



ROLE OF THIRD WORLD LIBRARIES IN ACADEMIC INSTITUTIONS IN AN ENVIRONMENT OF THE IT REVOLUTION: LESSONS FROM THE UNIVERSITY OF ZIMBABWE'S ILS TRAINING PROGRAMME

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Abstract

This paper is based on an investigation conducted at the University of Zimbabwe (UZ) towards the end of 2006 whose results have become a concept paper on the role to be played by the academic library in Third World countries in the future. To solve the problem of over-use of some materials and the non-use of other resources (especially electronic ones), the library decided to introduce the Information Literacy Skills (ILS) training to educate users on available resources. In addition, it was realised that library and information services in the developed world were shifting emphasis from the traditional roles of gathering, organizing and storing information, to taking a leadership role in the promotion of IT as well as providing instruction in IT use in research and teaching in academic institutions (colleges and universities).

The paper argues that, since the role of the academic library is to service the parent body, the library must endeavour to maintain extreme close links with the parent body, with the library aligning itself to the objectives of the mother body. Given that technology, and the internet in particular, has impacted on the way university teaching and research are conducted, as major the provider of research information, the library must play a leading role in the way students and staff use IT in their search for information. The library's target is essentially to promote use of the internet especially that print sources of information have become unaffordable, as they require heavy financial investment.

The study assessed the effectiveness of the Information Literacy Skills (ILS) training programme by measuring the change in resource use from the time of ILS inception at the UZ in 2004. At its inception, an investigation was conducted to establish sources on which students relied, and three years later, the same study was conducted to find out whether there had been a shift on the resources used by students following three years of ILS training. The sample was drawn from returning students at the university since these had received ILS training

An analysis of the two studies shows that there has been a marked shift in the use students made of the various sources of information and that there was greater reliance on electronic sources. This shift was attributed, in the main, to awareness of the availability and usefulness of these sources of information learnt through ILS training. In both investigations students were asked to indicate their use of the available sources of information and the results were compared to determine the extent of the shift in resource utilisation. It was observed that in view of the amount of information available on the internet, it was imperative that the library continue to train students on how best to access internet information..

Finally, the study made a number of recommendations which include the following:

- *that ILS training be continued as it equips students in the selection of resources for study.*
- *that universities in the Third World benefit from the lessons learnt by the UZ on the usefulness of ILS training and introduce it for the benefit of their students and researchers.*

Background Information

A library that is concerned about the services it offers to its clientele can be seen by the way in which it strives to improve these services. Very few libraries can operate for years without finding the need to improve its services. This concern can be expressed in a variety of ways. One commonly used way is to investigate the impact of its services on the users. I shun to say research is not very popular with many librarians in the Third World and this does not work to our advantage.

Professionals are engaged in a diverse of disciplines, on the challenges of diseases, on how to quell wars, on how to manage natural disasters, finding ways to market or promote goods, to mention but a few. Librarians must ask themselves, the question, what role they have played. Research yields information, information that can benefit future generations and so it must be promoted by all means.

Research can take different forms but all driven by the need to make the library better able to meet the objectives of the parent organization, which is the reason why the library exists. Katjavivi writes: “You will agree, however, that the basic responsibility of a university library is towards its parent institution. For this reason, its services are first and foremost to its primary clientele ...”. (Totemeyer 1995, p. 12). This, the library achieves through the three main functions of acquisition of the resources required for the target population of users; the organization and storage of the same; and the timely provision and availing of these resources. These functions are more or less universal, Lancaster, p. 2 says “the functions of all libraries are the same ...”. An alert service provider will need to receive constant feedback from its clientele on how well they are providing this service, and this is what calls for user studies to be conducted.

The University of Zimbabwe (UZ) is currently effecting a number of changes aimed at improving service to its users through educating them. This education is conducted through the information literacy skills training, which was introduced to make users aware of the existence of the various sources of information available at the institution, and of particular emphasis is its thrust on the

usefulness of the internet as a source of information. It became imperative at the inception of the ILS training that the library would need to know the impact of this training hence this study was launched.

It is on this study launched at the UZ in 2004 that this paper is based. The findings of the study have produced interesting results, which, in all intense and purposes, have made it possible to become a concept paper on the role to be played by the academic library in Third World countries. It was targeted at finding how effective ILS was in directing students to the most appropriate materials for their study and research.

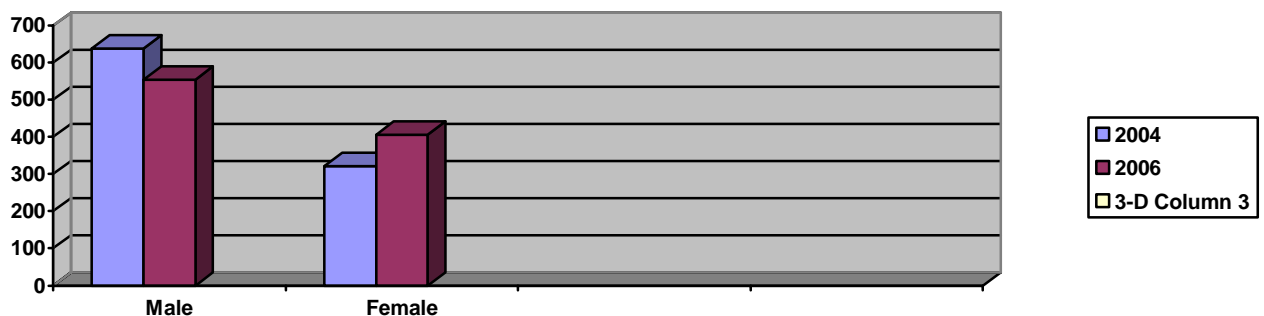
The study was planned in two phases with the first stage setting the platform for the second stage to investigate the effectiveness of the library’s information literacy skills training. The first phase was to establish the how much students used the various materials available to them at the UZ. It was timed to coincide with the introduction of the ILS training programme at the beginning of 2004, (ILS was introduced at the UZ at the beginning of the 2004 academic year). The second phase was to give adequate time for ILS to have an impact on the student population concerned, hence it was conducted after two years of ILS at the institution , that is by the end of the 2006 academic year.

CHARACTERISTICS OF THE SAMPLE

In both phases of the study a total of 960 questionnaires were handed to respondents for filling and it was ensured that all were collected back. Since it was important to understand the people we were dealing with, it was imperative that we analysed the demographic characteristics of the target population.

Gender of Respondents

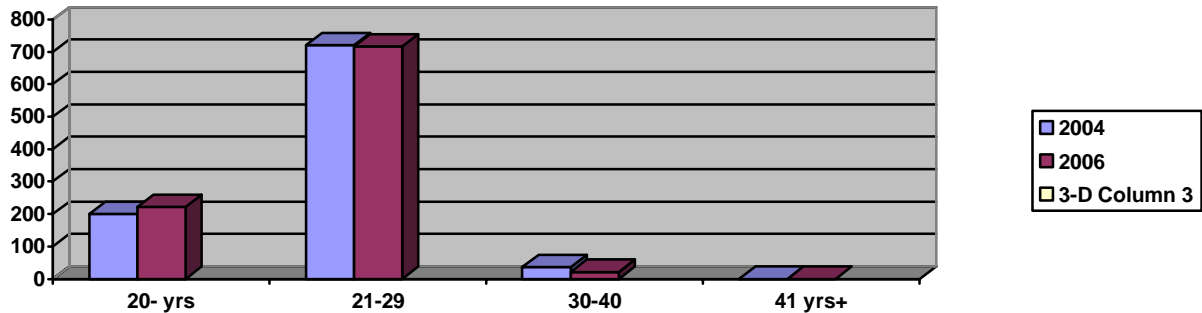
Year	Male Students	Female Students
2004	639 (66.6%)	321 (33.4%)
2006	554 (57.7%)	406 (42.3%)



The first question concerned itself with the gender composition of the sample. In the first phase 66.6% of the sample were male and 33.4% were female while in the second phase 57.7% were male and 42.3% were female. Efforts were made to maintain gender balance.

Age Table

	Below 20 yrs	21-29 yrs	30-40 yrs	41 yrs +	Blank
2004	200 (20.8%)	721 (75.1%)	36 (3.8%)	0	3 (0.3%)
2006	222 (23.1%)	717 (74.6%)	21 (2.1%)	0	0



In both samples there were no respondents above 40 years, the majority of them lay between 21 and 29 years. In the 1st study 75.1% of the respondents lay in this category, and in the 2nd phase the percentage dropped to 74.6%. This category was followed by respondents below 20 years who recorded 23.1% in the 2nd phase from 20.8% recorded in the 1st phase, and last came the category 30-40 years, which dropped to 2.1% from 3.8% recorded in the 1st phase.

PROGRAMME OF STUDY

The respondents were representative of a wide variety of programmes offered at the University of Zimbabwe in all its faculties. It was important that the sample cover all faculties if it was to be representative of the university population.

SOURCES OF INFORMATION

The sources available to students of the University were listed as modified after the initial survey to include resources suggested by the respondents. The list included the following resources: lecture notes, prescribed textbooks, main collection/open stacks, theses, past examination question papers, personal/own books, books from colleagues, government publications, multi-media resources, journals, newspapers, internet, and there was provision for other sources to be specified.

Use of the available sources of information

Students were asked to rank their use of the above materials as sources of information for their study. They were to use the rating 0= not used, 1=little used, 2= fairly used, and 3= heavily used. For purposes of comparing the points scored under each material, the scores were multiplied by the number of points and all points were then added to come up with the total points (as follows

1=1 point, 2=2 points, 3=3 points, Nil= 0 points. The highest possible points for each type of material were therefore $960 \times 3 = 2880$ (3 being the highest possible points that could be scored under any material). Each type of material was therefore measured against 2880 possible points and given as a percentage of it.

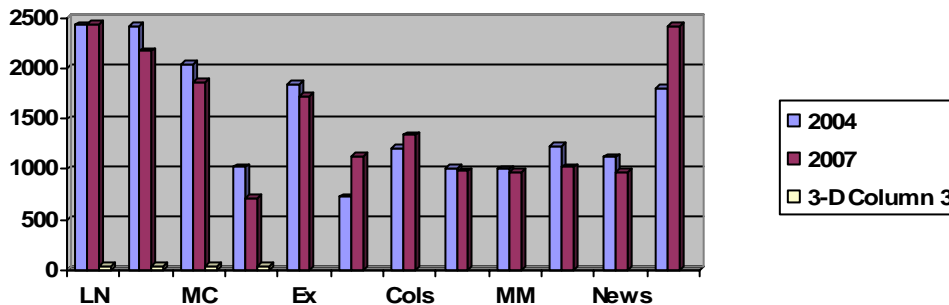
TABLE I

Table Showing Total Score 1st Phase (2004)

LN	TBS	MC	T&D	PEx	Own	Cols	Govt	MM	Jous	News	Int
2424	2413	2041.	1020	1842	726	1213	1011	1006	1230	1118	1799
84.2	83.8	70.9	35.4	64.0	25.2	42.1	35.1	34.9	42.7	38.8	62.5

Table Showing Total Score 2nd Phase (2006)

LN	TBS	MC	T&D	PEx	Own	Cols	Govt	MM	Jous	News	Int
2431	2171	1863	712	1726	1127	1337	960	970	1024	972	2417
84.4	75.4	64.7	24.7	59.9	39.1	46.1	34.0	33.7	35.6	33.8	83.9



LECTURE NOTES

Background information

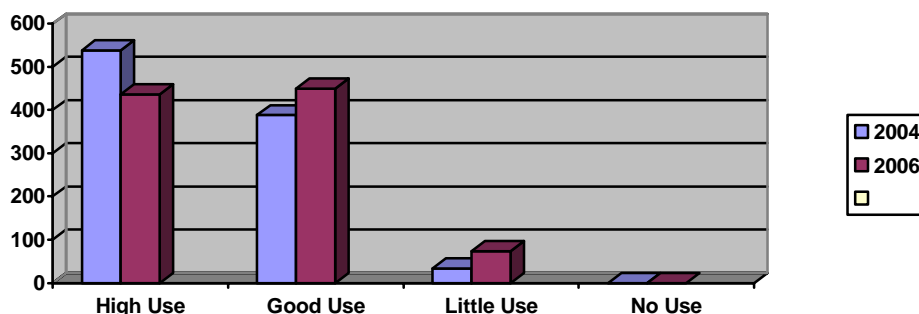
At the University of Zimbabwe lecture notes generally include students’ notes taken down during lessons and tutorials, as well as notes taken from different sources of information. In this category of resources are included printed and typed lecture notes and study guides generally issued by the teaching staff. In this way lectures and tutorials are covered by this resource. Lecture notes must be included in this study as they form an integral component of a student’s study material and the library could find a role to play in this matter although the UZ library does not play a role as yet.

Analysis of Results

A comparison of the way lecture notes were rated by the respondents in the two phases of the study revealed that there was not much change in the use made of this resource since the first phase was conducted in 2004. In the study of 2004, lecture notes recorded 84.2% use, and in the second phase, the percentage was 84.4%, an insignificant rise indeed. However notes remained an integral source of information for study.

Lecture Notes Use

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	538 (56%)	388 (40.5%)	34 (3.5%)	0	0
2006	436 (45.4%)	480 (50%)	44 (4.6%)	0	0



The lack of much change in students' use of lecture notes recorded above seemed to show that the Information Literacy Skills (ILS) training did not have much impact on this resource, however, closer scrutiny reveals otherwise. The tables above show that whereas in the 1st phase of the study 56% was recorded under category "high use", this dropped to 45.6% in the 2nd phase and the difference was spread between the categories "good use" and "little use". Thus ILS did have an impact on the use made of lecture notes.

A more detailed study showed that no students said that they did not use notes.

Because lecture notes included student notes, i.e. notes taken during lectures, this category of material was naturally bound to be used by almost students. Student could not do without the use of this type of material since lecture notes guide the course of study, students would generally start off from lecture notes and often have recourse to them throughout their study career. This explains why no student ticked zero under use of lectures notes. Because lecture notes form the basis of all study, the introduction of changes on the supply chain of information could not have major impact on their use.

PRESCRIBED TEXTBOOKS (RESERVE COLLECTION)

Background Information

In the UZ prescribed textbooks consist mainly of materials listed in the course outlines and are housed in the Reserve Section for quick circulation or use by particular classes or groups of students, and for safety of the materials. Safety of materials is achieved by maintaining the collection on closed access. Quick circulation is achieved by limiting the number of materials borrowed as well as reduced loan periods. The loan period varies according to demand and supply, it can be for as short as one hour, a few hours, or part of the day. Limiting the number of items per student also helps increase circulation among many students. Currently, only one loan is permitted per member at a time and the loan periods are shown below. Reserve books are used in the library during the day and are only issued out of the library as overnight loans at the end of the day. Overdue books are fined to compel borrowers to return books by the due date.

Overnight issues are due back by 9:00 am the following day.

Day time loans are as follows:

Morning loans: 9:00 am -12:00 m.d.

Afternoon loans: 12:30 pm – 3:00 pm

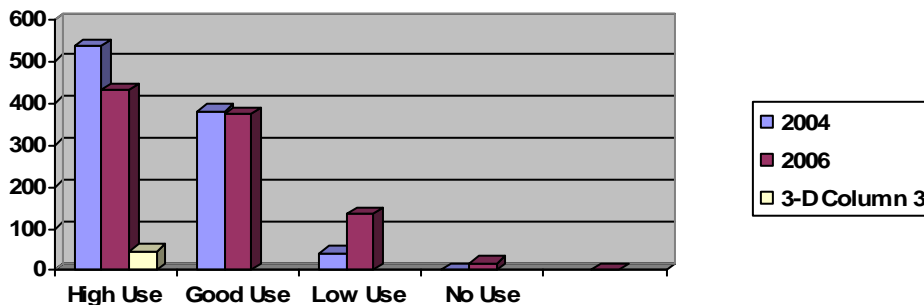
Analysis

Table 1 shows a significant fall in the use of this collection was recorded in the second phase of the study in 2006. Whereas in 2004, textbooks recorded 83.8% by 2006 this percentage had fallen to 75.4%. Dependency on textbooks had began to relax. Students were now aware of a much wider horizon for their search for information. Until the second phase of this study in 2006, prescribed textbooks provided the second most popular source of study information to students at the University of Zimbabwe. What does this mean to the service provider such as the library? Obviously just knowing which material was most used in study was not an end in itself, it was but only a means to an end. What was the end in this case? The end was the improvement of the service. Basically, both the heavy weights and light weights had to be closely monitored with a view to maintaining good service to the users. Essential interventions needed to be continually sought and effected as was dictated by the special circumstances. The interventions could be in the form of investing more resources, improvements in the quality of service, or educating users on other sources that could be equally useful, such as was attempted through the information literacy skills training at the University of Zimbabwe.

Having been prescribed for the particular courses, books in this category were high-demand material, and so it was not surprising to see them top the list of library book circulation. If it were practical to have adequate copies of some books in stock, the circulation figures would be alarming and there would have been less need for other interventions. It is not uncommon that a whole class descended on the library looking for the same textbook. How could a library handle this for classes of upwards of 100 students or more. It therefore calls for alternative approaches. ILS seemed to be one way to combat this as seen in the second phase of this study since reliance on prescribed textbooks had reduced.

Prescribed Textbooks Use Statistics

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	536 (55.8%)	382 (39.8%)	41 (4.3%)	0	1 (0.1%)
2006	432 (45.9%)	374 (39.1%)	134 (13.9%)	19 (2%)	0



A closer look at the use made of textbooks reveals a drop of about 10% in points recorded under the category “high use”, from 55.8% recorded in 2004 to 45.9% in 2006. The category ‘good use’ maintained at around 39%, while low use rose from 4.3% to 13.9% and 2% registered ‘no use’. In sum, use of textbooks eased as students became aware of the existence of other sources of information including recent information in electronic format. Thus the role of ILS manifests itself profitable in the use of made of textbooks.

MAIN COLLECTION/OPEN STACKS COLLECTION

Background Information

At the UZ these collections are housed in the main stacks and are open access. In the main library they are in the different stack rooms according to their subject area. Since they are open access, they are also exposed to abuse: pilfering, cutting of pages, scribbling, underlining, highlighting, and other forms of mutilation. But because of the importance of easy of access, libraries have opted for this method of storage. Open access collections include reference books which are distinct in that they are for use on the premises only.

In the UZ library short loan books are included in this collection. Short loan materials are borrowed for periods of three days only, while the rest of the main collection is borrowed for a period of a fortnight. Currently students are not allowed to renew books so as to improve quick circulation. The number of items per student is limited according to the programme of their study.

Undergraduate students: 4 books (+1 reserve)

Graduate students: 10 (+1 reserve)

Other: There other categories such as Grat.CE. which have special conditions.

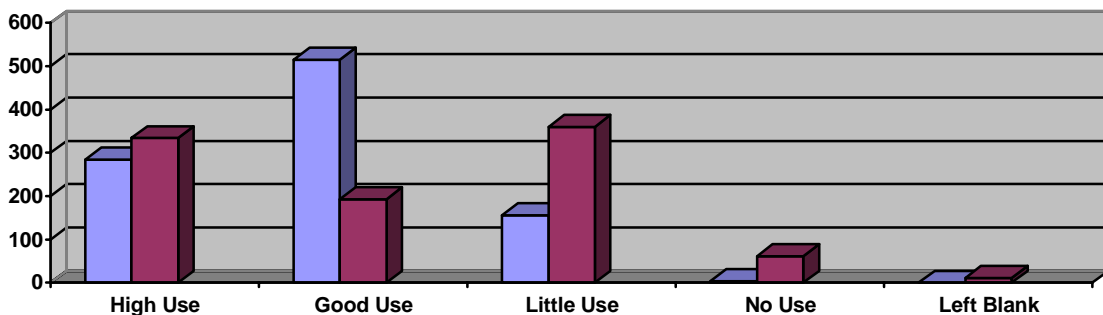
Fines are imposed for overdue books as is for any form of defacing books. Fining for overdue books is aimed at compelling borrowers to return books by the due date.

Main Collection Use Results Analysis

The trend established under prescribed textbooks maintains. Use of materials in the main collection dropped from 70.9% established in the first phase (2004) to 64.7% in the second phase of the study. Reasons for the drop more or less resembled those established under prescribed textbooks. Students were now aware of more sources of information to utilize. The internet in particular was such a blessing to many, who claimed that it was “a silent teacher, willing to be rushed and slowed, and can be consulted at odd times.”

Main Collection/Open Stacks Table

Year	High Use	Good Use	Little Use	No Use	Left Blank
2004	285 (29.7%)	515 (53.6%)	156 (16.3%)	4 (0.4%)	0
2006	334 (35%)	193 (20%)	360 (38%)	62 (6%)	11 (0.1%)



Although there was a slight rise of about 5% under category “high use”, but there was a big drop under the “good use”, where the % age dropped from 53.6% to 20%, what a drop (33.6%)? That is a significant drop to ignore. The respondents attributed this to increased awareness to the existence of other sources of useful information, including that found on the net. Use under the category of ‘little used’, rose from 16.3% to 38%. There was an evening out of use of these materials that relieved the library. Pressure was now shifting from few resources to other areas. The service could now reliably have reason to put its efforts into these areas. The role of ILS is being confirmed here as well.

THESES AND DISSERTATIONS

Background Information

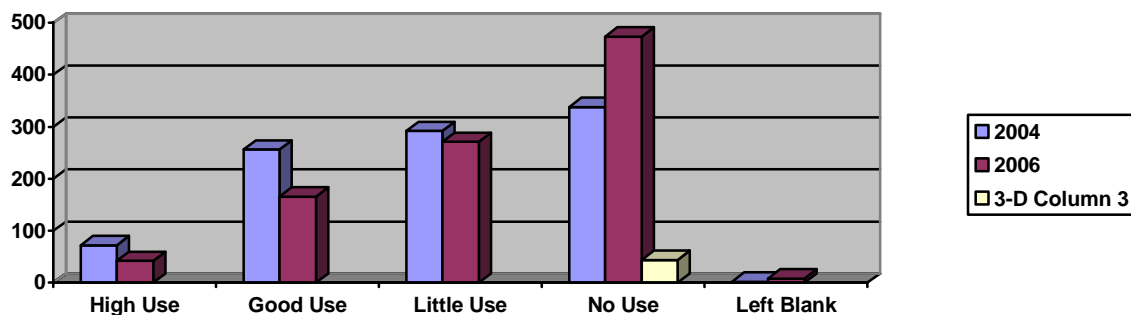
The University receives at least a copy of the dissertation or thesis of every graduating student of the University for inclusion in the library collection. Staff of the University also place their theses and dissertations in the library for consultation by students. These materials are housed together as one collection for consultation on the premises as the collection is closed access., Users claimed that this method of storage, although absolutely necessary for the safety of this type of material, is very restrictive on the use made of theses and dissertations.

Analysis

Whereas in the 1st phase “Theses and Dissertations” recorded 35.4%, in the 2nd phase it dropped to 24.7%. This drop is in consonant with what happened in the other two collections above. ILS had opened many avenues to finding information and had improved students’ internet navigation skills, students were now better able to utilize the internet where they could use internationally produced guidelines and examples, hence reduced need to consult the theses collection. Further more, theses and dissertations in the University of Zimbabwe could now be accessed on the intranet as they are housed in the DATAD database.

Theses and Dissertations Use Table

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	72 (7.5%)	256 (26.7%)	292 (30.4%)	338 (35.2%)	2 (0.2%)
2006	42 (4%)	166 (17%)	271 (28%)	473 (49%)	8 (1%)



A study of the chart above reveals a swing of the pendulum, where as in all of lecture notes, textbooks, and other library books, the chart was top heavy, i.e. the %age was high from left to

right, this has changed with dissertations, where suddenly the last but one category scores the highest %age. The situation was even more pronounced in the 2nd phase of the study, where “not used” registered 49%.

PAST EXAMINATION QUESTION PAPERS

Background Information

It is a University of Zimbabwe requirement that the library receives or collects past examination papers for storage in the library once they have been written. The library therefore collects all question papers of the university for use by students. It thus organizes them for ease of retrieval. Currently past examination question papers are received in both paper and electronic format. The library then organizes them for access by students. Past examination question papers are treated as reference material. They are consulted on the premises or copies of some question papers taken for closer consultation and discussion.

Past exam papers have proved important for study as students want to see how the examinations are set, and, that explains why they were rated 4th in line as study materials. Students use past examination question papers to gauge the level of questions so that they have an idea of what to expect. Some added that, sometimes, a past examination question was repeated or that very similar questions were set again. As a result, being familiar with past examination question papers was helpful. These question papers become very busy towards examinations.

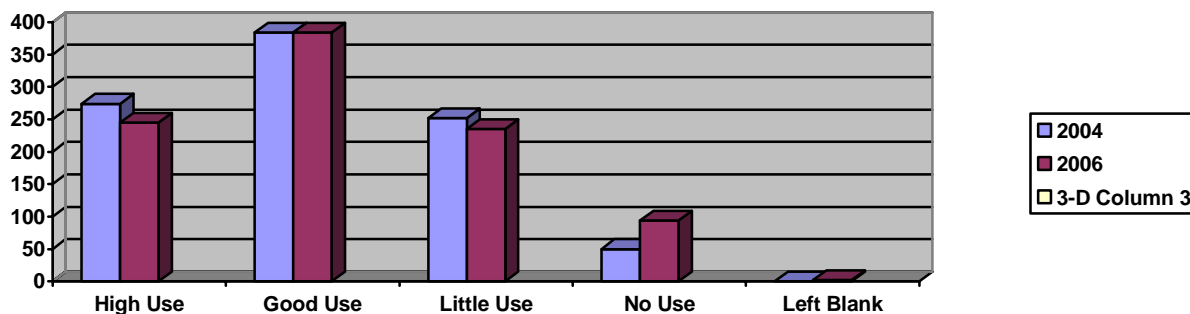
Collection modalities for past examination papers have been improved with the passing of time and are now be received in both the electronic and the print formats. This certainly improved their accessibility to the students as they became available through the library web page.

Use Analysis

However, results of their use in the two phases continued the declining trend established under “prescribed textbooks”. Where as in the 1st phase of 2004, they recorded 64% use, in the second phase, the percentage dropped to 59.9%. Although the drop was small, the trend of dropping still maintained. It was not easy to explain why the drop, but the effect of increased sources of information was certainly a contributing factor.

Past Examination Question Papers Use Statistics (2004)

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	274 (28.5%)	384(40.5%)	252(26.3%)	50 (5.2%)	0
2006	245 (25%)	384 (40.5%)	235 (24%)	94 (9.8%)	2 (0.2%)



The category of past examination questions papers was not greatly impacted by the introduction of the information literacy skills training. There was a slight decrease in use in all categories except the category “not used”, which rose from 5.2% to 9.8%. That examination question papers were now accessed through the computer was stated as the major contributor to the general decrease as students did not have to rely on the hard copy.

PERSONAL BOOKS/OWN BOOKS

Background Information

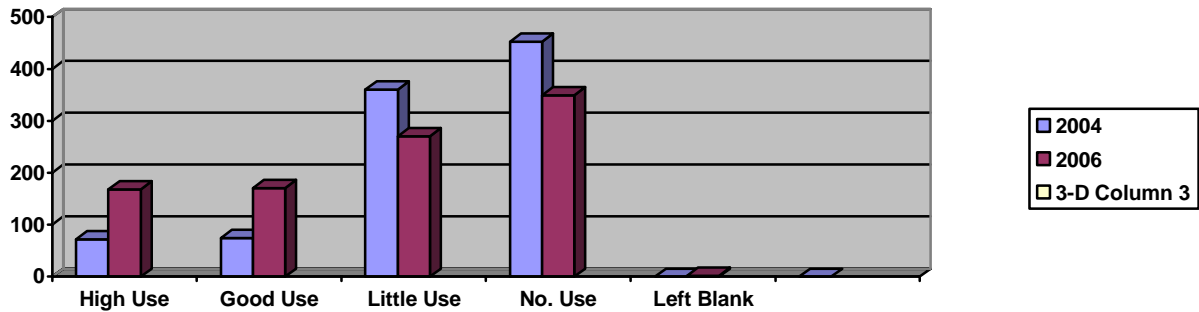
This category included all those books that belonged to the student, whether bought for the specific programme, or were already in the student’s possession. Although this category of materials is not provided by the library, but, because they contribute to student study, it was important that the library found out how much students relied on their own study resources as this has a bearing on the services that the library provides.

Statistical Analysis

It was interesting that the pendulum changed direction in the use of materials in this category. Where as the trend had been a decrease in the use of materials in the second phase of the study, with “personal books” it was different. We begin to see a rise in the use of materials. Personal books, which had recorded 25.2% use in the first phase of the study now rose to 39.1% in the second phase of the study. Respondents explained this as a result of use of information downloaded from the internet. Because such materials became personal property, and did not have a separate category, this is what swelled the use statistics of personal books. There had not been an improvement in students’ purchasing power, if anything at all, they were even worse off now considering the current economic climate in the country. It would be ideal that the students purchased their own core textbooks. However, in the poorer economies financial constraints make it increasingly difficult for students to buy textbooks hence the low percentage recorded under “own books.”

Personal Books/ Own Books Use Statistics

Year	High Use	Good Use	Little Use	No Use	Left Blank
2004	72 (7.5%)	75 (7.8%)	360 (37.5%)	453 (47.2%)	0
2006	168 (17.5%)	171 (17.8%)	270 (28%)	349 (36%)	2 (0.2%)



It can be observed that personal books gained an increase in the first two categories of High and Good Use in the second phase, a sign of increased use, hence the increase recorded above.

CATEGORY OF BOOKS FROM COLLEAGUES

Background Information

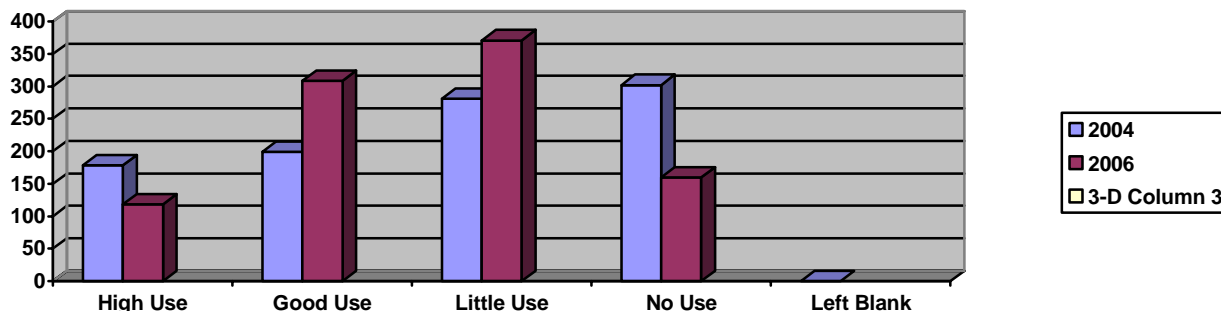
Sharing materials is important to the library in that it relieves the pressure on library resources. Students share all sorts of materials including those listed under other categories in this study, such as lecture notes, reserve books, etc. thus somewhat complicating the results of the investigation. But, paramount to the study however, was that it be known how much students relied on shared materials.

Analysis

There was an increase of 4% in the use of materials shared among students in the 2nd phase of the study. Respondents claimed that every one had the same chance to download information from the internet and share and use it.

Books from Colleagues Use Statistics

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	178 (18.5%)	199 (20.7%)	281 (29.3%)	302 (31.5%)	0
2006	118 (12%)	308 (32%)	371 (39%)	160 (16.7%)	3 (0.3%)



Although a slight drop was recorded under “heavy use” (6%), a significant increase was recorded under the two categories “good use” and “little used”, thus raising the overall percentage in the 2nd phase. This resulted in a decrease of about 15% the category “not used”. It was learnt that students, who did not share materials with colleagues were predominantly those staying out of residence. They had less chances of sharing with others. Otherwise, given the opportunity, they would also participate in sharing resources with the other students.

GOVERNMENT AND OFFICIAL PUBLICATIONS

Background Information

The library of the University of Zimbabwe has a big collection of government documents and official publications of national, regional, and international organizations, some of which it is a depository library. The library receives copies of most of the government publications from the Ministries, departments, institutes, boards, etc responsible for producing them or those responsible for their distribution. It also collects other publications and purchases the remainder of what it can from the Government Sales Office. Thus it has a fairly comprehensive collection of these publications.

These publications are located in the main library of the University library system and form a closed access collection on the first floor in the main library. The resources in these collections are listed in the card catalogue and the ‘OPAC’ and they can be accessed through the librarian in charge of the section. The first phase was concerned with establishing the use made of the collections of Government Documents and Official Publications and then follow it up in the second phase to see the impact of the information literacy skills training on the students.

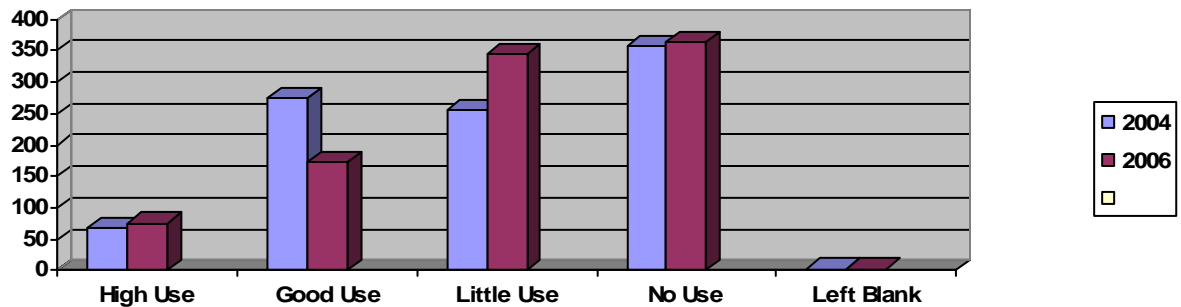
Analysis

Table 1 reveals very little change in the use of government publications in the two phases of the study. This slight drop was attributed to access to more sources of information that the students learnt in their ILS training. It was noted that the centrality of government and official information to some disciplines made it imperative that students in specific departments that required this type of information continue to use the collection. Most of the official information cannot be

found on the internet, at least for the time being, hence the need for students of such departments like Political and Administrative Studies, and Centre for Population Studies, to mention but a few continued to rely on this collection.

Government and Official Publications Statistics

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	68 (71%)	276 (28.7%)	255 (26.6%)	358 (37.3%)	3 (0.3%)
2006	76 (8%)	174 (18%)	344 (35.1%)	363 (38%)	3 (0.3%)



A closer study of government publications reveals that their use remained constant in both phases of the study at around 34%-35.1% of the possible 2880 points and the category “not used” almost maintained its percentage.

MULTI-MEDIA RESOURCE COLLECTION

Background Information

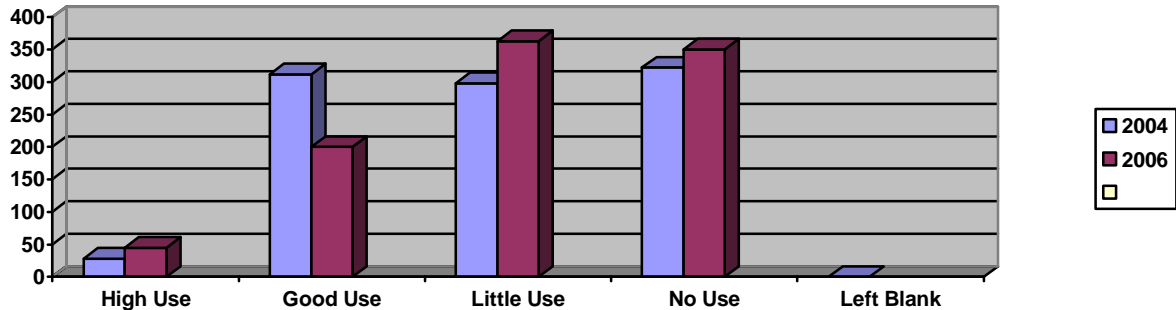
The library and its branches have a number of non-book materials. These collections are more pronounced in some branches than others, depending on the policy and demand. The collections such as those of the School of Social Work include, among others, films and videos. used for lessons by the teaching staff..

Multi-Media Use Analysis

A study of table 1 suggests that the information literacy training programme did not seem to have had a major impact on students in so far as their use of multi-media materials was concerned as their use of multi-media materials was concerned.. There was just a slight decrease from 34.9% recorded in the first phase to 33.7% in the second phase. It is important to point out here that the percentage given to multimedia was rather low and worrying. However, some students claimed that they had recorded use of these materials at home under own materials and so did not tick them under this category again.

Multi-Media Resources Use Statistics

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	28 (2.9%)	312 (32.5%)	298 (31%)	322 (33.6%)	0
2006	45 (4.7%)	200 (20%)	363 (37.8%)	350 (36.4%)	2 (0.2%)



There was a decrease in percentage under the category “Good Use” and although the category “little used” gained, the gain was nullified by the increase under the category “Not Used”.

PERIODICALS /JOURNALS

Background Information

The term periodical/journal as used in this study embraces all publications, which come out either regularly or irregularly and is used interchangeably with the term journal. In the University of Zimbabwe Library periodicals are housed in the “Periodicals Section”. This collection, which used to be closed access, is now open access to staff, graduate students and research fellows only. The university spends a lot of money subscribing to journals and it is important to know how useful they are so that the money put into their subscription is known to be money well spent. As a result where ever periodicals can be available in electronic format, the print subscription is cancelled.

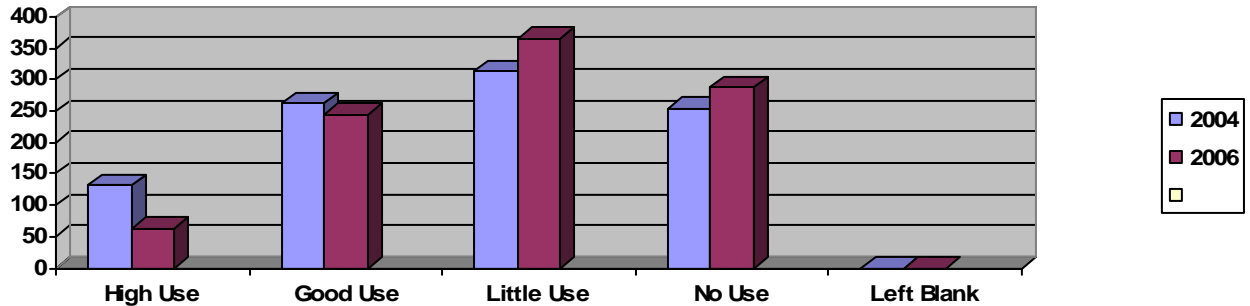
The library has a sizeable collection of journals in both print and electronic forms, either online or on CD-ROM. Branch libraries on the campus such as Education Library and Map library, rely on the main library collection for journals, however, the other branch libraries also on campus (Veterinary Library, Law Library, and IDS Library) have their own collections of journals as do those outside campus such as Medical Library and that of the School of Social Work library. However, students from all these branch libraries also have access to main library collections of periodicals.

Journal/Periodicals Use Analysis

There was a noticeable decrease in the use of periodicals in the 2nd phase. In the 1st phase this collection recorded 42.7% and this dropped to 35.6% in the second phase, a decrease which respondents attributed two main reasons, one, new avenues of finding information and the use of the internet.

Periodicals/Journal Use Statistics

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	131 (13.6%)	262 (27.3%)	313 (32.6%)	254 (26.5%)	0
2006	63 (7%)	244 (25%)	366(38%)	287 (30%)	0



Use of periodicals is characterized by a general decline in the second phase of the study in the first categories and a rise in the following two categories, which produced the declining total recorded above. An increase in the category “not used” produces a negative effect on the use of the material.

NEWSPAPERS

Background Information

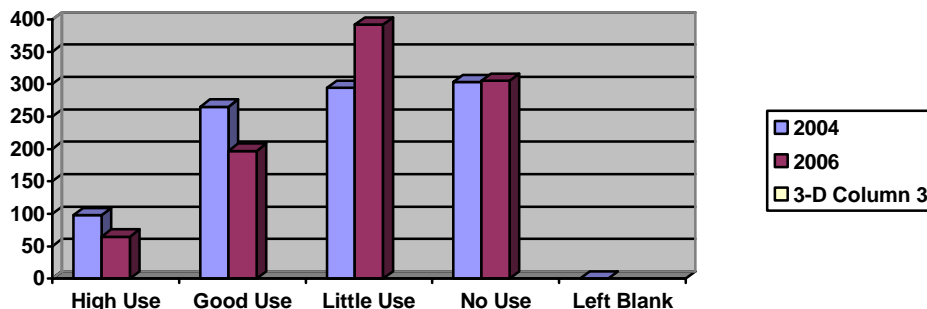
The UZ Library currently subscribes to Zimbabwean newspapers only, which include the national and regional newspapers of Zimbabwe. Even so it was learnt that the supply of some of the regional papers is not reliable, it therefore was no surprise when the results showed that newspapers recorded low use in both phases of the study.

Newspapers Use Analysis

Newspapers recorded a 5% decrease from 38.8% recorded in the first phase to 33.8% recorded in the second phase of the study. It was found that some of the news lovers had switched on to the internet for current news. Another dimension was the fact that the library had not subscribed to foreign newspapers and that as more and more people became aware of this facility on the internet, they grabbed this opportunity.

Newspapers Use Statistics

	High Use	Good Use	Little Use	No. Use	Left Blank
2004	98(10.2%)	265(27.6%)	294(30.6%)	303(31.6%)	0
2006	65(7%)	197(20%)	392(41%)	305(32%)	0



Like with periodicals, newspaper use decreased in the first two categories “high use” and “good use” and gained in the categories “little used” and “not used”, which has a declining effect on the overall performance of the collection. What is common between the two is the fact that they are sources of current information, and the advent of the internet has surely impacted on them. We need to bear in mind what ILS has meant to the students in terms of internet use at the University of Zimbabwe.

INTERNET

Background Information

The internet provides access to a wide variety of information through different access points and databases. It provides access to the library’s own resources through the university’s ‘Online Public Access Catalogue’ (OPAC), access to a variety of databases (online as well as on CD-ROM) electronic information retrieval, Subject gateways, etc. The UZ library regards access to the internet as central to study and research. As a result it has striven to have this service available to students. At present there are 115 work stations available for student use in the UZ library system, including those in the branch libraries on campus. Out of these, 16 are housed in the Computer Laboratory located in the main library.

The library introduces users from departments to new databases relevant to their study, just like it does with other library resources, a facility that has been perfected by the introduction of ILS training programme. It is this ILS training that has changed the pattern of study in the university of Zimbabwe and is the concern of this study.

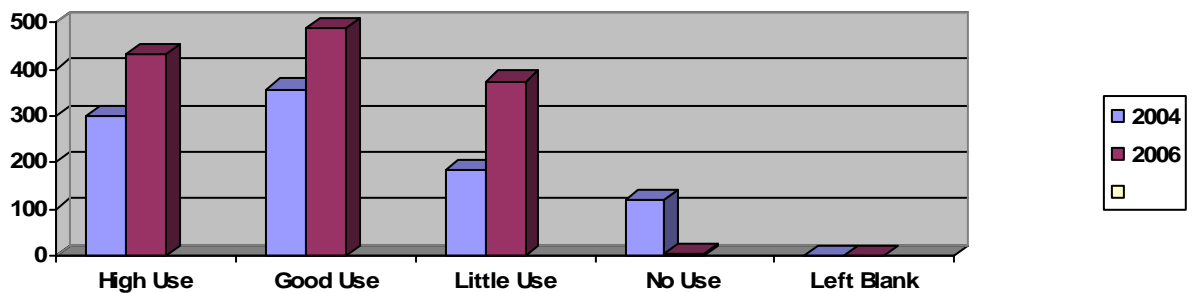
Internet Use Analysis

Where as the internet was ranked 5th in the 1st phase, it came first in the 2nd phase of the study, where it recorded. 83.9% from the 62.5% of the 1st phase. Since the students had access to computers and the internet when the first phase was conducted, and that the only major change since then was the introduction of ILS training, it can be conclusively deduced that ILS is the reason for this phenomenal rise in the use of the internet. Indeed some of the respondents admitted that they were not familiar with the internet until they attended ILS training.

Respondents indicated that there was still chance for improved use if terminals were increased, ILS is surely the reason for this phenomenal increase in the use of the internet.

The Internet Statistics

Year	High Use	Good Use	Little Use	No. Use	Left Blank
2004	300(31.2%)	357(37.2%)	185(19.3%)	118(12.3%)	0
2006	432(45%)	486(50.63%)	374(38.5%)	4(0.41%)	1.(0.1%)



The table above shows that the pendulum has been reversed to its original position of being top-heavy with the two categories of ‘heavy use’ and ‘good use’ scoring a total of 68.4% of the respondents.

CONCLUSION AND RECOMMENDATIONS

The UZ library has benefited from the results of this study and applying some of the recommendations made in the study can only be beneficial to study and research at the institution. This paper does not include recommendations meant for the improvement of the UZ library service. The study showed that collections that were over stretched before the introduction of ILS and there was a scramble for resources, were relieved by this training. Information Literacy Training has the potential to improve library services in Third World Countries. Academic libraries, such as university and college libraries would find the example of the UZ a step worthy considering.

I am greatly indebted to Michael Lorenzen, whose paper entitled “A brief history of library instruction in the United States” inspired my research immensely. I was encouraged that ILS is not a new innovation in university and college libraries. First and foremost, Lorenzen advances that it is not feasible that the great ancient libraries like the Great Library of Alexandria could have gone without some form of library instruction (Lorenzen, 2001). He also quotes Dewey’s (1876) assertion that, “The time is when a library is a school, and the librarian is in the highest sense a teacher,” a view that was supported by Winsor, whom Lorenzen writes “advocated a library centric view of higher education,” with the “library as the center of the university and the natural location to teach classes.” (Lorenzen, 2001). We also learn that by the 1880’s “some academic librarians were already lecturing in the classroom. Lorenzen (2001) summarised how Hardesty, Schmitt, and Tucker, delivered some of the early library instruction “they gave book talks, bibliography lectures, and orientation tours”, and how Root also taught courses on library organization, bibliographic resources, and the history of the book. Other early pioneers cited

include as having fought for advances in library instruction include Joseph Schneider and Bishop, B. Lamar Johnson, Librarian and Dean of Instruction at Stephens College. He advocated that academic librarians teach library skills in the classroom and that they be afforded academic status (Lorenzen, 2001). Rader (1995) argued that LIS training was a must for undergraduate curricula if the institution was to be worthy its salt. Debate on the introduction of ILS into the curricula was topical in the 1990s (Behrens, 1994). Rader writes how librarians have concerned themselves with imparting information skills to users so that they may succeed in the information age (Rader, 1955).

It is the aim of this paper that ILS is a must for students' education and that Third World countries must get onto the bandwagon and introduce ILS into their teaching programmes. There is no justification to ignore this tide considering that as early as the 19th century there is evidence of "the conviction that the necessary information skills should be taught by integrating them into the existing curricula" (Behrens, 1994).

Armed with the foregoing, and, with so many examples of institutions that have incorporated information literacy skills into their teaching for accreditation, why should our universities lag behind.

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