification, reference work or subject librarian's work and service to the community. The main cause of the rejection of the public library maybe due to the fact that as prospective librarians with broad theoretical rather than practical knowledge, they are eager to apply all their skills in a practical situation.

On the other hand it is interesting to see that there are those who rejected the university library (the minority group) and are prepared to work in the public library for

contribution to the development of our country. This group would prefer different tasks but would also like to catalogue and classify.

Some of the majority group who rejected the public library, would prefer to render service to the community. It is really amazing to learn that some members of the majority group would expect to sit and do nothing in the public library except shelf reading, circulation of materials and accessioning and / stamping books. They seem not to have a clear picture of what is expected of them once they get employed in the public library since public librarianship has to do with more than sitting at the circulation desk.

It is also interesting to see that even those who rejected the university library, would like to do other challenging tasks such as subject librarianship. This shows that these respondents do not just want to render service to the community but render quality service to the community since they would have related subject knowledge. Such respondents can even cope with rendering specialised services such as current awareness service in the public library.

In conclusion, we can say that whether choosing to work in the public or university library, prospective librarians

would like to perform those tasks which they regard as challenging.

21 ADDITIONAL COMMENTS

The majority of subjects did not provide additional comments. This maybe due to the fact that it was too vague a question and students were not prepared to spend too much time on completing the questionnaire. Some respondents show interest in school and special libraries. Those who would like to work in school libraries are doing B.Bibl. (Ed). One of these respondents, from the University of the Orange Free State, made mention of an important fact, i.e. satisfaction with profession-related job or work environment is more important than high salary. We may refer this to the public library since it is regarded as a low-paying library. Prospective librarians who are interested in working in public libraries could enjoy working there even if there is a low salary.

One student made mention of the fact that she is not clear of what is actually happening in the public library since she is familiar with the university library.

Another student suggested that there be employment and good salaries in public libraries to attract professionals. It

will be their responsibility to make public libraries play an active role.

One black respondent made mention of the fact that Blacks are not aware of public library services and therefore it is not challenging to work there. Such prospective librarians need motivation on how to make Blacks aware of public library services.

One black respondent made mention of the fact that he will be prepared to look for employment in the public library in order to contribute in the development of the community by creating a reading culture amongst children. This is an important fact since Blacks have the oral tradition.

One respondent made mention of the fact that to Blacks, university libraries offer some challenges unlike public libraries do. This fact maybe true in case of furthering studies.

Some respondents would prefer to work in the university library because it is easy to serve enlightened users. Such respondents seem to be less interested in the general public, which is maybe related to status.

Other respondents state that their career preferences have

been influenced by field work whereas others state that field work has no influence in their career preferences.

One respondent made mention of the fact that he enjoys working in the university library since he has some years of experience in the university library. Such respondents maybe students who study part-time while working in the university library.

Although there are so many factors related to the choice for a particular library, it is quite interesting to see that there are those who are prepared to work in public libraries. One of these students made mention of the fact that public libraries should do away with apartheid. This calls for a better understanding of cross-culturalism and studying of community information needs to render effective service to both the educated elite and the disadvantaged.

4.7

#### CONCLUSION

All library science students in South Africa have particular career preferences. Underlying reasons are the factors that affect their career choice which include high salary, prospects of promotion, status of the library type, professional activities, use of public library service, peer influence, etc.

It is noticed that the majority of students have made use of a public library, i.e. almost 86 %, although they often make use of it during holidays only. Again, respondents seem to make high use of public library services for recreational purposes and may therefore have the perception that even the general public would use it most for recreational purposes. This could just be opposite to the public library in developing communities since it may serve as a centre for survival to the "disadvantaged". Related to the recreational function of the public library, is that the majority of the Afrikaans medium respondents regard recreation as the main function of the public library and make most use of the public library for recreational purposes. The majority of black respondents from the University of the North make most use of the public library for recreational purposes. This may be perceived as one reason for regarding the public library as a less challenging career field and not chosen by 61,6 % of the surveyed population.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

.1 SUMMARY

This project has revealed that library science students have career preferences, as it is the case with other students in older professions like nursing, teaching, law, medicine, etc.

Factors related to career preferences of library science students include high salary, status of the work organization, prospects of promotion, peer influence in a particular organization and professional interests of prospective librarians. Professional training of librarians in South Africa allow prospective librarians to work in any type of library of their choice.

Existing career preferences in library science students is closely related to their work / professional activities such as cataloguing and classification, book selection, reference work or subject librarian's work and service to the community.

Despite the political situation in our country, the majority of prospective librarians seem not to be prepared to face the challenge. Prospective librarians appear to be unwilling to work in public libraries even if they are aware that they can contribute to the development of our country. This is not *in* line with the interests of the library profession and the country as a whole. It therefore becomes clear that the improvement of the image of professional librarians still has a long way to go. Recognition of the public library as a community centre for development by the government and the community will also take time to be achieved.

It is impossible to authorize guidelines library science students should follow in their career preferences. The issue of a contribution to the development of our country should stem from their willingness to do so. They need to be convinced on a continuous basis to participate in developing our communities.

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Career preferences of library science students appear to be independent of sex but may sometimes depend on race, e.g. differences amongst Blacks and Whites in relation to their degree of usage of public library services for recreational purposes.

CONCLUSIONS

In-depth knowledge of career preferences is important since it can keep professional librarians, prospective librarians and library schools aware of the possible factors affecting prospective librarians' career preferences.

The hypothesis that library science students prefer to work in university libraries is true since the majority rejected the public library.

Although some prospective librarians would prefer working in public libraries, basically the majority would prefer working in university libraries for the sake of a high salary, status, easy furthering of studies and wider choice of challenging professional tasks.

Some of the prospective librarians seem not to be clear about what is expected of them in public librarianship. For instance, in the open-ended questions, one student pointed out that if she were to work in the public library, she would have to sit, stamp and circulate materials. Some students made mention of the fact that they would have to work to issue materials at the circulation desk and relax most of the time.

Those who are prepared to contribute in the struggle of community development will do so until others also become interested and conditions of public librarianship become favourable.

The questionnaire collected information relevant to the topic but for future applications, it may be refined.

### 5.3 RECOMMENDATIONS

- Library schools should approach the problem of the backlog in public librarianship by motivating library science students from first year level of their study to have a positive attitude towards public libraries and to encourage students to do courses such as anthropology, sociology and psychology.
- The government should offer bursaries to library science students who will in return work within local authorities or in public libraries.
- Establishment of adequate public libraries are very important in our country to open channels for those interested.

- Local authorities or the government must recruit unemployed matriculants and train them as para-professionals to work at service-points and other newly established public libraries.
  
- The Delphi method of research may be used to get opinions from practising librarians and final year students and postgraduates in librarianship on what to do about the present career preferences of library science students.
  
- Public library management strategy should change in order to offer interested librarians opportunities to apply their skills from various angles.

CHAPTER 6

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30 May 1990

Appendix A

Library Science Students

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Dear Fellow Student

I am at present involved in research for my B. Bibl. (Hons) degree. I wish to establish which type of library prospective librarians would prefer to work in if they had to choose between the public library and a university library. I regard this as a worthwhile topic for investigation in view of the perceived need for the development of possible new library models for South Africa.

I should, therefore, be grateful if you would kindly complete the enclosed questionnaire to aid me in my research. All the information provided will be treated as confidential.

Yours sincerely

G.F. Nsingwane

GREATNESS NSINGWANE

UNIVERSITY OF ZULULAND B. BIBL (HONS)

TOPIC: CAREER PREFERENCES OF LIBRARY SCIENCE STUDENTS

N.B. Please answer the following questions by marking the appropriate block with a cross (X) or a number as indicated.

1. Name of University

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2. Course for which enrolled e.g. B.Bibl. IV

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3. Sex

3.1 Male

3.2 Female

4. Have you ever made use of a public library?

4.1 Yes

4.2 No

5. If your answer to question no. 4 is yes, how often do you make use of the public library?

5.1 Once a week or more

5.2 Once a month

5.3 About twice a month

5.4 Only during holidays

5.5 Used when at school but not at present

6. For what purposes do you use the public library?  
Please tick all relevant options.

6.1 As a quiet place to sit and study

6.2 To get information for study purposes

6.3 For recreational reading

7. For which of the purposes in no. 6 do you use it most?

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8. What do you regard as the main function of the public library?  
Choose one option only.

- 8.1 Education
- 8.2 Recreation
- 8.3 Information
- 8.4 Cultural appreciation

9. What type of library work would you prefer to do?  
Please number the options from 1 - 4 in order of preference.

- 9.1 Book selection
- 9.2 Cataloguing & classification
- 9.3 Reference work or subject librarian's work
- 9.4 Service to the community

10. Which of the following types of library would in your opinion  
satisfy best your preferences as indicated under no. 9?  
Mark one option only.

- 10.1 University library
- 10.2 Public library

11. What type of work do you expect to do in the type of library you  
rejected under no. 10?

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12. How important is the salary you will earn in your choice of work?
- 12.1 Important
- 12.2 Fairly important
- 12.3 Not important
13. Which of the two types of library do you expect will offer you the best salary?
- 13.1 University library
- 13.2 Public library
14. How important do you regard the prospects of promotion in your choice of work?
- 14.1 Important
- 14.2 Fairly important
- 14.3 Not important
15. Which of the two types of library do you expect will offer you the best prospects for promotion?
- 15.1 University library
- 15.2 Public library
16. If you are offered a better salary in the type of library you would not prefer, would you take the job where the salary is better?
- 16.1 Yes
- 16.2 No
17. Which of the two types of library do you think has the highest status in your community?
- 17.1 University library
- 17.2 Public Library

18. If you are told by people whose opinion you value that the public library can play a vital role in the development of the South African community, would you seek work in a public library service although you would perhaps receive a better salary in a university library?

18.1 Yes

18.2 No

19. How many of your friends work in a university library?

19.1 Quite a few

19.2 Few

19.3 None

20. How many of your friends work in a public library?

20.1 Quite a few

20.2 Few

20.3 None

21. Additional comments, e.g. to what extent did your fieldwork experience influence your choice .....

.....  
.....

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Appendix B

Biblioteekkunde-studente

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Geagte Mede-student

Ek is op die oomblik besig met navorsing vir my B.Bibl. (Hons) graad. Ek wil graag bepaal in watter tipe biblioteek voornemende bibliotekaris sal verkies om te werk indien hulle 'n keuse moet maak tussen die openbare biblioteek en die universiteitsbiblioteek.

Ek beskou dit as 'n relevante onderwerp in die lig van die opvatting dat daar moontlik nuwe biblioteekmodelle vir Suid-Afrika ontwikkel sal moet word.

Ek sal dit dus baie waardeer indien u die aangehegte vraelys sal voltooi om my met my navorsing te help. Alle inligting sal as vertroulik beskou word.

Baie dankie by voorbaat vir u samewerking.

Die uwe

*G. Nsingwane*

GREATNESS NSINGWANE

UNIVERSITEIT VAN ZOELOELAND B.BIBL (HONS)

ONDERWERP: LOOPBAANVOORKEUR BY BIBLIOTEEKKUNDE STUDENTE

L.W. Beantwoord asseblief onderstaande vrae deur die toepaslike blok met 'n kruisie (X) of 'n nommer te merk soos aangedui.

- 1. Naam van Universiteit  
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- 2. Kursus waarvoor u geregistreer is, bv. B.Bibl IV  
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- 3. Geslag
  - 3.1 Manlik
  - 3.2 Vroulik
- 4. Het u al ooit 'n openbare biblioteek gebruik?
  - 4.1 Ja
  - 4.2 Nee
- 5. Indien u ja geantwoord het by nr. 4, hoe dikwels gebruik u 'n openbare biblioteekdiens?
  - 5.1 Een maal per week of meer
  - 5.2 Een maal per maand
  - 5.3 Ongeveer twee maal per maand
  - 5.4 Net gedurende die vakansie
  - 5.5 Gebruik wanneer op skool, maar nie nou nie
- 6. Vir watter doel gebruik u 'n openbare biblioteek? Merk asb. alle relevante opsies.
  - 6.1 As 'n stil plek om te sit en studeer
  - 6.2 Om inligting te kry vir studiedoeleindes
  - 6.3 Vir ontspanningslees

7. Vir watter van die doeleindes in nr. 6 gebruik u dit die meeste?

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8. Wat beskou u as die hoof funksie van 'n openbare biblioteek? Kies slegs een opsie.

8.1 Opvoeding

8.2 Ontspanning

8.3 Inligting

8.4 Kulturele waardering

9. Watter soort biblioteekwerk sou u verkies? Plaas asseblief die opsies in orde van voorkeur, d.w.s. van 1 - 4

9.1 Boekkeuring

9.2 Katalogisering en klassifikasie

9.3 Naslaanwerk / vakbibliotekariswerk

9.4 Diens aan die gemeenskap

10. Watter een van onderstaande twee biblioteke sal u voorkeure soos aangedui onder nr. 9 die beste kan bevredig? Kies slegs een opsie.

10.1 Universiteitsbiblioteek

10.2 Openbare biblioteek

11. Watter soort biblioteekwerk verwag u sal 'n mens doen in die biblioteek tipe wat u onder nr. 10 verwerp het?

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12. Hoe belangrik is die salaris wat u sal ontvang in u keuse van werk?
- 12.1 Belangrik
- 12.2 Taamlik belangrik
- 12.3 Nie belangrik
13. Watter een van die twee biblioteke dink u sal die beste salaris betaal?
- 13.1 Universiteitsbiblioteek
- 13.2 Openbare biblioteek
14. Hoe belangrik beskou u die vooruitsig op bevordering in u keuse van werk?
- 14.1 Belangrik
- 14.2 Taamlik belangrik
- 14.3 Nie belangrik
15. Watter een van die twee biblioteke dink u sal u die beste geleentheid bied vir bevordering?
- 15.1 Universiteitsbiblioteek
- 15.2 Openbare biblioteek
16. Indien u 'n beter salaris aangebied word in 'n tipe biblioteek wat u nie in die eerste plek sou verkies nie, sou u die werk aanvaar wat die beste salaris betaal?
- 16.1 Ja
- 16.2 Nee
17. Watter een van die twee biblioteke sou u sê geniet die meeste status in u gemeenskap?
- 17.1 Universiteitsbiblioteek
- 17.2 Openbare Biblioteek

18. Indien persone wie se mening u respekteer vir u sê dat die openbare biblioteek 'n baie belangrike rol kan speel in die ontwikkeling van Suid-Afrika sou u werk soek in 'n openbare biblioteek, al sou dit beteken dat u moontlik minder betaal sal word as in 'n universiteitsbiblioteek?

18.1 Ja

18.2 Nee

19. Hoeveel van u vriende werk in 'n universiteitsbiblioteek?

19.1 'n Hele paar

19.2 Slegs enkeles

19.3 Niemand

20. Hoeveel van u vriende werk in 'n openbare biblioteek?

20.1 'n Hele paar

20.2 Slegs enkeles

20.3 Niemand