

AFRICAN JOURNAL OF LIBRARY, ARCHIVES AND INFORMATION SCIENCE

VOLUME 9, NUMBER 2 OCTOBER, 1999

	Page
Jennifer Verbeek and Athol Leach The Development and Evaluation of a New Filing Component for Records and Document Control in the KwaZulu-Natal Province, South Africa.....	103
Lekoko Kenosi Records Management in the Public Service and the Botswana's National Archives and Records Services.....	119
Mugyabuso J. F. Lwehabura User Education and Information Skills: A Need for a Systematic Programme in African University Libraries.....	129
Theophilus Yeboah The Management of Information Literacy Skills Programme for Science Undergraduates at the University of Botswana.....	143
Felix K. Tawete Stakeholders, Libraries and Education in Africa: The Story of Simangele.....	153
U. Selong Edem Statistics Used by Authors of Library and Information Science Articles in Nigerian Journals.....	165
H. Akussah, S.N.B. Tackie and M.A. Tiamiyu Entry-Level Perceptions and Motivation of Archives and Librarianship Students at the University of Ghana.....	171
Chidi P.C. Onwubiko Information Repackaging for the 21st Century Rural Nigerian	187
Book Review- Africana Librarianship in the 21st Century: Treasuring the Past and Building the Future.....	195
New Publications.....	197
Professional News and Events.....	198
Index	201

The Development and Evaluation of a New Filing Component for Records and Document Control in the KwaZulu-Natal Province, South Africa

Jennifer Verbeek and Athol Leach

Department of Information Studies

University of Natal

Pietermaritzburg, South Africa

Abstract

This paper presents the methodology of the development of a new filing component for the records and document management system of the Provincial Office, KwaZulu-Natal, Department of Land Affairs, South Africa. The Department was established in 1994 after the country's first democratic elections. It has as its function, the difficult problem of land reform, and its restitution and redress after the inequities of land distribution in the pre-apartheid South Africa. It was hoped that such a system, if successful, would not only improve the Department's capacity for delivery of land to applicants, but could also serve as a model method for the developing of such systems for government departments. Such a system should be in line with South African Archives Service directives. The evaluation of such systems is crucial to efficient functioning, and two methods of such evaluation are reported in this paper.

Introduction

It is generally accepted today that good governance in an organisation is dependent upon efficient records management. Organisational records must be kept and organised in such a way that efficient and timely retrieval of records becomes the norm. The control of government records takes place at two levels: first, within the government department which originates or receives the documents during the course of the management of the affairs which have been delegated to it, second, at Archives level once the department has disposed of records to Archives. In developing nations, inefficient record control is a contributing factor to poor governance, and South Africa is no exception.

This paper reports on a programme initiated by the Department of Land Affairs, South Africa, which was planned to bring order into the documental chaos which existed in the registries of provincial offices. The KwaZulu Natal (KZN) Provincial Office was used as the laboratory. Rigorous evaluation of the system was integral to the programme. Such external *in situ* evaluation is not routinely conducted in South African Government departments, reliance being placed totally upon Archives scrutiny of the written schedules. Therefore the workability of the system is not routinely tested with regard to user (departmental) satisfaction.

Background to the Study

One of the major problems which faced South Africa's first democratic government when it took office in 1994 was to redress the tremendous imbalance in land ownership, including the return of land to people who had been dispossessed of it by the apartheid regime. The first step taken was to establish a Department of Land Affairs under Minister Derek Hanekom. The Department of Land Affairs was to consist of three arms: two existing arms, the Deeds Offices and the Offices of the Surveyor General were to be administered together with a new third arm which was to deal exclusively with land reform.

During 1994 and 1995 the groundwork for the new department was laid. In 1996 the new structures were implemented, with a headquarters in Pretoria and the nine provincial offices (Department of Land Affairs, South Africa, 1996). The Department's land reform arm was so organised that the development of policy and planning would be the functions of central headquarters, as would overall administration, whilst the actual delivery of land reform and the administration necessary to support this would take place at provincial level.

One of these provincial offices was KwaZulu Natal, under the Director, Richard Clacey. Clacey and some staff had been appointed from the ranks of non-governmental organisations, such as the Association for Rural Advancement, which dealt with land reform. Unlike departments in the previous government, these organisations were serviced by excellent modern information resource centres, which dealt *inter alia* with the filing system. The new Provincial Office in KwaZulu Natal also took over some staff, including registry staff, who were *inter alia* responsible for filing (State Archives Services, South Africa [n.d.] *Registry Guide*: sect.2.3-2.6) from the now defunct Department of Development Aid. At the time of the formation of the Land Reform arm of the Department of Land Affairs, a filing system was drawn up by a member of the operational staff (van Loggenberg, V. to Verbeek. pers. com., 1996). Because of the newness of the Department's involvement with land reform, the operational or line

functions of this system were particularly inadequate, using extremely broad categories, and lacking any definitive instructions. Using the system resulted in large unwieldy files and continuous *ad hoc* alterations to the system. Alterations had not been submitted to Archives for approval as required (see "the Brief" below), and no distinction was being made between ephemeral and valuable materials. There was also no policy regarding electronic documents. This situation led to the development of "private" filing systems and "file hogging".

It was immediately apparent that the records and document management system was completely inadequate for a modern department intent upon quick and efficient delivery of land reform. In order to remedy the situation, the Director obtained funding, first, for the appointment of a part-time records and document consultant, and later for a full-time information officer.

This paper deals with the revamping of the filing component of the records and document management system by the consultant whose brief was the design and implementation of a new filing system and the evaluation of the system once implemented.

The Brief

A needs assessment of the Department's information problems identified the need for a completely redesigned filing system, as part of the implementation of an efficient records and document management system. The registry staff would have to be retrained, and administrative and operational staff trained on the new system (Verbeek, 1996). A preliminary survey showed a low (55%) rate of document recall, with queries sometimes taking more than a day to bring in a "no document" return, although staff were aware that documents existed. This led to frustration and disappointment, and interfered with the ability of the provincial office to carry out its allotted duties.

A new system was planned as opposed to the revamping of the old system. This system had to be designed with certain constraints in mind. Existing computer programs had to be used. At that particular time, the Department was experiencing considerable problems with the Information Technology section based in Pretoria and the consultant received no help from them. She was unable to receive a list of programs available in the Department, or any information regarding, for instance, the availability of any programs that could produce file labels from data base entries. In view of the urgency of the matter, the consultant, therefore, investigated the possibility of using Word Perfect 6.1, which was available on the departmental LAN. As the number of non-case

files was not large, the use of this program appeared feasible (particularly in view of the short expected life of the system, which is discussed below) and had the added advantage of being a program with which all staff were familiar. The database would be searched by means of the "F2" search facility, and a label printing capability was inherent in the program.

The provincial office did not, as yet, have set functions. The organisation of the Department was in an evolutionary phase, and functions were being devolved on an on-going basis from Head Office to provincial offices, which necessitated the building of a flexible and expansive system, which would have a lifespan of about three years (Natal Government Archives, 1996). The Archives Act of 1997 gives the final control of all documentation, including current documentation in government offices to the Government Archives (South Africa, 1997, Act No 43). This control includes all aspects regarding the custody care and disposal of archival material. The State Archives Service (*Registry Guide* (n.d.) *Archives Instructions* (1996: 5) defines the records under its control as being:

All documents and records created or received in a government office ...during the conduct of official affairs by an office and which are not required by any other act of Parliament to be dealt with otherwise than in the terms of the provisions of the Archives Act.

The system and any subsequent alterations thereto would therefore have to receive the approval of the Archives, and would have to fit into their broad guidelines, and all deviations therefrom would need to be negotiated. It should be noted that Archives approval is not required for alterations brought about to appendices to the schedules (Natal Government Archives Service to Verbeek, 1997). This exclusion was to become a useful tool for building in expansiveness.

It should be possible to implement the system in all nine provincial offices with minimal adjustment. Instructions to the schedules should be very detailed and written as simply and as unambiguously as possible. Convention in the registries of South African government offices had been that academic style was used so that many words or phrases were unnecessarily difficult to understand in context. As it was expected that registry clerks in the department would probably not be native English speakers, this was identified as being a priority in the new guidelines.

Thorough evaluation of the system was envisaged from the beginning. This necessitated the keeping of detailed notes on each decision, particularly regarding any deviation from convention. This evaluation was to take three forms.

First, as noted above, Archives would have to scrutinise and finally approve of the system. Second, an external evaluator would evaluate the system within one month of implementation. Third, a final evaluation would be conducted after the system had been operative for six months, and any alterations found necessary could then be brought about by departmental staff.

Function Analysis

The first step in the design of any records and document management system is conducting an in-depth function analysis. In this case, the analysis took place in four stages. First, the entire staff of the provincial office attended a four-day workshop at which every staff member attempted to place his/her work in context. This was extremely helpful, although not primarily designed as a function analysis. During this initial workshop the consultant (who already had a working understanding of the functions of the Department) came to grips with the functions of the provincial office as well as gaining insight into the role of each staff member. Many potential problems which were also to affect the design of the system could be identified, for instance the intended gradual devolution of certain functions from Head Office to the provinces. This posed a very real problem. As records and document management systems and, in particular, the filing component thereof, are supposed to reflect existing functions, this system would have to pay particular attention to being expansive in order to accommodate the functions (many as yet undefined) which would devolve to the provincial level.

Second, the consultant interviewed all staff members individually in an attempt to list each member's functions. Staff members were only expected to answer one repetitive question "What do you do?" The total emphasis was on "what" and staff members were to be discouraged from trying to answer "why" or "how".

This was undoubtedly the most difficult and least rewarding aspect of the function analysis. It was found that most operational staff had no clear concept of "what" they did probably because the operational functions of what was essentially a new and evolving department were not yet clear to them, and also because many were new to the Provincial Office. In 1996 the operational staff of the Provincial Office KwaZulu-Natal were dealing with the bulk of South Africa's Land Reform cases - many were operating in crisis mode, responding to problems rather than being in a position where organised operations were the order of the day. The administrative staff, on the other hand, had a clear concept of their functions as most of them had governmental

experience and government had nearly a century of finely tuned administration. The administrative staff also had an understanding of some of the functions, which would be devolving to the provincial level. Most had already had some discussions around these with their headquarters counterparts, and could understand the basic processes attached to these functions.

Third, a random document inventory was conducted. Finally, the last step in the function analysis took place two months later, when the provincial office held a two-day workshop. At that stage the operational staff had a much clearer concept of their functions. It was at this workshop that the concept of the total re-engineering of the whole Department was first mooted to the staff. This would make any system designed in 1996/1997 outdated before the year 2000. After discussion with the Director of Archives, these authorities were brought to understand that this filing system would have to be replaced after devolution and re-engineering were completed. This was accepted by all concerned, particularly in view of the obvious urgent need for a productively operative filing system.

Design of the System

Once as many functions as possible had been identified, and problems pertaining to each function noted, the functions were arranged in groups by major functions which would form the main series. Previously, it had been the South African government archival convention to use only two major main series, namely, Administrative (or support) and Operational (or line) functions. After discussion with the Director of Archives, it was decided that it would be logical to break with this convention and to start the system with two main series consisting of legislation and policy, thereby bringing together all those documents pertaining to the authority under which the provincial office operated, rather than have these scattered throughout the system. Notes would be inserted in all main series instructing the user to search for legislative or policy documents under main series 1 and 2. Main series 3-5 would be devoted to the conventional administrative functions and 6-8 used for operational functions. This would allow for further main series to be added should the department acquire new functions. The system was then further subdivided on internal organisational principles and finally by the conventional one- subject- one- file principle, keeping hierarchical relationships in mind. Provision was made for the easy weeding of ephemeral by the use of the "Routine Enquiries" convention.

Cases and Projects

As the bulk of the department's records dealt with cases and projects, it was decided to remove these from the main series and keep them in a series of appendices. Not

only would this facilitate schedule alterations, as alterations to the instructions regarding appendices do not have to receive Archives approval, it would also allow new operational main series to be inserted at the end of the list of main series. This would not have been possible if the cases had become main series 9.

Here a modification of the constant number principle was applied: that on the movement of a case to project status, the same file number is kept and the indicator PR added at the end of the file number. This obviated the time-consuming preparation of new files, and the duplication of documentation for the new file. The same constant number principle was to be applied to cases concerning labour tenants and farm workers using the suffix I for cases and IP for projects. Such cases were to be listed in a second appendix. Further, the case/project files were to follow the internal organisation of the provincial office, by subdivision, according to Regional Council demarcation.

Instructions to the Schedules

As noted above, it was decided to simplify all instructions. The schedules were prefaced by simple general instructions, but, in addition, each main series was prefaced by more detailed instructions regarding what should or should not be placed in that particular main series. This was also done for particular schedule numbers where it was felt that amplification would be useful. All instructions were framed in simple, clear and unambiguous language.

Index

An essential tool for efficient use of the system was a detailed subject index with an integrated thesaurus following the dictionary principle.

Evaluation

The system was implemented by the beginning of June 1997, and a member of staff of the Department of Information Studies, University of Natal, carried out the first evaluation in July.

The stipulations of the contract dated 5th November, 1996 between the Land and Agriculture Policy Centre and the consultant underpinned the evaluation. In terms of the contract, the consultant was authorised to undertake policy work to assist the Department of Land Affairs, Provincial Directorate, KwaZulu Natal. This work comprised the training and capacity building of the staff of the province in updating

and rewriting of the filing schedules and the development of a document file management system for the filing system. The contract specified that

1. A records and documents management plan for the filing system be designed and implemented
2. An information data base for the filing system be designed and implemented
3. Staff be trained.

The contract outlined the following project objectives:

1. Increased information retrieval capacity within the Department
2. Improved decision-making capacity within the Department
3. Effective document control by both registry and professional staff

It was apparent from both the motivation for the project and the various reports written by the consultant that the issue of capacity building of the registry staff in terms of their application of the system was, in particular, a critical one. Accordingly, this aspect received emphasis in the evaluation.

Theoretical Basis for the Evaluation

The completed schedules were evaluated in terms of the requirements of the State Archives. According to State Archives (*Registry Guide* (n.d) sect 3.15-3.39) a filing system is based on 3 fundamental principles, viz :

The organisational principle

As the provincial office is an organisational entity within the Department of Land Affairs, it qualifies for its own independent filing system.

The functional principle

In terms of this the filing system is divided into internal groups referred to as main series which, crucially, correspond with the functions of the concern i.e. functional groups are determined.

The one- subject- one- file principle

In terms of this principle the activities under each main series are further divided into smaller subject areas. According to the *Registry Guide*, the subjects that originate in this way should represent clearly defined concepts so that overlapping, duplication and

the problems of classification and recovery which could flow from this, are avoided. It is therefore necessary that the headings should be well -thought- out, pithy and precise. Also, where possible, a hierarchical approach should be adopted in listing terms or subjects (again in accordance with filing principles) and the notation used for the system should be able to express, where necessary, these hierarchical relationships.

Methodology: First Evaluation

The crux of the evaluation was practical and related to the objectives given above (and as specified in the contract) by seeking the answer to two questions:

1. Had the information retrieval capacity in the provincial office increased?
2. Was there effective document control by the registry staff?

(The third objective, namely, improved decision-making within the Department was not evaluated as it was assumed that should the results of 1 and 2 above be positive, then, improved decision-making would follow.)

These questions were answered by testing if registry staff could find relevant material in response to test requests. As retrieval had been a hit and miss affair before the project began, positive results to this test would also be an indicator of the success of the training and capacity building of registry staff

In answering the first question two aspects were examined:

- * Whether staff had the necessary information retrieval skills/capacity (both in terms of using the database and accessing the filing system). Staff were given three "information requests" which required them to use the computer database to identify the appropriate heading and classification/file number.
- * Whether the filing system was able to deliver the relevant files (and thus the relevant documents). The appropriate files had subsequently to be retrieved by the staff and the evaluator perused the contents of each file retrieved for relevance. False retrieval could not be accepted.

The first "information request" was for all the correspondence files concerning Vryheid District. After some initial hesitance concerning the search process on the computer, the various file numbers were obtained and the relevant files withdrawn. This was done extremely quickly, reflecting a good link between the computer database and the physical filing system and an excellent understanding of the latter on the part of the staff member.

The second query related to *Mkuze*. Time was wasted with the staff member inputting the Zulu spelling of Mkuze (Mkhuze) as a search term and the computer subsequently rejecting it. Once this was rectified the appropriate file number was ascertained and the file quickly retrieved. However, the consultant had made a policy decision that the correct (not anglicised) spelling of Zulu names would be used which was obviously not done in this case. Consistency on the part of the clerk inputting data is essential.

The third asked for the documentation relating to labour tenants on the farm *Roosboom*. Before going to the file itself, staff were asked to establish the following whilst using the computer database:

By whom was the farm owned? In which region was the farm? (This information is on the database itself).

This search was correctly carried out and the relevant file number and, subsequently, the file was quickly retrieved. Both questions were also answered correctly, reflecting an understanding of the information contained in the computer database. The various files retrieved were perused and all the documentation in each was relevant to that particular file. The correct content of files is very important in a tightly run filing system.

The results of these tests indicated that the staff member's ability to use the computer database to identify the appropriate heading and file number was adequate to good. More computer experience with the system was thought necessary, considering that the evaluation was done within a month of installing the new system. The staff members' ability to retrieve the relevant file/s was excellent, as was the ability of the system to provide the relevant file/documents.

In terms of answering the second question, namely, whether there was effective document control by registry staff, the issue was whether registry staff had the necessary skill to classify material. Of importance here was their ability to apply their skill logically to the process of classifying and filing material. In order to test this skill seven "documents" were provided. The clerk was expected to use the index and the schedules of the filing system and, where appropriate, the computer database to determine the classification/file number for these documents.

With regard to the exercise of document control it is generally acknowledged that registry clerks do not have the necessary specialist knowledge to classify specialist material, and that this is the task of the originator of the document. The consultant had requested that those who originated the documents should do the classification, but this

was being left entirely to the clerk, mainly because the other staff had not attended training sessions, and because, by habit, they saw this as the role of the clerk.

However, in all instances, the correct classification/file number was found and assigned. What was apparent (and critical) was the ability of the staff member to re-enter the index under a second term once the first term was found to be inappropriate in the schedules. In other words, the process of classification was understood. Where necessary, the staff member correctly used the computer database to determine a file/classification number.

Other factors briefly examined (and which are important in any filing system) were:

Time: The time taken to perform each information search was recorded. The average time - just over 3 minutes - was well within the accepted (and to some extent arbitrary) time of 5 minutes per information search.

Cost: Consultancy fees aside, the use of an existing software program already mounted upon the Land Affairs LAN viz. WP6.1 for the compilation and maintenance of the database was cost effective. The evaluator felt that an additional cost benefit was that all staff (who were not all highly computer literate) had attended training courses on this program and that money would therefore be saved by not having to train everyone on a new program such as *INMAGIC* or *Reference Manager*.

Ease of use/user friendliness: Given the positive results of the tests and the ease with which the registry staff manipulated the system, the system could be described as "user friendly". The "General instructions to the filing system" as well as those within the schedules themselves were considered clear and should provide for continuity and consistency. However, the evaluator felt that additional guidelines on "housekeeping" could be useful.

Results of First Evaluation

The tests showed that there was effective and efficient document control. The staff members showed an excellent understanding of, and ability to use, the filing system in terms of document/file organisation and retrieval.

The tests also showed that the objective of capacity building of staff had been achieved.

The system devised is

- *logical
- *consistent
- *elastic (tested by seeing if new functions for example "agri-village" concept could be accommodated)
- *simple to use (evidenced in, for example, the computer database, the notation adopted and the "user friendliness" of the system).

Issues Emerging from the Evaluation

These were mainly of a "house keeping" or administrative nature lying outside the scope of this paper. Most of these points raised were in fact "against the rules" discussed in staff meetings. For example, the issue was raised relating to files and individual documents being removed from the system by staff members other than the Registry Clerk, particularly after hours when registry staff are not present. The control of documents within each file needs attention. "File hoarding" was also identified as a major cause of breakdown in information retrieval.

It was observed that the maintenance of individual filing systems is counterproductive and not cost efficient. Of considerable importance to the workability of the filing system is the availability of an up-to-date copy of the system to all staff members at all times. The consultant had asked the information officer to see that this was made available via e-mail or preferably by integrating the schedules into the LAN as a separate database. The evaluator found that this had not been done.

Finally, in compliance with general records and document management principles, provision should be made for periodic audits of the filing system. This could be done either by an external or internal auditor. The measures of use, accuracy, and efficiency should form the basis of the audit.

The evaluator found that the results (and activities) stipulated in the contract between the consultant and the Department had been met from both practical and theoretical points of view and that the basis for an efficient and effective filing system had been laid.

Methodology - Second Evaluation

The final evaluation of the filing system was conducted in January 1998. This consisted of a brief questionnaire administered by the Registry Clerk to a sample of 22 staff members (62.9%) and which examined the user satisfaction of the provincial office

staff. Members of the executive, administrative, operational (including consulting) staff were all included in the sample. The sample was "random" in that it covered staff members who were present in the office on a given day, thus not under the control of the evaluator or the clerk. All staff surveyed completed questionnaires.

Unfortunately, some answers (across the board) gave rise to serious doubts about the understanding of the purpose of the questionnaire, which was clearly headed **FILING SYSTEM**, as they evaluated the administration and housekeeping of the Registry in general. This was in spite of the administrator's explanation at a staff meeting that the **system** not the **staff** was being evaluated. This was particularly evident in the answers to the questions on whether the respondent had specific problems with the filing system and asking for suggestions for improvement. These problems and suggestions are once again not relevant to this paper, but have been forwarded to the Department. One member of the executive showed clear understanding of the questionnaire and made constructive comments regarding the system itself as opposed to the administration of the system, namely that future systems should be fully integrated with all other information on the network, together with e-mails, policy documents, and computer correspondence, as information is presently being lost on the PCs. The new Director of Information Services in Pretoria has already indicated that he sees this as part of his Directorate's brief.

Results of Second Evaluation

Out of a total of 35 staff members, 22 (62.9%) completed questionnaires. Four of these were members of the executive, ten were administrators and eight operational staff or field consultants.

In order to ascertain the extent of interaction that staff have with the filing system, each staff member surveyed was asked how many files he or she accessed per week. The results to this question are reflected in Table 1 below.

Table 1: Number of Files Accessed by the Officers per Week

	1-5	6-10	11-20	21-100	100+
Executive	0	2	2	0	0
Administrative	1	7	1	0	1
Operational	0	2	2	2	2
TOTAL	1	11	5	2	3

- * If the registry staff (100+ per week) is excluded from these results, staff members surveyed claimed to access approximately 250 files per week in total or an average of about 12 files each per week.
- * These results indicate the wide range of interaction, staff have with the filing system, which can result in considerably varying levels of competency in working with the system.

When staff members were asked if they had been appointed before or after 30th June 1997 to determine whether or not they would be in a position to make comparisons between the old and the new filing system, the results of this question reveal that 10 staff members (executive-2, administrative-6, and operational -2) were appointed before 30th June, 1997, while 12 were employed after that date (executive-2, administrative-4, and operational -6).

Thus, 10 (45.5 %) of the officers had worked with the old filing system as well as the new system and would therefore be able to make comparison between the two systems. In order to ascertain the satisfaction of staff members with the filing system they were asked to rate their satisfaction, firstly, with the system concerning correspondence files and, secondly, with the system concerning case files. It was found that 81% of the staff were very satisfied, 14% satisfied and only 5% not satisfied with the system concerning correspondence files. On the other hand, 86% were very satisfied, 9% satisfied and only 5% not satisfied with case files. When staff were finally asked to rate their overall satisfaction with the filing system, 18 or 82% of the respondents expressed a high level of satisfaction with the system, 3 or 14% expressed satisfaction while none expressed dissatisfaction.

Caution

In the administration of questionnaires to people who are not fully conversant with surveys, it should never be assumed that the purpose of the exercise is clearly understood from the heading given. The administrator of the questionnaire should follow a set pattern of verbal instruction, and be available for questioning at the time of completing the answer. It is felt, in retrospect, that "post" questionnaires are not as satisfactory as personally administered questionnaires.

Conclusion

Good governance depends on working filing systems. Those devising filing systems for modern government departments in South Africa should take note of the findings

of this paper. It is necessary to devise a system intellectually based on organisational and functional principles and test this as the first step in devising a computerised file database. Also, because of the present changing nature of government departments and consequently their functions, in preparation for a leaner civil service serving the needs of the country in the new millennium, filing systems should be redesigned or revamped every 3-4 years. In order that the filing system remains functional for that stretch of time, it should be designed *ab initio* to be as expansive as possible; using every convention to achieve this. Computerisation should not be seen as a solution to badly operative systems. It can only become this when the intellectual devising of the system is successfully carried out. Periodical evaluation and audit of running systems is essential. Then, decisions as to when to design a new system can be intelligently carried out.

References

- Department of Land Affairs, South Africa (1996) Annual Report. Pretoria: Government Printer, unpagged.
- Natal Government Archives Service to Verbeek (1996) Personal Communication
- Natal Government Archives Service to Verbeek (1997) Personal Communication
- South Africa (1997) Act number 43 of 1996 (*National Archives Act*).
- State Archives Service, South Africa.[n.d.] *Registry Guide*. Pretoria: The Service, unpagged.
- State Archives Service, South Africa (1996) *Archives Instructions*. Pretoria : The Service, 70p.
- Van Loggenberg, V. to Verbeek (1996) Personal Communication.
- Verbeek, J. (1996) *LAPC Brief*, Unpublished Typescript.

Acknowledgements

The authors would like to thank the Department of Land Affairs, KwaZulu, Natal Provincial Office, South Africa for their co-operation.

*Jennifer Verbeek (MA Natal) is a retired senior lecturer from the Department of Information Studies, University of Natal. Although she still does some part-time lecturing, she is now a consultant dealing with information service problems.

*Athol Leach (MIS Natal) is a lecturer in the Department of Information Studies, University of Natal, Pietermaritzburg.

Records Management in the Public Service and the Botswana's National Archives and Records Services

Lekoko Kenosi

Department of Library and Information Studies

University of Botswana

P/Bag 0022

Gaborone, Botswana

Abstract

For decades now, archival theory has struggled with the management of records from creation to destruction or preservation. The differences in the methodology of handling the record led to two classical streams of thoughts, the Jenkinsonian and Schellenbergian schools. This paper is placed within these two contesting paradigms. A look at the history of archival services in Botswana demonstrates that, like in the United States of America, after World War II, the exponential rate of records accumulation has not only invited urgent measures but made records management an important part of archival theory with a credible claim to universal application as demonstrated by the example set by Botswana Public Archives.

Introduction

Sebina (1996) traced the history of Botswana National Archives and Records Services to 1964/65 when the seat of government moved from Mafikeng to Gaborone in preparation for independence. The British government dispatched an archivist, Mr. C. H. Thompson through the Special Commonwealth African Assistance Plan to Mafikeng (now located in South Africa), the then administrative capital of Bechuanaland (now Botswana), to appraise the records that had accumulated there (Thompson, 1970). The Union of South Africa brought two bitter rivals-Boers and British- closer than ever before in the subjugation of Southern Africa. The wanton stealing of the African people's land was the common agenda that formed the basis of this union. Britain had been pursuing an appeasement policy with the Boers ever since the Jameson fiasco and at independence, Mafikeng, which had always belonged to the Batswana people, was given to the Boers as part of an appeasement deal. As terrible as this transfer was at a political level, for archives, this proved most catastrophic. In essence, it allowed

Britain wholesale transfer of the nation's collective memory to the Public Records Office in London. A casual look at post-colonial Africa shows that the looting of its colonial heritage was not accidental. It followed a pattern that was both systematic and aggressive. Once documents were no longer in Africa, it almost became impossible to argue for retribution. Prior to this, the Department of Technical Co-operation in the UK had also seconded a registry specialist to re-organise and put in place a new filing system for the central government of the newly independent state (Sebina, 1996).

However, the move to Gaborone finally took place in 1967 after arrangements for the housing of the Archives was finalised. Thompson had submitted a memorandum to the parliament outlining the requirements to be met for a new archives building. In the same year the Botswana National Archives was officially inaugurated as a unit in the Ministry of Labour and Home Affairs. While this bureaucratic arrangement was in accordance with the size of the National Archives at the time, it was to present problems later as the mandate and responsibilities of the National Archives grew as this paper would later outline.

The image and functions of the National Archives of Botswana were not different from any in the African continent at the time. The 1960s was a period of great political renaissance and upheaval in Africa. The mood for independence was everywhere. The "winds of change", as Kwame Nkrumah put it were sweeping the whole continent. This kind of spirit influenced the perception and functions of archives in Africa, including Botswana. It is therefore not surprising that patrons of Botswana National Archives saw it as a centre primarily for the study of Tswana history, its culture and its traditions. The National Archives was also seen as a forum for understanding colonial history and how it impacted on the lives of citizens. As already implied in some parts of this paper, this kind of image was not peculiar to Botswana but resonated throughout post-colonial Africa. At a global level, the perception of archives as a means to historiography gave credence to Schellenberg's (1956) theory of secondary value, rejected by the English scholar, Jenkinson (1937). While it is beyond the scope of this paper, to discuss the intellectual merits of either of them to classical archival thought, it is important to state for the purpose of this paper that it was Schellenberg's theory that seemed to have gained currency in Botswana, including the whole of Africa.

Archival Legislation

In order to legitimise the operations of the National Archives in the management of records in Botswana, the National Archives Act had to be passed. The National Archives Act was therefore passed. The introduction of the act says,

An Act to provide for the establishment of the National Archives of Botswana; to make provision for the preservation, custody, control, and disposal of public archives including public records (National Archives Act, 1978:Cap 59:04).

As shown by its introduction, Botswana's Archives Act was not concerned with records management as a continuum. It was, rather, concerned with the identification and preservation of records for the custody of archives. Only when a crisis became apparent in the management of active and semi-active records did the Botswana government, like many all over the world, recognise the need for the life-cycle management of records.

The placing of the National Archives within the government bureaucracy has been a critical question to archivists and records managers because it correlates to their power and influence. So where within the Botswana Government structure was the National Archives situated? The National Archives was placed under the Ministry of Labour and Home Affairs, regarded as a cultural ministry in Botswana. In Canada the Archives almost stands as an independent department within the government bureaucracy. However, although that has not been the case in Botswana, the late discovery of records management as vital to good governance has given the Botswana National Archives and Records Services the much needed power and influence. This has led to a healthier budget for the department and an enhanced profile.

Records Management

It did not take the government of Botswana long to sense a records management crisis. In 1980, the National Archives undertook a survey of all records produced by government departments. (Sebina, 1996). The main objective of the survey was to determine the volume of records produced in the public service. The study identified an acute absence of the proper care and management of current and semi-current records. Government took action through the release of a disposal schedule for certain kinds of records. A Nigerian archivist hired by ESARBICA conducted a similar study at a regional level in 1984 (Sebina, 1996). Both studies identified an acute need for current records management. Government acted immediately on the recommendations of these two studies. In 1985 the National Public Records Services, which hitherto had existed as an independent section, was merged with the National Archives to create the right climate for the effective management of records in Botswana. Owing to all these developments, the government issued Circular No.4 of 1993, which changed the name of the Botswana National Archives to Botswana National Archives and Records Services (BNARS). This transfer had a lot of implications for the archives. The

National Archives and Records Services was now challenged to develop a scheme of service outlining job responsibilities and skills requirements for all posts pertaining to the archives and records management cadre. Career progression, prospects and remuneration could only be done through a formal education.

The incorporation of records management into the operations of the National Archives, including the change of name was a recognition of records management as an important component of the management of Botswana's public documentary heritage. It was also a recognition of the life-cycle concept of records. Judged from a global viewpoint, this marked the recognition of the American view of records management as opposed to the British emphasis on archives. The need to preserve vital office space had gained international currency. The first real serious step the government of Botswana took towards active records management was the transfer of all government registries, including their personnel to the National Archives and Records Services. This was a radical move by an African government.

Registries have been the nucleus of active records management accounting for the classification, filing, storage, equipment and access of records and have either been centralised, decentralised or combined, depending on the particular needs of the government department. However, Botswana has by design seen the systematic development of centralised registries as opposed to decentralised ones in every government ministry. This should not be surprising, especially for a country eager to standardise its administrative operations and make records management a priority. The cumulative result of these efforts has been a system that Seabo (1994) said has greatly reduced duplication in government, led to the better use of space, kept records together, leading to well defined- series, sub-series and fonds and a satisfactory security of records.

Despite problems associated with the integration of registries under the National Archives and Records Services like staff shortages, centralised registries have made supervision easier and have set the basis for a professionally trained registry staff. Seabo had also observed that centralisation had made proper grading of registry posts a reality in Botswana. Even though a lot of government departments still make forms for loans and other internal administrative errands, the National Archives and Records Services is expected to take a lead in this regard too.

Up until recently there have been serious problems regarding the management of semi-active records. A government records summaries report lamented the fact that though the National Archives and Records Services was doing its best to step up efforts to weed out semi-active files from vital office space, it was common to find in most ministries and departments, "untidy and shabby stores of masses of inactive files"

(Botswana. Directorate of Public Service Management, 1992). Sebina (1996) also lamented this state of affair in his MA thesis. However, three records centres have been proposed to house semi-current records. Plans for the construction of the Francistown records centre which is expected to alleviate problems in the northern part of the country are underway. The Kanye records centre which was expected to take care of congestion problems in the southern part of the country has been shelved due to problems of serviceability on a plot, and the records created within Gaborone are housed in the National Archives complex.

Even though some records are very strategic like the National Statistics Department records, Botswana has not yet done anything regarding a vital records programme. This means that in the likely event of disaster, government operations will be paralysed. Another area of concern is electronic records. Up to now, the National Archives and Records Services has not advanced any blueprint for their electronic records management. The rapid use of computers in government offices poses a challenge to the National Archives to train record managers and archivists to allow them to comment intelligently about electronic records.

A records retention schedule is the key to a successful records management project. Does this statement equally apply to Botswana? The current Director of the Botswana National Archives and Records Services has admitted that the country lacks sound records retention schedules. Only two directives have been issued so far. One on the "Disposal of Public Records Common to all Departments," and another on the "Destruction and Preservation of Personnel Files. The National Archives Act of 1978 also made provisions for the setting up of an Advisory Council that would advise the Director on the disposal of public records. Membership of the Advisory Council includes representatives from the National Archives; the Department of Culture; Directorate of Personnel Management; Department of History, University of Botswana; the Bank of Botswana; Botswana Chamber of Commerce and Industry. The Director of the National Archives and Records Services serves as the Chair to the Advisory Council. Without retention schedules it is almost impossible to visualise how the National Archives can appraise records.

The University of Botswana Archives and Records Management Programme

If records management is to be considered as a mature profession, then there should be a clear-cut training programme. For a long time, the training of records management professionals was frustrated by lack of certified people in the area and a truly recognised university qualification. Even in advanced first world countries, the

number of certified records managers and qualified archivists is limited. In Botswana, the discovery of the "life cycle" concept of records, and the recognition of records management as a separate and distinct profession from administrators, necessitated the need for professional training. Owing to developments in government records management, the University of Botswana considered conditions ripe for a course in archives and records management. Many factors were taken into consideration, including Unesco's guidelines for the management of records and archives which state that:

Before a new course of archival training can successfully be established in a country, there need to be general level of development in country featuring a modern system of government with coherent planning practices and a recognized career structure (Moyo 1996).

The National Archives and Records Services also approached the University of Botswana to launch a training programme after all government registries had been placed under it. The University of Botswana programme emphasises on current records as opposed to archives management because that is where the problem is. Two courses are offered at the University of Botswana. One is a certificate course lasting for a year. The other is a two-year non-graduate diploma course. By the end of the programme students are expected to be conversant with the basic outlines of government administration, different kinds of government organisations, computer systems, office equipment and all the broad elements of information gathering, storage, manipulation, retrieval and dissemination (Moyo 1996).

The University of Botswana records management programme also highlights the importance of linking curriculum design to skill requirements in order to ensure that the syllabi meet desired objectives. Since there is such a backlog of untrained records personnel, it is envisaged that the University of Botswana will for years to come train people who will be absorbed by the market. It is also envisaged that as the programme gains popularity it will attract international students from the subregion because it is the first of its kind in the subregion. The department is planning to offer graduate records management and archival courses in the future.

Challenges and Implications

The transfer of all registries and their personnel to the National Archives of Botswana including the change of name to accommodate records management are laudable developments. However, serious consequences accompany these developments. Botswana National Archives and Records Services now has to put in place a

comprehensive records management programme that is not biased towards archives administration, but rather, one which recognises the life-cycle management of records as a continuum. The admission by the Director of Botswana National Archives and Records Services, Kelebogile Magogwe, that her institution has "concentrated on archives administration giving little attention to records management" should mark the beginning of a fully integrated records management approach. The starting line for the National Archives and Records Services is the professional manpower to carry out these responsibilities. However, the solution to the problem of trained staff looks very remote. Botswana National Archives and Records Services has been losing trained professionals at an alarming rate. Two of their local staff members have recently joined the University of Botswana academic staff, induced by better pay and better working conditions. BNARS has only managed to keep two local members of staff after training as of today. The solution to this problem lies in improving the pay and working conditions of professionals.

The integration of active and non-active records under the Botswana National Archives and Records Services also implies a daunting administrative responsibility for the Archives. The National Archives now has to train a lot of professionals who will supervise all the government ministries and departments. This calls for an increased budget (ten-fold) to accommodate increase in human and other resources. Traditional archival theory has paid lip service to issues of human resource management. This mind-set has to change altogether. The transfer of registries to the National Archives has inadvertently pushed this department into the realms of administration, making such changes inevitable. BNARS now has to re-organise its administrative structures. This means providing leadership and professional competency on all matters pertaining to records management. BNARS is also faced with the challenge of restructuring all the registries that have been handed over to it. The reasoning behind the transfer is to improve records management in the public sector. An inventory of all records in every government office has to be done. This should then be followed by a decongestion exercise to fight the current accumulation. The Botswana National Archives and Records Services has already developed a scheme of service for its personnel. This is a giant leap forward which should be followed by policy manuals setting the parameters of records management in Botswana and organisational manuals outlining the relationships between the archives, regional records centres and registries.

The Botswana National Archives and Records Services should now take a lead in the development of a standard filing classification system for all administrative records. It should then co-operate with various departments for the drawing of a filing classification system for operational files. Botswana needs well-thought-out records retention schedules for all government departments. This should be followed by strict enforcement because unless that is done, then they will only be too good for nothing.

What then are the implications for the public service? Since public servants are the creators of public records; the first thing that should happen if the National Archives is to successfully carry out its mandate is a recognition of the effectiveness of a good records management programme. Without the support of government bureaucrats, the noble aims of the records management programme initiated by the archives, will remain a fantasy, a matter of wishful thinking. A successful record management programme is only possible with the complete co-operation of all concerned players, both the public servants and records managers.

Conclusion

The initial concentration of post-independent Botswana on archival administration can only be understood through the knowledge of Botswana's colonial history. Even though Sir Hillary Jenkinson's theory on the sanctity of archives went beyond the borders of Britain, it was like everywhere else superseded by Schellenberg's taxonomy on user needs. The transfer of all active records and their personnel by the government of Botswana under the National Archives and Records Services should be recognised as a giant leap forward by an African country in the preservation of its documentary heritage. For records management, such a transfer has been a landmark victory. The creation of Botswana's records retention schedules has been delayed for too long. The need for them has become more pressing in the digital information age where the accumulation of records has never been so overwhelming. By offering courses in archives and records management, the Department of Library and Information Studies, University of Botswana, should be credited for ascertaining community needs and responding to those needs by setting up viable academic programmes. Lastly, the National Archives and Records Services of Botswana should be commended for the immense job it has done so far.

References

- Botswana, Office of the President. Directorate of Public Service Management (1992) *O&M Review Report on Ministerial Organisation Review: National Archives and Records Services. Draft Final Report*, Ref. No. DP 20/15/4/1/(a) Vol. 1. 26p.
- Jenkinson, Hilary (1937). *A Manual of Archive Administration*. London: Percy Lund Magogwe, Kelebogile (1996) Records Retention and Appraisal at the Botswana National Archives and Records Services, *Esarbica Journal* 16: 17-20.
- Moyo, Lesley (1996) Introduction of Archives and Records Management Programmes at the University of Botswana, *Esarbica* 15: 39-51.
- National Archives Act (Cap 59:04) 1978.

What then are the implications for the public service? Since public servants are the creators of public records; the first thing that should happen if the National Archives is to successfully carry out its mandate is a recognition of the effectiveness of a good records management programme. Without the support of government bureaucrats, the noble aims of the records management programme initiated by the archives, will remain a fantasy, a matter of wishful thinking. A successful record management programme is only possible with the complete co-operation of all concerned players, both the public servants and records managers.

Conclusion

The initial concentration of post-independent Botswana on archival administration can only be understood through the knowledge of Botswana's colonial history. Even though Sir Hillary Jenkinson's theory on the sanctity of archives went beyond the borders of Britain, it was like everywhere else superseded by Schellenberg's taxonomy on user needs. The transfer of all active records and their personnel by the government of Botswana under the National Archives and Records Services should be recognised as a giant leap forward by an African country in the preservation of its documentary heritage. For records management, such a transfer has been a landmark victory. The creation of Botswana's records retention schedules has been delayed for too long. The need for them has become more pressing in the digital information age where the accumulation of records has never been so overwhelming. By offering courses in archives and records management, the Department of Library and Information Studies, University of Botswana, should be credited for ascertaining community needs and responding to those needs by setting up viable academic programmes. Lastly, the National Archives and Records Services of Botswana should be commended for the immense job it has done so far.

References

- Botswana. Office of the President. Directorate of Public Service Management (1992) *O&M Review Report on Ministerial Organisation Review: National Archives and Records Services. Draft Final Report*, Ref. No. DP 20/15/4/1/(a) Vol. 1. 26p.
- Jenkinson, Hilary (1937). *A Manual of Archive Administration*. London: Percy Lund
- Magogwe, Kelebogile (1996) Records Retention and Appraisal at the Botswana National Archives and Records Services, *Esarbica Journal* 16: 17-20.
- Moyo, Lesley (1996) Introduction of Archives and Records Management Programmes at the University of Botswana, *Esarbica* 15: 39-51.
- National Archives Act (Cap 59:04) 1978.

- Seabo, David (1994) The Role of the Registry in the Management of Records and Information, *Esarhica* 14: 41-50.
- Sebina, Peter. (1996) Management of Government Registries in Botswana: A Challenge for the National Archives, Unpublished MA Thesis. University of London, 177p.
- Schellenberg, Theodore (1956) *Modern Archives: Principles and Techniques*. London: The University of Chicago Press.
- Thompson, C.H. (1970) Report by the Government Archivist on the First Five Years Work. Unpublished Report. Gaborone. p2

*Lekoko Kenosi is a lecturer in Archives and Records Management in the Department of Library and Information Studies, University of Botswana. He attended the University of Botswana and the University of British Columbia. He holds BA and Master of Archival Studies degree.



**LEKOKO
KENOSI**

User Education and Information Skills: A Need for a Systematic Programme in African University Libraries

Mugyabuso J. F. Lwehabura

Sokoine National Agricultural Library

Sokoine University of Agriculture

P.O.Box 3022, Morogoro

Tanzania.

Abstract

User education is a device by librarians to educate users on how to use the library resources effectively and efficiently. This article sets to emphasise the importance of user education in academic institutions and the need for introducing comprehensive and systematic user education programmes in African universities. The nature and problems of user education in African universities are highlighted. The article also outlines the various roles that should be undertaken by university administration, teaching staff and library staff for making user education programmes effective. It proposes aspects and components that should be considered for developing a user education programme. It concludes by stressing the need for user education to be an integrated component of a university curriculum.

Introduction

For many years, particularly in developed countries, librarians have been involved in teaching and guiding users on how to use library resources effectively and efficiently. According to Fjällbrant and Malley (1984), Faber (1995) and Tiefel (1995a), efforts to educate library users in universities began in the 1880s. In many developed countries, user education and information skills are taught right from the primary school level.

Owing to the long history, various bodies for co-ordinating and overseeing the development of user education programmes have been established. The British Library Research and Development Department (BLRDD), Library Orientation and Instruction Exchange (LOEX), User Education Resources (USER), Library Instruction Material Bank (LIMB), Library Instruction Round Table (LIRT) of the American Library

Association) and Australian Bibliographic Network (ABN) are some of these bodies.

Despite its importance, user education and information skills programme has not been given its due importance in many developing countries. Lack of meaningful user education programmes in many university libraries in developing countries contributes to incompetence in the effective use of library resources (Mchombu, 1991).

The questions which library and other information professionals in African countries need to address are to what extent have information centres and libraries and, in particular, academic libraries, responded to this important task? What have the librarians done to meet the information challenges of the twenty-first century?

The Concept of User Education

Over the years, there have been various terms referring to teaching effective use of the library and its resources. These terms include "reader instruction", "reader education", "library use education", "user instruction", "library orientation", "bibliographic instruction", "library instruction", "library use instruction", "information literacy" and "library user education". Though these terms are sometimes used interchangeably, they are different. However, what is common among them is that they all refer to organised programmes practised across various types of libraries to enable library users to acquire skills to allow them to use the library resources effectively.

User education is defined by Fjällbrant and Malley (1984) as:

A process concerned with the whole information and communication process involving the total interaction of the user with the library for a continuous process from the school level to libraries (public, academic and special libraries) which will add an educational value to every visit made to the library.

Another author defines user education as:

A comprehensive service and process of making the user self reliant in locating, sorting and repackaging information. It is an inspirational and informational link between the book and user essential for a new user and desirable for an experienced one. User education prepares the user for self-evaluation of information (Feather and Sturges, 1997).

The library is one of the College's largest single educational resources, and it is also a complex network of sophisticated system.

Students can derive full benefit from it only if they are taught to use it and the literature of their parent discipline effectively (Library Association 1982).

In the same vein, Tiefel (1995a) refers to the Boyer Report (1987) which also stresses the importance of library instruction by saying:

The College library must be viewed as a vital part of the undergraduate experience. Students should be given bibliographic instruction and be encouraged to spend at least as much time in the library- using its wide range of resources- as they spend in class.

Unfortunately, this is not the case in Africa's education environment. In these countries, many students at various levels are unfamiliar with a variety of information sources available within and outside the library.

The Problems of User Education Programmes in African Universities

The problem of user education in African universities stems from the background of library services in African countries. In the majority of these countries, an information service, of which library services are a part, has no solid base. However at various school levels, the literature indicates the absence of libraries, reading materials and qualified staff to provide library services.

Nlayidzi (1984) summarises this situation by noting that

...most students come from rural environment with poor learning facilities which does not include the library as an integral part of learning experience. At least where libraries exist they are quiet rooms for study frequently poorly staffed with materials either outdated or not related to the curriculum.

The poor background experienced by school students has led to little or no knowledge in using library facilities. Students carry over this problem when joining universities and other learning institutions (Zaki, 1991).

While the available literature on user education indicates the existence of some form of user education in African universities, the most popular programmes sited are

library tours and library orientation. However, these two programmes do not constitute the necessary skills required for effective use of library resources. The inadequacy of library tours and orientations conducted in many African universities has been pointed out by many authors, including Melun (1971), Ifidon (1988), Alemna (1990) and Zaki (1991). Insufficient time spent for introducing library resources, bad timing orientation and large number of students for a single group being given the orientation are among the weaknesses pointed out.

Beside those two programmes, user education in African universities is not comprehensive enough for the required information skills. In Nigeria for example, user education in universities was summarised by Zaki (1991) as uncoordinated, purely introductory and non-examinable. Lack of proper user education programmes was also described by Neelameghan (1985) as:

The scenario in many developing countries is under-use of information sources and services, partly due to their inadequacies in relation to user needs and partly to the lack of or poor information marketing and user education efforts.

Since it is clear that the level of familiarity with and use of libraries that students bring with them to the university is rather low, the need for a comprehensive and systematic user education programme is evident. Students have to be guided and helped to use various information sources in an effective, efficient and most productive way as part of their curriculum. In order to achieve this, however, the university administration, library and the teaching staff should fully participate in the programmes.

University Administration and User Education Programme

As the custodian of all academic and non-academic activities of the university, the university administration has to recognise the importance of the library in supporting the academic activities of the university. The university administration should also recognise the role that can be played by user education for students' effective learning. It should therefore play a supportive role for all measures to be taken by various organs in the process of introducing and strengthening user education programmes.

One important aspect that needs support from the university administration is the integration of user education programmes in the university curriculum and making it a compulsory and examinable component of the curriculum.

Fjällbrant and Malley (1984), Zaki (1991) and Nedosa (1991) have acknowledged the importance of these two aspects. Among the advantages of integrating user education

in the curriculum include making user education relevant by making it functional through teaching it in the context of topics studied. Another advantage is allowing it to be taken seriously by both students and members of the teaching staff. Using an example of Nigeria, the importance of making user education compulsory and examinable is echoed by Nedosa (1991) who observes that:

Nigerian students like those in many parts of the world are examination oriented unless the programme is credit earning; there will be for a long time the problem of poor attendance. At Nsukka, it was decided to make the course compulsory and examinable, so that it would be taken seriously.

The Role of Library Staff

Since user education is essentially a library-based activity, library staff will have the responsibility of being proactive in marketing it. The library staff must be able to persuade the teaching staff and the entire university community that the educated person needs to possess an understanding of the structure and value of knowledge. This means convincing them of the value of user education. The best way to achieve this is through building and developing a close partnership with the teaching staff for every step taken in the process of introducing and developing user education programmes. In collaboration with the teaching staff, the library staff should design a curriculum for user education programme. The teaching staff wield strong influence upon the students within the university setting. User survey studies should be conducted so as to understand the exact needs of different user groups. The programmes should not be developed out of what librarians guess to be user needs (Lubans, 1974).

Among the functions of subject librarians/subject specialists mentioned by various authors including Holbrook (1972), Crossley (1974) and Martin (1996) are to provide user assistance, library tuition and liaison with teaching staff. It is important for all university libraries to have subject librarians so that through collaboration with the teaching staff, they can facilitate user education. User support materials such as printed materials like leaflets, posters, and other information sheets, guides to various library sections and services are very important tools for user education. Unfortunately, their importance is often neglected in many libraries. Stressing the need of using user support materials, Pacey (1996) gives the following recommendation:

No service, no machine, no computer terminal, no computer program, no bibliography, no collection should be without clear, comprehensible, easy-to follow introduction, explanation and instruction in one form or another, on the spot, all the time.

User support materials make the library to become self explanatory, thereby making it easier for use and, therefore, encouraging the students to use it on their own. This saves the staff time that otherwise could have been devoted to assist them.

The Role of the Teaching Staff

The teaching staff can positively influence the success of user education. This is because they have a powerful influence on student's academic behaviour. Studies by McInnis (1978), Olaniyan et al. (1979) and Baker (1989) confirm the instructor's influence on student's utilisation of the library. It will be appropriate for the teaching staff to encourage and motivate the students to use the library. According to Baker (1989),

...most students will use the library material in their course only if professors require them to...

Also, the teaching staff must play the role of teaching and giving instructions on how to use various library resources and literature sources relevant to the requirements of their specific disciplines. It is therefore important for teaching staff to have the interest in using the library. McInnis (1978) pointed out that:

...More than any other factor, the value the classroom instructor attaches to library research; determines the students' interest in use of library materials. Instructors give directions and information to students to how library materials are to be used in meeting course requirements.

However, it is important to stress that roles required for the teaching staff can only be achieved if teachers recognise its importance and are ready to participate in facilitating such programmes.

A Proposal for a Systematic User Education Programme

User education for African universities should be systematic in the sense that its design and development should take care of the important elements of an educational

programme as well as the needs and requirements of the current information age. The programme should include the following:

Introduction

This will include the aims and objectives of the programme as well as the delivery methods. Broadly the programme should seek to equip students with life-long learning skills for effective application in information search, retrieval and evaluation, applicable both in libraries and other information sources. The methods of teaching and delivering information skills should be developed. These methods should be suitable for different learning abilities, subject material as well as the aims and objectives of the whole programme. The methods should also involve the active participation of the students by motivating them to build critical thinking and evaluative skills.

Library Tour

Library tour should be used as a first preparatory stage for introducing and teaching effective library skills. Library tours should be used to serve the following purposes:

- to inspire the students to use the library;
- to introduce students to library staff ;
- to introduce some library regulations and other important procedures; and
- to introduce students to the general set-up of the library.

It is also important that in order to make a library tour an interesting and inspiring event, at different times various media such as film, video-tapes, tape-slide presentation and audio tapes are used.

Curriculum Integration

As already pointed out, to make user education meaningful to the students, it should be linked to what is taught in specific courses. This approach prevents instruction being tool-oriented. Concentration on tools, rather than on concepts, provides for understanding of the research process, or developing the ability to research on their own (Tiefel, 1995a). According to Kuhlthau (1993), the traditional bibliographical paradigm that centred on the location of sources is no longer adequate for the current information age, because it does not take into consideration the tasks of interpreting, formulating and learning in the process of information seeking. A useful user education programme for the current information age should focus on the many

sources of information and how to get relevant information for a specific task through organising and implementing searches, using various strategies.

Information Technology

Information Technology (IT) has brought very significant changes in library and information service, particularly in developed countries. Much information is increasingly being stored in computers and other electronic formats such as CD-ROMs, computerised databases and other online texts. As we approach the new millennium, human activities, including library services, technology is at the forefront of developments. According to Morgan (1996), rapid technological development taking place in various areas, in particular, global networking and telecommunications, digitisation, electronic publishing and delivery are catalysts, which require the attention of information professionals and the academic community. Efforts should therefore be made to equip African university libraries with enough computers and latest IT facilities so that libraries can function properly. The adoption of IT will not only reduce the labour intensity of acquisitions, cataloguing and circulation functions and thus enhancing productivity and efficiency, but it will also strengthen user education and information skills programmes by providing library users with a wide range of flexible bibliographic sources which are easy to store, search and retrieve for both immediate and future use. The use of IT will introduce students to various information sources and these could be searched regardless of their format, origin of the database and user's computer literacy (Tiefel 1995a). Students will also be taught how to organise and implement an information search using various search strategies such as title, author, date, keyword, subject, or a combination of these.

The adoption of IT such as the use of the Internet will reduce library users isolation from the rest of the world, thus bringing them closer to scholars, scientists and other professionals from other parts of the world. For Africa, the use of the Internet reduces the information isolation between African scientists and researchers and their counterparts in other countries and therefore reducing to some extent the information gap between the North and the South. Although a good number of African universities have started using Internet technology, many library users are not conversant with it; so they need to be guided on how to access it. User education plays a very significant role in the exploitation of Internet resources.

Evaluation and Monitoring Procedures

For practical reasons evaluation is essential in any education programme. Evaluation is a tool that helps to determine the effectiveness of an activity. Through evaluation, a programme can be modified, upgraded and marketed. Despite its importance, some

studies on user education programmes are reported to be conducted with or without proper evaluation procedures. A study by Edem and Lawal (1996) confirms poor evaluation methods in Nigerian universities. Long and short-term evaluation procedures should be applied in order to monitor the programme. The courses recommended to be taught in a user education programme are provided in the appendix.

Conclusion

Information is power, and user education and information skills are tools which can foster the achievement of this power. Considering the importance of user education and information skills for both information literacy and lifelong learning and also taking into consideration the fact that the world is becoming more and more information conscious, user education and information skills should not be neglected by any academic institution seriously aiming at helping and moulding its students to achieve both academic competence and information literacy. Both the librarians and the teaching staff have the responsibility of helping their students to gain access to information available in libraries as well as training them to use the library independently.

It is high time that appropriate measures were taken by all universities in Africa so that comprehensive and systematic user education and information skills programmes could be introduced into their curricula. Students need to be assisted and encouraged to frequently use the library. Both the librarians and teaching staff should work together to ensure that a meaningful and systematic user education and information skills programme is introduced. Students have to be prepared in a way that they acquire knowledge beyond lectures and lecture rooms.

It is important to stress that while libraries may take some initiatives geared towards helping students in using the library effectively, their initiatives are very unlikely to produce positive results without support from outside the library, particularly from the teaching staff. Teaching staff should influence their students to become good library users. User education programme to be meaningful and successful, should be designed in a way that it is integrated within the curriculum. The contents and coverage of the programme must be developed in a way that it accommodates information development, learning, teaching and research within the university and world-wide.

References

- Alemna, A. A. (1990) User Education in University Academic Libraries in Ghana. *Education Libraries Journal*, 33 (1) 40-47
- Baker, B. K. (1989) Bibliographic Instruction: Building the Librarian/Faculty Partnership. In: Pastine, M. and Katz, B (Eds.) *Integrating library Use Skills in the General Curriculum*. New York: Haworth, PP.311-328.
- Boyer, E. L. (1987) *College: The Undergraduate Experience in America*. New York: Harper and Row.
- Crossley, A. (1974) The Subject Specialist Librarian in an Academic Library: His Role and Place. *ASLIB Proceedings*, 26, 236-249.
- Edem, U. S. and Lawal, O.O. (1996) Towards Improved User Education Programmes in Nigerian University Libraries. *African Journal of Library, Archives and Information Science*, 6 (1) 31-36.
- Faber, E. (1995). A Bibliographic Instruction Briefly In: *American Library Association: Information for A New Age*. Colorado: Libraries Unlimited, Inc. pp.23-34.
- Feather, J. and Sturges, P. (1997) *International Encyclopaedia of Library Science*. London: Routledge.
- Fjällbrant, N. and Malley, I. (1984). *User Education in Libraries*. (2nd.ed.). London: Bingley.
- Holbrook, A. (1972) The Subject Specialist in Polytechnic Libraries, *New Library World*, 73, 393-396.
- Ifidon, S. E. (1988) Measuring Use and None Use of Bibliographic Resources in Libraries. Paper presented at the Annual Seminar of the Academic Research Libraries Section of the Nigeria Library Association held at University of Jos, 31st Oct.-1st Nov. p.48.
- Kuhlthau, C. (1993) *Seeking Meaning: A Process Approach to Library and Information Services*. New Jersey: Ablex Publishing Corporation.
- Library Association (1982) *College Libraries: Guidelines for Professional Services and Provision*. London: Library Association.
- Lubans, J. (Ed) (1974) *Educating the Library User*. New York: Bowker.
- Martin J. (1996). Subject Specialisation in British Universities: A Second Survey, *Journal of Librarianship and Information Science*, 28 (3), 159-169.
- Mchombu, K. (1991) Which way African Librarianship? *IFLA Journal* 17 (1) 26-38
- McInnis, R. (1978) *New Perspective for Reference Services in Academic Libraries*. Greenwood: Westport, CT.
- Melun, V.V. (1971) Library Orientation in the College and University *Wilson Library Bulletin*, 46 (1).

- Morgan, S. (1996) Developing Academic Library Skills for the Future. *Library Review*, 45 (5) 41-53.
- Nedosa, P. S. (1991) Formatting Instructional Package for Use in the University Library: Suggested course Outline for Schools. *International Library Movement*, 13(3), 149-155, 162-167.
- Neelameghan, A. (1985) User Orientation in Library and Information Studies Curriculum: Some Aspects with Special Reference to Developing Countries. *Journal of Library and Information Science*, 10(1) 53-65
- Nlayidzi, B. J. (1984) The University of Botswana Library: A Study of its Services vis-à-vis the Information Needs of its Clientele in Library Studies. University of Botswana, . Postgraduate Diploma Dissertation
- Olaniyan, B. F., Arikebi, J.A. and Ugonna, J.A. (1979) Instructing Students in the Use of library in the University of Lagos. *Nigerian Libraries*.
- Pacey, P. (1996) Teaching User Education, Learning Information Skills; or Towards the Self-Explanatory Library. *The New Review of Academic Librarianship*, 95 (1) 95-103.
- Tiefel, V. (1995a) Education for the Academic Library User in the Year 2000. In *American Library Association: Information for A New Age*. 57-87. Colorado Libraries Unlimited.
- Tiefel, V. (1995b) Library User Education: Examining its Past Projecting its Future. *Library Trends*, 44 (2) 318-38.
- Zaki, N. (1991) User Education in Nigerian Universities: The Need for New Approaches. *International Library Movement*, 13 (1) 27-43.



**MUGYABUSO
LWEHABURA**

Appendix: Components for User Education Programme.**A. Introduction :The University Library**

Importance of the library in the academic environment.
Its organisation and its layout
Introduction to the various library sections and library staff
including library rules and regulations.

B. Sources of Information

The catalogue and other bibliographic tools
Book and non-book materials
Reference sources
Introduction to electronic format sources
CD-ROM (searching techniques)
OPACS (searching using author, title and keywords)
On line and stand-alone databases(searching and information retrieval
methods for both bibliographic and full texts).
Internet (searching the Internet using the various search engines, e-mail
etc).

C. Library for Research

Bibliographic tools
Use and contents of specific bibliographic tools
Search skills and strategies
Reading techniques
Literature evaluation
Citation methods and bibliographic writing
Research strategies and its components.

*Mugyabuso J. F. Lwehabura is a librarian at the Sokoine National Agricultural Library, Sokoine University of Agriculture, Morogoro, Tanzania. He holds BA (Ed.) and MA in Librarianship. He attended the University of Dar-Es-Salaam, Tanzania, and the University of Sheffield, United Kingdom.

The Management of Information Literacy Skills Programme for Science Undergraduates at the University of Botswana

Theophilus Yeboah.

University of Namibia Library

P/Bag 13301

Windhoek, Namibia

Abstract

The involvement of librarians and lecturers in the planning and implementation of an information literacy skill instruction programme for science undergraduates is described. The paper reports that the success of the course depended on integrating the course with faculty programmes and planning instruction to coincide with heightened student motivation and sustained student attention. The problems encountered related to timetable inconvenience, large student numbers, and heavy workload for librarians. In spite of the criticisms of the syllabus, the programme was considered satisfactory by lecturers and students.

Introduction

Recent accounts suggest that the special need of users has been the driving force behind the introduction of information skills courses. In the Trent Institute of Health Services Research, Hicks (1998) reports an information skills programme which forms part of training in research skills designed to implement evidence-based practice in clinical decision making. Su (1997) gives an account of an information skills website, which runs courses for library users engaged in open or distance learning in the United Kingdom. In Oberlin College, Ricker (1997) discusses the teaching of chemistry information as a one-credit semester long course, and at Duke University, Porter and Woerner (1997) describe the teaching of chemical information as an integral part of the undergraduate physical chemistry laboratory programme. All these courses were designed to assist users in obtaining needed information to supplement lecture notes. Knorr (1970) asserts that scientific literature is very important for sharing results of experiments and establishing priorities in discovery. Scientists build cumulatively on the work of others, and therefore need to know about what has been published and the

direction of research in their fields. A scientist conducting library research would want to know about journals, reviews, abstracts, handbooks and monographs in his field.

The integration of information literacy skill instruction into faculty core courses is a widespread practice in many institutions. Lee and Wiggins (1997) argue in support of integrating instruction in chemical literature in other chemistry classes and suggest that instruction should be co-ordinated by a librarian. Arranging instruction to coincide with heightened student motivation actually provided a conceptual structure necessary for active learning. Students were serious because the course formed part of assessment, which would earn them their final certificate.

Background Information

The University of Botswana Library was interested in making students to appreciate the value of recorded knowledge and acquiring skills which would assist in accessing, evaluating, synthesising and using information in their academic, professional and social lives. The University Library holds one of the best collections of academic resources in print, electronic, and other media in the Southern African subregion. These resources, housed in a modern purpose-designed building support the Faculties of Business, Education, Engineering, Humanities, Science, and Social Sciences. With the introduction of computerised information systems at the beginning of the 1990s, the library decided to supplement the annual library orientation programme for first year students with an information literacy skills instruction to enable students make efficient use of the resources. It was thought desirable to give formal instruction on information searches on the Internet, OPAC and CD-ROM databases, as a way of creating awareness in the minds of students, that information which could be used in academic and professional work, is always available in a wide variety of sources and formats, many of which could be found in the University Library.

Indeed, the audio-visual section of the library has a rich collection of video and sound cassettes, sound discs, microforms (mainly, fiche and film), and their equivalent equipment like video players and microfilm/fiche reader/printers. It was only logical that students should be taught how to operate these machines so that librarians would be freed from the task of providing assistance during information searches in the audio-visual collection. For science students, acquisition of skills in the audio-visual section was very important because some of the runs of the abstracting journals, notably, Science Abstracts Series A (Physics Abstracts), Biological Abstracts, and Chemical Abstracts were in fiche and film format.

From the point of view of librarians, the justification for information literacy skills instruction, especially for undergraduates, derives from a commitment to expand

professional service in accordance with modern trends in library and information work. Many librarians also concede that the content of information literacy skills as a subject could be intellectually conceptualised into a cohesive body of knowledge, which could qualify as an independent programme of instruction. The third justification for the literacy campaign of librarians is that the programme has an educational value, which remains relevant beyond the years of formal education. These, undoubtedly, were noble ideas; however, the conclusions of many of the meetings held in the library were filed away because, the success of the programme depended on the co-operation between faculties and departments. The library on its own could not run information literacy skills programme as a new course for undergraduates for two main reasons.

In the first place, any user education programme only assists the learning process and cannot on its own qualify a student to obtain employment after school. It therefore made sense to speculate that undergraduates might not take it seriously. Indeed, at that time, many science students had complained of overloaded courses and too many assignments and an auxiliary course for them was likely to meet opposition. The other reason was the difficulty of fitting the library's programme into the timetable of the faculty such that there would be no interference with established scheme of work. At faculty and departmental board meetings, the thinking was that the integration of the course into the curriculum and teaching timetable was the best arrangement to achieve the desired results.

In March 1994, the Department of Biological Sciences obtained Senate approval to incorporate information skills as a course of instruction in its curriculum. This development gave the library the opportunity to circumvent the obstacles of timetable convenience and student opposition, and relate the programme to the broader academic activities of the department. The University Librarian (1994) in a congratulatory memo to the head of Biological Sciences expressed the willingness of the library to contribute to the teaching of the course.

User education practice in the library, over the years, had consisted of a short period of planned orientation, during which fresh students were divided into groups and given formal lectures as they were led around the library by professional staff to acquaint students with the physical layout, the service points, and the location of various resources. That was followed by a non-formal, unscheduled instruction by subject librarians for their specific departments during which hands-on instruction was given to individuals or small groups of students in bibliographic searches of the OPAC, CD-ROM, card catalogue, and printed indexes, as well as the use of information technology equipment. Given the semi-automated environment of the library, the two science librarians had found it quite a heavy schedule combining cataloguing,

collection development, reference work, current awareness service and faculty liaison activities with this type of one-to-one instruction for students and lecturers of the seven departments. It was considered that if post-orientation instruction could be delivered in one semester, at the end of which students would feel competent to use all the information systems in the library, the workload of the science librarians would have been reduced to acceptable levels. It was therefore very welcome news when the Department of Biological Sciences agreed to involve the science librarians in the planning and teaching of the information skill courses.

The immediate relief from repetitive instruction over a long period and the feeling of planning a new course was enough motivation to generate the necessary interest in working with the lecturers. There was another reason related to professional development, which inspired librarians to want to teach students. If the pilot programme succeeded, there was reason to believe that other departments would follow suit and make information literacy skills instruction an accepted course in the University, a development which would possibly confer on librarians, the academic status they have been seeking. Nevertheless, in order that hours for teaching did not prevent the executing of library professional duties, the cataloguing co-ordinator and the systems librarian were asked to assist in the teaching and reduce the extra workload on the science librarians. At the beginning of August 1994, the librarians joined hands with the lecturers of the Biological Sciences Department and planned the syllabus, time table, and logistics for running the courses tagged BS 401 and BS403 on information skills for third and fourth year single major students.

Curriculum Design and Management

Discussions on information literacy skills programme at library professional meetings sought to set in perspective the need for the programme and the logistics involved to effect its implementation. The various departments of the faculties were encouraged to emphasise the importance of information literacy to lecturers and students. Needless to say, the participation of lecturers in the programme would ensure effective and smooth implementation. In that connection, subject librarians were asked to submit the views of the library at faculty and departmental board meetings where they serve as members and represent the University Librarian. Thus, information literacy skill deliberations took place at library, departmental and faculty board meetings of the University.

The stated objectives of the information skills course by the Biological Sciences Department clearly showed a concern for cultivating the investigative attitude in science students so that the methodology of science, that is, observation, hypothesising, experimentation, and verification would be appreciated. The department wanted

students to develop skills in the effective acquisition, interpretation and communication of information from literary sources. In the context of these objectives, the syllabus fell sharply into a library component and a project which was supervised by the lecturers. Library staff taught the library component and students were expected to be able to use all the information systems in the library at the end of the instruction. The syllabus of the library component covered these topics:

BS401

- a. *Information organisation*
- b. *Identification and use of bibliographic sources of biological literature*
- c. *Use of the Card Catalogue*
- d. *Use of controlled vocabulary in subject searches*
- e. *Topical access to biological literature, reference sources, specialised monographs, etc.*
- f. *Criteria for evaluating information.*

BS403

- a. *Brief introduction to information technology and computers.*
- b. *Use of the Library's Online Public Access Catalogue, and the CD-ROM databases.*
- c. *Brief introduction to e-mail in searching for information on the Internet. (The library did not have full Internet access at that time).*
- d. *Use of the microfilm/fiche reader printers.*

The component taught by lecturers was divided into theory and a project report was to be submitted by students. The following topics constituted the theoretical aspects:

- a. *Research methods*
- b. *Style and Revisions*
- c. *Proof-reading*
- d. *Exercise editing*
- e. *Review of an assigned article*
- f. *Computer skills.*

Students were allowed to select any topic of biological nature for their project report. The course lasted a full academic year from August 1994 to July 1995. Originally, the department slotted three lecture hours a week for two to three weeks in the teaching time-table for the library component during the first semester. However, the library component lasted seven weeks. There were only two students in the third year single major class, and fourth year students did not take part in the course. The situation made it very easy for the librarians to deliver the course to their satisfaction and benefit of the students. The course was made as practical as possible, consisting of demonstrations and exercises. For example, the lecture on information organisation drew examples from entries in *Chemical Abstracts*, *Biological Abstracts*, *Current Contents* and *British National Bibliography* to demonstrate the use of citations in

organising references. Students were then asked to construct their own bibliographic files. The teaching was actually reduced to one-to-one instruction and among the skills acquired. The students were comfortable in using the microfilm/fiche readers, searching the OPAC, and the CD-ROM databases and understood the basic concepts about the Internet and electronic mail. They had also been introduced to all the reference materials on biological sciences. During the period, the students had actually used the opportunity to conduct literature searches on their projects. After the library programme, the students concentrated on their projects under the supervision of their lecturers. The lecturers also assessed the final report produced.

During the 1995/96 programme, a lot of enthusiasm was generated on the part of the students and the librarians were motivated to continue with their contribution. The lecturers personally ensured that students attended lectures and, sometimes, some of them sat in the lessons. The librarians were invited to meetings where discussions were held on how to make the course more interesting. The library representative paid several visits to the library to select reference materials and special textbooks to be introduced to students. To facilitate the selection of materials to be used in demonstration sessions by librarians, the department also sent a list of titles purported to guide students in their choice of project topics.

There were thirty-five students in the third year class and the size of the fourth year class was two (the pioneers of the course who formed the previous years class). A classroom was assigned in the faculty building where the librarians delivered lectures on the theoretical components of the course. Demonstrations and practical sessions continued to take place in the library. The lectures took place outside working hours between 18.00 hours and 19.00 hours on Mondays, Tuesdays, and Wednesdays for the third year class. The fourth year class did not have this problem and their two hours a week, Tuesdays and Thursdays, were comfortably slotted in the teaching timetable. In all, sixty-five hours of instruction were held from August to December 1995. The lectures were planned in such a way that students had to use the library to complete an exercise at the end of each lesson. By the end of December, students had been able to select their project topics and had conducted enough literature searches to enable them begin the write-ups of their reports which were supervised and assessed by their lecturers.

By the beginning of the 1996/97 academic year, BS401 and BS403 had become established courses and needed little planning. On the other hand, the Science Faculty launched the Communication and Study Skills Unit, which started the CSS100 programme. This course had been planned for all first year students of the science faculty, with the main aim of assisting in the improvement of their language and study skills. It had long been agreed by the faculty to include a library user education

component, which would be taught by librarians. Therefore, in addition to biology students in years three and four, the first year students of the seven departments also became students of the science librarians.

BS401 and BS403 were better scheduled in 1996/97 than the previous year. There were six lecture hours a week, all slotted in the normal teaching period and working hours. Lectures began at the beginning of September, and lasted for six weeks ending in the middle of October 1996. The number of students in the BS401 class was twenty-three and twelve in the BS403 class. Three assignments were given to BS401, and one given to BS403. All assignments were completed, returned and marked.

The CS100 class consisted of 560 first year degree science students and 65 first year diploma students in the Computer Science department. The library was allocated ten contact hours a week, slotted in the normal teaching period and working hours. The five weeks lectures took place between 28 October 1996 and 5 December 1996. The students were divided into groups and the lectures delivered in sets, such that each group had a minimum of four lectures. The syllabus given below was a modification of the topics in the BS401 and BS403 courses.

- a. Information organisation
- b. Bibliographic access to information (catalogues, indexes, and bibliographies)
- c. Subject and topical access to information
- d. The library's OPAC and science CD-ROMS
- e. Current awareness services
- f. Basic reference resources of scientific information
- g. Specialised sources of information.

Lecture notes and exercises were prepared as handouts for all the students well in advance of the lectures. In the lecture rooms, the first half of the hour was devoted to discussions of the salient points in the lecture the students were then taken to the library for practical and demonstration sessions during the second half of the period. The exercises were completed and returned the following week. A total of three assignments, consisting of 1,680 papers from the first year science students were marked. The diploma students submitted two assignments (a total of 130 papers), which were also marked. The scores of completed exercises formed part of the final assessment of the students. In addition to the exercises, examination questions were submitted to the CSS unit to be included in the final first year University examinations. Even though the librarians prepared the marking scheme for their questions, the lecturers marked the examination papers and did not disclose to the library how the students performed.

Problems Encountered in the Implementation of the Programme

The main critics of the course came from the library. In particular, the social sciences librarians, who were also planning a similar course for their faculty, thought that the course content fell short of the information literacy concept. They did not see any difference between the course and bibliographic instruction. They also contended that the partnership with the department did not provide room for evaluation by the librarians. Accordingly, a committee comprising the social sciences librarians and one of the science librarians was formed to plan a new syllabus which should be used the following year. Of course, that syllabus was not different in any way from the above, if anything, the same concepts were described in new terminology.

Another problem encountered was that the systems librarian, an expatriate, who was an active member of the committee left the university services unexpectedly. The cataloguing co-ordinator also got a more lucrative appointment outside Botswana and left the service of the University. This writer went on end-of contract leave for three months. All these developments affected the scheme of work to the extent that exercises completed by students could not be marked. The other problem was timetable inconvenience and increased workload. The third year lectures took place at the time the librarians had gone through the day's work, which began at 07.30 hours and ended at 16.30 hours. Neither time-off nor overtime pay was given as compensation, a clear case of de-incentive which lowered morale considerably. Indeed, the report submitted to library management by Lumande, Mbambo, and Rosselle (1996) on information literacy skills programme highlighted the issue of workload as affecting expected levels of performance. The students were also obviously very tired and inattentive during that time, with the day students among them, particularly those staying out of town, complaining of the difficulty in obtaining transport home after the lessons. The situation had to be accepted because the students took different core courses (for example, microbiology, zoology etc.), and it was impossible to reconcile the timetable for all of them to have a free period at the same time wherein the library course could be slotted.

The continued criticisms from the library degenerated into hot, unproductive intellectual disagreements and also constituted a real stumbling block to the progress of the programme. The critics argued that the course was essentially bibliographic instruction and something else tailored to the needs of the Department of Biological Sciences with librarians performing the role of technical assistants. They therefore insisted that courses BS401 and BS403 lacked the intellectual content necessary to raise the status of librarians to the academic level. The science librarians thought otherwise, on the basis that the instruction provided all the knowledge needed by the undergraduates to enable them use any scientific information system including the

University Library. Besides, partnership with the lecturers had been found very effective in sustaining student's attention. More importantly, it was not clear how the prestige of librarians could be boosted through the subordination of the profession to teaching.

Perhaps the most daunting problems encountered related to preparing lessons and marking exercises for the large student number. For example, photocopying of lecture notes and exercises became such a burden that the science library assistants were called in to undertake the assignment as a full-time occupation for two weeks. The exercises were part of a continuous assessment scheme and the scores had to be submitted to the CSS unit before the new year. In order to meet the deadline for submission of marks and also attend to office commitments and obligations, marking was done after office hours. Thus, the course increased the workload of the science librarians considerably, putting them under severe stress.

Evaluation

Librarians could not evaluate the three-year exercise. This was partly due to the fact that the lecturers did not allow the librarians to take part in the final evaluation, that is, marking of the examination papers. The workload was another reason, especially for the science librarians. As a result of the work schedule at that time, the literacy courses were offered under pressure, so that at the end, there was no incentive to pursue any exercise outside the library work. It was also not possible to obtain any information regarding outputs, short-term and long-term measurement, quality and quantity, and formative and summative evaluation. These are concepts considered along with inputs and outcomes as underlying contemporary evaluation and measurement exercises as outlined in a manual published by the State University of New York in conjunction with other libraries (1991). Inputs in the form of time, and students numbers were qualitatively available, so were outcomes in the form of benefits to students, that is to say, student performance in exercises. However, these data were not systematically studied for appraisal.

Conclusion

There was no doubt that the partnership with the Department of Biological Sciences provided the platform for the library to leapfrog in the effort to offer instruction in information and library literacy to science undergraduates. The communication and study skills course for first year students was a welcome development to assist undergraduates to acquire library research and information searching techniques. Indications are that the needs of postgraduate students would be catered for with time

and that appropriate resources would be provided. It is noted that problems related to workload and work pressure are very pertinent in determining output and performance of librarians involved in teaching. Despite the obstacles and problems, the three-year partnership with lecturers of the science faculty has been a success, in that BS401, BS402, and the Communication and Study Skills courses have become well established in the Science Faculty. Allowing for a degree of oversimplification of events and circumstances, it can be asserted that the needs of library patrons should be of utmost concern to librarians planning information literacy skills instruction programmes.

References

- Hicks, A.(1998) Developing Information Skills Training for National Health Service Personnel: Experiences at the Trent Institute for Health Services Research. *Programme*, 32(2) 123-36.
- Knorr, Karin D.(1970) *The Nature of Scientific Consensus and the Case of the Social Sciences*. Bath :Bath University press with Oriel Press, Chapters 1 & 2. Lee, W. M. and Wiggins, G.(1997) Alternative Methods for Teaching Chemical Information to Undergraduates. *Science & Technology Libraries*, 16 (3/4) 31-43.
- Lumande E, Mbambo B. and Roselle A. (1996) Information Literacy Skills Programme Report. University of Botswana Library. March 1996, 6p.
- Porter, K.R. and Woerner, T.(1997) On the Way to the Virtual Laboratory: Integrating Chemical Information into the Undergraduate Physical Chemistry Laboratory Program. *Science & Technology Libraries* 16 (3/4) 99-114.
- Ricker, A. S. (1997) Chemistry Information for the Undergraduate in One-credit Course:Faculty/Librarian Team Teaching. *Science & Technology Libraries*, 16(3/4) 45-67.
- The State University of New York etal. (1991) *Evaluating Library Literacy Programs: Manual for Reporting Accomplishments*. Albany, New York.
- Su, S. (1997) User-Centredness and the Educational Functions of Academic Libraries. *Journal of Library and Information Science*, 23(1) 60-71.
- University of Botswana. University Library (1994) Planned Information Skills Courses Ref. Lib/Bio.29. A memorandum by the University Librarian to Head, Biology Department, University of Botswana
- University of Botswana Department of Biological Sciences.(n.d) BS401 Information Skills 1: Course Outline, 1p.

*Theophilus Yeboah is currently the science librarian at the University of Namibia Library, Windhoek, Namibia. Until recently, he held the same position at the University of Botswana Library. He attended the Universities of Cape Coast and Ghana and Loughborough University in the United Kingdom. He holds, B.Sc, Postgraduate Diploma in Library Studies and an M.Sc.

Stakeholders, Libraries and Education in Africa: The Story Of Simangele

Felix K. Tawete
*Faculty of Education
University of Transkei
P/Bag X1 Unitra 5117
Eastern Cape,
South Africa*

Abstract

This paper looks at the perception of stakeholders on the relationship between libraries and education. The story of Simangele is the centre of the paper. It describes the story of a girl who went through the education system from elementary to university without using, effectively, the library resources and passed her examinations. The stakeholders in this paper are parents, government authorities, education administrators, teachers, librarians and children/students. The paper is based on literature review and author's own experience as a learner, parent, teacher and librarian. The author suggests that there is a need to transform the education system and change the attitude of the stakeholders in order to accommodate the library culture.

Introduction

In *Education for Self-Reliance*, Nyerere (1967) opined that education must encourage the development in each citizen an inquiring mind, an ability to learn from what others do and reject or adapt it to his/her own position as a free and equal member of the society. To expand on this, education must also respond to change. Emphasis should be placed on process rather than content. In this era of information explosion students must be equipped to access and use information not only at school, but also throughout their lives. In preparing children for the future, which is characterised by change, children must learn to think rationally and creatively, to solve problems, to manage and retrieve information and to communicate effectively.

The new South African policy on education says that education must give children competence, it must empower them with the knowledge and skills to survive in a

changing society. Learning should encompass the development of knowledge, understanding, skills, abilities and values. Unfortunately little or nothing is mentioned on libraries and their use in both the education philosophies of Tanzania and South Africa. In 1994 the new South African government launched its Reconstruction and Development Programme (RDP), a socio-economic development initiative to eradicate the legacies of apartheid and to set in place the building blocks of a new democratic society. In a review of the RDP policy framework documentation, Neill (1996) reports that the word "libraries" appears only twice in the document. Is this an accident that libraries are not dealt with in both Nyerere's education for self-reliance and the South African RDP policy framework?

This paper looks at the relationship between education and libraries as seen by the stakeholders, that is, government, parents, teachers, librarians and children themselves. In trying to do so, the paper traces the educational career of a girl called Simangele. Simangele is an imaginary name. It has been used in this paper to illustrate a point of the situation.

The Story of Simangele

Simangele Mndzebele started at the local primary school in Siteki, Swaziland when she was six years old. She quickly learned how to read, write and do arithmetic. At age 13 she went to a secondary school in Manzini town, again in Swaziland. Here she studied English language, English literature, mathematics, religious studies, history and geography among others. In order to pass these subjects all she needed were notes from her teachers and a few textbooks. As expected Simangele did well at the school and satisfied her teachers and parents by passing her examinations.

After five years of secondary education, Simangele passed the Cambridge "O" level examinations, which was administered by the University of Cambridge, very well. The irony is that Simangele passed her examinations without using a library. In fact, nobody told her about a library. It was non-existent at the school, anyway. The syllabus was rigid and non-negotiable. The teacher was responsible for teaching and motivation depending on the personality of the teacher. Indeed, occasionally she would visit the public library in Manzini which she used as a study hall rather than for its resources.

At 18, she went to the University of Swaziland. Because of her subject combination she joined the Faculty of Humanities to study English language and religious studies as her majors. Here, she was required to buy her textbooks out of the book allowance which was provided in her bursary by government. In addition to the textbooks she bought, the lecturers gave her a list of prescribed and recommended books to read in

the library. Unfortunately she rarely used the library because she did not know how to use it. The library orientation and library skills courses which she did at the beginning of the first year (in fact only eight hours) did not help her much in the use of the library. This was very evident in her fourth year when she had to struggle to do literature review and write a bibliography for her research project which she had to do in partial fulfilment of the requirements for the Bachelor of Arts degree.

At 22, she finished her degree without knowing how to use the *Index to Periodical Literature*. Owing to lack of employment opportunities, especially for people with the subject combinations she had, she was forced to come back to the University to do a one year postgraduate diploma in Education (PGDE) in the Faculty of Education. Here she met one lecturer who was an avid reader and who felt that his students should share his interest by giving them long lists of books. Unfortunately for Simangele, even this lecturer could not help her to master library skills. She preferred to use her textbooks to do her assignments than waste time in the library. A number of reasons contributed to her attitude. First, the programme was too short - only one session and secondly, after completing her Bachelor of Arts degree without much use of the library she was convinced that using the library was a luxury. She did occasionally visit the library for specific library related assignments. There was no time for reading for pleasure. At 24 she had obtained a postgraduate diploma and was employed as a teacher. Like most other teachers, she depends on her notes and a few textbooks prescribed by the Ministry of Education and the National Curriculum Centre to teach her courses. Even if she wished to use a library, the school did not have anyway.

Literature Review

Simangele's story is typical of hundreds of thousands of children in Africa who go through the school systems without seeing the doors of a library. The majority of them see a library for the first time when they enter the universities. Palmieri, as cited by Tawete (1991) reports that the majority of students in Tanzania enter colleges and university libraries approaching books with a psychological fear. Palmieri's report on the attitude of university students on libraries was written in 1967. Twenty-two years later, Decor (1989) laments about Nigerian university students and the situation where the majority of those who come into universities with little or no experience in library use. As a result, the mutilation and pilfering of books, journals, newspapers and other reading materials became a regular habit among some students. According to Lungu (1984), the situation of school libraries in Zambia is very poor. The few schools that have libraries have poor collections, they are badly damaged and, in general, no use is made of them.

In a study of the perception of students on the library at the University of Cape Town, de Jager (1991) wrote that students perceived the library as more of a quiet reading hall than anything else. Students come to the library not for information services, but for a quiet refuge. Although in this process a few of the library resources are utilised. The prerequisite of a library to students is the provision of a study space. In a review of the RDP policy framework documentation, Peter Lor, as cited in Neill (1996) provides a pathetic but too familiar account of the state of libraries in South Africa. Libraries were only included in the document as an afterthought to a nationwide policy investigation into education and even then were reluctantly covered as a separate sectoral report.

The problem of the relationship between education and libraries is not only in Africa. A study by Herring (1988) indicates that school libraries in the United Kingdom have remained on the periphery of the school, providing little response to or with little influence on the school curriculum, despite professional staffing and adequate researching. A survey carried out in New York public schools by Rauman (1985) showed a lower priority for services for students in the lowest grades. The survey showed also that in secondary schools, wherever the school library was available for students, the hours were often restrictive and always conflicting with class schedules.

From Norway, Horn (1991) reports that in the evaluation of the 1977 Library Act, it was concluded that services to children were in no way satisfactory, and school libraries represented a major problem. He further reports that investigations carried out by the association of writers of children's books expressed that no library, school or public was up to standard when it came to book stock, book student ratio and opening hours.

This literature review has shown that the relationship between education and libraries is below expectation. Dike (1993) summarises the reasons for this poor situation by saying that education in many developing countries is still traditional with emphasis on rote learning, teacher-dominated methods of instruction and rigid syllabi. As long as these patterns persist, libraries will continue to be irrelevant in education.

The irrelevance of libraries in education may not necessarily be due to the rigidity of the syllabus or the examination driven type of learning, but, rather, to the way the stakeholders in education perceive the role of libraries. These stakeholders include the government, teachers, parents, librarians and students. In the next section we shall try to show how each of these has affected the role of school libraries in Africa. What part have these stakeholders played in the development of libraries?

Education Stakeholders Perceptions of Libraries

What do the role players in education think of the relationship between libraries and education? Libraries become of interest to government and educational administrators when they are established through donations by donor agencies such as non-governmental organisations (NGOs) or agencies such as Unesco and the British Council. When government is directly asked to finance libraries, responses such as the following cited from Fakudze (1993) from the Ministry of Education in Swaziland are common:

The Ministry of Education is aware of the need and importance of school libraries but funds are the main constraints. While the government does not presently have financial resources required for establishing school libraries, it is the Ministry's intention in future to make provision of school libraries in its overall planning.

Politicians and educational administrators are more concerned with providing necessities such as school buildings, recruiting and training of new teachers, preparing syllabi and prescribing courses than in establishing functional libraries. As far as politicians are concerned, children must go to school, be taught the necessary subjects and pass the necessary examinations. The government has been able to do this very successfully, pushing the provision of libraries far down the list of essentials. Politicians and educational administrators consider libraries as other minor educational aids such as slides, models or films. The attitude of government and educational administrators has consequently left many African countries with no clear policy on school libraries. Those schools, which have tried to develop libraries, have done so at their initiatives. Such a situation has seen the mushrooming of school libraries with no co-ordination or standards. Even with the assistance of NGOs and donor agencies in establishing libraries in schools in Africa, these libraries had not been sustained by government. Due to the increasing number of school enrolment, some of these libraries have been closed to provide space for classrooms.

The Attitude of Teachers

Simelane (1991) reports that in Swaziland, some teachers resist using the library. They consider a library as a luxury. The majority of teachers do not understand the importance in education. Even the few who make efforts to use the library are not fully convinced of its educational role. Many are handicapped by their own ignorance of how a library may be put to effective educational use. They made little or no use

of it during their own school or teacher education days. There are teacher-training colleges in the former Republic of Transkei, for example, which do not have libraries. And yet, year after year, these colleges produce teachers.

Pressure of classroom teaching gives teachers little time to either use the library themselves or refer pupils to the library. While criticising the colonial type of education Nyerere, cited in Tawete (1991) said :

A teacher who is trying to help his/her pupils often studies the examination papers for past years and judges what questions are likely to be asked next time; he/she then concentrates his/her teaching on those matters, knowing that by doing so he is giving his/her children the best chance of getting through to secondary school, college or university.

Nyerere wrote this statement in 1967 but it is still valid today. The Mlalatini Education Centre in Swaziland for example, is very popular for its sales of past examination papers. The reserve collection section of the University of Swaziland library is another example. During examination time, this section gets crowded with students who want to photocopy past examination papers.

The Role of Parents

First, we have to consider the relationship between the parents' attitude to and use of libraries and the children use of libraries. Those who had used libraries very much encourage their children to read books and use libraries. They participate in the discussions to either establish or improve libraries in the schools that their children attend. They also support the growth of public libraries in their areas. This group of parents regards libraries as a major educational force. On the other extreme, are the many parents who are either not literate themselves or semi-literate and who read little more than the local newspaper and take little or no interest in whether their children read or not. This group of parents, which forms the majority, neither knows nor cares about libraries. One thing that the two groups share in common is that they all agree that "reading is a good thing".

But this does not necessarily mean that they see any connection between libraries and education. To such parents, the purpose of education is to make children to pass their examinations in order to obtain jobs. Any use children make of libraries is regarded as an extra-curricular activity, which is less encouraged by either the parent or the teacher. This opinion shared by the politicians, government authorities, teachers and

parents has led to the slow development of libraries in educational institutions in Africa.

The Librarians

What do librarians, especially school librarians in Africa think about the relationship between education and libraries? Roe (1972) summarises the educational role of librarians as that of being passive. Their role is to collect, organise and disseminate information.

The most visible pattern in schools is for a teacher (especially language teacher) to be given responsibility for the library in addition to regular teaching load. Very few schools are staffed by professional full-time librarians. Whatever the reality, it is generally agreed that school librarians should be trained and competent in both teaching and librarianship. The argument for this is that a qualified teacher will more easily be accepted and included as a member of the teaching team and will be able to integrate library use into the curriculum.

With the heavy teaching load, often the teacher-librarian has little or no time to offer library service. In July 1996 this author visited 14 colleges of education which are affiliated to the University of Transkei to assess their libraries (Tawete, 1996). Out of the 14 college libraries, only four (about 29%) were found open. The reason for this was that the teacher-librarians were involved in the supervision of teaching practice. Mabuza (1992) opined that such arrangements impede accessibility to libraries.

The second reason for this passivity is the status of the librarians. The inferior professional status accorded teacher-librarians, and librarians in general, is responsible for a good measure of the marginalisation of libraries. The consensus of opinion is that any intelligent person can run a school library (Radebe 1997).

Although there are a few well stocked and effectively run libraries, most school libraries are not well managed by librarians.

Children's and Students' Attitude Towards Libraries

It is important to know how school children and college students perceive the relationship between libraries and education. It has been reported in the literature review of this paper that students at the University of Cape Town perceived the role of the library in education as that of providing a quiet reading space and nothing more. The library was not used for information services, but as a quiet refuge to enable students to complete their assignments. The provision of study space seems to be the

prerequisite for students to visit the library. Children like to imitate what adults do. In a teacher-centred education system, it is difficult to convince pupils that libraries are linked to education. Like parents, children think and believe that information and knowledge could be obtained from the teacher in a classroom.

We do not expect this attitude of children to change easily. Developmental psychologists believe that the earlier you start introducing a child to a book the better. The period between ages two and six is an important period for learning. This is the time when a child develops cognitive skills and normally, children are curious, adventurous and eager to find out. If the attitude towards books is not introduced at this early age, children develop other interests and become disadvantaged. According to Carter (1986) the younger the child, the greater the likelihood of being a voluntary reader. As a person grows older his interests also change. Therefore, if children are not exposed to information search skills and voluntary reading at an earlier age they will not do so at college or university.

The Need for Transformation

In view of the problems discussed above, the areas that need to be transformed in order that libraries can become an integral part of education are the curricula, the attitude of the teacher and parents towards the importance of libraries in education.

Curricula

There is a need to introduce a curriculum, which should expose learners to a wide range of information and resources to meet the demands of the society. If learners are to have an ability to collect, organise, analyse and communicate information, then they have to use resources so that they can access information easily. Learners will require research and information skills. Librarians could teach the skills for selecting, interpreting and using information to enable studies to become independent.

The new curriculum must aim to shift the education focus from teacher - centred to learner-centred. They must also play an active role in the learning process. This means also that learners must be active and independent in their learning; they must explore, seek and create new meaning and knowledge from information. To achieve this therefore, resources for learners must be available. This implies the availability of libraries for both the facilitator of education (teacher) and the learners. The existing curricula in Southern Africa or Swaziland are rigid. Emphasis is on what the teacher wants to achieve and the curriculum development process is not open to public

comment. Government and education administrators are solely responsible for the development of the curriculum without the participation of parents and the learners.

The Tanzania Education for Self - Reliance policy was intended to bring this change in the learning process. Unfortunately, the policy was so politicised that it lost its direction and objective. There was no workshoping for the teachers to enable them understand what was required of them. Hence it was possible for children to graduate from primary school without knowing how to read and write. Education for self-reliance was more successful in adult education than formal education programme.

The Teacher

A teacher in any society is an important person in the education system. His role is to transmit the information, the values and culture of a society from one generation to another. He is the key change agent of a society. Unfortunately, when politicians such as Nyerere bring in new education philosophies they leave the teacher behind.

In the transformation process, the teacher must be involved. The problem of the "Education for Self-Reliance" philosophy was that teachers were not workshoped to be told what the whole philosophy was about, and what they were expected to do. Education continued to be the same teacher-centred and the teacher continued to use the same method as if nothing had changed. And because the word "library" was not mentioned anywhere in the "Education for Self-Reliance" booklet, teachers continued to ignore the role of the library. We hope that in the new Outcome Based Education (OBE) philosophy being introduced in South Africa teachers will be taken back to colleges for retraining. Teachers must not be evaluated by whether they have finished the syllabus or not and by how many children they have managed to pass in the examinations, but by what skills they have imparted to children. In preparing children for the 21st century, teachers must teach children to learn and how to think rationally and creatively; how to solve their own problems and also to retrieve information, organise and communicate it effectively.

Psycho - Cultural Transformation

For a long time, some Africa countries had concentrated on political and economic transformation. Politics and economics are the priorities. Although this is important it has helped to marginalise the need for psycho - cultural transformation. Political and economic transformation is of vital importance. But this depends also on the mental fitness of those people who are going to drive it and how well informed they are. The mental fitness of the society is a factor that determines the ability of the society to manage the transformation process.

The failure of libraries, particularly school libraries in Africa, is not because of lack of funds, rather it is due to the culture and the attitude of the people. The majority of us do not read for the sake of it but for utility. Our libraries are packed when students are preparing for examinations. Our leaders seek for information when they are asked to address a conference. Sometimes these papers are written by desk officers. Libraries in developing countries represent part of an alien cultural package, an importation ill-suited to the developing countries' needs, even working at cross-purposes to the people's interests. We live in an information age, there is no need to continue complaining that libraries are a foreign culture which may undermine traditional values.

Awareness of the Role of the School Library in Education

Efforts must be made to have library and information awareness campaigns to be conducted for all stakeholders, especially education authorities, teachers, parents and children. These campaigns can be done through meetings, seminars and workshops and book displays.

Conclusion

Despite some gloomy predictions on the future funding of education and perhaps restrictions on the availability of resources in schools, the future of the library in educational institutions seems bright. It can be argued that because of current educational and technological trends, there has never been a greater need for well-resourced and professionally staffed school libraries than now. In the lifelong education system, the emphasis is on the individual's (the child's and adult's) ability to find and use information effectively. This trend is likely to continue in schools, colleges, and universities, at work and for leisure pursuits. A future society dependent on reliable and possibly electronic information for its prosperity will need an information-based curriculum in its schools and tertiary institutions.

References

- Carter, Carolyn J. (1986) Young People and Books : A View of the Research into Young People's Reading Habits. *Journal of Librarianship*, 18 (1) 1-23.
- Decor, Sunday K. (1989). Attitudes and Perceptions of Student Patrons. *International Library Review*, 21(3) : 373 - 385.
- Dike, Virgia (1993) Issues in School Librarianship in the Developing Countries. A Keynote Paper Presented at the IFLA Pre-session Seminar on School Libraries, 15-20 August, Caldes De Montbui (Barcelona).

- de Jager, Karin (1991) Whom Do We Serve? User Perceptions in a South African University Library. *South African Journal of Library and Information Science*, 59 (4) 276-281.
- Fakudze, N.Q. (1993) The Role of School Libraries in Schools in Swaziland: A Study of the 1990s and Implication for the 21st Century. Leeds Metropolitan University. BA Dissertation.
- Fea, V. (1991) School Libraries in the United Kingdom. In Lowrie, J.E. and M. Nagakura (Eds.) *School Libraries: International Developments*. London: Scarecrow Press.
- Herring, J.E. (1988) *School Librarianship*. London: Clive Bingley.
- Horn, A. (1991) School Libraries in Norway. In Lowrie, J.E. and M. Nagakura (eds.) *School libraries: International Developments*. London: Scarecrow Press.
- Hornby, A.S. and others (1970) *The Advanced Learner's Dictionary of Current English*, 2nd ed. London: OUP.
- Lungu, Charles (1984) Report on the Results of the Survey of School Libraries in the Copperbelt. *COMLA Newsletter* (45) 6-7, 14
- Mabuza, S.R. (1992) An Investigation of the Effective Use of School Libraries in High Schools in Swaziland. A Research Project Submitted in Partial Fulfillment of the Requirements for the Degree of Education of the University of Swaziland. Kwaluseni: UNISWA.
- Munsinger, Harry (1975) *Fundamentals of Child Development*. 2nd ed. London: Rinehart.
- Neill, Richard (1996) Beyond the Millennium. In Moshoeshe- Chadzinga, M., Kakoma, A.K. and Lebotsa, M.M. (Eds.) *Libraries and Information Services in the 21st Century and Beyond*. Proceedings of the Standing Conference of Eastern, Central and Southern African Librarians. Maseru: Lesotho Library Association, pp.11-20
- Nyerere, J.K. (1967) *Education for Self-Reliance*. Dar-Es-Salaam: Government Printer.
- Radebe, T. (1997) Experience of Teacher Librarians in the Workplace after Completion of the School Librarianship Programme. *South African Journal of Library and Information Science*, 65 (4) 218-226
- Rauman, A.B. (1985) *School Libraries: No Reading Allowed*. New York: Vincent Astor Foundations.
- Roe, Ernest (1972) *Teachers, Librarians and Children: A Study of Libraries in Education*. 2nd ed. Melbourne: Cheshire Publishing.
- Simelane, S. (1991). *Fundza: The Organization and its Objectives: Libraries in Swaziland: 23 Years after Independence*. Proceedings of the Swaziland Library Association conference and Annual General Meeting, Kwaluseni, Swaziland, June 21.

- South Africa. National Department of Education (1997) *Curriculum 2005 : Lifelong Learning for the 21st Century*. Pretoria : National Department of Education.
- South Africa. National Department of Education (1996) *Lifelong Learning through a National Qualifications Framework (NQF)*. Report of the Ministerial Committee for Development Work on the NQF.
- South Africa. National Department of Education (1997) *Outcomes- Based Education in South Africa : Background Information for Educators*. Pretoria : National Department of Education.
- Tawete, F.K. (1991) The Plight of School Libraries in Africa. *Information Trends*, 4 (3)123-138.
- Tawete, Felix K. (1996) A Report on the Situation of Libraries in the Colleges of Education in Transkei. (Unpublished).
- Thornton, J.L. (1976) Too Few Libraries are Organized for Readers. *Library Association Record*, 78 (6) : 255 - 258.

*Felix Tawete is the co-ordinator of libraries of affiliated colleges of education to the University of Transkei, South Africa. He also teaches school librarianship course in the Faculty of Education in the same university. He attended Makerere University, Kampala, Uganda and the University of Alberta, Edmonton, Canada. He holds a diploma in librarianship, B.L.S, M.LIS.



FELIX TAWETE

Statistics Used by Authors of Library and Information Science Articles in Nigerian Journals

U. Selong Edem

Library Department

University of Calabar,

Calabar - Nigeria

E-Mail: useledem @ unical.anpa.net.ng

Abstract

Two hundred and twenty- seven articles in ten selected library and information science (LIS) journals published in Nigeria, between January 1988 and December 1998 were critically examined to determine the patterns of statistics used by authors of articles. The results of chi-square statistical analysis indicate that there is a significant difference between practising librarians and faculty members with regard to the patterns of statistics used in their publications. Practising librarians used more statistics than faculty members did. The paper suggests ways in which statistics could be better understood, appreciated and utilised by authors in disseminating information and extending the frontiers of knowledge.

Introduction

Statistics is an important research tool for the analysis of numerical data. A cursory glance at research studies in disciplines such as those in the biological, physical and social sciences quickly reveals the extent to which statistics are used for description and analysis. It is pertinent to note that statistics provides the means of determining the results of scientific studies, thus essential for scholars and policy makers the world over.

Disciplines such as medicine, engineering, environmental and computer sciences rely heavily on statistical computations. Of concern however is the dearth of quantitative data in library, archival and information science research (see Butler, 1933; Shera, 1964; Coldhor, 1972; Busha, 1980). The disciplines of library, archival and information sciences have in the past two decades relied merely on practical application and general consensus, rather than on the testing of hypotheses, thus neglecting the

application of statistical measures (Enis 1967). Houser and Lazorick (1978) see statistics as the language of scientific research, yet a component which has been singularly lacking in library science education. Wyllys (1978) views the pattern and use of statistics as indicators of the degree to which the discipline is scientifically oriented. According to Peritz (1980) "research papers in library science tend to be less "scholarly" than those in other fields of the sciences and social sciences because of non- use of statistics by some authors". Busha (1980) contends that the search for new library science knowledge has been assigned a rather low priority and that librarians have not been interested in using statistics as have most scholars in the physical and social sciences.

Wallace (1985) compared the use of statistics in four disciplines - library and information science, education, social work and business administration. He found out that only 6% of the articles in library and information science used inferential statistics. Of the four disciplines compared, he observed that statistics was least used in library and information science. Wallace concludes that the use of inferential statistics indicates that a study is more scientific in its approach than the use of descriptive statistics or no statistics.

The objectives of this study are to determine the patterns of statistics used by authors of articles in library and information science journals. The study assumes that the use of statistics, especially inferential statistics, indicates a research that is more quantifiable and scientifically oriented than the use of descriptive statistics. To guide this study, a working hypothesis was posed by the researcher: there is no significant difference between practising and faculty members with regard to the patterns of statistics use in their publications in Nigerian journals.

Methodology

Two hundred and twenty- seven articles in ten selected library and information science (LIS) journals published in Nigeria between January 1988 and December 1998 were perused to determine the patterns of statistical methods used by, as well as the institutional affiliations of, the authors. A journal article was defined as any article appearing in the journal, which must have been refereed before publication. Other items such as short communications, book reviews, personality slot reports, professional news and events and reports were not used for the study. The authors of articles published were regarded as the study subjects by the researcher.

The patterns of statistical methodologies identified and used were (a) descriptive statistics (b) inferential statistics (c) no statistics - meaning no mathematical manipulation of data. Descriptive statistics indicates a description of a measurable

characteristics of a given situation. The tests used include frequencies, percentages, means, and standard deviations. Whereas, inferential statistics are used to test hypotheses showing relationships among variables. It could also be used when conclusions are drawn about a characteristics of a population from which a sample has been drawn. The tests used include chi-square, t-tests, F-tests, analysis of variance (ANOVA), multiple regression analysis and correlation coefficients. To determine the patterns of statistics used, every article was read by the researcher thoroughly to identify the statistics.

The category to which the author belongs was based on author's place of work as indicated in the journal article or in the case of joint authorship, the principal author's place of work. The two categories of librarians used were practising librarians and faculty members (lecturers in departments/schools of library, archival and information). All data - type of statistics and affiliation of authors of articles were coded, tabulated and compared, using simple percentages, and a chi-square statistical analysis was used in testing the hypothesis at the 5% level.

Data Analysis

Table 1 shows that the bulk of the articles used for the study was obtained from the *African Journal of Library, Archives and Information Science* (44.1%) the *Nigerian Libraries* (13.7%) and the *Nigerian Library and Information Science Review* (13.2%). The three journals constituted 71% of the database

Table 1: List of Journals Titles Used for the Study

SN	TITLES OF JOURNALS IN AFRICA	NO.	%
1	African Journal of Library, Archives and Information Science.	100	44.1
2	Nigerian Libraries	31	13.7
3	Nigerian Library & Information Science Review	30	13.2
4	Lagos Librarian	22	9.6
5	Library Bulletin	15	6.6
6	Leading Libraries and Information Centres	10	4.4
7	Communicate: Journal of Library and Information Science	6	2.6
8	Library and Information Practitioner	6	2.6
9	Nigerian Journal of Library and Information Service	5	2.2
10	Unical Quarterly	2	0.9
	TOTAL	227	99.9

Table 2 shows that practising librarians were responsible for 153 (68.8%) of the 227 journal articles used for the study.

One hundred and thirty seven (60.4%) of the authors (both faculty and practising librarians) used descriptive statistics; 88 (38.8%) authors did not use statistics at all, and only 2 (0.9%) authors used inferential statistics for data analysis.

Out of the 153 practising librarians, as high as 107 (71.1%) authors used descriptive statistics, whereas 45 (28.1%) authors did not use statistics at all and only 1 (0.9%) author used inferential statistics in data analysis. On the other hand, of the 74 faculty members, only 30 (40.6%) authors used descriptive statistics and 43 (58%) authors did not use statistics at all, and only 1 (1.5%) author used inferential statistics in their data analysis. In testing the hypothesis, chi-square statistical analysis was done as indicated in table 2 below.

Table 2: Pattern of Statistics Used

CATEGORY	PATTERNS OF STATISTICS USED			TOTAL
	DESCRIPTIVE	INFERENTIAL	NON-USE	
Practising Librarians	107 (71.1%) 92.3	1 (0.9%) 1.3	45 (28.1%) 59.3	153
Faculty	30 (40.6%) 44.7	1 (1.5%) 0.7	43 (58%) 28.7	74
Total	137	2	88	227

At 0.05 level of significance and 2 degree of freedom
 $\chi^2 = 5.99$, Since $17.95 > 5.99$, we reject the null hypothesis.

It follows from the above that the difference between the practising librarians and faculty members with regard to the patterns of statistics used in the LIS journals are dependent at 0.05% level of significance. Therefore, it can be upheld that there is a significant difference between practising and faculty members with regard to the patterns of statistics used in their publications.

A total of 88 (38.8%) authors in the study did not use any form of statistics in their presentations. This confirms the findings of the previous studies that concluded that the use of statistics in LIS is not very prevalent, as it is the case with other disciplines

such as the sciences, social sciences and other applied sciences. Perhaps, one factor that contributes to the non-use of statistics may be lack of practical skill and understanding in statistical process by the various authors of articles in library, archives and information science. Given the fact that many librarians do not have numerate background, the use of statistics in the education and training of librarians is very limited. Library research is relentlessly oriented to the immediate practice of librarianship. Probably, librarians are interested in their world of work and in explaining their immediate environment.

Conclusion and Recommendation

The survey shows that there is a significant difference between practising and faculty members with regard to the patterns of statistics used in their articles published in selected Nigerian journals of library, archives and information science.

To sensitise authors in the use of statistics, the study recommends that statistics and its application should be taught in-depth in library schools. It should be offered for at least two semesters. This will permit enough time for its teaching, understanding and utilisation in diverse library, archives and information science research activities. Statistical appreciation and awareness in solving diverse research problems will enhance its use, value and the future of library and information science research in Africa especially in the next millennium.

References

- Busha, Charles H. (1980) *Research Methods in Librarianship: Techniques and Interpretation*. New York: Academic Press.
- Butler, Pierce (1933) *An Introduction to Library Science*. Chicago: The University of Chicago Press.
- Coldhor, Herbert (1972) *An Introduction to Scientific Research in Librarianship* Urbana: The University of Illinois.
- Enis, P.B. (1967) Commitment to research. *Wilson Library Bulletin* 41 : 899-901.
- Houser, L.J. and Lazorick, G.J. (1978) Introducing a Significant Statistics Component into a Library Science Research Methods Course. *Journal of Education for Librarianship*, 18 (182) 188-198.
- Kim, Sood D. and Kim, M.T. (1979) Academic Library Research: A Twenty Year Perspective. In *New Horizons for Academic Libraries: Papers presented at the First National Conference of the Association of College and Research Libraries* Boston, Mass. No. 8-11; 1978; (R.D. Stuart and R. D. Johnson, ed.) pp. 375-383, San N. Y.

Entry-level Perceptions and Motivation of Archives and Librarianship Students at the University of Ghana

H. Akussah, S.N.B. Tackie and M.A. Tiarniyu

Department of Library and Archival Studies,

University of Ghana

Legon, Ghana

Abstract

Entry-level perceptions and motivations of both subdegree diploma and postgraduate degree students of the Department of Library and Archival Studies (DLAS), University of Ghana, were surveyed through a structured questionnaire. T-tests and ANOVA were then used to compare the data for various groupings of the students (e.g. archives/library, male/female, etc). Among the significant findings were that archives students, and particularly those in the diploma programmes appeared more confident of their programmes, profession and careers than their librarianship counterparts. It was also found that young and diploma students were less committed to careers in their chosen professions than older and M.A. students, hoping instead to use the diploma qualification to further their education in other subjects if necessary. Among the recommendations were that a broad-curriculum B.A. (Information Management) degree programme should be offered by the DLAS in order to meet the aspirations of the diploma students, attract more science-oriented students, and prepare its graduates for a diverse range of jobs in the information industry.

Introduction and Background

In 1997, the Department of Library and Archival Studies (DLAS) of the University of Ghana admitted students into four different programmes: two sub-degree diploma programmes in Library Studies and Archives Administration respectively, and two Master of Arts degree programmes in Archival Studies and Library Studies respectively. Also in that year, a study was begun to assess the relative impact of the department's four programmes in developing or changing students' perceptions of their and other programmes of the department, about their chosen and related professions, and about their career prospects and aspirations. Before then, a number of studies had been undertaken on some aspects of the curriculum and graduates of only the

postgraduate diploma in library studies programme of the Department. Hence, there was a felt need for a study that examines the archival studies programmes, as well as contrast aspects of the various departmental programmes in both archives and library studies.

A second motivation for the study was to understand the dynamics of attitude formation and change among students of parallel archives and library programmes which share joint core courses. The archives and library professions have traditionally focused upon organisationally-restricted versus published documents respectively. But, the information society has been witnessing rapid convergence of information technologies, professions and services, hence the increasing necessity for archivists and librarians, as well as communication scientists, computer scientists, information scientists and other information professionals to recognise the interdependency and relative roles of different information disciplines and professions in the evolving information society. Hence, a growing trend has been initiatives by archival, library and related educational institutions to include archives and records management courses in library studies programmes, and vice versa; or to offer parallel archives and library studies programmes which share core courses; or to offer 'general' information management programmes, with or without specialisations in archives, library, information technology, communications, and other related subjects.

Among the important questions one might ask in respect of such developments in education for information include: to what extent do such expansion, synthesis and/or joint-programming of the curricula of education for information programmes impact the attitudes, perceptions and motivations of students and graduates about their own programmes, about different courses within their and other parallel programmes, and about professional and career prospects in their profession vis-a-vis other related information professions? More precisely, from the specific perspective of the four programmes offered by the DLAS in 1997, (i) what are the entry-level perceptions and motivations of entrants to the different programmes, and (ii) to what extent are such perceptions and motivations altered by the time the students graduate from the different programmes? To what extent do entry-level perceptions and motivation, and changes therein, depend on specialisation (archives/library), level of studies (diploma/M.A degree), or other variables?

This article reports on entry-level perceptions and motivation of entrants to the four DLAS programmes. (Findings in respect of changes in the entry-level perceptions during training is the focus of a forthcoming article).

Review of the Literature

Particularly in developed countries, on-going advances in information technologies have had a tremendous impact on libraries, archives, record centres and other information services, and the training of human resources for these services. Pemberton and Nugent (1995) noted recently that economic, technological and higher education trends are now demanding a convergent, amalgamated or integrated education for information curriculum that synthesises the erstwhile separate bodies of knowledge and techniques in archives administration, records management, librarianship, and information technology. The same view is expressed by Mokhtari (1994) who noted that as far back as the mid-1970s, the harmonisation of the education and training of librarians, documentalists, archivists, and information scientists was being discussed at Unesco, IFLA, and other fora. He also reported experiences at the Ecole des Sciences de l'Information in Rabat, Morocco, where both generalised and specialised information professional programmes were introduced at the undergraduate and graduate levels respectively about the time.

However, both Ogundipe (1994) and Boye (1996) note that for developing countries, the problem is really how to implement curricula for producing information professionals who can serve not only the information sophisticated in universities, colleges and modern organisations in urban areas, but also, the masses of illiterates in rural areas. Hence, at DLAS, various programmes have been tried, modified or changed in the past in order to focus the department on providing both low and high level information service human resources for the Ghanaian information society where both barely illiterate and highly information- sophisticated live. As mentioned already, there have also been some follow-up studies of the graduates of the postgraduate diploma in library studies programme (which was replaced with an M.A. degree in library studies in 1997). In one such study, Kisiedu (1993) found that about half of the graduates had had library work experience as teacher librarians or library assistants prior to the programme. Alemna (1991a, 1991b) had also found that most of the graduates of the programme first considered librarianship as a career only after their secondary education probably, after having tried other options. He also found that opportunity for 'intellectual development' and 'further education' were mentioned by over 70% of the graduates as having motivated them for the programme, as against such other potential motivators as job security, good salary, and attractive work environment.

Finally, in a later study, Alemna (1993), observed that a growing number of the graduates were ending up in jobs not directly related to library work, a trend that he attributed to saturated job market than disenchantment with librarianship. These were

some of the findings in respect of the graduates of the postgraduate diploma in library studies of the DLAS who might be expected to be older than the younger undergraduate diploma students, as they would minimally have had a bachelor's degree, who might have changed career earlier on in their life, and who are consequently less likely to change their perceptions and motivations during and after training. But can the same be said of (i) entrants to the sub-degree diploma programmes in library studies who are likely to be younger, and possess only the 'O', or at best the 'A' level qualifications? Or (ii) of entrants to the archival studies programmes at the sub and postgraduate degree levels that might not have worked in archives or libraries prior to their programmes?

Elsewhere, Detlefson and Olson (1991) reported a follow-up study of graduates from the University of Pittsburg Master in Library Science (MLS) programme during 1973-1984. They compared the characteristics of graduates who had remained in or left the librarianship profession after training, and found that those who stayed on tended to be women with humanities degrees, had high senses of service to society, and have had some work experience in libraries prior to the MLS programme. By contrast, graduates who left the profession tended to be male, had science degrees, and appeared more interested in higher paying jobs than service to society.

Analyses of gender differences in perceptions of, and motivation for, different professions are very important in developing countries where conscious efforts are required to equalise opportunities to careers between the sexes. Previous studies of librarians in developing countries have found higher proportion of males than females in the profession (Nzotta, 1985; Alemna, 1991a, 1991b), and one would be interested in the entry level perceptions and motivations of male and female entrants to training programmes in archives, librarianship and related information occupations which may be male- or female-dominated, and the extent to which such perceptions and attitudes change during training. In this respect, Harris (1985) found that in the librarianship profession (which is female-dominated in developed countries), women librarians were as ambitious as the men. Her conclusion differed from that of Shann (1983) as cited by Harris who found that whereas males and females were equally ambitious in male-dominated occupations such as medicine, law and accountancy, the males tended to be more ambitious than females in the female-dominated occupations of nursing, teaching and social work.

Similarly, studies of the age characteristics of librarians often find that most of such professionals fall within the 30 plus age range. But the need to attract young, bright and ambitious talent into the information professions is imperative in view of the immense technology learning requirements demanded by new information technologies. However, Genoni and Greeve (1997) have noted that despite the

challenging and rewarding employment for librarians that the information society has been creating, the negative stereotypical attitudes about librarianship and related disciplines seem to persist even in developed countries. They found that most prospective Australian school leavers surveyed still considered librarians to be helpful and co-operative, but neither interesting nor creative, and that educational requirements, earning capacity, career prospects and community status of librarians to be very low, despite recognising that librarianship and related information professions now entail greater use of modern information technologies. They concluded that it is unlikely that the young and ambitious school leaver will select librarianship and related professions as first choice, but more likely as a fall back, profession. We are also reminded of the findings of much earlier studies

(e.g. Dewey, 1985) which found that previous exposure or ties to the librarianship profession and/or its practitioners, such as actual work experiences, interaction with practitioners, sponsorship for the profession, etc., were key determinants of whether a person actually opts to train for the profession. One would also expect that motivation among entrants to training programmes in archives, librarianship and related disciplines would be initially high, and also remain stable during training for those who have had prior exposure or interaction with the profession and its practitioners.

In summary, we note that with the exception of the Genoni and Greeve (1997) study of potential school leavers, all the other studies reviewed here focused on practising librarians after they had graduated from education for information programmes, and not when they were about to begin the programmes. Asking practising professionals about what motivated them for a profession not at the time of entry into the profession, but long after graduation from a training programme is likely to give rise to rationalisations after the fact. Hence, we were interested in the entry and exit level perceptions and motivations of entrants to the archival and library studies programmes of the DLAS and how such perceptions and motivations might have changed during the programmes. We wanted to determine the extent to which students' perceptions and motivation are influenced by their different programmes. So we needed to first ascertain the nature of entry-level perceptions and motivation, hence the following hypotheses:

- (a) There would be no significant differences between the entry-level perceptions and motivations of students (i) in archives versus library programmes, and/or (ii) at the subdegree diploma and postgraduate degree levels.

- (b) There would be no significant differences between the entry-level perceptions and motivations of (i) younger versus older students, and (ii) female versus male students, in either archives or library programmes at the sub and post graduate degree levels.

Methodology

As noted above, the DLAS offered four programmes in 1997: two M.A. degrees programmes in archives and library studies respectively, and two subdegree diploma programmes in archives and library studies. The diploma programmes ran for 2 years (four semesters). Many of the courses of the programmes are jointly taken by archives and library students at the same level [First-year Diploma (Dip-1), Second-year Diploma (Dip-2), or Masters (M.A.)]. Such joint courses might be expected to develop students' mutual recognition of the importance and relative biases of the sister professions during the programme than at the beginning. Both diploma and M.A. students are also required to undergo short (3-6 weeks) industrial attachment in archives or libraries during breaks in their programmes. Clearly, such exposure also provides them opportunities for greater awareness of comparative trends in archives, library and related information professions.

The study population comprised all the students who registered for the programmes during the 1997/98 session, or were continuing from the previous session. Seventy-five and twenty-five students registered for the diploma and postgraduate degree programmes of the department in the 1997/98 session respectively, in addition to 65 students who were continuing to the second year of the diploma programmes. The total population was thus 165 students.

The questionnaire comprised two sections. The first section elicited information on such variables as programme specialisation (archives or library); level (Dip-1, Dip-2 or M.A.); previous work experience in archives, libraries or elsewhere; etc. The second section comprised fifty statements to which respondents were expected to agree or disagree along 5-point Likert scales. These statements were used to assess perceptions and motivation towards archives, library and related programmes, courses, and professions.

The research design was to assess entry level perceptions and motivation of the students in all four programmes, using a structured questionnaire, initially, three weeks into the 1997/98 session, and then again using the same questionnaire three weeks to the end of the session. The questionnaire was administered again at the end of the subsequent 1998/99 session on continuing students of the 2-year diploma programmes.

One hundred and forty-five of the target population of 165 students participated either fully or partially (by completing the questionnaire on the two/three occasions as required, or on fewer occasions than required).

Archives and library students comprised 39 % and 61 % of the sample respectively, and there were also 61 % male and 39 % female students. More than 60 % of the sample were older than 30 years, despite the heavy presence of diploma students (86 %) as against M.A. (14 %) students in the sample. The M.A. students had mostly arts and social sciences first degrees, while most of the diploma students had either GCE 'A' level (45%), 'O' level (21%), or Teacher Training 'A' Post Sec. (12%) qualifications. In other words, entrants to the diploma programmes were mostly those who probably might have wanted direct admission to first degree programmes, or teachers who either wanted to train as teacher librarians, or leave teaching altogether. Only 10% of the sample had no previous work experience in archives, libraries or elsewhere prior to enrolment. Among those who had had some experience, 40 % had worked in libraries, while only 10% had worked in archives.

Analysis and Interpretation of Data

We begin by presenting a general analysis of the data for all students regardless of programme, level or other characteristics. T-tests and one-way analyses of variance (ANOVA) were then used to compare the data for different groupings of the students. T-tests were used to compare archives versus library students, male versus female students, etc. For these, only those tests for which the 2-tail probability of the t-value are less than 5% are shown in the accompanying tables, and due to the limitation of space, only those that were highly significant (i.e., with 2-tail probability of the t-value less than 0.025) will be discussed. ANOVA were used to compare students in the six groups of students classified by specialisation (archives or library) and level (Dip-1, Dip-2, and M.A.); and also to compare fully, partly, or self-sponsored students. For these analyses, only those significant at the 5% level (i.e., with F probability less than 0.05) are shown in the accompanying tables and discussed.

(a) General trends

Of special interest here are those perception and motivation statements on the questionnaire, the responses to which had either very high (> 4.0) or very low (< 2.0) mean scores, and indicating that students tended to either agree or disagree strongly with them respectively. Such items are shown in Table 1. A perusal of the items reveals that the sampled students agreed strongly that libraries and archives are as important as educational institutions in society. However, although they also agreed strongly that they feel set for their careers, they, nevertheless, were not completely

sure why they registered for their courses. These findings contradict each other, and may suggest that the students, although they see information work as glamorous (*item 09*), capable of providing a good career (*item 26*), and are generally motivated for it (*OVERALL MOTIVATION*), they are nevertheless unable to see the relevance of their different programmes to their work and career.

Switching to the lower part of the table, the students disagreed strongly that archives, museums and libraries were unequally important to society. However, although both archives and libraries entail information work for which they seem highly motivated, they nevertheless also strongly disagreed that they would want to change from archives to library programmes and vice versa.

Table 1: Items with which Students Strongly Agreed (+)/disagreed (-)

Mean	ITEM
4.55	+ 46. No regrets at all for registering for my current course.
4.47	+ 45. Equal importance of libr./arch. & educational institutions.
4.33	+ 19. Not completely sure why I registered for my course.
4.11	+ 26. Now feel set for a career.
4.07	+ 25. Often discuss career prospects of my course with mates.
4.01	+ 22. Often talk about my course with friends.
4.00	+ 09. Information work will be very glamorous.
3.97	OVERALL MOTIVATION*
1.94	- 36. Libr. Relevance will decline as computers dominate the world.
1.83	- 31. Libraries less valuable to society than archives.
1.71	- 50. Would consider transferring to arch./libr. studies.
1.66	- 32. Archives & museums not equally important to society.

* Average of items 9,13,19,22,23,26,34,37,38,41,42,46 (Cronbach alpha = .7737).

(b) Archives versus library students

As shown in Table 2, T-tests revealed that: (i) archives students agreed more than their library counterparts with most of the items for which significant differences were found between them. These included such perception items as *More chances for librarians in public than private sector (item 17)*, and *Archives and libraries are as important as educational institutions (45)*, and also such motivation items as *increasing % of course mates very confident of future (34)*, *Often persuade friends of rosy career prospects of my course (42)*. However, library students agreed more than

archives students with such perception items as *Record and library management techniques very similar* (03), and *Archives/museum studies more related than archives/library studies* (04) (ii) Archives and library students respectively exhibited relatively more positive perceptions of, and motivation for, their own courses/professions and careers than those of their counterparts, as revealed by such items as *Working in libraries will be enjoyable* (16) (LIB > ARC), and *Working in archives will fulfil my life dream* (20) (ARC > LIB). The same is indicated by such comparative items as, *More jobs for archivists than librarians in public sector* (18) (ARC > LIB), and *Library work more exciting than archival work* (40) (LIB > ARC) (iii) Library students agreed more than archives students with items that could be interpreted as either indicating versatility or lack of single-minded professional commitment such as *Would consider transferring to archives/library studies* (50), or items that suggested negative motivation such as *Enrolled to enrol later for a degree in different subject* (21e). Library students also had lower *OVERALL MOTIVATION* score than archives students.

Table 2: Comparing Archives (ARC) and Library (LIB) Students.

ITEM	Means		t value	2-tail df	p
	ARC	LIB			
03. Record and library management techniques very similar.	2.918	3.354	-2.11	96.17	.038
04. Arch./museum studies more related than arch./libr. studies.	3.245	3.766	-2.59	86.95	.011
12. Career prospects better for arch. than libr. graduates.	3.653	2.300	6.66	89.71	.000
15. Job prospects for archives graduates is very bright.	4.408	3.377	6.94	123.98	.000
16. Working in libraries will be enjoyable.	3.304	3.925	-3.80	109.28	.000
17. More chances for librarians in public than private sector.	3.652	3.138	2.67	107.51	.009
18. More jobs for archivists than librarians in public sector.	3.878	2.795	5.76	105.68	.000
20. Working in archives will fulfil my life dream.	3.694	2.853	4.60	102.48	.000
21b Enrolled to enable me change from another career.	3.100	2.566	2.08	78.15	.041
21e Enrolled to enrol later for a degree in different subject.	2.658	3.200	-2.26	88.34	.027
22. Often talk about my course with friends.	4.180	3.901	2.01	103.28	.047
25. Often discuss career prospects of my course with mates.	4.245	3.962	2.18	107.12	.031
34. Increasing % of course mates very confident of future.	4.041	3.580	3.40	97.07	.001
37. Over 50% of course mates confident of career after course.	4.041	3.744	2.12	103.87	.036
38. Over 75% of course mates confident of career after course.	3.959	3.592	2.43	99.13	.017
40. Library work more exciting than archival work.	2.140	3.342	-6.95	106.38	.000
42. Often persuade friends of rosy career prospects of course.	4.080	3.646	2.96	112.23	.004
45. Equal importance of libr./arch. & educational institutions.	4.640	4.367	2.39	114.32	.019
46. No regrets at all for registering for my current course.	4.700	4.462	2.43	116.50	.017
50. Would consider transferring to arch./libr. studies	1.500	1.846	-2.27	119.89	.025
OVERALL MOTIVATION	4.092	3.883	2.44	99.67	.016
PROSPECTS OF ARCHIVES PROFESSION*	3.769	3.131	5.24	110.89	.000
PROSPECTS OF LIBRARY PROFESSION**	3.391	3.806	-3.29	112.72	.001

Average of items 10,15,20. ** Average of items 11,16.

(c) *Archives and library students at different levels*

ANOVA revealed (Table 3) that: (i) there were no differences between archives M.A. (AMA) and library M.A. (LMA) students in respect of virtually all the items except *Library work more exciting than archival work* (40), with which, hardly surprisingly, library and archives students at all levels tended to agree and disagree respectively. (ii) Archives Dip-1 (AD1) students tended to agree more than either library Dip-1 (LD1) and/or library Dip-2 (LD2) students [and in some instances also more than archives M.A. (AMA) and archives Dip-2 (AD2) students], in respect of most items on the table. The exceptions are those which gave a negative or less favourable view of the archives career or profession, such as, *Library work more exciting than archival work* (40), or suggested a transient commitment to the profession, such as, *Enrolled to enrol later for a degree in different subject* (21e). Their overall *perception of prospects of archives profession* was also higher than for library Dip-1 and library Dip-2 students. These findings suggest that new archives Dip-1 students were more confident or overly defensive of their programme and profession than either their continuing archives Dip-2 mates (who had already experienced the archives diploma programme for a year), and also more than the older archives M.A. students (who are more likely to be consolidating or changing to a career in archives). Such confidence or defensiveness is not exhibited by the library diploma or M.A. students. This is shown by the Scheffe test which did not confirm that library students at either diploma or M.A. levels had any significantly higher *PERCEPTION OF PROSPECTS OF LIBRARY PROFESSION* than their archives counterparts. It would be interesting to analyze the views of the archives Dip-1 students relative to the other students again when they are commencing their second year, and upon exit from their programme. Such issues will be considered in a subsequent article.

(d) *Younger versus older, and male versus female, students*

Table 4 shows that older students (30 or more years) believed more than their younger (less 30 years) counterparts that the *Profession I am now studying for is for me for life* (41). However, the younger students agreed more than older students with *Enrolled to enrol later for a degree in different subject* (21e). These findings generally corroborate the earlier findings that diploma students (usually young), appeared less committed to the profession than M.A. students (usually older) who often are either in the process of consolidating or making a final career choice for archives or libraries.

Also, the younger students agreed more that *Archive/library work are more alike than library/office work* (05), while older students agreed more with *Techniques for handling office and library documents similar* (08). These are what one should expect

considering that older, and hence probably more knowledgeable and experienced students are more likely to perceive similarities in seemingly different work contexts than the younger and less experienced students. Finally, of interest is the finding that younger students tended to agree less than their older counterparts with (14) *Greater career opportunities in libraries than in teaching*. Teaching is generally regarded in developing countries as a poorly appreciated and rewarded profession. The implication is that the younger students did not see libraries as offering better prospects than teaching (and archives).

Table 3: Comparing Archives Dip-1 (AD1), Dip-2 (AD2) and M.A. (AMA) Students with Library Dip-1 (LD1), Dip-2 (LD2) and M.A. (LMA) Students (6 Groups).

ITEM	F ratio	F prob.	Scheffe Test
03. Record and library management techniques very similar.	2.4424	.0379	n.s.
12. Career prospects better for arch. than libr. graduates.	10.4995	.0000	AD1 > LD1,LD2; AD1 > LD1,LD2
15. Job prospects for archives graduates are very bright.	8.2096	.0000	AD2,AD2 > LD2; LD1 > LMA
16. Working in libraries will be enjoyable.	2.9457	.0152	n.s.
18. More jobs for archivists than librarians in public sector.	6.6836	.0000	AD2 > LD1,LD2
20. Working in archives will fulfil my life dream.	5.3535	.0002	AD1 > LD2,LMA
21b Enrolled to enable me change from another career.	4.3587	.0013	AMA > LD1
21d Enrolled because of boredom with previous work.	2.4568	.0389	n.s.
21e Enrolled to enrol later for a degree in different subject.	4.0585	.0022	LD2 > AD1
34. Increasing % of course mates very confident of future.	3.4302	.0062	AD1 > LD2
40. Library work more exciting than archival work.	10.1125	.0000	LMA > AMA; LD1,LD2 > AD1
42. Often persuade friends of rosy career prospects of course.	4.3144	.0012	AD2,AMA
PROSPECTS OF ARCHIVES PROFESSION	6.0485	.0001	AD1,AMA > LD1
PROSPECTS OF LIBRARY PROFESSION	2.3197	.0474	AD1 > LD1,LD2
			n.s.

In marked contrast to the above, t-tests revealed insignificant differences in the perceptions and motivation of male and female students across programmes (table not provided). The only exception was *PERCEPTION OF PROSPECTS OF ARCHIVES PROFESSION* on which the males were more positive ($t = 2.46$; d.f. = 105.34; 2-tailed $p = .015$).

(e) *Professionally experienced versus inexperienced students*

Prior professional working experience in archives or libraries for archives and library students, respectively, should be expected to associate with greater awareness of the merits of, and hence greater commitment to a career in, each profession. However,

such exposures are also likely to associate with greater awareness of the shortcomings of each profession. Thus, the professionally-experienced among the students must have enrolled in archives or library programmes either because of their overall net positive perception of each profession, or forced choice due to lack of better alternatives.

T-tests (Table 5) revealed that the profession-inexperienced students (NEXP) agreed significantly more than experienced students with nine of the fourteen items in the table (i.e., for which 2-tail probability of t-value were less than 0.025). These include such pro-archives items as *Career prospects better for archives than library graduates* (12), *Job prospects for archives graduates are very bright* (15), and *More jobs for archivists than librarians in public sector* (18). Profession-inexperienced students also agreed more with items that gauged students' motivation for, or confidence in, their chosen professions, such as, *Boast about my course to my friends* (23), *Increasing % of course mates very confident of future* (34), and *Over 75% of course mates confident of career after course* (38).

Table 4: Comparing Younger (< 30 years) with Older (≥ 30 years) students.

ITEM	Means		t value	2-tail df	p
	< 30	≥ 30			
05. Archive/library work more alike than library/office work.	3.875	3.347	3.05	115.92	.003
08. Techniques for handling office and libr. documents similar.	2.837	3.361	-2.34	102.59	.021
13. Not very sure of career prospects in library/archival work.	3.653	4.066	-2.17	99.61	.032
14. Greater career opportunities in libraries than in teaching.	2.447	2.908	-2.30	113.90	.023
21e Enrolled to enrol later for a degree in different subject.	3.400	2.750	2.63	88.23	.010
26. Now feel set for a career.	4.265	4.000	1.98	120.92	.050
27. More interested in the computer-based than other courses.	3.490	3.012	2.27	97.81	.025
41. Profession I am now studying for is for me for life.	3.479	4.000	-3.23	106.12	.002

By contrast, profession-experienced students tended to agree more than their inexperienced counterparts with *Library work more exciting than archival work* (40). Taken along with the earlier findings in this and other sections, this last finding indicates possibly that profession-experienced and profession-inexperienced students were mostly also library and archives students respectively.

(f) Sponsored versus unsponsored students

Sponsorship for an archives or library programme by an employer or professional body should motivate the beneficiaries, one would expect. So we compared the

perceptions and motivation of sponsored, partly sponsored and unsponsored (self-sponsored) students (Table 6). The results revealed that un-sponsored students tended to be pro-archives than other students (items 12 and 15 on the table).

Conversely, fully sponsored students agreed more with the idea that they enrolled in their programmes in order to ensure promotion at work or to enrol later for a degree programme in another subject (items 21c and 21e). The former reason is likely to apply to the older and M.A. students, while the latter is likely to be true of younger and diploma students. These findings suggest that sponsored students needed the extra qualification to consolidate their career with sponsoring employers, but unfortunately for their sponsors and their professions, were also ambitious to further their education in other subject fields. It is possible that such students might then be exploiting sponsorship for the archives and library diploma programmes as a step to other disciplines or professions.

Table 5: Comparing Students with (PRO) and without (NPRO) Professional Work Experience.

ITEM	Means		t value	2-tail df	p
	PRO	NPRO			
06. Archival/office work closer than archives/library work.	2.656	3.097	-2.12	122.43	.036
12. Career prospects better for arch. than libr. graduates.	2.424	3.222	-3.76	122.40	.000
14. Greater career opportunities in libraries than in teaching.	2.953	2.532	2.07	123.73	.041
15. Job prospects for archives graduates is very bright.	3.508	4.048	-3.05	119.09	.003
17. More chances for librarians in public than private sector.	3.109	3.548	-2.24	122.55	.027
18. More jobs for archivists than librarians in public sector.	2.922	3.508	-2.92	124.99	.004
21b Enrolled to enable me change from another career.	2.220	3.278	-4.65	100.25	.000
21d Enrolled because of boredom with previous work.	2.040	2.563	-2.13	91.11	.035
23. Boast about my course to my friends.	3.349	3.810	-2.35	126.67	.020
25. Often discuss career prospects of my course with mates.	3.908	4.238	-2.62	106.97	.010
34. Increasing % of course mates very confident of future.	3.561	3.953	-3.00	127.91	.003
37. Over 50% of course mates confident of career after course.	3.719	4.000	-2.05	124.82	.043
38. Over 75% of course mates confident of career after course.	3.516	3.952	-3.02	120.55	.003
40. Library work more exciting than archival work.	3.139	2.609	2.74	126.08	.007

Table 6: Comparing Fully (F), Partly (P) and Unsponsored (U) students (3 Groups).

ITEM	F		Scheffe Test
	ratio	prob.	
12. Career prospects better for arch. than libr. graduates.	7.4002	.0009	U > F
15. Job prospects for archives graduates is very bright.	5.0237	.0081	U > F
21c Enrolled to ensure promotion at work.	4.8944	.0095	F > U
21e Enrolled to enrol later for a degree in different subject.	4.6634	.0117	F > P
21f Enrolled as stepping stone to non-archives/library career.	3.4444	.0363	n.s.
34. Increasing % of course mates very confident of future.	3.9841	.0211	U > F
40. Library work more exciting than archival work.	3.1233	.0477	n.s.
44. Not much difference between informing and educating people.	6.9551	.0014	P > U

Discussion and Recommendations

One of the important findings of this study is that new entrants to the archives programmes, and particularly at the diploma level, were more confident of the prospects of the archives programmes, profession and careers than the library students were of their own programmes, professions and careers. They were also less inclined than their library counterparts to consider switching programmes and careers. Such orientation can be interpreted negatively to imply close-mindedness, and/or inadequate entry-level understanding, by archives entrants of the relatedness of archive and library work. However, it can also be interpreted positively as implying single-mindedness or better focus by such entrants on the programmes and profession which they have chosen. But male students, and students with prior professional experience, also favoured archives over libraries than their female or professionally inexperienced counterparts. Such pervasive perceptions could be due to more job opportunities and better career prospects for archives diplomates and graduates in record management positions in both public and private sector organisations, and/or due to poor prospects in the libraries, which are fewer, mostly in the public sector, and often grossly underfunded. Also, the lukewarm perception of libraries relative to archives might be due to too much and too little familiarity by students with library and archives work settings respectively because most of the library students had had some prior profession-related experience, while most of the archives students had not. As noted by Genoni and Greeve (1997), young adults also might desire a different work environment than the library work settings that, because libraries are so closely associated with educational institutions, remind them of the many gruelling years of their schooling.

Another finding of this study with important implications for programme and curriculum design is that entrants to the archives and library programmes of the DLAS are still heavily biased towards the arts and social sciences than the sciences. Although this is in line with world-wide trends, the inevitable is that there would continue to be relatively fewer science-oriented graduates of the programmes for the Ghanaian information human resource market than would be needed to meet the country's educational and technological development needs. The resultant shortage of science-conversant information managers may be less of a problem in archives and record centres, but would be disastrous for libraries - academic, special, school and public - in that order or severity. Two strategies are suggested to redress the problem. Firstly, the curricula of the existing programmes might have to be broadened to attract science-oriented students at the diploma and higher degree levels. Secondly, the name of the DLAS, as well as the DLAS programmes, might have to be changed to reflect the broader curriculum and also attract and keep dynamic young talent, because there often are much in labels. 'Records management' in place of 'archives studies', and

'information management' or 'information studies' in place of 'library studies', as well as 'Department of Information Management and Studies' for the DLAS, are possibilities.

Six statements concerning different reasons that might have motivated students to enrol in the DLAS programmes were included in the questionnaire. Out of these, *Enrolled to enrol later for a degree in another subject (21e)* featured most prominently. This reason was found associated mostly with year-two diploma students, and within that group, library than archives students. This shows that the group had originally planned, or now plan, to use the diploma to further their education in other arts and social science subjects, and might not be committed yet to the archives or library profession.

However, this reason was not favoured by their junior year-one diploma counterparts possibly because, by 1997, the opportunity for using the diploma qualification in archives or library to gain admission to other arts and social science degrees was drying up. Another reason, associated mostly with M.A. students, was *Enrolled to enable me change from another career (21b)*. We found that most of these students were actually hoping to change from the teaching to the library or archives profession, which suggest that the archives and library profession were at least considered better prospects than teaching. However, other findings suggest that such students were not inclined to change from archives to library or vice versa, which indicated that neither profession offered particularly rosier prospects than the other.

Conclusion

At this point, we need to consider the following conclusions of this and other studies: (i) the need to attract and keep young, science-oriented and ambitious youth in the information profession (ii) the poor perception of Ghanaian library employment and career prospects by younger students in the DLAS programmes; (iii) the increasingly saturated Ghanaian library market as noted by Alemna (1993); and (iv) the eagerness of DLAS diploma students to enrol for bachelor's degrees after graduation, and in other subjects if necessary. These conclusions suggest clearly that a B.A. (Information Management) degree with a broad-based curriculum that can attract science-oriented students and direct them to careers in the different sectors of the Ghanaian information market where they would be most needed, as is being proposed by the DLAS, is a move in the right direction.

References

- Alemna, A. A. (1991a) Librarians in Ghana: A Survey of Their Origins and Status. *International Library Review*, 23: 401-411.
- Alemna, A. A. (1991b) Characteristics and Careers of Post-graduate Diploma Students of the Department of Library and Archival Studies, University of Ghana, Legon, 1981/82 - 1987/89. *Education for Information*, 9: 121-128.
- Alemna, A. A. (1993) Professional Education and Subsequent Careers: A Follow-up Study of Former Students of the Department of Library and Archival Studies, University of Ghana, Legon. *Education for Information*, 11: 57-63.
- Boye, M. (1996) Fifty Years of Library Education in Ghana and the Challenges of Restructuring. *Education for Information*, 14: 31-45.
- Detlefsen, E. and Olson, J. (1991) The Librarian and the Leaver: Who Leaves the Profession? *Journal of Education for Library and Information Science*, 31(4): 275-293.
- Dewey, Barbara I. (1985) Selection of Librarianship As a Career: Implications for Recruitment. *Journal of Education for Library and Information Science*, 26(1): 16-24.
- Genoni, P. and Greeve, N. (1997) School-Leaver Attitudes Toward Careers in librarianship: The Results of a Survey. *Australian Library Journal*, 46 (3).
- Harris, R. M. (1985) Career Aspirations of M.L.S. Students: Yes, the Women are as Ambitious as the Men. *Journal of Education for Library and Information Science*, 27(1): 31-37.
- Kisiedu, C.O. (1993) A Survey of Past Post-graduate Diploma Students of the Department of Library and Archival Studies of the University of Ghana: 1970/71-1980/81. *Journal of Information Science*, 19 : 481-487.
- Mokhtari, M. (1994) Library and Information Science Education in Morocco: Curriculum Development and Adaptation to Change. *Journal of Education for Library and Information Science*, 35(2) :159-166.
- Nzotta, B. C. (1985) The Social Origins of Librarians in Developing Countries: The Case of Nigeria. *International Library Review*, 17 : 313-325.
- Ogundipe, O. O. (1994) International and Comparative Librarianship in Developing Countries. *Journal of Education for Library and Information Science*, 35(3):236-248.
- Pemberton, M and Nugent, C.R. (1995) Information Studies: Emergent Field, Convergent Curriculum. *Journal of Education for Library and Information Science*, 36(2): 126-138.

* H. Akussah and S.N.B. Tackie are senior lecturers at the Department of Library and Archival Studies (DLAS), University of Ghana. M.A. Tiamiyu is a senior lecturer at the Africa Regional Centre for Information Science, University of Ibadan, Nigeria, and was a visiting scholar at DLAS during 1997-99.

Information Repackaging For The 21st Century Rural Nigerian

Chidi P.C. Onwubiko
The Library
Abia State University
Uturu, Isuikwuato
Nigeria

Abstract

This paper highlights the concept and essence of information repackaging to make the provision of library and information service to rural Nigerian dwellers who are largely non-literates. It enumerates the information needs of the people, the type of information repackaging that should be done and the role of the library in the collection and dissemination of repackaged information. The implications are also highlighted, employment of specialists, adequate funding, staffing and training, and evolving a philosophy of rural librarianship based for grassroots development.

Introduction

Information is recognised as a veritable tool for the elevation of man in his environment. Relevant and up-to-date information propel the process of decision-making by both organisations and individuals. It is based on this that the provision of information and the use made of it should not be relegated to the background by libraries and other sources of information. Now, the problem lies in the format this information is provided, the people for whom it is provided, and their level of literacy, their geographical contiguity to information base, and their level and pattern of information application to decision-making to achieve the desired results.

Above all, the rural Nigerian has also been confronted with the problem of information famine. There are problems not merely with obtaining information in printed form, but in other forms like oral, audiovisual and electronic or anything else.

The majority of Nigerians live in rural areas and they are illiterates. Unfortunately, librarianship in Nigeria is modelled on the pattern of Western traditional milieu without

taking cognisance of the local environment. The library has a role to play in tailoring its services to accommodate the illiterate rural majority in Nigeria.

The paper therefore highlights the essence of information repackaging and the role the library can play in the collection and dissemination of this repackaged information to the rural illiterates for effective rural development.

Information Repackaging: A Conceptual Analysis

The idea of information repackaging which was postulated by Aboyade (1987) in which she describes it as the collection and redesigning, remodelling, restructuring, reorganisation and dissemination of information to a peculiar group of people taking into cognisance the socio-economic, cultural and political background of the people. This implies that the information collector/repackager should as a matter of deliberate policy see to the proper collection and organisation of information materials and tailor them to the varied information needs of rural communities in the language and format they understand. This will lead to the effective and full utilisation of remodelled information. The concomitant result of this will be its contribution to the elevation of the socio-economic image of rural Nigeria.

Information repackaging is "a grand design to the collection and creation of a piece of information and disseminating same in a more indigenous style, recognising the essentially community-oriented nature of the African countryside" (Onwubiko, 1996). In information repackaging, deliberate efforts are made at locating and using the most accessible and proximate channels, such as oramedia, information animator, or the libraries as the man-medium. All these are appropriate for the oral culture of the Nigerian rural dwellers. As interpersonal forms of communication, they are great legitimisers because they are highly distinctive, credible and essential features of indigenous communication delivery systems, rather than the Westernised library system where clientele is interested with books alone. These structures can greatly influence acceptance and trial of ideas which could lead to positive social and economic impact on the lives of the people.

This process of information transfer will make the information unique in that the form in which it (re) appears makes it easy to obtain and decipher by the rural illiterate Nigerian dweller. This process of information remodelling can be achieved by simplifying the language used, by translating it into the language of the people, and by demonstrating and transferring it into audio and visual materials.

Information remodelling is advocated because the Western system of librarianship has failed to establish an interdependence between the oral tradition of the villagers and the

new method of information transfer. The effectiveness of the Westernised library system in information dissemination to the illiterate rural Nigerian has become minimal as the library stands there only as a monument for the elite. Sturges and Chimseu (1996) see information repackaging as "information consolidation". In this case, consolidation is a text or message purposefully structured from existing public knowledge to affect the private knowledge and decision of individuals who otherwise may not be able to effectively and efficiently use this public knowledge from the original accounts. The process of information consolidation begins with the study of potential users, selection of primary information sources, and the evaluation of their information content, analysis of this content to permit restructuring (condensation, rewriting, etc) and packaging or repackaging of the restructured information can then follow.

The above activities viewed from Mchombu's (1992) "librarianship of poverty" and Ugboaja's (1979), "developing indigenous communication in Nigeria, the librarian then became the man-medium communicator or information animator, as information is remodelled to community-oral-oriented information service in the language of the people and in a format comprehensible to them. To generate the oral media of information for repackaging services, the man-medium librarian, has to be a conventionally trained professional with adequate formal instruction in the collection and recording of oral tradition and literature. He (man-medium librarian) should also be able to manipulate communication and recording gadgets such as cameras, tape recorders and tapes, video recorders and cassettes, etc. With all these put in place, and the awareness created on the services involved in information repackaging, the rural dwellers would tremendously participate in this communication-oriented information transfer by visuals and group-leaders' manuals tied closely to the lingual, socio-economic and political characteristics of the ruralites.

Sources of Information for Repackaging

Information to be repackaged can be got from published materials, from raw data collected by research institutes and government statistical services. Information can also be derived electronically, via on-line services and networks, publication from ministries of health, education, information and culture, etc. and their agencies, and indeed, from people's own corpus of indigenous knowledge. Using published books and journal articles are remarkably important. Repackaging of their content has the immense advantage that it not only puts information into a more useful form, but greatly reduces the need for large numbers of copies of expensive imported original texts (Sturges and Chimseu, 1996). Also, the downloading of information from databases or the CD-ROMs as a veritable source of information. Remodelling of information from these sources is undeniably an effective and efficient way of using

scarce funds. There is also the advantage that the downloaded information is almost instantly usable in desktop publishing systems to create new products.

Also, the re-use of materials from the oral tradition of the people will offer an interesting potential in information repackaging and dissemination to the illiterate in Nigeria. Grey literature is also another potential source of valuable information for repackaging.

Repackaging Services in Nigeria

Before any functional repackaging exercise could be carried out, it behoves the agency involved to first of all identify the information needs of the people to be served. Information is used in the daily operations of human beings and it serves as an important basis for the process of human civilisation, hence the ultimate need for the determination of the information needs of the ruralites before embarking on any type of repackaging.

Aboyade (1987) recapitulates that the illiterate rural Nigerian dweller needs information on the sale of fertiliser and other farm inputs, where to obtain credit facilities, health and education-related matters, new methods of cultivating certain crops, general environmental and sanitary conditions. Rural dwellers can have access to opportunities through organised communication and information system tailored to their needs. Then, in what areas should information repackaging be provided on?

There is no gainsaying the fact that Nigeria is a good example of an environment where repackaging is of tremendous need. The writer's contention is anchored on the fact that the larger proportion of the populace are resident in the countryside, mainly illiterate with oral communication as the chief means of information transmission. Above all, they are predominantly engaged in peasant and subsistence agricultural provision. Ironically, a great proportion of official information is generated in written form and usually in English. This imposes a near impenetrable stumbling block to the free flow of information from the government and its agencies to the rural dwellers.

Health information is very important. Health policies are aimed at general improvement of the health of the whole populace and concentrate on prevention and management of communicable diseases. The Ministry of Health should therefore create materials that would serve these purposes through its agencies. Particularly, materials should be created on breast-feeding, family planning, AIDS prevention, sanitation and environmental sustenance. On its own, the Ministry of Education, through its agency for mass literacy and non-formal education should create simple

tailor-made information materials addressing the various education and literacy levels of the rural people.

The repackaging of information on the application of fertilisers on crops, planing improved varieties of seedlings, credit facilities and sale of agricultural products should not be relegated to the background by the Ministry of Agricultural and Natural Resources, Extension Services and Agricultural Development Programme (ADP) agencies. Such other agencies as the National Directorate of Employment (NDE), National Orientation Agency (NOA), Family Support Programme (FSP), Family Economic Advancement Programme (FEAP) and the Ministry of Information should repackage and provide information on the training of illiterate artisans, provision of employment and general socio-political and economic policies of the government. All the remodelled information should be provided in large-print posters, films, video and audio cassettes, and in the local language of the people for effective results.

However, information restructuring cannot be carried out without recourse to some prerequisites which of course include the following: information materials - books and journals or grey literature and electronic materials should be collected and organised efficiently; there should be the capacity to research their (information materials) contents and create new packages from them and these new products should be effectively disseminated.

Repackaging services aimed at effective communication and information relay to the grassroots should *ab initio* take into cognisance the prevailing illiteracy, cultural divergence, and idiosyncrasies of the illiterate rural Nigerian dweller.

Role of the Library in Collection and Dissemination

The successful provision of relevant rural library and information service is dependent on the policy and process of collection building adopted by the rural library, the collection of the library and the mode of information dissemination. Bearing in mind the principles and dynamics involved in information repackaging and the low level literacy of the rural dweller, the community has to be thoroughly studied to determine their peculiar information needs. The essence of this should not be overlooked because the attitudes, interests, nature and requirements of real and library clientele vary from community to community and from person to person.

Having studied the community, their information needs and mode of communication, the librarian should develop oral-oriented services. To enhance the effectiveness of this, the librarian has to act as the man-medium communicator (information animator or information consolidator) by moderating and orally explaining to the people the

information contained in a poster, film or video being demonstrated to the people. To generate the oral media of information in the provision of rural library and information services, librarians should be conventionally trained professionals with adequate formal instruction in the collection and recording of oral tradition and literature. He should also be able to handle and manipulate communication and recording gadgets, such as cameras, tape recorders and tapes, video recorders, cassettes and micro-computers.

An important consideration in the successful collection and dissemination of repackaged information is the creation of awareness. It is not enough to initiate programmes aimed at enhancing the quality of rural life without encouraging people to be actively involved in them.

Apart from redrawing, collecting, transcribing and translating repackaged information into the local language of the people, the library should have experts and specialists who can repackage information published in books and journals as abstracts, indexes, bibliographies, current awareness files, vertical files and downloading of information from CD-ROMs. Thus, the library could provide information to both the educated and illiterates in a community. With all these put in place, and the awareness created on the services provided by the library, rural dwellers would actively participate in national development.

Practical Implications for the Library

The library can provide better, more effective and qualitative information transfer to the non-literate rural people by employing the services of experts who would systematically carry out community survey/analysis to determine the real information needs of the people and the format they would want it presented to them. With this successfully carried out, the library can improve upon the ineffectiveness of present channels of communication to the illiterate rural population.

The library is in a better position to ensure that the provision of information is a continuous business, so that the lot of the rural people could be improved and to make for socio-economic development.

As the libraries need to create awareness on the new dimension in rural librarianship, the extension and outreach activities of public libraries must be increased. There should be personnel facilities and equipment. The library must be advertised. Also to be established and fortified is a graphic design and production studio with qualified artists and designers. These personnel would be engaged in drawing and illustrating information materials. Librarians on their own should engage in abstracting and indexing, compilation of bibliographies, current awareness, and vertical files. The

establishment of a well-designed audio-visual section should be given the desired attention. The importance of this lies in the incontrovertible fact that it will make the library carry out its functions of information repackaging and dissemination effectively and efficiently too.

Public libraries in the cities should be redesigned to accommodate sections for library service, and auditoria for communication/information-related civic activities. These auditoria should be specially designed and equipped. There should also be specially designed and equipped information rooms for specialised information. On the other hand, it has been suggested that rural information centres should be small, cheap units located close to where people actually live. They should be well equipped and purposefully constructed display boards and racks provided (Mchombu, 1982).

Other implications of information repackaging for the library are increased funding, training and re-training of staff. Libraries should be adequately funded to be able to provide information repackaging and dissemination services.

Premised on the above, a library policy or philosophy based on grassroots development from the village, the community and the neighbourhood should be evolved. In the light of this, the illiterate rural dweller would require the attention of librarians and information workers more urgently than the more fortunate "book" people. It is only through this emphatic involvement in the struggle against the social enemies of poverty, ignorance, superstition, and disease that the relevance of library and information services can be firmly established.

Conclusion

Information repackaging is a concept that makes the provision of library and information services relevant to the information needs of illiterate rural Nigerians. It recognises the dynamics and complexities of the African rural society and advocates the practice of African grassroots librarianship. In our traditional milieu, African grassroots librarianship is tailored to the information needs of a largely non-literate society and the ways (formats) in which this information would be provided to make it relevant to the decision-making process of the people and rural development.

Information repackaging demands that a new breed of librarians and information scientists with a new perspective of library and information service premised on rural Nigerian socio-economic, political and cultural realities should be trained. The essence of this is that libraries and their collections are not developed to serve only the interest of the educated elite, but to be of relevance to the generality of the populace.

It is the sincere belief of this writer that for all as enumerated in this concept of information repackaging to be achieved, the 21st century illiterate rural Nigerian dweller will require the attention of library and information workers urgently than the educated. With this type of situation, should the concept of information repackaging in all its ramifications portends the growth of librarianship in the 21st century Nigeria?

References

- Aboyade, B.O. (1987) *Provision of Information for Rural Development*. Ibadan: Fountain Publications. 104p.
- Aguolu, I.E. (1987) The Study of the Community: Basics for Book Selection. *Bendel Library Journal*, 4(1): 8-12
- Mchombu, K. (1982) On the Librarianship of Poverty. *Libri*, 32(3): 241-250.
- _____ (1992) Rural Development Information Communication in Africa. *Information Trends*, 5(2): 51-72
- Onwubiko, C.P.C. (1996) The Practice of Amadi's Barefoot Librarianship in Africa: Constraints and Prospects. *Library Review*, 45(4): 39-47.
- Sturges, P. And Chimseu, G. (1996) Information Repackaging in Malawi. *African Journal of Library, Archives and Information Science*, 6(2): 85-93.
- Ugboajah, F.O. (1979) Developing Indigenous Communication in Nigeria. *Journal of Communication*, 29(4): 51-60.

*C.P.C. Onwubiko is an assistant librarian at the Abia State University Library. He is a graduate of the University of Nigeria, Nsukka. He holds B.A. (Hons) Library Studies/English and MLS.

BOOK REVIEW

Africana Librarianship in the 21st Century: Treasuring the Past and Building the Future. Proceedings of the 40th Anniversary Conference of the Africana Librarians Council: edited by Nancy J. Schmidt Bloomington, African Studies Program, Indiana University, 1998, 96pp (Monographs on Africana Librarianship No. 6) ISBN 0-941934-77-2, Price - Not Stated.

The formation of African Studies Association (ASA) in the late 1950s coincided with the era of African decolonisation. The newly acquired independence status of many states especially in Sub-Saharan Africa sparked off a new wave of nationalism among scholars with a view looking inwards and reconstructing the past. Institutes of African Studies were established in universities such as Legon (Ghana), Ibadan (Nigeria) and Makerere (Uganda) with the libraries embarking on aggressive collection of Africana materials.

The book is the proceedings of the 40th anniversary conference of the Africana Librarians Council (ALC). It documents the establishment and development of Africana collections in three continents- Africa, Europe and America. Since the focus is Africa, contributions from the continent is as varied and many, from Botswana, Ghana, Senegal, Zambia, Tanzania, Nigeria and South Africa. Others are from U.K, Sweden and USA. ALC's activities are publicised through a quarterly, *Africana Libraries Newsletter*, a popular publication among African librarians, as a source for selection of African materials.

The book opens with a keynote address by Kay Raseroka entitled "Leapfrogging into the third millennium: opportunities or a mirage for sub-Saharan academic communications". The paper considers library and information services in Africa with a view to identify areas that can be exploited for the AISI's "Vision 2010" in the new millennium. The chapters are grouped according to four categories: Panel on collection development, Panel on cooperation, Panel on reference and bibliographic instruction and reminiscences and predictions. Contributors to the first panel include David L. Easterbrook, who describes the role played by M.J. Herskovits in the establishment and development of the North Western University's Africana library; A.A. Alemna discusses the collection development of Africana materials; Beverley A. Gray examines Africana in the Library of Congress and John Pinfold discusses Africana collection of Rhodes House Library. A summary of discussions by Mette Shayne closes this section.

The second section on cooperation opens with Phyllis B. Bischof's cooperative activities among Africana colleagues - an American perspective. It considers the accomplishments and future goals of ALC. Birgitta Bergdahl lists IFLA's role in Africa through the Advancement of Librarianship in the Third World Programme (ALP) which is to encourage cooperation across borders. Saliou Mbaye discusses the activities of the Senegalese Archives and international cooperation. Regina Cammy Shakakata used micro partnerships to harness health information, focusses on the twining relationships between the University of Florida Health Sciences Centre and the University of Zambia Medical Library. Helene Baumann summarises the discussion of panel on cooperation.

The third section consists of six papers generally on a quite narrow but illuminating topic of reference and bibliographic instructions. Among these contributors are Gretchen Walsh's *Africana Reference: A Bumblebees Analogy*, which traces Boston University's African Studies Library from card catalogue to the present automated systems. Gboyega Banjo's *Bulletin on Foreign Affairs, Past, Present and Future* discusses the development of this documentary publication of the Nigerian Institute of International Affairs so far and projects into its future.

The final part consists of reminiscences from the USA by Hans Panofsky, Daniel Britz, and Yvette Scheven. From the United Kingdom is that of John McIlwaine while Michele Pickover gives the South African perspective. This last part begins with a brief but moving (probably oral) account by Hans Panofsky. It makes an interesting reading as he charged: "Africana librarians have built great libraries but should question for whom, and should think of how to open their treasures to the researchers on Africana continent". This is food for thought. The conference programme, list of participants and a brief chronology of major events in the history of ALC and co-operative Africana Microfilm project complete the book. In all, there are 22 papers in the monograph. Group sectional papers are enriched by speakers from different continents and cultural background.

The book is absorbingly interesting and refreshingly different. The editor and organisers of the conference deserve hearty congratulations. The essays are different, partly reflecting the diversity of Africana and partly reflecting the authors' judgement.

In terms of geographical coverage, it is representative. However, organisers of the conference should have in addition included oral tradition in Africa.

Mr. Ajibola Maxwell Oyinloye
Lagos State University Library
P.M.B. 1087
Lagos, Nigeria.

NEW PUBLICATIONS

Subject Headings for Children: A List of Subject Headings Used by the Library of Congress with Abridged Dewey Numbers Added. Second Edition by Lois Winkel. Dublin, Ohio: OCLC Forest Press, 1998 2 vols. ISBN: 0-910608-58 -X (Set), ISBN: 0-910608-63—6 (Vol.2) Price US\$ 80

It is a list of all Library of Congress juvenile subject headings and the abridged Dewey numbers that go with them. More than 5000 subject headings have been added to the list since the first edition was published in 1994.

Volume 1 provides a list of children's subject headings taken from the Library of Congress Authority files with abridged Dewey numbers added. The source for the Dewey numbers is Abridged edition 13 and its updating service.

Volume 2, the Keyword Index, lists the main words in the subject headings, as well as the first term in each subdivision, allowing children, parents, teachers and children's librarians to locate material quickly and easily.

For further information contact the OCLC Europe Office, Birmingham, England.

Table 2, Geographic Areas: Great Britain and Republic of South Africa. Edited by Joan S. Mitchell et.al. Dublin, Ohio: OCLC Forest Press, 1999. ISBN: 0-910608-66-0

The publication contains revisions of two of the geographic areas that appear in Edition 21 of Dewey Decimal Classification. The new tables reflect changes in the administrative units of Great Britain and the creation of new provinces as well as the elimination of homelands in the Republic of South Africa. Local experts in both geographical areas were consulted in order to provide revisions that reflect the needs of users.

PROFESSIONAL NEWS AND EVENTS

Alemna wins MCB UP Award for Excellence

Prof. A. A. Alemna of the Department of Library and Archival Studies, University of Ghana and a member of the editorial board of AJLAIS has won the MCB University Press award for the most outstanding paper for 1998. The paper entitled *Education and Training of the Future Librarian in Ghana*, and published in *Librarian Career Development: an International Journal*. He was presented the award on the 26 of April, 1999 in London

Master Degree Programme in Library and Information Studies at Technikon SA, South Africa.

The Department of Library and Information Studies, Technikon SA will offer two master degree programmes with effect from the beginning of 1999. Option 1 involves advanced study of two select areas of professional application (such as information retrieval, information management and user studies), a course in investigative techniques and methods and the submission of a research paper of limited scope. Option 2 is strictly by dissertation. The two options are available through distance learning. For further information, contact the Principal Lecturer, Library and Information Studies, Technikon SA, Private Bag X6, Florida, 1710, South Africa or email :hauret@tsamail.trsa.ac.za

Electronic African Book Worm Updated

This product developed by Hans Zell Publishing Consultants, which is a quick access guide and pick-list some of the best internet sites on Africa, African and development studies, and on African publishing and the book trade has updated its links from 400 when it first went live to 1200 links. It now provides links to electronic publishing, international book fairs, resources on Internet training and tutorials. The web site is : <http://www.africanbookscollective.com>

Jacob Kufa dies

Mr. Jacob Kufa, a senior assistant librarian at the University of Botswana died in March 1999. Mr. Kufa was one of the most reliable referees of the *African Journal of Library, Archives and Information Science*. May his soul rest in peace.

Information and Communication Network on HIV & AIDS in Africa formed

The network which already has more than 800 people to share their experiences and information about the epidemic is based in Geneva, Switzerland. The network, an e-mail discussion forum on HIV & AIDS in Africa is called AF-AIDS. To join the discussion forum, readers should send an e-mail to af-aids@hivnet.ch with the word "join" in the subject line. Their website is <http://www.hivnet.ch:8000/af-aids/tdm>. The membership of the forum includes people with HIV or AIDS, documentation and information specialists, medical doctors and health workers, education specialists etc.

Forthcoming Conference

66th IFLA General Conference 13-18 August 2000, Jerusalem, Israel

Theme: Information for Co-operation/Creating the Global library of the Future.

Sub Themes: Exchange of electronic bibliographic data; Cross-cultural networking partnerships; The multicultural Internet; Management of information: "Librarianship" for the 21st century; The on-site library in the era of virtual library; Educating the professional for the global information infrastructure; Research in global environment; The study of reading in digital society; Preservation of the past for the future.

For further information contact 66th IFLA conference secretariat, Te'um conference Organisers, POB 83838, Jerusalem 91082, Israel. E-mail: teumcong@netmedia.net.il. Website: <http://sites.huji.ac.il/IFLA2000/66intro.htm>

INDEX TO VOLUME 9, NUMBERS (1 &2) 1999

- African Journal of Information Technology and Educational Media, 101
 African Journal of Librarianship and Information Science, 101
 African Journal of Library, Archives and information Science, 99
 African Journals Support and Development Centre, 99
 African Skies Library Foundation, 99
 Akussah, H. 171
 Alemna, A.A. 199
 Appraisal of electronic records: The path for African archivists, 69
 Bello, M.A. 47
 Book review - *Africana Librarianship in the 21st century: Treasuring the Past and Building the Future*, 195
 Botswana. University. Department of Library and Information Studies, 101
 Capetown. University. School of Librarianship, 100
 The Development and evaluation of a new filing component for records and document control in the KwaZulu-Natal Province, South Africa, 103
 Dewey Decimal Classification. Table 2 Geographic Areas : Great Britain and Republic of South Africa, 197
 Dewey for Windows Guide, 97
 Edem, U. Selong, 165
 Ekoja, Innocent I. 37
 The Electronic African Bookworm, 97, 199
 Entry-level perceptions and motivation of archives and Librarianship students at the University of Ghana, 171
 Ephraim, Phillip E. 89
 Faculty status in Nigerian university libraries: a case study, 37
 Formson, J. W. 17
 Idowu, A.O. 27
 IFLA General Conference, 200
 The impact of information technology on the cataloguing process at the University of Botswana Library, 17
 Information and Communication Network on Aids & HIV, 200
 Information repackaging for the 21st century rural Nigerian, 187
 Information technology facilities and applications in some Nigerian research and university libraries, 27
 International Graduate Summer School, 101
 Ita, N.O. 89
 Jalloh, Brimah, 1
 Katuu, Shadrack, 69
 Kenosi, Lekoko, 119

- Kufa, Jacob, 200
- Leach, Athol, 103
- Library networking and consortia initiatives in Africa, 1
- Mabawonku, Iyabo, 27
- Lwehabura, Mugyabuso J.F. 129
- The Management of information literacy skills programme for science undergraduates at the University of Botswana, 143
- Nedosa, Peter Sunday, 75
- Nkanga, Nndoniah A. 59
- Noma Award, 100
- Nwokedi, Victor Chukwuka, 75
- Nyaba, Peter Adwork, 100
- Ogunrombi, S.A. 49
- Oji, Samuel E. 37
- Onwubiko, Chidi P.C. 187
- Oyinloye, A. M. 196
- Photocopying and the awareness of copyright in tertiary institutions in Bauchi state, Nigeria, 49
- Pretoria. University. Department of Information Science, 100
- The Professional and intellectual breadth of an African librarian, 89
- Records management in the public service and the Botswana's National Archives and Records Services, 119
- Stakeholders, libraries and education in Africa: the story of Simangele, 153
- Standing Conference of Eastern, Central and Southern African Librarians (SCECSAL) 102
- Statistics used by authors of library and information science articles in Nigerian journals, 165
- Strategy for marketing information services in Botswana special libraries and information centres, 59
- Studies on micro-organisms associated with the deterioration of some library materials in Jos, Nigeria, 75
- Subject Headings for Children : A List of Subject Headings used by Library of Congress with Abridged Dewey Numbers Added, 197
- Tackie, S.N.B. 171
- Tawete, Felix K. 153
- Technikon South Africa. Library and Information Studies, 199
- Tiamiyu, M.A. 171
- User education and Information skills: a need for a systematic programme in African university libraries, 129
- Verbeek, Jennifer, 103
- Wise, Michael 100
- Yeboah, Theophilus, 143

AIMS AND SCOPE

African Journal of Library, Archives and Information Science is established mainly to provide a forum for librarians, archivists, documentalists, information scientists and other information related professionals in Africa to report their research findings but with emphasis on African setting. The Journal is refereed by distinguished scholars. Emphasis is on empirical research; however manuscripts of high quality on theoretical aspects of the three information related disciplines will be considered for publication.

NOTES TO CONTRIBUTORS

Three copies of the manuscripts typed double space on one side should be submitted. Ample margins should be provided. The title, author's name, position and place of work should appear on the first page. Subsequent pages of not more than 15, should include an informative abstract of not more than 100 words. Manuscript will be considered only if it has not been published elsewhere.

References and notes should be indicated in the text by names of authors and date of publication in brackets. The list of references should be listed at the end of the text.

References to journal articles should be in the following order: Author(s), date, title, journal's name, volume number, issue number and inclusive pagination e.g.

Mazikana, P.C. (1987) "Archives and Oral History: Overwhelming Lack of Resources" *Information Development*, 3(1) 13-16.

References to books should be in the following order: Author(s), date, title, place of publication, publisher, pagination eg.

Aboyade, B.O. (1989). *The Provision of Information for Rural Development* Ibadan: Fountain Publications, 104p.

References to contributors in collected works should be in the following order: author(s), date, title of contribution, name of the editor, title of the collected works, place of publication, publisher and inclusive pagination e.g.

Neill, J. R. and Kotei, S.I.A. (1981) "Towards a National Information System for Botswana" in Inganji, Francis (ed.). *Use of Information and Documentation for Planning and Decision Making*. Gaborone. NIR, pp. 36-53.

No charge is made for publication. Twenty five copies of reprints of each major article will be supplied to the principal author.

Manuscripts and other editorial materials should be directed to the Editor in Chief, Prof. L.O. Aina, Department of Library and Information Studies, University of Botswana or to any member of the editorial board nearest to you. E-mail: ainalo@noka.ub.bw.