UTILISATION OF PRINT AND ELECTRONIC MEDIA BY STUDENTS
AT ZAMUKULUNGISA CAMPUS OF THE WALTER SISULU
UNIVERSITY

by

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A mini-dissertation submitted in partial fulfilment of the requirements for the degree of

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ABSTRACT

The study looks at how the library users at Zamukulungisa Campus of the Walter Sisulu University (WSU) in the Eastern Cape in South Africa perceive the print media versus electronic media as sources of information for their requirements.

The study is aimed at investigating the extent of use of these media by the users of the institution under study and their reaction to print versus electronic media. It is understood that the Zamukulungisa Campus of the WSU users come from different backgrounds. Some come from underdeveloped rural areas where there are no basic amenities available such as running water, toilets, telephones or even electricity and libraries. These types of users depended on information from text books and from their teachers only.

The rationale for the study is to examine the students’ use of print and electronic materials available in the library of the institution under study with the view to identifying the gaps that need to be addressed in order to make recommendations to enhance the effectiveness of the service provision of information to the users by the librarians. With this purpose in mind, the study looks at:

- the frequency of library use;
- the nature of the media available in the library;
- the tools utilized by the users to access the media in the library;
- the preference of the library users for media usage;
- the users’ perceptions and reactions to print and electronic media;
- the effects on users and; the background to the use of print and electronic media.
A questionnaire was used to collect data for this research study from sampled students at Zamukulungisa Campus of the WSU.

The findings may lead to potential solutions based on the users’ reactions to the recommendations of their use of the print and electronic media. The references used are shown in the bibliography.

Keywords: print media, electronic media, library users, different backgrounds, underdeveloped rural areas, basic needs, recommendation of the use of print and electronic media, service provision, provision of information, media usage, users’ perceptions, users’ reactions, study operations, presentation of findings, analysis of data, discussion of results, levels of study.
DECLARATION

I, Nomnqweno Princess Nkaule, 181601060, hereby declare that this dissertation entitled “Utilisation of Print and Electronic Media by Students at Zamukulungisa Campus of the Walter Sisulu University” is my original work. It is not the work of anyone else. All sources used or quoted in the study have been indicated and acknowledged by way of complete references. The product is the result of my efforts through the professional guidance of the recognized supervisors whose names and signature appear below.

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PLAGIARISM DECLARATION

(i) I am aware that plagiarism is defined at Walter Sisulu University (WSU) as the inclusion of another's or other's ideas, writings, works, discoveries and inventions from any source in an assignment or research output without the due, correct and appropriate acknowledgement to the author(s) or source(s) in breach of the values, conventions, ethics and norms of the different professional, academic and research disciplines and includes unacknowledged copying from intra- and internet and peers/fellow students.

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ACKNOWLEDGEMENTS

A work of this nature is never accomplished by the effort of one individual alone, but is a combination of the thoughts and expertise of many professionals who enabled me to reach a level I never thought I would attain.

I am greatly indebted to the Almighty God for the power of His love, strength and wisdom which He has given me.

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Thanks are extended to my research supervisor, Dr J. M. Molepo under whose supervision this research work was completed. Undoubtedly, the patience which he exhibited his understanding, advice and persistent encouragement throughout the research, accompanied by his assistance and support aided me in the successful completion of this work. His guidance, enthusiasm and professional approach were in valuable.
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Finally, I wish to express my gratitude to my family, especially Sandla Nkaule who supported me to the best of his ability; in many cases with swift action taken to rectify situations; my two daughters Anathi, Esethu, and my grandson, Lihle as well as granddaughter, Iyana. Thanks for being there.
DEDICATION

I dedicate this study to my dearest loving children, Nomxolisi Anati and Siphokazi Esethu whose love and continued support I treasure, not forgetting my late family:

My mother, Mrs Nothembile Nkaule, uncle, Mr Todd Kwatsha, and grandmother Mrs Nofasi Kwatsha for raising me with such profound principles and values.
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NPHE  National Plan on Higher Education
OCLC  Online Computer Library Centre
OPAC  Online Public Access Catalogue
RFI  Research for Information
SABINET  South African Bibliographic Network
SACAT  South African Catalogue
UCTD  Union Catalogue, Theses and Dissertation
UNITRA  University of Transkei
WSU  Walter Sisulu University
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CHAPTER ONE

INTRODUCTION AND CONCEPTUAL ORIENTATION

1.1 INTRODUCTION

The study entails user reactions to print and electronic media. The main interest is to investigate their choice of media. The 21st century presents libraries, especially those in the developing countries, with challenges that libraries need to overcome. In the field of library and information science at tertiary institutions, information technology is growing at a very fast rate.

The years of using paper as the main form of resources in the libraries continues to be challenged, as Thornburn (2011, p. 20) observes, the major impact of technology on the day-to-day activities of tertiary institutions. The present millennium has opened up a very interesting trend in the way students behave when they have to choose resources for their studies. In the past, they were restricted to print and audiovisual materials, such as cassettes, slides, microfiche, etc.; electronic sources, such as computers, television sets, radios, etc. and printed materials including journals and books. The printed and electronic media, as Arvind (2012, p. 39) says, “Are here to stay” and these two forms of media have an effect on how tertiary students perceive and react to their use.

Users, also known as readers, and in particular, students who come from underdeveloped rural secondary schools are understandably confused as they try to understand the electronic information which is new to them. The library services find
themselves deep in the midst of another kind of change: in the form of the printed word (Herbert, 2011, p. 15).

On the other hand, this existing technology cannot change several basic aspects of the book world. Barnard (2010, p. 17) states that the vital role of the publisher to decide what to publish and how best to reach a relevant audience remains. The publisher is placed between author and end-user. Consequently, the importance of end-users in the world of books remains because users cannot be deprived of the decision regarding what to read and what to buy. The point is that readers do have a way of getting their messages through publishers. Accordingly, the printed materials depend more on what readers need than on what publishers want and publishers tend to respond to reader demands.

The new consumer electronics appliances popularly called “E-books” or “electronic books” are posing a competitive challenge to books. Other major media types that have been introduced to libraries since the beginning of the 20th century include film, sound recordings, radio, television, personal computers, video-cassettes, video-games, and the Internet. New technologies are developing to facilitate the use of digital books. These technologies emphasize support of books that are translated, rather than reconceptualized, for the digital medium (Barker, 2012, p. 65).

In view of their support for both, these new technologies now produce books in digital forms. Hence, the television set and the computers are two outstanding examples of technological devices, which continue to present a challenge to books, publishers and libraries. This is more so now that video-cassette recorders, on the one hand, and computers on the other, have been brought within the reach of individuals (Klipphan, 2010, p.17).
The combination of computers and television has the flexibility and speed of textual display, which are inherent features of this recent technology. Computer-controlled videodiscs have the facility of storing the contents of thousands of books on a thin plastic sphere. CD ROMs are an established feature of technological development in libraries. Computers can be used to call up millions of pages of texts from remote data banks in various parts of the world (Herbert, 2011, p. 17) however, an undeniable fact is that no matter whether personal computers or satellites are involved in carrying textual messages, they remain complementary to conventional print in general.

Books, despite the ravages of inflation and the near-disastrous effects of local currency devaluation, hold their own price-wise with photocopiers, telephones, faxes and computer printouts. There are instances where research workers seek specific and highly-specialized information for professional and research purposes and have to resort to internet use.

1.1.1 BACKGROUND TO THE STUDY

Zamukulungisa Campus is part of the Walter Sisulu University (WSU), where this whole study is based, is situated in the midst of the rural environment of Mthatha in the Eastern Cape Province, South Africa. With unemployment that stands at 40% and the average per capita income that is less than R2000.00, the Eastern Cape Province is one of the poorest provinces in the whole of South Africa (Imenda & Muyangwa, 2010, p. 22). This economic and social structure of the region also has an impact on the WSU as an institution. The student population is mostly composed of black students coming from the rural communities of the former Transkei. A relatively small number comes from other areas of South Africa and Africa.
The students’ educational background has a direct bearing on their performance. There is interconnectedness between their backgrounds and their perceptions of the use both the electronic and printed materials (Brake, 2011, p. 14). Coupled with this is the type of schools these students attended when they were at high school. For most of these students, printed material was a familiar resource; the electronic media is not only an unfamiliar resource but to some, it is something that they have never seen before. This highlights the problem that these students are likely to experience when it comes to the use of print and electronic media (Brake, 2011, p. 14). Such a background points to mounting problems in the educational institution under study. In a nutshell, Walter Sisulu University is like an oasis in a desert in that poverty prevails in all the villages and towns surrounding it. Most students with a background of high school education from the former Transkei, come from schools that are very disadvantaged in terms of provision of resources. The aim of this study is to uncover these challenges in the different institutions and investigate how the students manage to cope when faced with using such types of library resources.

Library provision in the Eastern Cape in many areas and in schools is not only under-resourced but also non-existent (Orlik, 2011, p. 31). When compared to the rest of South Africa, these schools fare very badly as lack of libraries directly affects their academic functioning; consequently, the students of the university under study approach the use of library resources with anxiety.

In most cases, students are introduced to the electronic media for the first time when they enter or register at Zamukulungisa Campus of the WSU. Their background weighs heavily on their level of computer literacy and advancement in various fields of technology. Technology application initially becomes an extra workload to be learned as they have to use it in the library for their assignments, tests, projects and examination preparations.
1.3 STATEMENT OF THE PROBLEM

The general belief is that most people in the 21st century still prefer print over the electronic media, inspite of the fact that the electronic media is found to be more accessible and cheaper (Morrison, 2011, p. 19). Some students who study at Zamukulungisa Campus of the WSU are familiar with print media only. The background familiarity with print media originates from use of learning resources at their high schools. Research has shown that many users do not move beyond print material, settling for less, or even no information, rather than learning to use electronic resources (Davie, 2010, p. 49).

In addition, most rural schools have no continuous access to an electricity supply. This in turn makes use of technology impossible; consequently, some students had neither been exposed to electronic media nor used a library before coming to the institution (Langley, 2011, p. 26).

Such obstacles usually become a burden that the students have to carry with them to tertiary institutions. Their background usually governs their perceptions on the use of resources found in the library (Morrison, 2011, p. 18).

1.4 Research Questions

(1) Do print and electronic media complement each other as they are both essential?
(2) Does effective use of either print or electronic media depend on familiarity with the type of the medium required?
1.5 RATIONALE FOR THE STUDY

The rationale for this study is to examine students’ use of print and electronic materials available in the library. With this purpose in mind the study looks at specific objectives that relate to their use.

1.6 OBJECTIVES

The specific objectives of the study are to find out about the following:

(1) Frequency of library use.

(2) The type of document and media usage.

(3) The tools utilized by the user for accessing information/media in the library.

(4) The preference of library users for media usage.

(5) The perceptions of students regarding the use of print and electronic media.

(6) The effects of a student’s background on the use of print and electronic media.

(7) Reaction of students to print and electronic media.

This research intends to investigate the reaction of the library “users” of this institution to print and electronic media. In order to respond to the problems experienced by students in using various library materials, libraries need to develop a better understanding of the institution’s context and environment. It is equally important to understand the differences in the high schools from which the students come so as to ease them into the transition. An institution is also affected by national and
international trends of on-line searching for information; these national and international trends have applicability to the Eastern Cape’s educational environment.

1.7 DEFINITION OF TERMS

The following are the terms that have been used in the study.

• **Media**

In general, "media" refers to various means of communication; for example, television, radio and the newspaper are different types of media. The term can also be used as a collective noun for the press or news reporting agencies. In the computer world, "media" is also used as a collective noun, but refers to different types of data storage options.

• **Print Media**

This is a process for reproducing text and images, typically with ink on paper, using a printing press. It is often carried out as a large-scale industrial process and is an essential part of publishing and transaction printing.

• **Electronic Media**

This is a diverse form of media that has access only through electronic means. It is that form of information that the end-user can only be able to use in a non-book form (Tenopir, 2011, p. 23).
• **On-line Searching:**

According to Raitt (2011, p. 9), “on-line searching” refers to the use of the computer to retrieve information on-line from databases.

- In general, searching on a computerized database or on the internet (Harnack, 2011, p. 32).
- Searching a computer database for citations to books or journal articles (Lea, 2011, p. 21).

• **Databases:**

In the simplest definition of the word, Paragon Corporation (2011, p. 18) understands a database as a storage container for data as well as a mechanism for accessing that data. There are several kinds of databases one can think of; a spreadsheet as a database mail server, a word document, a relational server based database, desktop database such as Microsoft Access. Even a book is a database. The World Wide Web (WWW) is an intricate network of databases, while Hoovers (2011, p. 13) defines a database as a collection of information organized in such a way that a computer programme can quickly select desired pieces of data.

Electronic storage media includes memory devices in computers (hard drives) and any removable/transportable digital memory medium, such as magnetic tape or disk, optical disk, or digital memory card, or transmission media used to exchange information already in electronic storage media (Reeves and Naas, 2011, p. 42).

• **Library Users:**

The term refers to the registered students at Zamukulingisa Campus of the WSU, academic and non-academic staff.
1.8 SIGNIFICANCE OF THE STUDY

At the dawn of the 21st century the researcher has witnessed many changes in the forms in which information is accessed. The impact of information technology and the rapid production of information, in general, on one’s day-to-day activities are affecting the role of librarians in their provision of information to users.

It is through this study that the writer wants to highlight the importance of being conversant with all types of sources of information.

The study is helpful in that:

(a) It highlights the role played by the attitude to the utilization of media of different types in the library.
(b) It explores the possibility of ensuring that both print and electronic media are acquired in libraries.
(c) It will also help future research efforts to base the users’ studies on the foundation provided by the research to be undertaken.

The need to develop sound information-seeking and research skills among users has been necessary to ensure that students of the university under study use diverse sources of information for the academic advancement.
1.9 EXPECTATIONS

The aim has been to gain a considerable understanding of the use and non-use of particular types of library materials by Zamukulungisa students of the WSU. The study also wishes to contribute positively to the establishment and consolidation of reactions of the users when it comes to the print and electronic media usage. The appropriate issues for debate and synthesis of a wider exploration of the place of both print and electronic media within trends of institutions of higher learning will be clarified. A further aim is that a facilitator will monitor these ongoing processes to determine training needs.

1.10. ORGANISATION OF STUDY

The study is organized as follows:

**Chapter One:** The chapter focuses mainly on the introduction to the study, historical background information, the problem areas, research questions, the rationale, objectives of the whole study and its significance.

**Chapter Two:** The literature review discusses information that is already in circulation and that is related to the study. The perspectives of the different authors on the concept and use of ‘printed’ and ‘electronic media’ are critically discussed. The advantages and disadvantages of both print and electronic materials are evaluated using various sources. The sources that are used for this study include not only books, but also journals, magazines, newspapers and information found electronically on research found in dissertations and theses. The printed and electronic media are compared.
Chapter Three: Research Methodology
The Zamukulungisa Campus of the WSU students were sampled to represent the whole institution population. The questionnaire and survey are discussed in this chapter.

Chapter Four: This chapter covers introduction, data presentation, analytical method used for data analysis, data analysis and presentation, discussion of major findings and conclusion. After all the findings of the study are collated and analysed, the results are given. Various charts and graphs are presented to highlight all the areas covered by the questionnaire.

Data collection is further analyzed to add to what the respondents represent in terms of the library users’ attitude to the use of both the print and electronic media. The analysis forms additional information that the tables and graphics portray.

Chapter Five: Summary, Conclusions and Recommendations
A summary of the whole study as seen from the point of view of the researcher is finally written. Some hidden issues connected to print and electronic media are discussed. The conclusion that is drawn from all the topics covered by the study is presented and the strengths and weaknesses of the study are indicated.

Finally, some recommendations on how the problems encountered can be resolved are made.
1.11 LIMITATIONS AND DELIMITATION OF STUDY

The study focused only on Zamukulungisa Campus of the Walter Sisulu University (WSU). WSU is a very big institution with more than one campus and delivery sites. Including all these campuses and sites would have entailed a very large study. Due to financial and time constraints, the researcher decided to limit the study to the Zamukulungisa Campus. By means of a contextual analysis the study focuses on how the users of university under study use both print and electronic media. The process and potential for use of print and electronic media is being examined and critically explored. The context of use of these materials for students’ studies provides practical encounters.

1.12 CONCLUSION

This chapter has introduced the current study and all its relevant sections. It has presented the background details of the study including the library users, types of sources, statement of the problem, research questions, rationale for the study, research objectives, definition of terms, the significance of the study, expected outcomes, organization of the study, limitation and delimitation of the study.

The following chapter will give in-depth information on user reactions to print and electronic media.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter looks at the works and perspective of other people regarding the context of the study. Print versus electronic media will be discussed in detail using authors’ views with particular reference to students at Zamukulungisa Campus of the Walter Sisulu University (WSU). The sources that were used for this study include not only books, but also journals, magazines, newspapers and information found from electronically-stored research works, such as dissertations and theses. The collected information has been compared, that is, the printed and electronic media.

Media have always played a major role in our lives. “In the past, people carved information on stones and walls. With the invention of printing press, it made it easier for people to know about the happenings around the world through newspapers, magazines, banners, posters, leaflets, pamphlets etc.”(Tenopir, 2011, p. 82).

2.2 PRINT

Print is the oldest form of media and still has much to offer in a converging world. Most importantly, according to Arvind (2012, p. 17) “print is used to support the other three types of media. Almost all television or radio news programmes are written first, and then read aloud to the audience. Print is also the most internet-friendly form of content because it requires significantly less loading time than audio or video clips.” Print is truly the building block of converged media. In addition, print stories usually provide the most detailed accounts of events because they are not constrained by time, such as television or radio segments.
The longevity of written media is greater than that produced electronically. According to Dizzard (2011, p. 47), “Print is the written media which has made history recordable and accurate. Books are portable. Their costs vary, but with the exception of expensive textbooks, most are affordable. They can be purchased by the average fact-hungry reader for less than a dollar, if you aren’t too picky about the content”. Books can be a beautiful addition to a living room or office, especially beautiful bound hard-covers. Notes can be made in the margins of textbooks or craft manuals. Stored correctly, books can last many years. Once printed, the information is static and it will not change.

2.3 RADIO

Electronic media depends mainly on electricity. “This second-oldest form of media according to Arvind (2012, p. 17) is often overlapped by television’s capabilities; however, radio offers features television does not. Other than the internet, radio is the most interactive medium.” Listeners can call and comment on a programme while it is still in progress. The radio station uses media to initiate a relationship with their listeners. It (radio) helps the station keep in constant contact (dialogue) with their listeners and it further helps the station deepen their relationship with the listeners so that they know how to best serve them.

The radio, as a medium, allows the station to share the Word of God, talk about real-life issues with their listeners, as well as receive and share prayer requests. Television does this as well, but much less frequently. Arvind supports that “radio hosts or personalities, also achieve a higher level of audience loyalty than most television reporters and are considered by many to be more credible”. The audio capabilities of radio, which are also shared by television, can add sound clips to a converged news story and help bring it to life. Radio sound clips are also useful because they have a smaller file size than video clips with sound, which allows for the web page to load faster.
2.4 TELEVISION

In today’s media, according to Arvind (2012, p.18), “television is the most dominant form. It combines aspects of print and radio with the clarity of video”. Instead of just reading or listening to what happened in a story, television viewers can see it as well. With proper editing, television is the most compelling and attention-grabbing medium. It is designed to hold the viewers’ attention for short periods of time and seems a perfect fit for today’s fast-paced world. In a converged website, Dizzard (2011, p. 48) supports that, “television can offer video clips of events that show the audience what happened in the accompanying story”. The 24-hour television news cycle is also well suited for covering events at all times of the day, which is a challenge for radio and print. Finally, television, the most popular medium, has the greatest visibility and can be a powerful tool in promoting the converged website.

2.5 INTERNET

The internet Arvind (2012, p. 20) continues, “While not as established as other mediums, is the most important piece of the convergence puzzle. It is the vehicle that can incorporate all other forms of media. Just one page on a website can contain stories, sound bytes, video clips and graphical data.” The internet is also the most interactive medium. Users can interact with the different news organizations or each other immediately via message boards, polls and chats. There are too many possible internet applications to name, with new ones being created every day. However, “the internet according to Arvind has always faced credibility issues because of its easy accessibility. By trading on the names of established newspapers, television stations and radio broadcasters, websites can gain the trust of the public as a legitimate news source.” Frankly, the internet is the present and future of media convergence. As its technology improves, media convergence will only become better and more prevalent.
2.6 COMPUTERS

The driving force behind the continued growth of media convergence according to Arvind (2012, p. 19), “will be technology.” As computers become smaller and faster, the ability to spread converged media will dramatically increase. “A pocket-sized PDA (Personal Digital Assistant) Arvind continues, can already be used to access the internet, giving people the ability to view converged news content anytime, anywhere. In the near future, technological advancements will make PDAs cheaper and more available”. Other developments in computing technology will allow for faster, larger converged websites that will offer all formats of information.

2.7 THE NATURE OF PRINTED MATERIALS

In this age where ‘easy’ entertainment such as radio and television is readily available to most of people, Silvia (2012, p. 30) sights “parents and educationists will find that more efforts will be needed to stimulate children to use printed material.” Today’s children opt for less strenuous activities relating to the new technologies rather than ‘struggling’ through printed matter and using their imagination.

Difficult as it may seem, printed materials in all libraries are definitely going to stand the test of time. This argument is supported by Davie (2010, p. 51), who says that “many library users openly admit that they would find it hard to live without printed materials. He further adds that printed materials refer to all those materials that are found or written in a paper form”.

Printed materials include many materials of value like books, cuttings and pamphlets. A great variety of suitable materials in printed form are kept in the media centres that divide them into books, newspapers and periodicals (McBride, 2011, p. 44).
Printed materials are divided into groups: fiction and non-fiction. Fictions (also called novels) are books which are mainly the product of an author’s imagination. According to Davie (2010, pp. 50-51), “Often the background and characters of fiction books are based on real characters or situations.”

On the other hand, Davie continues, “Non-fiction, are books which are based mainly on actual fact. They are sometimes referred to as subject literature.” These books contain information about subjects such as science, geography, biology, countries, people, animals, plants and so on. Newbold (2011, p. 50) agrees that Libraries contain a wide choice of non-fiction about all subjects in which the different clients might be interested. According to Kotze (2011, p. 67) diverse and interesting as they may appear, printed material may continue to be found in the traditional printed form for many years to come. The printed materials will continue to appear in abundance either as new editions or as new titles when gaps in the market are identified.

2.8 THE NATURE OF ON-LINE MATERIAL

“An online material which is also known as electronic media as far as Wikipedia, (the free encyclopedia: p. 31) is concerned, is media that use electronics or electromechanical energy for the end-user to access the content (mainly print media)”. The primary electronic media sources familiar to the end-users are better known as video recordings, multimedia presentations, slide presentations, CD-ROM and online content. According to Harnack (2011, p. 87) “most new media are in the form of analog or digital media. Any equipment used in the electronic communication process (for example television, radio-telephone, desktop computer, game console, handheld device) may also be considered as being electronic media.”
Everyday, hundreds of searchers independently but simultaneously search the vast majority of databases made available to them on-line by producers and vendors in this country and abroad. The growth of on-line searching has been remarkable and continues to climb. Paralleling the growth in the number of studies performed was the increase in the number of available databases (Hoovers, 2011, p. 36). Marshall (2012, p. 40) and Harnack (2011, p. 88) observed that “the on-line or electronic material started to be used in the late 60s as a network for the US defence department. The US education and resource institute became involved and a thriving electronic community evolved. In the 80s, other academic networks became involved and were connected to the internet including the British Joint Academic Network that links UK universities and research institutions.” This soon spread to all sections of societies the world over, through the commonly-known, World Wide Web

Rabinovits (2010, p. 20) is of the opinion that “on-line searching is one of the constituencies of cyberspace. Cyberspace, if one can imagine, is a mansion of many rooms. On-line searching is just one “room” in cyberspace. In cyberspace, there are several windows through which one gets information.” The internet is one such window that plays a very important role in the whole searching process. On-line searching involves the direct communication between a searcher and the computer system using a conversational programme dialogue. “The searcher, using a specific set of pre-defined commands, directs a computer in searching machine-readable indexes for certain information. The searcher, by typing the appropriate commands into a terminal, can tap the resources of the entire system.”

Lewis (2009, p. 45) further adds that on-line searching now covers, to a greater or lesser extent, most academic subject areas, including multidisciplinary fields such as energy, environment as well as traditional disciplines. It also offers access to a wealth
of information on consumer goods, travel, current affairs and financial transactions, to name but a few topics. The databases contain bibliographic information, but they are just as likely to include numerical data, referral information, such as is commonly found in directories, or the full text of documents such as newspapers, journals or encyclopedias.

Through electronic searching, according to Zappaterra (2011, p. 54), users are exposed to a variety of materials; many are considered to be solutions to this world’s social ills. It is neither magic dust nor some kinetic elixir; it is merely a tool that can be used at society’s pleasure in any number of ways, with no assurance that the outcome will be positive. Electronic searching, as seen by Donk (2011, p. 31), is like an information specialist aimed at professional and the many databases whose intended market is as varied as the people who access it.

The above information on both the print and electronic material gives a wealth of information on the impact they have on our lives on a daily basis. This is confirmed by Edwards (2012, pp. 5-6), who says that, “Increasingly, printed materials are becoming available in different formats: CD-ROM, micro-form, on-line, and so on. But what is important is that, electronic material supplants traditional printed materials”.

2.9 ADVANTAGES OF PRINTED MATERIALS AND ON-LINE MATERIALS

2.9.1 Printed Materials

The printed materials, according to Gitelman (2009, p. 29), provide information that is not only current but also reliable and will continue to do that for the foreseeable future.

Murphy (2010, p. 78) agrees that of all the information sources that have been introduced into libraries over the years, the printed materials have stood the test of time. The printed materials are still the major vehicles for the communication of information. Furthermore, printed materials are useful to the library staff in that they rely on guides written in printed form to tell the library users of the available materials and how they can be used. Reminders about new facilities can be written up and distributed in order to bring information to the attention of all. Quite a number of printed materials regularly produced by libraries can be considered current information. These range from bulletin articles, pamphlets, books and reports, (Silvia, 2012, p. 64).

The importance of the printed materials is that the library users are able to use materials on their own and do not usually need the services of the librarian. This on its own saves the library staff time they could use to improve other sections of the library, according to Merlis (2011, p. 33).

Thuo (2011, p. 27) concurs: printed materials in the library offer many advantages in that librarians are always there to offer “face-to-face” assistance. Rapport is therefore established during the interview and that makes it easier for users to get hold of whatever they need in the library. He goes on to say that the variety and diversity of printed materials in the library make it easy for the user to choose whatever material
he/she prefers. The librarians are always there as guides and gatekeepers between mass and undifferentiated information and the specific needs of the individual.

Murphy (2010, p. 60) warns that librarians should not be debating about the future of a book. Books are portable. Their costs vary, but with the exception of expensive textbooks, most are affordable. Books can be a beautiful addition to a living room or office, especially beautifully-bound hard-covers. Stored correctly, books can last many years. Once printed, the content is static in that it will not change. One can have multiple books or journals open and flip between pages; something that is really hard to do electronically. Windows just does not do it very well. He concludes that paper is “divine” and not going away. Paper will continue to be used by academics for a long time to come purely on the basis of its utility as an area of information technology.

Dominick (2012, p. 31) states that printed materials are of value in that the user is able to see the current status of the book; its reliability and related reference books are all located within reach. Printed materials require neither extension cords nor batteries. They need no AMPs to pull on or off to prevent blowing of fusing, except emotionally! With printed materials, there is neither a service contract to be signed, nor extra charges for house visits to repair. Given reasonable care, no parts need ever be replaced. Most importantly is that printed materials are almost as old as mankind. In other words, print materials cannot perish.

Golab (2011, p. 76) supports this view when he claims that paper, like any other piece of information technology has its own unique form of usability just as digital resources have theirs. He further said that some of the features of paper are well known: reading more than three pages of text on a screen can irritate the eyes, but one can read paper for hours. One can underline, highlight and annotate paper in a way that is still
impossible with Web pages. In short, using paper still has certain advantages that digital resources do not have.

2.9.2 On-line Material

On-line searching is widely favoured because of its ability to handle large amounts of diverse information. According to Harries (2010, p. 62), on-line searching has transformed the conducting of research and teaching in research and academic institutions around the world. All the users are offered a wide range of opportunities in the creation, processing, transmission and dissemination of information. The searcher is able to obtain and exchange information for research, collaborate on research projects and disseminate the results of the research.

Apart from the obvious fact that the text now appears on the screen associated with a set of buttons, everything else is much the same as in the printed version. In the studies associated with the use of this format, Merlis (2011, p. 38) states that the subject content was deliberately kept identical to the printed version. What is new is the presence of embedded links to the examples and the additional functionality provided by the buttons. Students are able to view the objectives of each page, see a list of all the exercises they are expected to complete, add their own notes about any aspect of the material and view any graphic material associated with that topic. All of these are available using the printed medium.

Merlis (2011, p. 8-39) further notes that additional capabilities, exclusive to the electronic format, include the ability to unlock the text, thus allowing students to cut, copy or paste sections of the study materials both into the same document and into other documents. This also permits students to add annotations alongside and amongst
the text of the original material. The hypermedia links provide quick access to a reference section and the various exercises that accompany the study guide. Students are also able to make their own links to various locations within the document.

Chisenga (1992, p. 32) supports the view that on-line searching has benefited users in that it has improved personal communication, especially with the local and outside world. Users indicated that time from sending a request for information and receiving the requested information or a response from abroad has been reduced to three days as opposed to one month when the postal system was used. Another advantage of on-line searching, according to Buckingham (2011, p. 74), is that the rich and varied store of information is commercially available to any searcher, whether to the professional or students.

The time required to complete most of the searches is 10 to 15 minutes, a fraction of the time required by a corresponding manual search of printed materials. Flexibility is what makes on-line searching advantageous to use in that it increases the number of points by which an information source may be accessed (Lewis, 2011, p. 61).

Berkman (2011, p. 43) continues to explain that on-line searching offers comprehensiveness in that an organization need not regularly purchase, store and organize large numbers of sources in anticipation of an information need. Currency is another notable advantage of on-line searching. Machine-readable indexes, for example, are generally updated on a monthly, weekly or daily basis.

Brook (2011, p. 62) adds that the convenience offered by on-line searching is unimaginable. Searching can be done anywhere near a phone and electrical outlet. Cost-effectiveness of on-line materials can be seen in the results of a comprehensive
multi-faceted search that takes far fewer people to produce through on-line searching than the same results through manual. Brook (2011, p. 40) further states that enhanced job satisfaction for information professionals is as a result of on-line searching. The use of tools gives information professionals the ability to deliver much more information to the users in much less time. In-depth searches of computer; held files can be carried out at a speed that no human can hope to match.

The user is an active participant and can instantly adopt his or her request to the reality of what is actually in the file or perhaps very different from what he or she expects. Databases can easily be searched and re-searched using new clues. A user has access to a wide range of databases, many of which cannot be available locally. According to Murphy (2010, p. 46), databases which are searchable on-line often offer a far greater number of access points than the corresponding printed index. There is almost no need for irksome note taking typical of many conventional searches.

It has been suggested, according to Lancaster (2012, p. 241) that the catalysts of changes are electronic information databases, in general, and electronic journals, in particular. Electronic journals have been defined as “any serial produced, published and distributed nationally and internationally, via electronic networks such as Bitnet and the Internet” (McMillan, 2011, p. 97).

The term “online journal” has been used for electronic journals for which there is a printed counterpart (Langschied, 2012, p. 135). When initially created, it was thought that electronic journals and databases would reshape the physical structure and purpose of libraries. It was predicted that electronic information sources would shift libraries from being storehouses and providers of print materials to being providers of computer-based information systems (Schauder, 2010, p. 74).
The primary goal of electronic journals was to replace the existing print media (Turoff & Hiltz, 2011, p. 200) Miller and Dufek (2012, p. 42) have suggested that electronic information journals are developing more rapidly than were expected, or even imagined. The online journals are less expensive and they differ in the timing and type of feedback they elicit from readers. The format of electronic journals can allow for immediate feedback from readers and response from author and editor as against the time taken for print journals. Online journals have the potential to reach a much greater number of people due to internet’s development which McLuhan and Powers (2010, p. 57) refer to as the “Global Village.”

2.10 DISADVANTAGES OF PRINTED AND ONLINE MATERIALS

2.10.1 Printed Materials

One notable problem with printed materials, as argued by Crawford (2010, p. 54), is that the materials and services are far too often not available on demand. The non-availability may have two forms. Either the source required is in use by another user at the time of demand or it may appear that the material is lost or has been misplaced.

In his views, Murphy (2010, p. 74) reports that many times users voice their unhappiness and confusion caused by confusing guidance in respect of use and how to use. Many users continue to place heavy reliance on reading lists; indeed some of these lists are not always up-to-date and for this reason users can miss new and better sources.

Similarly, Thornburn (2011, p. 59) notes that there is frequently poor liaison between academic and library staff in drawing up reading lists and ensuring that texts are in the
library. Confusing messages which are always associated with printed materials in the libraries pose some problems for students as they not only seek guidance with regard to set texts but also in navigating secondary sources of information which will support their studies.

Chisenga (1992, p. 33) argues that there is often inadequate funding for the purchasing of library books and subscriptions to academic journals. Coupled with this is the general absence of up-to-date information required for research and teaching in most African tertiary institutions.

Libraries, according to Denton (2011, p. 35), in attempting to provide an up-to-date service face one escapable problem when it comes to the provision of printed materials. There is a built-in obsolescence of many of the tools of their trade. Often the printed materials are wholly or partly out-of-date and are usually released by publishers to libraries very late. Unfortunately, there is no ‘sell-by date’ on information presented in all good faith to library patrons. The unsuspecting user, therefore, may be obtaining inaccurate data that could affect important decision-making.

The librarian’s task, according to Raitt (2011, p. 52) is certainly made no easier when libraries are forced by economic constraints into adopting policies whereby some annuals are replaced biennially or even less frequently, in order to reduce the standing order burden on limited budgets. Of course the librarian will try, or endeavour to keep sources as current as possible, despite the difficulties, by careful editing, weeding out obsolete or redundant materials and allocating funds prudently and wisely so that new titles may enhance existing stock.
2.10.2 On-line Materials

One of the disadvantages connected to the on-line searching as mentioned by Lewis (2011, p. 37), is the lack of information for retrospective searching. Typically, the databases represent literature from only 1970 onwards. Also, one finds that in terms of scope, the majority of the databases are in the fields of applied and pure science, medicine and agriculture, social sciences and education. There is a substantial gulf in the area of humanities.

Malfunctioning computer systems, terminals, and/or communication lines as seen by Kubey (2011, p. 52) can cause inaccessibility of databases for a certain period of time. Malfunctioning can also occur in the middle of a search, thus resulting in a lost search, wasted money and time, and much frustration for both the searcher and the requester. Kubey further reports that, in the area of finance, the costs of searching are visible and direct. Financial arrangements are usually needed to recover expenses involved in the process.

The 20\textsuperscript{th} century technological revolution that includes electronic searching is rarely acknowledged, according to Klinenberg (2011, p. 64). The same electronic infrastructure that is the driving force behind business, education world wide is actively fostering gross disparities within societies. Commonly referred to as ‘digital divide’, this phenomenon has now separated much of the world into two societies – one comfortable with computers and with adequate access to telecom technologies and one that never possesses, nor has access to these tools. The impact of these disparities, as observed by Napoli (2011, p. 104), is particularly troubling when one reflects on the fact that a student that has not been exposed to online searching will, in later life, earn 15\% lesser than one who was exposed to on-line searching and computer literacy.
The absence of better or effective training facilities when it comes to on-line searching is another problem which has placed many library users at a disadvantage. Little or no time is set aside to give the users or library staff enough training required to access these services without any difficulties (Berkman, 2009, p. 56).

As regards the problems encountered by users when accessing electronic materials, Kindem (2010, p. 32) contends that materials and access tools are too often not available on demand. Sometimes the computer systems are non-functioning at the time of demand or the network may be down. In case after case during user needs analysis, users emphasized the frustrations they felt when they identified a relevant source only to discover it was not available.

Logins and passwords create an additional level of complexity when doing an electronic searching. This is supported by Reeves& Naas (2011, p. 43), who are quoted as indicating how during work on the new BARD (Bodelain Access to Remote Databases), users’ found the authentication procedures contingent on the transition to electronic delivery for many periodical titles problematic.

Quite apart from the inconvenience of having to retain and distinguish among so many elements, Tenopir (2011, p. 55) notes that users tended to forget and transpose them thus their being unable to log on to services easily or not at all. The result of this heavy authentication burden was that users became dissatisfied and did not make the most effective use of the service.

Gross (2011, p. 91) reports that access to electronic information resources that require user validation has become a problem because the control mechanisms sometimes are
not up to date and cannot meet today’s users’ needs. Users need a seamless, unrestricted access route to a range of resources.

Another disadvantage encountered by users, according to Gross (2011, p. 31), is that they are forced to have some familiarity with the individual databases and the host systems on which it is loaded as well as with the subject area of the database before the best harvest can be reaped from the search.

2.11 CONCLUSION

The discussion of authors’ opinions regarding users’ preference on print versus electronic media has been outlined hence the study is a step forward in the field of research.

The next chapter explores the aspects of research methodology, research design, research site, population, sampling, data collection and ethical considerations.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the main research of the study. It discusses methodology and research design for the study as well as the research site in which the study is grounded. It then presents and describes the participants of the study, the sampling techniques that have been applied in selecting the participants, the instruments to be used for collecting data, and the materials and procedures that have been employed to collect the data.

3.2 RESEARCH METHODOLOGY

A survey was used as a quantitative research methodology which is descriptive in nature. A quantitative research methodology was used in which the survey design within a case study was used. The case study was Zamukulungisa Campus of the Walter Sisulu University. The case study presents an in-depth investigation into information on a specific and relatively small area of interest, (Denton, 2011, p. 30). The research investigated the students’ perception on the use of both print and electronic media at Zamukulungisa Campus of the Walter Sisulu University.

The method or methods used in a research study determine what types of conclusions can be drawn about the sampled participants and what findings can be generalized to the population as a whole. The aim of the study was to find out as much information
as possible about the user reactions on the use of print and electronic media. The information obtained can be extremely useful in the production of research questions. Furthermore, when using a case study, the researcher attempts to discover unique features and common traits shared by individuals in a given category to discover uniformities. In education, the case study approach is also particularly useful in counselling and remedial situations (Herbert, 2011, p. 65).

### 3.3 RESEARCH DESIGN

The quantitative research method was used to investigate how different users perceive the use of print and electronic materials available in the institution under study. The participants who represented the population of the larger whole were selected and the appropriate tool was designed. Purposive selection was employed, and then from within those selected participants, random sampling was applied. The participants chosen for this study had similar characteristics to those in the larger population where the study was conducted. The quantitative part of the research included a selected number of users from each programme of study; those included characteristics such as levels, ages and gender, nationality, residential and non-resident. The individuals shared the same environment. This study was then used as a part of the professional’s training and for establishing contra-tester reliability. From that pilot study, pre-test, re-test and reliability was obtained. The goal was to obtain more in-depth information about how the users react the when using these print and electronic materials (Herbert, 2011, p. 15).

The researcher employed Zamukulungisa Campus of the Walter Sisulu University users, irrespective of their programmes of study and levels to examine their perceptions of the use of print and electronic materials. For this the researcher used the quantitative method to solicit information from the respondents on the use of print and electronic media (Kubey, 2011, p. 52).
3.4 RESEARCH SITE

This research covers an area of about 10 km from the city of Mthatha and about 3 km from Walter Sisulu University (WSU): Nelson Mandela Drive. The site used to be an institution (called Transkei College of Education) and catered only for those students who wanted to pursue their careers in the teaching field of study. Transkei College of Education was officially opened in 1990 and in 1999 it fell under the authority of Zamukulungisa Campus of the WSU when the college was closed by the Eastern Cape Department of Education.

The institution still provides education-related courses, which are part of a section of the Zamukulungisa Campus of the WSU. It also offers business and information technology courses that are offered in the form of National Diplomas, Bachelor of Technology and some Bachelor of Education programmes.

3.5 RESEARCH POPULATION

The population of this research included undergraduate students from first year to the final year for some other programmes who use library resources. A deliberate sample of 100 students was selected from the larger whole population of library users at Zamukulungisa Campus of the WSU. The sampled users represented equal and similar characteristics as those in the larger population. The sampling of 20 participants from the larger whole of 100 participants was employed. Each qualification of all faculties with 3 users for each year level was chosen. The participants shared the same environment, gender, age and number of years at the institution. (Herbert, 2011, p. 17).
3.6 SAMPLING PARTICIPANTS

The sample consisted of 20 participants who had been selected from the target population of 117 participants. Purposive sampling was chosen so that all the participants could have had an equal opportunity of being selected. The sampled users represented equal and similar characteristics as those in the larger population. Within the participants who were selected purposively, a random sampling technique was used to avoid bias and to finally produce a valid results. Participants assisted in this study voluntarily and were aware of ethical issues. (Nieuwenhuis, 2010, p. 44; Trochim, 2006, p. 37).

3.7 DATA-COLLECTION INSTRUMENT(S)

For this research, the data was obtained by use of an instrument in the form of a questionnaire. The instrument used for this study was a structured questionnaire divided into a number of sections including

- Respondents’ bio data
- Subject matter questions

Section A elicited personal information which included age, sex, level of study and the faculty of the respondent, while section B included items eliciting information on library resources. A questionnaire was the only tool that was constructed for distribution to the participants in order to collect data for this research study and in order to obtain their reactions and views on the use of the electronic and print media. The purpose of using questionnaires is also to gather information from large numbers of participants about the way they think and behave. As is the case with other instruments, the questionnaire
is designed in such a way that each major section corresponded to one of the research questions, hypothesis or objective (Herbert, 2011, p. 17).

The questionnaire had both qualitative and quantitative questions. The respondents were picked randomly to participate in the study where consent was sought. The time taken to respond to the questionnaire varied according to the respondents’ speed.

The measuring instrument was selected in order to quantify and qualify the expectations and aspirations of the respondents regarding educational provisions and achievements. These questionnaires were based on expectations and aspirations test constructed by Busha (1990, p. 49) and a scale of closed (Yes and No) questions or open-ended (Discuss) questions and a scale using agree/disagree responses.

3.8 DATA-COLLECTION PROCEDURE

The questionnaires were first administered to the participants for the pilot study in order to test for

3.8.1 Reliability: by administering the same questionnaires to the same types of users. Thereafter, the researcher distributed the questionnaires to the participants for data collection.

3.8.2 Validity: scores. This was determined by the pilot study and through it the researcher knew whether the instrument used was able to measure what it was supposed to.
3.9 ETHICAL CONSIDERATIONS

3.9.1 Ethical Issues

These were steps that the researcher followed to ensure that the necessary ethical requirements were met in conducting this study. These included permission, informed consent, voluntary participation, anonymity, confidentiality and privacy (Trochim, 2006 p. 22).

3.9.2 Permission and Informed Consent

Permission to conduct this study was obtained from the relevant authorities. In this study, such authorities were from the Department of Library and Information Science.

3.9.3 Voluntary Participation

It was emphasised to users that their participation in the study was voluntary Trochim (2006 p. 27) and not compulsory, and that those who chose not to participate had nothing to lose. This was especially important as participants had to be assured that their participation in the study would not show them up in a bad light and that their non-participation would not disadvantage them either.
3.9.4 Anonymity, Confidentiality and Privacy

It was also pointed out to participants that there would be a high degree of anonymity, confidentiality and privacy Thurlow (2003, p. 19) and Trochim, (2006, p. 28) this would be maintained in dealing with their responses and the data emanating from their responses; for example, when responding to the questionnaires, participants’ names were not requested. Participants were also assured that their responses would not be disclosed to any third party without their consent, however, they were requested to allow the researcher, where necessary, to publish the results of the study for educational purposes.

3.10 CONCLUSION

The chapter covered an introduction, research methodology, research design and the research site. Population participants were identified, and the sampling of respondents was explained. The data collection instrument, pre-test in a form of pilot study, the data collection procedure and ethical considerations were also explained.

In the following chapter, the findings will be presented, analysed and discussed in detail.
CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS OF DATA AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

This research was motivated by the need to establish factors associated with different functional usages by people using the library at the Zamukulungisa Campus of the Walter Sisulu University. Another need was to determine the availability of the required library facilities including simple daily requirements such as photocopying machines, scanners, internet, etc. An appropriate questionnaire was constructed with 99% closed-ended questions using Likert scale. These questionnaires were randomly administered to the interviewees without any bias as the respondents were people who used the university libraries and other libraries within the community on a daily basis and had daily interactions with library users. It can safely be said that there was no bias during the process of distributing questionnaires to respondents.

This chapter covers the presentation and analysis of data using SPSS. Data analysis and interpretation led to a discussion of findings and drawing up of conclusions.
4.2 DATA PRESENTATION

After collecting all questionnaires, the researcher observed that

- of the 150 questionnaires distributed to the respondents, only 139 were collected;
- of the 139 questionnaires collected, 22 were destroyed;
- the 117 questionnaires were analysed.

With the assistance of the consulting statistician, the researcher arranged for the capturing and subsequent analysis. All the variables in the questionnaire were captured and analysed. The data was finally presented in a spreadsheet using the SPSS (Statistical Package for Social Sciences) Version 19.

4.3 ANALYTICAL METHOD USED FOR DATA ANALYSIS

As pointed out in 4.2, the data for this research was organized and finally captured by use of the SPSS. After scrutiny of the captured data to qualify for analysis, the data and was analysed using the SPSS package mentioned above.

After the above steps were completed, the researcher analysed the data. Pie charts using percentages reflected the information required.

In summary, the analytical method used was in the form of frequency percentages for all the variables.
The participants who took part in this study were both male and female.

The first variable to be interpreted was the gender of the respondents. Naturally the readership of any library must comprise of both men and women. This was also the case for this data as illustrated in figure 4.4.1 above. Out of 117 participants, the researcher concluded that 64 (54.7%) were males and 53 (45.3%) females.

This means that there is a well-balanced readership within the library at Zamukulungisa Campus of the Walter Sisulu University. This is expected given the fact that this is a university library facility which is accessed by very many people including resident and
non-resident university men and women. These are drawn from the different faculties and departments of the university. The researcher also wishes to get other relevant supportive information from other universities in the country in future.

**Figure 4.4.2 Respondents’ Age Group**

The respondents who participated in this study were of various ages. The researcher decided to form them into groups for easy management.

The age groups ranged from 18 years to 30 years. The reason for this selection (of the age groups) was because of the fact that most of the university library users are students the majority of whom are in the selected age groups. The reason for selecting students up to 30 years of age was that some students were working, so fell into other
groups. The complete list in percentages is given below. Of 117 participants, 94 (80.2%) were between 18 and 25 years old; 23 (19.8%) were aged 25-30.

**Figure 4.4.3   Race of the Respondent**

The respondents, who were the participants in this study, reflected the rainbow nation. There was a mix consisted of Blacks, Whites, Coloureds and Indians.

Out of 117 participants, the majority 110 (93.9%) of the people interviewed were black. The second highest 5 (4.3%) constituted the coloured community. The other ethnic groups (Indians and Whites) formed low percentages of 1 (0.9%) each. As mentioned in the earlier analysis of this research, the target area happened to be in a predominantly black community. There are small numbers of non-black students which represent the demographics of the former Transkei.
A complete statistical distribution of the above indicated figures is as follows:

Out of 117 participants 93% were Blacks 4.3% Coloureds 0.9% White and 0.9% Indians. (See pie chart on previous page).

**Figure 4.4.4 Resident Status**

The Zamukulungisa Campus of WSU does not have an adequate number of residences to accommodate all students. A certain percentage obtained for academic performance qualified a student for residence.

The student community identified to be respondents to the questionnaire was divided into two distinct groups. These groups were those who were residents and the rest who were classified as non-resident. Here residents refer to those who lived in the university
halls of residence whereas non-residents were students who either lived at home or lived in hired accommodation near the university campus. There are those, however, who were both resident as well as non-resident students. The latter did not get accommodation so they shared with their friends in heavily-congested rooms, and more often than not, usually went home on a regular basis.

The results confirmed that out of 117 participants, the majority 92 (78.8%) were residents while 25 (21.15%) were not. The total of those who responded to this topic was 104. The complete breakdown of the respondents was as follows:

Resident students (78.8%) and non-resident students (21.15%). (See pie chart below):

**Figure 4.4.5  Type of Area of Residence**

The respondents who are participated in this study came from both rural and urban areas.
The percentage breakdown of those who participated in this survey on the basis of their area of residence is given as follows:

Of the 117 participants, 71 (60.4%) came from rural areas and 46 (39.6%) from urban areas.

**Figure 4.4.6 Citizenship Status**

The following chart demonstrates the statistics showing that Zamukulungisa Campus of the WSU caters for both South African and non-South African students.
Like any international institution, the Walter Sisulu University attracts applicants from several foreign countries. A number of students came from several African countries including Zimbabwe, Lesotho, Swaziland, Namibia, Zambia, Cameroon and countries in East Africa, countries in West Africa but hardly any from non-African countries. The researcher either classified them as South Africans or non-South Africans. It is obvious that of course out of 117 participants, the majority were local students who formed 113 (96.3%) of those who took part in the survey; 4 (3.7%) came from foreign countries.

**Figure 4.4.7 Faculty of Registration**

The Zamukulungisa Campus of the WSU houses 3 faculties: Education; Business, Management Science and Law; and Science, Engineering and Technology.
The researcher decided to further classify the respondents according to faculty. Those who took part were those from the faculties of Education, Business and the faculty of Information Technology. The participants, broken down according to faculties, were as follows: Of the 117 participants, Education comprised of 42 (36.1%), Business 68 (58.3%), Information Technology 2 (1.9%) and others 4 (3.7%). The majority were those doing Business Studies followed by those under Education.

The following chart demonstrates this distribution.

**Figure 4.4.8 Year of Study at the Institution**

The programmes of study offered at Zamukulungisa Campus of the WSU have a duration of three and four years.
A further classification strategy by the researcher was the year of study. This information shows that those in the third year of study formed the majority. Of the 117 participants, 81 (69.4%) of the students who took part in the study. It appears that a broad spectrum participated in the study. A more detailed breakdown of the distribution of participants follows:

Of the 117 participants, 8 (6.5%) were first years, 15 (13.0%) second years, 81 (69.4%) third years, and the remainder made up 13 (11.1%).

The following figure shows this breakdown.

**Figure 4.4.9  Number of years at the Institution**

Some of the respondents who took part in this study were in their final year and they had never failed any modules. Some were repeating some modules so the duration of their studies had been prolonged. See the chart below.
The research included the number of years the student had been at the university. This is a university which has students who have been in the system for a very long time; some have been registered for more than ten years.

From the analysis, it is noted that out of 117 participants, the majority 62 (53.3%) had been registered for two years. This question may have been misunderstood to mean the year of study. The truth is that most of these students had repeated even their second year more than once. This is a very clear indication that questionnaire construction is an important factor.

A more detailed breakdown of the description of the number of years at the institution is given below.

1 year 26 (21.9%), 2 years 62 (53.3%), 3 years 26 (21.9%), 4 years and above 3 (2.9%).
Figure 4.4.10 Have you ever studied at a tertiary institution before?

The purpose of this study was to reveal whether or not the respondent had been admitted for the first time to a tertiary institution prior to this one.

It was found that through the analysis of the research data for this study that a good number 34 (29.3%) of students currently registered at the institution had been to other institutions of higher learning. This is a very strange finding as out of 117 participants, 29.3% is a high percentage. The remaining (83) 70.7% refers to the group that had only been registered at this university. The complete breakdown of those who took part in this survey is given as follows. Yes (29.3%). No (70.7%). More information can be obtained from the following chart.
Figure 4.4.11 How often do you visit the library?

The researcher wanted to know if the respondents visited the library. It is impossible for a student to study without visiting the library for any type of work.
One other interesting question is that of establishing the frequency of student visits to the library. This is relevant to this research. The researcher has, as one of her objectives, the desire to determine the student use of the university library facilities. These include use of the internet, media, photocopying machines, etc. Their respective individual analyses will be discussed in detail later in this chapter.

The analysis revealed that out of 117 participants, the majority 73 (62.4%) visited the library on daily basis. The remaining 44 (37.61%) visited it weekly. The breakdown is given in the following table.
Table 4.1  How often do you access the following?

Access to library reading materials

<table>
<thead>
<tr>
<th>TOPIC OF CONCERN</th>
<th>YES (%)</th>
<th>NO (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you use fiction in the library?</td>
<td>54.8 (64)</td>
<td>45.2 (53)</td>
</tr>
<tr>
<td>Do you access non-fiction in the library?</td>
<td>42.5 (50)</td>
<td>57.5 (67)</td>
</tr>
<tr>
<td>Do you use periodicals in the library?</td>
<td>50.0 (58)</td>
<td>50.0 (58)</td>
</tr>
<tr>
<td>Do you access other reading materials in the library?</td>
<td>NO INFORMATION</td>
<td>NO INFORMATION</td>
</tr>
</tbody>
</table>
How do you search for any of the media?

The researcher was testing which type of media with which the respondents were familiar.

Students usually have problems searching for some aspects of the media in the library. Some even adopt methods which may be too slow to get what they need within a short time. Others leave the library without getting what they wanted. Some of the common methods of searching for media in the library are stated here. Their comparative percentage distribution has been determined and clearly tabulated. Among the methods of searching for media, most students out of the 117 participants 64 (55.2%) preferred going straight to the shelves. A small number 1 (0.9%) used other non-stated methods
not clearly indicated in this study. Other methods included using the catalogue and getting assistance at the help desk. A complete breakdown of the listed searching methods for any media at Zamukulungisa Campus of the Walter Sisulu University library is shown below.

Table 4.2  How well stocked are the following types of media?

The following tabular analysis gives the percentage distribution of the responses to the level of stocking of different reading materials in the Zamukulungisa Campus of the WSU library.
<table>
<thead>
<tr>
<th>Topic of concern</th>
<th>Enough</th>
<th>Not enough</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well stocked is the library with fiction materials?</td>
<td>25.0% (29)</td>
<td>34.5% (40)</td>
<td>45.2% (53)</td>
</tr>
<tr>
<td>How well stocked is the library with non-fiction materials?</td>
<td>6.1% (7)</td>
<td>48.7% (57)</td>
<td>45.2% (53)</td>
</tr>
<tr>
<td>How well stocked is the library with periodicals?</td>
<td>8.0% (9)</td>
<td>26.5% (31)</td>
<td>65.5% (77)</td>
</tr>
<tr>
<td>How well stocked is the library with other media?</td>
<td>71.4% (83)</td>
<td>28.6% (33)</td>
<td>0.0% (0)</td>
</tr>
</tbody>
</table>
Figure 4.4.13 Why do you use fiction as reading material?

The researcher wants to know why the respondents use the type of media mentioned below.

It is known that different people use reading materials for different reasons. Of course, this being a university, the basic assumption is that students use reading materials for study purposes. This is the fundamental use of a library at an institution of this kind.

It must be borne in mind that different uses exist for different users. Here below is the percentage breakdown of the specified uses of reading materials according to the individual students’ needs of this university.

For tests 3 (2.7%), for assignments 21 (17.7%), for projects 52 (44.2%), for research 41 (35.4%). See chart below:
Table 4.3   Why do you use the following type of media?

Table stating the percentage breakdown of uses of different reading materials

<table>
<thead>
<tr>
<th>Topic of concern</th>
<th>For tests</th>
<th>For assignments</th>
<th>For projects</th>
<th>For research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you use fiction reading materials?</td>
<td>2.7% (3)</td>
<td>17.7% (21)</td>
<td>44.2% (52)</td>
<td>35.4% (41)</td>
</tr>
<tr>
<td>Why do you use non-fiction reading materials?</td>
<td>4.7% (5)</td>
<td>67.9% (79)</td>
<td>12.3% (14)</td>
<td>15.1% (18)</td>
</tr>
<tr>
<td>Why do you use periodicals?</td>
<td>3.9% (4)</td>
<td>53.4% (62)</td>
<td>31.1% (36)</td>
<td>11.7% (14)</td>
</tr>
<tr>
<td>Why do you use other reading materials?</td>
<td>15.4% (18)</td>
<td>0.0% (0)</td>
<td>15.4% (18)</td>
<td>69.2% (81)</td>
</tr>
</tbody>
</table>
Figure 4.4.14  What do you do if a prescribed book is not in the library?

The researcher wanted to know about the other options the respondents could use when a book was not available in the library.

What do you do if a prescribed book is not in the library

- Buy: 51.44%
- Photocopy: 37.84%
- Borrow: 20.72%

This research was carried out in the community at Zamukulungisa Campus of the Walter Sisulu University where students use different reading materials available for academic purposes. This is when the required book is available. It happens that, quite often, a book may not be available in the library.

Faced with this non availability of a required textbook, a number of alternatives will be available for the affected student to choose from. The most common action 48 (41.4%) of students would prefer to buy one. (Remember that not all students are able to buy a
textbook.) Most textbooks are quite expensive and under these circumstances, students usually opt to either photocopy or borrow. The following percentage breakdown according to the action taken proves this explanation.

Out of 117 participants, the response was buy 48 (41.4%), photocopy 44 (37.8%), borrow 24 (20.7%). See Figure 4.4.14 above.

**Figure 4.4.15  Why do you always use fiction media?**

The researcher wanted to ascertain the reason for the choice of fiction media.
The researcher, among her issues of interest for her research, wanted to know why students read fiction from the university library.

It was interesting to discover that a high percentage of the 117 participants, 79 (67.8%), just used the library for leisure and current affairs. The rest of the media reading materials were used for research. This challenges those in charge of libraries at institutions of higher learning to make sure that all forms of reading materials are made available. The full list of the different types of use and their respective percentages are stated below. Leisure 40 (33.9%), current affairs 40 (33.9%), research 38 (32.2%). See chart indicating use and percentages.

Table 4.4  Use of fiction media

The aim was to know the respondents use of fiction.

<table>
<thead>
<tr>
<th>Topic of interest</th>
<th>Leisure</th>
<th>Current affairs</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you use non-fiction media?</td>
<td>12.5% (14)</td>
<td>48.2% (56)</td>
<td>39.3% (46)</td>
</tr>
<tr>
<td>Why do you use periodicals?</td>
<td>8.9% (10)</td>
<td>38.4% (45)</td>
<td>52.7% (62)</td>
</tr>
</tbody>
</table>
The reason for this question was to ascertain whether or not they used other media besides the formal type of books.
Using other materials is actually good. It provides time to relax the mind at intervals. It is surprising that a higher percentage of respondents out of 117 participants 83 (71.43%) said they used books for leisure while 33 (28.57%) said they used books for current affairs.

**Figure 4.4.17** Do you think there can be a time when we will be referred to as a paperless society?

The researcher wanted to know if the participants believed that there would be no books in future.

This is a very simple yet meaningful question, particularly in this computer and internet era. Past and current office administration has/is a paper-oriented society. Our
communication is mainly by paper. The filing system is paper-oriented. To be referred to as a paperless society, the working environment must be completely computer and internet operative.

From the responses to this question, the greater majority out of 117 participants, 107 (91.7%) agreed that a time will come when South Africa will be a paperless society. Those who disagreed about a paperless South Africa formed an insignificant 10 (8.3%).

It makes sense that with computers even in primary schools and children carrying their laptops to school, this is an era when technology is indispensable. See chart below.

**Table 4.5 Do you have access to the following facilities on campus?**

Percentage breakdown of responses to accessibility of facilities on campus

<table>
<thead>
<tr>
<th>Accessibility to facility on the campus</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library facilities</td>
<td>100.0 (117)</td>
<td>0.0 (0)</td>
</tr>
<tr>
<td>Computers</td>
<td>99.1 (116)</td>
<td>0.9 (1)</td>
</tr>
<tr>
<td>Media Type</td>
<td>Access 1</td>
<td>Access 2</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Photocopiers</td>
<td>88.7 (104)</td>
<td>11.3 (13)</td>
</tr>
<tr>
<td>Scanners</td>
<td>26.1 (30)</td>
<td>73.9 (86)</td>
</tr>
<tr>
<td>CD/Radio Cassettes</td>
<td>4.3 (5)</td>
<td>95.7 (112)</td>
</tr>
<tr>
<td>Video Recorders</td>
<td>1.7 (2)</td>
<td>98.3 (115)</td>
</tr>
<tr>
<td>DVD-VCR</td>
<td>5.2 (6)</td>
<td>94.8 (111)</td>
</tr>
<tr>
<td>Other electronic media</td>
<td>1.9</td>
<td>98.1</td>
</tr>
</tbody>
</table>

**Figure 4.4.18  Do you have access to computers on Campus?**

The researcher wanted to know if the respondents used computers.
The highest number of respondents 116 (99.14%) out of 117 participants said, “Yes” they did have access to computers at Zamukulungisa Campus of the WSU while 1 (0.86%) said, “No”.
Figure 4.4.19 Do you have computers at home?

The researcher needed to know if students had computers at home. Having computers at home can assist them in having an understanding and gaining familiarity with their use.

![Pie chart showing the percentage of students with and without computers at home.](image)
- Yes: 30.17%
- No: 69.83%

This research is based on the facilities available in the library for students to use, the type of use that students make of the university library reading materials, how they go about getting information when it is not available at the university libraries and even whether they have facilities at home that can assist them to do additional reading and research. The internet has become a very useful electronic media for getting information, particularly for both research and assignments. It is also a useful tool for general reading and awareness.

This section deals with issues related to the type of electronic media that a student has at home. The researcher put them in a common table because of their
The research revealed that the majority 79 (67.8%) at Zamukulungisa Campus of the Walter Sisulu University users out of 117 participants had computers at home. The rest 38 (32.2%) did not have computers at their homes. This is useful information as it bodes well that many are computer literate. A chart is presented below showing the percentage breakdown of the stated response percentages. The following similar questions follow a similar interpretation and are grouped in a common table.

**Table 4.6  Do you have access to electronic media?**

The following table summarises the percentage responses regarding students’ accessibility to electronic media:

<table>
<thead>
<tr>
<th>Accessibility to Electronic implement</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>67.83 (79)</td>
<td>32.17 (38)</td>
</tr>
<tr>
<td>Internet</td>
<td>56.5 (66)</td>
<td>43.5 (51)</td>
</tr>
<tr>
<td>Television</td>
<td>77.2 (90)</td>
<td>21.9 (26)</td>
</tr>
<tr>
<td>Radio</td>
<td>82.6 (97)</td>
<td>16.5 (19)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Digital satellite</td>
<td>14.3 (17)</td>
<td>85.7 (100)</td>
</tr>
<tr>
<td>DVD-VCR</td>
<td>22.1 (26)</td>
<td>77.9 (91)</td>
</tr>
<tr>
<td>Telephone facilities</td>
<td>34.2 (40)</td>
<td>65.8 (77)</td>
</tr>
<tr>
<td>Other electronic</td>
<td>12.4 (14)</td>
<td>87.6 (102)</td>
</tr>
</tbody>
</table>

**Figure 4.4.20**  How often do you have access to the computer?

Here the researcher wanted to know exactly how often the respondents had access to a computer.
The other area of interest to the researcher related to the respondents’ access to different types of media. These questions were asked one at a time. The responses were always, sometimes or never. These were analysed to determine the percentage frequencies for every question. Similar to the approach adopted earlier, this analysis was done for one variable and the assumption was that a similar approach would be taken with the other variables.

In spite of that, the complete enumeration is also given for all the variables in question in tabular form. One of the researcher’s concerns was that of understanding the respondent’s choice of his/her access to a computer. Of the three choices the highest percentage for 117 participants was (95) 80.9% for sometimes. The lowest percentage was for always. This means that the majority of the respondents did not always have access to computers but rather, they had access to computers only on occasions. Only (19) 16.5% said they always had access to computers. The complete percentage breakdown for this concern is given below.
Always 19 (16.5%), sometimes 95 (80.9%), never 3 (2.6%) out of 117 participants. See the figure below for further confirmation.

**Table 4.7  How often do you have access to the following?**

The following table summarises the percentage of responses to those questions relating to access to electronic media. The analysis and interpretation is similar to the one above.

<table>
<thead>
<tr>
<th>Frequency of access to electronic media</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>15.8% (18)</td>
<td>81.6% (95)</td>
<td>2.6% (3)</td>
</tr>
<tr>
<td>Radio</td>
<td>75.9% (89)</td>
<td>13.4% (16)</td>
<td>10.7% (12)</td>
</tr>
<tr>
<td>Television</td>
<td>76.1% (89)</td>
<td>17.7% 21)</td>
<td>6.2% (7)</td>
</tr>
<tr>
<td>Digital satellite</td>
<td>8.7% (10)</td>
<td>23.1% (27)</td>
<td>68.3% (80)</td>
</tr>
<tr>
<td>DVD-VCR</td>
<td>11.9% (14)</td>
<td>62.4% (73)</td>
<td>24.8% (29)</td>
</tr>
<tr>
<td>Method</td>
<td>60.2% (70)</td>
<td>5.3% (6)</td>
<td>34.5% (40)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Telephone/cell phone</td>
<td>60.2% (70)</td>
<td>5.3% (6)</td>
<td>34.5% (40)</td>
</tr>
<tr>
<td>other electronic media</td>
<td>4.8% (6)</td>
<td>0.0% (0)</td>
<td>95.2% (111)</td>
</tr>
</tbody>
</table>

**Figure 4.4.21** How did you get the know-how of computer usage?

It is important to know how the users got to know how to understand computer usage were the choices for their responses. Myself/Librarian/Attended a Special Course/Friend.
It was equally important to know-how the users got to know how to use the internet.

This analysis deals with the respondents’ know-how relating to operating different electronic facilities such as the internet, computers, etc. This analysis theme in this case concerns the term know-how. This term is quite common among most of the questions that fall under this section. The know-how of computer use, internet and other modern electronic facilities is of importance particularly in the computer era.

This analysis takes the same approach as the previous ones where one of the topics was analysed and a table was constructed containing other topics with a similar approach. The table contains percentages corresponding to the responses. This is quite
justifiable because of the similarity of the responses to questions. The question is a fair one in the sense that for one to understand the internet operation, it requires a certain amount of training. Many computer colleges charge a fee to train one to understand the use and applications of internet facilities.

For this particular question, the majority of the 117 participants 93 (79.82%), claimed to have attended a special course. Others tried on their own while a good percentage was trained by their friends. The complete percentage distribution of responses to this question is as follows:

Myself 13 (11.4%), librarian 17 (14.9%), attended a special course 85 (72.8%), friend 17 (14.9%). We note further that a small percentage 1 (0.9%) was shown the internet operation by librarians. The following chart shows the percentage distribution of responses to the question.
Table 4.8  How did you get to know how to use specific electronic media?

The chart indicates a breakdown of electronic media. The users have to say how they acquired knowledge of specified electronic media.

<table>
<thead>
<tr>
<th>Source of knowledge for use of electronic media</th>
<th>Myself</th>
<th>Librarian</th>
<th>Attended a Special Course</th>
<th>Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer operation</td>
<td>5.6% (6)</td>
<td>2.8% (3)</td>
<td>39.3% (46)</td>
<td>52.3% (61)</td>
</tr>
<tr>
<td>DVD-VCR use</td>
<td>13.6% (16)</td>
<td>1.5% (2)</td>
<td>22.7% (26)</td>
<td>62.1% (72)</td>
</tr>
<tr>
<td>Other electronic facilities</td>
<td>0.0% (0)</td>
<td>18.2% (21)</td>
<td>72.7% (85)</td>
<td>9.1% (11)</td>
</tr>
</tbody>
</table>
Figure 4.4.23  Purpose for which computers are used and other electronic equipment.

The researcher wanted to know the reason for the use of computers and other electronic equipment. Was it for tests, assignments, research or relaxation?

Different people use computers for different purposes. Some people go out and buy a laptop just for a master’s project. Others have a computer for games, entertainment, record-keeping, business transactions, company payroll etc. The researcher noted that nowadays computers are widely used as tools for studying. Many universities have well-equipped libraries with computers for studying purposes. For this reason and others noted, the researcher wished to determine different uses of different electronic media, different library facilities, etc. Some of these media/facilities are the internet,
computers, satellite dishes, etc. Under this topic, the researcher specifically analysed the way different respondents used computers.

The majority 74 (63.7%) use computers for research. This usage is certainly justifiable. Research is part of studying and so these two fall under educational use of computers. Among the mentioned uses, the minimum percentage use was that for tests. Other uses were also justifiable. The complete list of the respondents’ uses for computers are as stated below;

Of the 117 participants the scores were tests 2 (1.9%), assignments 33 (28.3%), research 74 (63.7%), and relaxation 8 (7.1%). See the following chart for further clarification;

**Table 4.9 Use for computers**

The breakdown below shows the reason for the use of computers:

<table>
<thead>
<tr>
<th>Use for chosen electronic media</th>
<th>Tests (%)</th>
<th>Assignments (%)</th>
<th>Research (%)</th>
<th>Relaxation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>1.8 (2)</td>
<td>9.7 (11)</td>
<td>77.0 (90)</td>
<td>11.5 (13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Television</strong></td>
<td>.9</td>
<td>4.5</td>
<td>18.0</td>
<td>76.6</td>
</tr>
<tr>
<td><strong>DVD.VCRs</strong></td>
<td>1.0</td>
<td>3.9</td>
<td>8.8</td>
<td>86.3</td>
</tr>
<tr>
<td><strong>Digital satellite</strong></td>
<td>2.1</td>
<td>2.1</td>
<td>11.6</td>
<td>84.2</td>
</tr>
<tr>
<td><strong>Other electronic media</strong></td>
<td>4.3</td>
<td>8.7</td>
<td>13.0</td>
<td>73.9</td>
</tr>
</tbody>
</table>
The researcher wanted to know the purpose of the use of the internet. Was it used for tests/assignment/research/relaxation?

Of the 117 participants, (2) 1.77% used the internet for tests; (13) 11.50% for relaxation; (11) 9.73% for assignments; and (90) 76.99% for research. The majority 90 (76.99%) of users of the internet were for research purposes. This meant that the users spent most of their time doing research.
Here the aim was to know if the respondents used any other electronic media. There are various electronics (Mix-it, face book, twitter and others) that the respondents could use. The researcher limited the study to the above-mentioned electronic materials only.

Below is the detailed percentage breakdown of electronic media uses.

Of the 117 participants the results were tests 5 (4.35%), assignments 10 (8.70%), research 16 (13.04%) and relaxation 86 (73.91%).
The earlier analyses dealt with the availability of library facilities, availability of electronic media, etc. The researcher analysed and interpreted the uses of some of these facilities and an interpretation has also been given to students’ know-how relating to these electronic facilities, including internet and satellite facilities.
It is now time for the researcher to analyse and interpret responses regarding the continued use of all these facilities. It is appropriate that research such as this should inform the relevant management teams of the institution about the requirements of the student community and other readership. As before, the researcher will do an in-depth analysis and interpretation of the current variable and infer the interpretation to other variables of similar nature which will be tabled.

For the current question, a great majority 116 (99.1%) of all the 117 respondents felt comfortable using computers and gave the assurance that they would continue using them in the future. A negligible percentage of (1) 0.9% disagreed claiming they were not comfortable using computers and felt discouraged about continued use. It is not surprising that such a high percentage of users of computers were in such large numbers, comfortable and foresaw that they would continue using computers. This is as a result of the many advantages of using computers. Other quantitative details will be tabled after this analysis. The following chart demonstrates the reality of the use of computers and their influence on users. See the chart below:

**Table 4.10  Comfortable about using electronic media and continued use of the same**

The breakdown of types of electronic media is aimed at understanding the respondents’ reactions.

<table>
<thead>
<tr>
<th>Electronic media used</th>
<th>Comfortable (%)</th>
<th>Uncomfortable (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>97.4 (114)</td>
<td>2.6 (3)</td>
</tr>
<tr>
<td>Facility</td>
<td>Comfortable (%)</td>
<td>Uncomfortable (%)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Radio facilities</td>
<td>89.6 (105)</td>
<td>10.4 (12)</td>
</tr>
<tr>
<td>Digital Satellite</td>
<td>76.9 (90)</td>
<td>23.1 (27)</td>
</tr>
<tr>
<td>Other Media facilities</td>
<td>78.3 (92)</td>
<td>21.7 (25)</td>
</tr>
</tbody>
</table>

**Figure 4.4.27  Comfortable about use of Digital Satellite**

The researcher wanted to know if the users were comfortable with the use of Digital Satellite.
The majority 90 (76.85%) out of 117 participants responded by saying they were comfortable with the use of Digital Satellite while (27) 23.15% said they were uncomfortable.

**Figure 4.4.28  Comfortable about use of other media facilities**

Here the researcher wanted to know about the respondents’ flexibility regarding the use of other media.
Table 4.11  A detailed breakdown table of grouped themes, frequencies and percentages regarding the respondents’ views on *Give your own views on what the future holds for the print and electronic media.*

The researcher wanted to find out the respondents’ views regarding the future of both print and electronic media.

When collecting the structured questionnaires that were distributed to the respondents, it was noticed that the above question was not answered by 5 out of 117 respondents. That meant that only 112 participants responded to the question.
<table>
<thead>
<tr>
<th>No.</th>
<th>THEMES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve students’ knowledge</td>
<td>47</td>
<td>41.96</td>
</tr>
<tr>
<td>2</td>
<td>Reduce pressure of work</td>
<td>20</td>
<td>17.86</td>
</tr>
<tr>
<td>3</td>
<td>Bring better change</td>
<td>39</td>
<td>34.82</td>
</tr>
<tr>
<td>4</td>
<td>Print and electronic media is important</td>
<td>2</td>
<td>1.79</td>
</tr>
<tr>
<td>5</td>
<td>Not clear</td>
<td>2</td>
<td>1.79</td>
</tr>
<tr>
<td>6</td>
<td>Will replace jobs</td>
<td>1</td>
<td>0.89</td>
</tr>
<tr>
<td>7</td>
<td>It might be good</td>
<td>1</td>
<td>0.89</td>
</tr>
<tr>
<td>8</td>
<td>TOTAL</td>
<td>112</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### 4.5 DISCUSSION OF MAJOR FINDINGS FROM THE STUDY

This topic discusses major findings established by the researcher resulting from pursuing this study. These findings range from students’ reading habits to their individual views they held about the future of the print and electronic media. This research was both qualitative and quantitative. A number of participants, who happened to be registered students at Zamukulungisa Campus of the Walter Sisulu University, confirmed that they would continue to use the electronic media and, furthermore, they affirmed their continued use of the library. A more detailed identification and analysis of the major findings follow.
It is noteworthy that the majority (58.33%) out of 117 participants were drawn from the Faculty of Business, Management Sciences and Law. The interpretation here is manifold. First it could be the result of business students not being given sufficient notes or that they were dependant on personal reading, where they made their own notes as compared to other faculties such as Science, Engineering & Technology, where students are provided with sufficient notes. It was further understood that out of 117 participants, approximately 62.4% visited the library daily whereas 38.6% did so on a weekly basis. Another finding in this study was that of 117 participants, 55.17% searched for information by going directly to the shelves with 2.6% using the catalogue system. Whenever a textbook was not available, students usually opted to buy, photocopy or borrow. This research revealed that this activity had the following percentage distribution out of 117 participants: buy (41.4%), photo-copy (37.8%), and borrow (20.7%). The research observed that out of 117 participants, 67.8% visited the leisure and current affairs section of the library for the reading materials. It was noted that 45.2% (fiction), 45.2% (non-fiction) and 65.5% (periodicals) did not understand how well stocked the library was;

Other findings included; 2.6% of the readers using the fiction reading materials for tests, 35.40% for research, 44.25% for projects whereas 17.70% used fiction reading materials for assignments.

A number of library users resorted to buying, photocopying and borrowing whenever a text book was not available in the library. On the other hand, library fiction media was usually used as follows: out of 117 participants’ leisure (33.91%), current affairs (33.91%) and research (32.17%). A further analysis observed that 71.43% used other media for current affairs and 28.57% used the other media for leisure.
The majority (91.67% of 117 participants) agreed to the future of a paperless society.

On the issues of accessibility to facilities on campus, 100% of respondents agreed to having accessibility to library facilities on campus, 99.1% had access to computer facilities, 88.7% had access to photocopying facilities on campus, 26.1% had access to scanners, etc. Further to the issue of accessibility, the researcher established that most library users had the following percentage distribution of the length/frequency of use of the computers: of 117 participants, never (2.61%), sometimes (16.52%) and always (80.87%) were the responses in percentages.

Other concerns that the researcher had were related to how the participant acquired the know-how of computer usage. Out of 117 participants, 79.82% acquired computer know-how through attending special computer courses, followed by 11.40% who obtained their know-how through their own initiative.

This research further revealed that out of 117 participants, 72.81% obtained their internet know-how from special training while 14.91% learned through friends. It transpired out that the majority (63.7%) of those who used library facilities used computers and other electronic media for research purposes. Taken as a facility on its own, the library readership used computers for tests (1.8%), assignments (9.7%), and research (77.0%) while 11.50% use computers for relaxation.

The researcher found out from the analysis that out of 117 participants, 78.26% were quite comfortable using the electronic media and further noted that 76.85% would continue using the electronic media for different uses stated above.
The first chapter dealt with the introduction of this research where the researcher explained the objectives of this research. There the researcher presented details of the whole research process and further outlined the possible data to be collected, the analysis procedure and the expected outcomes. Furthermore, the researcher cited a number of references under the literature review. The literature review considered other publications with related topics or topics that carried similar goals.

Another important chapter already covered earlier is that of Research Methodology. Planning for data collection, data capturing, data analysis were covered under chapter three, explaining in detail the whole process from the beginning to the end of data analysis and the subsequent output of results and the in-depth interpretation. Under this subject of conclusions of this research, the researcher made brief summaries of the outcomes of this research. These are outcomes which have been obtained as a result of the detailed data analysis and significant patterns in the findings.

With completion of the data collection process, data was captured using the Statistical Package for Social Science (SPSS). After completion of capturing, the data were analysed and the analysis output culminated to the writing of this project report. Several interesting outcomes have been noted and recorded.

Firstly, data was organized and captured by research assistants. Before the capturing, the SPSS programme was written to enable data capturing. The data was coded according to the questions in the questionnaire. The statistician scrutinized the data for false responses and poorly-answered questions in the questionnaire. All the questionnaires passed the scrutiny test and were therefore prepared for capturing. The
capturing was based on the coded values. After the capturing, scrutiny of captured data was done and verified to have been well captured.

The descriptive analysis included frequencies and percentages well presented in properly-constructed tables and in pie charts with a modern approach used in the construction of relevant charts meant for research projects. The researcher used these percentages to come up with well-defined comparisons with a view to establishing whether there were existing significant differences among percentages for the different alternatives for a given question.
CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY OF THE STUDY, IMPLICATION OF THE FINDINGS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES, AND CONCLUSION

5.1 INTRODUCTION

In the previous chapter, the findings were presented, the in-depth data was analysed and the results were discussed. In this final chapter, the detailed conclusion will be given followed by recommendations and areas for further studies.

5.2 DISCUSSION OF THE FINDINGS

On the gender of respondents, the study consisted of males and females. Out of 117 participants, 54.7% were males and 45.3% females.

It is quite significant to note that there were more males than females. The ages were between 18-25 and 25-30. When the selection was conducted, purposive sampling was the option so as to include all characteristics. Within the purposive selection, random selection was conducted to avoid bias. Out of 117 participants, 80.2% were aged 18-25 and 19.8% were 25-30 years of age.
On race of respondents, out of 117 participants, 93.9% of the people who were interviewed were black followed by 4.3% who were Coloureds and 0.9% for Indians and Whites. The majority of the people were Blacks because the area where the study was carried out was dominated by the black community in what was formally known as the Transkei. Resident Status consisted of resident and non-resident respondents. Out of 117 participants, 78.8% were resident respondents, but 21.2% were non-residents.

There were those who were not full-time residents. They were “squatters” attached to those who were full-time residents. The full-time residents were those whose rooms were registered in their names. The “squatters” were not included because they shared residents’ rooms when they had very late classes and when they were writing examinations.

Type of area of residence: The respondents who took part in this study came from homes which were either situated in the rural or urban areas. Out of 117 participants, 60.4% were from rural areas and urban areas accounted for 39.6%.

Citizenship Status: The Zamukulungisa Campus of the Walter Sisulu University, like any international institution, attracts applicants from several foreign countries. Some respondents came from several African countries including countries in East Africa and West Africa. The researcher classified them as either South Africans or non-South Africans. The study was conducted in South Africa and that brought the highest number of respondents who came from all provinces of South Africa (96.3%) out of 117 participants and (3.7%) came from foreign countries.
Faculty of Registration: The Zamukulungisa Campus of the Walter Sisulu University offers the Faculties of Education, Business, Management Sciences and Law, Science, Engineering & Technology. The participants who took part in this study were broken down into the following: Education (36.1%), Business, Management science and Law (58.3%), Science, Engineering & Technology (1.9%) and Other (3.7%). The Faculty of Business had the highest number of respondents who participated in this study.

Year of study at the institution: The users who were the participants in this study were from first-year to third-year level. Out of 117 participants, 69.4% were in their third-year, 13.0% second year and 6.5% first year.

Number of years at the institution: Some respondents spent more years than it was expected repeating some modules. This is a result of their backgrounds as some of these participants came from disadvantaged schools in the former Transkei in terms of provision of resources. Some respondents encountered computers and some electronic resources for the first time at the institution (Zamukulungisa Campus of the WSU). Of 117 participants 21.9% had been at the university for 1 year, the majority for 2 years (53.3%) and the rest for 3 years (21.9%).

Have you ever been to a tertiary institution before? It was found through the analysis of the research data for this question that a good number (29.3%) of students currently registered in the institution had been to other institutions of higher learning. Out of 117 participants, 29.3% said yes and 70.7% said no.
How often do you visit the library? The analysis revealed that out of 117 participants, the majority (62.4%) visited the library on a daily basis while 37.6% visited the library weekly.

How often do you access fiction in the library? Of the 117 participants the results revealed that 54.8% said yes and (45.2%) said no.

Do you have access to nonfiction? 42.5% said no while the majority (57.5%) said yes out of the 117 participants.

Do you have access to periodicals? The research results showed that, of the 117 participants 50.0% said yes and (50.0%) said no.

How do you search for any of the media? Of the 117 participants, most users (55.17%) had chosen to go straight to the shelves, 41.38% were getting assistance at the help desk, 2.59% were using the catalogue and other (non-stated method of searching for any media) 0.86%.

How well stocked are the following types of media?

Fiction material: Enough (29.0%) Not enough (34.5%) Do not know (45.2%).

Non-fiction material: Enough (6.1%) Not Enough (48.7%) Do not know (45.2%).

Periodicals: Enough (8.0%) Not enough (26.5%) Do not know (65.5%).

Other media: Enough (71.4%) Not enough (28.6%) Do not know (0.0%).
Why do you use fiction as reading material? Of the 117 participants 2.7% use fiction for tests 17.7%, for assignments 44.2%, for projects and 35.4% for research.

Why do you use the following type of media? Of the 117 participants, 2.7% used fiction for tests, (17.7%) for assignments (44.2%) for projects 35.4% for research (35.4%).

Nonfiction: 4.7% for tests, 67.9% for assignments, 12.3% for projects and 15.1% for research.

Periodicals: 3.9% for tests, 53.4% for assignments, 31.1% for projects and 11.7% for research.

Other: 15.4% for tests, 0.0% for assignments, 15.4% for projects and 69.2% for research.

5.2.1 SPECIFIC FINDINGS

The focus was on the first-year level of study, especially those from rural areas with their background and lack of understanding of computers, library use, and internet use for research purposes. Most students with a background of high school education from the former Transkei, where many schools were very disadvantaged in terms of provision of resources, experience some problems when they visit a library. The aim of this study was to uncover these challenges in a specific institution and find out how the students managed to cope when faced with modern library resources.

Number of years at the institution: The study included the number of years the participant had been at the university. Some respondents had been in the registration system for a very long time (7 to 10 years or even more) without success. The
description breakdown of the variable number of years at the institution is given below. It was noted from the analysis of this study that out of 117 participants; the researcher observed that 1 year (21.9%), 2 years (53.3%), 3 years (21.9%) 4 years and above (2.9%) indicated the years of enrolment.

Have you ever been to a tertiary institution before? It was surprising to find that out of 117 participants, 29.3% of respondents currently registered at the institution had been to other institution of higher learning before. This finding raised some hopes that respondents like these were familiar with computer and internet use in relation to the search for information. Below is a detailed breakdown of those who took part in this survey regarding this topic. Of the 117 participants; 29.3% answered yes and 70.7% said not.

How do you search for any of the media? Some respondents had problems searching for some media in the library. Some found it time consuming. For that reason, some left the library without success. A breakdown of the analysis is given below. Out of 117 participants 2.6% used the catalogue. Others got assistance at the help desk (41.4%), while some went straight to the shelves (55.2%) and other (0.9%) (used other non-stated methods not clearly indicated in this study) had the lower percentage.

What do you do if a prescribed book is not in the library? This research was carried out in the community of Zamukulungisa Campus under Walter Sisulu University where students use different reading materials available for academic purposes. This is when the required book is available. It happens that quite often a book may not be available in the library.
Faced with this non-availability of a required textbook, a number of alternatives are available for the affected student to choose from. The most common action at the time and which students prefer is to *buy one*; bearing in mind that not all students are able to buy a textbook. Most textbooks are quite expensive and in this latter case, students usually opt to either photocopy or borrow. The following percentage breakdown, according to the action taken, proves this explanation. Of the 117 participants 41.4% buy, 37.8% photocopy and 20.7% borrow.

Do you think there can be a time when we will be referred to as a paperless society? Of the 117 participants 91.7% said yes, while 8.3% disagreed saying South Africa could never be paperless. The greater number of respondents supported the view that South Africa could be a paperless society eventually.

### 5.2.2 GENERAL FINDINGS

*The gender of the respondents:* This is a university library facility which provides access for many people including residents and non-resident university men and women. Respondents were drawn from the different faculties and departments of the university. The researcher also wishes to get other relevant and supportive information from other universities in the country. The gender ratio in the sample was 54.7% male and 45.3% female.

*Respondents’ age group:* The reason for the selection of the age groups was because of the fact that most of the university library users are students, the majority of whom are in the selected age groups. The reason for selecting those whose ages were below 30 years is that some students were working and their ages varied beyond 30. The
complete list in percentages is given below. Of the 117 participants, 80.2% were aged between 18 and 25 years and 19.8% were between 25 and 30 years of age.

*Race of Respondent:* Mthatha is an area that is inhabited by a negligible number of Coloureds, Whites and Indians both seem to be minority groups. A complete statistical distribution of the above indicated figures as follows:

Out of 117 participants, 93.9% were black, 4.3% coloured, 0.9% white and 0.9% Indian.

*Residence Status:* The student community who were respondents to the questionnaire was divided into two distinct groups. These groups were those in residence and the rest were classified as non-resident. The results confirmed that out of 117 participants, the majority (78.8%) were residents while 21.2% were not. The total of those who responded to this topic was 104. The complete breakdown of the respondents is as follows.

Resident students (78.8%), non-resident students (21.2%).

*Citizenship Status:* A number of students came from several African countries including Zimbabwe, Lesotho, Swaziland, Namibia, Zambia, Countries in East Africa, Countries in West Africa but hardly any from non-African foreign countries. The researcher classified all as either South Africans or non-South Africans. It is obvious that of course out of 117 participants, the majority were local students who formed 96.3% of those who took part in the survey; 3.7% came from foreign countries.

*Faculty of Registration:* The participants, broken down according to faculties, are shown below. Out of 117 participants Education accounted for 36.1%, Business 58.3%, ...
Information Technology 1.9% and others 3.7%. The majority were those doing Business Studies followed by those under Education.

*Year of study at the institution:* A more detailed breakdown of the distribution of participants follows.

First-years of the 117 of the larger population totaled 6.5%, second-years 13.0%, third-years 69.4% and other 11.1%.

*Number of years at the Institution:* From the analysis, it was noted that out of 117 participants, the majority (53.3%) had been enrolled for two years. This question may have been misunderstood to mean the year of study. The truth is that most of these students have repeated (not only first but the second-years) over a few years. This is a very clear indication that questionnaire construction is an important factor. A more detailed breakdown of the description of the variable number of years at the institution is given below.

1 year (21.9%), 2 Years (53.3%), 3 years (21.9%), 4 years and above (2.9%).

*What do you do if a prescribed book is not in the library?* Out of 117 participants, the responses were: 41.4% buy, 37.8% photocopy, and 20.7% borrow.

How did you acquire the know-how of computer operation? Out of 117 respondents, 11.40% said myself, 6.14% librarian, 79.82% attended a special course and 2.63% friend.
State whether you are comfortable using computers and will you continue using them? Of the 117 participants, 99.13% were comfortable and uncomfortable accounted for 0.87%.

5.3 SUMMARY OF THE STUDY

The topic of this research deals with in-depth User Reactions to Print and Electronic Media and with the understanding of the usages of library facilities at Zamukulungisa Campus of the Walter Sisulu University. The researcher also looked at the availability of these resources including print and electronic equipment.

This research, apart from the subject matter of the research topic, noted the following facts: Of all 117 respondents who participated in the interviews, 54.7% were male library users whereas 45.3 were women who were in the age groups of 16-25 years and 26-30 years. The information users consisted of mainly black students both for historical and political reasons. A greater majority of the users out of the 117 participants were black 93.9%, while 4.3% were coloured, 0.9% white and 0.9% indian. On the issue of residence status, the research revealed that out of all 117 respondents, 78.8% were South African residents while 21.2% were non-residents. In addition a majority (60.4%) resided in rural areas. Furthermore, this research has revealed that with regard to citizenry of 117 participants, 96.33% were South African citizens as opposed to non-citizens who formed 3.67%.

Zamukulunisa Campus of the Walter Sisulu University, like any other national university, is made up of many faculties. The participants were randomly drawn from faculties shown against the following percentage distribution: out of 117 participants, 36.1% were in the Faculty of Education 58.3%, Faculty of Business (58.3%),
Information Technology (1.9%) and others (3.2%). The number of years a respondent had been at the university indicated the following percentage distribution: One-year (21.90%), two-years (53.35), three-years (21.90%) and four-years and more (2.86%). Additional information shows that 29.3% had been to other tertiary institutions before joining the university. One possibility of this is that some of those who had been to other tertiary institutions may have been on transfer to WSU.

With regard to frequency of visits to the library, this research found that out of 117 participants, 62.4% did so on a daily basis while 37.6% visited the library weekly. The implication here is that there is a real demand for library use at the university, given that some students visit the library on a daily basis.

The above analysis leads us to understand the level of stocking for different reading materials. Zamukulungisa Campus of the Walter Sisulu Library is stocked with the following materials: fiction, non-fiction and other electronic media.

This research has revealed that most respondents (out of 117 participants), use the above-mentioned library facilities for tests, (2.7%), assignments (17.7%), projects (44.2%), and for research (35.4%). Other sources of reading materials and other library facilities include; buying (41.4%), photocopying (37.8%), and borrowing (20.7%). It is interesting to understand, from the research outcomes, that a high percentage (67.8%) of readers just use the library for leisure and current affairs. Most of the rest of media reading materials are used for research.

One other topic the researcher pursued in this study was that of accessibility to the facility on the campus. The researcher had a specific interest in understanding the accessibility of computers for library users. The research reliably established that the frequency of computer use in the library had the following percentage distribution; Out of 117 participants, 16.5% said always, 80.9% sometimes and 2.6% never.
Other uses by readers of the Walter Sisulu University library were the services of the internet, radio, television, digital satellite, DVD-VCR, telephone/cell phone and other electronic media. The complete list of the respondents’ uses for computers is stated below:

Of the 117 participants, .9% used it for tests, 28.3% assignments, 63.7% research and 7.1% relaxation.

The question of the implications of the research findings points to new thinking regarding upgrading of students’ computer skills and provision of library with textbooks, in particular. When implications have been stated, justifications have been given in each case. This is because every topic needs its own approach. The summaries have been largely drawn from the rest of the findings as analyzed and interpreted in Chapter four. The research has left no stone unturned in uncovering the truth pertaining to this topic. In most cases, percentages were used to emphasise points that needed attention.
5.4 THE IMPLICATIONS OF THE FINDINGS

5.4.1 Introduction

It has been stated elsewhere in this project that the main objective of this research was to establish, among others, factors associated with different functional usages by users at Zamukulungisa Campus library of the Walter Sisulu University. Furthermore, the researcher had to understand the availability of computers and other issues relating to the use of other electronic media, other library facilities, as well as highlight research knowledge with respect to the continued use of all/some of these electronic media. Relevant information has been obtained, summarized, interpreted and presented.

This topic focuses on implications of the findings of this study which are detailed below. These implications have been outlined according to topic and related factors. Some topics, due their relatedness, have been grouped depending on the topic at hand.

5.4.2 Implications of the Research Findings

The researcher observed a number of findings from this study. The truth is that when the researcher set out the objectives of this study, little did the researcher know that there was an enormous amount of knowledge to be explored on this topic.
A number of issues have been uncovered by this study. The researcher now states some specific findings and their respective findings as analyzed and interpreted by the data collected by the researcher.

5.4.3 Year of study at the institution

As a result of this study, data collected and analyzed indicate that out of 117 participants, the majority (53.33%) of those who participated in the research were fourth/final year students. The implication here is that there is a possibility of missing information resulting from the failure of adequate participation by those in the first, second and third year of university education. This, in a way means that those in these stated classes neither use the library facilities nor do they play active roles in other university activities.

5.4.4 Frequency of visiting the library

The respondents who participated were divided regarding the response. While a number visited the library daily, a significant percentage visited the library weekly. Out of 117 respondents, the majority (62.39%), however, visited the library on a daily basis.

This finding has many implications ranging from equipping the library so that the percentage of daily visits increases. It is important to introduce more reading materials and introduce much needed textbooks, periodicals and other library facilities including computer facilities. In addition, this means that the staff working in the library should
be better trained, and be equipped with better and appropriate skills. The other implication is that in order that all these suggestions are accomplished, finances must be made available to upgrade staff skills and the purchase of more textbooks and other aids. Library visits mean that the participating students require textbooks for research, entertainment, leisure, tests, assignments and exams. This finding is interesting as it focuses on the main purpose of the existence of a library.

5.4.5 How do students search for any reading material or use any of the media from the library?

The finding in this research area was significant as it is a very important issue. While a number of students either visited the catalogue, others obtained assistance at the help desk while others used undefined means, but the majority (55.17%) of the 117 respondents usually went straight to the shelves, a very common way of accessing information for most library users.

Travelling to a library is time consuming and expensive. By using traditional methods or trial-and error searches, many students in the study were not getting optimum satisfaction when using the library. The implication here is that there is a need for the library management to train library users to use modern search methods available.
5.4.6 Uses of different reading materials and other library facilities

Library users across all campuses use the library for the following purposes: tests, assignments, projects, research, entertainment, etc. The percentage distributions of different usages for fiction are as follows:

Of the 117 participants, 2.7% used fiction for tests, 17.7% assignments, (17.7%), 44.2% projects and 35.4% research. This means users utilized the library for many purposes. The implication in this analysis is that the library management should make sure that the library has all the required reading materials including fiction.

5.4.7 The absence of prescribed textbooks

When a prescribed book is not available in the library, some of the actions taken included: buying, photocopying and borrowing. Scrutiny reveals that these actions are inconvenience for the readers, the majority of whom are students. Many students are indigent and cannot afford the above. Buying textbooks is expensive as is photocopying a whole textbook. The library must be fully equipped with all reading materials, including fiction, reference books and prescribed textbooks.

5.4.8 A time when South Africa will be a paperless society

The majority of students (91.7%) agreed that in the future when South Africa would be a paperless society; 8.3% were quite doubtful. A direct implication of this finding is that more readers will depend on computer use both at their homes and at universities, including libraries. For a paperless South Africa, libraries must have computers,
CD/Radio Cassettes, Video recorders, DVD-VCR and other electronic media. This finding has a number of implications, some of them are finances, training for proper computer use and buying computers such as laptops. This is further strengthened by the positive responses (99.14%) of those who have access to computers in the library.

5.4.9 How library users acquired computer know-how?

The majority of library users (79.82%) out of 117 respondents obtained their computer know-how by attending special courses. Others used their own initiative while others acquired the training through friends and library assistants. The same applies to internet operations where out of 117 participants, the majority (72.81%) acquired hands-on knowledge through special training. This highlights training as being a useful computer component/facility which must be improved and enhanced. The implications here are: finance requirements and the dedication of those prepared to teach students. There is thus a call for university management to use some resources to equip library users with computer and internet know-how. This applies equally to other electronic media. Another related finding was that most of the Walter Sisulu Library users did tests, assignments, research and also spent leisure time using computers and internet facilities. The first three of these uses are a must for a university student of the 21st century.

5.5 RECOMMENDATIONS

The foregoing details have given a short summary of some of the findings of this research. To understand more detailed information, the reader is referred to the whole research document. This research has observed that in order for the university library
to be satisfactory to its users and be well equipped, the following facilities need to be emphasised based on the needs of the library users. This has been evidenced by the percentage responses to different research questions for this research.

So that the library is well equipped, the following reading materials and other facilities must be made available.

**Print Media**

- Fiction
- Non-fiction
- Textbooks
- Periodicals
- Research

**Electronic Resources**

- Computers
- Photocopiers
- Scanners
- CD/Radio Cassettes
- Video Recorders
- DVD-VCR
- Other electronic media
- Television sets
- Internet facilities
- DVD/VCRs
The above recommendations are based on summaries of the research findings that have been determined by this research focusing mainly on the most important issues covered by the analysis. They range from users of all fiction, non-fiction and library periodicals. In addition, this research revealed that there is a dire need for research reading materials complemented by internet use.

5.6 SUGGESTION FOR FURTHER STUDIES

An investigation of this study was limited to Zamukulungisa Campus of the Walter Sisulu University (WSU). Due to the lack of funds, it was impossible to expand this study to all WSU sites. WSU is an extensive institution that comprises of four (4) campuses with eleven (11) delivery sites including the main campus at Nelson Mandela Drive (NMD). Future research could be conducted using a larger sample to include students of the entire WSU at all sites. Moreover, a longitudinal study to examine whether changes in media habits are occurring over time, particularly when the internet becomes more accessible, would be another avenue for future research. A more detailed study may be done on a few topics rather than so many, just to confirm some findings further and in detail.

5.7 CONCLUSION

The researcher makes the following conclusive remarks with respect to the findings determined by the analysis. This research comes to an end with the above findings among others. It must be accepted here that the data collection and the subsequent
analysis and interpretations affirmed the reliability of the research. The above summary may not be exhaustive, but justifies the efforts that have gone into this effort. The factor analysis of the pilot data initially confirmed that the print and electronic materials are complementary.
REFERENCES


Langley, A. E. et. al. (2011). *The Role of the Academic Librarian*. London:


**References to Journal articles**


**Internet sources:**


Wikipedia, the free encyclopedia. Mass media. Item: 497012691

[11 June 2012]
The Head Librarian

WSU, Zamukulungisa Campus

Mthatha

5099

Dear Sir / Madam

Re: REQUEST TO CONDUCT A SURVEY

I would like you to assist me and give out some questionnaires to your library users for the fulfilment of my dissertation at WSU: Zamukulungisa Campus.

The topic of my research is “User reactions to print and electronic media. A case study at the WSU: Zamukulungisa Campus”.

The aim of the request is to find out which out of the two types of media is favoured by the students.
I would also wish to assure you that all the collected information will be kept safely. Responses will be treated with the strictest confidence, individual responses will not be disclosed to anyone in any form.

I hope that my request will be accepted.

Yours faithfully

Nkaule N. P. (Ms)
30 October 2012
Walter Sisulu University
Private Bag X 01
Unitra
5147

Dear Ms Nkole:

REQUEST FOR PERMISSION TO CONDUCT A SURVEY AT ZAMUKULUNGISA CAMPUS

1. Your letter dated 16 February 2010 refers.
2. Permission is hereby granted for the survey detailed in your letter to be conducted.
3. A copy of your findings is sent to the Zamukulungisa Campus Library on conclusion.
4. May I take this opportunity to wish you every success.

Yours Faithfully,

T. Mpeta (Ms)

Site Librarian; Zamukulungisa Campus

Walter Sisulu University
APPENDIX C

QUESTIONNAIRES

INSTRUCTIONS TO THE PARTICIPANTS

1. The purpose of the questionnaire is to investigate the future of books by comparing the reactions of users to print and electronic media at WalterSisuluUniversity (WSU): Zamukulingisa Campus.

2. It is aimed at eliciting responses from different users of the print and electronic media

3. You are not expected to indicate your name for purposes of confidentiality.

4. The findings of this study will be made available to WSU: Zamukulingisa Campus for information and comments.

5. The questionnaire is divided into tables each dealing with a specific aspect.

6. You are requested to use only black or blue ink pen when you fill in the questionnaire.
7. Write neatly and legibly.

8. Your true and honest answers will give the questionnaire the respect it deserves.

9. Answer all questions in ALL sections (A, B & C).

   Thank you for your co-operation.

   NB: Please answer ALL QUESTIONS by marking with an “X” where appropriate for your answer to agree or disagree.

   You are free to express your opinion in the space provided.
**SECTION A: PERSONAL INFORMATION**

1. Sex: Male [ ] Female [ ]
2. Age: 18-25 [ ] 25-30 [ ] over 30 years [ ]
3. *Race: Black [ ] White [ ] Coloured [ ] Indian [ ] other [ ]
4. Resident [ ] Non-resident student [ ]
5. Home: Rural Areas [ ] Urban Areas [ ]
6. Citizenship: South African [ ] Non-South African [ ]
7. Faculty registered with: Education [ ] Business [ ] Information Technology [ ] other [ ]
8. Year of study at the institution: 1st [ ] 2nd [ ] 3rd [ ]
   other: (state)..............................................................
9. How many years have you been registered in the institution? ..............................................
10. Have you ever been to a tertiary institution before? Yes [ ] No [ ]

*This information is needed in order to reflect on the demographics of this institution and not to hurt anyone whatsoever.*
SECTION B: PRINT MEDIA

1. How often do you visit the library?
   Daily [ ] weekly [ ] monthly [ ] never [ ]

2. Do you have access to the following at the library?
   A Fiction: Yes [ ] No [ ]
   B Non-fiction: Yes [ ] No [ ]
   C Periodicals: Yes [ ] No [ ]
   D Other: (specify) ...........................................

3. How do you search for any of the information in media?
   By using the catalogue [ ]
   By getting assistance from the desk [ ]
   By going straight to the shelves [ ]
   Other: (specify) .............................................
4. How well stocked are the following types of media?

<table>
<thead>
<tr>
<th>TYPE OF MEDIA</th>
<th>ENOUGH</th>
<th>NOT ENOUGH</th>
<th>DON’T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Why do you use the following type of media?

<table>
<thead>
<tr>
<th>TYPE OF MEDIA</th>
<th>TESTS</th>
<th>ASSIGNMENTS</th>
<th>PROJECT</th>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-fiction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. What do you do if a prescribed book is not in the library?

Buy [ ]  photocopy [ ]  borrow [ ]

7. Why do you always use the following types of media?

<table>
<thead>
<tr>
<th>TYPE OF MEDIA</th>
<th>LEISURE</th>
<th>CURRENT AFFAIRS</th>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-fiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Do you think there will be a time when we will be referred to as a Paperless society?  Yes [ ]  No [ ]
SECTION C: ELECTRONIC MEDIA

Do you have access to the following in the

(a) Library
   Yes [ ]  No [ ]

(b) Computers
   Yes [ ]  No [ ]

(c) Photocopiers
   Yes [ ]  No [ ]

(d) Scanners
   Yes [ ]  No [ ]

(g) CD/Radio Cassettes
   Yes [ ]  No [ ]

(h) Video Recorders
   Yes [ ]  No [ ]

(i) DVD-VCR
   Yes [ ]  No [ ]

(j) Internet
   Yes [ ]  No [ ]

(k) Other? (Specify)
   Yes [ ]  No [ ]

2. Do you have the following at home?

(a) Computers
   Yes [ ]  No [ ]

(b) Internet
   Yes [ ]  No [ ]

(c) Television set
   Yes [ ]  No [ ]

(d) Radio
   Yes [ ]  No [ ]

(e) Digital Satellite
   Yes [ ]  No [ ]

(f) DVD-VCR
   Yes [ ]  No [ ]

(g) Telephone
   Yes [ ]  No [ ]
(h) Other: (specify)  Yes [  ]  No [  ]

3. How often do you access the following?

<table>
<thead>
<tr>
<th>TYPE OF MEDIA</th>
<th>ALWAYS</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Satellite</td>
<td></td>
<td>aimed at</td>
<td></td>
</tr>
<tr>
<td>DVD-VCR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone/Cellphone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Who helped you with the know-how relating to these types of media?

<table>
<thead>
<tr>
<th>TYPE OF MEDIA</th>
<th>MYSELF</th>
<th>LIBRARIAN</th>
<th>ATTENDED A SPECIAL COURSE</th>
<th>FRIEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Satellite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD-VCR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Why do you use the following types of media?

<table>
<thead>
<tr>
<th>TYPE OF MEDIA</th>
<th>TESTS</th>
<th>ASSIGNMENTS</th>
<th>RESEARCH</th>
<th>RELAXATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD-VCR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Satellite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Which type of media do you feel comfortable with and will continue using?

(a) Computer
   Comfortable [ ]  Uncomfortable [ ]

(b) Internet
   Comfortable [ ]  Uncomfortable [ ]

(c) DVD Player
   Comfortable [ ]  Uncomfortable [ ]

(d) Radio
   Comfortable [ ]  Uncomfortable [ ]

(e) Digital Satellite
   Comfortable [ ]  Uncomfortable [ ]

(f) Other: (specify)
   Comfortable [ ]  Uncomfortable [ ]
7. Give your own views on what the future holds for the print and electronic media.

..................................................................................................................................

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.....................................................................................................................................

Thank you so much for taking time to participate in this study, I value your feedback!
APPENDIX K

MANDATORY CONSENT FORM: ELECTRONIC THESSES & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (for postgraduate research outputs from 2009 September)

BACKGROUND:

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT ON INTERNET AND WSU INTRANET

FACULTY: ____________________________

QUALIFICATION NAME: ____________________________ ABBREVIATION: ____________ YEAR: ____________

STUDENT'S FULL NAME: ____________________________ STUDENT NUMBER: ____________

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/MINI-DISSERTATION/DISSERTATION/THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT: ____________________________

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SISULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAGIARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

SIGNATURE OF STUDENT: ____________________________ DATE: ____________

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME: ____________________________ SIGNATURE: ____________________________ DATE: ____________

CO-SUPERVISOR(S):

1. FULL NAME: ____________________________ SIGNATURE: ____________________________ DATE: ____________

2. FULL NAME: ____________________________ SIGNATURE: ____________________________ DATE: ____________