

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

**THE ROLE PLAYED BY ACADEMIC LIBRARIES IN THE  
ENHANCEMENT OF INFORMATION LITERACY: A  
STUDY OF FORT HARE LIBRARY**

by

**Somi, Ntombizodwa Getrude (SMXNTO002)**

University of Cape Town

**THE ROLE PLAYED BY ACADEMIC LIBRARIES IN THE  
ENHANCEMENT OF INFORMATION LITERACY: A  
STUDY OF FORT HARE LIBRARY**

by

Somi, Ntombizodwa Getrude (SMXNTO002)

A minor dissertation submitted in partial fulfillment of the requirements for the award of the  
Degree of Master of Library and Information Science  
Department of Library and Information Studies  
University of Cape Town

Supervisor: Prof. Karin de Jager

September 2004

## **TABLE OF CONTENTS**

### **CHAPTER 1: BACKGROUND TO THE STUDY**

|                                |    |
|--------------------------------|----|
| 1.1. Introduction              | 1  |
| 1.2. Motivation for the study  | 5  |
| 1.3. Statement to the problem  | 7  |
| 1.4. Research questions        | 8  |
| 1.5. Objectives of the study   | 9  |
| 1.6. Definition of terms       | 10 |
| 1.7. Organization of the study | 14 |

### **CHAPTER 2: LITERATURE REVIEW**

|   |    |
|---|----|
| 2.1. Introduction   | 16 |
| 2.2. The origin of the term “information literacy”                  | 18 |
| 2.3. The nature of information literacy                             | 20 |
| 2.4. Perceptions towards Internet resources                         | 24 |
| 2.5. The importance of evaluating Internet resources                | 26 |
| 2.6. Plagiarism   | 29 |
| 2.7. Importance of user education                                   | 30 |
| 2.8. Benefits of collaboration between libraries and academic staff | 33 |
| 2.9. Fundraising  | 36 |
| 2.10. Marketing strategies  | 37 |

### **CHAPTER 3: SOUTH AFRICAN HIGHER EDUCATION INITIATIVES IN PROMOTING INFORMATION LITERACY**

|   |    |
|---|----|
| 3.1. The general role of South African government | 40 |
| 3.2. Higher education initiatives                 | 44 |

**CHAPTER 4: LESSONS OF INFORMATION LITERACY AT THE UNIVERSITY OF FORT**

**HARE**

|   |    |
|---|----|
| 4.1. General staff profile                                | 48 |
| 4.2. Library profile                                      | 52 |
| 4.3. Student profile                                      | 55 |
| 4.4. Information literacy initiative at Fort Hare Library | 58 |

**CHAPTER 5: METHODOLOGY**

|                              |    |
|------------------------------|----|
| 5.1. Research design         | 63 |
| 5.2. Population and sampling | 65 |
| 5.3. Analysis of data        | 66 |

**CHAPTER 6: FINDINGS AND INTERPRETATION OF DATA**

|                                 |    |
|---------------------------------|----|
| 6.1 Findings and interpretation | 69 |
|---------------------------------|----|

**CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS**

|                         |     |
|-------------------------|-----|
| 7.1. Findings           | 100 |
| 7.2. Overall conclusion | 105 |
| 7.3. Recommendations    | 106 |

|                   |     |
|-------------------|-----|
| <b>REFERENCES</b> | 110 |
|-------------------|-----|

|                   |     |
|-------------------|-----|
| <b>APPENDIX 1</b> | 123 |
|-------------------|-----|

|                   |     |
|-------------------|-----|
| <b>APPENDIX 2</b> | 124 |
|-------------------|-----|

## ACKNOWLEDGEMENTS

My sincere gratitude goes to the following:

- The Almighty for guiding me and making this possible.
- Prof. Karin de Jager, my supervisor, for her time, motivation and undivided attention during the progress of this study. Her guidance and constructive advice will always be remembered.
- My husband for his unconditional love, support and believing in me.
- Cannon Collins and National Research Council for making my dream come true. This dream would have been impossible without you.
- Wabsie Mntambo and Phil Ndlela, for their time and effort in editing the entire study. This finished product would have been impossible without your expertise and kind assistance.
- Fort Hare Library staff and my entire family for their undivided support when things were getting tough.

## **DEDICATION**

This study is dedicated in memory of my baby “Lwazi”. Although God has taken you away, you will always have a special place in my heart and your spirit will live on.

## DECLARATION

I declare that "*The role played by academic libraries in the enhancement of information literacy: A study of Fort Hare Library*" is my own work, that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

Ntombizodwa G. Somi

September 2004

Signed by candidate

## **ABSTRACT**

Many technological challenges today require libraries and various stakeholders to embark on student learning and empower students with the necessary information skills to function efficiently and effectively in the global information age. The aim of this study was to investigate the role played by the University of Fort Hare Library in the enhancement of information literacy. A survey method was selected. Findings and recommendations from students, the lessons of information literacy at the University Fort Hare library and other libraries are presented. Recommendations about what the library needs to do to empower students for lifelong learning is also presented.

# **CHAPTER 1**

## **BACKGROUND TO THE STUDY**

### **1.1. Introduction**

Technological storage and sharing of information have increased the availability of data tremendously. Much of this information comes unfiltered and this raises questions about authenticity, validity and reliability. In turn, these questions pose special challenges in evaluating, understanding and using information in an ethical and legal manner. The uncertain quality and expanding quantity of information also poses large challenges for organizations and for society itself (Bundy, 2001).

Plosker explains that technology has touched every aspect of life. In the library context, technology has touched cataloguing, reference, interlibrary loans, document delivery and training. With the coming of the web, change has moved dramatically. Patrons and corporate users have begun to use online services on their own. Changes in the user expectations and needs have resulted in new models of library services. The use of print and actual visits to the reference desk are coming down, remote usage of library services is going up and instructional models have gone through major revision both in approach and curriculum (2003).

For the community in general, computers are linked almost everywhere and are changing the way people learn, communicate, gather information, find employment, buy and sell and conduct businesses. People are becoming increasingly dependent on information technology skills to access information and services, develop business opportunities and go about their daily lives (New South Wales Information and Communication Technology Action Plan, 2000).

In addition, the world economies are undergoing a rapid change on a scale comparable to the industrial revolution. The rapid take-up of new technologies by manufacturers and traditional industries means that people with technical skills are needed. Personal and business transactions are moving rapidly from the physical world to the electronic world of high-speed digital networks (New South Wales Information and Technology Action Plan, 2000).

Doyle (2003) adds that information is big business today and is used by all kinds of people. Although computerized and networked information resources are integral part of information seeking as Brandt (2001) indicates, there are people who are still information illiterate (Allen, 2000). Therefore, learners must acquire an understanding of the technological environment in which information resources are integrated and used (Brandt, 2001).

Doyle supports Brandt's views by emphasizing that "it is not just the finding of information, but the use of it that moves the user towards the goal". She suggests that

schools should provide the optimal setting for ensuring that all citizens acquire competence in knowing how to learn, formulating questions, accessing potential sources, evaluating what is found for accuracy and pertinence, organizing information, and finally, using information to do something, the last and most valuable step in the process.

To get to the “use” step, Doyle further affirms that students need to be thoughtfully engaged with new information, connecting facts with what they already know, become involved with discovering information needed, and be enabled to communicate their new understanding in a meaningful way because information is not knowledge until one does something with it.

According to Sacchanand technological changes have made learning in the twenty first century significantly different from learning in previous years (2002). Today’s learning is considered to be learner-centred, a lifelong process and the means to cope with continuous or radical changes. Because of technological changes, faculty and librarians are all at the crossroads. They are pressured to increase their productivity, to change instructional strategies and to incorporate educational reform (Sacchanand, 2002). These technological changes influenced the researcher to undertake this study. The aim is to investigate the role played by academic libraries in the enhancement of learning.

Adler emphasizes that today’s society requires a literate community, a community that has the ability to locate, organize, communicate and use information. This aggregation of skills he called “information literacy” and should be understood not as a concept

associated with technology only. His analysis of information literacy goes well beyond access to technology itself and addresses barriers to full, effective and knowledgeable participation in an information society (1999).

The California School Library Association (1997:2) supports the need to address information literacy by stating that every learner must have the tools needed to deal with the information age. These tools will help learners to cope with a world of information that is growing so fast and is so complex that it may become overwhelming.

The Presidential Committee on Information Literacy of the American Library Association in 1989 points out that information is expanding at an unprecedented rate, and rapid strides are being made in the technology for storing, organizing and accessing the ever-growing tidal wave of information. To enhance their lives, people should have the right to information. Out of the super-abundance of available information, people should be able to obtain specific information to meet a wide range of personal and business needs, to promote economic independence and quality of existence. To deal with the realities of the information age, individuals and a nation must be information literate (American Library Association, 1989).

In South Africa, libraries that offer user education programmes are faced with a major challenge. The new goal of making users information literate as opposed to library literate requires a substantial revolution in the role, intent and content of user education programmes (Behrens 1992:81). This rapid change in technological advancement has

resulted in both skilled and semi-skilled workers in South Africa having to engage in lifelong learning if they want to maintain the standard of their competitors and remain at the cutting edge of technological development (Haberle, 2002:21).

To respond to this changing nature of society, Haberle asserts that society requires multi-skilled learners who are able to think critically, pose and solve problems, and to become independent and lifelong learners. The goals should be expanded from library user education and teaching library instruction, to information literacy and lifelong learning (Tiefel, 1995:318). An in-depth analysis of information literacy in South African higher education will be discussed in chapter three.

For libraries to meet the present and future challenges of the information age, they need to be engaged in student learning. Their new role is now to empower their students with essential skills that will enable them to meet the demands of information overload and technologies that are forever changing. Mastering information literacy skills should enable students to function effectively at school and in other parts of society.

## **1.2. Motivation for the study**

The researcher is working at the University of Fort Hare Library. From experience, she has observed that the majority of students coming to Fort Hare are from rural backgrounds where school libraries or community libraries do not exist. If these

community libraries are available, they tend to be isolated and are usually not well equipped or resourced.

Because of these problems the learners do not see the need to visit these libraries. By the time they come to tertiary institutions they do not know or are not aware of information sources such as online information, encyclopedias, journals, indexes and abstracts. Their knowledge base is largely founded on textbooks supplied by the Department of Education.

At university level students are introduced to a different world. To bridge the gap between high school and university, orientation takes place, where they are shown lecture halls. They are also introduced to new concepts that are different from high school. For example, learners get introduced to new courses and subject fields. One of their activities when they arrive at Fort Hare is Library Orientation. Students are shown the various sections in the library where information is kept, the arrangement of these information formats and the manner that is used to locate information from them.

Training sessions in the use of Online Public Access Catalogue (OPAC) to locate information are conducted. The most important aspect on which Fort Hare Library focuses is the training on how to use online databases to locate information in the library subscription databases. It is during these sessions that the Internet, which is another source of information, is briefly introduced. Library orientation and training sessions on

the use of online databases are perceived to be mechanisms for promoting information literacy.

The present study will be conducted with the above observations in mind. The entire study is to explore whether:

- Students are indeed equipped with all the necessary information skills that will help them to function well in the information age.

### **1.3. Statement to the problem**

Various scholars globally have made it clear that information literacy is important in the information age. Individuals are faced with diverse and abundant information choices within their academic studies, in the workplace and in their personal lives. A complementary cluster of abilities to use information effectively is therefore needed (Eisner, 2001).

In order for the inculcation of information literacy to be successful and effective, libraries, faculties and various other stakeholders should work together to develop programmes that will equip students with the required skills in order to function effectively. If the information literacy concept is understood well and implemented successfully by all parties involved, this initiative should not only help students to

become independent information seekers, critical thinkers and problem solvers while they are at university, but should also assist them to function well after leaving the university.

As students coming to Fort Hare are from disadvantaged backgrounds, where libraries are sometimes remote or hardly exist, they have limited access to sources of information other than books. Because their source of information is limited, they do not know about other information formats. They have to get to know these formats at tertiary level. This causes a gap between students that have seen and accessed well-resourced libraries and those who have never seen a library at all. The role of the library is to therefore close that gap and empower them with all the necessary information skills, from lower level to higher level.

#### **1.4. Research questions**

The study will be both qualitative and quantitative, and it will attempt to provide answers to the following questions:

- Do students understand the importance of library orientation?
- Do students know how to locate information in various formats in the library?
- Does the training conducted on the OPAC and other online databases help students to conduct their searches independently without the help of the library staff?

- Do students know how to critically evaluate online information especially from the World Wide Web?
- Do students know how to cite and quote the information they retrieve both electronically and in print?

### **1.5. Objectives of the study**

This study is intended to serve the following purposes:

- To investigate the role the library plays to enhance information literacy programmes
- To find out whether students are satisfied with the information skill programmes offered by the University of Fort Hare Library.
- To explore the advantages and disadvantages of using the Internet as a source of information.
- To look at the rewards of being an information literate learner.

A survey methodology was chosen and findings coupled with recommendations will, therefore, serve as a tool to determine the future design of effective information literacy programmes at the University of Fort Hare.

## **1.6. Definitions of terms**

### **Globalization**

Globalization refers to the increasing integration of economies around the world, particularly through trade and financial flows (International Monetary Fund, 2000).

### **Information age**

“The information age is a form of culture where electronics joins members of diverse cultural backgrounds together and, where greater quantities of information are available to individuals (Oregon State University, 2004).

### **Information literacy**

A more detailed discussion of information literacy will be found in the literature review. Thompson & Henley briefly define information literacy as knowing how to learn, by finding information, evaluating and using it wisely and effectively (2000:1).

### **Information skills**

Information skills are fundamental skills for information literacy. These skills include accessing, evaluating and using information. When one is information literate, one needs to be capable of doing several things with information. These capabilities or skills according to Behrens et al. (1999:24) imply that users should be able to:

- Recognize when they need information.
- Know where and how to find information using various sources.
- Work with the information, to evaluate and synthesize it.
- Use information effectively.
- Judge how successfully one has utilized information.

### **Information society**

Information society is a concept which sees the transition from an industrialized society to one in which information in its broadest and most diverse forms is the key driving force. This comes not just from the arrival and widespread use of TV, radio, telephone and network technology, but from the interaction of these with the silicon chip to bring about a range of novel, innovative and often highly interactive information forms (Feather & Sturges, 1997:218).

### **Internet** ,

The Internet is a network of computers that provides links to other computers worldwide. It is a vehicle that transports information from one computer to another. You do not find information on the Internet; rather you find information through using the Internet (Hart, 2001:129).

### **Library orientation**

Library orientation, also known as User Education, is a programme provided by libraries to enable users to make more efficient, independent use of the library's stock and services. Such programmes normally include tours, lectures, exercises and provision of support materials (Harrod's librarian's glossary, 1995:665).

### **Lifelong learning** .

"Lifelong learning is learning in which a person engages throughout his or her life. It includes but is not limited to learning that occurs in schools and formal educational programmes" (Minnesota Virtual University, 2003).

## **OPAC** ✓

OPAC is an acronym for Online Public Access Catalogue. A catalogue is a logically arranged list of all the sources in a library's collection. The purpose of the catalogue is to identify all items in the collection and also to indicate where they are located in the library. The catalogue can be a card, book or computer catalogue. Most libraries are now using the computer catalogues (Behrens et al., 1999:124).

## **Search engines**

A search engine is a searchable index on the Internet files, which has been collected by a computer programme. The programme collects data by sending out programmes known as spiders also called crawlers, robots or worms, on to the Internet to find new and updated web pages. When a new web page is set up it is often spidered and automatically added to its database. You use the search engine by typing in your query and the search engine searches its database and gives you a list of results, often many thousands of pages, matching your query (Hart, 2001:135).

## **World Wide Web**

Usually abbreviated as WWW, this refers to a development of Internet permitting individuals and organizations to make information publicly available, and to access information that others have made available (Korfhage, 1997:337)

## **1.8. Organization of the study**

### **Chapter 1: Introduction**

Chapter one discusses the background to the study. Various perspectives of different scholars to gain a clear picture of information literacy are discussed.

### **Chapter 2: Literature review**

This chapter presents a review of literature covering the different aspects of information literacy. It considers what information literacy is all about and what it is not, perceptions towards Internet resources, importance of evaluating Internet resources, plagiarism, importance of user education, benefits of collaboration between libraries and academic staff, fundraising, marketing strategies and the rewards of becoming information literate.

### **Chapter 3: South African higher education initiative in promoting information literacy**

This chapter considers the general impact of globalization and the role played by the South African government in addressing the challenges of globalization. This is then followed by the programmes that South African higher education institutions have embarked on to address and to promote information literacy.

#### **Chapter 4: Lessons of information literacy at the University of Fort Hare Library**

In order to gain a clear picture of information literacy at the University of Fort Hare students, library and staff in general are profiled. Brief information about the legacy of apartheid in historically disadvantaged tertiary institutions, and new policies about funding are considered.

#### **Chapter 5: Research design and implementation**

This chapter presents the details of research design and methodology. Implementation, sampling, collection, limitations encountered and what was done to overcome the encountered problems, are discussed.

#### **Chapter 6: Interpretation of results**

This chapter focuses on the data analysis and issues arising from the survey of data.

#### **Chapter 7: Conclusion and recommendations**

The study ends with a summary of the findings and recommendations for the future.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

Adler considers the Internet as a mechanism that has provided more people with more convenient access to information in a shorter period than ever before. It has given rise to enormous bursts of entrepreneurial activity that has led to the creation of an entire new industry in just a few years, and because it evolved so rapidly, it has mixed blessings for those using it. Furthermore, because the Internet is an open medium, with few mechanisms to filter and evaluate what gets put online, it provides a forum for content of all kinds, factual and fallacious, genuine and fraudulent, negative and positive. With no gatekeepers to take responsibility for the quality of content, individual users have to figure out what to make of the information they find, as there are concerns about issues such as fraud and invasion of user's privacy (1999).

Bainton supports Adler by emphasizing that the advent of the Internet along with other electronic and digital resources have highlighted the issue of information literacy. He argues that some students are using the Internet as their first stop of call beyond the reading list, and perceive printed material as a secondary option. Some do not know that information in books; journals and other printed forms have been subject to a variety of quality assurance processes such as reputable publishers and authors with academic

credentials. With Internet sources quality assurance is not required, and there are difficult questions of ownership of information and copyright and also a potential for plagiarism (2001). This is because there are no rules preventing people from publishing information on the Internet.

The researcher strongly agrees with Adler and Bainton, with regard to the use of Internet resources. There is a serious need for libraries to address the issue of choosing Internet resources over traditional resources, like books, reference sources, journals, abstracts and indexes. As part of enhancing and promoting information literacy academic staff and libraries should empower students with the Internet skills needed to critically evaluate information found on it. If they succeed in empowering students with these information skills, Bruce trusts that students will have skills that are needed to function well in the information age. Encouraging users to use other information formats and teach them how these tools are kept, located and used is an important aspect in promoting information literacy (1997:1).

The aim of this chapter is to review literature on the concept of information literacy. This includes what information literacy is, its importance as a survival skill in the information age, perceptions towards the use of Internet resources, the role played by libraries and faculties in fostering information literacy skills, benefits of fundraising and marketing library services, the benefits of user education, and lastly the rewards of being information literate.

## ~~2.2.~~ The origin of the term “information literacy”

According to Oman, the concept “information literacy” gained recognition in the 1970s, particularly in the United States of America and Australia. This was because the technology to store information highlighted fundamental problems related to the end user information skills (2001:33).

Webber and Johnston, (2000:381-382) assert that Zurkowski has been credited with the coining of the term “information literacy”. They argue that Zurkowski advocated that the US government should establish a national programme aimed at achieving a widespread, work related, and information literacy resources. Zurkowski cited by Behrens (1994:310) claimed that people trained in the application of information resources could be called information literates. This is because they have learned techniques and skills for utilizing the wide range of information tools as well as primary resources in moulding information solutions to their problems.

Another scholar that is also credited for coining the term “information literacy” is Burchinal. This scholar is quoted by Behrens as saying, “To be information literate requires a new set of skills and these skills include how to locate and use information needed for problem-solving and decision making effectively and efficiently” (1992:98 & 1994:310).

Bruce argued that information literacy in Australia has its roots in the emergence of the information society characterized by rapid growth in the available information and accompanying changes in technology used to generate, disseminate and manage that information. She emphasized that a report by Candy, Crebert and O'Leary highlighted the importance of information literacy both in lifelong learning and as an important element of the teaching process (1995:158 & 1997:2).

In South Africa, the emphasis of information literacy was on library user education, which is, teaching students how to locate information in their libraries. Little attention was paid to the relationship between the two concepts. Librarians regarded the term "information literacy" simply as new or as an alternative for user education (Behrens, 1992:82-83).

Webber and Johnston assert that in the United States of America interest in information literacy accelerated in the 1980s in response to the recognition of computers and networks that revolutionised the field of information management and communication. This impetus led to the establishment of the information literacy forum, for example National Forum in Information Literacy in 1989, and the Institute of Information Literacy in 1998, aimed at preparing and supporting librarians in the development of information literacy programmes (2000:382).

The 1989 Final Report of American Presidential Committee on Information Literacy was significant, because it recognized an important new term and sought to define the skills of information literacy (Webber and Johnston, 2000:382).

The rapid development of information technology in today's world needs every citizen to have the tools needed to deal with the information age, that is, the ability to access, evaluate, and use information from the variety of sources (California School Library Association, 1997:2), and also new ways of thinking in order to derive meaning from learning (Doyle, 2003).

Although the concept "information literacy" gained recognition during the 1970s, the advent of information technology has made information literacy more important than it was before. People are affected by changes in technologies and for them to function well and be competent they need to know how these technologies work. Therefore, the duty of each country is to empower its citizens with the necessary information age skills.

### **2.3. The nature of information literacy**

Koch asserts that information literacy is a term that people have been using for several decades without a clear definition that acknowledges the journey to achieve an information-literate society. The confusion as to what constitutes information literacy has resulted in various definitions of information literacy (2001).

Curran explains that the term information literacy is composed of two common words which most people claim to understand: “information” which to most people means something associated with news, useful facts or interpreted data, “literacy” which is generally associated with the ability to read and more specifically associated with the ability to understand or interpret certain phenomena. In combination the two words have a special meaning to the advocates of information literacy (1993:257).

Curran goes on to say that the information age and the role it has played has prompted people to use the term “information literacy” to describe an assortment of abilities, such as essential survival. He further states that although information literacy is the ability to use information, it has a broader meaning. It is a holistic concept that includes knowing information matters, knowing where and how to get information, how to interpret it and knowing how to use and communicate information (1993:257).

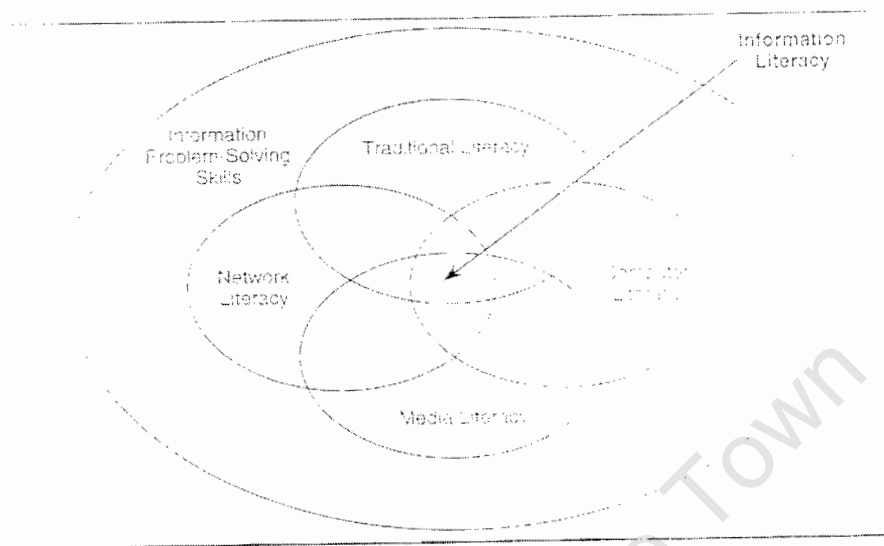
Therefore a widely used and accepted definition of information literacy appears in the 1989 Final Report of the American Library Association Presidential Committee as follows:

“Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information”.

Adler. (1999) and McClure (1994:115-116) argue that information literacy is not library literacy, media literacy, computer literacy or network literacy but is a concept that encompasses all other literacies. Bruce strengthens this by suggesting that other literacy

concepts coexist with the idea of information literacy but each is systematically differentiated, or incorporated into the description of information literacy (1997:2).

**McClure's model of information literacy (1994:118)**



(Figure: 1)

McClure emphasizes that information literacy includes an ability to locate, process, and use information regardless of delivery and mechanism and type of information format in which that information appears, and to be literate one must be literate with both print and electronic formats (1994:117).

Makhubela and Koen agree with other scholars' views by stating that information literacy is not a synonym for bibliographic instruction but something that adds a further dimension. They assert that information literacy presents a broader approach and offers the opportunity to educate students so that they can understand the importance of

information, and have the competence to locate, evaluate and manage it. In that way, information literacy contributes towards a higher level of literacy and lifelong learning by educating students to effectively utilize and evaluate information (1995:13).

Brandt asserts that to be information literate in network environments, users must be technology literate and understand how to use information technology. This understanding should be conceptual because information-seeking skills alone are not adequate outcomes of information literacy (2001). Shapiro and Hughes conclude that on graduating, students should have been exposed to the idea of concept information literacy that is conceived more broadly as a new liberal art that extends from knowing how to use computers to access information, to critical reflection on the nature of the information itself (1996).

Furthermore, although the computers and network skills are needed in today's world, this does not mean that emphasis should be placed on teaching students to be computer literate or network literate. Acquiring these skills is important, but outcomes of information literacy may not be achieved. The outcomes of information literacy are achieved when students become comfortable in using all types of formats independently, evaluate the information and take proper decisions. The duty of each higher education institution and the library is to empower students to be literate and comfortable in using information available both in printed and in electronic formats.

#### **2.4. Perceptions towards Internet resources**

Ray and Day (1998) claim that the Internet has made students increasingly use electronic resources. This increase has influenced education in many ways (Njagi et al., 2003), which has resulted in an increasing realization of the need and importance of library education activities (Lih-Juan and Chwen-Chwen 2003). The Internet provides students with more interactive activities and greater potential for exchange of information. The advent of the World Wide Web has supplemented a traditional mode of face-to face library instruction. Initiatives of using the Internet as a tool for learning have played an important role in colleges and universities and the trend seems to continue (Lih-Juan and Chwen-Chwen, 2003).

Kibirige and DePalo argue that students these days are more “Web-savvy”, many have been brought up around computers and the Internet. They matriculate with some diversity of computer and web-searching skills and experience. Some have not been exposed to library resources or are not aware of resources a library might have (2000).

Ricketts adds that the Internet has changed the way students think and it has given them a global perspective. Today’s students have e-mail addresses, they use the Internet to help them with homework, to research assignments, to entertain, to meet and chat with friends and host other activities. Although the Internet presents these exciting activities and opportunities, it also presents some unique concerns and problems (2000).

Students use the web as a source of information for both educational and personal reasons, and search engines are used to retrieve information from the World Wide Web (Killmer and Koppel, 2002).

Ray and Day (1998) are of the opinion that electronic information sources offer today's students many different opportunities:

- The information needed can be delivered from an appropriate source to the user.
- The user can re-specify his/her needs dynamically.
- Information is obtained when it is wanted.
- The user selects only information needed to answer the specific question.
- Electronic information sources are often faster than consulting print indexes.
- Resources can be printed, saved to be viewed later and are updated more often than printed resources.

Griffiths and Brobhy (2002) found the following about students' behaviour on the web:

- Students use the web for everything.
- They spend hours searching.
- Searching skills vary and students often assess themselves as being more skilled than they actually are.
- They give discussion list comments the same academic weight as peer reviewed journal articles.

The use of the Internet and other technologies is a worldwide phenomenon. As the above scholars indicate, people use the Internet for various purposes. Some students first consult Internet resources to look for information for their academic work. Although Internet adds value to educational activities, those using it should be warned because not all the information found from the Internet is worth taking. There are sources that are inaccurate

and sometimes misleading. The higher education institution's fundamental goals are to teach students lifelong learning skills. Having policies relating to information literacy in place will help students to avoid making decisions that are based on wrong and unreliable information.

### **2.5. The importance of evaluating Internet sources**

The Presidential Committee on Information Literacy report published by the American Library Association in 1989 maintains that the quality of life and the pursuit of happiness are getting increasingly difficult to achieve because of the complexities of life in today's information and technology dependent society. Problems become difficult to solve when people lack access to meaningful information that is vital to good decision-making (American Library Association, 1989).

Society recognizes that knowledge of information sources is a valuable and powerful tool (Thompson and Henley, 2000:17). As research and teaching increasingly rely on global networks for the creation, storage and dissemination of knowledge, the need to educate students to be information literate has become widely recognized. Students often lack the necessary skills to succeed in this rapidly changing environment, hence there is a need to train and support to make use of new technologies for effective teaching and learning (Williams and Zald, 1997).

Rockman (2002a) posits that there are over three billion web pages and this is confusing and overwhelming for students, hence the need for educators to teach the guidelines on evaluation of Internet resources. Humes supports the need to evaluate the credibility of information by stating that although this is not new, most learners are expected to deal with some carefully selected collections of reference materials in their libraries. She argues that since anyone can create a web page, “how can one tell if the information is reliable or not?” (2003).

Although the Internet is a valuable resource it should be used with caution (Killmer and Koppel, 2002), as there are no laws prohibiting people from publishing or approving the content before it is made public. Information ranges from good to bad, and therefore it is the searchers’ job to evaluate what one locates, in order to determine what suits one’s needs (Harris, 1997).

Young and Harmony attest to the fact that although some librarians understand why information literacy is essential, they are faced with a number of challenges in sharing that understanding. They suggest that for librarians to succeed in supporting information literate students, they should:

- Change the conception that knowing how to use computers is the same as knowing how to find information: computer literacy is one of the many skills needed to access and retrieve information.
- Stress the importance of evaluating and retrieving information, and not just knowing how to use indexes, online catalogues or CD-ROM databases (1999:4-5).

Like other scholars, Young and Harmony believe that the ability to evaluate information resources has always been necessary, but is more critical now than ever before. There are over a million Internet sites and anyone can create and publish all sorts of information, the difficulty for the Internet searcher is to distinguish the credentials of these web authors and the accuracy of the information included on their sites. The new role of librarians is to find ways and means of encouraging students to recognize not only that they need to find information but also the information they retrieve has intrinsic value (1999:4-5).

Harris has proposed the following guidelines that users can look for when evaluating Internet resources:

➤ **Credibility**

The author or source of information should show some evidence of being knowledgeable, reliable and truthful. Information-seeker should look for the following clues - Author's biographical information and contact information.

➤ **Accuracy**

The goal of accuracy test is to assure that information is actually correct. The following can give information seekers clues whether the source is accurate or not - A date in which source was created and updated, and audience the source is intended for and for what purpose.

➤ **Reasonableness**

This involves examining the information for the following clues - Fairness (offering a balanced and reasonable argument), objectivity (a good writer should be able to control his/her biases), moderateness (test of the information against how the world really is) and consistency (this means that the argument or information does not contradict itself).

### ➤ Support

Citing information strengthens the credibility of the information - One should look where the information comes from, ascertain if there are other sources supporting this source, and find out whether other sources contain the same information as the source being evaluated (1997).

Although the Internet is a powerful source in terms of providing current information, the information found there should be used with caution. This is because the content of Internet information (with the exception of commercialized databases) does not get edited before it is made to available to the public. There are articles in the Internet that do not have authors, date of publication, and others with spelling errors. This creates problems when students are expected to cite the original source of information or verify further explanation from the original author. Acquiring guidelines on how to authenticate Internet information is important, and is one of the required survival skills of information literacy.

### **2.6. Plagiarism**

Issues of plagiarism are complex and are made more complicated by the students' increasing use of the World Wide Web as a research source. (DeVoos and Rosati, 2002:191). Every faculty member who teaches encounters plagiarism, and this presents a serious problem for the integrity of the education process. Cheating which is widely known and yet not detected by the faculty can undermine the good students' confidence in the education process (Bowyer and Hall, 2001:141).

McLeon (1997) reports that cases of plagiarism are reported worldwide. Plagiarism is seen as a serious breach of scholarly ethics and a theft of credit for ideas in a competitive intellectual marketplace (Martin, 1994). Educators have an important responsibility to help students to learn proper research procedures so as to avoid mislabeling other peoples' work as their own. Borrowing the words of others, without acknowledgement, or taking other short cuts, produces sloppy and dishonest scholarship (Rockman, 2002b).

Vernon et al (2001) propose the following methods for teachers to prevent plagiarism from the Internet:

- The best approach is education whereby faculties can help students develop accurate and in-depth understanding of plagiarism.
- Let students know that you know about the paper websites. In doing so they will be less likely to submit a plagiarized paper.
- Demonstrate how easy it is to cut and paste information from the website to a text file. In doing so they will be reluctant to do this without citation when they understand that you know the technology.
- Have students examine weak papers that are available on the Internet and analyze their failures. This will increase their understanding of critical thinking and poor reasoning.
- Make plagiarism penalties clear. Include a plagiarism policy in your programme and university in your syllabus.
- Demonstrate and require proper citation of electronic sources. This can empower students to use information found on the web in a responsible way.

## **2.7. Importance of user education**

COMLA indicates that user education, and library research skills have been used as synonyms for teaching the library user how to use a library and the resources provided by

it, but broader term, particularly in the higher education sector, is “information skills” and broader still, is the term “information literacy”, because it necessitates a partnership between the library and other stakeholders in teaching students how to be effective lifelong learners in whatever context they are operating (2000).

Information literacy originated from library user education. Behrens (1992:85) argues that in the past, user education was confined to teaching people how to locate information in their libraries. These skills became too narrow for the needs of educating users for an information age. She goes on to say that library skills have to be linked with critical thinking and new generation user education programmes, in order to extend beyond location skills into evaluation skill.

Traditionally the components of user education were:

- Librarians introducing new students, some of who come from school systems where there were generally no school librarians or well established libraries, to the complexities of library facilities.
- Librarians familiarizing users, who may have little or no prior knowledge with information seeking skills.
- Librarians educating users how to find materials manually or electronically, using online public access catalogues or CD-ROM's (Fidzani, 1995).

The dramatic changes in technology have impacted on libraries and their instruction programmes. This has led the goals of library user education to be extended from teaching tools to teaching concepts, from library instruction to information literacy and lifelong learning (Tiefel, 1995:319).

Broadly defined, "library user education teaches users how to make the most effective use of the library system. It encompasses all activities undertaken to help students to become efficient users of information, that is how to identify the information need and how to find, evaluate and select the best information to meet that need, the activities to achieve that goal including orientation sessions, workshops, handouts, and course-integrated instruction" (Tiefel, 1995:319-320).

According to Heery and Morgan (1996:42-43), the aims of user education were to:

- Enable students to become confident and self-reliant in both their current and future use of information and library services.
- Ensure that individuals acquire the appropriate skills for independent study.
- Enable students to feel comfortable with undaunted technological developments.
- Bring as many students as possible to a common level of information technology competence.

Henri and Hay believe that both the lower levels of user education (which involves handling and consulting resources), and the higher levels of user education (which involves thinking, choosing, comparing and presenting information) are vital because there are manipulative and cognitive aspects inherent in the process:

- What do I want to find out? - Defining
- Where can I find the information I need? - Locating
- Which information do I really need? - Selecting
- How can I best use this information? - Organizing
- How can I present this information? - Presenting
- What did I learn from this? - Evaluation (1994)

Tiefel therefore points out that the aim of user education should be expanded to incorporate the ability to becoming information literate, and this aim must be acknowledged by the objective of library education programmes (1995:326).

Henri and Hay assert that when user education is integrated into the mainstream curriculum it becomes meaningful. This context enables students and teachers to change information needs, pursue independent lifelong learning and contribute to the development of an informed society. When students learn how to use a wide range of information services and products, they are information literate (1994).

COMLA concludes that user education is a process and information literacy is an outcome. Therefore, excellent user education coupled with appropriate and wider initiatives forms one of the foundations of information literacy (2000).

For user education to be effective and successful there has to be a full commitment and skilled librarians who are willing to put much effort in to educating their users and empowering them with needed skills to make use of all library resources.

## **2.8. Benefits of collaboration between librarians and academic staff**

Thompson asserts that information literacy is an essential part of education today (2002). Most successful information literacy programmes are integrated across the curriculum (Frenkel, 2002). For this integration to succeed, a close interconnection between

academic staff librarians as suggested by Qobose, should be established, as it will signify cooperation, collaboration and partnership between libraries and academic members. In return this can contribute to the enhancement of teaching, learning and research activities (2000).

Because research and teaching rely on global networks for the creation, storage and dissemination of knowledge, the need to educate students to become information literate is widely recognized. Academic staff need training and support to make use of the new technologies for effective teaching and learning, and the current environment provides an opportunity for librarians to play a key role in the evolution of an integrated information curriculum (Williams and Zald, 1997).

Cooper and Snavely (2000) supported by Jackman (2002) emphasize that the promotion of information literacy and development of an information literacy programmes in an academic setting should be an institutional issue as well as the library issue. They argue that information literacy programmes require inclusion not only of academic staff and the library, but also of staff in all library departments. They add that information literacy programmes succeed if members of all library departments participate and the entire organization works towards achieving a common institutional goal (Cooper and Snavely, 2000).

Kirk adds that in order for information literacy to be effectively implemented, all parties must be involved because information literacy requires the leadership and support of academic staff. Such leadership includes helping to create a supportive atmosphere and practical opportunities for cooperation among librarians, academic staff and information

technologies. In addition this leadership can promote a vision of liberal education as an empowering and transforming endeavor that develops students as independent learners with the necessary skills (1999).

This is further supported by Wilkinson who perceives that collaboration between librarians and academic staff is useful as it outlines principal changes in the teaching and learning paradigm that expand the teaching role of the library (2000:26). Breivik is of the view that helping students to acquire the competencies needed in the information age requires partnerships in curriculum development between academic staff who are subject experts and librarians who are information experts. These groups should come together and discuss how an awareness of the relationships among learning outcomes in the disciplines and information literacy can enhance teaching and learning (1999).

A proper user education contributes to lifelong learning. Therefore, a successful implementation of user education, especially in higher education institutions, requires skilled librarians and academic staff to work together to achieve that goal. Although this relationship of working together is sometimes shaky, as shall be shown at Fort Hare, both parties can contribute to the university's goal, that of helping students to become critical and independent information seekers.

## **2.9. Fundraising**

Advent of the Internet and other technologies have made libraries realize that they cannot rely on government subsidy only for their survival. Because of the complexities of the information age and the huge budgets that are involved, no library can survive on its own, hence the need for fundraising. Higher education institutions in South Africa have formed consortia so that they can share resources, especially electronic databases. With the help of fundraising some of the consortia have developed information literacy programmes as a contribution to lifelong learning. The following are examples of consortia in South Africa higher education:

- CALICO - Cape Library Co-operative
- ESAL - Eastern Seaboard Alliance of Libraries
- GAELIC - Gauteng and Environs Library
- FRELICO - Free State Library and Information Consortium
- SEALS - South East Academy Library System

The increasing costs and declining budget for libraries and information technologies have forced universities and colleges to pursue outside funding more aggressively (Alexander, 1998). Adams-Volpe reports that library professionals recognize that fundraising is a component of management and leadership. They continuously increase and enhance their funding base in order to serve their communities as vibrant and integral institutions. They

perceive fundraising as an effort essential for the growth and even survival of all types of libraries (2003).

### **2.10. Marketing strategies**

Prior to the advent of the Internet, libraries were gatekeepers of information, but today that has changed. Technology has made information available and accessible in other formats. Those looking for information do not need to visit the library if they want to access and use information. There are places such as Internet cafes, call themselves information providers. This makes information seekers, especially those who were brought up during the Internet age, not to see the need to visit the library.

For libraries to stay in business and in touch with their users, they have to educate their users about importance of using library services, hence the importance of library marketing. Proper marketing strategies make users aware and encourage use of library service. It is also a good way to make users aware of various free activities offered by the library.

Shontz, et al. are of the opinion that marketing, which is about satisfying the needs of customers, has often been thought of as public relations, promotions and selling (2004:65). Supporting the above authors is Leisner who states that contemporary management practice suggests that marketing is an essential component of any

organizational business plan, and suggests that librarians must move outside of the library and become personal advocates for the library (1995). This is particularly important in Africa where many people have never had access to school or public libraries.

Among the simplest methods that libraries could use to promote library services are suggested by Coote and Batchelor, and they include:

- Library brochures - Mention the service you offer and the organization you work for.
- Mention why users should use your services.
- Newsletters - Give specialized information to limited audience on a regular basis.
- Posters - Since posters are often the first point of contact for a potential customer, they can be used for highlighting a particular service (1997:29-33).

Claggett asserts that if librarians hope to stay in business it is in their interest to examine their brands so as to know what they are selling before marketing. Their marketing messages can be more powerful, more meaningful and more customer-focused. She adds that librarians must plan, develop and use a wide range of marketing media to add impact to marketing, and it is imperative for libraries to understand their brand. For example:

- Librarians need to know who buys their brand and why?
- Who do libraries compete with and what value does the brand offer against the competition?
- What does the brand stand for and why should people believe in it? (2002).

Furthermore, Altman and Allan affirm that no effort to enhance customer satisfaction will succeed unless student and faculty are convinced that the library staff cares about the

quality of service they provide and the manner in which they do it. Therefore, possible strategies for improving the image of the library should include enhanced communication between the library and its customers (1995), and the vigorous promotion of information literacy among all the users of the library.

University of Cape Town

## **CHAPTER 3**

### **SOUTH AFRICAN HIGHER EDUCATION INITIATIVES IN PROMOTING INFORMATION LITERACY**

#### **3.1. The general role of the South African government**

According to Oduaran, the concept “globalization” is not new but it has influenced lifelong learning (2000). Because of globalization, lifelong learning is featured prominently on the agendas of educational transformation (Darch and Karelse, 1997). Oduaran argues that in education globalization has taken the form of compelling schools and other education sectors to prepare students for competition in the global economy (2000).

The prominence of globalization in South Africa was caused by South Africa’s reinsertion into the global world (Walters, 1999). Because of globalization the key challenge facing higher education in South Africa is to ensure that it develops the skills that are necessary for addressing national development agendas as well as for participation in the global economy (Asmal, 2002). It is therefore necessary to develop an information society that will improve the quality of life for the people in general and enable them to participate in shaping the global information society (Darch and Karelse, 1997).

Haberle goes further and states that the rapid pace of technological advancement brought about by globalization has resulted in both skilled and semi-skilled workers in South Africa having to engage in lifelong learning, to be able to maintain the pace of competitors and remain at the cutting edge of technological development. Failure to engage in lifelong learning can result in the potential loss of a competitive edge, loss of business and thus economic decline (2002:21).

The impact of information technologies on society in general and on education in particular, requires preparing multi-skilled learners who are able to think critically and creatively, hence the need for information literacy (Mehl, 1997:16, Sayed, 1998:15) as discussed in the previous chapter.

Because of these technological changes, Amos reinforces that higher education in South Africa is challenged to develop effective and independent learners out of students who experience difficulties in engaging in typical university tasks successfully (1999:177).

The demands of globalization require graduates to exit with skills that are attributes of the information age, skills meant to gain access to appropriate information, the ability to evaluate and discriminate between different information sources. They should be equipped with lifelong learning skills, and social skills that promote cooperative work (Underwood, 2002).

Boughey articulates that the South African government has identified higher education as a place that can deliver the requisite research, the training of highly skilled people, the creation of relevant and useful knowledge to equip society with the capacity to participate effectively in a rapidly changing national and global context (1999).

Higher education has been identified as a central role player in the social, cultural and economic development of modern society. Its challenge is to redress past inequalities and transform the higher education system. This transformation of the higher education system and the institutions require:

- Increased and broadened participation - to overcome historically determined pattern of fragmentation, inequality and inefficiency.
- Responsiveness to societal interest and needs - to meet the increasingly technologically oriented economy.
- Cooperation and partnership in governance - to conceptualize the relationship between higher education and the state, civil society, stakeholders and among institutions (South Africa Department of Education, 1997).

To further the information literacy initiative, the South African government has also placed strong emphasis on the Information Communication Technology (ICT) sector development through the implementation of a national ICT strategy. The plan addresses penetration for disadvantaged segments of the society. ICT has positioned itself as an enabler of increasing competitiveness in other sectors, as a source of future export earnings and as key enabler to achieve development goals (Accenture, 2001).

The government has also created a State of Technology Agency to encourage the provision of information technology, information systems and related services in a managed secure environment. In addition, it has launched “Info.com 2025”, which serves as a collective programme for ICT projects designed to establish networked information and make South Africa globally competitive (Accenture, 2001).

The successful application of ICTs is intended to improve systems’ efficiency and operations and this can lead to improvements in delivery of all higher education, regardless of what teaching and learning strategies are finally being used to communicate with students (Butcher, 2000). Introduction of systematic instructional technology offers higher education a forum of instruction compatible with its own goals and serves to centralize the university beyond its confined environment (Burkle, 2001).

Another government initiative is SchoolNet South Africa that was established in 1997. It is devoted in creating learning communities of educators and learners who use ICTs to enhance education in South Africa. Its objective is to meet the challenge of transforming the education system from industrial model to a knowledge-based mode and thereby making South Africa globally competitive (SchoolNet SA, 2003).

The Technology Enhanced Learning Initiative (TELI) is meant to introduce and use technologies effectively in South African education and training. The project plan is to:

- Support curriculum development and delivery related to technology at grade 8 level.
- Deliver technically-orientated vocational education.

- Develop information literacy course for schools, community centres and industry-based training sites (SchoolNet SA, 2000).

### **3.2. Higher education initiatives**

In responding to the rapid changes in technology, South African academic libraries are now engaging in new roles intended to help their students to become critical thinkers, problem solvers, independent information seekers and lifelong learners. A number of higher education institutions have experimented with integrating information literacy as a credit-bearing course in their curricula. A few of these will be discussed below:

In 1996 a new credit-bearing course, “Information tools and skills” was launched at the University of Cape Town. Its aim was to help students understand the functioning of the information society and to navigate the vast amount of information with which they are frequently confronted (De Jager and Nassimbeni, 1998).

In 1997, the Cape Technikon designed a study skills programme called “Integrated First Year Experience” for all first year learners. An information literacy module formed part of the programme. An updated information literacy initiative using Internet-based learning as a means of encouraging access to knowledge and facilitation of lifelong learners was developed (Haberle, 2002:21-22).

The Department of Information Science at the University of South Africa (UNISA) introduced a comprehensive information literacy course that included various skills, competencies and attitudes. The focus was on higher cognitive competencies such as evaluating and synthesizing information. These were underpinned by lower-order skills that are necessary to find information. Library skills programmes were also introduced and were designed to support the higher level of information competencies. The motive was to enable students to use information effectively during their studies and after graduation (Machet and Behrens, 2000:8).

The University of Pretoria (UP) introduced another initiative in response to the changing profile of the student body. Like other universities, the university of Pretoria is a multiracial university, and in order to bridge the gap between previously disadvantaged and advantaged students, the university embarked on a formal programme called "Computer and Information Literacy" (Thompson, 2000).

The Department of Information Science at (UP) was given a task of producing this programme, and for this initiative to be successful, a collaborative effort between the Departments of Information Science, Informatics and Computer Science, as well as the Academic Information Service was put into practice. The success of information literacy was made stronger by the involvement of academics, as the campaign was to ensure that information literacy becomes "add-in" and not an "add-on" in all-teaching departments (Thompson, 2000).

At the University of the Western Cape the Thintana library training room is used as part of the information literacy initiative. The Postgraduate Post (2002) highlighted that the library uses the training room to enhance levels of information literacy. This is done through teaching users how to make better use of electronic resources, so that they can adequately trace, research and evaluate information (Postgraduate post, 2002).

In further response to the demands of globalization, South African higher institutions have realized that they need to co-operate on many levels. This has resulted in the establishment of provincial library consortia as was discussed on page 36. The reason behind these consortia was to share information resources and to promote and enhance information literacy programmes. CALICO and FRELICO have already formed their own information literacy projects and SEALS is on the verge of following suit.

Apart from provincial consortia, a national consortium, “Coalition of South African Library Consortia” (COSALC) was also established. The COSALC includes all the above-mentioned consortia and other stakeholders interested in improving the South African higher education system. Its main operational and managerial focus is at a national level committed to “promote and support the national cooperative initiative”. One of the goals COSALC strives for is to address information literacy (Workshop held in Port Elizabeth 14/04/2003).

Globalization and technological changes have touched many aspects of life. These have compelled governments of various countries to prepare their citizens with necessary skills

to participate in the global world, and South Africa is no exception. The government of South Africa in partnership with other stakeholders have new responsibilities, that of empowering their citizens with the necessary information skills to enable them to participate and function effectively in the global environment.

University of Cape Town

## **CHAPTER 4**

### **LESSONS OF INFORMATION LITERACY AT THE UNIVERSITY OF FORT**

#### **HARE**

In this chapter a brief description of the University of Fort Hare Library will be given. This will be followed by general staff profiles and student profiles. Further details of the library and its running will be given along with brief staff profiles, as it will be shown that they affect perception of information literacy. Finally, this chapter will present a discussion of lessons of information literacy programmes at the University of Fort Hare Library Main Campus.

#### **4.1. General staff profile**

The library has thirty members of staff. Sixteen of them have Library and Information Science qualifications ranging from Masters, Honours, and Bachelors degrees and undergraduate diplomas. Eight are studying towards their Bachelors degrees and five are not studying. The majority of these qualifications were obtained at the University of Fort Hare.

The library is divided into the following sections:

### **Library management**

It is the duty of the university librarian and the deputy librarian to see to the smooth running of the library as a whole. The deputy university librarian also acts as the systems librarian.

### **Technical services**

Technical Services comprise a senior librarian that ensures the smooth running of the section, two librarians responsible for cataloguing and classification, two library assistants that are responsible for spining, tattle-taping, accessioning and ensuring that books that have been processed are taken to their designated areas. There is a vacancy for an acquisition librarian and that responsibility is presently divided between the senior librarian and one library assistant who has just graduated a Bachelors' degree.

### **Information services**

This area comprises a senior librarian and three information librarians. The information librarians are responsible for searching for information. They train and liaise with academic staff, market library services to the university community, and educate library users about the effective use of the library and the Internet.

### **Lending services**

This section is divided into three: Main Desk Issue, Short-Loan and Interlibrary Loans.

There is a librarian in charge of the section. The section is supposed to have two assistant librarians and a senior library assistant for Interlibrary Loans, but these posts have been vacant since April 2003. The responsibilities of these vacant posts are performed by two library assistants who have just graduated with their Honours degrees. Their job, which is possibly the most strenuous, is to ensure the success of the section and also to supervise all activities of the other library assistants. The services here range from shelving and shelf reading, issuing and returning of books to working on Short-Loan, which is the busiest section in the library.

Additional responsibilities of the Lending Services librarian are to take charge of Interlibrary Loans and also working as information librarian for the Law faculty. The same person is also in charge of the law departmental library located outside the main library, from ten to twelve o'clock every working day. The burden of the Interlibrary Loans is then left to Lending Services staff.

There are two security guards that act as watchdogs for the library. Their other responsibility is to collect the library mail twice per day, as there has been no messenger since the retirement of the library messenger. This leaves the security exit unguarded and if there is a problem at the security gate, those working at the Main Issue Desk have to attend to that.

Furthermore, there are two photocopier attendants responsible for photocopying activities. Apart from photocopying and helping students with their photocopy problems, these two staff members also help at the computer laboratory, by recording student information, allocating computers, and seeing that everything runs smoothly.

### **Periodicals section**

The periodicals section has two staff members: the librarian in charge and a library assistant. Their job is to ensure efficient service to the library users. The librarian in charge has extra responsibilities: to act as information librarian for the Science and Technology faculty and to assist in the East London Branch twice a week (Thursdays and Fridays), as there is a shortage of staff as well.

### **The Howard Pim - Collection of rare books**

This is a closed access collection because it houses rare books: thesis collection and South African historical materials. There is only one librarian responsible for the section and if the librarian in charge is not available, a staff member from Lending Services has to go and assist.

From the above profiles one can see that there is a severe shortage of staff which can detract from the smooth running of the library services.

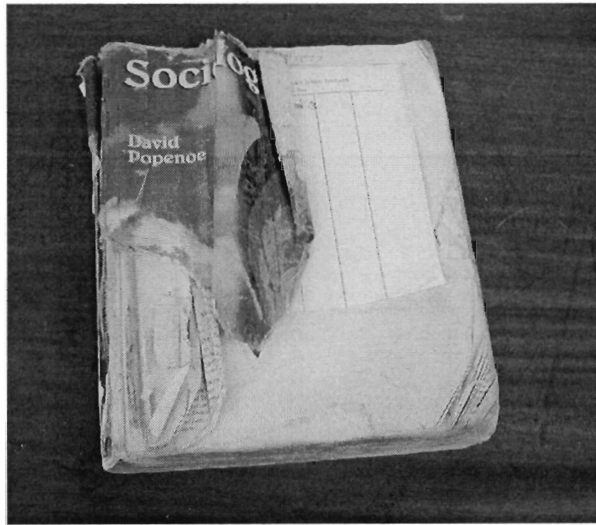
#### **4.2. Library profile**

The library has over 185 000 volumes of books, periodicals and other materials. These are housed in various sections of the library. To align itself with globalization and technological developments, the library provides access to the Internet and subscribes to various online databases. Access to these databases is freely available to all registered students and staff members.

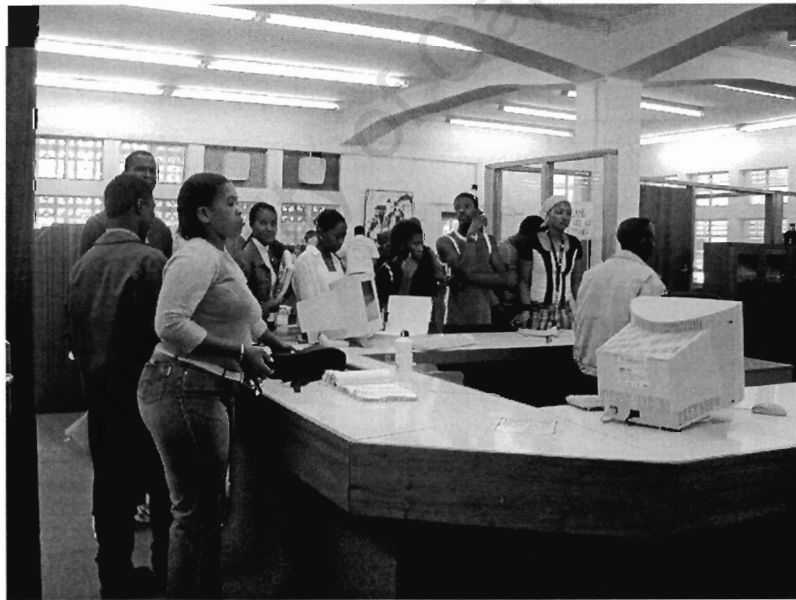
Due to financial difficulties experienced by the university and subsidy cuts by the government, the library has not bought new books for the past six years. The library was rescued by the European Union and Department of Education Higher Education Libraries Project, which was aimed to redress inequalities in library services at historically disadvantaged institutions. The project was started in 1996, and books were ordered then began to arrive in 2002. Presently, the library is still struggling to buy books due to budgetary constraints. It therefore relies on donations to buy and develop its collection.

New books that the library manages to buy are placed on Short-Loan to allow students to have access to them. Because of the limited number of books, more than hundred students have to share a single copy. This causes photocopying counts to be high as there is no bookshop on the campus or around Alice for students to buy their own copies.

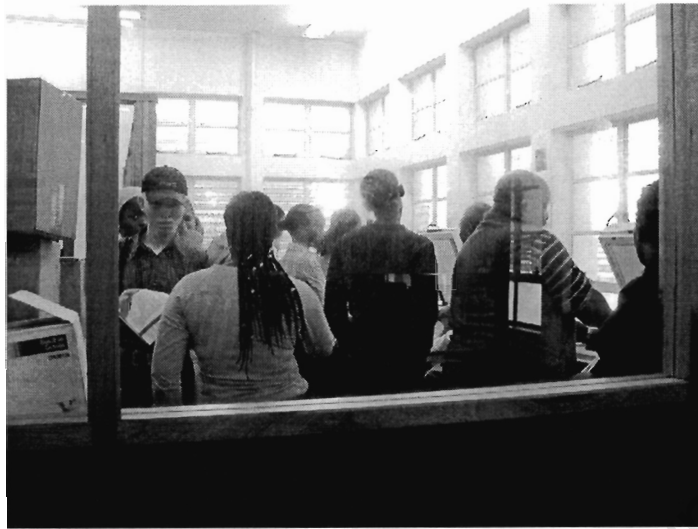
Because of photocopying books get damaged, as the figure below illustrates:



*(Figure: 2 Showing the condition of a book shared by students in Short-Loan)*



*(Figure: 3 Showing student queues in Short-Loan)*



*(Figure: 4 Photocopying room)*

The library has seventy computers that have recently been donated by the ENGEN Petroleum Company. In the past, students at the university (4313 in 2004) were sharing thirty computers and only fifteen of those had Internet access. The computer laboratory does not have printers and scanning facilities. Printers cause major problems to students who are required to submit word-processed assignments or to download information from the World Wide Web and online databases. Because of this, students are forced to read the information from the computer screens, save information on diskettes and ask the library staff or other departments on the campus to help. Many students submit assignments that are not word-processed, for which they can be penalized by teachers who are unaware of the reality of the library.

Computers that are dedicated to the OPAC in the library are not closely monitored. This allows some students use them for other purposes, for example to surf the Internet. Surfing the Internet forms part of information literacy and enables students to become

familiar with various ways in which one can use the Internet. Thus, encouraging them to feel confident when they use it for other purposes.

### **4.3. Student profile**

To get a clear picture of the findings from the study it is necessary to first determine the student profiles of the University of Fort Hare, that is, who are they and how information literate they are.

Prior to the 1994 democracy that opened doors to all South Africans, the country was segregated by colour and race. Keswell (2004) states that one of the most far-reaching effects of Apartheid was the role it played in generating extreme economic inequalities between race groups in South Africa. Equally influential was the social engineering via race and language that occurred in the sphere of public education with the introduction of the Bantu Education Act of 1954, which sought to prescribe differential access to education based on race (Keswell, 2004).

The education of White South Africans was different from the education of Black South Africans. After 1994, South Africans saw political, social, educational and economic spheres being equalized. Although efforts have been made to ensure some commonality of policies, since the advent of democracy, these policies are still uneven. The legacy of Apartheid gave rise to a large degree of fragmentation, lack of coordination, severe inequalities and inefficiencies in the higher education (Stumpf, 2001).

Although South Africa is celebrating ten years of democracy, the legacy of the past is still visible in historically disadvantaged universities. The University of Fort Hare is amongst those badly affected and it will take years to reach the goals and aspirations to which it is striving.

Transformation in education, which has been introduced in the new South Africa, is crippling historically disadvantaged universities. The University of Fort Hare that is one of the historically disadvantaged universities is among those that are seriously affected by the changes. Since the doors to all educational institutions are now open to all South Africans, students who would normally have enrolled in historically disadvantaged institutions are now able to enroll at historically white institutions.

As a result, there has been a dramatic decrease of students enrolling in historically disadvantaged universities. Presently there are only 4313 students registered at the University of Fort Hare Main Campus. This number includes students from other parts of Africa. The majority of foreign students are from Zimbabwe, followed by Lesotho, Botswana, Swaziland and others. The South African students are recruited from the rural areas of the Eastern Cape. Some of them have never seen libraries or used any forms of technology to access information.

Language is an important problem. Because students cannot express themselves fluently in English, they sometimes pretend to understand. This is evident during library

orientation sessions. The trainers are sometimes requested to use students' mother tongue.

The implementation of subsidy allocation by the South African higher education has given rise to another problem. Merisotis (2000) explains that a "three year actual rolling average enrollments in the formula" is used. Under this formula, the number of Effective Subsidy Students (ESS), which is the fundamental basis for the determination of an institution's subsidy allocation for the coming year, is projected, based on the number of students from the previous year, plus the difference between this and one previous to it. This in essence means that the number of subsidy students in 2000 is calculated based on the number of subsidy students in 1998, plus the difference between the number in 1997 and 1998 (Merisotis, 2000).

This methodology is highly problematic for those institutions facing a serious decline in student enrollments. Merisotis argues that the higher education institutions that deal with the decline in student enrolment face a significant reduction in subsidy income and this is most evident in historically disadvantaged universities. If the formula system continues to be utilized for funding institutions, a number of institutions that have experienced declining student enrollment could find themselves under severe financial pressure. That is, these institutions may not be able to produce sufficient numbers of high-level graduates with the relevant cognitive and social competencies and skills (Badat, 2000).

The achievement of equity, development, justice and democracy in South Africa requires academics and higher education institutions to become powerhouses of knowledge production and knowledge dissemination and diffusion, in order to form new generations of thinkers and actors (Badat, 2000).

The role of the University of Fort Hare Library with its limited budget and limited human resources is still required to generate high quality graduates, who will be independent and lifelong learners.

#### **4.4. Information literacy at the University of Fort Hare Library**

The library, which is the heart of the university, is making its voice heard throughout the university. This is supported in its new mission statement, which reads as follows:

“The role of the University of Fort Hare Library is to provide appropriate information resources and instruction in their use, sufficient to meet the educational, recreational and research needs of staff, students and community users through the effective acquisition and organization of materials and technological resources” (University of Fort Hare General Prospectus, 2003:50).

The library’s goals, which express aspects of promoting information literacy, are outlined in the library’s business plan, as follows:

- To become more involved in the learning process of the university through the integration of the library into the academic life of the faculties.
- To identify, provide and promote library services most needed by its clients and deliver them by the most appropriate and effective means.

- To develop a proper marketing strategy to make the library's clients aware of the products and services offered to them.
- To train users in the retrieval of information from various media.

### **Liaison programme**

Few years ago the library established an on-going dialogue between itself and the university academic staff of various faculties. Information librarians act as starting point for assistance for the information needs. They market services and new products to the academic staff.

Information librarians also play a big role by attending faculty board meetings to assess future trends and new developments in faculties. Another notion behind the liaison programme between the library and academic staff as stated in the library business plan is to:

- Build a good relationship between the library and the faculties.
- Provide mechanisms for incorporating information literacy training.
- To make the library an integral part of the academic community.
- Lobby academic staff to form a strong advocacy group for the library.

### **Library orientation**

The library provides orientation to students, especially to newcomers. This is done at the beginning of the year. Its objective is to enable the newcomers to be familiar with the library services. These sessions are compulsory for new students during the first week of

term, but are only offered on a voluntary basis to students who come late. The focus is on:

- Types of information sources - how to access and locate these information sources
- What to do when the required source of information is out on loan or is not available in the library.
- How to use facilities like photocopies and computers.
- Rules and regulations of the library.

### **On-Going Training Sessions**

Fort Hare Library has on-going intensive training sessions. The sessions are conducted by information librarians and the targeted groups include lecturing staff and students, especially senior students. The focus is on:

- The effective use of the OPAC
- The effective use of online databases and other online resources
- Usage of the Internet
- Methods of online citation

Manuals for various online databases, the OPAC and guides for effective use of online resources are provided during these sessions. At the end of each training session, students

are given assessment forms where they are asked to provide brief feedback on each session. The feedback provided helps the library to improve its services.

Occasionally lecturing staff responsible for certain subjects send their students to the library to be trained more specifically in information resources of their particular subject areas. This is called subject orientation. Appointments for these programmes are made in advance to allow information librarians to collect enough information pertaining to the subject concerned. At the end of the session, students are meant to be able to use information formats that the library has on that particular subject.

The use of the library home page on the web where students learn about the library services, the evaluation of online resources, databases, writing assignments, citation styles and other important information about the library is also taught during these sessions.

In addition to what the library is doing to equip its learners with lifelong skills, there is an optional computer literacy training course that is conducted by the Computer Centre Department. This is a three months course for which an additional fee of R1500 has to be paid, and classes are conducted in the evenings. The focus is on teaching students the basic components of a computer and how to use Microsoft Word, Excel, Power-point, Microsoft Access, and the Internet.

curriculum it is enjoyed by few students. Students who do not have the fee suffer the consequences and therefore lack the computer skills that are seriously needed.

University of Cape Town

## **CHAPTER 5**

### **METHODOLOGY**

Data can be collected in a number of ways: surveys, experiments, field research and observational studies. The survey method that has been chosen for this study is defined by Baker (1988:165) “as a method of collecting data in which a specifically defined group of individuals is asked to answer a number of identical questions”. Baker further explains that answers collected from the respondents form the dataset of the study.

#### **5.1. Research Design**

The scope of the study was to survey the manner in which the University of Fort Hare Library promotes and enhances information literacy. A survey method using a questionnaire containing both closed and open-ended questions, directed to students was used.

One reason for choosing questionnaires is that questionnaires can be sent to a large number of people including those who live far away. This can save the researcher travel expenses and postage is cheaper than long-distance phone-calls (Leedy and Ormrod, 2001:197), although this is less relevant in a residential university where most students stay on campus.

Singleton et al. add that self-administered questionnaires can be hand-delivered or mailed to respondents. They are least expensive as there are no travel or telephone expenses, and very little space is required (1988:248).

Bless and Hidgson-Smith (2000: 108) have this to say about using questionnaires:

Anonymity is assured and this helps respondents to be honest in their answers.

Bias due to personal characteristics of interviewers is avoided, as no interviewers are used.

Bless and Hidgson's sentiments are supported by Moore (2000:108):

Self-completion questionnaires are relatively easy to administer.

They are relatively cheap and they are flexible in such a way that they can be used to collect a wide range of data in a variety of different circumstances.

Babbie and Mouton are of the opinion that closed-ended questions provide greater uniformity of responses, are easily processed, and they can be transferable directly into the computer (1998: 233).

Bailey adds that answers to closed-ended questions are sometimes standard and can be compared from person to person. The answers can be easier to code and analyze, thus saving time and money. In addition, open-ended questions can be used when all possible answers are known, or when the researcher wishes to see what the respondents view as appropriate answers. They can be useful when there are too many potential answer categories to list on the questionnaire. They are preferable for complex issues that cannot

be condensed into small categories. They allow more opportunities for creativity or self-expression by respondents (1982:123-126).

## **5.2. Population and Sampling**

To determine the effectiveness of the study and gain an understanding of information literacy and the effectiveness of information literacy programmes at Fort Hare, the researcher chose to survey both undergraduate and postgraduate students with regard to their experiences.

The University of Fort Hare Main Library was used as a venue for the distribution of questionnaires. A covering letter stating the researcher's name, the purpose of the research and the deadline for the return of questionnaires was attached to each questionnaire.

A total of three hundred questionnaires was distributed among students entering the library. This distribution was conducted during three sessions: morning, afternoon and evening sessions. Twenty questionnaires were distributed during each of these three sessions. A distribution plan to record distributed questionnaires and responses received at the end of each day was used. The distribution was done within one week over fifteen sessions.

Although the library was used as a venue for collecting data, a problem was encountered in the return of questionnaires. Questionnaires were distributed in one week, but the analysis of data had to be delayed for about two weeks. The reason was the low return rate, for example, only (196) questionnaires were returned in the first week. This problem was overcome by putting a notice on the library notice board requesting the respondents to return the questionnaires. Eventually, a total of 246 (82%) of questionnaires was received.

### **5.3. Analysis of data**

Baker (1988:321) supported by Wilkinson (2000:77) states that analyzing data is meant to bring data together in a meaningful way and enable researchers to interpret or make sense of it. Bouma (1993:178) adds that a proper conclusion is grounded on the careful analysis and interpretation of the gathered data in the light of the basic questions being researched.

Bouma suggests that collected and presented data require evaluation and analysis and he puts forward four basic questions that can guide the activities around the analysis and interpretation of the data:

- What did you ask? - Remembering what the researcher has asked.
- What did you find? - Findings can be displayed in graphs, tables or expressed in averages.
- What do you conclude? - State clearly and simply what the data reveal and relate the statement to the larger issues.

- To whom do your conclusions apply? - This can be answered in a narrow and broader sense and drawing conclusion is to restate the empirical finding (1993:178-188).

Technological changes have led to sharing of information and the prevalent use of the Internet by students worldwide has motivated the researcher to conduct this study. Its purpose was to investigate the role played by academic libraries in the enhancement of information literacy, with specific reference to the University of Fort Hare Library. Questions were focused on library user education and the prevalent use of Internet.

With regard to library user education the focus was on:

- Location and arrangement of library resources.
- Types of information resources.
- Benefits of library orientation.
- General usage of library resources and sources.

With regard to the advent and prevalent usage of the Internet the focus was on:

- Training on the usage of online resources.
- General uses of the Internet.
- Knowledge of search engines.
- Evaluation of Internet resources.
- Citation of Internet resources.

Closed-ended questions were coded and counted manually. Answers were grouped together using tables and percentages. Open-ended questions were counted manually, and then classified according to concerns expressed and reported in ranked order to reflect the frequency of occurrence.

University of Cape Town

## CHAPTER 6

### FINDINGS AND INTEPRETATION OF DATA

The purpose of this chapter is to draw conclusions from respondents' answers to the questions on the survey instrument. Findings and interpretation will therefore, be presented based on the questions that were asked. The total number of students registered at the University of Fort Hare Main Campus for 2004 is 4313. Branch campuses (East London and Bisho) were not included in the study. The 4313 students are registered in one of the following faculties:

- **African and Democracy Studies (ADS)** - this includes Humanities and Law with 895 students.
- **Agriculture and Environmental Studies (AGRIC)** - this include faculty of Agriculture and related disciplines with 352 students.
- **Management, Development and Commerce (MDC)** - this include Social Science and Economic Sciences with 2415 students.
- **Science and Technology (SCIENCE)** - this includes Science and related disciplines with 651 students.

A total of three hundred questionnaires were distributed, and a total of 246 (82%) of questionnaires were returned by the respondents. The respondents were students from South Africa, Zimbabwe, Lesotho and other countries such as Malawi, Kenya and

Botswana, that are registered at Fort Hare. There were 185 South African and 61 non-South African respondents.

### Nationality

| Nationality     | Respondents | Percentage |
|-----------------|-------------|------------|
| South Africa    | 185         | 75         |
| Zimbabwe        | 34          | 14         |
| Lesotho         | 21          | 9          |
| Others          | 4           | 2          |
| Did not specify | 2           | 0          |
| <b>TOTAL</b>    | <b>246</b>  | <b>100</b> |

**Table 1**

The rationale for asking respondents to state their nationality was that not all students at the University of Fort Hare are South Africans. There are also students from other parts of Africa - Zimbabwe, Lesotho, Botswana, and elsewhere, for example Kenya, Swaziland and Malawi. These students often arrive at Fort Hare after the beginning of the academic year and may miss out on library orientation. As the Table 1 indicates, the majority were South Africans. Two students that were not South Africans chose not to reveal their nationality.

### Faculty affiliation

| Faculty      | Respondents | Percentage |
|--------------|-------------|------------|
| MDC          | 126         | 51         |
| ADC          | 75          | 31         |
| SCIENCE      | 25          | 10         |
| AGRIC        | 20          | 8          |
| <b>TOTAL</b> | <b>246</b>  | <b>100</b> |

**Table 2**

Table 2 illustrates the various faculties in which respondents are registered. As indicated in the table, the greatest percentage of respondents was from MDC. This is reflected by the fact that is the biggest faculty. ADS, Agriculture and Science were next, as could be expected from the enrolment figures.

### Level of study

| Number of years            | Respondents | Percentage |
|----------------------------|-------------|------------|
| First year (UG)            | 15          | 6          |
| Two to three years (UG)    | 125         | 51         |
| More than three years (UG) | 64          | 26         |
| First year (PG)            | 6           | 2          |
| More than three years (PG) | 36          | 15         |
| <b>TOTAL</b>               | <b>246</b>  | <b>100</b> |

**Table 3**

Table 3 illustrates the level of study of the respondents. The highest number of respondents (51%) are either doing second or third year (undergraduate). They are followed by 26% who have been at the University of Fort Hare for more than three years and also do not yet have a degree. Apart from repeating an academic year, there are degrees which take four years:

- Bachelor of Science in Agriculture.
- Bachelor of Library and Information Science.
- Bachelor of Social Science in Social Work.

As shown in Table 3, a total number of postgraduate students (15%) that studied at Fort Fare previously participated, and 2% of postgraduates coming to study at the University of Fort Hare for the first time also responded.

### Library visits

| Number of days      | Respondents | Percentage |
|---------------------|-------------|------------|
| Every working day   | 115         | 47         |
| 1-4 times per week  | 114         | 46         |
| 1-4 times per month | 14          | 6          |
| 1-4 times per term  | 3           | 1          |
| <b>TOTAL</b>        | <b>246</b>  | <b>100</b> |

**Table 4**

All respondents were asked to specify how often they visit the library. As indicated above, a small majority of respondents (47%) visited the library on a daily basis and 46% of the respondents visited the library one to four times a week. This shows that a significant majority of respondents (93%) claimed to visit the library on a very regular basis.

## Library orientation

|              | <b>Respondents</b> | <b>Percentage</b> |
|--------------|--------------------|-------------------|
| No           | 131                | 53                |
| Yes          | 115                | 47                |
| <b>TOTAL</b> | <b>246</b>         | <b>100</b>        |

**Table 5**

Respondents were asked whether they had attended the orientation sessions conducted by the library as explained of page 58. Library orientation is offered to all new students that enrol for the first time. Orientation is intended to close the gap between high school and tertiary education but is compulsory during the first week *only*.

Table 5 illustrates the number of respondents who had attended library orientation sessions. Fewer respondents (47%) had attended these sessions than those who indicated that they had not attended (53%).

Possible reasons for this high percentage of non-attendance could be that they were:

- South African students who were either admitted late, and did not specially asked for orientation, or
- the late arrival of students coming from other parts of Africa. For example, every year students from Zimbabwe arrive towards the end of March. These students

miss some of the programmes that could have been useful to them when they were being offered.

**What was learned from the library orientation?**

| Activities                            | Respondents |
|---------------------------------------|-------------|
| Photocopying                          | 87          |
| Obeying library rules and regulations | 74          |
| Using reference materials             | 69          |
| Searching books (OPAC)                | 39          |
| Using print journals                  | 35          |
| <b>TOTAL</b>                          | <b>304</b>  |

**Table 6**

As said before, library orientation is a series of activities aimed at introducing new students to find information for their academic needs. At the end of the library orientation, students should be able to use some of the resources they were taught about during these sessions.

Table 6 represents a list of activities respondents claim to have learned during library orientation. As indicated, the answers exceed the total number of respondents (246). This is because the respondents that attended library orientation were asked to tick everything that they learned from it.

This leaves one wondering about the skills of 53% of respondents who claimed that they had never attended library orientation. These respondents may catch up by getting assistance from friends, by teaching themselves or asking the library staff to help them.

### **Sources of information**

| <b>Sources of information</b> | <b>Respondents</b> | <b>Percentage</b> |
|-------------------------------|--------------------|-------------------|
| Open shelves                  | 88                 | 36                |
| Internet                      | 70                 | 28                |
| Reference section             | 32                 | 13                |
| Information librarians        | 29                 | 12                |
| OPAC                          | 19                 | 8                 |
| Online databases              | 8                  | 3                 |
| <b>TOTAL</b>                  | <b>246</b>         | <b>100</b>        |

**Table 7**

Respondents were asked to choose any source of information that they first consult when given assignments. The majority (36%) indicated that they use books on the open shelves. Although not all Internet resources get evaluated before publication, 28% of the respondents regard this source of information as their first stop towards fulfilling their academic needs.

The reference section where dictionaries, world bank reports, encyclopedias, dictionaries, grey literature and biographies are found, was selected by 13% of the respondents, and

12% trust the information librarians to help them find information for their academic needs.

Browsing on the open shelves instead of checking the OPAC to see which books the library holds is prevalent. As shown in Table 7 only 8% use OPAC to check which books are available in the library before locating books on the open shelves. The majority of respondents prefer to go to the open shelves and browse through when they are given an assignment.

Online databases to which the library subscribes and which have been authenticated and contain the latest information in various disciplines seem to be used less frequently - by 3% of the respondents. This finding is a cause for concern as the library spends a significant amount of money on these subscription databases.

### Arrangement and location of library sources

| Sources                   | Respondents | Percentage |
|---------------------------|-------------|------------|
| OPAC                      | 101         | 41         |
| Browsing the open shelves | 80          | 33         |
| Library staff             | 57          | 23         |
| Asking a friend           | 8           | 3          |
| <b>TOTAL</b>              | <b>246</b>  | <b>100</b> |

**Table 8**

After asking about sources of information that respondents use when given an assignment, they were asked to specify how they find these materials in the library. The largest number of respondents (41%) indicated that they locate information by using OPAC, while another 33% prefer browsing on the shelves, and 23% put their faith in the library staff. The finding about the OPAC is interesting, as using it is the first choice information source for only 8% of students as was seen in Table 7.

The reasons for this could be that:

- They are unsure of how to locate resources using the OPAC, or
- they do not know how to browse as the books on the open shelves are listed by classification/location number instead of subjects, and this can cause problems to first time library users.

Other respondents (8%) indicated that they trust their friends to help them to locate library sources. This could be that they are either afraid to ask or are unable to use the OPAC or to browse on the shelves.

### **Location of encyclopedias**

| <b>Location</b>     | <b>Respondents</b> | <b>Percentage</b> |
|---------------------|--------------------|-------------------|
| Reference section   | 104                | 42                |
| I do not know       | 98                 | 40                |
| Open shelves        | 17                 | 7                 |
| Periodicals section | 17                 | 7                 |
| Short-Loan          | 10                 | 4                 |
| Africana            | 0                  | 0                 |
| <b>TOTAL</b>        | <b>246</b>         | <b>100</b>        |

**Table 9**

In an attempt to test students' familiarity with the arrangement and location of library materials, respondents were asked to name the section of the library where encyclopedias are kept. Few respondents (42%) correctly named the Reference section as a place where encyclopedias are kept. As indicated in Table 9 the majority of respondents (58% in total) did not know where encyclopedias are housed. This clearly indicates that the respondents are not very familiar with some of the most basic library resources.

### Types of encyclopedias

| Types of encyclopedia | Respondents | Percentage |
|-----------------------|-------------|------------|
| Correct answers       | 172         | 70         |
| Wrong answers         | 74          | 30         |
| <b>TOTAL</b>          | <b>246</b>  | <b>100</b> |

**Table 10**

In order to test whether students could distinguish between reference sources such as atlases, dictionaries and encyclopedias, respondents were asked to select two encyclopedias found in the library from a list consisting of the following:

- World guide to libraries
- Britannica
- World atlas of agriculture
- Literary companion dictionary
- World Book

The correct answers - Britannica and the World Book was selected by 30% of the respondents. Incorrect options were selected by 70%. This shows that the majority of respondents could not distinguish encyclopedias from other reference sources.

### Knowledge of classification

| Discipline            | Respondents | Percentage |
|-----------------------|-------------|------------|
| I do not know         | 146         | 59         |
| Sociology             | 48          | 20         |
| Public administration | 43          | 17         |
| Library science       | 9           | 4          |
| <b>TOTAL</b>          | <b>246</b>  | <b>100</b> |

**Table 11**

In order to assess whether students had any knowledge of the classification scheme used in the library, respondents were asked: If a book has the shelf number 350: what would this book be about? Classification numbers are prominently posted in the library. Only a small number of respondents (17%) selected Public Administration, the correct answer.

The majority, (59%) indicated that they had no idea what that location number stood for. Students do not seem to be familiar with classification numbers in well-known subjects.

## Journal usage

| Journal used    | Respondents | Percentage |
|-----------------|-------------|------------|
| Blank spaces    | 128         | 52         |
| Correct answers | 104         | 42         |
| Wrong answers   | 7           | 3          |
| Never used      | 7           | 3          |
| <b>TOTAL</b>    | <b>246</b>  | <b>100</b> |

**Table 12**

Respondents were asked to list the titles of any three journals that they had used in the library. As shown in the Table 12, 42% answered the question correctly by giving various titles of journals in the library. A few (3%) that attempted failed to mention journal titles; instead they gave book titles that they had used in the library, while another 3% specified that they had never used journals in the library. Blank spaces were left by 52% and this could indicate that:

- They had never used journals in the library, or
- they did not know what journals were, or
- they were not able to remember or were not prepared to write down titles of journals they had used in the library.

### Location of journals

| Location               | Respondents | Percentage |
|------------------------|-------------|------------|
| Title, year and volume | 85          | 35         |
| I do not know          | 52          | 21         |
| Asking librarian       | 47          | 19         |
| Browsing               | 45          | 18         |
| Asking a friend        | 17          | 7          |
| <b>TOTAL</b>           | <b>246</b>  | <b>100</b> |

**Table 13**

To continue this exploration of respondents' knowledge of the use of journals, respondents were asked to indicate methods they used to find articles from these journals. The correct method, that is locating articles by using the title of a journal, year, volume and page number, was selected by 35%, while 19% indicated that they rely on the periodicals librarian to locate articles from print journals for them.

Although this method is time-consuming and can be a waste of time and energy, 18% of the respondents indicated that browsing the periodicals section was the right way to find articles. A few (7%) indicated that they trusted their friends to help them to locate articles from print journals while 21% indicated that they did not know what print journals were. This seems to suggest that only 35% are fully competent and conversant with the use of journals in the library.

### Training in the use of online sources

| Resource          | Respondents |
|-------------------|-------------|
| Internet          | 115         |
| None of the above | 95          |
| OPAC              | 75          |
| Online databases  | 14          |
| <b>Total</b>      | <b>300</b>  |

**Table 14**

Respondents were asked to indicate any training that they had received in the use of online resources. Each respondent was required to select as many options as applied. The most respondents (115) indicated that they had received training in the effective use of the Internet, while 76 said they had received OPAC training. Only 14 respondents indicated that they had received training in the online databases like EBSCO, Infotrac, Science Direct and other databases that the library holds.

Although 95 of the respondents indicated that they had never received training in the use of the above-mentioned online resources, this does not necessarily mean they do not know or are unable to use these resources. They might either have taught themselves, or may be getting assistance from friends or from the library staff. This finding nevertheless is a cause for concern, as librarians spend considerable amounts of their time in training students to use these expensive resources.

### Evaluation of Internet sources

|              | <b>Respondents</b> | <b>Percentage</b> |
|--------------|--------------------|-------------------|
| Yes          | 69                 | 60                |
| No           | 46                 | 40                |
| <b>TOTAL</b> | <b>115</b>         | <b>100</b>        |

**Table 15**

Respondents that stated that they had received Internet training were further asked how they could tell when a web source was worth using. A total of 115 positive responses were given by 69 (60%), while 46 (40%) indicated that although they had received training in the effective use of the Internet including the evaluation of Internet resources, they still do not know how to tell when the web source was worth using.

To elaborate on the Internet sources, respondents who said that they knew how to tell when the web source was worth using were further asked to name any three things that they would look for to check if the information was worth using.

Correct answers were provided by 18 respondents. They maintained that one has to check:

- Author and authors' credentials,
- credibility of the site,

- date the site was created and up-dated,
- check if there are any spelling errors, and
- check if the address or e-mail to contact the author is provided.

Blank spaces were left by 50 respondents and this could mean although they had received training in the effective use of Internet, they did not know how to tell when the web source is worth using.

### **Citation of Internet sources**

|              | <b>Respondents</b> | <b>Percentage</b> |
|--------------|--------------------|-------------------|
| No           | 128                | 52                |
| Yes          | 118                | 48                |
| <b>TOTAL</b> | <b>246</b>         | <b>100</b>        |

**Table 16**

Anyone who uses information sources from books, journals, encyclopedias, online databases or Internet has to acknowledge the details of the particular sources that were used.

Respondents were asked to tell if they knew how to cite Internet sources when writing a bibliography. Fewer than half of the respondents (48%) maintained that they knew how to do this, while (52%) said they did not know how to cite information found on the Internet.

This seems to indicate that some respondents (with the exception of those who did not know how to use the Internet in the first place) make use of other people's words and ideas without acknowledging them. Acknowledging other peoples' work indicates that one has reviewed other literature to see what is available or what is known about the subject one is undertaking. Acknowledging other peoples' ideas indicates that a user of that particular source knows about academic conventions and respects other scholars.

### **Usage of the Internet**

| <b>Internet Activities</b>   | <b>Respondents</b> |
|------------------------------|--------------------|
| Surfing for information      | 209                |
| E-mail                       | 180                |
| Sending short-messages (sms) | 142                |
| Chatting                     | 60                 |
| Playing games                | 50                 |
| No knowledge of the Internet | 14                 |
| <b>TOTAL</b>                 | <b>655</b>         |

**Table 17**

Internet use everywhere in the world is high. The University of Fort Hare is no exception. People use the Internet for various reasons. To determine Internet usage at the University of Fort Hare, respondents were asked to tell what they use the Internet for. Five options

were provided and each respondent was requested to mark all the activities used on the Internet. The last option was for those who did not know how to use the Internet.

The highest number (209) indicated that they use Internet to search for information, while 180 said that they use the Internet to just send e-mails, and 142 respondents use it for sending short messages. As Table 17 illustrates, there were also respondents who use the Internet to play games and just to chat with friends. Only 14 participants responded that they did not know how to use the Internet.

**Search engines**

|                 | <b>Respondents</b> | <b>Percentage</b> |
|-----------------|--------------------|-------------------|
| Correct answers | 175                | 71                |
| Blank spaces    | 65                 | 27                |
| Wrong answers   | 6                  | 2                 |
| <b>TOTAL</b>    | <b>246</b>         | <b>100</b>        |

**Table 18**

Since the majority of the respondents indicated that they use Internet to search for information for either academic needs or leisure purposes, the respondents were asked to name any two search engines that they use to search information. Common search engines search like Google, Yahoo, Dogpile, Altavista, Directhit and others were named by 71% of the respondents.

Blank spaces were left by 27% of the respondents. This could indicate that while they used Internet for e-mail, sending short messages, playing games or chatting with friends, they are not familiar with search engines. Another interesting finding was that 2% of the respondents that attempted to answer gave incorrect answers. They mentioned online databases like EBSCO, Infotrac, and Swetswise as search engines.

**Access to the University of Fort Hare library web page**

|                               | <b>Respondents</b> | <b>Percentage</b> |
|-------------------------------|--------------------|-------------------|
| 1 – 4 times a week            | 82                 | 33                |
| 1 – 4 times per month         | 52                 | 21                |
| Never                         | 49                 | 20                |
| Every working day             | 32                 | 13                |
| I did not know about the page | 31                 | 13                |
| <b>TOTAL</b>                  | <b>246</b>         | <b>100</b>        |

**Table 19**

The University of Fort Hare Library has a web site where relevant information ranging from links to online databases, evaluation of online resources, dictionaries, encyclopedias, newspapers, library hours, and staff and their designation, library rules and regulations is found.

To check the usage of this site, respondents were asked to indicate how often they access the library web page. As illustrated in Table 19, 33% of the respondents indicated that they access this page one to four times a week, while 21 % indicated that they access the

page one to four times per month, and 13% indicated that they access the site every working day.

Another 13% indicated that they did not know that the library has a web page, while 20% claimed that they had never accessed the library page. It is not known whether these students knew or did not know that the library has a web page.

**Helpfulness of Fort Hare Library web page**

|                 | <b>Respondents</b> | <b>Percentage</b> |
|-----------------|--------------------|-------------------|
| Yes             | 128                | 52                |
| Did not comment | 77                 | 31                |
| No              | 41                 | 17                |
| <b>TOTAL</b>    | <b>246</b>         | <b>100</b>        |

**Table 20**

To test whether the library web page was regarded as useful, respondents were asked to say whether information found there met their needs, and 52% agreed that the library web page was indeed helpful, while 17% indicated that the site did not meet their educational needs or was not helpful. No comment was made by 31% who simply left blank spaces. This quite closely matches the responses to the previous questions, as Table 19 shows that a total of 33% never accessed the library web page or did not know the library had one.

### **Information skills**

|              | <b>Respondents</b> | <b>Percentage</b> |
|--------------|--------------------|-------------------|
| No           | 143                | 58                |
| Yes          | 103                | 42                |
| <b>TOTAL</b> | <b>246</b>         | <b>100</b>        |

**Table 21**

Respondents were asked to say whether the library was doing enough to equip them with skills to find information for their academic needs. A clear majority (58%) affirmed that the library was not doing enough to equip them with information skills, while 42% agreed that the programmes that the library conducts furnish them with the necessary skills for finding information for their academic needs.

### **Free-text general comments**

To follow on the previous questions and in order to enable the library to accomplish its mission to develop lifelong learners, respondents that indicated that the library was not doing enough to prepare them with the skills necessary to find information for academic needs, were asked to present suggestions on what they think the library could do to improve. The following were recommended:

- A total of 16 respondents recommended that the library should conduct workshops where users are trained in the effective use of any information sources. From this number, eight respondents indicated that proper training would stop

them from browsing between the shelves or wandering around, as this is time-consuming. Another eight recommended that the library should train them in how to locate and use information from all sources of information - books, online databases, Internet, and reference materials. Three of the respondents who said that they had received training claimed that although they had received training in how to use other sources of information (especially online databases) they could not or were unable to locate information using these databases because the training was not enough or not adequate.

- A total of ten respondents had concerns about the OPAC. Six respondents said they found the OPAC difficult to use. They suggested that the library should compile guides on how to use the OPAC. These guides should be attached to all computers that are mainly used to access OPAC. Because there are no manuals in the use of the OPAC, four respondents claimed that other students educate them.
- Seven respondents suggested library should invite all students (from first year to postgraduates), from all faculties to a proper library user education.
- Six respondents suggested that library orientation should be conducted on a monthly basis because not all first time students get admitted in January. Some students come from other countries and they miss out the library orientation sessions at the beginning of the year.

- Apart from library orientation where students are introduced to general library activities and use of these activities, three respondents suggested that departmental or subject orientation could add value to their academic needs. They maintained that it would enable them to know exactly which sources of information to consult, how to locate them using OPAC to further their academic needs and to become independent information seekers.
- Three respondents suggested that the library should start advertising their activities and these advertisements should be placed on all university notice boards.
- An improved co-operation between the library and faculties was also suggested by three respondents. They suggested that co-operation between these parties would enable the library to accomplish effective information literacy programmes, because of the support that they would get from the academic staff.
- Two respondents added that new library programmes should be properly communicated, as this would help them to know about new developments in the library.

- Benchmarking of information literacy programmes between Fort Hare library and other academic libraries was suggested by two respondents. They acknowledged that benchmarking would improve effectiveness of the library.
- Further two respondents suggested that, in order for Fort Hare Library to achieve smooth running and produce positive results they should investigate how other libraries are conducting their services.

#### **Any other comments**

To accommodate issues that could be useful to the study but not covered by the questionnaire, respondents were finally given an opportunity to write any further comments about the library. The following issues were revealed:

- **Insufficiency of latest sources**

The overall problem that was shared by the majority of respondents (213) was the lack of new books. Respondents claimed that Fort Hare Library has old books. They recommended that the library should get rid of old books and start ordering the new books especially, the latest editions. Some argued that books recommended by their lecturers for assignments and tests are not available in the library. Because of this, they are forced to go to other libraries to get the latest editions, for example from the East London branch or order them through the Interlibrary-Loans. Four of these respondents

argued that the lack of the latest information prevent them from performing well and from keeping in touch with the latest developments or from conducting effective research.

➤ **Inadequacy of computers**

Inadequacy of computers was another concern. A total of 169 respondents suggested that the library should buy more computers and repair those computers that need repairs as a matter of urgency. Subsequent to this investigation, 70 computers were donated to Fort Hare library by ENGEN Petroleum Company. At the time, however this issue was important.

➤ **Photocopy machines and printers**

Problems with photocopying and printing facilities were another concern, and were shared by 107 respondents. Respondents suggested that the library should buy more photocopy machines and train students in how to use them properly.

At the moment the library computer laboratory does not have printers. There is always a problem whenever students need to print. They argued that the library should buy printers, as they are very important.

➤ **Use of cellular phones and noise level**

A total of 30 responses were concerned with the use of cellular phones and noise level. Fifteen respondents recommended that notices preventing students from using cellular phones in the library should be adhered to and if students ignore those notices, proper measures like suspension should be taken.

Another ten respondents argued that noise level is very high and that makes the library not a good place for study. Noise levels are ascribed to:

- Insufficient photocopying machines, and
- absence of discussion rooms.

Five of the respondents claimed that the library management should enforce library rules and regulations, and that noise in the library should not be allowed at all. Those who do not adhere to the rules should be expelled from using the library.

➤ **Contact international aids or fund raise to buy more books**

A total of eleven responses were concerned with obtaining outside funding to buy more books. Respondents said that the latest editions that the library has are insufficient and because of that, these books are placed on Short-Loan to allow all students to have access. They suggested that the library should raise funds to buy extra copies and that

these copies should be placed on the other areas of the library and not on Short-Loan only. Other respondents suggested that the library should contact international aids to donate books.

➤ **Loan periods**

Eleven responses dealt with aspects of loan periods. Because of the scarcity of the latest information respondents recommended that the library should reduce loan periods for books that are on demand to just one week to allow others to have access. In addition to the scarcity of latest information, other respondents suggested that the library should have appropriate punishment for those who keep library materials for longer periods while others are suffering.

➤ **Staff matters**

Ten responses dealt with staff matters. Respondents recommended that in order for the library to function efficiently, it should employ more staff to ease the load and prevent long queues. Four respondents claimed that library staff hardly greets them; some are unfriendly and sometimes not visible and are not passionate about their work. This in return had made them to be afraid to approach them. They suggested that the library should conduct courses in customer care to train the staff on how to handle the users.

➤ **Assistance with computers**

Five respondents suggested that the library should employ professional staff to work at the computer laboratory. They argued that the staff working there are not professionals, they allow students to play games, send e-mails and short messages while others want to use computers for academic purposes.

➤ **Journal issues**

Insufficient provision of print journals was cited by three respondents. They argued that in order for them to conduct effective research projects, the library should order more journals for all faculties.

➤ **Opening of a bookshop**

Because of the scarcity of the latest information, three respondents claimed that they were even prepared to buy their own copies if there could be a bookshop on campus or around Alice.

➤ **Positive comments**

Although the library was severely criticized for not providing effective services because of the lack of resources, few respondents said that the library was improving. The following were positive comments from few respondents:

- Three respondents claimed that the library staff was cooperative, friendly and was always willing to help.
- Two claimed library information system had improved and the library should make sure that is maintained.
- Two respondents praised the researcher for conducting this study. They stated that the study had made them discover that their knowledge about the effective use of the library was still inadequate and that there was much they have to learn.
- One claimed that the overall services of the library were not that bad, marks were brought down by the lack of photocopy machine and printers.
- One respondent affirmed that the library was well equipped and students need to familiarize themselves with the information relevant to their field of study.

## CHAPTER 7

### CONCLUSIONS AND RECOMMENDATIONS

#### **7.1 Findings**

The study set out to determine whether University of Fort Hare Library was successfully providing students with necessary lifelong information skills for their academic needs.

According to the finding from the data that was collected, it was shown that the University of Fort Hare Library has not yet succeeded in preparing students with lifelong information skills. The following was discovered:

##### ➤ **Library orientation**

The findings indicated that the majority of respondents had not attended library orientation. This gap is probably caused by the late admission of South African students and the late arrival of new students from other parts of Africa.

Of the 115 that attended library orientation, 87 claimed that one of the things they had been introduced to and are now able to do is the photocopying. This confirms that photocopying is significant as indicated in *figure: 4 page 54* and might therefore support the claim about the scarcity of books. Until the library buys more books, it seems that the library will continue to be faced with an influx of students wanting to use photocopy

facilities (*figure: 3 page 53*), and the condition of books placed on Short-loan will continue to deteriorate (*figure: 2 page 53*).

The study indicated that participants who attended the library orientation sessions do not necessarily benefit from them. For example of the 115 that attended the library orientation, only 39 indicated that they knew how to use OPAC, while only 35 indicated that they knew how to use print journals. From this finding the researcher concludes that the library orientation sessions currently conducted do not achieve their aim to empower students to use library materials and services.

#### ➤ **Location and use of resources**

On the general use of library sources, the findings indicated that respondents use various methods to locate and make use of library sources. The majority used books in the open shelves by either using the OPAC, browsing in the shelves, asking library staff and their friends to help. Browsing between the shelves can be time-consuming unless one knows the location of that particular subject. Browsing, asking library staff or asking a friend could be caused by insufficient skills in the use of the OPAC.

Findings indicated that respondents used various methods to locate information. There were respondents who did not know common information sources like journals and encyclopedias. As was shown in Table 9, only 42% could locate the Reference section as

the place where encyclopedias are kept, and from that percentage only 30% managed to differentiate encyclopedias from other reference sources.

From the findings it was discovered that the majority of respondents did not seem to understand location numbers. Only 17% knew how to tell that “350” is the Dewey Decimal Classification number for Public Administration. The rest were unable to tell, instead they chose different disciplines.

#### ➤ **Internet use**

Studies such as that of Metzger et al. (2003:271) indicate that the use of online information is increasing. Because the Internet is making so much information available, students believe that their searches are successful when a short search yields many results. Some do not pay much attention to the type of site or the validity of information, and some are generally unaware of the concept of evaluation criteria (Warnken, 2004: 151-152).

This study discovered that Internet usage at the University of Fort Hare is high. Respondents use it for various purposes. Users of the Internet need to know that not everything found from the Internet is authentic and worth using. There are guidelines information seekers have to follow to check if a web page is worth using.

It was shown that although respondents knew how to use the Internet for various purposes, the majority did not know how to authenticate the information found there. The findings indicated that only 18 respondents (7%) of the total sample provided correct answers when asked about the guidelines they have to follow to check if the web page is worth using.

Apart from using the Internet to write e-mails, send short messages, playing games and chatting, 85% of the respondents added that they used the Internet to search information. In order to get information from the Internet, information seekers have to use search engines. Respondents were asked to specify two search engines that they used to locate information. 71% provided correct answers while 6% of those who used the Internet and attempted to answer the question gave something else, for example EBSCOHost, Infotrac, Science and Science Direct.

Some respondents (27%) had no idea what search engines were. This was indicated by the blank spaces they left. This number includes those who did not know how to use the Internet and also those who used the Internet for sending e-mails, playing games, sending short messages and chatting with their friends, that is, they use the Internet for fun rather than for academic work.

➤ **Citation and plagiarism**

Each time users use secondary sources like books, online databases and Internet sources they have to acknowledge their sources of information. When respondents were asked whether they knew how to cite Internet sources 48% respondents claimed that they knew, and 50% responded by saying they did not know how to cite Internet sources. This might suggest that some respondents used other peoples' work without knowing that they had to acknowledge it. Having done so, they might be guilty of plagiarism.

➤ **Use of library web page and marketing**

The findings (Table 19) show that a total of 166 students had accessed the library web page. Of these, 128 students (Table 20) found the site helpful. Lack of marketing library services especially the library web page, could be the reason why 31 students responded that they did not know the library had a web page.

➤ **Lack of library infrastructure**

Respondents complained strongly about the lack of books, especially new books. They also complained about the lack of printers and the inadequacy of photocopying machines. If the university does not see the library as the heart of the university and therefore supply the infrastructure that the library needs to function well, the university might experience a further drop in student numbers.

Although findings indicated that respondents frequently visited the library, they seem to get disappointed because the library services are not as efficient and effective as they would expect. For example, some respondents complained about long queues and the unfriendliness of staff towards them. This latter could be attributed to the conditions under which the staff is working. At the moment the library is experiencing a severe shortage of staff. Until the problem is resolved, the morale of the staff that are trying hard to render efficient services, will remain low.

### **Overall conclusion**

In addition to obvious problems such as the legacy of Apartheid which ensured that black tertiary institutions were underresourced, subsidy cuts, library budget cuts, shortage of staff, insufficiency of latest resources, the University of Fort Hare Library suffers from difficulties of its own making such as lack of marketing, lack of documented policies on the proper functioning of library, and the unavailability of a known plagiarism policy.

From the findings of this study, the researcher concludes that although there is some evidence that the University of Fort Hare Library is trying to improve, it does not equip Fort Hare students with the necessary skills to, find, critically evaluate and use information for their academic needs.

### **7.3. Recommendations**

In order for the library to function well and generate graduates with skills for lifelong learning the following are recommended:

- Fort Hare Library should revise its mission statement as stated in chapter four. The focus on providing appropriate information sources and training users in the retrieval of information is not sufficient. The new mission statement should include other components of information literacy such as evaluation skills and avoidance of plagiarism. Sayed and De Jager support the researcher's opinion by asserting that, "the ability to access and manipulate information from various sources is necessary but not sufficient" (1997). Grassian and Kapplowitz also support the researcher, by maintaining that learning to think critically is one of the most important goals of undergraduate education, and indeed lifelong learning for all learners. It is not the process of finding information that is important, but what people do with it when they found it. If they are able to think critically, they are then able to distinguish fact from fiction (2001:111).
- In order for the library to function efficiently and achieve its goals, the library should have well documented policies. For example a strategic plan will enable the library to plan what goals the library strives to achieve, how to achieve them, and how to implement them. For now, to the best knowledge of the researcher, the library does not have these. If any are in existence, the library staff, (of whom the

researcher is one) should surely know about them, unless there is no proper dissemination strategy.

- Plagiarism on the Internet is high and higher education institutions have adopted policies for making their students aware of it. Although the University of Fort Hare like other higher education institutions is aware of the problem, it does not have a documented policy on plagiarism. University policy in effective use of Internet and plagiarism should to be drafted as a matter of urgency and then implemented.
- Since the majority of the library staff have studied and worked at the same institution, they might not be aware of what other libraries are doing to achieve the best with their limited resources. A suggestion from respondents, which is also recommended by the researcher, is that the library should attempt to find out what other libraries do to achieve their goals. Although services might be different, getting ideas from others might help the library to try other approaches.
- The integration of computer literacy into the university curriculum rather than merely providing an expensive add-on programme as was explained on page 60 will benefit the majority of students.
- A formal library orientation committee should be established and orientation should be conducted on regular basis. The task of the committee should be planning, organizing and evaluating the orientation programme such as course content, duration, teaching methods to be used and size of the group.

- The success and implementation of information literacy programmes needs additional infrastructure, hence the need for the fundraising. In order for the University of Fort Hare Library to survive and meet the challenges of the information age, a fundraising committee to assist the library to achieve the goals of information literacy is highly needed.
- A programme of promoting library services should be implemented as a matter of urgency. If the library seeks to render quality service and attract more users, it should start devising and drafting an appropriate strategy on marketing. Marketing will help the users to take full advantage of library services that are currently less used, especially the subscription databases and library web page.
- For the library to run smoothly, the vacant posts should be filled as a matter of urgency.

Higher education institutions should know that the value of information literacy extends far beyond the academic classroom setting and contributes to lifelong learning skills (Frenkel, 2002). Learning to think critically is one of the fundamental goals of information literacy, which in return contributes to lifelong learning. Empowering students with the essential information skills will enable them to think critically, be able to distinguish fact from fiction, and reliable from unreliable sources of information.

As globalization and technological advances affect the ways people conduct businesses, new roles requires the librarians, in collaboration with academic staff and other

stakeholders to engage in student learning as no students will function effectively and competently when they lack the required information skills to manipulate and use information. Until it changes the way it conducts its business, the University of Fort Hare Library has a long way to go in helping students to become lifelong learners.

University of Cape Town

## REFERENCES

- Accenture. 2001. Creating a development dynamic: final report of the digital opportunity initiative. [Online]. Available:  
<http://www.opt-init.org/framework/pages/appendix3Case6.html> [04/06/2004]
- Adams-Volpe, Judith. 2003. Fundraising for libraries: 25 proven ways to get more money for your library. *Journal of academic librarianship*. 29(3): 191. [EBSCO Online]. Available: <http://search.epnet.com> [31/05/2004]
- Adler, Richard P. 1999. Information literacy: advancing opportunities for learning in the digital age. [Online]. Available:  
<http://www.aspeninst.org/publications1/pdfs/infolit.pdf> [03/03/2003]
- Alexander, Johanna Olson. 1998. Fundraising for the evolving academic library: the strategic small shop advantage. *Journal of academic librarianship*. 24(2): 131. [EBSCO Online]. Available: <http://search.epnet.com> [31/05/2004]
- Allen, Lisa. 2000. Information literacy in higher education: a revolution in learning. [Online]. Available:  
[http://www.pages.drexel.edu/~la35/Information\\_Literacy\\_in\\_Higher\\_Education.html](http://www.pages.drexel.edu/~la35/Information_Literacy_in_Higher_Education.html) [19/04/2004]
- Altman, Ellen & Allan, Pratt. 1995. Service quality. 21(3): 224. *Journal of academic librarianship*. [EBSCO Online]. Available: <http://search.epnet.com> [31/05/2004]
- American Library Association. 1989. Presidential committee on information literacy. [Online]. Available: <http://www.ala.org/acrl/nili/ilit1st.html> [08/01/2003]

- Amos, T.L. 1999. Integrating the development of academic learning into mainstream teaching and learning. *South African journal of higher education*. 13(3): 177-183.
- Asmal, Kader. 2002. Higher education and globalization: a view from the South. [Online]. Available: <http://www.nuffic.nl/nuffic50years.pdf/asmalspeech.pdf> [04/04/2004]
- Babbie, Earl & Mouton, Johann. 1998. *The practice of social research*. Oxford: Oxford University Press.
- Badat, Saleem. 2000. South African higher education at the beginning of the new millennium: Realities, problems and challenges. [Online]. Available: [http://www.che.org.za/che\\_secretariat/eco\\_papers/2000.UNISAQAAddress1.pdf](http://www.che.org.za/che_secretariat/eco_papers/2000.UNISAQAAddress1.pdf) [14/05/2004]
- Bailey, Kenneth D. 1982. *Methods of social research*. 2<sup>nd</sup> ed. London: Collier Macmillan.
- Bainton, Toby. 2001. Information literacy and academic libraries: The SCONUL approach (UK/Ireland). [Online]. Available: <http://www.flas.org/IV/ifla67/papers/016-126e.pdf> [17/05/2003]
- Baker, Therese L. 1988. *Doing social research*. New York: McGraw-Hill.
- Behrens, Shirley J. 1992. Librarians and information literacy. *Mousaion*. 10(1): 81-88.
- Behrens, Shirley J. 1994. A conceptual analysis and historical overview of information literacy. *College and research libraries*. 55(4): 309-322.
- Behrens, S.J. et al. 1999. *Mastering information skills*. Pretoria: Unisa.

- Bless, Claire & Higson-Smith, Craig. 2000. *Fundamentals of social research methods: an African perspective*. 3<sup>rd</sup> ed. Lansdowne: Juta.
- Boughey, John. 1999. Higher education and lifelong: Are we where it's at. [Online]. Available: <http://www.chet.org.za/oldsite/debates/nqf6.html> [04/06/2003]
- Bouma, Gary D. 1993. *Research process*. Rev. ed. Melbourne: Oxford University Press.
- Bowyer, Kevin W. & Hall, Lawrence O. 2001. Reducing effects of plagiarism in programming classes. *Journal of information systems education*. 12(3): 141. [Online]. Available: <http://www.jise.appstate.edu/12/141.pdf> [28/05/2004]
- Brandt, D. Scott. 2001. Information technology literacy: Task knowledge and mental models. *Library trends*. 50(1): 73. [EBSCO Online]. Available: <http://search.epnet.com> [15/05/2003]
- Breivik, Patricia Senn. 1999. Information literacy and the engaged campus: giving students and community members the skills to take (and not be taken in by) the Internet. [Online] Available: <http://aahebulletin.com/public/archive/literacy.pdf> [06/08/2003]
- Bruce, Christine Susan. 1995. Information literacy: a framework for higher education. *Australian library journal*. 44(3): 158-169.
- Bruce, Christine Susan. 1997. *Seven faces of information literacy*. Adelaide: Aslib Press.
- Burkle, Martha. 2001. Virtual learning in higher education in Mexico and South Africa. [Online]. Available: <http://www.inter-disciplinary.net/Buckle%20Sayes20%Paper.pfd> [04/06/2004]

- Bundy, Alan. 2001. For a clever country: information literacy diffusion in the 21<sup>st</sup> century. [Online]. Available: <http://www.library.unisa.edu.au/papers/clever.htm> [11/06/2003]
- Butcher, Neil. 2000. Information and communication technologies in South African higher education. [Online]. Available: <http://www.nadoesa.org.za> [04/06/2004]
- California School Library Association. 1997. *From library skills to information literacy: a handbook for the 21<sup>st</sup> century*. 2<sup>nd</sup> ed. San Jose, California: Willow.
- Claggett, Laura. 2002. Identify your brand before you market. *Information outlook*. 6(11): 12. [Online]. Available: [http://www.findarticles.com/cf\\_0/m0FWE/11\\_6/94406193/print.jhtml](http://www.findarticles.com/cf_0/m0FWE/11_6/94406193/print.jhtml) [03/02/2004]
- COMLA. 2000. User education and information literacy in New Zealand: a country paper. [Online]. Available: [http://lianza.org.nz/text\\_files/information\\_literacy.doc](http://lianza.org.nz/text_files/information_literacy.doc) [07/06/2004]
- Cooper, Natasha & Snavey, Loanne. 2000. Information literacy: a role for everyone. [Online]. Available: <http://www.libraries.psu.edu/crsweb/infolit/everyone.htm> [08/01/2003]
- Coote, Helen & Batchelor, Bridget. 1997. *How to market your library services effectively*. 2<sup>nd</sup> ed. London: Aslib.
- Curran, Charles. 1993. Information literacy and the public library. *Encyclopedia of library and information science*. 51: 257-266.

- Darch, Colin & Karelse, Cathy-Mae, 1997. Enhancing learning through networked information literacy. [Online]. Available: <http://www.saoug.org.za/archive/1997/9702.htm> [26/06/2003]
- De Jager, Karin & Nassimbeni, Mary. 1998. Roadmaps for the highway: the evolution of an information literacy-training programme for South African students. *Education for information*. 16(2): 131. [EBSCO Online]. Available: <http://search.epnet.com> [05/08/2003]
- DeVoos, Danielle & Rosati, Annette C. 2002. "It wasn't me, was it?" plagiarism and the web. *Computers and composition*. 19: 191-203. [Online]. Available: <http://www.sciencedirect.com> [28/05/2004]
- Doyle, Christina S. 2003. Concepts of information age. [Online]. Available: [http://www.learning.kern.org/tlc\\_resources/stories/storyReader\\$25](http://www.learning.kern.org/tlc_resources/stories/storyReader$25) [15/03/2003]
- Eisner, Michael D. 2001. Information literacy facts. [Online]. Available: <http://www.scun.edu/edpsy/ACES/pdf/document3pdf> [20/02/2004]
- Feather, John & Sturges, Paul. 1997. *International encyclopedia of information and library science*. London: Routledge.
- Fidzani, Babakisi T. 1995. User education in academic libraries: a study of trends and developments in Southern Africa. [Online]. Available: <http://www.ifla.org/IV/ifla61/61-fidb.htm> [10/08/2003]
- Frenkel, Ann. 2002. Library liaison. *Brandeis libraries*. 6(4). [Online]. Available: <http://library.brandeis.edu/about/liaison/liaison0402.html> [09/10/2003]
- Grassian, Esther S. & Kaplowitz, Joan R. 2001. *Information literacy instruction: theory and practice*. New York: Neal-Schuman.

- Griffiths, Jill R. & Brophy, Peter. 2002. Student searching behaviour in the JISC information environment. [Online]. Available:  
<http://www.ariadne.ac.uk/issue33/edner/intro.html> [08/06/2004]
- Haberle, N. 2002. Developing a theoretical evaluative framework for information literacy interventions: a South African initiative. *South African journal of higher education*. 16(3): 21-30.
- Harris, Robert, 1997. Evaluating Internet research sources. [Online]. Available:  
<http://www.virtualsalt.com/evalu8it.htm> [08/07/2004]
- Harrod's librarian's glossary*. 1995. 8<sup>th</sup> ed. Aldershot: Gower.
- Hart, Chris. 2001. *Doing literature search: a comprehensive guide for the social sciences*. London: Sage Publications.
- Heery, Mike & Morgan, Steve. 1996. *Practical strategies for the modern academic library*. London: Aslib.
- Henri, James & Hay, Lyn. 1994. Beyond the bibliographic paradigm: user education in the information age. [Online]. Available:  
<http://www.ifla.org.sg/IV/ifla60/60-henj.htm> [10/08/2003]
- Humes, Barbara. 2003. Understanding information literacy. [Online]. Available:  
<http://www.libraryinstruction.com.infolit.html> [07/06/2004]
- International Monetary Fund. 2000. Globalization: threat or opportunity? [Online]. Available: <http://www.imf.org/external/np/exr/ib/2000/041200.htm> [19/10/2004]

- Jackman, Lana W. 2002. Information literacy: whose job is it? *Academic exchange quarterly*. 6(4): 29. [Infotrac Online]. Available:  
<http://infotrac.london.galegroup.com/itweb/hare> [26/02/2003]
- Keswell, Malcolm. 2004. Education and racial inequality in Post-Apartheid South Africa. [Online]. Available:  
<http://santafe.edu/sfi/publications/Working-Papers/04-02-008.pdf> [11/05/2004]
- Kibirige, Harry M. & DePalo, Lisa. 2000. The Internet as a source of academic research information: findings of two pilot studies. *Information technology and libraries*. 19(1): 11. [Online]. Available: [http://www.lita.org/ital/1901\\_kibirige.html](http://www.lita.org/ital/1901_kibirige.html)  
[06/02/2003]
- Killmer, Kimberly A. & Koppel, Nicole B. 2002. So much information, so little time: evaluating web resources with search engines. *T.H.E journal online*. 30(1). [Online]. Available:  
<http://www.thejournal.com/magazine/vault/articleprintversion.cfm> [07/05/2003]
- Kirk, Thomas G. 1999. Information literacy in a nutshell: basic information for academic administrators and faculty. [Online]. Available: <http://www.ala.org> [15/04/2003]
- Koch, Melissa. 2001. Information literacy: where do we go from here? *Technos quarterly for education and technology*. 10(1). [Online]. Available:  
<http://www.technos.net/journal/volume10/1koch.htm> [5/04/2003]
- Korfhage, Robert R. 1997. *Information storage and retrieval*. New York: John Wiley.
- Leedy, Paul D & Ormrod, Jeanne Ellis. 2001. *Practical research: planning and design*. 7<sup>th</sup> ed. New Jersey: Prentice Hall.

- Leisner, Tony. 1995. Should libraries engage in marketing? [Online]. Available:  
<http://www.ifla.org/IV/ifla61/61-leit.htm> [31/05/2004]
- Lih-Juan, ChanLin & Chwen-Chwen, Chan. 2003. Web-based library instruction for promoting information skills. *Journal of instructional psychology*. [Online]. Available: [http://www.findarticles.com/cf\\_0/m0fcg/4\\_30/112686160/print.jhtml](http://www.findarticles.com/cf_0/m0fcg/4_30/112686160/print.jhtml) [24/02/2004]
- Machet, M P & Behrens, S J. 2000. Information literacy through distance learning. *Innovation*. 21: 8-14
- Makhubela, Lulama & Koen, Zona. 1995. Another angle on access: information literacy and student learning. *Academic development*. 1(1): 13-19.
- Martin, Brian. 1994. Plagiarism: a misplaced emphasis. *Journal of information ethics*. 3(6): 36-47. [Online]. Available:  
<http://www.uow.edu.au/arts/sts/bmartin/pubs/94jie.html> [28/05/2004]
- McClure, Charles R. 1994. Network literacy: a role for libraries? *Information technology and libraries*. 13(2): 115-125.
- McLeon, Ramon G. 1997. Classroom chronicles: students look to the Internet for new ways to cheat. [Online]. Available:  
<http://www.sfgate.com/cgi-/article.cgi?file=/cronicle/archive/1997/12/16/MNI1691DTL> [28/05/2004]
- Mehl, M. 1997. SAQA and NQF: an outsider's view. *SAQA bulletin*. 2(2): 10-18
- Merisotis, Jamie P. et al. 2000. Funding South African higher education: steering mechanisms to meet national goals. [Online]. Available:  
<http://www.ihep.com/Pubs/PDF/SouthAfrica.pdf> [14/05/2004]

- Metzger, Mirriam J. et al. 2003. College student web use, perceptions of information credibility, and verification behaviour. *Computers and education*. 41: 271-290. [Online] Available: <http://sciencedirect.com> [28/05/2004]
- Minnesota Virtual University. 2003. Glossary. [Online]: Available: <http://www.mnvu.org/mnvu/265.jsp> [02/05/2004]
- Moore, Nick. 2000. *How to do research: the complete guide to designing and managing research projects*. 3<sup>rd</sup> ed. London: Library Association.
- New South Wales Information and Communications Technology Action Plan. 2000. Skilling people for an information society. [Online]. Available: <http://www.oit.nsw.gov.au/pdf/3.4.1-ICT-Skills.dpf> [04/06/2004]
- Njagi, Kageni et al. 2003. Assessing students' attitudes towards web-based learning resources. [Online]. Available: <http://naweb.unb/proceedings/2003/NjagiIsbell.html> [08/06/2004]
- Oduaran, Akpovire. 2000. Globalization and lifelong education: reflection on some challenges for Africa. *International journal of lifelong education*. 19(3): 266. [EBSCO Online]. Available: <http://search.epnet.com> [04/06/2003]
- Oman, Julie N. 2001. Information literacy in the workplace. *Information outlook*. 5(6): 32-43.
- Oregon State University. 2004. Anthropology glossary. [Online]. Available: <http://oregonstate.edu/dept/anthropology/glossary2.htm> [19/10/2004]

- Plosker, George R. 2003. The information industry revolution: implications for librarians. [Online]. Online. 27(6): 16. Available: <http://www.infoday.com/online/nov03/plosker.shtml> [25/03/2004]
- Postgraduate Post. 2002. Thintana library training room opens door to information literacy and e-resources training. November 4. [Online]. Available: <http://www.uwc.ac.za/postgraduates/postgraduate3.pdf> [04/06/2004]
- Qobose, Edwin. 2000. Subject librarians' relations with faculty at the University of Botswana: a review of liaison activities. *Journal of Southern academic and special libraries*. 1(3). [Online]. Available: [http://southernlibrarianship.iccap.org/content/v01n03/qobose\\_e01.html](http://southernlibrarianship.iccap.org/content/v01n03/qobose_e01.html) [09/10/2003]
- Ray, Kathryn & Day, Joan. 1998. Student attitudes towards electronic information resources. *Information research*. 4(2). [Online]. Available: <http://informationr.net/ir/4-2/paper54.html> [07/06/2004]
- Ricketts, Bridget A. 2000. The need for critical literacy skills in students' use of the Internet. [Online]. Available: [http://schoolnet.ca/nis-rei/documents/pdf/critical\\_intenet\\_linetacy.pdf](http://schoolnet.ca/nis-rei/documents/pdf/critical_intenet_linetacy.pdf) [07/06/2004]
- Rockman, Ilene F. 2002a. The importance of information literacy. *Exchanges: The online journal of teaching and learning*. [Online]. Available: [http://www.exchangesjournal.org/print/print\\_1100.html](http://www.exchangesjournal.org/print/print_1100.html) [13/06/2003]
- Rockman, Ilene F. 2002b. Strengthening connections between information literacy, general education, and assessment efforts. *Library trends*. 51(2): 185. [EBSCO Online]. Available: <http://search.epnet.com> [24/05/2004]

- Sacchanand, Chutima. 2002. Information literacy instruction to distance students in higher education: librarians' key role. [Online]. Available: <http://www.ifla.org/IV/ifla/papers/113-098e.pdf> [17/06/2003]
- Sayed, Yusuf. 1998. *Segregated information highway: information literacy in higher education*. University of Cape Town: Calico/Infolit.
- Sayed, Y & de Jager, K. 1997. Towards an investigation of information literacy in South Africa. *South African journal of library and information science*. 65(1): 5. [EBSCO Online]. Available: <http://search.epnet.com> [08/01/2003]
- SchoolNet SA. 2000. Educator development for ICT. [Online]. Available: <http://school.za/edict/research/telihtm> [19/10/2004]
- SchoolNet SA. 2003. SchoolNet SA. Available: <http://www.school.za/content.htm> [19/10/2004]
- Shapiro, Jeremy J. & Hughes, Shelley K. 1996. Information literacy as a liberal art: enlightenment proposal for a new curriculum. *Sequence*. 31(2). [Online]. Available: <http://www.educause.edu/pub/er/review/reviewarticles/31231.html> [16/05/2003]
- Shontz, Marilyn L. et.al. 2004. What do librarians think about marketing? a survey of public librarians' attitudes toward the marketing of library services. *Library quarterly*. 74(1): 63-84. [Online]. Available: <http://search.epnet.com> [31/03/2004]
- Singleton, Royce, et al., 1988. *Approaches to social research*. New York: Oxford University Press.
- South Africa Department of Education. 1997. *Government gazette*. August 15.

- Stumpf, R.H. 2001. South African Higher Education: Post-Apartheid challenges. [Online]. Available: [http://www.ciea.ch/documents/s01\\_sout\\_stumpf.pdf](http://www.ciea.ch/documents/s01_sout_stumpf.pdf) [11/05/2004]
- Thompson, Gary B. 2002. Information literacy accreditation mandates: what they mean for faculty and librarians. *Library trends*. 51(2): 218. [EBSCO Online]. Available: <http://search.epnet.com> [07/05/2003]
- Thompson, Helen M. & Henley, Susan A. 2001. *Fostering information literacy: connecting national standards, goals 2000 and the SCAN report*. Englewood, Col.: Libraries Unlimited.
- Thompson, Jane Elizabeth. 2000. Information literacy collaboration between the University of Pretoria and the Potchefstroom University for Christian Higher Education. [Online]. Available: [http://educate.lib.chalmers.se/IATUL/proceedcontents/qutpap/thompson\\_full.html](http://educate.lib.chalmers.se/IATUL/proceedcontents/qutpap/thompson_full.html) [13/06/2003]
- Tiefel, Virginia M. 1995. Library user education: examining its past, projecting its future. *Library trends*. 44(2): 318-338.
- Underwood, Peter. 2002. South Africa: a case study in development through information literacy. [Online]. Available: <http://www.nclis.gov/libinter/infolitconf&meet/papers/underwood-fullpaper.pdf> [14/04/2003]
- University of Fort Hare. 2003. *General prospectus*.
- Vernon, Robert F. et al. 2001. Plagiarism on the web. *Journal of social work education*. 37(1):193. [EBSCO Online]. Available: <http://www.search.epnet.com> [31/05/2004]

- Waldman, Micaela, 2003. Freshmen's use of library electronic resources and self-efficacy. *Information research*. 8(2). [Online]. Available: <http://informationr.net/ir/8-2/paper150.html> [08/06/2004]
- Walters, Shirley. 1999. New challenges and opportunities for lifelong learning in South Africa. *Comparative education*. 35(2): 217. [EBSCO Online]. Available: <http://search.epnet.com> [04/06/2003]
- Warnken, Paula. 2004. The impact of technology on information literacy education in libraries. *Journal of academic librarianship*. (30)2: 151. [Online]. Available: <http://www.sciencedirect.com> [27/05/2004]
- Webber, Shirley & Johnston, Bill. 2000. Conceptions of information literacy: new perspectives and implications. *Journal of information science*. 26(6): 281-397.
- Wilkinson, David (ed). 2000. *The researcher's toolkit: the complete guide to practitioner research*. London: Routledge.
- Wilkinson, James. 2000. From transmission to research: librarians at the heart of the campus. In: *Future-teaching roles for academic librarians*, edited by Alice Harrison Bahr. New York: Harworth Press. 25-40.
- Williams, Helena & Zald, Anne. 1997. Redefining roles: librarians as partners in information literacy education. *Information research*. 3(1). [Online]. Available: <http://informationr.net/ir/3-1/paper24.html> [21/01/2003]
- Young, Rosemary M. & Harmony Stephena. 1999. *Working with faculty to design undergraduate information literacy programs*. New York: Neal-Schuman.

## **APPENDIX 1**

### **ACRONYMS**

- ADS -African Democracy Studies
  
- ESS - Effective Subsidy Students
  
- ICT- Information and Communication Technology
  
- OPAC - Online Public Catalogue
  
- TELI – Technology Enhanced Learning Initiative
  
- URL - Universal Resource Locator
  
- WWW - World Wide Web

## APPENDIX 2

### UNIVERSITY OF CAPE TOWN

#### DEPARTMENT OF LIBRARY SCIENCE AND INFORMATION STUDIES

My name is Zodwa Somi, a Masters student at the University of Cape Town. I'm doing research on the "*The role played by academic libraries in the enhancement of information literacy*" as a part of requirements for the Masters in Library and Information Science. The study is conducted at the University of Fort Hare Library.

The purpose is to investigate the role played by the University of Fort Hare Library in empowering students with the necessary information skills to find information for their academic needs. Your answers will assist in designing effective information literacy programmes that will enable you to find information for your academic and general needs.

The information collected will be treated strictly confidentially.

The completion and the return of questionnaires to the library before 07/05/2004, will be highly appreciated.

THANKING YOU IN ADVANCE

**QUESTIONNAIRE ON LIBRARY USE**

**PLEASE MARK THE APPROPRIATE ANSWER(S) WITH AN (X)**

**NATIONALITY**

**1. Are you a South African citizen?**

- (a) Yes [ ]  
(b) No [ ]

**2. If “no” please state your nationality.**

---

**3. In which Faculty are you registered?**

---

**LEVEL OF STUDY**

**4. How long have you been at Fort Hare?**

- (a) This is my first year [ ]  
(b) Two or three years [ ]  
(c) More than three years, but I don't yet have a degree [ ]  
(d) More than three years, I'm a postgraduate student [ ]  
(e) This is my first year, I'm a postgraduate [ ]

**LIBRARY VISITS**

**5. How often do you visit the library?**

- (a) Every working day [ ]  
(b) 1 to 4 times per week [ ]  
(c) 1 to 4 times per month [ ]  
(d) 1 to 4 times per term [ ]

## **LIBRARY ORIENTATION**

**6. Have you attended any library orientation sessions?**

- (a) Yes
- (b) No

**7. If you answer “yes”, which of the following did you learn to do? (Mark all that apply)**

- (a) Searching books (OPAC)
- (b) Using reference materials
- (c) Using print journals
- (d) Photocopying
- (e) Rules and regulations of the library

## **SOURCES OF INFORMATION**

**8. Which source of information do you consult first, when you are given an assignment?**

- (a) Books on the open shelves
- (b) Reference section
- (c) Online databases
- (d) Online catalogue (OPAC)
- (e) Internet
- (f) Information librarians

## **ARRANGEMENT AND LOCATION OF LIBRARY SOURCES**

**9. How do you find materials in the library? (Choose one option)**

- (a) By using the online Library catalogue (OPAC)
- (b) Browsing between the shelves
- (c) Asking the library staff
- (d) Asking a friend to help

**10. In which section of the library are the encyclopedias kept?**

- (a) Open shelves
- (b) Africana
- (c) Short-Loan
- (d) Reference section
- (e) Periodicals Section
- (f) I do not know

**11. From the following choose two encyclopedias found in the library.**

- (a) World guide to libraries
- (b) Britannica
- (c) World atlas of agriculture
- (d) Literary companion dictionary
- (e) World Book

**12. If a book has a shelf number of 350: what would this tell you?**

- (a) This book is about sociology
- (b) This book is about library science
- (c) This book is about public administration
- (d) I do not know

**13. List the titles of any three journals that you have used in the library.**

---

---

---

**14. How do you find articles from print journals?**

- (a) By browsing the periodicals section
- (b) Asking the periodicals librarian
- (c) By the title of a journal, year, volume and page number
- (d) I do not know what is the print journal
- (e) By asking a friend to help

## USAGE OF ONLINE RESOURCES

**15. Have you been trained to use any of the following? (Mark all that apply).**

- (a) OPAC (Library catalogue)
- (b) Online databases (EBSCO, Infotrac, Science Direct)
- (c) Internet
- (d) None of the above

**16. If you have received Internet training do you know how to tell when a web source is worth using?**

- (a) Yes
- (b) No

**17. If you answer “yes”, mention any three things that you would look at to check if the web source is worth using.**

---

---

---

**18. Do you know how to cite Internet sources when compiling a bibliography?**

- (a) Yes
- (b) No

**19. What do you use the Internet for? (Mark all that apply)**

- (a) E-mail
- (b) Playing games
- (c) Chatting
- (d) Surfing for information
- (e) Sending short messages (sms)
- (f) I do not know how to use the Internet

**20. List any two-search engines that are used to search information on the Internet.**

---

---

**21. How often do you access the library web page?**

- (a) Every working day
- (b) 1 to 4 times a week
- (c) 1 to 4 times per month
- (d) I did not know the library has got a web page
- (e) Never

**22. Do you find the Fort Hare Library web page helpful?**

- (a) Yes
- (b) No

**GENERAL COMMENTS**

**23. Do you think the library is doing enough to equip you with necessary skills to find information for your academic needs?**

- (a) Yes
- (b) No

**24. If the answer to question 23 is “no”, briefly suggest what the library can do to improve?**

---

---

---

---

25. Any other comments?

---

---

---

---

---

**THANK YOU FOR YOUR CO-OPERATION**

University of Cape Town