THE USE OF POLOKWANE MUNICIPAL LIBRARY SERVICES: A CASE STUDY OF MOLETJI PUBLIC LIBRARY

by

MATSHIDISHO CAROLINE TJALE

DISSERTATION

Submitted in fulfilment of the requirements for the degree

MASTER OF INFORMATION STUDIES

in the

FACULTY OF HUMANITIES

(School of Languages and Communication Studies)

at the

University of Limpopo

Supervisor: Dr MA Dikotla

Co-supervisors: Ms MR Mahlatji and Mr L Ledwaba

2021

DECLARATION

I declare that **THE USE OF POLOKWANE MUNICIPAL LIBRARY SERVICES: A CASE STUDY OF MOLETJI PUBLIC LIBRARY** is my work and that all the sources that I have used have been acknowledged and referenced, and that this work has never been previously submitted for any other degree at any institution.

---------------------   -------------------

Matshidisho Tjale   Date

ACKNOWLEDGEMENTS

ABSTRACT

Information is an important element in the lives of citizens. Public libraries are drivers of access to information and knowledge, regardless of age, gender, race and political inclination. Entities such as public libraries have the role to play in providing informational, educational, recreational and cultural needs of the communities that they serve, but if they are challenged by issues such as underutilisation of some of their services, it calls for a prompt reaction. The study employed a descriptive survey research design. A questionnaire was used to collect data from library users at Moletji Public Library. Two-hundred and forty questionnaires were distributed, two-hundred and sixteen questionnaires were returned and were found to represent a 90% response rate which was usable for the analysis. The study found out that most users in Moletji Public Library preferred reading space and Internet over lending materials, and as a result, circulation statistics declined. Challenges such as walking a long distance to the library, limited resources, lack of space, noise and outdated books were also discovered by this study. The study provides Polokwane Municipality with valuable evidence of the underutilisation of services and resources at Moletji Public Library. It also suggests areas for improvement including training of personnel as well as more library infrastructure in previously marginalised communities. The study recommends that more computers and more space be provided and that libraries should keep up with the ever-changing needs of library users by conducting more studies about the needs of library users. This study reports the first Polokwane Municipality empirical study of the use of library services at Moletji Public Library.

Keywords: *Library; library users; information needs; information source; public library*

DEDICATION

This study is dedicated to my late brother, Matsobane Mpho Frans Mafokoane.

Robala ka khutšo Motšhatse wa Malekutu la Mašoene!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

DAC-Department of Arts and Culture

ICT- Information and Communication Technology

IFLA- International Federation of Library Associations and Institutions

LIASA- Library and Information Association of South Africa

LIS- Library and Information Services

MLO- Mzansi Libraries Online

NDP- National Development Plan

PAIA- Promotion of Access to Information Act

PIRLS- Progress in International Reading Literacy Study

SPSS- Statistical Package for Social Sciences

UNESCO- United Nations Education Science Organisation

Wi-Fi- Wireless Fidelity

WLIC- World Library and Information Congress

CHAPTER 1: INTRODUCTION AND BACKGROUND INFORMATION

1.1 INTRODUCTION

Information is a basic need for a socially and economically involved democracy in any community. Swanepoel and de Beer (2015:82) also denote that one cannot make an informed decision if they do not receive the necessary and relevant information, because information dissemination is part of the mobilisation and empowerment drive. Public libraries are the key role players in the provision of public services, especially information services.

Through equitable access to information and knowledge, public libraries, according to Raju and Raju (2010), are essential institutions in the development and sustainability of democracy. In cultivating services that promote growth and build strong communities, the public library plays a pivotal role. Mojapelo (2017) also agrees that community libraries play an important role in improving the socio-economic development of nations. They are vital facilities for people to have equitable access to information resources to meet their daily information needs. Davis (2009) also alludes that through a role in the promotion of moral values, eradication of illiteracy, alleviation of poverty and its assistance in the pursuit of knowledge and promotion of democracy in society, the services of a public library contribute towards a quality of life.

Access to information has been a challenge that came with the transition from apartheid to democracy in South Africa in 1994 (Raju & Raju 2010). There is still underutilisation of public library services, because of various reasons ranging from geographic isolation, lack of information, illiteracy, economic deprivation, social and cultural marginalisation as well as poverty (Hart 2012; Ocholla 2006).

Limpopo Province is characterised by scattered and remotely located rural areas. In a qualitative study on the challenges faced by libraries in a democratic South Africa, focusing on three community libraries in Limpopo, Mojapelo (2017) found that challenges hindering the provision of public library services include uneven allocation of libraries, library opening hours, membership fee, physical infrastructure, staffing, unrealiable electricity supply as well as funding.

According to Mahwasane (2008:44), the economic and educational status of the community should be taken into consideration in as far as membership of community library and information services is concerned. This is however, not the case with Polokwane Municipal Libraries because according to their policy (2015:28), for an individual to become a registered member of the library, a municipal assessment rate account is required. This requirement denies rural communities an opportunity to join library membership, as rural residents do not pay municipal rates.

The Polokwane City Library has eight public libraries situated around the Capricorn District of Limpopo Province. Moletji Public Library is the main source of information servicing the entire community, including high schools such as Seshigo, Boetse and Makgabo as well as Molalahare, Mabokelele, Mokgoba and Komape-Molapo primary schools. These schools do not have functional school libraries and Moletji Public Library is their primary information hub. As such, it serves as the main source of information for the Moletji community. This implies that the Moletji community depends on the library for their educational, informational and recreational needs. However, some communities that have public libraries seem not to understand the value or the impact of public libraries in their lives. As such, they vandalise and burn them down. Lor (2013:359) attests that libraries are set alight by communities which these libraries are intended to serve. Underutilisation of public libraries is also an indication that some of the rural communities lack understanding about the impact of public libraries in rural communities.

1.2 PROBLEM STATEMENT

The democratic government in South Africa has made available the Community Library Services Conditional Grant to redress inequalities in the Library and Information Services in rural areas of South Africa (Bopape, Dikotla, Mahlatji, Ntsala & Makgahlela 2017). The assumption behind the conditional grant establishment is that public libraries will be able to serve and be used by many people. Premdass (2017) cautions that knowing the information needs of users that librarians serve is very important because it is essential for developing suitable library collections, upgrading facilities and improving applicable services so that the information needs of individual library users may be effectively embraced. Therefore the provincial

governments need to know the usage of public libraries that are already in operation. Elsewhere in the country Ocholla (2006) and Hart (2012) have discussed underutilisation of public library services. Khalane (2016) revealed that the percentage of people using public libraries in South Africa is still lower, at around 25%. Following the distribution of the Department of Arts and Culture's conditional grant aimed at developing libraries and providing internet access in these libraries, it has become essential to investigate the use of public libraries in the Polokwane Municipal Libraries to meet the diverse and ever-changing informational, social, educational, political, cultural, economic, technological and recreational needs. Besides, one of the objectives of the library conditional grant is to establish new public libraries around the country (Malotle & Selwana 2016). Empirical research on the usage levels and how the communities are using library and information services in addressing their information needs could be of assistance to future planning of library and information services in rural areas of South Africa.

1.3 PURPOSE OF THE STUDY

According to Creswell (2013:134), the purpose statement unpacks the major objective or purpose, as well as the roadmap to the study.

1.3.1 Aim of the study

This study aims to investigate the use of Polokwane Municipal Library services with special focus to Moletji Public Library.

1.3.2 Objectives of the study

a) To describe the role of the public library in rural communities.

b) To measure the usage of resources and services at Moletji Public Library.

c) To identify the services and resources used by public library users.

d) To examine the main purpose why patrons use Moletji Public Library services and resources.

e) To identify the challenges faced by library users in accessing the library services and resources.

1.4 SIGNIFICANCE OF THE STUDY

It has been stated that many public libraries are underutilised (Hart 2012). Therefore, this study was imperative to assess the utilisation of public library services in this 21st century where Information and Communication Technology (ICT) is essential for information delivery. The study identified and suggested solutions to factors prohibiting the usage of Moletji Public Library. Possibilities are that with the identified challenges and solutions thereof, Moletji Public Library, as well as other public libraries at large, would be effectively used. The researcher envisages publishing a journal article from the dissertation to add to the body of knowledge in the LIS field. The beneficiaries of this research are the Moletji Public Library users and other centres providing library and information services. The results of this study will assist in the improvement of library services at Moletji Public Library.

1.5 SCOPE OF THE STUDY

The study was conducted at Moletji Public Library where users were based. The research study was on the use of Polokwane Municipal Library services, focusing on Moletji Public Library users.

1.6 CLARIFICATION OF KEY CONCEPTS

Clarification of key concepts involves the definition of concepts stating the key features of the phenomenon to be studied. In this way, the researcher makes sure that the meanings of those concepts are specified (Mouton 2017:66).

1.6.1 Public library

A public library refers to a library established and maintained by public funds. Regardless of nationality, language, age, sex, religion, status, political inclination and educational attainment, these kinds of libraries are meant to provide for the informational, educational and recreational needs of the people in the community (Clark 2009).

1.6.2 Information source

Ashikuzzaman (2018) definition of an information source as anything that might inform a person about something or provide knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organisations.

1.6.3 Library users

A library user, as defined by Nwalo (2003), is anybody who visits the library to exploit its resources to satisfy his or her information need. Terms such as patrons, clients, information users, information seekers, consumers, readers are encompassed by this term. These terms are used interchangeably in this study, because they all apply to those seeking the services of a library. In the context of this study, a library user is a person using the library regardless of age, race, gender and employment status.

1.6.4 The organisation of the study

The outline of chapters gives a general structure of the study and a brief explanation of each chapter. In this study, the report is presented in six chapters as described below.

Chapter 1: Introduction

This chapter introduced the study and provided some background information to put the research into context. The chapter covers the introduction and background of the study, statement of the problem, the purpose of the study, the significance of the study and definition of concepts.

Chapter 2: Theoretical framework and Literature review

This chapter outlines the literature review and theoretical frameworks that underpin this study. It puts the study into context by highlighting what other researchers have written about the subject under investigation. The literature review was guided by the objectives of the study.

Chapter 3: Research Methodology

This chapter presents the methodology used in this study, which comprises research design, population and sampling, pilot study, study area, data collection, data analysis,

quality criteria of the study and ethical considerations. validity and reliability issues were also discussed in this chapter.

Chapter 4: Data presentation, analysis and interpretation

This chapter outlines a discussion about data presentation, analysis and interpretation. Quantitative data collected from the questionnaires were analysed through Microsoft excel and presented in a form of tables, figures and graphs.

Chapter 5: Discussion of findings

This chapter discusses the findings. Results are discussed and linked to existing literature, research questions and objectives of the study.

Chapter 5: Summary, conclusion and recommendations

This chapter summarises and provides the conclusions and recommendations of the study. The major findings of the study were summarised and presented following the objective of this study. Conclusions on the use of Polokwane Municipal Library services were drawn and recommendations based on the findings of the study were also made.

1.7 SUMMARY

The first chapter was an introductory orientation to the topic under investigation. It was aimed at familiarising the readers with the background to the study and the rationale of the study by identifying the problem to be addressed. This chapter presented the introduction and background of the study. It also identified what the problem of this study was. The purpose for conducting this study, the research questions and the research objectives were also indicated. This chapter also highlighted the significance of the study and the scope of the study. Key concepts were clarified, and the organisation of the study was outlined. The next chapter presents the literature review.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the background and introduction of the study. This chapter presents a review of literature on the topic under investigation and theoretical framework underpinning this study. It starts by explaining the term literature review and its purpose in research. "Literature review means searching for, reading, evaluating and summarising as much as possible of the available literature that relates both directly and indirectly to your research topic" (du Plooy-Cilliers, Davis & Bezuidenhout 2014:101). Its purpose is to put the research study at hand into perspective, to determine what previous scholars have written on the topic as well as to identify the main models and theories that apply to your research topic (du Plooy-Cilliers, Davis & Bezuidenhout 2014:101).

For this literature review, books were consulted, online journals accessed through databases such as Emerald Insight, Ebscohost and Sage. Google Scholar was also used to access e-books, theses and dissertations. Key terms such as library services, challenges faced by library users and libraries, space in public libraries and the role of libraries were used to make searches.

2.2 THEORETICAL FRAMEWORK

According to du Plooy-Cilliers, Davis and Bezuidenhout (2014:55), "a theoretical framework is a specific collection of thoughts and theories that relate to the phenomenon that we select to investigate." This study was anchored on three theories because the researcher did not find a theory that covers all the variables of the study. These frameworks are necessary for this study because all of them encourage social cohesion in the provision of public spaces by public libraries. The frameworks allude to the importance of collaboration and cooperation between schools and public libaries. It is significant to provide a theoretical framework for a research study because it helps to select and prioritise the key concepts to be investigated.

Thomas (2017:98) defines theory as a generalising or explanatory model that tries to refine a range of specific findings or observations into general suggestions that explain these findings. Thomas (2017:98) further outlines the importance of theory as, firstly,

giving the ability to get above the researcher's finding to see a character in them, secondly, to formulate some sort of organising template through which the researcher can look at their readings and findings. Thirdly, it is about seeing the interconnections and trying to understand how and why they occur and lastly, going beyond description and explanation (Thomas 2017:98). Fari (2015) on the other hand mentioned that a theoretical framework serves to guide a researcher in his or her investigation in a broad field of expertise by clarifying on an underlying principle(s), rationale, or foundation concerning the research topic. Furthermore, the main objective of the theoretical framework is to enhance clarity, appropriateness and effectiveness in research.

This study was guided by the Learning Commons Model corroborated, Library and Information Services (LIS) framework in South Africa, LIS Transformation Charter 2014 as well as Social capital theory.

2.2.1 Learning commons model

Brynard, Hanekom and Brynard (2014:5), defined a model as the representation, imitation or copy of an existing thing or a proposed structure. It is indicative of a particular design or style. In the social sciences, a model consists mainly of words, a description of the most prominent aspects of a phenomenon.

Learning commons, also known as information commons, has evolved from a combination of library and computer lab into a full-service learning, research and project space (Educause Learning Initiative 2011). The Learning Commons model indicates the role of libraries in the 21st century. Clients require a place that encourages participatory learning and allows for a co-construction of understanding from various sources, and not just access in libraries (Brown (2013). Learning commons have always been popular in academic and research libraries, and some public and school libraries have currently implemented the model (Overly 2013). The model states that public libraries should provide a meeting space (open, public space and a platform for more organised meetings, discussions and unintended meetings); performative space (underpins involvement and innovation); learning space (for increased capabilities through access to information and knowledge); and lastly inspiration space (space for artistic expressions within all media, culture patterns and genres). In several places, the model has been used as a very tangible instrument for

rearranging and redesigning an existing library (Jochumsen 2012:587). According to Educause Learning Initiative (2011), the modern commons is a meeting place that provides areas for group meetings, group discussions, tools to support creative efforts and on-staff specialists to provide help as needed. It further states that libraries should plan and provide learning zones that isolate activities so that groups and individuals should not distract each other (Brown 2013). The researcher finds this model more relevant to this study because it stipulates that as change occurs it is important that libraries change too and find ways to serve clients in a manner that they need and expect.

According to the learning commons model, clients no longer need the library just for access, but also a place that encourages participatory learning. Public libraries have adopted this model, and the researcher is of the view that it is time that Polokwane Municipal Libraries also followed suit, if it was not, so that it encourages usage of its libraries, just as the model stated the role of public libraries in the 21st century.

2.2.2 Social capital theory

This study was underpinned by the social capital theory developed by Coleman (1988). The social capital theory contends that social relationships are resources that can lead to the development and accumulation of human capital. In evolutionary terms, social capital can be defined as any feature of a social relationship that yields reproductive benefits (Machalek & Martin 2015). According to Cao, Lu, Dong, Tang and Li (2013:1672), "social capital consists of knowledge and organisational resources that develop the potential for individual and collective action in human social systems''. Hart (2007) mentioned that the government's acceptance of social capital as a crucial tool in the developmental state and its intervention to transform South African public libraries suggest the need to articulate the library as "a place for all". In reaction to neglect in the literature of social capital, internationally, librarians have therefore documented their building of social capital through their education, information and community programmes.

Social capital theory encourages collaboration and cooperation between members of groups for their mutual benefit. Thus, social capital theory can capture the essential

content of information exchange and social collaboration which are facilitated by public libraries. Besides, social capital emerges out of the public library's role as 'community meeting place' and libraries are an important location for creating social cohesion and trust in the community. Vårheim, Steinmo and Ide (2008:421) listed three main strategies that public libraries used to develop social capital: Firstly, libraries generated social capital by working with voluntary community associations to find ways of enhancing participation in these organisations and thus increasing participation in local community activities. Secondly, libraries developed their capacity as informal meeting places for people. Thirdly, libraries created social capital in their role as providers of universal services to the public.

The social capital theory is relevant to this study because it encourages collaboration and cooperation between institutions which deal with the exchange of ideas and improvement based on their knowledge and expertise. Thus the purpose of social capital is to build ties, create mutual benefit avenues, establish formal and informal networks between librarians and library users.

2.2.3 The Library and Information Services Transformation Charter

The research was conducted within Library and Information Services (LIS) setting hence LIS Transformation Charter is considered to have a clear direction of the research. The LIS Transformation Charter provides the new roles of libraries in South Africa. According to LIS Transformation Charter (2014:54), the public library is an essential component of modern democracy, an enduring agency uniquely tasked with providing opportunities for education, culture, literacy and information provision to reach all citizens free of charge. Furthermore, the LIS Transformation Charter (2014), outlines that one of the important functions of public libraries is to offer a public space where activities of different types are offered. These functions are the reading and writing promotion, formal and informal education and learning, provision of the community as well as other useful information, participating in democracy, social cohesion and the fostering of appreciation of cultural diversity, creativity and cultural expression and information literacy to allow citizens to participate in the knowledge society.

The implications of this framework for the Moletji Public Library as community centre and a public space should provide access to information to ensure that citizens' information needs are met so that they can become better people, more efficient and effective workers, and more responsive and responsible citizens in eliminating illiteracy and inequality and also in building an informed and reading nation. Essentially, public libraries should assist individuals and groups with daily problem-solving and with participation in the democratic process (LIS Transformation Charter 2014:5). LIS Transformation Charter (2014) suggests that all library and information services build social cohesion and social justice by alleviating information poverty, while the learning commons model encourages entities to provide not just spaces, but spaces which encourage participatory learning, learning spaces and performative spaces.

2.3 ROLE OF LIBRARIES IN COMMUNITIES

A review of the literature has shown that the role of public libraries is quite often under discussion and scrutiny. Public libraries are important to the communities they serve, and they play a variety of vital roles such as the provision of the informational, educational, and recreational need of the people in the community, without regard to nationality, age, sex, religion, language, status, political inclination and educational attainment.

In developing countries, public libraries play a critical role inequitable access to information and knowledge (Raju & Raju 2010:1). Mugwisi, Jiyane, and Fombad (2018:33) added that this essential role is significant especially for South Africa to grow and sustain its democracy. Cassel and Futas (1991) cited in Anie (2014) also stated that public libraries are established for human development by providing books and non-print materials for their clientele in their pursuit of education, information, research, recreational and cultural interests through selecting, acquiring, organising, preserving and making available those materials as, and when required.

2.3.1 Education and lifelong learning

In the South African context, public libraries play the following role: "promotion of reading and writing, education and learning, creativity and cultural expression and information literacy" (LIS Transformation Charter 2014:58). Adult literacy programmes

can be set up in communities by public libraries as a way of carrying out their roles as education providers. This can be done by providing the necessary materials such as textbooks, journals, magazines and exercise books related to the curriculum of the existing literacy institutions in the community be it conventional schools or adult classes (Akparobore 2011). In this way, it can assist in the campaign to make society a more literate one. Hence, Nzivo (2012:112) states that libraries facilitate the creation of a "literate environment" and promote literacy by offering relevant and attractive reading materials.

In addition to this, the recent findings by the Progress in International Reading Literacy Study (PIRLS) (2016) and by Howie, Combrinck, Roux, Tshele, Mokoena and *McLeod-Palane* (2017) paint a dark picture in terms of the literacy level of South African learners. Progress in International Reading Literacy Study which measures literacy rates of Grade 4 pupils, has revealed that an astounding 78% of these pupils are not able to read in any language (The New Age 2017). Uprooting illiteracy always leads to information and knowledge society where lifelong learning is guaranteed. Public libraries, play a major role in uprooting illiteracy, poverty and unemployment (Raju & Raju 2010). Davis (2009) believes that the library plays a role in the eradication of illiteracy, the promotion of moral values, education, the alleviation of poverty and assisting in the quest for knowledge and the promotion of democracy in society, while Mojapelo (2017) opines that public libraries combat illiteracy. In South Africa, libraries fight illiteracy through reading and writing projects, and competitions such as Battle of the Books, Skirmish and spelling bee. Omeluzor, Oyovwe-Tinuoye and Emeka-Ukwu (2015) assert that rural libraries are the most relevant institutions to inculcate reading habits, and developing skills and knowledge of people.

According to the IFLA/UNESCO Public Library Manifesto (UNESCO 1994), public libraries also play an essential role in promoting lifelong learning. The Manifesto further states that the public library is the local gateway to knowledge, provides a basic condition for lifelong learning, liberated decision-making and cultural development of the individual and social groups. This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women." McMenemy (2009) states that public libraries are vital facilitators of

lifelong learning because first, they are open to all citizens, secondly, they provide access to free learning materials, thirdly, they are easily accessible with relatively convenient opening hours and finally, they offer instructional courses using ICT's and partnerships.

2.3.2 Providing space

Members of the community can use the public library spaces to meet, discuss, gain access to information and explore ideas (Smeaton & Davis 2014). As stipulated in learning commons model libraries serve as a place that encourages participatory learning and allows for co-construction of understanding from a variety of sources (Brown 2013). Public libraries provide a convenient, free of charge space that is conducive for study purposes, as well as a learning environment for students and learners and other needy people. Hart (2004) argues that this space is more valuable because many schools in South Africa, do not have functional libraries. 'The lack of school libraries has put pressure on public libraries, and as a result, public libraries are filling the void left by school libraries (Manohar, Talawar & Kumbar 2014; Hart 2004:113).

Other scholars (Mojapelo 2017; Raju & Raju 2010:7) share similar sentiments, that there is a high demand for public libraries to support learners. For users and potential users who are affected by social ills, noisy neighbourhoods as well as overpopulated family and community surroundings, public libraries become solutions by being "a place for all" (Hart 2007:14). Moreover, homeless people who wish to improve their situation through education find public libraries useful and ideal spaces for accessing resources. Adding to that, Tise and Raju (2015:13) suggest that libraries of the 21st century have to rethink and redevelop study spaces to create 'information' or 'academic' commons, in this way, shaping their learning environments to envision incorporated learning environments that are intended for the learning styles of a digital generation.

2.3.3 Providing information and curbing misinformation

The Constitution of the Republic of South Africa has prescribed Promotion of Access to Information Act No. 2 of 2000 (or PAIA; Act No. 2 of 2000) where everybody has the right to access information thus making the public library a local resource where

information and knowledge had to be easily accessible and free. Globally, public libraries are considered as one of the most important sources of information. Their role has been the provision of information services like lending of books, information literacy instructions, reference and current awareness services. A study by Salman, Mugwisi and Mostert (2017), found that users utilise the Nigerian public libraries to read newspapers and social magazines. The right piece of information provided by public libraries may curb misinformation of any sort and fight misconceptions such as libraries are for the rich and literates. This means that public libraries can rebuild the information landscape by helping society move away from misinformation to clarity and balance (Kulenovic 2011).

2.3.4 Developing information skills in the communities

Training in certain information acquisition skills is needed for library users. Many libraries have a seminar or computer rooms where they train their users in information searching skills. This role has been acknowledged by Raju and Raju (2010:3) who explained that "libraries and librarians provide opportunities for citizens to develop the skills needed to gain access to various kinds of information and to put information to effective use in the generation of new knowledge for active participation in society, economic well-being and good health". People can be educated about the information skills that can contribute to economic growth and prosperity. In this way, the library will be fulfilling its role as poverty eradicator and illiteracy fighter (Hart & Zinn 2007), also about their products and services (Kulenovic 2011). For example, banks may want to create awareness of their products and how to use them, and a local government representative may want to educate citizens on voting and voting procedures.

One of the most important services provided by public libraries is the Internet. Through the Internet, users can access information from different online sources. It, requires necessary skills for one to access reliable and relevant information to satisfy their information needs. Public libraries always come in handy during such situations because they offer more than just Internet services. These cooperative programmes allow public libraries and their communities to come together to address the digital divide problem within specific populations by providing them with accessibility and training (Mphidi 2016). Public libraries across the world have employed many initiatives to bridge the digital divide through proper training. In South Africa, Khati

(2013) found that Masiphumelele library in Cape Town has invented the SmartCape initiative in addition to free computer literacy classes to the public. This initiative helps develop the information retrieval skills of the community.

2.4 REASONS WHY USERS VISIT PUBLIC LIBRARIES

Studies have shown that people access information for several reasons. This suggested that users prefer to use certain sources over others. Education seems to be predominantly attracting people to public libraries. A questionnaire survey by Bopape, Dikotla, Mahlatji, Ntsala and Makgahlela (2017) revealed that the majority of the people using public libraries in Limpopo Province are the youth and young adults, who visit libraries to find a conducive study space and accessing the Internet.

Khoir, Du, Davison and Koronios (2017) conducted a study on Asian immigrants' use of public library services in South Australia. Some participants indicated that they use the collections of books and movies as parts of their reading or to improve their English language capabilities in listening and reading.

2.4.1 Internet

For any public library to perform well and meet the needs of the users on this technological age, the public library must embrace the use of Information and Communication Technology (ICT). Various studies have shown that most users visit the library to access the Internet. In South Africa, the government has introduced Mzansi Libraries On-Line (MLO) project which is aimed at empowering communities by providing free access to Internet to increase access to ICT, by the youth, unemployed, women, the elderly and people living with disabilities especially visually impaired in particular, and to produce a sustainable public library sector that will continue to meet the needs of the community (National Library of South Africa 2016). Internet service is, one of the most used services that drive people to public libraries.

DeMaagd, Ei Chew, Huang, Khan, Sreenivasan and LaRose (2013) surveyed 12 public libraries in the state of Michigan to check the use of public computing facilities by library users. Of all the library users surveyed, according to the findings, (92%) access the Internet in the library whereas more than half of them (53%) rely on the library computers as their primary means of accessing the Internet.

The study conducted in Glasgow by Anderson and Whalley (2014) also revealed that the majority of the people visited public libraries four to seven times a week to access the Internet. It was also found that respondents using public libraries are income deprived and live in areas of recognised (overall) deprivation, where broadband uptake is also lowest. The majority of South Africans are also living below the poverty line and this may influence the use of public libraries Internet.

Research supports the fact that Internet service is a driving factor for a lot of traffic in the public libraries. Ndlovu (2016) evaluated the effectiveness of public libraries in providing information to school children in Queenstown Public Library, Eastern Cape Province. Questionnaires, interviews and observations were employed to collect data from twenty-eight school children and seven librarians respectively. The principal findings revealed that the Internet services provided by the public library constitute the focal attraction for school children.

Investigating the use of ICTs in public libraries at Ekurhuleni Metropolitan Municipality, Mamafha, Ngulube and Ndwandwe (2014) found that ICTs in Ekurhuleni Metropolitan Municipality libraries are highly utilised. Internet facilities make it possible for users to access global information from online databases. Similarly, Mojapelo (2017) mentioned that by improving ICT literacies of the users, community libraries have an important role to play in offering technology-enhanced services. In a study by Iwhiwhu and Okorodudu (2012), in Edo state central library in Benin city, Nigeria, it was also discovered that students use Internet sources and e-mail more than other sources.

2.4.2 Study purposes

It emerged from a study conducted by Boyle, Collins, Kinsey, Noonan and Pocock (2016) that library users in Australia prefer reading space over library sources. A related study by Webb (2010) found that students and learners in secondary schools in Windhoek, Namibia use libraries to study because of the inspiration that comes from seeing other people working hard.

Essentially, learners often use the library as a space to do homework and to learn informally. Access to newspapers and periodicals were found to be the primary sources of information, for the majority of South Africans, according to a qualitative

study conducted by Hart (2011). Public library users were also found to study using library documents and own notes and textbooks, rather than to borrow books, probably because of the currency and variability of book stock as well as accuracy of reference materials.

Most respondents still perceive the library as a quiet place for doing homework peacefully unlike at home where they will be distracted. In a qualitative study by Regalado and Smale (2015), at the City University of New York, it was discovered that undergraduate students valued the library as a distraction-free place for academic work, unlike the challenges they faced at home and in the commute. However, with the ever-changing needs of users in the technological age, users require more space than library materials.

2.4.3 Meeting place

The library functions as high intensity as well as a low intensive meeting place by being a meeting place, facilitating communication and offering bridges between the minority cultures and the majority cultures, therefore contributing to building social capital in a variety of ways.

Audunson, Essmant and Aabo (2011) conducted a qualitative study in Norway, where nine female immigrants to Norway from Iran, Afghanistan and Kurdistan were interviewed. Their study focused on the library as a meeting place for immigrant women from the three previously mentioned areas and found out that the library was used to cope with a difficult life situation characterised by emotional stress, isolation, and loneliness. From their findings, Audunson, Essmant and Aabo (2011) discovered that immigrants could find consolation in the library and live out their sorrow and despair together with friends without being seen by others, and was described as a haven. Librarians have also observed that women and girls whose freedom of movement in public space is restricted, for example, some groups of Muslim immigrants, are allowed to use the library. It is regarded as a safe and acceptable place to visit (Audunson, Essmant & Aabo 2011).

Similarly, Polokwane Municipal Libraries offer an entertainment space for their users, especially children, for activities during school holidays. They call it holiday

programmes where children engage in various recreational, educational and informational activities (Polokwane Municipal Libraries: policies and procedures 2015:124).

2.5 THE USAGE LEVEL OF PUBLIC LIBRARIES IN SOUTH AFRICA

The usage of library services varies from country to country and from area to area. There are various reasons why people use or hardly use libraries. This section deals with the usage of public libraries regardless of the reasons. Joy and Idowu (2014) investigated the utilisation and user satisfaction of public library services in South-West Nigeria. A descriptive survey research design was employed and a total of 400 library users chosen across four states in South-West Nigeria were used for the study. The questionnaire was the major instrument used for data collection. The findings revealed that most of the public library users in this study visit the library at least once a week. Thus suggesting a low level of use.

Salman, Mugwisi and Mostert (2017) investigated the factors hampering access to and use of public library (urban and rural) services in Nigeria. The study employed both quantitative and qualitative research methods through the administration of a questionnaire to users in both urban and rural public libraries in Nigeria and conducting interviews with the public librarians. The study revealed a low level of library usage with only nine (2%) respondents indicating that they use the library on a very regular basis, and 39 (11%) using it regularly. Contrary to this finding, Joy and Idowu (2014) found that 42% of users of public libraries in the South-West region of Nigeria used public libraries daily. This trend was confirmed by Oluwaseunfunmi's (2015) study, which found that 57.6% of the young adults sampled frequented the Oyo State public library daily. This contradiction could be caused by the fact that these two studies focused on areas near major cities where access to libraries is much easier than in the more remote areas or smaller cities in the other regions (Salman, Mugwisi & Mostert 2017:33).

Regardless of all the studies conducted on public library service, many public libraries remain white elephants as a result of not being utilised for reasons such as poor access to existing public library facilities, delays in the handover of the relevant grant

administration, failure to plan accordingly, Internet services cut off and the perception of people that libraries are irrelevant institutions (Kota 2019).

Generally, it appears that public libraries in urban areas experience relatively high levels of patronage as compared to their counterparts in rural areas. Additionally, few studies relating to library usage were conducted in South Africa. A study conducted in KwaZulu Natal Province, South Africa by Ocholla (2006) revealed that libraries were not used because of geographic isolation, lack of information, illiteracy, economic deprivation and social and cultural marginalisation as well as poverty. While the literature reviewed is contradictory on the usage of public libraries, there is an agreement that visiting libraries seems to be an ad hoc rather than a regular occurrence in rural areas. This also happens in other African countries. The survey conducted by Sinha (2015) also found that very few respondents in the three districts of Barak Valley, India visited the public library on a daily basis.

2.6 CHALLENGES OF PUBLIC LIBRARIES

Various challenges are facing public libraries in South Africa and worldwide. These challenges range from physical, economic, political, social and cultural factors. Some of the challenges are discussed below.

2.6.1 Inadequate infrastructure

Public libraries especially, face the challenge of limited infrastructure. Most of the libraries are too small to accommodate a considerable number of users while library practices are manual. Similarly, in the face of current ICT trends such as the fourth industrial revolution (4IR), the storage and retrieval of information continue to be manual. Besides, there are communication challenges in public libraries. Few public libraries have telephones, let alone facsimile and internet facilities. For instance, Eastern Cape public libraries spent a year without access to internet services (Amner 2018). In cases where there is the Internet, the use of ICT facilities is negatively affected by restrictive library policies, an insufficient number of ICT facilities as well as access time limit. Mamafha, Ngulube and Ndwandwe (2014) point out that challenges of this nature made it difficult for patrons in the Ekurhuleni Metropolitan Municipality to maximise the full benefits offered by ICT facilities.

Chaputula and Mapulanga (2016) examined the provision of library services to people with disabilities in Malawi. Findings from this study revealed that people with disabilities including print-handicapped, face numerous challenges when using libraries in Malawi. Lack of equipment to support their access to library and information resources has been identified as one of the challenges.

The inadequate infrastructure in Limpopo Province is attributed to the lack of human resources responsible for ensuring a better infrastructure for libraries. Mojapelo (2017) established that the Limpopo Department of Sport, Arts and Culture does not have a dedicated person to ensure optimal use of conditional grant as far as infrastructure is concerned. Therefore, this results in delayed projects such as library buildings being completed late. Indeed, projects for building public libraries in Limpopo Province usually take more than five to seven years to complete. In some instances, a public library has to undergo maintenance before it is officially opened. In other libraries, space is not enough to accommodate workstations and users especially during peak periods (Mphidi 2016). Basic items such as shelves, chairs, tables, book trolleys, and display racks are lacking. Furthermore, some public libraries are inadequately wired for the power requirements of workstations and patron laptops preventing further expansion of public library services (Mphidi 2016).

Similarly, Mojapelo (2017) studied the challenges faced by libraries in a democratic South Africa focusing on Limpopo Province and found that infrastructure projects were not completed on time due to unavailability of infrastructure person to ensure that the conditional grant is fully utilised.

2.6.2 Uneven distribution of libraries

According to Illsley (2010), previously in South Africa, public libraries were created for and used by a white minority. As a result, most materials were in the two official languages, English and Afrikaans. This had lasting effects on South Africans' perception of public libraries and in the collections that those libraries contained. There is an uneven and spatial distribution of community libraries in South Africa. As such residents in most of the rural provinces are deprived of access to LIS. Mojapelo (2017) argues that the uneven distribution was due to the inheritance of the apartheid

legislation before 1994. Statistics South Africa (2014) which shows that only 10% of the population has access to information resources in the community libraries.

Ocholla (2006) identified geographic isolation as a reason that made it difficult for rural communities to access information and to convert that information into useful knowledge, thus leading to the underutilisation of libraries. The situation is not only peculiar to South Africa. In Nigeria, Omeluzor, Oyovwe-Tinuoye and Emeka-Ukwu (2015) found that the majority of the population reside in rural and remote areas that are only accessible with motorcycles, tricycles, boats, and bicycles. In South Africa most libraries were previously urban, often situated in areas, which were difficult for the poor to access. Library and Information Services Charter (2014) indicated that libraries are unevenly distributed and they have previously been built in unreachable areas to rural citizens. In other words, many libraries were isolated from the communities that they served. Ebiwolate (2010) in Niger Delta state in Nigeria, shared the same sentiments that the establishment of public libraries has been mostly limited to urban areas.

Witbooi (2007) also agreed that due to geographical and economic barriers such as distance travelled and the cost of reaching libraries, access to libraries was challenging. This resulted in the less favourable provision of library services in the black townships, informal settlements and rural communities than that of white urban areas. This means that poor communities are isolated that they are starved of information. This isolation is an important cause of disempowerment of communities because without the relevant information they cannot become part of the modern world and they cannot achieve their obligations as independent entities (Swanepoel & de Beer 2015:124).

2.6.3 Poor funding and inadequate resources

Due to inadequate funding, public libraries fail to sustain the projects set for communities and to maintain the resources they have, but with adequate funding, they can provide successful library services. In that way, their services are compromised. This is supported by Salman (2016) who postulates that a library must possess the resources that will enable it to meet its goals.

According to Part A of Schedule 5 of the South African Constitution, before to the new Constitution, public library services are competence of provinces, but was however shared between provinces and municipalities, whereby municipalities provided ad maintained structures and staff, and provinces provided professional and technical services (Mojapelo 2017:2). Mojapelo (2017) states that the arrangement continued regardless of municipalities not having equal competence. The Library and Information Services Transformation Charter (2014:53) also mentioned that even if this arrangement continued, municipalities have an "unfunded mandate" because they exercise the function which is not legally theirs by providing community library services.

A study by Davis (2009) established that public libraries were generally stocked with foreign literature which was outdated and irrelevant to the information needs and interests of the people expected to use them. Omeluzor, Oyovwe-Tinuoye, and Emeka-Ukwu (2015) revealed the challenges surrounding the rural people in accessing information in rural libraries of Delta State in Nigeria. Findings from this study have shown that the rural libraries were not able to fulfil their roles due to hindrances such as lack of financial support by the government, which led to inadequate up-to-date information materials. These inappropriate types of literature are also found in rural public libraries of Limpopo Province. According to Bopape et al (2017), the Department of Arts and Culture (DAC) has made available the conditional Community Library Services grant to redress the imbalances and inequalities in the LIS sector by improving and refurbishing existing library and information services, establishing new libraries and purchasing new books for public libraries. This conditional grant is allocated to all the nine provinces in the country on an annual basis (Malotle & Selwana 2016). Bopape et al (2017), add that specific inequality in the delivery of public library services to all communities was the purpose for the establishment of the grant.

Through this conditional grant, the DAC as well as the provincial departments of arts and culture worked together to reach certain predetermined targets. Among the targets were: improved coordication and collaboration between national, provincial and local government on library services; transformed, equitable library and information services delivered to all rural and urban communities, as well as an improved library

infrastructure and services that reflect the specific needs of the communities they serve. Furthermore, the grant was aimed at improving staff capacity at urban and rural libraries to respond appropriately to community knowledge and information needs, including the improvement of the culture of reading.

While it is expected that the conditional grant will boost the development of public libraries in South Africa, Nwokocha (2010) observed that lack of funds continued to be one of the biggest problems libraries faced. General national budget cuts in bad economic conditions have led to cutbacks in the funding of public libraries as a common phenomenon on the African continent, as observed by Salman (2016).

In another study, Agyemang (2017) shed more light on the problems and challenges facing community libraries in Ghana and made recommendations based on a review of the literature. It was revealed that due to lack of funds, facilities could not be maintained in the Boamang Community Library. When requesting for funds to buy new books, the library staff of the Boamang Community Library were told by the District Assembly that there was no money (Agyemang 2017). Illsley (2010:6) proposed that interlibrary loans be one internal solution to limited resources after observing funding challenges within South African libraries. Although the author's study was based on academic libraries, it was suggested that if resourceful public libraries followed this model by sharing their resourced spaces with small as well as poor public libraries, all could benefit.

According to Illsley (2010), for libraries to have an impact on society, everyone needs to have access to them. The desire for a knowledge economy is strong, however, and libraries could be part of the achievement of this goal. Many documents attempt to position the libraries to do this, but limited budgets have kept libraries from realizing their potential.

2.6.4 Poor maintenance culture
The vision of the government to establish public libraries in every community is to ensure that the multitudes have access to information materials for human resource and community development. However, the current situation has seen books being

torn and mutilated, chairs and tables broken and weeds covering the library environment, resulting in users no longer attracted to use the library facilities in rural areas (Anie 2014).

South Africa, in particular Limpopo Province, is faced with a huge influx of migrants. Public libraries always come in handy by providing immigrants with information to perform various things. The language problem is a significant barrier in accessing library services and has been identified as an underlying cause of social exclusion for migrant groups (Stilwell 2016). Rodrigues (2013) examined the meaning of cultural diversity in the library and information field, and the implications of this multicultural reality concerning the rendering of equitable public library services confirmed the lack of published materials in the African languages. Possible solutions that libraries employ include transcribing and/or recording oral information sources and stories, and partnering with publishers that are actively involved in promoting African languages (Rodrigues 2013).

2.6.5 Limited human resources skills

Staffing is another problem facing, public libraries. For a librarian to render information services well, a set of skills are required. However, public libraries are in many instances manned by people who either have limited skills or do not have the required and relevant education and training in the library field. This compromises the rendering of quality library and information services and negatively affects the image of public libraries as important information providers in their communities. Lack of well-trained staff hampers libraries from effectively rendering their services (Fourie & Meyer 2016). The LIS Transformation Charter (2014) states that there are also many examples where inadequately or inappropriately trained people are employed to positions for which they are not equipped.

If library staff do not respond successfully to their user's needs and deliver what may be considered bad customer service, users will become dissatisfied with the library and seek alternatives for their information requirements. In Ghana, Agyemang (2017) observed that almost all staff members working in public libraries do not have the required skills to manage the libraries. This is because the government does not employ qualified personnel to engage in the formation and management of public

libraries. It emerged from this study that staff members were employed and never trained or went for any refresher course relating to librarianship. The situation is similar in both South Africa and Nigeria. Oghenetega, Okeke and Umeji (2014) found that "Nigerian public libraries that have managed to tap into information technology resources lack trained information technology experts." This fact has left the information technology services of the library either performing little or not functioning at all.

2.6.6 Service delivery protests

Hard-earned community resources are vandalised, and communities are destabilised, leading to poverty and to be lacking in the provision of services due to strikes, boycotts, unrest and wars. South Africa is experiencing a growing number of service delivery protests daily due to the inadequate delivery of basic services and a high rate of unemployment. Twala (2014) notes that service delivery protests were rife from 2008 to 2013 and have doubled during the last five years from 2013 to 2018 (Quintal 2018).

Many service delivery protests in South Africa end up in burning of libraries and an unprecedented destruction of valuable information infrastructure and resources (Bitso 2015). From time to time, South Africa encounters fire disasters in public and school libraries as a result of service delivery protests (Lor 2013). Dick (2013) notes that 15 libraries were destroyed in four years as a result of protests, while 17 libraries were burned down from 2005-2012 during unrests and protests (Van Onselen 2013). De Wet 2012; Moshokoa (2012), indicates that the library was burnt down during the protest violent service delivery protests took place in Ratanda township, on 19 and 20 March 2012.

The burning of libraries still continued as a school library in Malamulele in Limpopo Province was torched in 2015 (Carvalho 2015). In 2017, the municipal office and a library were burnt down in Schweizer-Reneke in North-West Province during service delivery protests (Bornman 2017). In 2019, another service delivery protest in North West Province resulted in the burning of the multi-million rand Letsopa Community Library in Ottosdal (African News Agency 2019).

Most South Africans view libraries as irrelevant collections of books for the educated, the middle class and students, which are some of the reasons why libraries are burnt down and targeted during service delivery protests (Hart 2012). The burning down indicates the lack of value placed on books and libraries. Lor (2013) adds that libraries were burnt as collateral damage because they are located in municipality buildings which are often targeted during service delivery protests.

The burning of public infrastructure should be viewed as the burning of the bridge to better services and thus a better life. The continual destruction of public libraries and any infrastructure not only undermines the work of government but also undermines access to library and information services for people who need them the most. In response to these destructions of libraries, the Library and Information Association of South Africa (LIASA) (2017) indicated that a sense and culture of ownership of library infrastructures should be encouraged for communities to preserve the value of the libraries. LIASA celebrated the 2017 South African Library Week under the theme *"My Library, Your Library"* which sought to awaken communities about the relationship between public libraries and human development as well as awakening a sense of ownership in each community member.

2.7 SUMMARY

Different studies concerning public library services have been conducted. This chapter reviewed available literature related to the study and discussed theories that underpinned this study. The roles of public libraries in communities were discussed, reasons why users visit public libraries, as well as the challenges facing public libraries in providing services, were also outlined and studies were quoted. The researcher has shown through a literature review that there is a unity of thought among the authors that public libraries are major stakeholders in the provision of information and ensuring quality education and lifelong learning. In South Africa, the provision of quality public library services is a daunting challenge because inadequate funding to maintain the stability and sustainability of public libraries. The next chapter presents the research methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the literature relating to the study. The aim of this chapter is to present the research methodology. Research methodology outlines the procedure which was followed to conduct this research. Brynard, Hanekom and Brynard (2014:38) state that research methodology focuses on the process of research and the decisions that the researcher has to take to execute the research project.

3.2 RESEARCH DESIGN

Thomas (2017:138) defines research design as a plan, structure and a programme of research, from purpose to execution. Research design is the mapping out of an approach to solving a research problem. According to Wagner, Kawulich and Garner (2012:21) "research design outline how the researcher conducts a study, for example, which methodology is appropriate, the method of data collection and techniques for analysing data". Essentially, the research design provides the reader with the information, the strategy used, conceptual framework, study population and subject, as well as the tools and procedure adopted for data collection and analysis (Punch 2014:114).

This study employed a descriptive survey research design. Fink (2013) underscores that the survey research approach aims to collect data from a relatively large population about the population's knowledge, feelings, values, preferences and behaviour of a particular society or individuals to compare, describe or explain it. Mouton (2017:102) states that descriptive knowledge includes data, facts, empirical generalisations and provide truthful descriptions. This method provided the researcher with scientific methods for analysing and examining the source materials, by analysing and interpreting data, and by arriving at generalisation and prediction (Salaria 2012). Figures and statistics can be used to describe patterns and trends such as population characteristics (Bless, Higson-Smith & Sithole 2013:57).

3.3 RESEARCH APPROACH

Creswell (2014:3) defined a research approach as a "plan and the procedure for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation". There are three basic research approaches that are applied in conducting scientific research, namely, quantitative, qualitative or mixed. Their distinction lies in the way the researcher chooses, collects, analyses and interprets the information (du Plooy-Cilliers, Davis & Bezuidenhout 2014:14). The choice between these methods also depends on the nature of the study and the type of data required.

Pietkiewicz and Smith (2014) provide the difference between the two research approaches, thus qualitative researchers are mainly concerned with meaning, that is, how individuals make sense of the world, how they experience events and what meaning they attribute to phenomena and that they are more concerned with the quality of the experience, rather than causal relationship. On the other hand, quantitative studies are more preoccupied with counting occurrences, volumes to carry out statistical analysis. This study employed a quantitative research approach.

3.3.1 Quantitative research

Quantitative research is research conducted using a range of methods which use measurement to record and investigate aspects of social reality (Bless, Higson-Smith & Sithole 2013:394). Quantitative researchers collect numerical data and therefore depend on data collection methods that will assist them in producing quantifiable results, as stated also by (du Plooy-Cilliers, Davis & Bezuidenhout 2014:290). The study was aimed at investigating the use of Polokwane Municipal Library services with special focus on Moletji Public Library. The study also wanted to describe the role of the public library in rural communities as well as the challenges that users are facing when accessing library services.

3.4 POPULATION AND SAMPLING

The population is the entire set of a clearly defined group of people, where samples may be drawn to generalise from the sample to the whole population. After having drawn a representative sample, for purposes of their study, the researcher normally draws conclusions about the entire population from the sample (Thomas 2017:322).

3.4.1 Population

According to Bertram and Christiansen (2014:59) a population refers to the total number of people, organisations or groups that could be included in a study. At times the population is too large to be included in the study, then a representative sample which shares the characteristics of the larger population is drawn (du Plooy-Cilliers, Davis & Bezuidenhout 2014:135). The population for this study was all the users of Moletji Public Library. According to the monthly statistics as recorded by the librarian at Moletji Public Library, 2400 users visited the library. These users have been deliberately selected because of their common characteristic; they all have certain information needs, visit the library to use its services and it may be argued that they are all knowledgeable or capable of answering research questions about Moletji Public Library.

3.4.2 Sampling

Sampling is the process of selecting cases to be observed from a study population with the expectation that the findings will apply to the population from which the sample is drawn (Mukherji & Albon 2015). Sampling procedures are usually categorised into probability and non-probability samples. According to Bless, Higson-Smith and Sithole (2013:166) probability sampling is when the probability of each element of the population can be determined, whereas, concerning non-probability sampling, the probability of each element of the population in a sample is unknown. Flick (2015:102) outlined the types of sampling into systematic sampling, which includes stratified and cluster sampling, as well as non-random sampling where haphazard sampling, purposive sampling and quota sampling are included.

The sample size is also an important element to consider when sampling the population. Sometimes the population is too large to be included in the study, and a sample should be drawn (du Plooy-Cilliers, Davis & Bezuidenhout 2014:135). According to Polokwane Municipal Libraries' 2017/18 Annual Reports, Moletji Public Library records approximately 2 400 users per month. Ngulube (2009:134) postulates that a minimum of 10% of the sample, especially for a large population, is good enough to draw valid and reliable data. In line with this assertion, the researcher sampled 240(which is 10% of the total population of 2400) library users to collect data from.

3.4.3 Sampling method

The researcher used convenience sampling to collect data from two hundred and forty (240) respondents. According to Bryman (2012:710), convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. Convenience sampling involves selecting haphazardly those cases that are easiest to obtain for a sample. Convenience sampling enabled the researcher to select subjects based on their convenient accessibility and proximity. This means that only users who were available at Moletji Public Library during the time of data collection were asked to participate in the study. The advantages of using convenience sampling are that:

- the researcher uses whoever is available (Wagner, Kawulich & Garner 2012:92).
- samples are easy to obtain and
- it is most commonly used, less expensive and there is no need for a list of all the population elements (Acharya, Prakash, Saxena & Nigam 2013:332).

3.5 PILOT STUDY

Prior to a larger piece of research, a small study called pilot study is conducted to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate (Bless, Higson-Smith & Sithole 2013:394). The purpose of a pilot study is to identify problem areas and deficiencies in the research instruments and protocol before implementation during the full study. In this study, the pilot study helped the researcher to identify questions that may tend to be misunderstood by the respondents and allowed respondents to point out problem questions, poor instructions and unnecessary or missing questions (Naidu 2009:87). The questionnaire was pre-tested with twenty-five (25) users of Mankweng Community Library. The selected respondents share the same characteristics as the target population. The respondents provided positive insights which led to the restructuring of the questionnaire. Since piloting was conducted to identify possible weaknesses in the research instrument, the results were not included in the main study. Through the pilot study, respondents were able to identify and improve the following:

- An instruction on top of the questionnaire read tick, but an X was placed in brackets, and it was rectified.

- The omission of an area/box for learners and college students as they formed part of the population was discovered, and it was created.

3.6 STUDY AREA

The research study was on the use of Polokwane Municipal Library services, focusing on Moletji Public Library. Moletji Public Library is one of the branches of Polokwane Municipal Libraries and is situated 33 kilometres from the City of Polokwane in the Moletji cluster of Polokwane Municipality in the Capricorn District of the Limpopo Province. The area consists of one hundred and eighteen villages, which are all under the rule of Kgoši Kgabo Moloto III. The researcher as an employee at Moletji Public Library was prompted to conduct this study after observing that the library appeared to be underutilised as compared to other public libraries in urban areas. Another reason for selecting the library for research purposes is because it was accessible and available for research.

3.7 DATA COLLECTION

Data collection is the precise, systematic gathering of information that is relevant to questions arising from the research using methods such as conducting surveys (Bless, Higson-Smith & Kagee 2008:111). According to Du Plooy-Cilliers, Davis and Bezuidenhout (2014:174), "it is crucial that the data collection method the researcher has selected allows for the desired outcomes of the study to be achieved, as anticipated in the research goal and questions that have been formulated". Therefore, the researcher had carefully considered which data collection instruments to use.

3.7.1 Data collection instruments

Data collection instruments include questionnaire, interviews and observation. Data collection instruments are determined by factors such as the formulation of the problem, the methodology that the researcher prefers as well as the nature of the phenomenon. If the researcher decides to study a phenomenon among a smaller group of people, then qualitative methods such as in-depth interviews and participant observation would be employed, whereas a more quantitative study would be conducted using a questionnaire or some form of interview schedule (Mouton 2017:127). The researcher used a questionnaire for collecting data.

3.7.2 Self-administered questionnaire

According to Dewa (2012:137), self-administered questionnaire denotes that respondents fill in the questionnaire themselves without the researcher. The researcher chose to use a questionnaire to collect data because of its advantages of accommodating a variety of questions and minimising time and money constraints as compared to other data collection methods. Similarly, Salkind (2018:123) states that questionnaires have an advantage because they save time as they can be completed without any direct assistance or intervention from the researcher, and also because anonymity is guaranteed, as a result, people may be more willing to be truthful. According to Kumar (2014:178), the use of questionnaire offers greater anonymity and the responses will be gathered in a standardised way, thus ensuring objectivity. Similarly, du Plooy-Cilliers, Davis and Bezuidenhout (2014:160) posit that questionnaires may produce more honest responses and answers than interviews because of their anonymous nature and encourage truthful responses to sensitive issues. Bless, Higson-Smith and Sithole (2013:220) also outlined that as an advantage the researcher need not be there to assist with the completion of the questionnaire.

Generally, questionnaires are characterised by an extensive standard and categorised into open-ended or free text questionnaires and closed-ended questionnaires (Flick 2015:134). In the case of closed-ended or structured questionnaires, the respondents are asked to select an answer from among a list of answers provided by the researcher. Bertram and Christiansen (2014:73) view closed-ended questions as questions where the respondents are given particular possible answers to choose from. Closed-ended questions are used to generate statistics in quantitative research and are easily analysed (Dawson 2009:31).

3.7.3 Questionnaire design and layout

The questionnaire for this study contained closed-ended items, a rating scale with pre-determined response options and few open-ended questions. Du Plooy-Cilliers, Davis and Bezuidenhout (2014:152) mentioned that closed-ended questions are very useful because they simplify and quantify responses, and people are usually more willing to tick boxes than they are to write or type out long answers.

Open-ended questions helped the researcher to achieve the objectives of this study in that, respondents gave their own opinions with regards to the usage of library services at Moletji Public Library. According to du Plooy-Cilliers, Davis and Bezuidenhout (2014:153), open-ended questions are advantageous because they allow respondents to answer in their own choice of words and give unprompted answers which could be beneficial. Their disadvantage is that the questions require more thought and time on the part of the respondents and as a result, they may be ignored by the respondents (Ncwane 2016:32).

The questionnaire was divided into six sections and was guided by the objectives of this study. Section A requested personal details of the population, Section B focused on the role of the library, Section C asked about the services and resources provided by public library users, Section D focused on usage of library resources and services, Section E asked about the main purpose of using the library while Section F requested information about the challenges faced by library users in accessing library services and resources.

3.7.4 Data collection procedure

There are standard data collection procedures that researchers follow to carry out investigations. Therefore, the researcher followed the following procedures. First and foremost, the researcher applied for Ethical Clearance certificate from the Turfloop Research Ethics Committee. After getting the certificate the researcher went on to Polokwane Municipality sought and obtained approval to conduct research:

- The researcher met participants at Moletji Public Library.
- The questionnaires were handed out to library users who visited the library.
- The researcher explained to the participants that participation was voluntarily.
- The researcher made sure that she was always available at the library to clarify ambiguities concerning the questionnaire.
- The process of data collection took a period of four weeks to complete.
- The questionnaires were returned to the researcher after completion.

3.8 DATA ANALYSIS

Data analysis is the process of looking at and summarising the data with the intent to extract useful information and draw conclusions (Lawal 2009). Since the questionnaire contained both closed-ended questions and open-ended questions, it denoted that the researcher collected both quantitative and qualitative data. Quantitative data (closed ended-questions) was analysed using Statistical Package for Social Sciences (SPSS) software version 25 and data were represented in figure and table form. Thematic analysis was used to analyse qualitative data (open-ended questions).

In tandem with Creswell (2009), the first step in the thematic analysis required the researcher to organise, sort, classify or categorise the raw data obtained. The second step involved going through the entire data to get a general sense of the ideas expressed in them by the participants. The third step involved a detailed analysis of the data carried out through a process of coding. Coding refers to the process of organising the material into pieces of text before bringing meaning to information (Rossman & Rallis 1998 cited in Creswell 2009). The fourth step involved the incorporation and summary of data through mainly inductive reasoning (Creswell 2009; Leedy & Ormrod 2005:96). The final step involves making an interpretation or understanding of the data (Creswell 2009).

3.9 RELIABILITY AND VALIDITY

The researcher was, at all times professional and applied her expertise objectively, accurately and justly. Individuals and bodies were convinced that the research poses no physical, emotional, intellectual and social harm to them, the community and the environment (Nkatini 2005:36). The researcher did not in any way fabricate unfounded data so that it suited her needs rather than the needs of the study.

This study was within the quantitative approach, therefore the researcher addressed the following aspects: validity, reliability and objectivity (University of Limpopo research manual 2015). The reliability, validity and objectivity of the research instruments are important keys to effective research. The researcher addressed the following quantitative criteria:

3.9.1 Reliability

The ability to reproduce a reasonably similar research result by using the same data collection instrument or procedure is produced by the reliability of a research study as postulated by (Lakshmi & Mohideen 2013). Simply put, the researcher focuses on whether the respondent will give the same response if asked to answer at a different time. To ensure reliability, the researcher pre-tested the questionnaire from Mankweng Community Library users but these users did not form part of the study. This enabled the researcher to identify vague, unacceptable questions and consistency of results. Another vital step for establishing reliability was to ensure that the research method and design align with the research question (Munn, Porritt, Lockwood, Aromataris & Pearson 2014).

3.9.2 Validity

The following types of validity measures were taken into consideration, namely face and content, concurrent validity and construct validity.

- *Face validity*

Face validity is concerned with the way an instrument appears to the participants (Brynard, Hanekom and Brynard 2014:50). Face validity was maintained by designing a questionnaire pleasant to an eye and constructing only questions relevant to the study.

- *Content validity*

Content validity refers to the correctness and appropriateness of the questions included in a questionnaire (Brynard, Hanekom & Brynard 2014:50). The researcher, together with the supervisor closely examined the questions on the instruments to ensure that they measure the desired variables. The correctness, relevance and lucidity of the questions was tested through a pilot study.

- *Construct validity*

To meet this criterion, the researcher ensured that questions in the questionnaire are specifically designed to obtain both quantitative and qualitative data, through closed

and open-ended questions. The researcher also standardised the data collection instruments by comparing and contrasting them with the relevant literature review.

3.9.3 Objectivity

To maintain objectivity throughout the study, the researcher aimed to avoid being biased by not allowing their values and beliefs to interfere with the research (Bertman & Christensen 2014:23). Generally, the researcher maintained objectivity throughout the research process.

3.10 ETHICAL CONSIDERATIONS

Research ethics are typically associated with morality and concern matters of right and wrong (Babbie 2010:64). As pointed out by Creswell (2014:208) the researcher is obliged to respect the rights, needs, values and desires of the participants.

3.10.1 Permission to conduct the study

The researcher sought and obtained permission from the University of Limpopo, Turfloop Research Ethics Committee (TREC), as well as the faculty of humanities to conduct the study. An ethical clearance letter was written for the researcher to conduct the study. The library falls under the Polokwane Municipality, and therefore, the researcher obtained permission from the former to conduct a study in one of their libraries. Thereafter, the researcher requested the library users at Moletji public library to complete the questionnaire.

3.10.2 Informed consent

According to Arminger (1997), informed consent means that a person knowingly, voluntarily and intelligently, and clearly and manifestly, gives his/her consent to respond to research questions. According to Fouka and Mantzorou (2011:4), individuals can make informed decisions to participate in research voluntarily only if they have information on the possible risks and benefits of the research. In this regard, the respondents were fully informed and explained to about the nature and purpose of the study and were free to choose to participate or not to participate without coercion or deceit (Polit & Beck 2006:89). The participants were also notified that they may withdraw from a research project at any stage (Salkind 2018:79). Each respondent

signed a written informed consent form to voluntarily participate in the study and share information with the researcher.

3.10.3 Anonymity and confidentiality

Anonymity means that the researcher does not know the identities of the respondents, and in this regard, the researcher asked the participants not to write their names on the questionnaire. Confidentiality means that although the researcher knows the identity of the respondents, the latter's information will not be disclosed to an unauthorised person (Wagner, Kawulich & Garner 2012:70). In this study, confidentiality was maintained by restricting access to raw data. Only the researcher and the researcher's supervisor and statistician had the privilege to access raw data.

3.10.4 Plagiarism

Plagiarism is presenting or using someone else's published or unpublished or intellectual products as if they were your own new and original ideas without acknowledging the original owner's (Wagner, Kawulich & Garner 2012:256). To avoid plagiarism, all sources consulted were given credit using in-text referencing, including a full bibliographical list of all sources. Furthermore, anti-plagiarism software called Turn-it-in was also used to detect plagiarism.

3.11 SUMMARY

This chapter presented the research methodology that was used in the study. It covered research design, population and sampling, pilot study, study area, data collection, data analysis and quality criteria of the study. Ethical considerations that were followed when conducting this study were also discussed. The next chapter discusses data analysis and interpretation.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter focused on research methodology. This chapter analyses and interprets the results from the data obtained from the questionnaires distributed to library users at Moletji Public Library. A total of 240 questionnaires were distributed and 216 questionnaires were returned representing a response rate of 90%. Data were presented using tables and interpretation under each table, numbers and percentages were used. N, on the tables, refers to the number of people who responded to the question.

4.2 DEMOGRAPHIC INFORMATION

Question on gender, age, level of qualification, and occupation were asked to determine users' categories of the library users. Each data for each category is analysed on separate tables. Tables 4.1, Table 4.2, Table 4.3 and Table 4.4 below show the results in each case.

4.2.1 Gender

This question was asked to determine the gender of the respondents. Table 4.1 below shows the gender distribution.

Table 4.1: Gender distribution of respondents (N=216)

Responses	Frequency	Percentage
Female	105	49%
Male	111	51%
Total	216	100%

Table 4.1 reflects that females make up 105 (49%) of the sample, and males make up 111 (51%). The results show no major difference between males and female users. This suggests that there is an almost equal number of males and females using Moletji public library services.

4.2.2 Age of respondents

Respondents were asked to indicate their age by choosing the appropriate box according to their age category. Table 4.2 below depicts age distribution.

Table 4.2: Age of respondents (N=216)

Responses	Frequency	Percentage
11-15 years	26	12%
16-21 years	98	45%
22-26 years	60	28%
27-31 years	18	8%
32-36 years	12	6%
42 years and above	2	1%

The age range of the respondents is between 11 years and above. Results revealed that 26 (12%) of the respondents were aged between 11 and 15 years, 98 (45%) respondents were between 16-21 years, followed by 60 (28%) that were between 22 and 26 years, and 18 (8%) are between 27-31 years. The results revealed that 12 (6%) respondents indicated that they are 32-36 years old, while only 2 (1%) is 42 years and above.

4.2.3 Qualifications of respondents

It was relevant to solicit information about the academic qualifications of the respondents because it helped the researcher to knowknow the type of users who utilised Moletji Public Library services. Respondents were requested to tick the appropriate level of study provided.

Table 4.3: Qualifications of respondents (N=204)

Responses	Frequency	Percentage
Primary	30	14%
Grade 12	110	51%
Diploma	37	17%
Degree	23	11%
Honours	3	1%

Masters	1	1%

The results in Table 4.3 reveal that out of 204 respondents, 30 (14%) indicated that their highest qualification is primary school education, 110 (51%) Grade 12, 37(17%) hold a diploma, and 23 (11%) possess a degree. Results also indicate that 3 (1%) have honours degrees whereas only 1 (1%) possess a master's degree and 12 (6%) respondents did not indicate their qualifications. The majority of respondents have completed Grade 12.

4.2.4 Occupation

Respondents were requested to indicate their occupation and Table 4.4 below shows the results thereof.

Table 4.4 Occupation of respondents (N=213)

Responses	Frequency	Percentage
Learners	91	42%
University/college student	66	31%
Unemployed	44	20%
Self-employed	3	1%
Employed	9	4%

Table 4.4 shows that 91 (42%) out of 213 respondents were learners, 66 (31%) were university and college students, 44 (20%) are unemployed, 9 (4%) are employed whereas 3 (1%) are self-employed. Three (1%) respondents did not indicate their occupation. Results from Table 4.4 relate well with Table 4.3 which indicates that the majority of respondents have completed Grade 12.

4.3 ROLE OF THE LIBRARY

Question 5 was intended to determine the role that the respondents attached to the library. Statements were given where users were expected to indicate whether they agreed or disagreed with the options.

Table 4.5 Role of the library (N=213)

Responses	Agree		Disagree	
Uprooting illiteracy	111	52%	25	12%
Poverty alleviation	72	34%	62	29%
Improves education	192	90%	4	2%
Provides community with information	164	77%	11	5%
Social inclusion/cohesion	98	46%	34	16%
Create citizen awareness of social and national values	115	54%	36	17%
Preserve and promote cultural heritage and diversity	103	48%	38	18%
Supports entrepreneurship initiative programme	95	45%	43	20%

Even though 213 respondents answered this question, there are statements where some respondents did not indicate their choices. Respondents who agreed that the library's role is uprooting illiteracy, are 111 (52%) whereas 25 (12%) disagree, 72 (34%) agree to the statement on poverty alleviation, while 62 (29%) do not agree. One hundred and ninety-two (90%) of the respondents agree that the library improves education, whereas only 4 (2%) disagree.

Furthermore, 164 (77%) respondents agree that the library provides the community with information, and 11 (5%) disagree. Results also reveal that 98 (46%) agree that the library plays a role in social inclusion and cohesion while 34 (16%) disagree.

Table 4.5 further depicts that 115 (54%) respondents agree that the library creates citizen awareness of social and national values while 36 (17%) disagree. Out of 213 respondents, 103 (48%) and 38 (18%) agree and disagree respectively that the library preserves and promote cultural heritage and diversity. Lastly, on whether respondents agree or disagree with the statement that the library supports entrepreneurship initiative programme, 95 (45%) agree and 43 (20%) disagree.

4.3.1 Frequency of library use

The study finds it necessary to identify how frequently respondents use the library because it helped the researcher to measure the level of usage of the library. Options ranging from daily, once a week, fortnightly, once a month as well as occasionally, were provided for respondents to choose from.

Table 4.6 Frequency of library use (N=208)

Responses	Frequency	Percentage
Daily	65	31%
Once a week	87	42%
Fortnightly	4	2%
Once a month	10	5%
Occasionally	42	20%

Table 4.6 above shows that 65 (31%) respondents use the library daily, 87 (42%) once a week, 4 (2%) fortnightly, 10 (5%) once a month, while 42 (20%) use it occasionally. The results revealed that 8 (4%) respondents did not indicate the frequency of library use.

4.3.2 Resources used by public library users

Respondents were asked to identify the resources they used when visiting the library. They were also allowed to choose multiple answers to indicate their choices. Nearly all the respondents answered.

Table 4.7 Resources used by public library users (N=215)

Responses	Frequency	Percentage
Newspapers	99	46
Internet/Wi-Fi	173	80
Textbooks	158	73
Printing	116	54
Photocopy	139	64
Scanning	83	38
Reference materials (Dictionaries, Encyclopedias)	107	50

Table 4.7 reveals that 99 (46%) out of 215 respondents stated that they use newspapers, 173 (80%) use Internet/Wi-Fi, 158 (73%) textbooks, 116 (54%) printing, 139 (64%) photocopy, 83 (38%) scanning, and 107 (50%) use reference materials. Results reveal that the majority of respondents use the Internet/Wi-Fi.

4.3.3 Services used by public library users

Table 4.8 shows the results of the services respondents use. From the numerable options that were listed, respondents were requested to tick as many options as possible, which were applicable.

Table 4.8 Services used by public library users (N=210)

Responses	Frequency	Percentage
Lending materials	33	16%
Reference services	50	23%
Inter-library loan services	12	6%
Children section	31	14%
Internet	140	65%
Adult literacy programmes	33	15%
User education/information literacy	83	38%
Reading/studying space	173	80%

Out of 210 respondents, 33 (16%) visit the library for lending materials, 50 (23%) for reference services, 12 (6%) interlibrary loan services, 31 (14%) for children section, 140 (65%) computers/ICT, 33 (15%) adult literacy programmes, 83 (38%) user education/information literacy, and 173 (80%) reading/studying space. Six (3%) respondents did not complete this question. The results in Table 4.7 depicts the two most used services as the reading/ studying space (80%) and the Internet (65%).

4.3.4 Frequency of use of library resources and services

 In addition to how frequently respondents use the library, they were also asked to indicate how frequently they use library services and resources on a scale of never, seldom and often.

Table 4.9 Frequency of use of library resources and services (N=208)

Statements	Often		Seldom		Never	
Newspapers	73	35%	44	21%	42	20%
Internet/Wi-Fi	125	60%	40	19%	12	6%
Textbooks	125	60%	49	23%	12	6%
Printing	73	35%	52	25%	29	14%
Photocopy	94	45%	56	27%	12	6%
Scanning	50	24%	40	19%	58	28%
Reading space	133	64%	19	9%	12	6%
Loan/return books	19	9%	21	10%	104	50%
Computer usage	106	52%	31	15%	19	9%
Attending library orientation	17	8%	31	15%	93	44%
For entertainment purposes	17	8%	40	19%	82	40%
Looking at posters	44	21%	52	25%	49	23%
Job hunting	52	25%	17	8%	74	36%

Results reveal that 133 (64%) respondents indicated that they often use the library as a reading space, followed by 125 (60%) for the Internet/Wi-Fi and the other 125 (60%) use the library for study books. One hundred and six (52%) respondents indicated to use computers more often. Concerning space, most respondents still perceive the library as a quiet place for doing homework peacefully unlike the vicinity of their homes where they will constantly be distracted.

A considerable number 104 (50%) of respondents indicated that they never use the library to loan/return books while 93 (44%) never attended library orientation. Forty percent of the respondents indicated that they have never used a public library for entertainment purposes. In Denmark, public libraries are seen to provide human and social capital, and extensive collaboration between the branch libraries and other public institutions in the area have been reported (Svendsen 2013). Furthermore, public libraries were not only breeding grounds of bonding and bridging, but also institutional social capital.

4.3.5 Purpose of using the library

To establish the purpose for which the library is being used, users were asked to indicate their reasons for using the library by ticking as many appropriate answers as possible.

Table 4.10 Purpose of using library services(N=210)

Responses	Frequency	Percentage
Recreational	51	24%
Personal	97	46%
Research	180	86%
Read for assignment, tests and exam	157	75%
Supplement my education	109	52%
Borrow books	55	26%
Business information	55	26%
Health information	73	35%
Farming information	55	26%
Political information	50	24%
Job-related information	81	39%
Sport information	60	29%
Obtain general information	77	37%
Access Internet	137	65%
Meet friends	35	17%
Group discussions	90	43%

The results in Table 4.10 reveal that 180 (86%) use the library for research, 157 (75%) use it to read for assignments, tests and exams, whereas 137 (65%) use the library to access the Internet. The majority of respondents indicated that they use the library mainly for research purposes. The results reveal that 6 (3%) respondents did not indicate their reasons for using library services.

4.3.6 Alternative resources and services used

This was an open-ended question and it was asked to discover other information sources and services that respondents use when they do not get what they want from Moletji Public Library. Data were analysed thematically.

Table 4.11 Alternative resources and services used (N=172)

Responses	Frequency	Percentage
Ask for assistance from the librarian	6	3%
I use my books	33	15%
Cellphone	32	15%
Wi-Fi and Internet	58	27%
I always get help	5	2%
I ask people	6	3%
I go to other libraries	25	12%
I read periodicals	7	3%

According to the results depicted in Table 4.11, the majority 58 (27%) of respondents use Internet and Wi-Fi from Moletji Public Library, 33 (15%) use their books, whereas others mentioned that they visited other libraries 25 (12%). While 32 (15%) use their cellphones when they do not get what they want from Moletji Public Library, the lowest 5 (2%) stated that they always get help, and 44 (20%) respondents did not respond to this question. These other libraries that respondents mentioned are regarded as accessible because transport to these areas is also accessible. The researcher has observed that due to sufficient transport to other libraries, respondents are likely to visit such libraries, and also that other libraries have better facilities than others, hence respondents prefer using other libraries over others.

4.4 ACCESSIBILITY OF LIBRARY SERVICES

Respondents were asked to indicate how they viewed the accessibility of library services. They had to select from options ranging from easy, difficult, very easy and very difficult.

Table 4.12 Accessibility of library services (N=203)

Responses	Frequency	Percentage
Very easy	56	26%
Easy	125	58%
Difficult	18	8%
Very difficult	4	2%

The results in Table 4.12 above reveal that most respondents found the accessibility of library services easy. Out of 203 respondents, 125(58%) mentioned that they found the accessibility of library services easy while 56(26%) found it very easy. On the other hand, 18(8%) respondents stated that accessibility of library services was difficult, and 4 (2%) found it very difficult. Thirteen respondents did not indicate whether the accessibility of library services was easy or difficult. Respondents were also requested to explain their answer. This was done as follow up question which is shown by Table 4.13 below.

4.4.1 Reasons for accessibility of library services

This question was a follow up which intended to establish various reasons why the respondents found accessibility of library services as either easy or difficult. Respondents were required to choose their reasons by selecting a particular option.

Table 4.13 Reasons for accessibility of library services (N=177)

Responses	Frequency	Percentage
Approachable, helpful, patient and friendly staff as well as adequate assistance	67	31%
Orderly shelves, accessible books and a reasonable amount of copies	60	28%
Free Wi-Fi and easy computer access	28	13%
Difficulty in accessing the Internet, lack of network and long queues to the Internet	9	4%
Lack of discussion rooms	11	5%
Overcrowding	2	1%

Thirty-nine (18%) respondents did not indicate how they found the accessibility of library services. Those who responded provided various for their answers in Table 4.13. Sixty-seven (31%) respondents stated that they found library staff friendly, patient, polite and helpful, approachable and passionate staff as well as adequate assistance; 60 (28%) stated that the library books were being marked and accessible on the shelves, as well as copies, scans and printouts that are charged at a reasonable amount. Lastly, 28 (13%) respondents mentioned that free Wi-Fi and easy computer access as their reasons why they found library services accessible.

On the other, for those who found accessibility of library services, had forwarded the following reasons: eleven (5%) indicated lack of discussion rooms; 9 (4%) stated that they found difficulty in accessing the Internet due to long queues to access the Internet; only 2(1%) respondents provided overcrowding as one of the reasons that they found accessibility of library services difficult.

4.4.2 Satisfaction with library services

The following question was asked to establish the level of satisfaction concerning library services. Respondents had to choose from options ranging from not satisfied, moderately satisfied, satisfied, very satisfied and uncertain. Table 4.14 below depicts the results.

Table 4.14 Satisfaction with library services (N=200)

Responses	Frequency	Percentage
Not satisfied	9	4%
Moderately satisfied	39	18%
Satisfied	100	46%
Very satisfied	47	22%
Uncertain	5	2%

Out of 216 respondents, 16 (7%) did not respond to the question. Nine (4%) were not satisfied, 39 (18%) were moderately satisfied, 100 (46%) were satisfied, 47 (22%) very satisfied and 5 (2%) were uncertain whether they were satisfied or not. Majority of respondents (46%) were satisfied with the library services. Table 4.14 relates well with

Table 4.12 which shows the easiness and the difficulty of the accessibility of library services. Most respondents indicated to find easy accessibility of library services hence in this Table 4.14 majority were satisfied with library services

4.5 CHALLENGES FACED WHEN ACCESSING LIBRARY SERVICES AND RESOURCES

This question was aimed at establishing the challenges that respondents faced or encountered when accessing library resources and services. To understand the challenges they faced, the respondents were given a list of challenges to select from to indicate those that they experience when accessing library resources and services. Table 4.15 shows the results.

Table 4.15 Challenges faced when accessing library services and resources (N=191)

Responses	Frequency	Percentage
Unfriendly/unhelpful library staff	13	7%
No Internet/ICT service	50	27%
Inadequate facilities	9	5%
Poor library furniture	21	11%
Long distance to the library	118	64%
Outdated books	38	21%
Inadequate collection	9	5%
Poor ventilation and lightening	7	4%
Shortage of databases	32	17%
Noise in the library	33	18%
Mutilated books	4	2%
Lack of library marketing	26	14%

The results in Table 4.15 depict that long distance 118 (64%) to the library is the biggest challenge that respondents face when they had to utilise library services and resources. This challenge was recognised by the LIS Transformation Charter (2014:54) which states that many areas such as former townships, rural areas and informal settlements remained either under-served or not served at all because of the

location of public libraries which has been subjective to former apartheid spatial planning. However, this finding contradicts with Table 4.14 of which very few, 11 (5%) indicated that they found library services difficult to access because of distance. Fifty (27%) stated no Internet access at the library as a challenge, 33 (18%) indicated noise, 32 (17%) shortage of databases, 38 (21%) outdated books, while 26 (14%) indicated lack of library marketing as challenges curbing their accessibility of library services.

4.6 SUGGESTIONS ON HOW TO IMPROVE LIBRARY SERVICES AT MOLETJI PUBLIC LIBRARY

An open-ended question was asked and respondents were requested to state their ideas on what can be done to improve the usage of library services at Moletji Public Library.

Table 4.16 Suggestions on how to improve the usage of library services at Moletji Public Library

Responses	Frequency	Percentage
More updated high school textbooks	24	11%
Add more computers	22	10%
More study space is required	23	11%
Noise-free zones	9	4%
Improve the Internet and Wi-Fi speed and coverage	12	6%
Library marketing	14	6%

Forty-eight (22%) respondents did not answer this question. Table 4.16 indicates that 24 (11%) respondents stated that to improve library services at Moletji Public Library, more updated high school textbooks must be provided. On the other hand, 22 (10%) suggested that more computers should be added, 23 (11%) indicated that more study space is required. Amongst others, 9 (4%) mentioned that there should be noise-free zones, 12 (6%) mentioned the improvement of the Internet speed and Wi-Fi coverage and 14 (6%) chose library marketing.

4.7 SUMMARY

The main purpose of this chapter was to analyse and interpret the research results of the data collected from 216 respondents. The study found that the role of the library is to provide the community with information and to improve education, thus uprooting illiteracy. Internet/Wi-Fi was identified as the most used service at the library for research purposes. Internet access time limit, outdated books as well as long distance to the library were mentioned as the main challenges respondents faced when accessing library services.

CHAPTER 5: DISCUSSION OF RESULTS

5.1 INTRODUCTION

The previous chapter presented the results obtained from the questionnaire survey conducted at the Moletji public library. This chapter presents the discussion of the findings that were presented in chapter four. The discussions were done in relation to research objectives, literature review, data analysis. The findings are also discussed in relation to three theories discussed in Chapter 2. The study also discusses the results in line with the aim and objectives of the study.

5.2 RESPONDENTS' PROFILES

The questionnaire opened with the respondents' profile. To have a better understanding of the respondents' perspective in this study, it was necessary to collect their demographic information. Questions such as gender, age, qualifications and occupation were asked. In line with this, Evans and Saponaro (2012) state that demographic data helps to identify the population distribution changes and developments that will affect library service needs.

Respondents' profile was important to show that strategies, processes, and methods used to provide library services were helpful and necessary to enable library management to bridge the generation gap; develop sensitivity to diversity, enhance open communication and understand the strengths and benefits of multigenerational library users (McNichols 2010). In essence, the demographic data play an important role in helping public library management to identify the population distribution changes and developments that will affect library service needs. The population for this study consisted of library users in all age categories, most of them at the age between 16 and 21 years. Characteristics of library users may contribute to the initiation and effective use of library services. In other words, library users of different ages, who belong to different generational cohorts vary in their desire to use services offered by public libraries.

Applegate (2008) states that in most studies conducted on the use of public libraries by gender, male users were below average in many areas, and also showed noticeably different choices. On the other hand, Thanuskodi (2012) and Sin (2012)

indicate that differences in public library use based on gender depends on information needs and availability of resources. In this study, the results show a higher number of female respondents more than the male ones. This is consistent with Hart's (2012) study where it was established that people perceived the library to be exclusively for the educated and students.

On the other hand, a sizeable number of respondents indicated their occupation as a university and/or college students. It is not surprising that most were at that level because the library plays a role in education (Davis 2009).

5.3 PATTERNS OF DATA FOR EACH RESEARCH OBJECTIVE

This section provides a discussion of the results in line with the objectives of the study. The discussion of the results' findings is done in the context of wider comparisons with the literature review.

5.3.1 The role of the public library in rural communities

When coming to the role of public libraries, respondents were given some statements to indicate whether they agreed or disagreed with the options. In almost all the statements provided, the respondents agreed with those options. The majority agreed that the library's role is to improve education and uproot illiteracy. According to Davis (2009), the role of the public library is the provision of education, promotion of moral values, and alleviation of poverty and eradication of illiteracy.

Public libraries are seen to provide human and social capital, and extensive collaboration between the branch libraries and other public institutions in the area have been reported (Svendsen 2013). Furthermore, public libraries are not only breeding grounds of bonding and bridging but also institutional social capital. Most of the respondents agreed that the library provides the community with information while, a sizeable number agreed that the library plays a role in social inclusion and cohesion According to Sipila (2015), the library is perceived by younger people as a social place, for socialising, where they could meet with their friends, prepare for their exams and cooperatively do their school work. Human relations can also start and grow in libraries. Varheim (2007) also believes that in providing a meeting place, and by a mere fact that the public library is a universal service provider, it creates social capital.

Majority of 115 (54%) respondents agreed that the library creates citizen awareness of social and national values, 103 (48%) agreed that the library preserves and promote cultural heritage and diversity. Generally, most respondents agree with the statements on the role of the public library. Illsley (2010) states that the public library must provide neutral access to information for its clients. In Finland, library users perceive the library as a source for comfort, socialising, leisure and knowledge, and an eye-opening gateway, which leads to new possibilities and opportunities in their lives (Sipila 2015). According to the LIS Transformation Charter (2014:58), government has committed itself to redress the past inequalities concerning library services by revitalising public libraries through the social cohesion and the promotion of cultural diversity and information literacy to allow citizens to participate in the knowledge society.

Lastly, on whether respondents agree or disagree with the statement that the library supports entrepreneurship initiative programme, 95 (45%) agreed and 43 (20%) disagreed. Human relations can also start and grow in libraries. Varheim (2007) also believes that in providing a meeting place, and by a mere fact that the public library is the provider of a universal service access and creates social capital.

5.3.2 Frequency of using resources and services at Moletji Public Library

Many governments spend a lot of money on the building and developing public libraries. South African government, through the Department of Arts and Culture's conditional grant, has embarked on developing, establishing new public libraries and providing internet access in these libraries (Malotle & Selwana 2016). Having said that,communities to need to use the resources and services rendered by the public libraries. However, library usage statistics suggest otherwise. In this study, library users often use the sources and services they find relevant to them. As it has been stated, such sources include Internet/Wi-Fi, textbooks, printing and reading space.

In a study by Joy and Idowu (2014) in South-West Nigeria, it was found out that public library users visited the library once a week. Salman, Mugwisi and Mostert's (2017) study in Nigeria also revealed a low level of library usage. Frequency of library use is made possible by factors such as easy access to libraries. Ocholla (2006) also states that geographic isolation, cultural marginalisation and illiteracy are some of the reasons why libraries are not used.

5.3.3 The services and resources used by public library users

Public libraries provide different services to the communities they serve. Today the services provided by the public libraries include Wi-Fi, reading and collaboration space. In this study, it was established that the major resources and services used by Moletji library users are the internet (80%), text books (73%), photo copying (64%) reading/studying space (80%) and printing. In a way, these findings are consistent with a quantitative survey by Bopape et al. (2017), which revealed that young people in Limpopo province use the library specifically for study space and to access the Internet. In a related study, Premdass (2017) found that the community of Pietermaritzburg use public libraries for space. In another study by Anderson and Whalley (2014) in Glasgow, it was found out that library users visit the library mainly to use space and the internet.

Collection development in public libraries includes textbooks and leisure reading materials (Hsieh & Runner 2005). The former is made available to students and learners because public libraries cater to the information needs of the whole community. The reason may be that the learners and students cannot afford the textbooks themselves, and also that academic library only provide information for their students. Textbooks in the library under study are procured to meet the educational needs of learners.

Public libraries offer printing, scanning and photocopy services at a reasonable cost, meeting the various needs of the public at large. The researcher took such needs into account in her questionnaire design. One user might come to the library only to make copies, another may only print their documents out from their gadgets as they would not have such at hand upon request, while another one may only prefer to have their documents scanned for future use.

Forty percent of the respondents indicated that they have never used the public library for entertainment purposes. In Denmark, public libraries are seen to provide human and social capital, and extensive collaboration between the branch libraries and other public institutions in the area have been reported (Svendsen 2013). Furthermore, public libraries were not only breeding grounds of bonding and bridging, but also

institutional social capital. Because of the findings, a conclusion can be drawn that Moletji Public Library is mainly used by young adults who need academic resources.

5.3.4 Reasons why patrons use Moletji Public Library services and resources

Different people use public libraries for different reasons. Some people use public libraries to inform, educate and entertain themselves. In this study library users were asked to indicate the kind of information or the reasons why they use Moletji Public Library. The results show that the majority of Moletji Public Library users use the library for educational purposes. This was evidenced by 186 (86%) of respondents who indicated that they use the library for research, 157 (75%) who use it to read for assignments, tests and exams and 137 (65%) who use the library to access the Internet. Elsewhere in the world library users use public libraries for different reasons. Mojapelo (2017) found that in Limpopo Province, users use public libraries for study space. Similarly, Regalado and Smale (2015) found that users use public libraries for space. It may be argued that the reasons for library usage depend on whether the country is developed or developing and whether the library is located in a rural or urban area.

In a qualitative study by Regalado and Smale (2015), it was found out that undergraduate students at the City university of New York valued the library as a distraction-free place for academic work, as one of the physical and environmental features that enabled them to engage in academic work. With the complexities of technology and changed student learning styles as a result of the twenty first century education system, many institutions of higher learning create or design spaces to facilitate learning. Public libraries and librarians can therefore implement the vision of learning commons by creating spaces that facilitate learning, in conforming with the changes brought about by the technological era (Weiner, Doan & Kirkwood 2010:193).

According to Polokwane Municipal Libraries: policies and procedures (2015:28), one of the requirements for library membership is a municipal assessment rate account, or a proof of residence. However, a high-payable fee, also referred to as a deposit is required for those without the former, which, according to the researcher, still denies village or country residents access to loaning library books, resulting in users only using books within the library.

Community libraries are essential in poor and developing countries, to bridge the digital divide. However, in South Africa, there is still a huge gap in the digital divide between rural and urban people (Stilwell 2016:123), but with networked computers, community libraries provide free Internet access to users.

Davis (2009) citing Okiy (2003) mentioned that public libraries have always been perceived as elitist institutions, serving only the educated living in cities and ignoring the rural people. However, most rural citizens who visit public libraries may be doing so on a personal capacity to peruse cookbooks, reading for leisure as well as paying their accounts online.

5.3.5 Challenges faced when accessing library services and resources

Public libraries world over are faced with different challenges. The major challenges range from insufficient budgets, misconceptions about libraries in general, ICT and human resource-related challenges. The major challenge facing the library users in Moletji public library is the geographic location of the public library itself. The majority (65%) of respondents lamented about the long distance that they have to travel before reaching the library. This means that it is costly for library users to access Moletji public library services. In this regard, costs may include financial and time spent before accessing the Moletji Public Library. Buckland (1995:78) identified "Price to the User" as one of the aspects of access to library services. Price refers to costs that the user must incur for using the service. The costs may be in a form of money, time, effort and discomfort of acquiring the source. In general, price to the user refers to the toil and trouble faced before acquiring and or accessing Moletji Public Library. The issue of overcrowding appears in the literature whereby Mphidi (2016) noted that some libraries are too small that they cannot accommodate many users.

On the issue of lack of discussion rooms, respondents lamented that they preferred discussions rather than quite spaces, and the library remained too quiet and formal for such. A study conducted in New York City by Regalado and Smale (2015) found out that college students preferred a quiet library environment rather than the vicinity of their homes where they will be frequently distracted. Public libraries may offer both discussion rooms and noise-free zones to cater for the needs of both users to encourage participatory learning that the Learning commons models anticipate

(Educause Learning Initiative 2011). However, according to the findings of this study, Moletji Public Library offers neither discussion rooms nor isolated learning zones. Owing to these reasons and its geographic location that the majority of respondents find it difficult to access Moletji public library. Buckland (1995:78) concludes that, if the price is not acceptable to a user it becomes a barrier to access the library services.

In other parts of the world, public librarians complain about crime in the library, particularly mutilation of print sources. Other people complain about the attitude and unfriendly or unhelpful library staff. Contrarily there is no such problem at Moletji Public Library. It was a handful of users (7%) who complained about the unfriendly or unhelpful staff and 2% of library users who raised the issue of crime in the library, mutilation of books in particular.

This challenge was recognised by the LIS Transformation Charter (2014:54) which states that many areas such as former townships, rural areas and informal settlements remained either under-served or not served at all because of the location of public libraries which has been subjective to former apartheid spatial planning. Another challenge is noise in the library. Noise in the public library may be caused by the inability of libraries to isolate activities so that groups and individuals should not distract each other, as stated by Brown (2013) in the Educause learning initiative that libraries should plan and provide separate learning zones. These results imply that Moletji Public Library has socio and economic factors that hinder the community members from using the library services at Moletji Public Library. One can therefore infer from these findings that Librarians and LIS practices should know that providing library services in rural communities requires a different approach from that utilised in urban areas. The results are aligned to the three theories on which this study was based, meaning that the theories are confirmed.

5.3.6 Suggestions to improve the usage of library services at Moletji Public Library

Space is also an important aspect of the improvement of usage of library services. The learning commons model also state that public libraries should provide a meeting place, performative space, learning space as well as inspiration space. According to Educause Learning Initiative (2011), the modern commons is a meeting place that

provides areas for group meetings, group discussions, tools to support creative efforts and on staff specialists to provide help as needed.

Although 14 (6%) respondents stated that to improve the usage of library services at Moletji Public Library, library marketing should be conducted, some librarians may be surprised that setting up a library in a low-income community is also regarded as outreach as it was mentioned in Hart (2012)'s study. Alkindi and Al-Suqri (2013) define library marketing as the distribution and provision of awareness of the existence of the library, and its resources and services, using different tools and technologies to get patrons to use those resources and services. It involves the use of existing technologies to raise awareness of the library in familiar spaces and advising them about services and activities happening in the library. concerning the marketing of public library services, there should be a clear policy formulation which will define the objectives, priorities and services concerning both the needs of the immediate communities and the achievement of professional standards (IFLA/UNESCO Public Library Manifesto 1994).

5.4 SUMMARY

This chapter discussed the findings of the study presented in the previous chapter. Most of these findings support what was outlined in the literature review. This chapter shows some direction towards the findings of the study that would determine whether the research objectives were achieved or not. The next chapter presents the summary, conclusions and recommendations of the study.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The empirical results of the study were presented, analysed and interpreted in detail in the previous chapter to answer the stated research objectives. This chapter presents and the summary and conclusion of the research, concerning the research objectives and how they have been addressed by the study, and thereafter gives conclusions and recommendations of the study. Based on the conclusion of the research findings, the researcher formulated several recommendations and possible areas for further study. The aim of this study was to investigate the use of Polokwane Municipal Library services with special focus on Moletji Public Library, and the objectives of the study were:

a) To describe the role of the public library in rural communities.

b) To measure the usage of resources and services at Moletji Public Library.

c) To identify the services and resources used by public library users.d) To examine the main reason why patrons use Moletji Public Library services and resources.

e) To identify the challenges faced by library users in accessing the library services and resources.

6.2 SUMMARY OF THE FINDINGS

This section aims to outline the summary of the findings, conclusions and recommendations of the study. In discussing these findings, conclusions and recommendations of the study, the researcher aligned them with the problem statement and research objectives outlined in Chapter 1. The findings of the objectives of the study are provided below:

6.2.1 Findings about the role of the library in rural communities

On the whole, these results are compatible with the literature; which indicates that libraries are designed to render information services to the general public irrespective of status, occupation, sex, age, and these services are meant to be free or attract a little fee. Libraries exist primarily to serve the entire members of its locality referred to as its general public. The study revealed that the major roles of the library according

to the respondents is to improve education and to provide information to the community. Indeed, public libraries are meant to support the educational activities of teachers and learners, especially in an era of a massive shortage of school libraries in South Africa. These findings agree with the studies by Illsley (2010) and Sipila (2015).

6.2.2 Findings about the level of use of library services and resources

While the literature shows a low-level usage of public libraries (Joy & Idowu 2014; Salman, Mugwisi & Mostert 2017), this study has revealed that many (42%) respondents visited Moletji Public Library once a week. In terms of the usage of library services and resources, this study revealed that Internet/Wi-Fi, reading space as well as study books are the three frequently and mostly used resources and services. Availability of network and relevant information sources will also encourage frequency of use. Iwhiwhu and Okorodudu (2012), citing Ojo and Akande (2005), discovered that the most frequently used resources were the Internet and email, followed by e-journals. Although Iwhiwhu and Okorodudu's (2012) study focused on user satisfaction, the researcher aligned the findings about frequency of use of library services and resources in this study because the researcher believes that satisfaction with library resources and services promotes frequency.

6.2.3 Findings about the services and resources used when visiting the library

The two major services that respondents used in the findings of this study are computers/ICT's and reading space. The findings from this study resonate with findings in the study by Regalado and Smale (2015) where the respondents have stated that they prefer using the library space for their homework and assignments unlike in their own homes where they will constantly be distracted. It is also not surprising to learn that users visit the library mainly for the same resources and services, which are the computers and the Internet because they use computers to access the Internet. Even if they used their gadgets to access the Internet, they still needed the library's space.

On the negative side, the findings from this study also showed that Moletji Public Library is unable to adequately meet the educational needs of the users who were found to use the library the most, the youth or learners, who still depend on library

textbooks for information. Contrary to that, when asked what services and resources they wished the library provided, "more books" and "more computers" topped the list.

6.2.4 Findings about the main purposes of using library services and resources

From the findings of this study, the two dominant reasons for using library services were research (86%) followed by reading for assignment, tests and examinations (75%) as compared to the other options that were listed. The latter finding is further supported by the 52% who use the library services and resources to supplement their educational materials. This could mean that these are either learners or students. School learners have been discovered to use public libraries more often due to their dysfunctional school libraries (Hart 2012). This was supported by a study in the United States by Fortson, Scotti, Chen, Malone and Del Ben (2007) where six institutions were surveyed, and it was found that students perceived libraries as the most conducive environments for promoting learning behaviour.

6.2.5 Findings about challenges faced when accessing library services and resources

Respondents have stated in the findings that they travel long distances in order to obtain or acquire information. They believe that the library would have been a walking distance from their homes, complaining that they are from impoverished communities, and therefore should not struggle to an extent of having to spend money in order to get information; they believe it is a right. However, with those challenges being mentioned, the researcher believes that those that have stated their satisfaction, are those that the library is within their reach. The LIS Transformation Charter (2014:54) has also indicated that the location of many public libraries has been influenced by former apartheid spatial planning resulting in many areas, such as former townships, informal settlements and rural areas being under-served, or not served at all.

The LIS Transformation Charter further stated that before the new constitution, public library services functions were shared between provinces and municipalities whereby the latter provided staff and maintained buildings and the former provided the professional and technical services (2014:53). Regardless of all the challenges discovered in this study, however, the LIS Transformation Charter's vision for the

future is that libraries will be "within reach of all", "places for everyone" and "forces for social cohesion and justice".

Internet access is one of the services that the public libraries offer in order to bridge the digital divide, because ICTs have the ability to open up new ways of interactive communication between citizens, the public and civil society (Khati 2013). Despite this well-known assertion, the study found out that Internet outage is one of the challenges facing the users in accessing the library services. Ledwaba (2018) found that the bandwidth capacity allocated to public libraries is insufficient. This compromises the delivery of LIS services as many citizens depend on it.

The findings from this study have also indicated that outdated books are also a challenge when they have to look for information. A wide range of recent materials is needed in public libraries, to meet the information needs of users. Noise in the library was also identified as a challenge.

6.3 CONCLUSIONS

According to Mouton (2017:171), the logic of all research is captured in the specific relationship between the research problem, the evidence collected and the conclusions drawn based on the evidence. Public libraries are crucial in all South African communities because they improve education and provide information to the community. Most respondents in this study were ordinary youth, including learners, who indicated that they use the library for research and reading for assignments, tests and examinations. It is therefore comes as no surprise to learn that they have identified the internet and reading space as the major services and resources that they use when visiting the library. The study therefore concludes that the challenges facing the provision of library services and resources need to be mitigated urgently.

6.4 RECOMMENDATIONS OF THE STUDY

After carefully outlining the findings, deliberating on discussions and conclusions contained in the study, the researcher recommends that libraries should not only provide users with information from books but also equip them with ICT skills to enable them to acquire relevant information online. Information and communication infrastructure should therefore be given urgent attention due to the present global

information economy. Training of staff in ICT and related areas should be a continuous exercise in our libraries. Appointment of staff, specifically for outreach or library marketing and promotion programmes should be done. The researcher also recommends that public libraries should look at ways to engage with their communities and provide access instead of being repositories of knowledge and information (Boyle et al 2016). Distance has always been a challenge for many rural communities in their pursuit to use library services. A collaboration between Moletji Public Library and schools is encouraged for outreach purposes.

A portion of the conditional grant libraries fund can be used to build more public libraries in rural areas. As far as the Internet usage is concerned, the researcher also recommends that the Department of Sports, Arts and Culture should utilise the conditional grant funds to improve such facilities in the libraries, which would have discussion rooms and sound proof windows in study rooms. By so doing public libraries will be in a better position to cater for the needs of various users.

6.5 RECOMMENDATIONS FOR FUTURE STUDY

In order to address other challenges which may not have been picked up in this study, the research should also be extended to other libraries in Limpopo Province. This move will facilitate a better understanding of the challenges facing public libraries. It is important for public libraries to keep up with the ever-changing needs of library users by conducting user studies from time to time.

6.6 LIMITATIONS OF THE STUDY

It is normal for empirical studies of this nature to have limitations of some sort. Like other studies, this study has several limitations. Limitations in research include obstacles or hindrances that were beyond the control of the researcher. The current study was limited to Moletji Public Library users only. If a larger sample covering all public libraries in Limpopo province were employed might have yielded different results. The results of the research may therefore not be generalised but could be used to validate findings from other studies elsewhere. Other limitations which this study has experienced were related to the response rate to the questionnaire and the unwillingness of participation on the part of library users.

6.7 SUMMARY

This chapter focused on the findings of the study, conclusions, recommendations for future study and limitations of the study. The underutilisation of library services at Moletji Public Library was a concern to the researcher and has been affected by several reasons such as users only looking for space as well as the use of ICT's which resulted in the decline of circulation statistics. In addition to the findings and conclusions of the study, this chapter also offered recommendations that can assist Polokwane Municipality to resolve the challenges faced by users in accessing services and resources in its libraries as well as building more libraries in rural areas and previously disadvantaged and unserved communities so that the access to information that the Constitution of the Republic of South Africa denotes, may become a reality.

REFERENCES

Acharya, A.S. Prakash, A. Saxena, P & Nigam, A. 2013. Sampling: why and how of it? *Indian Journal of Medical specialities, 4(2):330-333.* From: DOI.10.7713/ijms.2013.0032 (Accessed 20 July 2019).

African News Agency. 2019. State of the art community library torched in Ottosdal protest. 12 July. From: https://www.iol.co.za/news/south-africa/north-west/look-state-of-the-art-community-library-torched-in-ottosdal-protest-29107159. (Accessed 05 October 2019).

Agyemang, F.G. 2017. *Community Libraries in Ghana: The Struggle, Survival, and Collapse*: 274-284. From: https://doi.org/10.1080/10572317.2017.1321387 (Accessed 04 June 2018).

Akparobore, D.O. 2011. The role of public libraries in promoting adult education in Nigeria. *Library Philosophy and Practice (e-journal Paper 453):1-6.* From: http://digitalcommons.unl.edu/libphilprac. (Accessed 17 February 2017).

Alkindi, S. S., & Al-Suqri, M. N., (2013). Social Networking Sites as Marketing and Outreach Tools of Library and Information Services. Global Journal of Human Social Sciences, 13(2) 1-14.

Amner, R. 2018. Still no internet for Eastern Cape libraries. *Grocott's Mail.* From: https://www.grocotts.co.za/2018/10/04/still-no-internet-for-eastern-cape-libraries/ (Accessed 27 October 2019).

Anderson, G & Whalley, J. 2014. Public library internet access in areas of deprivation: The case of Glasgow. *Telematics and Informatics,* 32(3): 521-537.

Anie, S.O. 2014. Improving public library services for rural community development. *Journal of Information and Knowledge management 5(2):203-210.*

Applegate, R. 2008. Gender Differences in the Use of a Public Library. *Public Library Quarterly*, 27(1):19-31.

Arminger, B. 1997. Ethics in Nursing Research: Profile, principles, perspective. *Nursing Research*, 26 (5):330-333.

Audunson, R, Essmant, S & Aabo, S. 2011. Public libraries: a meeting place for immigrant women: *Library and Information Science research, 33:220-227.*

Audunson, R. A., Vårheim, A., Aabø, S., & Holm, E. D. 2007. Public libraries, social capital, and low intensive meeting places Information Research, 12 (4). From http://informationr.net/ir/12-4/colis/colis20.html (Accessed 17 October 2019).

Babbie, E. 2010. *The Practice of Social Research*. Belmont: Wadsworth, Cengage Learning.

Bello, R. Issa. A & Jimoh, R. 2013. *School Library facilities and resources in Offa Local government Area of Kwara state.* From: http://www.unilorin.edu.ng /publications/ issa/DR.%20issa%2013.doc (Accessed 14 June 2018).

Bertram, C & Christiansen, I. 2014. *Understanding research: an introduction to reading research.* Pretoria: Van Schaik.

Bitso, C. 2015. Towards developing an accredited disaster management training course for LIS professionals in South Africa. Paper presented at IFLA WLIC Cape Town, South Africa 2015. From: http://library.ifla.org/1203/1/223-bitso-en.pdf (Accessed 18 July 2019)

Bless, C. Higson-Smith, C & Kagee, A. 2008. *Fundamentals of social research methods: an African perspective*. 4th ed. Cape Town: Juta.

Bless, C. Higson-Smith, C & Sithole, S.L. 2013. *Fundamentals of social research methods: an African perspective*. 5th ed. Cape Town: Juta.

Bopape, S. Dikotla, M. Mahlatji, R. Ntsala, M & Makgahlela, L. 2017. Identifying the information needs of public library and information services users in Limpopo Province. *South African Journal of Libraries and Information Science*, 83(1): 1-

10. From: http://sajlis.journals.ac.za/doi:10.7553/83-1-1631(Accessed 17 June 2019).

Bornman, J. 2017. Municipal office and library in Schweizer-Reneke gutted during protests. Timeslive, 01 June. From: https://www.timeslive.co.za/news/south-africa/2017-06-01-municipal-office-and-library-in-schweizer-reneke-gutted-during-protests/ (Accessed 28 March 2018).

Boyle, E. Collins, M. Kinsey, R. Noonan, C & Pocock, A. 2016. Making the case for creative space in Australian libraries. *Australia Library Journal*, 65(1): 30-40.

Brown, W. D.2013. *21st Hybrids take hold: defining learning commons and library commons*. Education trend: learning commons. https://smithsystem.com/smithfiles/2014/03/28/21st-hybrids-take-hold-defining -learning-commons-library-commons/ (Accessed 06 August 2016)

Bryman, A. 2012. *Social research methods*. 4th ed. New York: Oxford University Press.

Brynard, D.J. Hanekom, S.X & Brynard, P. 2014. *Introduction to research*. Pretoria: Van Schaik.

Cao, Q. Lu, Y. Dong, D. Tang, Z & Li, Y. 2013. The roles of bridging and bonding in social media communities. *Journal of the American Society for Information Science and Technology Banner*, 64(8):1671-1681. From: https://doi.org/10.1002/asi.22866 (Accessed 13 June 2018).

Carvalho, B. 2015. Another school torched in Malamulele. February, 18. https://ewn.co.za/2015/02/18/Another-school-torched-in-Malamulele (Accessed 05 May 2017).

Case, D. O.2002. *Looking for information: a survey of research on information seeking, needs and behaviour*. Amsterdam: Academic Press.

Chaputula, A.H & Mapulanga, P.M. 2016. Provision of library services to people with disabilities in Malawi. *South African Journal of Libraries and Information Science*, 82(2): 1-10.

Clark, S.O. 2009. *Fundamentals of library science.* Lagos: Functional Publishing Company.

Coleman, J.S. 1988. Social capital in the creation of human capital. *American Journal of Sociology*, 94(3): 95-120.

Creswell. J.W. 2009. *Research design: qualitative, quantitative and mixed-method approaches*. 3rd ed. Thousand Oaks, CA, Sage.

Creswell, J. W. 2013. *Qualitative Inquiry & Research Design: Choosing among Five Approaches approaches*. 3rd ed. Thousand Oaks, CA: SAGE.

Creswell, J.W. 2014. *Research design: qualitative, quantitative and mixed-method approaches.* 4th ed. Thousand Oaks, CA: Sage.

Davis, G. 2009.Towards a transformed library and information sector in South Africa: rethinking roles. *South African Journal of Libraries and Information Science*, 75(2): 131-137. From: http://sajlis.journals.ac.za (Accessed: 11 May 2017).

Dawson, C. 2009. Introduction to research methods: a practical guide for anyone undertaking a research project. 4th ed. United Kingdom: How-to books.

DeMaagd, K. Chew, H.E. Huang, G. Khan, M.L. Sreenivasan, A & LaRose, R. 2013. The use of public computing facilities by library patrons: demography, motivations, and barriers. *Government Information Quarterly, 30(1)*: 110–118. https://doi.org/10.1016/j.giq.2012.07.009 (Accessed 01 July 2018).

De Wet, P. 2012. Ratanda Residents Rekindle Heidelberg Protests. *Mail & Guardian Online*, March 20. From: http://mg.co.za/article/2012-03-20-ratanda-residents-rekindle-heidelberg-protests (Accessed 28 March 2018).

Department of the presidency. 2012. National Development Plan 2030. Our future: make it work. National planning commission. The Republic of South Africa.

Dewa, E. 2012. Non-attendance of treatment review visits among epileptic patients in Gokwe South District: Midlands province, Zimbabwe. MIS thesis. The University of Zimbabwe.

Dick, A. L. 2013. Reacting to Timbuktu. *Information Development*, *29*(2): 104-105.

Du Plooy-Cilliers, F. Davis, C & Bezuidenhout, R. 2014. *Research matters*. Cape Town: Juta.

Ebiwolate, P.B. 2010. Nigeria Public Library services to rural areas: libraries in the Niger Delta States. *Library Philosophy and Practice (e-journal).* From: http://digitalcommons. unl.edu/libphilprac/365 (Accessed 22 June 2019).

Educause Learning Initiative. 2011.*7 things you should know about the modern learning commons.* From: http://net.educause.edu/ir/library/pdf/eli7071.pdf (Accessed 1 May 2017).

Evans, E. & Saponaro, M.Z. 2012. *Collection Management Basics*. 6th ed. California: Libraries Unlimited.

Fari, S.A. 2015. Applying Social Capital Theory and the Technology Acceptance Model in information and knowledge sharing research. *Inkanyiso, Journal of Humanities and Social Sciences, 7(1): 19-28.*

Flick, U. 2015*. Introducing research methodology: a beginner's guide to doing a research project.* 2nd ed. London: Sage.

Fortson, B.L. Scotti, J.R. Chen, Y. Malone, J & Del Ben, K.S. 2007. Internet use, abuse and dependence among students at a South-eastern region university*. Journal of American College Health,* 56(2):137-144. From: http://doi.org/10. 3200/ JACH.56.2.137-146. (Accessed 02 July 2019).

Fouka, G & Mantzorou, M. 2011. What are the major ethical issues in conducting research? Is there a conflict between research ethics and the nature of Nursing? *Health Science Journa*l, 5 (1): 3-14.

Fourie, I & Meyer, A. 2016. Role of libraries in developing an informed and educated nation. *Library Hi Tech*, 34(3): 422-432.

Fourie, I. 2007. *Public libraries addressing social inclusion: how we may think.* World Library and Information Congress: 73rd IFLA General Conference and Council, 19-23 August 2007, Durban, South Africa.

Goulding, A. 2016. *Public libraries in the 21st century: defining services and debating the future*. London: Routledge.

Hart, G & Zinn, S. 2007. *The conundrum of school libraries in South Africa*. In Libraries for the Future: Progress and Development of South African Libraries, edited by T. Bothma, P. Underwood, and P. Ngulube, 89–106. Pretoria: LIASA.

Hart, G & Zinn, S. 2015. The drive for school libraries in South Africa: intersections and connections. *Library Trends, 64(1): 19–41.* From: https://muse.jhu.edu/ journals/librarytrends/v064/64.1.hart.pdf (Accessed 26 July 2016).

Hart, G. 2004. Public libraries in South Africa-agents or victims of educational change? *South African Journal of Libraries and Information Science,* 70(2):110-121. From: http://sajlis.journals.ac.za. (Accessed 8 July 2016).

Hart, G. 2007. Social capital: a fresh vision for public libraries in South Africa. *South African Journal of Libraries and Information Science, 73(1): 14–24.*

Hart, G. 2011. The tricky business of dual-use school community libraries: a case in rural South Africa. *LIBRI*, 61(3): 211-225.

Hart, G. 2012. Moving beyond outreach: Reflections on two case studies of community library services in South Africa. *South African Journal of Libraries and*

Information   Services. The   special   launch   issue,   42-55.   From: http://sajlis.journals.ac.za. (Accessed 11 May 2017).

Hernon, P & Altman, E. 2010. *Assessing service quality: satisfying the expectations of library customers.* American Library Association: Chicago.

Howie, S. Combrinck, C. Roux, K. Tshele, M. Mokoena, G & McLeod-Palane, N.M. 2017. *PIRLS Literacy 2016 highlights report.* University of Pretoria, Centre for Evaluation and Assessment.

Hsieh, C & Runner, R. 2005. Textbook, leisure reading and the academic library. *Library Collections, Acquisitions & Technical Services,* 29(2):192-204. From: https://doi.org/10.1080/14649055.2005.10766051. (Accessed 20 June 2019).

IFLA/UNESCO (1994) *IFLA/UNESCO Public library manifesto 1994.* IFLA. From: http://www.ifla.org/publications/iflaunesco-public-library-manifesto-1994. (Accessed 28 March 2017).

Illsley, R. 2010. South African public libraries after apartheid. *Dalhousie Journal of Interdisciplinary Management,* 5: 1–10.

Iwhiwhu, B.E & Okorodudu, P.O. 2012. Public library information resources, facilities, and services: user satisfaction with the Edo state central library, Benin-city, Nigeria. *Library Philosophy and Practice.* From: http://unllib.unl.edu/LPP/ (Accessed 14 June 2019).

Jochumsen, H. 2012.The four spaces: a new model for the public library. *New Library World,*113(11): 586-597.

Joy, I.I & Idowu, A.I. 2014.Utilization and user satisfaction of public library services in South-West, Nigeria in the 21st Century: a survey. *International Journal of Library Science*, 3(1): 1-6.

Khalane, S. 2016. Library project launched. *News 24,* 06 April. From: https://www.news24.com/SouthAfrica/Local/Express-News/library-project-launched-20160405. (Accessed 05 May 2017).

Khati, P. 2013. *The role of public libraries in bridging the digital divide: a Cape Town case study.* MIS thesis, Department of Library and Information science, University of the Western Cape.

Khoir, S. Du, J.T. Davison, R.M & Koronios, A. 2017. Contributing to social capital: An investigation of Asian immigrants' use of public library services. *Library & Information Science Research, 39(1):34-45. From:* DOI: 10.1016/j.lisr.2017.01.005 (Accessed 18 June 2018).

Kota, Z. 2019. Too many libraries are forced to close their doors. *The Journalist*, 23 April

Kulenovic, F. 2011. *Librarians as agents of social change.* Paper presented at the Innovation Technology Conference for Information Professionals, Copthorne Tara Hotel, London on 27–28 October 2011. From: http://www.internet-librarian.com (Accessed 18 July 2018).

Kumar, R. 2014.*Research methodology: a step-by-step guide for beginners.* 4[th]ed. California: Sage.

Kumlin, S & Rothstein, B. 2005. Making and breaking social capital: The impact of welfare-state institutions. *Comparative Political Studies*, 38(4), 339-365.

Lakshmi, S & Mohideen, M.A. 2013. Issues in reliability and validity of the research. *International Journal of Management Research and Reviews*, 3(1): 2752-2758.

Lawal, I.O. 2009. *Library and Information science research in the 21st century: a guide for practising librarians and students*. Cambridge: Chandos Publishing.

Ledwaba, L.S. 2018. *Provision of sustainable Internet access to public libraries in South Africa.* PhD thesis, Department of Information Science, University of South Africa, Pretoria.

Leedy, P.D & Ormrod, J.E. 2005. *Practical research: planning and design.* 8th ed. NewJersey: Pearson Education.

Lor, P. J. 2013. Burning libraries for the people: questions and challenges for the library profession in South Africa. *Libri, 63*(4): 359-372.

Machalek, R. & Martin, M.W. 2015. Socio-biology and sociology: A new synthesis. In *International Encyclopaedia of the Sociology & Behavioural Sciences.* 2nd ed.

Malotle, A & Selwana, K. 2016. The impact of the public libraries and community libraries conditional grant. In *The State of Conditional Grant Funded Libraries in South Africa.* Department of Art and Culture and National Council for Library and Information Services: National Library of South Africa.

Mamafha, T.M.M. Ngulube, P & Ndwandwe, S.C. 2014. *The utilisation of information and communication technologies in public libraries at Ekurhuleni Metropolitan Municipality in South Africa.* From: https://doi.org/10.1177/0266666914550214. (Accessed 05 June 2019).

Manohar, B.L. Talawar, A.B & Kumbar, B.D. 2014. Role of rural libraries in the development of community: a review of the literature. *International Journal of Librarianship and Administration*, 5(3): 227-235. From: http://www.ripublication.com (Accessed 11 November 2018).

McMenemy, D. 2009. *The public library.* London: Facet.

McNichols, D. 2010. Optimal Knowledge Transfer Methods: A Generation X Perspective. *Journal of Knowledge Management*, 14, (1): 24-37.

Mojapelo, M.S. 2017.Challenges faced by libraries in a democratic South Africa: a case of three community libraries in Limpopo Province. From: DOI:10.1177/0266666917712337 *Information development*, 20(10):1-14. (Accessed 8 June 2017).

Moshokoa, J. 2012. Ratanda Residents Overpowered Police –Mthethwa: News EWN: Eye Witness News, March 20. From: http://www.liasa.org.za/node/765 (Accessed 28 March 2018).

Mouton, J. 2017. Understanding social research. 2017. Pretoria. Van Schaik

Mphidi, M.H. 2016. *Strategy for South African public libraries to bridge the digital divide*. Unpublished MIS dissertation. Pretoria: University of Pretoria.

Mugwisi, T. Jiyane, G.V & Fombad, M.C. 2018. Public libraries as facilitators of Information services: a case study of selected libraries in KwaZulu-Natal Information Development, 34(1): 31–43.

Mukherji, R & Albon, D. 2015. *Research methods in early childhood: an introductory guide*. 2nd ed. London: Sage

Munn, Z. Porritt, K. Lockwood, C. Aromataris, E & Pearson, A. 2014. Establishing confidence in the output of qualitative research synthesis: the ConQual approach. *BMC Medical Research Methodology*, 14(1): 1-7.

Naidu, Y. 2009. *User perceptions of service quality and the level of user satisfaction at the Mangosuthu University of Technology Library, Umlazi; Durban. MIS Thesis: University of Kwa-Zulu-Natal.*

National Library of South Africa; Mzansi Libraries On-Line project. *Knowledge is the future.* Daily Sun.17 June 2016.

Ncwane, S.E. 2016. *User perceptions of service quality and level of user satisfaction at the Mangosuthu University of Technology's natural sciences library, Umlazi, Durban.* MIS dissertation. University of Kwa-Zulu Natal.

Ndlovu, S.M. 2016. *An evaluation of the effectiveness of public libraries in providing information to school children: a case study of the Queenstown Public Library, Eastern Cape Province.* MIS thesis. The University of Fort Hare. From: http://hdl.handle.net/20.500.11837/577 (Accessed 01 July 2018).

Ngulube, P. 2009. *Research methods in information science.* Pretoria: UNISA Press.

Nkatini, N.L. 2005. *Glimpses of research: guidelines on the writing of research proposals, reports, essays, dissertations and theses.* Polokwane: JP Publishers.

Nwalo, K. I.N. 2003. *Fundamentals of library practice: a manual on library* routines. Lagos: Stirling-Horden Publishers.

Nwokocha, U. 2010. *Public libraries in Nigeria: decades of persisting,* International Information & Library Review, 30(2): 97-104.

Nzivo, C N. 2012. User perception on library services and information resources in Kenyan Public Libraries, *Library Review*, 61(2):110-127. From: http://dx.doi.org/10.1108/00242531211220744. (Accessed: 10 August 2016).

Ocholla, D. 2006. *Information accessibility by the marginalised communities in South Africa and the role of libraries.* From: http://hdl.handle.net/10150/105134 (Accessed 16 March 2017).

Oghenetega, L.U. Okeke, I.E & Umeji, E.C. 2014. Availability and uses of ICT facilities among students in Faculty of Social Science, Madonna University, Okija. *International Research: Journal of Library and Information Science*, 4(2): 346-356.

Okiy, R.B. 2003. Information for rural development: the challenge for Nigerian rural public libraries. *Library Review,* 52(3):126-131.

Oluwaseunfunmi, O.A. 2015. *Public Libraries in Nigeria: resources and services for young adults.* International Journal of Library and Information Science Studies, 1(2):1-13.

Omeluzor, S.U. Oyovwe-Tinuoye, G.O & Emeka-Ukwu, U. 2015. *An assessment of rural libraries and information services for rural development: a study of Delta State, Nigeria. The Electronic Library, 35(3): 445-471. From:* https://doi.org/10.1108/EL-08-2015-0145 (Accessed 28 March 2017).

Overly, S. 2013. *The download: digital commons, the library of the future?* From: https://www.washingtonpost.com/business/capitalbusiness/the-download-digital-commons-the-library-of-the-future/2013/07/19/e62bfde0-effe-11e2-a1f9-ea873b7e0424_story.html?utm_term=.7b24395314d0. (Accessed 20 May 2017).

Pietkiewicz, I & Smith, J.A. 2014. A practical guide to using Interpretative Phenomenological Analysis in qualitative research psychology. *Psychological Journal,* 20(1): 7-14.

Polit, D & Beck C. 2006. *Essentials of Nursing Care: Methods, Appraisal and Utilization.* 6th ed. Philadelphia, PA: Lippincott Williams & Wilkins.

Polokwane Municipal Libraries. Policies and procedures. 2015. Polokwane Municipality.

Premdass, B.B. 2017. *Academic information needs and information-seeking behaviour of Haythorne Secondary grade eight learners using the Msunduzi Woodlands Branch Public Library, Pietermaritzburg.* MIS thesis. The University of Kwa-Zulu Natal.

Punch, K.F. 2014. *Introduction to Social Research: Quantitative and Qualitative Approaches.* 3rd ed. London: Sage.

Quintal, G. 2018. Service delivery protests increasing and most are violent. From: https://www.timeslive.co.za/news/south-africa/2018-05-14-service-delivery-protests-increasing-and-most-are-violent/ (Accessed 30 July 2019).

Raju, R & Raju, J. 2010.The public library as a critical institution in South Africa's democracy: a reflection. LIBRES: *Library and Information Science Research.* Electronic Journal, 20(1):1–13. From: http://hdl.handle.net/10019.1/5025. (Accessed 20 June 2016).

Regalado, M & Smale, M.A. 2015. *"*I am more productive in the library because it's quiet": commuter students in the college library*. College & research libraries.* From https://cr/acrl.org/index.php/crl/article/viewfile/16476/17923. (Accessed 31 May 2019).

Rodrigues, T. 2013. Cultural diversity, Multiculturalism, Public libraries and South Africa. Mousaion, 31(3): 15 – 35 UNISA Press. From: https://hdl.handle.net /10520/EJC155980 (Accessed 15 June 2018).

Rothstein, B., & Uslaner, E. M. 2005. All for all: Equality, corruption, and social trust. World Politics, 58(1), 41-72.

Salaria, N. 2012. Meaning of the term- descriptive survey research method. *International Journal of Transformations in Business Management*, 1(6) April-June.

Salkind, N.J. 2018. Exploring research. 9th ed. London: Pearson.

Salman, A.A. 2016. *Provision and utilisation of public library services in Nigeria*. PhD thesis. The University of Zululand.

Salman, A.A. Mugwisi, T & Mostert, B.J. 2017. *Access to and use of public library services in Nigeria*. South Africa Journal of Libraries and Information Science, 83(1) From http://sajlis.journals.ac.za DOI:10.7553/83-1-1639 (Accessed 17 June 2018).

Scott, R. 2011. The role of public libraries in community building. Public Library Quarterly, 30 (3):191-227.

Sin, S.J. 2012. Modelling the impact of individuals' characteristics and library service levels on high school students' public library usage: a national analysis. *Library and Information science research.* 34(2): 228-237. From: https://doi.org/ 10.1016/j.lisr.2012.01.002 (Accessed 05 June 2019).

Sinha, M.K. 2015. A study on information needs and information-seeking pattern of public library users of Barak valley, South Assam. *Journal of Humanities and Social Sciences*, 20(8):13-36.

Sipilä, S. 2015. Strong libraries, strong societies" Conference paper. El Profesional de la información. 24(2): 95-101. From: http://dx.doi.org/10.3145 /epi. 2015 .mar.02 (Accessed 10 May 2016).

Smeaton, K & Davis, K. 2014. Social technologies in public libraries: exploring best practice. *Library management,* 35(3). From: DOI: 10.1108/LM-09-2013-0087 (Accessed 01 July 2019).

Smith, M. 2019. Top ten challenges facing public libraries. Public Library Quarterly, 38(3): 241-247.

South African education system one of the worst in the world. 2017. News24, 06 January.

Stangor, C. 2011. *Research Methods for the Behavioral Sciences.* 4th ed. Belmont: Wadsworth Cengage Learning.

Statistics in South Africa. 2014. Poverty Trends in South Africa: an examination of absolute poverty between 2006 and 2011. Statistics South Africa: Pretoria.

Stilwell, C. 2014. *The public library as institutional capital: towards measures for addressing social inclusion and combating poverty*. Information Development. From: http://idv.sagepub.com/content/early/2014/04/22/0266666914525063 (Accessed 14 March 2017).

Stilwell, C. 2016. Public libraries and social inclusion: an update from South Africa: *Perspectives on libraries as institutions of human rights and social justice. Advances in Librarianship*,41: 119–146.

Svendsen, G.L.H. 2013. Public libraries as breeding grounds for bonding, bridging and institutional social capital: the case of branch libraries in rural Denmark. *Journal of the European Society for Rural Sociology, 53(1):52-73. From:* https://doi.org/10.1111/soru.12002 (Accessed 04 July 2019).

Swanepoel, H & de Beer, F. 2015. *Community development: breaking the cycle of poverty*. 5th ed. Cape Town, South Africa: Juta.

Thanuskodi, S. 2012. Assessing the efficacy of library services of District Central Libraries in Tamil Nadu from users' perception. *Journal of Library and Information Technology, 32(6):485-492.*

The Library and Information Services (LIS) Transformation Charter. 2014. From:http://www.nlsa.ac.za/Downloads_01/2014_Final_LIS_Transformation_Charter.pdf. (Accessed 15 March 2016).

Thomas, G. How to do your research project: a guide for students. 2017. London: Sage.

Tise, E.R & Raju, R. 2015. *Library and Information Services: trends at the start of the 21st century*. (The African Library Summit) paper. Pretoria: UNISA Press.

Twala, T. 2014. The causes and socio-political impact of the service delivery protests to the South African citizenry: a real public discourse. *Journal of Social Science*, 39(2): 159-167.

UNESCO.1994. IFLA/UNESCO Public Library Manifesto. From: https://www.ifla.org/ publications/iflaunesco-public-library-manifesto-1994 (Accessed 17 November 2016).

University of Limpopo research development and administration manual for postgraduate students 2015. The University of Limpopo.

Van Onselen, G. 2013. Book Burnings in South Africa. *Politics Web*, February 14. From:http://www.politicsweb.co.za/politicsweb/view/politicsweb/en/page71619 ?oid=357815&sn=Detail&p id=71616 (Accessed 28 March 2018).

Vårheim, A. 2007. Social capital and public libraries: The need for research. Library & Information Science Research, 29(3), 416–428.

Vårheim, A. Steinmo, S. & Ide, E. 2008. Do libraries matter? Public libraries and the creation of social capital. *Journal of Documentation*, 64(1): 877-892.

Vårheim, A. 2009. Public libraries: Places creating social capital? *Library Hi Tech*, 27(3): 372-381.

Wagner, C. Kawulich, B.Garner, M.[eds] 2012. Doing social research: a global context. London: McGraw-Hill.

Webb, SM. 2010. *The role of public libraries to society: a case study from a poor suburb in Windhoek*, Namibia. From: http://hdl.handle.net/2142/14996 (Accessed 13 February 2016).

Weiner, S.A, Doan, T & Kirkwood, H. 2010. The learning commons as a locus for information literacy. College of Undergraduate Libraries 17:192-212. From: DOI.10.1080/10691316.2010.484275 (Accessed 14 June 2017).

Witbooi, S.L. 2007. Current developments in public libraries in South Africa. Belville: UWC.

APPENDIX A: INFORMED CONSENT FORM

Dear participant

I am Matshidisho Tjale, a Master of Information Studies student at the University of Limpopo and am conducting a research titled "*The use of Polokwane Municipal Library services: A case study of Moletji Public Library*". I would like you to share with me the experiences in the library services offered.

Kindly note that:

➢ The participation is voluntary, and (you) can therefore withdraw at any time.
➢ Your name and other personal information will remain confidential. The data will not be used to disadvantage you, and no other person other than you, the researcher and the supervisor will have access to raw data.
➢ The raw data will be used only for the purpose of this research and will be disposed of when the dissertation is completed.

Please sign the following form if you agree to take part in this research:

Participant signature: ………………………………….

Date: …………………………Place………………………..

For more information, concern or comments, please contact me at 072 777 9466, or tshidit@polokwane.gov.za, or alternatively call my supervisor, Dr Dikotla on 015 268 4198 or maoka.dikotla@ul.ac.za

APPENDIX B: QUESTIONNAIRE

Instruction: Mark with an X next to an appropriate answer

SECTION A: DEMOGRAPHIC DETAILS

1. Gender

1.	Female	
2.	Male	
3.	Other, specify………………….................	

2. Age

1.	10 years and less	
2.	11-15 years	
3.	16-21 years	
4.	22-26 years	
5.	27-31 years	
6.	32-36 years	
7.	37-41 years	
8.	42 years and above	

3. Highest qualification

1.	Primary	
2.	Grade 12	
3.	Diploma	
4.	Degree	
5.	Honours	
6.	Masters	

4. Occupation

1.	Learner	
2.	University/college student	
3.	Unemployed	
4.	Self employed	
5.	Teacher	
6.	Nurse	
7.	Other, specify……………………….	

SECTION B: ROLE OF THE LIBRARY

5. Which of the following are the roles of the library in your community

	Roles	Agree	Disagree
1.	Uprooting illiteracy		
2.	Poverty alleviation		
3.	Improves education		
4.	Provides community of information		
5.	Social inclusion/Cohesion		
6.	Create citizen awareness of social and national values		
7.	Preserve and promote cultural heritage and diversity		
8.	Supports entrepreneurship initiative programme		

SECTION C: SERVICES AND RESOURCES USED BY PUBLIC LIBRARY USERS

6. Which resources do you use when you visit the library? *Please mark as many as possible*

1.	Newspapers	
2.	Internet /Wi-Fi	
3.	Textbooks	
4.	Printing	
5.	Photocopy	
6.	Scanning	
7.	Reference- Dictionaries, Encyclopedias	
8.	Other, please specify……	

7. Which of the following services do you use when visiting Moletji Public Library? *Please mark as many as possible*

1.	Lending materials	
2.	Reference services	
3.	Inter-library loan services	
4.	Children section	
5.	Computers/ICT	
6.	Adult literacy programmes	
7.	User education/information literacy	
8.	Reading/studying space	

SECTION D: USAGE OF LIBRARY RESOURCES AND SERVICES

8. Frequency of library use

1.	Daily	
2.	Once a week	
3.	Fortnightly	
4.	One a month	
5.	Occasionally	

9. How often do you use the library resources and services below?

	Service/Resources	Frequency of use		
		OFTEN	SELDOM	NEVER
1.	Newspapers			
2.	Internet/wi-fi			
3.	Study books			
4.	Printing			
5.	Photocopy			
6.	Scanning			
7.	Reading space			
8.	Loan/return books			
9.	Computer usage			
10.	Attending library orientation			
11.	For entertainment purposes			
12.	Looking at posters			
13.	Job hunting			

Do you think the library is adequately used?

1.	Yes	
2.	No	

SECTION E: MAIN PURPOSE OF USING THE LIBRARY

10. What are your reasons for using library services? *Tick as many as applicable*

1.	Recreational	
2.	Personal	
3.	Research	
4.	Read for assignment, tests and exam	
5.	Supplement my education	
6.	Borrow books	
7.	Business information	
8.	Health information	
9.	Farming information	
10.	Political information	
11.	Job related information	
12.	Sports information	
13.	Obtain general information	
14.	Access internet	
15.	Meet friends	
16.	Group discussions	

11. What are the alternative resources and services do you use when you do not find what you want from the Moletji Public Library?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

SECTION F: THE CHALLENGES FACED BY LIBRARY USERS IN ACCESSING THE LIBRARY SERVICES AND RESOURCES

12. How do you find accessibility of library sources and services at your library?

1.	Easy	
2.	Difficult	
3.	Very easy	
4.	Very difficult	

13. Give reason/s for your answer in 13.

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

14. How satisfied are you with the general library services at Moletji Public Library?

1.	Not Satisfied	
2.	Moderately Satisfied	
3.	Satisfied	
4.	Very Satisfied	
5.	Uncertain	

15. Which of the following challenges do you face when accessing the library services and resources?

1.	Unfriendly/unhelpful library staff	
2.	No Internet/ICT service	
3.	Inadequate facilities	
4.	Poor library furniture	
5.	Long distance to the library	
6.	Outdated books	
7.	Inadequate collection	
8.	Poor ventilation and lightening	
9.	Shortage of databases	
10.	Noise in the library	
11.	Mutilated books	
12.	Lack of library marketing	
13.	Other, specify…..	

16. What do you think can be done to improve the usage of the library services at Moletji Public Library?

………
………
………
………
………
………
………
………

Thank you for taking the time to complete the questionnaire

APPENDIX C: LETTER OF PERMISSION TO CONDUCT STUDY

P O Box 2934

Mphogodiba

0732

20 September 2018

The Municipal Manager

Polokwane Local Municipality

P O Box 111

Polokwane

0700

Dear Mr DH Makobe

Request to conduct a study

This serves as a request for approval to conduct a research at one of the branch libraries of Polokwane Municipality.I am a Master of Information Studies student at the University of Limpopo, and would like to conduct a research titled *"The use of Polokwane Municipal Library services: case study of Moletji Public Library"*.

Both the researcher and Polokwane Municipality are going to benefit from this study. The former, being an employee of the latter will be able to identify challenges faced by users and what they expect from the municipality, and as a result inform the municipality about the findings.

From the findings, Polokwane Municipality will be able to improve services in its libraries and also meet the diverse and ever-changing informational educational and technological needs of the communities that it serves.

Confidentiality will be ensured on the data collected for the study. Attached is the letter issued by my supervisor on behalf of the Programme of Information Studies as a means of verification for my studies.

Yours sincerely,

…………………

MatshidishoTjale

APPENDIX D: LETTER OF INTRODUCTION TO POLOKWANE MUNICIPALITY

Faculty of Humanities
School of Languages and Communication Studies
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4198, Fax: (015) 268 2868, Email: Maoka.Dikotla@ul.ac.za

----

The Municipal Manager
Polokwane Local Municipality
P O Box 111
Polokwane
0700

Dear Sir/Madam

REQUEST FOR MATSHIDISHO TJALE, STUDENT NO: 9817343 TO CONDUCT RESEARCH TARGETING LIBRARY USERS AT MOLETJI PUBLIC LIBRARY.

This letter serves to formally introduce and confirm that MATSHIDISHO TJALE, STUDENT NO: 9817343 is a Master's student in the Programme of Information Studies at the University of Limpopo. The student has proposed to conduct research on "*The use of Polokwane Municipal Library services: A case study of Moletji Public Library.*" The student would like to collect data for the research project by way of distributing questionnaires to library users. You are therefore requested to permit the said student to distribute questionnaires to library users who will be sampled.

The student will share the findings of the study with the municipality and assist in the implementation of the recommendations. For any further information, please do not hesitate to contact the undersigned.

Thank you for your kind assistance.

Yours sincerely,

………………………
Dr MA Dikotla- Supervisor

Finding solutions for Africa

APPENDIX E: LETTER OF PERMISSION FROM POLOKWANE MUNICIPALITY

<u>REPORT CONTROL SHEET</u>

SUBJECT: <u>REQUEST TO STUDY FOR MASTERS DEGREE : M TJALE</u>

DOCS NUMBER#_____

POLOKWANE MUNICIPALITY
OFFICE OF THE MUNICIPAL
MANAGER

2018 11 07

PO BOX 111 POLOKWANE 0700

LIMPOPO PROVINCE

SECTION A: SUBMISSION BY SBU MANAGER

SBU: <u>CULTURAL SERVICES</u> NAME [AUTHOR]: <u>H.S BOSMAN</u>

SIGNATURE / SBU MANAGER: _____ DATE: _29/10/2018_

SECTION B: AUTHORISATION / SUBMISSION BY

DIRECTORATE: <u>COMMUNITY DEVELOPMENT</u>

SIGNATURE / DIRECTOR: _____ DATE: _02/11/2018_

SECTION C: COMMENTS REQUIRED FROM: *[TICK IN APPLICABLE BLOCK]*

DIRECTOR: ENGINEERING SERVICES		SIGNATURE: _____	DATE: _____
DIRECTOR: DEVELOPMENT & ECON. PLAN		SIGNATURE: _____	DATE: _____
DIRECTOR: COMMUNITY SERVICES		SIGNATURE: _____	DATE: _____
DIRECTOR: CORP. AND SHARED SERV.		SIGNATURE: _____	DATE: _____
CHIEF FINANCIAL OFFICER		SIGNATURE: _____	DATE: _____
DIRECTOR: COMMUNITY DEVELOPMENT		SIGNATURE: _____	DATE: _____
DIRECTOR: STRAT PLAN. MONITOR. & EVAL		SIGNATURE: _____	DATE: _____
MAN: COMMUNICATION AND PUBLIC PART.		SIGNATURE: _____	DATE: _____

SECTION D: SECRETARIAT & ADMINISTRATION

REG. NO: _____ REG. DATE: _____ COMMITTEE CLERK: _____

SECTION E: MUNICIPAL MANAGER

APPROVED FOR SUBMISSION: _____ DATE: _14/11/2018_

REMARKS:_____

ALLOCATION TO COMMITTEES

FINANCE & LED	ENERGY	HOUSING	CULTURE, SPORTS, REC & SPEC. FOCUS	ADMIN & GOV.
WATER & SANITATION	COMMUNITY SAFETY	ROADS, S/WATER & TRANSPORT	WASTE & ENVIRON.	SPATIAL PLAN & DEV
LAND USE MAN.	LOCAL LABOUR FORUM	COUNCIL	MAYORAL COMMITTEE	

APPROVED ITO DELEGATED POWERS _____ DATE _____

MM/ NUMBER ALLOCATED BY CAO – SECRETARIAT MM/_____

APPROVAL OF EXECUTIVE MAYOR <u>IN TERMS OF DELEGATED POWERS</u>

APPROVED ITO DELEGATED POWERS _____ DATE: _____

EM/ NUMBER ALLOCATED BY CAO – SECRETARIAT EM/

TO:	OFFICE OF THE MUNICIPAL MANAGER		Date 26 October 2019
DIRECTORATE:	COMMUNITY DEVELOPMENT		
SUBJECT:	REQUEST TO DO A STUDY FOR MASTERS DEGREE:M Tjale		
REF:	4/8/1		
PRIORITY			
URGENT	X		
A.S.A.P		CONFIDENTIAL:	
		STANDARD:	

Purpose

To obtain permission for Me Matshidiso Tjale, Reference librarian (City library) to do a study for Masters degree : Information Studies making use of collected data from library users at Moletji library.
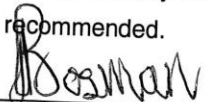
Background

Attached please find a request by M Tjale confirmed by Dr MA Dikotla her supervisor from Limpopo University.

Motivation

The request to make use of research conducted at Moletji Library will in our opinion be in favour of Polokwane Municipality and no information obtained will be of confidential nature.

Me Tjale previously worked as librarian at Moletji library and her request is supported and recommended.

_____

HS BOSMAN

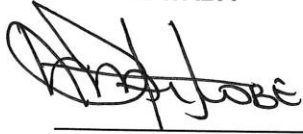_26 October 2018_

DATE

Recommended

That approval be granted to me M Tjale to conduct a research project at Moletji library for her Master studies at Limpopo University by collecting data from library users by means of questionnaires.

RECOMMENDED/NOT RECOMMENDED

_____   31|10|2018
ACTING DIRECTOR COMMUNITY DEVELOPMENT   **DATE**
PLM LEDWABA

_____   14|11|2018
APPROVED/NOT APPROVED   **DATE**
MR. D.H MAKOBE
MUNICIPAL MANAGER

Recommended

That approval be granted to me M Tjale to conduct a research project at Moletji library for her Master studies at Limpopo University by collecting data from library users by means of questionnaires.

RECOMMENDED/NOT RECOMMENDED

_____

ACTING DIRECTOR COMMUNITY DEVELOPMENT

PLM LEDWABA

3|10|208

DATE

_____
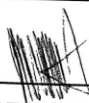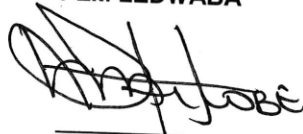
APPROVED/NOT APPROVED

MR. D.H MAKOBE

MUNICIPAL MANAGER

14|11|2018

DATE

APPENDIX F: ETHICAL CLEARANCE CERTIFICATE

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

---

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 06 March 2019

PROJECT NUMBER: TREC/52/2019: PG

PROJECT:

Title: The use of Polokwane Municipal Library services: a case study of Moletji Public Library.
Researcher: M Tjale
Supervisor: Dr MA Dikotla
Co-Supervisor/s: Ms MR Mahlatji
                           Mr L Ledwaba
School: Languages and Communication
Degree: Masters in Information Studies

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:
i)   This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
ii)   Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa