



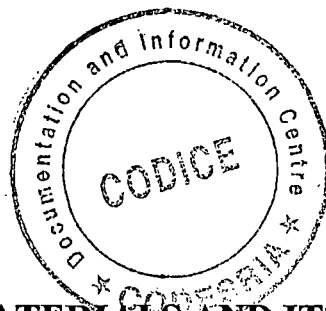
Dissertation By
Kelefa
Mwantimwa

University of Dar es
Salaam

**MUTILATION OF LIBRARY MATERIALS
AND ITS IMPACT ON TEACHING,
LEARNING AND RESEARCH IN SELECTED
ACADEMIC LIBRARIES IN TANZANIA**

JUNE, 2007

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Kelefa Mwantimwa

CODESRIA LIBRARY

**M.A (Information Studies) Dissertation
University of Dar es Salaam
June, 2007**

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By

Kelefa Mwantimwa

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts (Information Studies) of the University of Dar es Salaam.**

**University of Dar es Salaam
June, 2007**

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for the acceptance by the University of Dar es Salaam a dissertation titled: *“Mutilation of Library Materials and Its Impact on Teaching, Learning and Research in Selected Academic Libraries in Tanzania”* in partial fulfillment of the requirements for the degree of Master of Arts (Information Studies)



Prof. A. Nkhoma-Wamunza

(Supervisor)

Date: 3rd July 2007

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I, **Kelefa Mwantimwa**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature.....*wa!*.....

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DEDICATION

This work is dedicated to my Lord, Jesus Christ, the King. Jesus gave me good health, protection and strength which enabled me to complete my studies successfully.

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ACKNOWLEDGEMENT

It is not possible to acknowledge by name all those who have contributed to the completion of this study in one way or another. However, I would like to take this opportunity to express my special gratitude to all of them.

I have received valuable assistance from many individual people. I am grateful first to my Supervisor Prof. A. G Nkhoma-Wamunza who patiently and tirelessly read through my work so as to improve its quality. Her insight, comments and constructive criticisms have contributed to shape this study has today.

Also, I wish to express my thanks to the University of Dar es Salaam Library- Carnegie for supporting me financially to pursue my MA programme, and I would like to extend my sincere gratitude to CODESRIA-Department of Training Grants and Fellowships for funding my research.

My heart felt thanks should go to all academic members of staff in the Department of Information Studies, University of Dar es Salaam Library. Their support and guidance enabled me to complete my proposal and subsequently this dissertation. Also, I wish to express my sincere appreciation to all my colleagues in 2005-2007 M.A Information Studies programme. My special thanks to all the respondents who participated in this study.

I am grateful to my parents, my lovely mother Tusibwene Buja and my father Asumwisye Mwantimwa for their moral support and encouragement throughout the whole period of my study. My special thanks go to Apostle Ndegi for his spiritual and moral support.

My beloved wife Neema Kalinga, needs special attention for her continued love, care, moral, social and material support.

I thank you all.

ABSTRACT

The broad objective of this study was to investigate the magnitude of mutilations in academic libraries in Tanzania and its impact on teaching, learning and research with specific reference to the Universities of Dar es Salaam and Sokoine. Specific objectives were to identify causes of mutilation, types of highly mutilated materials and how this impacts teaching, learning and research. Lastly to recommend measures that would prevent library mutilations.

Methodologically, this was a qualitative study. Data for this study were collected using a combination of techniques namely; observations, face-to-face interviews and using a questionnaire with open and close ended questions. One hundred and ten respondents participated in this study. These were drawn from library students, academic staff and library staff.

Key findings revealed that mutilations in the University of Dar es Salaam and Sokoine libraries are on an increase and that they impact negatively on the quality of services. Mutilations were attributed to several factors including scarcity of library materials, high cost of learning materials, selfishness, expanded student enrolment, high cost of photocopying, financial constraints and weak security. Findings also revealed that the most vulnerable materials to mutilation are books on high demand (66.4%) followed by newspapers (34.5%) periodicals (20%) and pamphlets (16.4%). Library mutilation is costly not only in monetary sense but in intellectual sense. A mutilation of library materials has negative impact on teaching and learning and threatens the quality education and intellectual capability of library users.

Based on the findings, it is recommended that all libraries should strengthen and enforce rules and regulations, better protection policies and procedures, training and user educations as well as provision of computers with electronic and internet services in order to check mutilation.

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ABBREVIATIONS

ICT	Information Communication Technology
IFM	Institute of Finance Management
ILM	International Library Movement
DTC	Dar es Salaam Technical College
FYRSP	Five Year Rolling Strategic Plan
UDSM	University of Dar es Salaam
URT	United Republic of Tanzania
URTP	United Republic of Tanzania Profile
SNAL	Sokoine National Agricultural Library
SMC	Solomon Mahlangu Campus
SUA	Sokoine University of Agriculture
SPSS	Statistical Package for Social Scientist
OPAC	Online Public Access Catalogue
n.d	no date

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

University libraries have a long history dating back between 16th C and 17th C. The idea began in America and Europe, spread to Asia in the late 17th C and to Africa in the 19th C (American Library Association, 1976). Starting from the late 1970s into the early 1980s, there was a gradual shift in the conceptual perspective of library provision in Africa (Ritchie, 1982). The Library, as an institution, was unknown in Tanzania until the British colonial government exported it to the country. Library development efforts by the colonial government through the British Council, the Council of Overseas, Colleges of Arts, Sciences, Technology and Inter-University council for higher Education Overseas were first considered in the 1940s and 1950s (Kaungamno, 1979; Matefu, 2002). College and academic libraries in Tanzania were established after independence with the exception of the Dar es Salaam Technical college that was established by the British colonial government in 1957 (Newa, 1975; Matefu, 2002). Since independence in 1961 the Tanzania Government has recognized the important role of books and libraries that plays in economic and social development (Ngaiza, n.d)

The notion that the Library is the 'soul' of the university, the sun around which all research, learning and teaching evolves, is widely acknowledged (Bello, 1998). "Academic and research libraries are central hearts of universities and their survival

depends on their ability to satisfy the information needs and demands of users from a wide range of disciplines” (Wamunza, 2003). Academic and research libraries are not only central to academic life of teaching, learning and research but also to community development. As such they are the heart of campus information and the lifeblood of study, research and scholarly communications. The quality of academic libraries is determined by the availability, reliability and the security on library materials (Bello, 1998).

Library materials, regardless of whether they are created in digital or printed formats are threatened by physical deterioration (Hedstrom and Montgomery, 1998). The magnitude of mutilation and theft is the matter of major concern to many developing countries including Tanzania. Wamunza (2003) notes that “no library particularly in developing countries including Tanzania can meet all the needs of its users by itself.” In Britain for example the loss to UK libraries so far stands at millions of pounds per year (Jackson, 1990).

Many reasons have been cited for this phenomenon, for example some people mutilate library materials to convey a personal message be it political, religious, social or economic (Orpheus, n.d). Other library users mutilate books because they can't be bothered to use a photocopier, others do it because they want to be the only ones in their class who will have read that chapter before the final exam, and this is selfish behavior (Alatiatayo, 1983; Bello, 1998). People mutilate or vandalise library materials when they

knowingly tear, mark on, maliciously render imperfect or otherwise damage or destroy library materials (Orpheus, n.d). The ILM (1987) found that library materials are subjected to mutilation due to illiteracy or negligence of the security guard. Some people use unorthodox methods such as using chemical reagents to erase ownership stamps on books.

A mutilation of library materials has an impact on teaching and learning and threatens the quality education and intellectual capability of library users. For example, lack of access to reference materials affects the performance of students in various higher learning institutions. Also, lack of timely access to information needed by library users, affects users psychologically, frustrates, disappoints and discourages users because the role of academic libraries is reduced by malpractice and abuse of library materials (Adomi, 2002; Kabudi, 2003; Wamunza, 2003 and Onohwakpor, 2006).

1.2 Statement of the Problem

Librarians worldwide are increasingly concerned about the safety and integrity of valuable, rare and irreplaceable library collections. This is because library resources are critical to the missions and objectives of academic institutions, which revolve around teaching, learning, researching, consultancy service to the community and survival of scholarship. Accountability, quality education and effective communication is reduced through mutilation (Kabudi, 2003; Wamunza, 2003). Mutilation of library materials is a

continuing problem for librarians and past research on this problem offers no real solutions. Few libraries conduct regular inventories to determine losses and most managers are discouraged by the increase in mutilations (Curry, 2000). Mutilation and theft in libraries is a menace that has persisted due to worsening economic conditions (Ajayi and Omotayo, 2001). Even though numerous studies have been conducted on mutilation of library materials in academic libraries, very little is known about the magnitude of mutilation at the University of Dar es Salaam and Sokoine University Libraries. Major factors which threaten survival of library collections which are rare, valuable and irreplaceable include theft, abuse, mutilations, weak security measures as well as lack or the high cost of photocopying. As such, this study was designed to investigate the magnitude of library materials mutilation and its impact on teaching, learning and research.

1.3 Objectives of the Study

1.3.1 General Objective.

The broad objective of the study was to investigate the causes and magnitude of library mutilation in academic libraries and what impact this has on teaching, learning and research with specific reference to UDSM and SUA libraries.

1.3.2 Specific Objectives

The specific objectives of this study were:

- (i) To identify causes of mutilation of library materials.
- (ii) To find out the types of highly mutilated library materials with respect to disciplines.
- (iii) To determine the magnitude of the problem at UDSM and SNA libraries
- (iv) To identify the impact of mutilation of library materials on teaching, learning and research.
- (v) To find out solutions to the prevention and security of library materials.

1.4 Research Questions

In its endeavour, this study sought to answer the following questions:

- (i) What factors encourage mutilation of library materials?
- (ii) What types of library materials are highly mutilated?
- (iii) What is the magnitude of the problem at UDSM and SUA libraries?
- (iv) What is the impact of library materials mutilation on teaching, learning and research?
- (v) How can mutilation be prevented?

1.5 Significance of the Study

The significance of this study is of four folds. Firstly, the study will help to create awareness among decision makers on factors that encourage mutilation of library materials and how best to control or prevent the problem. Secondly, findings of this

study may be a basis for developing concrete library policies and strategies to improve security of library materials. Apart from that, the findings have contributed to literature and knowledge on the topic. Lastly, findings of this study may become a basis for determining training needs and training programmes for library users and staff on proper collection management.

1.6 Scope and limitations

This study focuses on library mutilations. It would have been more appropriate to cover all academic libraries in Tanzania, but due to financial and time constraints, this study covered only the UDSM and SUA libraries. The major limitation was that access to materials through observation of the mutilation activities was constrained by the time.

1.7 Definition of key terms

1.7.1 Library

The American Heritage Dictionary of English Language (2003) defines library as a place in which literary and artistic materials such as books, periodicals, newspapers, pamphlets, prints, records and tapes are kept for reading, reference or lending especially when systematically arranged. (Ritchie, 1982) defines library as a room, a section or series of sections, of a building or a building given over to books, manuscripts, musical scores or other literary and sometimes artistic materials usually kept in some convenient order for use but not for sale.

1.7.2 Academic Library

An academic library refers to a college, university, junior college or other institutions of higher education; organized to meet curriculum, research and the information needs of students, faculty and staff. Academic libraries reflect the development of the colleges and universities of which they are part.

1.7.3 Mutilation

Mutilation is defined as a variety of occurrences which include staining, tearing, scribbling on books. Mutilation of library materials maliciously renders imperfect or otherwise damages or destroys library materials (Alegbeleye, 1996).

1.7.4 Library materials

In this context library material refers to print or non print materials including reference materials, books, magazines, newspaper, manuscript, pamphlet, letters, maps periodicals, CD-ROMS, electronic resources, video, audio and others. In reference to the definition the study was concentrated to printed library materials.

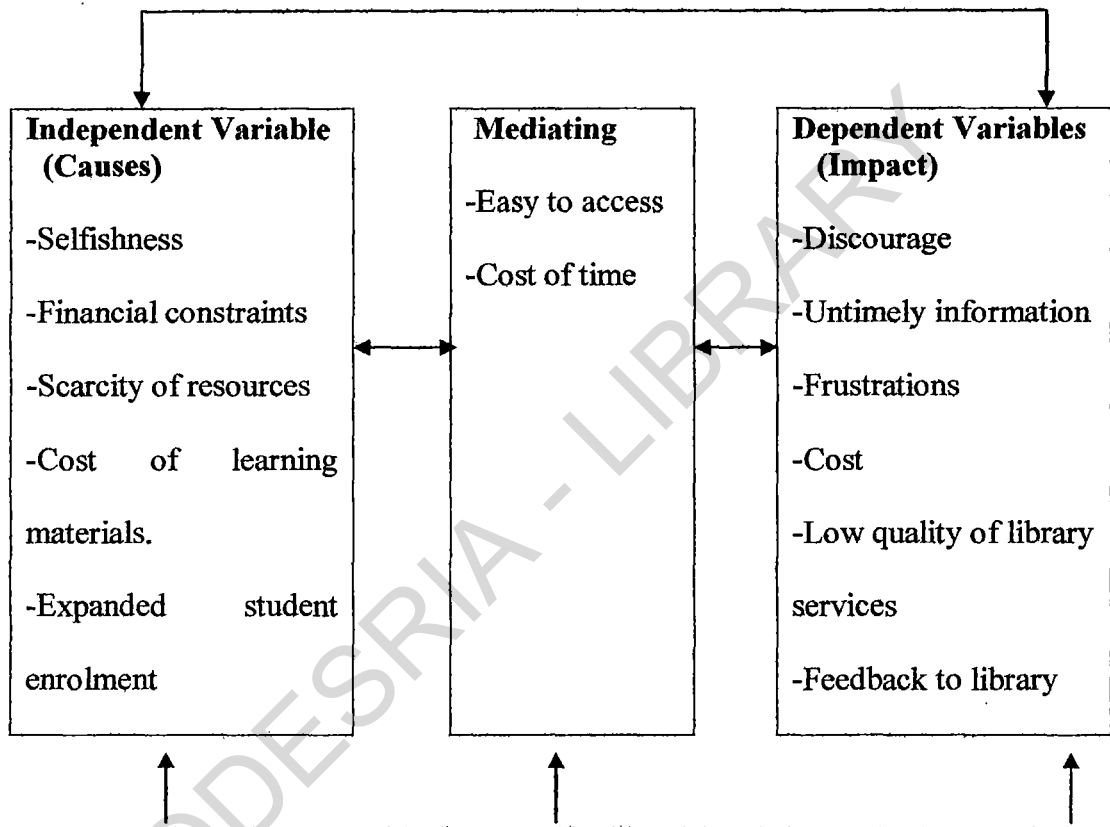
1.8 Theoretical framework

1.8.1 Interaction System of Analysis

Mutilation of library materials in academic libraries has multiple implications which impact on teaching, learning and research. This study used the Interaction System of Analysis in explaining the phenomenon. The researcher adapted

conceptual framework from Omary and Mosha (1987) and Mahinda (2005) that helped in the analysis of variables that encourage mutilation of library materials and its impact on teaching, learning and research.

Fig: 1, Interaction System of Analysis



Source: Adapted from Omari and Mosha (1987) and Mahinda (2005).

As shown in Figure 1, single direction arrow shows one-way impact. This means that the factors (independent variables) for mutilation of library materials can influence the dependent variables. The double direction of arrows depicts the mutuality of effect variables. This means that a combination of variables can lead to better strategies.

Independent Variable (Causes)

An independent Variable is the one that might influence the outcome measure (Mahinda, 2005). In this case causes of library mutilation include scarcity of resources, cost of learning materials, selfishness, financial constraints, shortage of photocopying services and expanded student enrolment.

Mediating Variable

Mediating variables are the factors that facilitate or interfere with the outcome of an event (Mahinda, 2005). In this case, mediating variables include easy access information and cost of time.

Dependent Variable (Impact)

A dependent variable is one that might be influenced or modified by some treatment of exposure (Mahinda, 2005). In this case, impact of mutilation of library materials include delay assignment, quality assignment; reduce morality, frustrations, cost, low quality of library and feedback to the library.

1.10 Summary

This chapter presented the introduction and background of academic libraries, statement of the problem, objectives, significance of the study, scope and limitations, definition of key terms and conceptual framework.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Relevant literature was reviewed in order to gain a deeper insight into the problem of library mutilations and how other scholars have addressed the problem. Key findings and recommendations had been revisited.

2.2 Historical Background

Paper based information storage media and other media deteriorate with age (Onwubiko, 1992). In the history of writings as Onohwakpor (2006) states, the Greek used papyrus and parchment for writing materials. Leather, stone, tree barks and other forms of materials were locked with keys in the ancient archives to protect them from theft. Descriptions of Persians looting papyrus from Egyptian libraries and images of fifteen century chained libraries indicate that the crime in libraries is not new.

Some of these materials are sources of food for bacterial, fungi, insects and moulds. Librarians have developed mechanisms to protect their materials against natural disasters and biological agents. Library collections are also protected from fire, food dampness and other factors which destroy library materials. Threat to intellectual materials through mutilation is one of the major problems faced by librarians. It is common in the library for a reader to say to librarian "I cannot find such and such a book or a page has been removed from the book" (Onohwakpor, 2006)

2.3 Mutilation of library materials

Library materials are subjected to a range of mutilation because some people just like to scribble in books they borrow, use a highlighting pen or annotate a text to help them work through performance. Materials most frequently mutilated are books on specific courses and periodical articles (Alatiatayo, 1983). There are many reasons why readers mutilate library materials including:

(i) Selfishness

When demand exceeds supply, selfishness becomes a motivating force. Some people slash up books because they can't be bothered to use a photocopier, some do it because they want to be the only one in their class who was able to read that chapter before the final exam at the expense of other users. As noted by Nawe (1988) at University of Dar es Salaam library mutilation is well pronounced in the arts and social sciences due to selfish behavior. People commit a crime when they knowingly tear, mark, maliciously render imperfect or otherwise damages or destroy. This is irresponsible behavior. Scholars who have studied security problems in Nigerian University libraries described mutilation as anti social acts, which are universal and persistent inspite of the orientation talks given during fresher's week on the care and treatment of books (Alatiatayo, 1983; Bello, 1998; Onohwakpor, 2006).

(ii) Expanded Student Enrolment and shortage of library materials.

Others attributed mutilations to, expanded student intakes, in some cases this has more than doubled, but without expansion and improvements in teaching resources and student facilities (Mittelman, 1971). In the same vein, Okotore (1991) noted that users resort to delinquent behavior because demand over-strips supply of library materials. Students also mutilate library materials because of shortages of books, and short-term loans. Similarly, competition for scarce library items tempts users to mutilate or engage in illegal borrowing using other borrowers ticket (Keele, 1987). As Onohwakpor (2006) observes:

Students population increases annually with the development of new faculties. The ability of the library to adequately cope with the increase in student population, introduction of new courses and the expansion of existing ones had been hampered by insufficient funding

Increased students enrolment means heavy usage of the meagre library resources while inadequate library budgets means that libraries cannot invest in appropriate preservation strategies.

(iii) Internal and external factors

Kademani (2003) found that the causes of mutilation are both external and internal. External causes are attributed to physical, chemical, biological, improper storage, unauthorised exposure, mishandling, theft and natural calamities. Internal causes are attributed to poor quality of paper or materials used and the chemicals used for printing and binding.

(iv) Financial Constraints and high cost of learning materials

The economic crisis experienced by developing countries has affected student's purchasing power. For example, in Nigeria since the mid 1980s, financial constraints encourage users to engage in antisocial activities and the perpetrators feel it is justified because it is directed to the library and not to an individual (Nwamefor, 1974; Okotore, 1991). In the same context Onohwakpor, (2006) noted that:

The poor economic situation that has affected every sector of fund generating sources which has also indirectly affected students means of subsistence is one of the contributing factors to high rate of book mutilation of library materials. Parents who squeezed their resources to pay the exorbitant school fees, do not have enough money to purchase personal books in their area of study

The high cost of books is also a contributing factor since libraries cannot buy sufficient books given their meagre budgets. Therefore, the high number of stolen and mutilated books in libraries these days can be partly attributed to the economic depression and high price of books.

(v) Security Measurements

According to Onohwakpor (2006) weak security is a major loophole for book theft in libraries. The library needs a good security system to prevent mutilations and this would require investing in either electronic security systems or security guards and training staff to be vigilant by checking book stocks regularly.

2.4 Impact of mutilation

It is noted that libraries have impacts on quality teaching, learning and research. The impact of mutilation include the following:

(i) Cost in terms of time and money

Mutilation of library materials is costly to the University Community and to taxpayers. Replacement costs of lost or damaged material is far more expensive than the original cost of the item since incidents of mutilations are on the increase and library budgets cannot afford the consequences of widespread abuse. For example in the UK in 1987, losses amounted to £ 100 million per year for replacement of mutilated materials imposing a substantial financial drain on limited library budgets. Library materials are costly not only in a monetary sense but as well as in an intellectual sense (Jackson, 1991; Keele, 1987). A study conducted at the University of Oregon library found that the library replaces over a thousand pages each month, many of them are deliberately damaged. That's why a lot of photocopying, a lot of glue and staff time is spent to identify and locate the damaged library materials and borrow replacements from other institutions to photocopy and insert into original volumes.

(ii) Low quality services and frustration

Adomi (1981) and Oni (1984) have observed that abuse of library material reduces the quality of library services. Abegunde (1988) states that library materials mutilations

result into frustration of staff and students because they can't find what they need. According to Onohwakpor (2006) mutilation frustrates readers and is an embarrassment to a librarian and the non-recovery of missing or torn materials is an indication of inefficiency and inadequate provision of library services on the part of library staff. Consequently, accountability, quality education services and effective communication is reduced by the abuse of library materials through mutilation (Kabudi, 2003; Wamunza, 2003). This view is shared by Matefu (2002) who argues that academic libraries are meant to support teaching, learning, research and consultancy but mutilation of library materials reduce efficient, quality and effective provision of library services managed by librarians. Sloane (2005) argues that inevitably a financial constraint imposed upon, most academic libraries do not allow the library to meet a full range of user requirements.

(iii) User and library staff dissatisfaction.

Misuse practices do not only affect users but also library staff satisfaction. Library staff get demoralised because innocent clients feel that if the library staff were doing their work properly, mutilations would not occur.

(iv) Shortages of library materials

Teferra, (1996) found that losses and mutilation are experienced in all libraries regardless of the size of their user population. For example collections in most academic

libraries in Ethiopia are dismally small and yet 93% of these libraries lose too many volumes every year, thus creating shortage of library materials in all type of libraries.

2.5. Ways to Prevent Mutilations

Academic staff and students are aware of the critical role played by libraries in the teaching and learning process. However, as noted from the literature review effective use of the library is greatly hampered by mutilations which results in poor quality and quantity of library services. The literature suggests the following ways of preventing mutilations:

(i) Photocopy Services

To overcome mutilations, university libraries often subsidize photocopy services for students which is a necessity and a means for making mutilation unattractive to students (Nwamefor, 1974). To minimize library mutilation, Alafiatayo (1983) suggests a reduction in the cost of photocopying and granting of amnesty on regular basis to encourage the return of overdue library resources.

(ii) Security

Ewing (1994) argues that internal mutilations and theft can be reduced by positioning shelves in such a manner that they can be seen and consequently supervised from the counter, identification of legitimate readers, conservation of rare or expensive items, protection of premises against intruders after business hours, long loan periods and by

ensuring that loan and services, policies are sufficiently liberal so as not to aggravate the thefts. Akin (1992) and Adomi, (2002) suggest that, the electronic security systems are the most effective of all the security system. The security of library materials should not be left to library staff alone but all users should cooperate to ensure that materials are optimally secure.

(iii) Rules

General rules of conduct (warning rules) should be posted in conspicuous places in the library. Each library should post a copy of these rules at a location adjacent to each entrance to the library facility and at each point in the premises (section) of the library facility at which the borrowing materials occurs. Also, Nwamefor (1974) says they should also be available in booklet form or flyers that can be handed to the customer when a library staff needs to discuss problem behavior. Libraries should formulate standard guidelines for antisocial library acts, including mutilation.

(iv) Digitization

One of the activities performed by libraries includes preserving both materials created and acquired in digital form and digital files. To day most academic institutions are creating digital institutional repositories into which the intellectual capital of a college or university can be preserved for reuse, including articles, books of the completed scholarly works and data sets, presentations, and course-related materials that faculty generate. Effective digital preservation requires life-cycle management of digital

information from the point of creation through storage, migration, and providing access on a continuing basis. In order to preserve materials libraries need better technology and methods to manage these objects over long periods of time, (Hedstrom and Montgomery, 1998).

2.6 Literature gap

Through the review of the literature, it appears that various studies had focused on some aspects of library mutilation but did not examine in depth on causes, the magnitude of library mutilations and solutions in the context of the University of Dar es Salaam and Sokoine libraries. This study therefore, was aimed at filling this gap.

2.7. Summary

This chapter presented the review of the literature, and helped the researcher to clarify, strengthen and direct each stage of research process and identify gaps that were overlooked by other studies. Historical background, causes, impact and solutions of mutilations are presented.

CHAPTER THREE

DEVELOPMENT OF ACADEMIC LIBRARIES IN TANZANIA

3.1 Introduction

This chapter presents a brief geographical, social, political and economic status of Tanzania. Also it gives a brief history of development of academic libraries.

3.2 Location and Area

Tanzania is in East Africa and is bordered by Kenya and Uganda in the North, Rwanda and Burundi in the Northwest, Democratic Republic of Congo (DRC) in the West, Zambia in the South West, Malawi and Mozambique in the South and the Indian Ocean in the East. It covers an area of 945,090 square kms. The lowest point is the Indian Ocean while the highest point is Mount Kilimanjaro (Matefu, 2002).

3.3 Government

The United Republic of Tanzania (URT) consists of Tanzania Mainland (formerly called Tanganyika) and the Islands of Zanzibar formerly known as Unguja and Pemba. Tanzania was colonized by both Germany and Britain. She got her independence from British in December 1961 and became a republic in 1962. The Islands of Zanzibar and Pemba became independent from Arab colonization through a revolution in December 1962. The two countries merged to form the United Republic of Tanzania in April 1964 (Tilubuzya, 2002). There are 26 administrative regions, five of which are in the two Islands

3.4 Climate

The climate varies from tropical along the coast to temperate in highlands. The climate comprises of warm wet summers and cold dry winters. The summer season lasts from December to March; and the winters from June to October. In general 38% of it comprises forests and woodlands, 40% is permanent pastures, 3% is arable land and 1% is under permanent crops. Three great lakes, Victoria, Tanganyika and Nyasa, its northern, western and southern borders and a number of large rivers cross the country to the sea (Matefu, 2002; URTP, 2007).

3.5 Population

There are approximately 35.3 million people in the country (URT, 2002), 45% of these are Christian, 35% are Moslems and 20% are Animists. The majority in Zanzibar and Pemba (99%) are Moslems. Population growth rate is 3% as per estimates of 2005 (URTP,2007), life expectancy at birth is 46years, fertility rate is 4.8 children per woman, density is 38 people per kilometer and 36% live in urban areas (Michael, 2001; Matefu, 2002).

3.6 Ethnic and Language

Tanzania has about 120 ethnic groups, speaking different languages (Palome, 1980). Because of the diverse of languages, national movement and political force most people use Kiswahili (Rugemalira, 2004). Kiswahili is the official language. International languages are English, French and Arabic. English is a medium of instruction at post

primary education, (secondary, tertiary and higher)(World Factbook, 2000; Tilubuzya, 2002; Rugemalira, 2004).

3.7 Economy

The country is one of the poorest in the world. Agriculture is the backbone of the economy and provides 50% of GDP. About 80% of labour force is employed in Agriculture. Main export crops include coffee, sisal, cotton and cashewnuts. Natural resources include hydropower, tin, phosphates, iron ore, coal, diamonds, gold, nickel, gemstones and natural gas. Major destinations for Tanzania's exports are India, Britain, Germany, Netherlands and Japan. Industry is restricted to processing agricultural products and light consumer goods. The principal imports are machinery and transport equipment, textiles and clothing, building and construction materials, medicines, chemicals and petroleum products, food items and beverages. The Republic of South Africa is currently the major source of imports commanding a share of 8%. Japan 7% and Britain and Kenya follow with average shares of 6% (URTP, 2007)

3.8 Development of Academic Libraries in Tanzania

The Library, as an institution, was unknown in Tanzania until the British colonial government exported it to the country. Library development efforts by the colonial government through the British Council, the council of overseas, colleges of Arts, Sciences, Technology and Inter-University council for higher Education Overseas were first considered in the 1940s and 1950s (Kaungamno, 1979; Matefu, 2002).. College and academic libraries in Tanzania were established after independence with the exception

of the Dar es Salaam Technical College that was established by the British Colonial government in 1957 (Newa, 1975; Matefu, 2002). The DTC Library was set up central library served technical and Teachers' colleges in the country and train Library Assistants to manage college librarians.

After independence the government started to develop and strengthen college libraries. Initially college libraries in Tanzania were managed by expatriate librarians because there were no trained local personnel. Academic libraries in the country are well organized and are staffed by qualified professionals. Although college libraries of various specialized institutes such as the Institute of Finance Management (IFM) and University of Mzumbe were are well organized and maintained, yet most of them were not staffed by professional librarians (Newa, 1975).

Academic libraries like University Libraries are meant to support teaching, learning, research and consultancy. Since trained professional staff provide quality training of library staff and should also recruit qualified professional staff to manage these libraries (Newa, 1975).

3.8.1 University of Dar es Salaam Main Library

The University of Dar es Salaam library came into existence with the establishment of the University College, way back in 1961. At that time it was meant to cater for a small readership of 14 students and staff in the Law faculty. With becoming a full-fledged

University of Dar es Salaam in 1970 four more faculties of Arts and Social Sciences, Science, Medicine and Agriculture and Forestry were added. Expansion of the University teaching and research programmes necessitates the expansion of University Library in terms of resources including information resources, ICT facilities, equipment, furniture and services to support programmes offered and to cater for the increasing information needs of library users as well space for reading, shelves and staff offices. For example, between 1980 to 2000 the student population increased to over 8000 students and 3000 staff and almost 400,000 visits in 2001/2002 (FYRSP, 2003/4-2007/8, Library Reports 2001/2002).

In the past two decades the University library has offered services to postgraduate, undergraduate students, faculty and researchers. Today the trend of library services has changed with expanded study programmes and students' enrolment. There has also been an increase in the use of the library by other researchers both local and foreign. However, an increase in the number of users has not been matched by an increase in the library budget.

The University of Dar es Salaam main library has three divisions: Technical Services, Readers Services and Research and Documentation. Respective Associate Directors coordinate activities in each division. The library started using the revised organizational structure from July 2000. The primary role of the library is to support teaching, learning and research through provision of quality services to users. In addition, senior library

staff are also involved in teaching, research and consultancy services (University of Dar es Salaam Prospectus 2006/2007).

The University of Dar es Salaam Library is a National Depository of materials published in Tanzania and has a rich collection of materials published in Tanzania which are housed in the East Africana Collection, including government and university publications. There is also a concerted effort to collect materials on Tanzania published outside Tanzania, which form the core of the East African Community, the Liberation Movement and the Southern African Development and Coordinating Committee (SADCC) and currently SADC (University of Dar es Salaam Prospectus 2006/2007).

The broad subject areas covered in the literary are Arts and Social Sciences, Commerce and Management, Engineering, Law and the Physical, Biological and Marine Sciences. The collection currently comprises about 600,000 volumes of books and 2,800 titles of periodicals. The library has a rich collection of manuscripts, including the Cory papers, Arabic and Swahili manuscripts and Newspapers which are available in microfiche format, micro materials, maps, CD-ROM and database which can be accessed to retrieve up to date information published in a wide range of disciplines such as Engineering, Education and Science (University of Dar es Salaam Prospectus 2006/2007).

Also, the library subscribes to a variety of electronic journals and bibliographic databases and has developed local content databases. Materials that are not available in

the library can be obtained from other libraries through inter-library loan arrangements or electronic document delivery services. The library is a member of Database of African Theses and Dissertation Network (DATAD). To date the UDSM Library has contributed over six thousand records of abstracts of Thesis and Dissertations to the DATAD database. The library coordinates the M.A Information Studies Program, which is part of the Faculty of Arts and Social Sciences Programmes (University of Dar es Salaam Prospectus 2006/2007).

3.8.2 The Sokoine National Agricultural Library (SNAL)

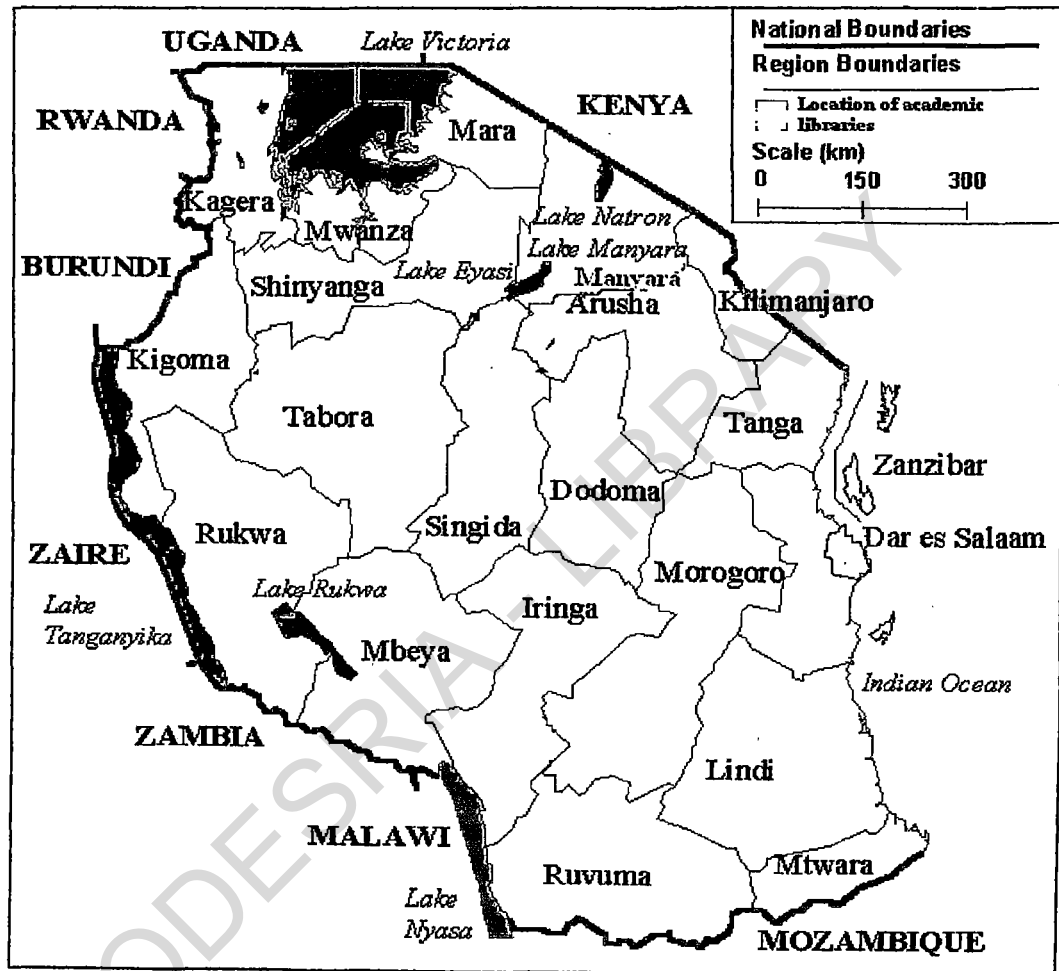
The Sokoine National Agricultural Library (SNAL) was established by Parliamentary Act No. 21 of 1991, which elevated the former University Library to a National Agricultural Library. The Act gives SNAL a mandate to carry out, co-ordinate and manage of agricultural information in the country and also to act as a national bibliographic and documentation centre mainly in agriculture. Therefore, SNAL serves both as a University Library as well as a National Agricultural Library. SNAL is located at Sokoine University of Agriculture (SUA)'s Main Campus and has a branch at SUA's Solomon Mahlangu Campus (SMC) (Sokoine University Prospectus 2006/2007).

SNAL is a legal depository of materials published in Tanzania and collects material published elsewhere about Tanzania. It is a depository for publications from the United Nations Food and Agricultural Organization (FAO) and all unpublished thesis and research reports of the university. The library user groups include students,

trainers/lecturers, researchers, extension officers, farmers, consultants and policy makers(Sokoine University Prospectus 2006/2007).

Information offered include: manuscripts, research reports, journals, reference services, interlibrary lending, grey literature, government reports, speeches and many more. Mainly SUA is specialized in crop sciences, veterinary sciences, animal sciences, aquaculture, environment, forestry and soil sciences. In addition to providing services to the groups mentioned above, the library for 2 years has engaged in information literacy tutorials for masters' degree students. Each year about 150 masters' students are taught how to search information from leading e-journals that are subscribed by the library (Sokoine University Prospectus 2006/2007)

Plate 1. Map of Tanzania showing locations of selected academic libraries

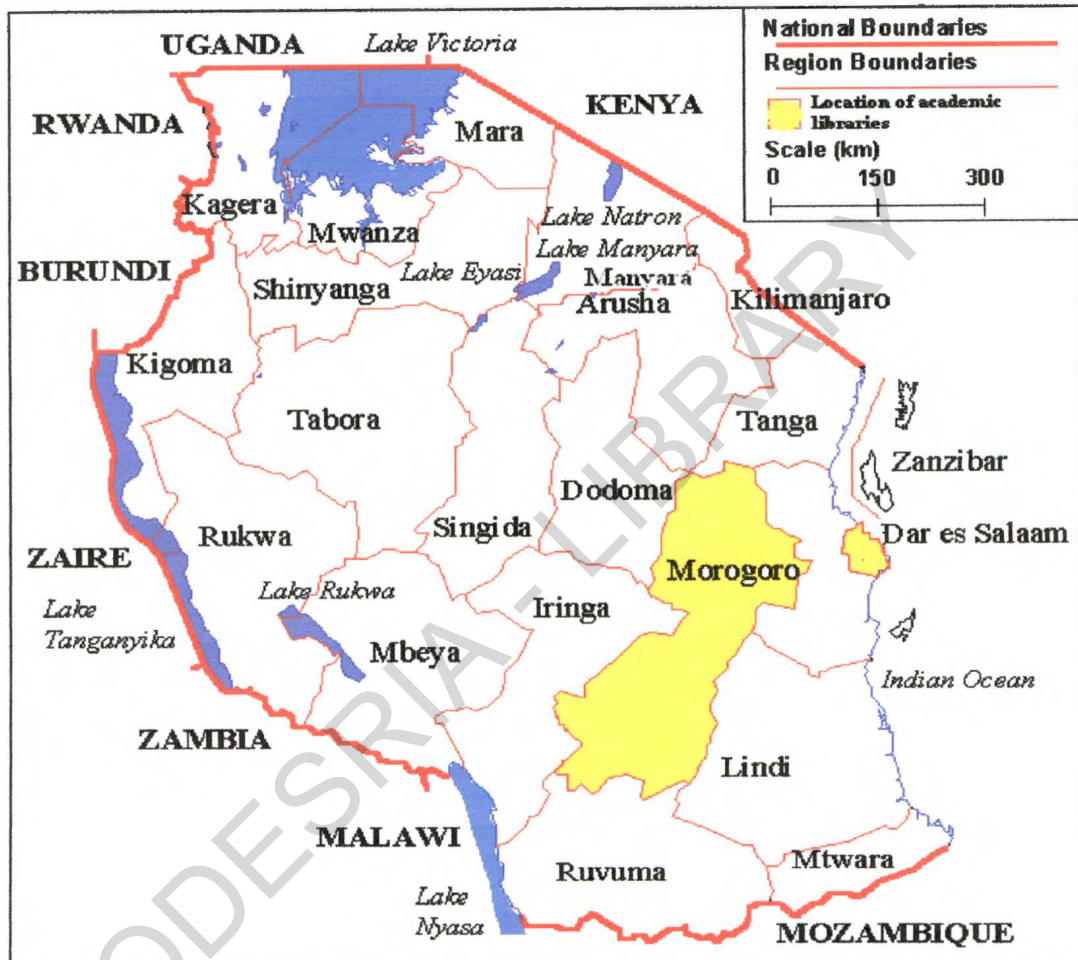


Source: World resources Institute, 2006

3.9 Summary

This chapter provided a brief overview of Tanzania: its geographical location, population, language and economy. In addition this chapter discussed the development of academic libraries in Tanzania mainland.

Plate 1. Map of Tanzania showing locations of selected academic libraries



Source: World resources Institute, 2006

3.9 Summary

This chapter provided a brief overview of Tanzania: its geographical location, climate, population, language and economy. In addition this chapter discussed in brief the development of academic libraries in Tanzania mainland.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

Research methodology refers to as a systematic way applied to solve research problems (Kothari, 1999). This section presents the research design, area of study, target population and sample size, data collection methods, sampling technique, data quality control (pretest), instruments, data analysis and ethical issues.

4.2 Research design

A research design is a logical and systematic plan prepared for directing a research study, it specifies the methodology and techniques to be adopted for achieving the objectives (Kothari, 1999). This study used both qualitative and quantitative descriptive survey design. Qualitative method was considered the most appropriate research design for this survey because, according to Pinhey (1974), it has the capability to determine the opinions, attitudes, and behavior of a large population. The survey method is less time consuming and is efficient.

4.3 Area of study

The study was conducted at the University of Dar es Salaam and Sokoine University Libraries. University of Dar es Salaam is situated in Dar es Salaam Region while Sokoine University of Agriculture is situated in Morogoro Region. These libraries were selected because of the accessibility. Another reason for doing the study at the UDSM

and SUA libraries is that they have a good number of users. Therefore, University of Dar es Salaam and the Sokoine university libraries were purposively selected because of convenience. As such findings can be generalized to other University libraries in the country.

4.4 Population and sample size

According to Best and Khan (1986) a population refers to individuals that have one or more characteristics in common that are of interest to the researcher. In this study the sample were drawn and selected purposively from the students, library staff, and teaching staff who form the population. A total of 110 respondents from UDSM and SUA participated in this study. The respondents comprised fourteen (14) academic staff, thirty six (36) library staff and sixty (60) students. More than half of the respondents were picked from University of Dar es Salaam main library because there were large number of library users and it is among of largest academic library in the country.

4.5 Sampling technique

Convenience and purposive sampling were adopted in the selection of the sample of library materials. According to Kothari (1999) the researcher in the purposive sampling procedure selects items for the sample deliberately and his/her choice concerning an item remains supreme. As stressed by Babbie (1992) this technique enables a researcher to select on the basis of his or her knowledge of the population, based on the researcher's judgement and purpose of study. The advantage of purpose sampling is that, it assures the researcher to get more information needed from respondents who are

crucial in a study. A convenience sample is merely an available sample that appears and able to offer answers of interest to the researcher's study (Baker, 1994). This is a sampling technique that is adopted for its economic value. With this technique, a number of people who happened to be around were given self-administered questionnaires.

4.6 Data Collection Methods

This survey used a combination of methods to collect data to ensure reliability and validity of data collected. The use of multiple methods was important because each method has its own advantages and limitation. Also, it helps to complement weaknesses of other data collection methods and to eliminate subjective bias.

4.7 Sources of Data

Two types of sources of data were used to collect data, namely secondary and primary data, as follows:

4.7.1 Secondary Data

Secondary data was collected through library research and both published and unpublished books, newspapers, reports, journal articles, including Internet resources were reviewed and major points summarized

4.7.2 Primary Data

Krishnaswami (2003) defines primary sources as original sources from which the researcher directly collects data that have not been previously collected. Primary data for this study was obtained from the sample using a structured and standardized questionnaire. In addition, observations were conducted to supplement the questionnaire

method. The following aspects were observed-mutilated books, journals and newspapers.

4.8 Instruments

The researcher used the following instruments to get data for this study

4.8.1 Questionnaire Guide

Questionnaires were used to collect data for this study because its advantages overwhelm other data collection methods. It is considered to be relatively inexpensive and suitable for collecting data from people (Krishnaswami, 2003). The questionnaires were self-administered by the respondents. Krishnaswami (2003) states that the advantages of self-administered questionnaire is that, it is less time consuming and reduces interviewer bias. In the same vein Kidder (1981) stated that questionnaires are advantageous in terms of economy, lack of interviewer bias and possibility of anonymity. Some of the disadvantages includes incomplete questionnaires, slow response and returned rates (Kothari, 1990; Babbie, 1992).

Questionnaires (Appendix I) were administered to respondents and were completed by respondents themselves. The structured questionnaires with both closed and open-ended questions were distributed to 110 respondents (students, academic staff and library staff) at UDSM main library sections and at SUA the questionnaires were distributed to students at the entry point while questionnaires for library staff were distributed in their respective sections.

The respondents were expected to fill the questionnaires in their own time and agreed to hand them over to library staff in each section and at the checkpoint. At UDSM main library almost all of the filled questionnaires were returned to the researcher. At SUA library, only two of the questionnaires from academic staff were not returned. The researcher had to distribute two supplementary questionnaires to other academic staff.

4.8.2 Interview Guide

These were a set of questions used during the interview session on issues related to the study. This was used to supplement information obtained through the questionnaire. Interview was conducted to some library staff and teaching staff who were purposeful selected due to their crucial role on different library matters. According to Krishnaswami (2003), interviews have a number of advantages such as, they allow the researcher to establish rapport, explain the purpose of the study and clarify issues and allows for possible triangulation or the application of other validity enhancing instruments. This method has some disadvantages including researcher bias and it is time consuming.

4.8.3 Observation Guide

Another instrument used in collecting data was observation guide (Appendix II). This method is qualitative and involves the direct observation of social phenomena in their natural settings (Babbie, 1994). Issues relevant to the study were observed such as library materials and other library services to surface potential areas for investigation.

The researcher observed mutilated library materials and other services and took notes. Observations also allowed the researcher to get first hand information by observing library materials directly. For example, in this study, the researcher observed materials namely journals, books, newspapers, pamphlets and thesis in order to find out the magnitude of mutilation. Therefore, observation helped the researcher to get more information that helped him to verify or nullify the information obtained through other methods. This was done by comparing with the information that he had collected through questionnaires. This assisted the researcher on issues that should be observed related to the study so as to meet the objectives of the study (Appendix II).

4.9 Data quality Control

Data quality control in this study was archived through the following procedures:

4.9.1 Pre-testing of Research Instruments

Before fieldwork, the instruments were pre-tested at the University of Dar es Salaam main library on a smaller sample of respondents with the same characteristics. The purpose was to determine the validity and reliability of the instruments. Questions that did not yield useful answers were discarded or revised. Therefore, findings from the pre-test instruments formed the basis for reviewing the questions and improving the instruments.

4.9.2 Triangulation

To collect data for this study, various methods were used. Triangulation in research refers to a combination of two or more theories, data sources, investigators, and data collection methods or to provide confirmation, validity and completeness (Mitchell, 1986; Cohen, 2000). Basically it involves the use of multiple data gathering techniques to investigate the same phenomenon (Berg, 2004). The use of triangulation improves validity and reliability of data collected as recommended by Babbie (1992).

4.10 Data analysis

A combination of data analysis methods was used to analyze data. The data collected from the field were analyzed both quantitatively and qualitatively. The quantitative method were used to analyse structured questions, the result was presented in tables and figures in frequencies and percentages. In the analysis Statistical Packages for Social Scientists (SPSS) was used to analyse quantitative data to derive frequencies and percentages as well as cross tabulations. Qualitative analysis was used to analyse open ended questions. Content analysis is the systematic, objective, quantitative analysis of the occurrences of words, phrases, concepts so as to analyse the expressed content that is the inferences of communication (Powell, 1991; Luambano, 2004). Content analysis was used.

4.11 Ethical Issues

Prior to the main survey, the respondents were informed about the purpose of the study and were assured that confidentiality would be maintained. Also, the researcher assured them that the information collected would be used for academic purposes and not otherwise. Also the questions were carefully structured to avoid questions that might embarrass the respondents.

4.12 Scope and limitation

This study focuses on library mutilations at University of Dar es Salaam main library and Sokoine University of Agriculture library. The major limitation was that access to materials through observation of the mutilation activities was constrained by the time given the secrecy of such practices.

4.13 Summary

This chapter presented the research design, area of study, target population and sample size, data collection methods, sampling technique, data quality control, instrumentation, data analysis technique, ethical issues, scope and limitation.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

The main concern of this study was to investigate the magnitude of mutilation of library materials at the University of Dar es Salaam and Sokoine University National Agricultural Libraries and its impact on teaching, learning and research. Data for this study was collected using a combination of methods, namely observation, questionnaire with open and close-ended questions. Based on research questions, the research instruments gauged information that addressed the research questions. The research instruments contained specific questions that answer research questions directly and other general questions that had no direct reflection to the objectives of the study but added value to it. Other categories of the questions were aimed at supplying general information useful to the study. The aim of this chapter, therefore, is to present the analysis of the data obtained from the field.

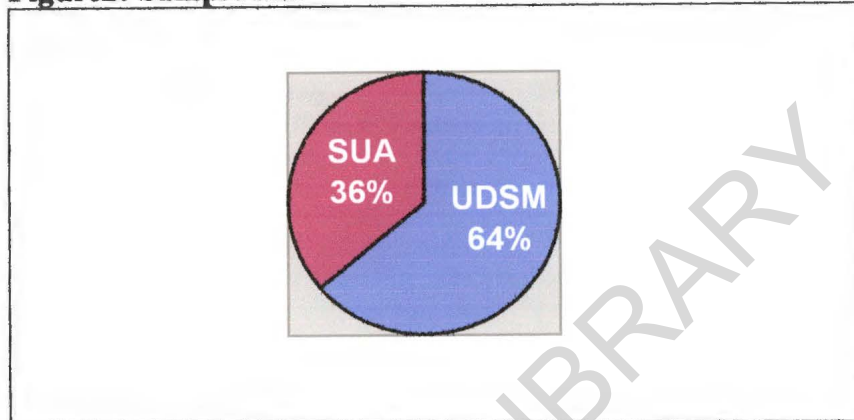
5.2 Data presentation

The researcher was able to get general information useful to the study from respondents involved. Below is the presentation of the data collected in the field which reflect questions from the questionnaires.

5.2.1 Demographic Characteristics of Respondents

Question 1 to Question 8 sought to find out biographical details of respondents in this study

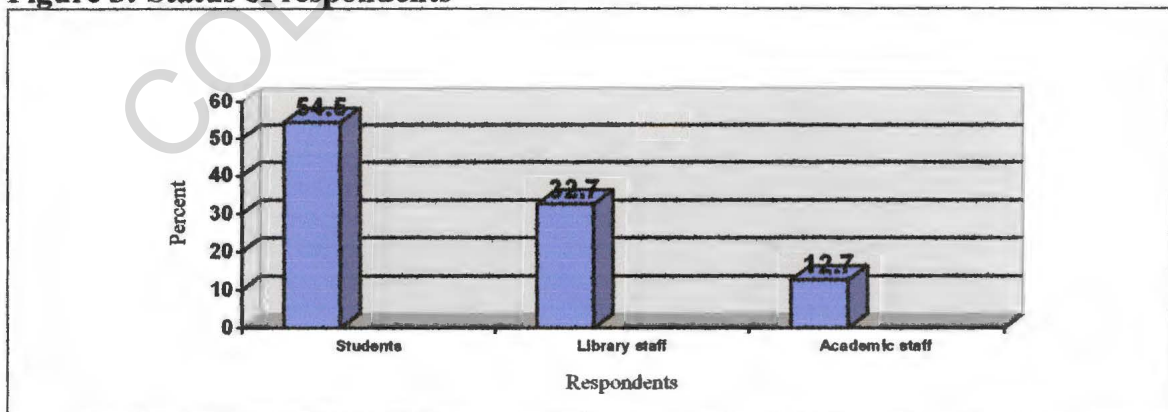
Figure2: Sample size



Source: Field data (2007)

A total of 110 respondents participated in this study. Of these, 70 (63.6%) respondents were the library users from University of Dar es Salaam and 40(36.4%) respondents were from Sokoine University of Agriculture.

Figure 3: Status of respondents



Source: Field data (2007).

The respondents, as shown in Figure 3, sixty (54.5%) were students; thirty-six (32.7%) were library staff and fourteen (12.7%) were academic staff. The students were drawn from first years to fourth years across faculties. The library staff and academic staff were drawn from various sections/departments in libraries. For example from SUA library include Reader Services, Cataloguing and Classification, Special Collection and Periodicals while in UDSM library include Reference, Social Sciences, Law, Science and Engineering, East Africana and Acquisition.

Table 1: Gender

Total Sample	Category	Frequency	%
N=110	Male	58	52.7
	Female	52	47.3
	Total	110	100.0

Source: Field data (2007)

As shown in the Table 1 above, fifty-eight (52.7%) were male and fifty-two (47.3%) were female

Table 2: Level of Education of Library Staff

Total Sample	Category	Frequency	%
N=36	Diploma in Library	10	27.8
	Bachelor Degree	10	27.8
	Master Degree	8	22.2
	Form IV	3	8.3
	Form VI	3	8.3
	PhD	2	5.6

Source: Field data (2007)

As shown in Table 2 above, ten (27.8%) of respondents had Bachelor degrees, ten (27.8%) had diploma in Library, eight (22.2%) had Masters degree, three (8.3%) had form Four Certificate two (5.6%) respondents in this study had PhD degrees, three (8.3%) had form six Certificate, These findings shows that, UDSM and SUA libraries have qualified library staff who have the ability to provide high quality services to users. The position held by these respondents ranged from Senior Library Officer to Librarian.

Table 3: Years of Service of Library Staff

Total Sample	Category	Frequency	%
N=36	1-5	11	30.6
	6-10	10	27.8
	11-15	6	16.7
	26-30	3	8.3
	21-25	2	5.6
	16-20	2	5.6
	No response	2	5.6
	Total	36	100.0

Source: Field data (2007)

As shown in Table 3 above, the years of service of Library Staff were as follows: eleven (30.6%) of the respondents their years of services were between 1-5, ten (27.8%) were between 6-10, six (16.7%) were between 11-15, three (8.3%) were between 26-30, two (5.6%) were between 16-20 and two (5.6%) were between 21-25. Only two (5.6%) did not answer the question. Based on this, it is clear that respondents in this study had experience as well as a wide range of experiences between them.

5.2.2 The usage of the libraries

Question 9: How often do you use the library?

This question was designed to find out how often respondents use the library. The responses are given in table 4 below.

Table 4: Frequency of Using Library

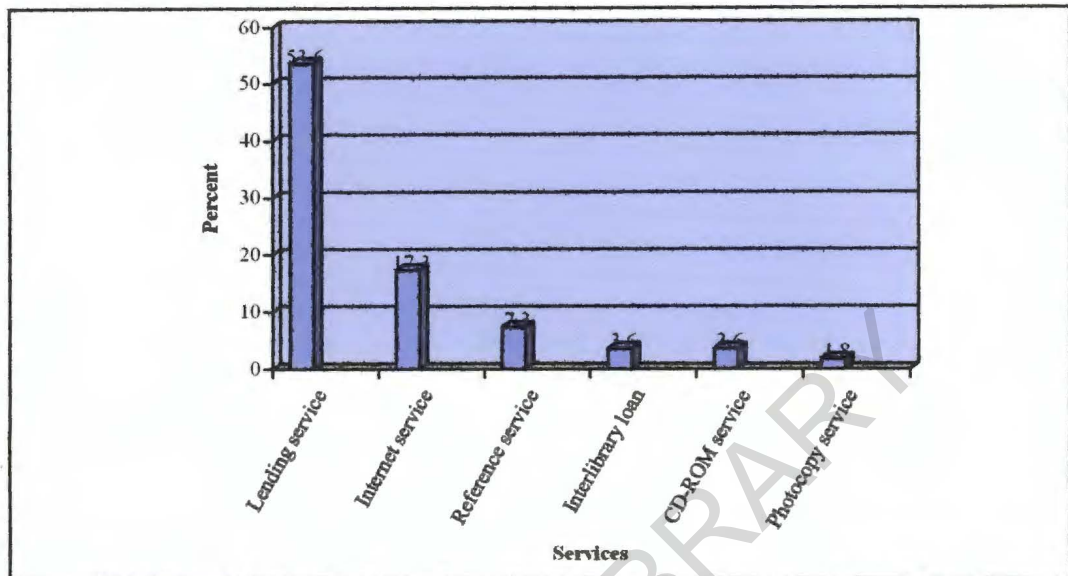
Total Sample	Category	Frequency	%
N=74	Several times a day	56	75.7
	Once a day	18	21.6
	Once a week	2	2.7
	Total	74	100.0

Source: Field data (2007)

As shown in Table 4 above, a majority of respondents, fifty-six (75.7%) use library several times a day, eighteen (21.6%) use library once a day and two (2.7%) use library once a week. From these findings it is clear that most of the users use libraries more frequently. This is attributed, we believe, mainly to various services provided in these libraries.

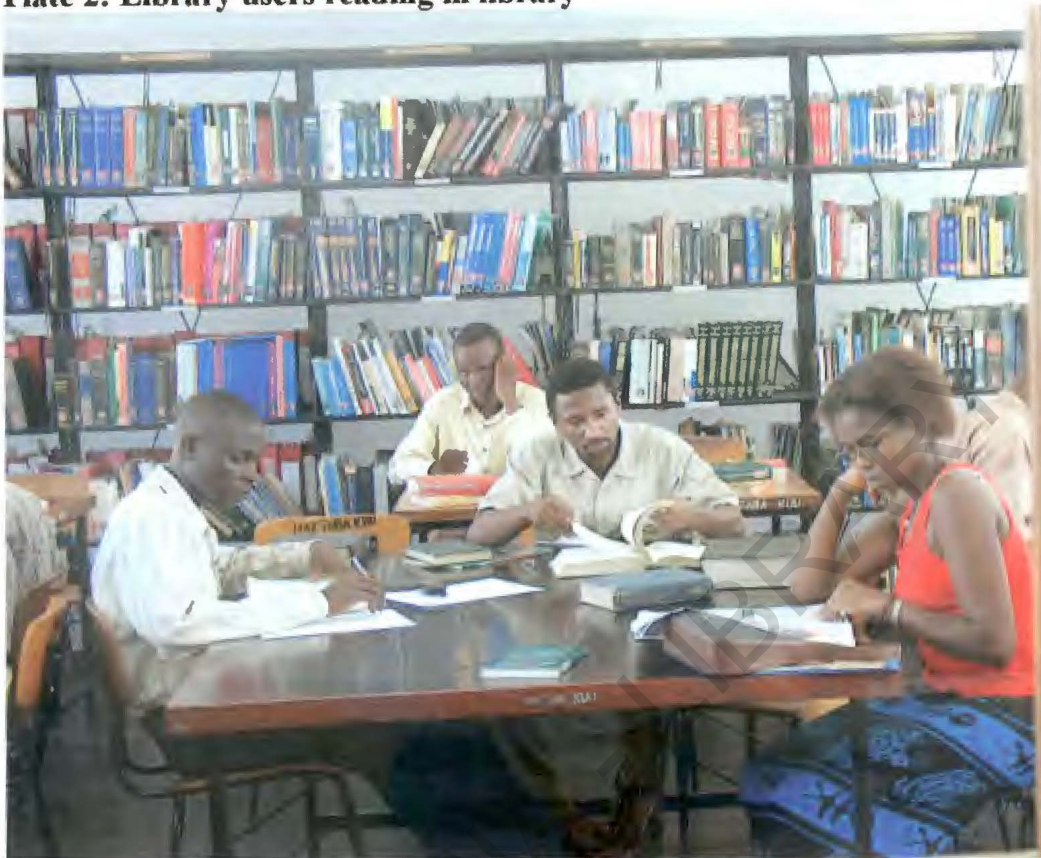
Question 18: Which types of services provided and services use most?

In these questions, respondents were asked to choose as many options as apply from the checklist of options provided. Answers were as follows:

Figure 4: Most used service

Source: Field data (2007)

The selected libraries provide a wide range of services ranging from Reference Service, Interlibrary loan, Internet, Lending, Photographic, Electronic and Photocopy, CD-ROM and Readers Services. As shown in Figure 4 above, fifty-nine (53.6%) of the respondents use lending services mostly followed by nineteen (17.3%) who said they use Internet services most, eight (7.3%) said reference service, four (3.6%) mentioned interlibrary loan services and another four (3.6%) mentioned CD-ROM service. Only two (1.8%) said they use photocopy services. However, on further observation, it was also revealed that most of users use the library to read notes they enter with into the libraries and not to consult library services. For example plate 2 below gives details

Plate 2: Library users reading in library

Source: ICT Unit

Question19: Do you get access to relevant materials always?

Respondents were asked if they get access to relevant materials always in the libraries.

Responses are summarized in table 5 below

Table 5: Access to relevant materials

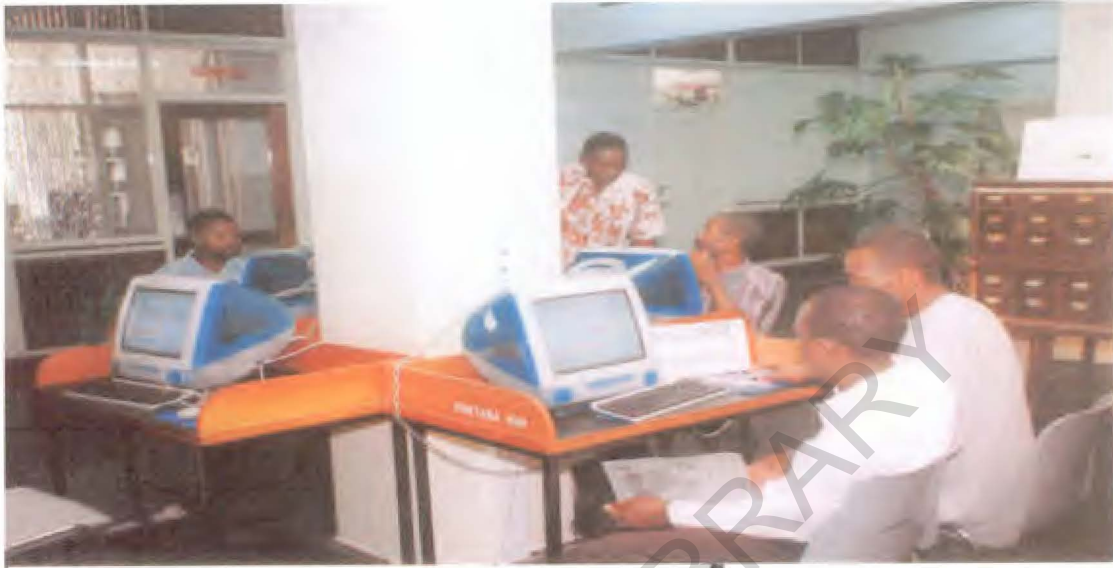
Total Sample	Category	Frequency	%
N=74	No	62	83.8
	Yes	12	16.2
	Total	74	100.0

Source: Field data (2007)

As shown in Table 5 above, sixty two (83.8%) of the respondents said they do not always get access to relevant materials and twelve (16.2%) said they do. The fact that 83.8% of the respondents do not get access to relevant materials can be attributed to many factors including meager library budgets. Also it can be due to demand exceeds supply due to increased student enrolment which has not gone hand in hand with increased book budgets. Similarly this could be attributed to mis-shelving, mutilations and theft.

Another explanation could be that students lack search skills. Moreover today than ever before library users have a wide range of options from which to chose if they are trained in Information Literacy skills. For example, they can use Internet and other electronic databases to search for relevant information. Impliedly, this means that Librarian must train users in information search techniques and must expose users to a wide range of resources in their libraries both print and non-print. A well-informed library user can use all the facilities available in case one option fails. For example, plate 3 below gives details.

Plate3: Library users searching for items on the library OPAC



Source: ICT Unit

With this OPAC, users search the catalogue database of the University of Dar es Salaam Library by an author, keyword, and organization. This is one of the alternatives available in UDSM library.

Question20: What are the reasons prevent users from getting access to relevant materials?

In this question, library users were asked to give reasons that prevent them from accessing relevant materials in the library. Their responses are as follows:

Table 6: Reasons prevent users from getting access to relevant materials

Total Sample	Category	Frequency	%
N=74	Scarcity materials	54	49.1
	Mis-shelving	20	20.2
	Mutilation	13	11.8
	Lack searching skills	10	9.1
	Delayed re-shelving	8	7.3
	Time factor	7	6.4
	Power cuts	3	2.7

Source: Field data (2007)

According to Table 6, fifty four (49.1%) of the respondents said that the main reasons that prevent users from getting the relevant materials was scarcity of library materials compared to a number of library users. Also others, twenty (20.2%) said mis-shelving, thirteen (11.8) because of mutilation of library materials, ten (9.1%) said they lack searching skills, eight (7.3%) because of delays in shelving materials, seven (6.4%) said because of time to use the internet is not enough, that mean the time for accessing internet materials was not enough. Only three (2.7%) attributed it to frequent power cuts that hinder effective use of OPAC services, electronic materials and Internet services. From the above findings it is clear that the selected academic libraries have shortage of library resources to suffice the number of library users. This can be attributed to small budget allocated by parent institutions to purchase library materials and lack support from the government.

5.2.3 Mutilation of library materials

Question 21a: Have you ever come across mutilated library materials?
Question 21b: If so which section/department and discipline are affected most?

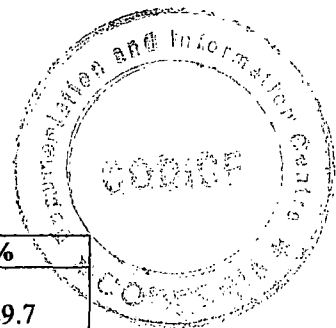
These questions were clustered because information sought is related. The questions were directed to library users and were aimed at identifying library users who experienced library mutilation.

Table 7: Respondents experienced library mutilation

Total Sample	Category	Frequency	%
N=74	Yes	59	79.7
	No	11	14.9
	Don't know	2	2.7
	No response	2	2.7
	Total	74	100.0

Source: Field data (2007)

Table 7 shows that, fifty-nine (79.7%) out of the 74 respondents said they have come across mutilated library materials, eleven (14.9%) said they have never come across mutilated library materials, two (2.7%) did not know. Only two (2.7%) did not answer this question. Majority users who come across mutilated library materials are those who use library resources always. This clearly shows that a majority of library users have come across mutilated library materials.

**Table 8: Most mutilated discipline**

Total Sample	Category	Frequency	%
N=74	Social Sciences	22	29.7
	Science and Engineering	11	14.9
	Law	10	13.5
	Agribusiness	9	12.2
	Crop Science	8	10.8
	Physical Science	7	9.5
	Food Science and Nutrition	4	5.4
	All disciplines	3	4.1
	Total	74	100

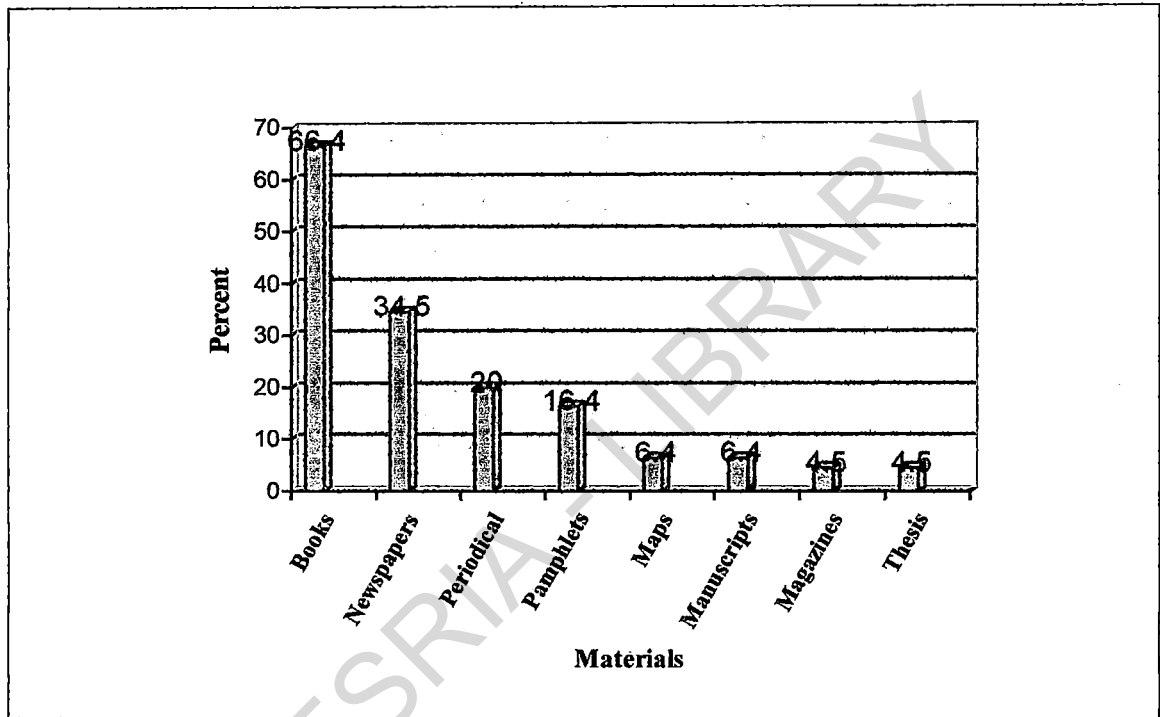
Source: Field data (2007)

According to Table 8 above, 22 (29.7%) of the respondents from UDSM said most mutilated discipline is Social Sciences followed by 11 (14.9%) who said Science and Engineering, 10 (13.5%) said Law. For SNAL 9 (12.2%) of the respondents said most mutilated discipline was Agribusiness followed by 8 (10.8%) who said Crop Science, 7 (9.5%) said Physical Science, 4 (5.4%) said Food Science and Nutrition. About 3(4.1%) of respondents from UDSM and SNAL said all disciplines were most mutilated. From the above findings, it is clear some disciplines are most mutilated than others. This can be attributed to various factors including demand exceeds supply. For example in UDSM library, students from faculties of Social Science, Commerce and Management and Education use in social science materials. Another factor may be expanded students enrolment that exceeds the available library resources.

Question 9: What types of materials were mutilated?

This question was addressed to respondents and was aimed at finding out the types of mutilated materials in academic libraries. Responses are summarized in Figure 5 below

Figure 5: Types of vulnerable materials



Source: Field data (2007)

In response to question 9 and as shown in Figure 5 above, seventy three (66.4%) of respondents said books, thirty eight (34.5%) said newspapers, twenty two (20.0%) of respondents mentioned periodical materials, eighteen (16.4%) mentioned pamphlets, five (4.5%) mentioned magazines, seven (6.4%) mentioned maps, seven (6.4%) mentioned manuscripts and five (4.5%) mentioned thesis. From these findings, the most vulnerable materials that were subjected to mutilation including books, followed by

newspapers and periodical materials. This may be attributed by frequent use, shortage of materials compared to expanded students enrolment and some materials are not to be borrowed outside the library.

Question10: What were the forms of library mutilations?

This question directed to all respondents and was aimed at identifying the forms of library mutilation in the library. Their responses are in table 9.

Table 9: Forms of mutilation

Total Sample	Category	Frequency	%
N=110	Tearing of page &Page cutout	87	79.1
	Highlighting	52	47.3
	Folding page	44	40.0
	Scribbling	29	26.4
	Staining	7	6.4

Source: Field data (2007)

As shown in Table 9 above, a majority of respondents, 87 (79.1%) said tearing and page cut off, 52(47.3%) said highlighting, 44 (40%) mentioned folding page, 29(26.4%) mentioned scribbling and 7 (6.4%) mentioned staining as forms of mutilation. From the above findings, it is clear that most common forms of library mutilations were page cutout and tearing, highlighting, folding page and scribbling. This may be mainly attributed with selfishness of users.

Question28: In your opinion what would you say on mutilation in your library?

This was purposeful addressed to library staff and was aimed at knowing whether the library mutilation is increasing or decreasing. Their responses are in table 10.

Table 10: Extent of mutilation.

Total Sample	Category	Frequency	%
N=36	Increasing	23	63.9
	Decreasing	11	30.6
	Don't know	1	2.8
	No responses	1	2.8
	Total		36

Source: Field data (2007)

In response to question 28 and as shown in Table 10 above, twenty three (63.9%) of the respondents said the problem of library mutilations was increasing, eleven (30.6%) they said the problem decreasing, while only one (2.8%) said he/she don't know and one (2.8%) did not answer the question. From these finding, it is clear that library mutilations is increasing in SNAL and UDSM main library

5.2.4 Causes of library materials**(Qn11) What are the main causes of library materials mutilation?**

This question was directed to all respondents and was aimed at identifying the main causes of library mutilations. The summary is given in table 11 below.

Table 11: Main causes of library mutilation

Total Sample	Category	Frequency	%
N=110	Scarcity resources	73	66.4
	Selfishness	70	63.6
	Financial constraints	43	39.1
	Poor security measurements	36	32.7
	Expanded students enrolment	36	32.7
	High cost of learning materials	30	27.3

Source: Field data (2007)

Table 11 above, shows that seventy three (66.4%) respondents attributed mutilations to scarcity of resources, seventy (63.6%) to selfishness, forty three (39.1%) to financial constraints, thirty six (32.7%) to weak security measures, thirty six (32.7%) to expanded student enrolment and thirty (27.3%) to high cost of learning materials. The findings above shows that the main cause of library mutilations was related to unproportional ratio between resources available and expanded student enrolment at Sokoine and Dar es Salaam Universities.

5.2.5 Impact of mutilation

Question 24: How do you feel when you come across mutilated materials?

This question was addressed to library users and aimed at finding out problems encountered when using mutilated materials.

Table 12: Problems of using mutilated library materials

Total Sample	Category	Frequency	%
N=74	Discouraged/ Disappointed	42	38.2
	Angry	32	29.1
	Demoralized	17	15.5
	Frustrated	15	13.6

Source: Field data (2007)

In response to this question, as shown in Table 12 above, 42 (38.2%) of respondents said they feel discouraged and disappointed when they come across mutilated library materials, 32 (29.1%) said they feel angry, 17 (15.5%) feel demoralized and 15 (13.6%) said they feel frustrated. From the above findings, all problems were attributed with psychological impact.

Question12: Do you agree or disagree with this statement "Mutilation of library materials impacts the quality of teaching, learning and research". Q13: What are the impact of mutilation on teaching, learning and research?

These questions were clustered together because the information sought is related. The information are as follows:

Table 13: Trend of mutilation.

Total Sample	Category	Frequency	%
N=110	Strongly agree	67	60.9
	Agree	24	21.8
	Moderately agree	13	11.8
	Disagree	2	1.8
	Don't know	2	1.8
	Strongly disagree	1	0.9
	No responses	1	0.9
	Total		110

Source: Field data (2007)

Table 13 above shows that sixty seven (60.9%) of respondents strongly agree that mutilation of library materials has negative impact on the quality of teaching, learning and research, twenty four (21.8) said they agree, thirteen (11.8%) said they moderately agree and two (1.8%) said they disagree. Moreover two (1.8%) said they don't know one (0.9%) said she/he strongly disagree and another, one (0.9%) did not answer the question. All in all, as shown in Table 17 above 94.5% of respondents strongly agreed, agreed and moderately agreed with the statement that mutilations have a negative impact on learning, teaching and research. It is also costly to the library which has to purchase or photocopy replacements and tends to reduce the quality of library services, it creates scarcity and makes needed information inaccessible. Therefore, library mutilations an impacts the quality of teaching, learning and research.

5.2.6 Availability of library materials

Question 25: Do printed materials meet your information needs?

This question was addressed to library users and was aimed at finding out whether printed materials meet user needs or not.

Table 14: Printed materials in meeting the needs

Total Sample	Category	Frequency	%
N=74	No	55	74.3
	Yes	17	22.5
	Don't know	1	1.6
	No response	1	1.6
	Total	74	100

Source: Field data (2007)

In response to question 25 and as shown in Table 14 above, in general the majority of respondents, fifty five (74.3%) confirmed that resources did not meet their information needs compared to only seventeen (22.5%) who said they do, one (1.6%) said he/she does not know and only one (1.6%) did not answer the question. This confirms that printed library materials do not suffice demand.

Question 14: What other sources of library materials do you use to meet your information needs?

This question was directed to all respondents in the study and aimed at finding out what other sources used by users.

Table 15: Other Sources of Library Materials

Total Sample	Category	Frequency	%
N=110	Internet sources	65	59.1
	Electronic journal	23	20.9
	Electronic database	17	15.5
	Electronic books	14	12.7
	CD-ROM	10	9.1
	Film	4	3.6
	Video/Television	3	2.7
	Audio	2	1.8

Source: Field data (2007)

When asked what other sources of information they use, sixty five (59.1%) mentioned the Internet, twenty three (20.9%) accessed electronic journal, seventeen (15.5%) accessed electronic database, fourteen (12.7%) accessed electronic books, ten (9.1%) used CD-ROM, four (3.6%) mentioned film, (2.7%) for listening and watching video, two (1.8%) mentioned audio as other sources that supplement printed materials. From these findings, the selected libraries have a wide range of other sources used by users but the most common source was Internet. This should go hand in hand with user education and training on information literacy so as to have skills in accessing Internet sources and electronic sources.

Question26: How useful are the other library materials in meeting your academic needs?

This question was directed to students because they always use the library and aimed at finding out the usefulness of non-printed materials.

Table 16: Usefulness of non-printed materials

Total Sample	Category	Frequency	%
N=74	Relevant information	25	22.7
	Current information	21	19.1
	Supplement print materials	16	14.5
	Not useful	7	6.4
	Timely access	4	3.6

Source: Field data (2007)

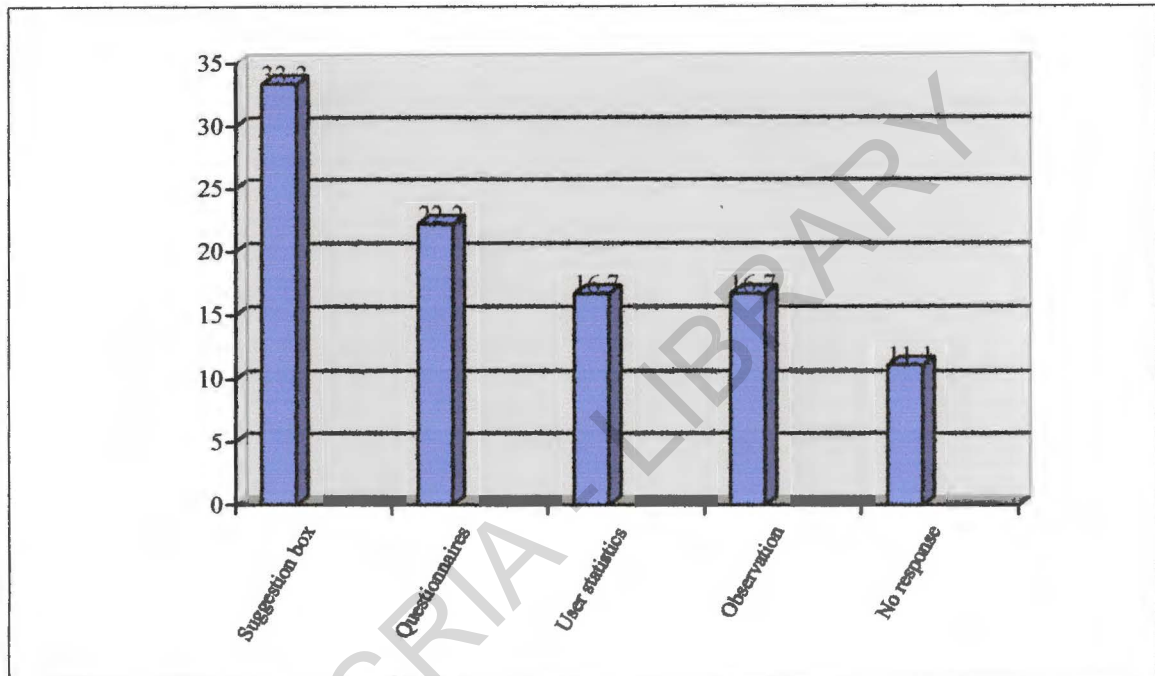
As shown in Table 16 above, twenty five (22.7%) of respondents said that non-printed sources provide relevant information twenty one (19.1%) of respondents said that non-printed resources provides current information that increase, sixteen (14.5%) said that non-printed resource supplement print resources. Only seven (6.4%) said that non-printed resources are not useful and four (3.6%) of the respondents said that non-printed resources from the internet are fast to access except where there is a shortage of computers connected to internet. The findings above revealed that electronic resources play an important role in providing timely access to needed resources and this has also improved the quality of learning, teaching and research.

5.2.7 Evaluation of library services

Question30: How do you evaluate user satisfaction with library services?

This question was addressed to library staff and was aimed at finding out the ways used to evaluate user satisfaction on the services rendered by the library.

Figure 6: User satisfaction evaluation methods



Source: Field data (2007)

As shown in Figure 6 above, twelve (33.3%) of respondents said they use suggestion box, eight (22.2%) said they use questionnaires to evaluate user satisfaction, six (16.7) said they use user statistics, six (16.7%) said they use observation method to evaluate user satisfaction but four (11.1%) did not answer this question. From these findings, it is clear that the selected academic libraries use various ways to evaluate user satisfaction on the services. However on further observation a researcher discovered that suggestion box is only used by UDSM library while SNAL do not use suggestion box.

Question31: How often do you conduct a user survey? Question33: Library staff are trained enough to detect library mutilation?

Question 31 and 33 were addressed to library staff. Question 31 was aimed at finding out how often they conduct user surveys and Question 33 at whether library staff had enough skills on detecting library mutilations. The summaries of the findings are in table 22 and 23 below.

Table 17: Conducting user survey

Total Sample	Category	Frequency	%
N=36	Annually	9	25.0
	Regularly	9	25.0
	Only once a while	8	22.2
	Don't know	7	19.5
	Monthly	1	2.8
	Never	2	5.6
	Total		36

Source: Field data (2007)

As shown in Table 17 above, nine (25.0%) out of thirty six library staff said that they conduct user surveys annually, the other nine (25.0%) said regularly, eight (22.2%) said once in a while, seven (19.5%) said they don't know, two (5.6%) said never and only one (2.8%) said monthly. The findings revealed that a majority of library staff were aware on user surveys but their responses show that no common period for conducting user survey in these libraries.

Table 18: Ability to detect library mutilation.

Total Sample	Category	Frequency	Percentage
N=36	Yes	23	63.9
	No	12	33.3
	Don't know	1	2.8
	Total	36	100.0

Source: Field data (2007)

As shown in Table 18 above, twenty three (63.9%) said library staff have ability to detect library mutilations, twelve (33.3%) said have no ability to detect library mutilation, and only one (2.8%) said he/she does n't know whether the library staff have ability to detect library mutilations. From these findings, it is clear that a majority library staff have ability to detect library mutilations. Although a majority of library staff have ability to detect library mutilations, there is a need for academic libraries to conduct training to all staff on how to detect library mutilations.

Question 34: What problems do you encounter in providing services to users?

This question was addressed to library staff and was aimed at finding out the problems encountered in providing services to users

Table 19: Problems encountered in providing service

Total Sample	Category	Frequency	%
N=36	Information illiteracy	14	38.9
	Inadequate resources	12	33.3
	Unethical practices	12	33.3
	Staffing shortages	7	19.4
	Poor communication	4	11.1
	Mis-shelving of materials	3	8.3
	Delays in returning books	2	5.6

Source: Field data (2007)

According to Table 19 above, fourteen (38.9%) of respondents said information illiteracy, twelve (33.3%) said unethical practices, twelve (33.3%) said inadequate resources, seven (19.4%) mentioned staffing shortages, four (11.1%) mentioned poor communication, three (8.3%) said mis-shelving of library materials and two (5.6%) said delays in returning books. Based on these findings, it is clear library should look these problems with a view to finding lasting solution in order to ensure effective use of library by users.

5.2.8 Control of library materials

Question 32: How do you handle reported mutilated library materials?

This question was directed to library staff and was aimed at finding out ways to handle mutilated materials.

Table 20: Ways to handle mutilated materials.

Total Sample	Category	Frequency	%
N=36	Replacement/ Photocopying	20	55.6
	Enforce rules and regulations	7	19.4
	User education	6	16.7
	Binding	6	16.7
	Special reserve	5	13.9
	Interlibrary loan	4	11.1

Source: Field data (2007)

In response to question 32, as shown in Table 20 above, twenty (55.6%) said they replace/photocopy mutilated materials, seven (19.4%) said they enforce rules and regulations, six (16.7%) said they provide user education, six (16.7%) said they bind, five (13.9%) said they keep all materials on high demand on special reserve, four (11.1%) said they use document delivery services to order mutilated pages for replacement. Effective use of library resources largely depends on whether the library meets user information needs and the extent to which it provides quality services in meeting a wide variety of user needs. However, this is possible only if library is adequately funded.

Question15: What should be done to users caught mutilating library materials?

This question was addressed to both library staff and users.

Table 21: Action taken against user caught mutilating library materials

Total Sample	Category	Frequency	%
N=110	Pay cost for replacement	52	47.3
	Withdraw borrowing privileges	18	16.4
	Warned	14	12.7
	Legally prosecuted	8	7.3
	Suspended	7	6.4
	Expelled	2	1.8

Source: Field data (2007)

As shown in Table 21 above, fifty two (47.3%) of respondents said users should pay cost of replacement, eighteen (16.4%) said their borrowing privileges should be withdrawn, fourteen (12.7) said users should be warned, eight (7.3%) said users should be legally prosecuted, seven (6.4%) said users caught mutilating library materials should be suspended and two (1.8%) said users should be expelled. Based on the findings, academic libraries should use and enforce these actions to prevent library mutilations in order to ensure effective use of the library by students.

Question24: What should be the long-term solutions for preventing mutilations of library materials?

This question was addressed to both library staff and users and was aimed at getting their views on the ways of preventing library mutilations.

Table 22: Ways to prevent Library Mutilations

Total Sample	Category	Frequency	%
N=110	Purchase more electronic resources	45	40.9
	Purchase more printed resources	43	39.1
	Improve security measures	34	30.9
	User training and education	31	28.2
	Strengthening rules and regulations	31	28.2
	Increase photocopying facilities	19	17.3
	Close supervision	15	13.6
	Digitize	9	8.2
	Increase access to internet services	5	4.5

Source: Field data (2007)

As shown in Table 22 above, forty five (40.9%) of respondents suggested that libraries should purchase more printed resources, forty three (39.1%) said libraries should purchase more electronic resources, thirty four (30.9) said security measures should be improved and thirty one (28.2%) of respondents said libraries should provide user training and education. Also thirty one (28.2%) said rules and regulations should be strengthened, nineteen (17.3%) suggested that photocopying facilities and services should be expanded, fifteen (13.6%) said libraries should increase close supervision of the user, nine (8.2%) said that libraries should digitize all valuable materials, five (4.5%) suggested that libraries should increase access to internet services. Based on these findings, it is revealed that a majority of respondents are concerned with mutilations and would like the issue concretely addressed. Observation made by the researcher, found

that UDSM main library started to install some of electronic security devices on the checkpoint section while in SNAL there were no any electronic security devices used and installed. According to the interview made to SNAL library director showed that they had a plan on installing electronic surveillance video to ensure security. Installing and using the electronic security system for detecting library mutilation would help greatly to increase the quality of services provided.

Also it is clear that the majority of respondents suggested that libraries should purchase more printed and electronic resources. Observation made in this study revealed SNAL and UDSM library have few computers with electronic resources and very few library users were using available electronic resources.

5.2.8 Policy on mutilation of library materials

Question35: Do you have a policy on mutilation?

This question was addressed to library staff.

Table 23: Policy on Mutilation.

Total Sample	Category	Frequency	%
N=36	No	20	55.5
	Yes	5	13.9
	Don't know	11	30.5
	Total	36	100.0

Source: Field data (2007)

As shown in Table 23 above, twenty (55.5%) said they don't have a policy to prevent library materials mutilation, eleven (30.5%) said they do not know, five (13.9%) of respondents said library has a policy. Based on findings, it is revealed libraries surveyed have no policy on preventing library mutilations. Therefore, these libraries should create policies to prevent mutilations.

Question36: Are such policies desirable?

Table 24: Need of policy

Total Sample	Category	Frequency	%
N=36	Yes	24	66.7
	Don't know	10	27.8
	No	2	5.6
	Total	36	100.0

Source: Field data (2007)

Table 24 above, shows that twenty four (66.7%) out of 36 respondents said a policy on preventing library mutilations is needed, ten (27.8%) said they were not sure and only two (5.6%) said that such policy is not needed. Based on these findings, it is clear policies on library mutilations are needed. However, such policies should be widely disseminated to users to ensure compliance by users.

5.3 Summary

This chapter was about data analysis. Key findings revealed that mutilation of library materials is a common phenomena at both SUA and UDSM libraries but the degree differs from discipline to discipline. Findings further revealed that encourage library mutilations include scarcity, weak security measures, selfishness, financial constraints, expanded students enrolment and high cost of learning materials. The most mutilated materials include books, newspapers, periodicals and pamphlets. In addition, all the respondents indicated that mutilations have a negative impact on the quality services provided, teaching, learning and research. To reduce or prevent library mutilations, the respondents suggested the following strategies: purchase more electronic and printed resources, improve security measures, digitize, increase access to internet services, close supervision, increase photocopy facilities, strengthening rules and regulations, user training and education.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.1 Introduction

This chapter discusses the findings of the study, which resulted from the analysis of data presented in chapter 5. A broad objective of the study was to investigate the magnitude of library mutilations in academic libraries and its effect on teaching, learning and research with specific reference to UDSM and SUA libraries. Specific objectives were to identify causes of mutilation of library materials, types of highly mutilated materials in the libraries, and how this impacts teaching, learning and research. Lastly, the aim was to recommend measures to prevent library mutilations. A review of literature and previous studies provided the basic theoretical framework in this study and the basis for defining key terms. The terms were important and provided the basis for conceptualizing the key concept in the study.

The following broad research questions guided this inquiry

1. What factors encourage mutilation of library materials?
2. What types of library materials and disciplines are highly mutilated?
3. What is the magnitude of the problem at UDSM and SUA libraries?
4. How does mutilation impacts teaching, learning and research?
5. How can mutilation be prevented?

Findings revealed that library mutilation at SNAL and UDSM libraries are on increase and that they impact negatively on the quality services. So far mutilations were attributed to scarcity of library materials, cost of learning materials, selfishness, expanded student enrolment, cost of photocopying as well as financial constraints and poor security.

6.2 Causes of Mutilation

From the study findings, it is clear that acts of mutilation have three central concepts in common property ownership, intent, destructiveness. At UDSM and SUA these problems are partly caused by the following:

(i) Scarcity of library materials

Scarcity of library materials, expanded student enrolment and added academic programmes as well as diminishing book budgets cutbacks in journal subscription. Similarly, Teferra (1996) found that almost all academic libraries in Ethiopia experience similar problems that they are dismally small compared with the size of their user population. A researcher, through personal observation in the libraries, was able to verify that the number of library users was bigger compared to available resources. For example the number of students admitted at the University of Dar es Salaam has increased steadily, from 14 in 1961 to 18,342 in the 2005/2006 academic year (UDSM Prospectus, 2006/2007). Fewer library resources encourage mutilations. Observations also revealed that not all available printed library resources were being used because

they are outdated and irrelevant. Some respondents attributed fewer library resources to shortage of funds allocated to purchase more useful library resources. This is because University's budget to purchase library resources is too small and libraries are largely dependent on donor funding, which is not permanent. Adomi (2002) also found that Nigerian universities are underfunded and this affects the acquisition of information materials to support teaching and research functions and the quality of library services.

(ii) Selfishness

Another factor for library mutilation is selfishness. Scarcity library resources and increased library users at SNAL and UDSM library has boosted this anti social behavior. Sixty three percent of the respondents surveyed attributed mutilations to selfishness of the library users. This view is also supported by Sandra (2003) who argued that selfishness is a primary motivation for mutilation. The researcher in this study also observed the short time allocated to borrow special reserve material contributes to the problem. Some people do it because they want to be the only who excel in their class and during the final exam at the expense of other users. Therefore, when demand exceeds supply, selfishness becomes a motivating force. Library users are required to show consideration for the rights of other and should behave in a manner, which does not inconvenience and limit the rights of other users to have access to library services (Leddy, 2005).

(iii) Financial constraints and high cost of learning materials

Financial constraints and high cost of learning materials also encourage library mutilations. For example, at both universities surveyed book allowances allocated to students were inadequate to allow them to purchase all the required learning materials. Worse still most of learning and research materials are too expensive. Adomi (2002) shares similar views when he explains that:

Possible reason for mutilation of library materials include hike in prices of books which make them unaffordable and limited copies of books.

In the same vein, Bello (1998) found that:

The price of foreign imprints are astronomical in comparison to the disposable income of students and the availability is poor.

The introduction of cost sharing in education in the 1990s in Tanzania also contribute to the uncertainties of the student textbook market. Some of respondents attributed mutilation to high cost of photocopying. Another problem is that, most students do not spend their book allowances to buy books. As a result most students use libraries as the main sources of learning and research materials. During the interviews one academic staff suggested that Universities should re-introduce the system whereby students book allowances are deposited with the bookshops instead of giving it to students. This way they could be forced to use the money to buy needed textbooks.

(iv) Weak security measures

Through personal observation and interview with library staff, I was able to verify that there is a weak security measures and lack of serious supervision which contribute to the problem. Some of respondents recommended that libraries should install electronic devices such as surveillance video cameras to ensure security.

Findings further revealed that library users are not aware of the existing library rules and regulations even though at UDSM these are available on the library website where the user can read them. Library rules and regulations, especially those related to destruction of library materials should be posted in the entrance and notice boards where they library places that can be easily seen.

6. 3 Types of highly vulnerable materials

Findings revealed that the most vulnerable materials to mutilation are books on high demand (66.4%) followed by newspapers (34.5%) periodicals (20%) and pamphlets (16.4%). Bello (1998) has observed that the most vulnerable materials to mutilation were reference books, closely followed by books on high demand. In the same vein, Teferra (1996) found that 93% of most frequently mutilated materials were books on reserve for specific courses and periodicals with specific illustrations.

The possible explanation for mutilation of reference books and highly demanded books can be attributed to expanded library users, frequent use and strict control imposed on them and because most reference and highly demanded books are on closed access. The same applies to newspapers, periodicals and pamphlets, the main reason being they are strictly used only in the library. According to the respondents, other library materials such as magazines, maps, manuscripts and thesis were not very vulnerable to mutilation at SUA and UDSM libraries due to the small number of users who use these materials. In terms of disciplines, the most affected disciplines were social sciences, science and engineering and law at UDSM library while at SNAL, the most affected disciplines were Agribusiness and Crop science.

6.4 Magnitude of the Problem at UDSM and SUA Libraries.

The literature attests to the fact that no library is absolutely immune to mutilation of library properties. Consequently, in both UDSM main library and SNAL, the problem of material mutilation is increasing despite of efforts made to improve the security of library materials. Although at SNAL there were no exact statistics for mutilated documents, library staff from bindery unit said that they received not less than 250 mutilated documents per year. In UDSM library statistics of 2006, shows 197 books and 21 journals from Arts and Social Science collections were mutilated. Also 199 documents from law collection, 150 documents from East Africana, 192 books and 41 journals from Engineering and Science collection were mutilated. This implies that

the problem of mutilation is more serious in UDSM library than SNAL. The researcher, through interview with some library staff, was able to verify that the offenders in both libraries are mostly students. For the case of newspapers at SNAL, the external users are answerable for most mutilations.

When demand exceeds supply, selfishness becomes a motivating force and the competition for library items tempts users to mutilate. This is also supported by Keele (1987) who noted that the reasons why students mutilate library materials is because of shortage of books, short term loans for the available stock.

6.5 Impact of Library Mutilation on teaching, learning and research.

Quality education depends on the quality of library services provided. Although there are few statistics regarding the rates of mutilation in academic libraries in Tanzania, the truth is mutilation is a problem for libraries of all types. From the findings, the majority of respondents confirm that library mutilations impact the quality of teaching, learning and research. Some of the major problems of library mutilation include shortage of learning materials, in which in turn creates shortage of teaching, learning and research materials in universities and it is costly. Action combined efforts of both library staff and students are needed in creating awareness and strengthening security measures. Findings revealed that library mutilation reduces the quality of library services in all types of libraries and threatens the quality of teaching, learning and research in higher learning institutions

Library mutilation is costly not only in monetary terms but also intellectually. A lot of money is spent on binding mutilated materials and this is money that could have been used to acquire new resources. For library staff time is wasted locating, photocopying and replacing destroyed materials. Users also suffer because they are denied timely access to needed resources. The internet is an important source of information, the problem is that some cannot find relevant materials because they lack search skills and information literacy (Luambano, 2003)

Apart from that, mutilation has a psychological impact on library users. It is frustrating, demoralizing, discouraging, disappointing and makes users angry because they are denied access to critical information. Oni (1984) shares similar views and argues that the efficiency of a library service is reduced by frustration experienced by readers and staff.

To prevent mutilations Houlgate (1992) suggests that:

Library and information managers must face up to the contemporary reality of criminal activity and the potential for crime must be addressed at the earliest possible stage and designed out.

6.6 Summary

In this chapter, the major questions that guided this inquiry were examined and major findings summarized and presented. Findings show that library mutilation is increasing and remains a serious threat at UDSM and SUA due to expanded student enrolments and

new programmes, selfishness, weak security and cost of learning materials. Findings further revealed that most mutilated materials include books, newspapers, periodicals and pamphlets. In addition, all the respondents indicated that mutilations have a negative impact on the quality services provided, teaching, learning and research.

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CHAPTER SEVEN

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

This chapter presents a summary, conclusions and recommendations drawn from the study.

7.2 Summary

The study investigated the problem of mutilation of library materials in selected universities namely, UDSM and SUA in Tanzania and its impact on teaching, learning and research. The main purpose was to find out the magnitude of library mutilation. Other objectives were to identify the main causes, types of most mutilated materials and determine how to curb mutilations.

This study used the Interaction System of Analysis explaining the phenomenon. This was adapted the conceptual framework from Omary and Mosha (1987) and Mahinda, (2005) as a conceptual framework that used to analyse variables that contribute library mutilations. Methodologically, this was a qualitative study involving descriptive statistics. The data was collected through the use of questionnaires, interview and observations as well as the examination of both primary and secondary sources. A questionnaire was administered to respondents in self-administered interview.

The study revealed that mutilation is increasing and becomes a serious threat in the surveyed academic libraries. These libraries have no policy on library mutilation and characterized by weak security on library materials. Policies on library mutilation are needed. Most of offenders are library user notable students and external users. Most of predominant factors for mutilation are expanded student enrolment and the added new programmes, which do not compared to the available library materials, selfishness, financial constraints and cost of learning materials. Therefore, the findings revealed that the number of users are bigger that compared to available resources. The library materials which are most mutilated are reference books and other highly demanded books, newspapers and periodicals.

From the findings, some of disciplines were most mutilated. This was attributed by various factors including many users from different faculties and departments. For example at UDSM library Social Sciences students from faculty of Social Science, Commerce and Management, Education and Science used Social Science materials while at SUA most vulnerable discipline include Agribusiness and Crop Science. Another factor was expanded students enrolment that exceeds the available library resources.

Findings further revealed that most students use print materials to meet their academic needs. This can be attributed to several factors including lack information search and literacy skills and computers connected to electronic resources internet are very few

compared to expanded students enrolment and added new programmes. In general mutilations has negative effect on teaching, learning and research, in that it affects the quality of learning quality of library services, cost of time, creates shortage of reference materials and is costly. There is deliberately and concerted effort not only by library staff but also academic staff, students and external users to curb mutilation of books, newspapers, periodicals and other library materials. Action to be taken against user caught mutilating library materials including suspended, expelled, withdraw borrowing privileges, legally prosecuted, warned and pay cost of replacement.

7.3 Conclusion

Librarians across the world are increasingly concerned with safety and integrity of valuable intellectual materials aiming at increasing the quality of their academic libraries. Findings of the study have revealed that mutilation is increasing and becomes a serious threat in the surveyed academic libraries and the reasons given for this state of affairs included, among others, weak security measures, financial constraints and high cost of learning materials, selfishness and scarcity of library materials. The options on protecting library materials are presented with the understanding that no system is totally effective. However, if library management can adopt appropriate strategies the effectiveness of the system adopted can be greatly enhanced.

Also, findings revealed that the most vulnerable materials to mutilation are books on high demand followed by newspapers, periodicals and pamphlets. In terms of disciplines, the most affected disciplines were social sciences, science and engineering and law at UDSM library while at SNAL, the most affected disciplines were Agribusiness and Crop science. The possible explanation for mutilation of reference books and highly demanded books can be attributed to expanded library users, frequent use and strict control imposed on them and because most reference and highly demanded books are on closed access

From the findings further revealed that the majority of respondents confirm that library mutilations impact the quality of teaching, learning and research. Some of the major problems of library mutilation include shortage of learning materials, in which in turn creates shortage of teaching, learning and research materials in universities and it is costly. Action combined efforts of both library staff and students are needed in creating awareness and strengthening security measures.

7.4 Recommendations

Based on the study findings, the following are key recommendations aimed at curbing library mutilation.

1. Training and education

Libraries should strive to improve themselves through training and continuing education programmes particularly in Information Literacy. For example education on the impact

of mutilation on intellectual excellence and the quality of library services. Also proper instruction and orientation should be provided to library users.

2. Library rules and regulations

Based on the findings, it is recommended that all libraries should strengthen and enforce the existing library rules and regulations that are tough enough to discourage likely offenders. Penalties for destroying university property, especially library resources should be exposed to the library users and should be posted in the entrance and notice boards.

3. Electronic resources

In addition to print resources it is recommended that, all libraries should invest in e-electronic resources so as to cope with the increasing number of users at UDSM and SNAL Academic libraries should encourage their users to use electronic resources and should publicise awareness of the resources they have to encourage users to use electronic resources.

4. Budget

Libraries should be allocated adequate budgets to support collection development and training of users and staff and to install security systems. This is very important in order to improve efficiency and the quality service.

5. Security

Insecurity of library materials is all types of libraries. Therefore it is recommended that libraries should install electronic security devices and electronic surveillance video cameras to discourage mutilations.

6. Digitization

It is recommended that the most valuable library resources should be digitized to prevent them from being mutilated. Digitized material plays a big role in improving the quality, accountability, high performance and effective communication.

7. Photocopy

Shortage and high price for photocopying library materials accelerate library mutilations. Therefore the library management should subsidize photocopying for students, so that students can pay less for works they photocopy.

7.5 Area for Further Studies

The researcher recommends on:

1. A study on an investigation into the extent to which digital resources can prevent Mutilations in Academic Libraries.
2. A study on library user education and training.
3. A study on mutilation of electronic library materials

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APPENDICES

APPENDIX I QUESTIONNAIRE

I am a postgraduate student conducting research on: “**Mutilation of Library Materials and Its Impact on Teaching, Learning and Research in Selected Academic Libraries in Tanzania**”. I would appreciate if you could spare a few minutes to provide information for this study. The information provided will be treated as confidential.

Instructions on filling the Questionnaire

Please answer all questions by circling your option(s) in multiple choices questions and give as much information as possible for open-ended questions.

Part 1: General Questions

1. Name of Library.....
2. Name of Library Staff/ users (optional).....
3. Library Section.....
4. Level of Education (library staff).....
5. Position held (library staff).....
6. Years of Service in the Library (library staff).....
7. Sex.....
8. Year of study (student).....

Note: Mutilation in this study refers to the habit of folding page, page cutout, highlighting, tearing, misplacement, staining and scribing

9. What types of library materials are mutilated most? (Circle all that apply)

- 1=Periodicals
- 2=Newspapers
- 3=Books
- 4=Pamphlets
- 5=Magazines
- 6=Maps
- 7=Manuscripts

10. What were the forms of mutilation? (Circle all that apply)

- 1=Scribing
- 2=Tearing
- 3=Staining
- 4=Highlighting
- 5=Page cutout

6=Folding page

11. What are the main causes of mutilation of libraries? (Circle all that apply)

- 1=Scarcity resources
- 2=Poor Security
- 3=High cost of learning materials
- 4=Selfishness
- 6=Financial constraints
- 7=Nature of library materials
- 8=Expanded student enrolment
- 9=Electricity cutoff

12. Mutilation of library materials impacts the quality of teaching, learning and research. (Circle only one alternative)

- 1=Strongly Agree
- 2=Moderately Agree
- 3=Agree
- 4=Strongly disagree
- 5=Moderately disagree
- 6=Disagree
- 7=Don't know

13. What do you think are the effect of library mutilation on teaching, learning and research?

- 1=Delay of information
- 2=Increase cost of learning
- 3=Shortage of reference materials
- 4=Low quality education.

14. What should be done to the students caught mutilating library materials?

- 1=Suspended
- 2=Expelled
- 3=Withdraw borrowing privileges
- 4=Legally prosecuted
- 5=Warned
- 6=Pay cost of replacement
- 7=Other (specify).....

15. What other sources of library materials are offered to supplement printed library materials?

- 1=Internet sources

- 2=Film
- 3=CD-ROM
- 4=Video
- 5=Audio
- 6=Electronic books
- 7=Electronic journal
- 8=Electronic databases
- 9=others (specify).....

16. What do you suggest should be the long-term solutions in preventing library mutilations?

.....

.....

.....

Part 2: Library users

17. How often do you use the library?

- 1=Several times
- 2=Once a week
- 3=Once a month
- 4=Several times a month
- 5=Never
- 6=Every day
- 7=Don't know

18. Which Service in the library you use most?

- 1=Reference Service
- 2=Interlibrary loan
- 3=Lending Service
- 4=Photographic service
- 5=Photocopy

19. Are you always able to get the right materials you need?

- 1=Yes
- 2=No

If No got to question 10

20. What are the main reasons that you think prevent you from getting the right materials and at the time you need? (Please explain)

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

21. Have you ever come across mutilated library materials?

1=YES

2=NO

3=DON'T KNOW

22. If YES: In which library collection/section do you experience mutilation? (Circle all that apply)

1=Social Science General Collection

2=Social Science Special Reserve

3=Science Collection

4=Science Special Reserve

5=Law Collection

6=Law Special Reserve

7=East Africana

8=Reference Section

9=Periodical Collection

10=General Collection

11=Special Reserve

12=Special Collection

23. Do you encounter any problem(s) when you are using mutilated materials?

1=YES

2=NO

3=SOME TIMES

4=DON'T KNOW

24. How do you feel when you come across mutilated materials? (Circle all that apply)

1=Frustrated

3=Demoralized

4=Discouraged

5=Angry

6=Disappointed

7=Others (specify)

25. Do printed library materials meet your needs?

1=YES

2=NO

3=DON'T KNOW

26. How usefulness are other library resources in meeting your academic needs? (Please explain)

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

Part 3: Library Staff

27. What kind of services does your library provides?

- 1=Photographic service
- 2=Photocopy service
- 3=Reference service
- 4=CD-ROM service
- 5=Reference service
- 6=Interlibrary loan service

28. In your opinion what would you say on mutilation in your library?

- 1=Increasing
- 2=Decreasing
- 3=Don't know

29. In which discipline materials are mutilated most? (Please explain)

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

30. How do you evaluate user satisfaction with your services? (Please explain briefly)

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

31. How often do you conduct a user survey?

- 1=Annually
- 2=Regularly
- 3=Never
- 4=Only once in a while
- 5=Don't know

32. How do you handle reported mutilated library materials? (Please explain)

.....
.....

33. In your opinion do you think circulation and check point library staff are trained enough to detect mutilations?

1=Yes 2=No 3=Don't know

34. What problems do you encounter in providing services to the users?

.....
.....

35. Do you have a policy on?

1=YES
2=NO
3=DON'T KNOW

36. Are such policies desirable?

1=YES
2=NO
3=DON'T KNOW

37. What issues does the policy cover?

.....

Part3: Interview Questions for Senior Librarian

38. Who are the main users of the library?

1=Student
2=Teaching staff
3= Researchers
4=General Public
5=Other (please specify).....

39. What do you consider to be the major issues facing your library with regards to prevent library mutilations?

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

40. Do you have a library budget?

1=Yes (Go to Question 40)

2=No (Go to Question 41)

3=Don't know

41. Do you think the current library budget satisfy the library needs?

1=Yes

2=No

3=Don't know

42. Do you anticipate developing new policies for preventing library mutilation?

1=YES

2=No

43. What issues will be covered?

.....

.....

CODESRIA - LIBRARY

APPENDIX II**OBSERVATION GUIDELINES (CHECKLIST)**

Checklist of library materials/facilities, their location and amount.

Name of facility	Amount	Location
Books		
Journals		
Newspapers		
Internet connected computers		
Use of OPAC		
Pamphlets		
Television		
Electronic security system		
Any other		

**APPENDIX III
RESEARCH CLEARANCE LETTERS**

CODESRIA - LIBRARY



UNIVERSITY OF DAR ES SALAAM

OFFICE OF THE VICE-CHANCELLOR -
P.O. BOX 35091 • DAR ES SALAAM • TANZANIA

Ref. No: AB3/12(B)

20th October, 2006

TO WHOM IT MAY CONCERN

RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Mr. Mwantimwa, Kelefa** who is a bonafide student of the University of Dar es Salaam.

Mr. Mwantimwa has been permitted to conduct research entitled "**Mutilation of Library Materials in Academic Libraries and its Impact on Teaching, Learning and Research**".

The period for which this permission has been granted is from **23rd October, 2006** to **9th November, 2006**.

Grateful if you will render him any assistance that will facilitate achievement of his research objectives.


Prof. M.L. Luhanga
VICE-CHANCELLOR

VICE CHANCELLOR
UNIVERSITY OF DAR-ES-SALAAM
P.O. BOX 35091
DAR-ES-SALAAM

Direct: +25 22 24107002113654
Telephone: +255 22 2410500-8 Ext. 2001
Telefax: +255 22 2410078/2410514

Telegraphic Address: UNIVERSITY DAR ES SALAAM
E-Mail: vc@admin.udsm.ac.tz
Website Address: www.udsm.ac.tz



UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 • DAR ES SALAAM • TANZANIA

Ref. No: AB3/12(B)
Date: 20th October, 2006
To: The Chief Administrative Officer,
University of Dar es Salaam.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Mr. Mwantimwa, Kelefa** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref.No.MPEC/R/10/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may facilitate him to achieve research objectives. What is required is your permission for him to see and talk to the leaders and members of your institutions in connection with his research.

The title of the research in question is **"Mutilation of Library Materials in Academic Libraries and its Impact on Teaching, Learning and Research"**.

The period for which this permission has been granted is **23rd October, 2006 to 9th November, 2006** and will cover the following areas/offices: **University of Dar es Salaam.**

Should some of these areas/offices be restricted, you are requested to kindly advise him as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research and Publications, Tel. 2410500-8 Ext. 2087 or 2410743.


Prof. M.L. Luhanga
VICE-CHANCELLOR

Direct: + 255 22 2410700/2113654
Telephone: + 255 22 2410500-8 Ext.2001
Telefax: + 255 22 2410078/2410514

Telephonic Address: UNIVERSITY DAR ES SALAAM
Mail: vc@adm@udsm.ac.tz
Website address: www.udsm.ac.tz



UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 • DAR ES SALAAM • TANZANIA

Ref. No: AB3/12(B)
Date: 20th October, 2006
To: The Deputy Vice Chancellor,
**Sokoine University of Agriculture (SUA),
Morogoro.**



UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you **Mr. Mwantimwa, Kelefa** who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

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The period for which this permission has been granted is **23rd October, 2006 to 9th November, 2006** and will cover the following areas/offices: **Sokoine University of Agriculture (SUA).**

Should some of these areas/offices be restricted, you are requested to kindly advise him as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research and Publications, Tel. 2410500-8 Ext. 2087 or 2410743.


Prof. M.L. Luhanga
VICE-CHANCELLOR

Direct: + 255 22 2410700/2113654
Telephone: + 255 22 2410500-8 Ext.2001
Telefax: + 255 22 2410078/2410514

Telegonic Address: UNIVERSITY DAR ES SALAAM
E-Mail: vc@admin.udsm.ac.tz
Website address: www.udsm.ac.tz