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**Academic information needs and information-seeking behaviour of Haythorne
Secondary grade eight learners using the Msunduzi Woodlands Branch Public
Library, Pietermaritzburg**

by

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DECLARATION

I, Bhavisha Premdass Budhu, declare that:

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Bhavisha Premdass Budhu

Mr Siyanda Kheswa

(Name of student)

(Name of supervisor)

.....

.....

Date.....

Date

DEDICATION

This thesis is firstly dedicated to the glory of God. Secondly to my wonderful family, my son Erwin Gerard Kikia and daughter Terika Budhu for their love, support, assistance and acceptance of the time that I had to spend on my studies.

Finally to all my loved ones who are still amongst us, and to my late dad Premdass Somar and my late brother-in-law Coomarasen Sarves Govender who watch over me from heaven.

ABSTRACT

Information is an essential ingredient for a socially and economically engaged democracy in any community. The changes and advancements in the educational system and the lack of school libraries have resulted in a paradigm shift in the role that public libraries play in the 21st century. This necessitates public libraries to become knowledgeable about current information needs and the information-seeking-behaviour of its users. It is against this backdrop that this study investigates the academic information needs and information-seeking behaviour of grade eight learners of Haythorne Secondary using the Msunduzi Woodlands Branch Public Library, Pietermaritzburg.

The study's methodology was largely quantitative, with some qualitative elements as it seeks to identify the academic information needs of a particular community. Hence a mixed methods approach was adopted in order to accommodate both sets of data. The study utilised a descriptive cross-sectional survey design. A census survey was undertaken with a sample of grade eight learners (256 learners) of Haythorne Secondary who used the Msunduzi Woodlands Branch Public Library, Pietermaritzburg. The study seeks to ensure equal representation as well as represented, input from both registered and non-registered library users. The instrument used for collecting data from learners was a self-administered questionnaire consisting of closed and open-ended questions. In addition, a semi-structured interview schedule was used to collect data from the Northern Branches Senior Librarian. The reliability and validity of the questionnaire were ensured through a pre-test on a group of grade eight learners at Eastwood Secondary School, Pietermaritzburg. The quantitative data was captured using SPSS software. The qualitative data were analysed manually using thematic analysis.

The results of the study showed that the information needs and information-seeking behaviour of the learners was influenced by their age and educational context. Learners needed information for diverse purposes, however, their most frequent information need was for academic purposes, self-education, solving problems, health, recreation or leisure, news, family emerging sexuality and careers.

The preferred information sources included the Internet, books, study guides, newspapers and informal information sources (professionals, family and friends).

The barriers experienced by learners to seeking information from the library included the absence of public computers, Internet access, insufficient and relevant library resources and constraint of library hours. Based on the findings, recommendations were made to address certain problems presented in this study. The fundamental conclusion is that sustainable information dissemination and library services in public libraries within the 21st century will depend on a more dynamic leadership and vision of a new model of a public library that holistically embraces the absence of school libraries and bridges the digital divide.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ALA	American Library Association
ANA	Annual national Assessments
ASK	Anomalous state of knowledge
CAPS	Curriculum Assessment Policy Statement
CD	Compact Disc
COLIS	Community Library and Information Services
DVD	Digital Versatile Disc
CASS	Continuous Assessments
COA	Central Office Application
EE	Equal Education
ELIS	Everyday life information-seeking
ELITS	Education Library, information and Technology Services
FET	Further Education and Training
GPI	Gender Parity Index
HIV	Human Immunodeficiency Virus
ICT	Information Communication Technology
IFLA	International Federation of Library Associations and Institutions
IL	Information literacy

ISP	Information-seeking process
KPMG	Klynveld Peat Marwick Groerdeler
LIAS	Learner Attainment Improvement Strategy
LIS	Library Information Science
MPLIS	Mpumalanga Provincial Library and Information Services
NDP	National Development Plan
OBE	Outcomes Based Education
OPAC	Online public access catalogue
SPSS	Statistical Package for the Social Sciences
SWOT	Strengths, Weakness, Opportunities and Threats
UKZN	University of KwaZulu-Natal
UNESCO	United Nations Educational, Scientific and Cultural Organisation
Wi-Fi	Wireless Fidelity
YALSA	Young Adult Library Services Association

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CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction

Information is an essential ingredient for a socially and economically engaged democracy in any community. Information, as a basic need, helps in the fulfilment of other survival needs such as food and shelter. The access to information is a prerequisite to survival and the development of any community. Within this context, the public library, being the library of the community, plays a highly pivotal role in cultivating services that promote growth and build strong societies. In turn, this fosters a love of reading, research and intellectual enquiry amongst library users.

1.2 Background and outline of research problem

The changes and advancements within the education system have resulted in a paradigm shift in the role that public libraries now play in the 21st century. This necessitates the need for public libraries and public librarians to gain current knowledge of information needs and information-seeking behaviour of its present-day users. This knowledge is essential for developing appropriate library collections, upgrading facilities and improving relevant services in order to effectively embrace the information needs of individual library users. It is against this backdrop that this study investigates the academic information needs and information-seeking behaviour of grade eight learners of Haythorne Secondary using the Msunduzi Woodlands Library, Pietermaritzburg.

The Woodlands Library is one of eight branch libraries of the Msunduzi Municipal Library (formerly known as the Natal Society Library) which has serviced Pietermaritzburg since 1850. In June 2005, during a major project where main streets and major public buildings in Pietermaritzburg were renamed, the Msunduzi Municipal Library was renamed to “Bessie Head Library” (Msunduzi Municipality: 2013).

Since 2003, the Pietermaritzburg Msunduzi Public Library has become affiliated to the KwaZulu-Natal Provincial Library (Msunduzi Municipality: 2013).

The Woodlands Library is situated at 15 Community Road, Woodlands, within ward 32 of the northern suburbs of Pietermaritzburg (Msunduzi Municipality: 2013). Initially,

Woodlands Library was housed in a Parka-library (mid 1980-1997) but due to constant vandalism and damage, the library was moved to the annexure of the Woodlands Community Hall on 3 February 1997 (Moodley, 2013:13). A lease agreement was signed between the Pietermaritzburg Msunduzi Transitional Local Council and the former Natal Society Library to lease the annexure in order to establish a public library. The library is still situated adjacent to the Woodlands Hall and serves the greater Woodlands community (Msunduzi Municipality: 2013).

The Woodlands Library is the only functional public library servicing the entire community, including schools such as Woodlands Primary, Forest Hill Primary, Bethel Christian Academy and Haythorne Secondary School. These schools have non-existent school libraries; therefore Woodlands Library should ideally be the primary information hub. Furthermore, the Curriculum Assessment Policy Statement necessitates frequent library use in order to complete projects, portfolios and reading tasks (Goosen, 2016).

This study made use of statistical reports from January 2015 to December 2016 that branch librarians submit monthly to the library management. These statistical reports detail circulation, renewals, membership, reference services, programs and displays. Comparing the data from these reports with the researchers own observations from working as a librarian at Woodlands Library reveals a sharp decline of users especially among grade eight learners.

The membership statistical reports show that in 2015, 35 new registered grade eight learners made up the total of 280 patrons in the young adult category membership, while 5 grade eight learners renewed their membership that same year. Similarly, in 2016 there was only 19 newly registered grade eight learners with a mere 2 who renewed their membership (Msunduzi Branch Library Reports 2015-2016). The circulation statistics of 2015 reflect a circulation of 84 non-fiction and 100 fiction compared to 33 non-fiction and 95 fiction in 2016. The average monthly circulation statistics for young adult books in 2015 was 15, a decline of 3 when compared to 11 in 2016 (Msunduzi Branch Library Reports 2015-2016).

The number of grade eight learners who conducted research within the Woodlands Library Reference Section in 2015 was 992 compared to 524 in 2016, which indicates an alarming decrease of 468 learners in just one year (Msunduzi Branch Library Reports 2015-2016).

Although the Woodlands Library has a robust outreach programme that comprises of a collaborative engagement with schools within Woodlands. The outreach programme offers block loans, flagship programmes such as Spelling Bees, Story Telling Competitions, Creative Writing Competitions as well as Readerthon to celebrate National and International public library days reading clubs and chess clubs. In spite of these activities, the decline of users remains a challenge (Msunduzi Branch Library Reports 2015-2016).

The Woodlands Library initiated block loans with three primary schools, namely Woodlands Primary (grade three to seven), Bethel Christian Academy (grade one to seven) and Pietermaritzburg Children's Home (grade one to seven). The purpose of this programme was to develop these learners into sustainable readers. Block loans usage comprised of 1150 books that served a total of 950 learners, with usage as follows (Moodley: 2016).

- a) Woodlands Primary utilised- 640 books;
- b) Bethel Christian Academy utilised -360 books and
- c) Pietermaritzburg Children's Home utilized -150 books

However, once these learners moved to grade eight in high school, their interest in using the Woodlands Library decreased alarmingly despite the high school having a dysfunctional library and the absence of a qualified teacher librarian. There may be various factors that contribute to the underutilisation of Woodlands Library by grade eight learners. However, the main contributor could be the inability of the Msunduzi Municipality and library management to satisfy the needs of these grade eight learners. Therefore, the Woodlands Library needs to establish if the current offering of services is responding to the needs of these learners.

Nyberg and Geises (2012) emphasise that the role of libraries is to empower disadvantaged communities by improving the quality of their lives. The Woodlands community is arguably still a disadvantaged due to the absence of functional school libraries and Internet cafes that offer fax, email, Internet services.

The Msunduzi Municipal Library's mission is to improve the quality of life of the people it serves by catering for their educational, cultural and recreational information needs (Moodley: 2013).

The poor academic performance displayed by a large proportion of grade eight learners at Haythorne Secondary School in 2016 was highlighted as a major concern by Deputy Principal Ms Goosen. Thus, it is imperative to establish if the Msunduzi Municipal Library's mission is being achieved or not.

This study is based on the following hypothesis:

Currently, Msunduzi Woodlands Library is merely an extension of the Bessie Head Public Library. There has been a significant decrease in both membership and circulation statistics, especially in the young adult's user category over the past two years.

Although numerous factors could have contributed to this, the problem can be attributed to the inability of the Msunduzi Municipality and library management to adequately satisfy the needs of grade eight learners who utilise the Woodlands Library. Therefore traditional public library services will not suffice.

1.3 Reasons for choosing the topic

Between 2015 and 2016, there has been a significant decline in library usage and registration of new grade eight learners in Woodlands Library (Msunduzi Branch Library Reports 2015-2016).

In 2016, the Deputy Principal of Haythorne Secondary, Ms Goosen confirmed that a total of 256 grade eight learners were enrolled at Haythorne Secondary for that academic year. Furthermore, 184 (72%) learners excelled, 16 (6%) learners progressed and 55 (22%) learners failed at the end of the 2016 final examinations. These alarming statistics necessitates the need for the Woodlands Library to gain a deeper understanding of the academic information needs and information-seeking behaviour of grade eight learners. In addition, this investigation seeks to ensure that these learners develop and improve their levels of academic performance.

An information need arises when one faces a problematic situation or information gap where his or her internal knowledge and beliefs and model of the environment fails to suggest a satisfactory path towards the attainment of one's goals (Case: 2002).

Information-seeking behaviour is defined as the purposive seeking of information in order to satisfy some goal (Case: 2002).

It is the strong belief of the researcher that ‘matric is a five-year plan’ that begins earnestly in grade eight. This is the time that learners begin to recognise their information needs. At the same time, the public libraries should anticipate these learners’ information needs and information-seeking behaviour that will eventually culminate in them excelling in all grades including matric.

Basic Education Minister Angie Motshekga announced that South Africa’s 2015 matric exam national pass rate dropped to 70.7%. This was down from 75.8% achieved in 2014, and the 2014 pass rate represents a 2.4 percentage point drop from the 2013 pass rate of 78.2% (Motshekga: 2016). The decline in the pass rate is of concern for all stakeholders and begs their intervention.

Therefore, the researcher believes that public libraries have a critical responsibility to bear with the present lack of school libraries and in light of these grade eight learners’ poor academic performance. The public libraries are tasked with grooming grade eight learners for matric, supporting the school curricula, providing a safe place that is conducive to studying and promoting, information literacy and improving learner outcomes.

The National Development Plan (NDP) : A vision for 2030, has a special focus on young people in order to provide better education, eliminate poverty and unemployment and provide employment opportunities and a robust economy (South African Government: 2012).

The NDP aims to eliminate poverty and reduce inequality by 2030. It states this is achievable by “drawing on the energies of its people, growing an inductive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society”. Therefore it is up to all South Africans to accelerate progress, promote democracy and to empower, educate, and upskill all to ensure social cohesion and a stronger economy that will benefit all.

The NDP's vision statement is broad and states that each community should have: (National Development Plan 2030, our future make it work).

1. A school
2. Teachers who love teaching and learning
3. A local library filled with a wealth of knowledge
4. A Librarian
5. A police station with respected and upright police
6. A clinic with nurses who love caring for people

Furthermore, point's 3 and 4 above reveal that the library is a catalyst for providing young people with free and open access to knowledge. The public library has subscribed to the NDP's general mandate and is identified as a stakeholder (Tsebe: 2017). The researcher's observations as a librarian working at Woodlands Library bears testimony to the NDP 2030 vision that the role of the library can play in knowledge sharing and information dissemination with the appropriate resources. As a result, the library can empower all its patrons including grade eight learners. Public libraries in general including Woodlands Library have made a significant contribution to assisting youth to attain academic success throughout their high school career. As a result, this eliminates poverty and renders these learners employable and/or equipped to meet the entrance criteria for tertiary institutions.

Studies by Bhim (2010), Moodley (2013) and Naidoo (2013) respectively focused on registered adult users as their target population within the Msunduzi Libraries. However, this study focuses on youth (grade eight learners) which was a gap these studies identified and includes registered and non-registered users. This study adds holistically to the growing body of research by Bhim (2010), Moodley (2013) and Naidoo (2013). Furthermore, this study seeks to inform library staff, managers, council members and the broader community of Woodlands about the academic information needs of grade eight learners.

1.4 Objectives of the study

The mission of the Msunduzi Municipal Library and its branch libraries is to empower and to improve the quality of life of the people of Msunduzi Municipal region by being responsive to their information needs. It aims to provide resources that enhance and contribute towards its users educational, cultural and recreational needs (Msunduzi Municipality: 2013). Woodlands Library is one of eight Municipal branch libraries situated in a “previously disadvantaged” area in Pietermaritzburg.

The Msunduzi Municipal Library provision for its users' educational needs appears to have become a priority for the Woodlands Library due to underutilisation and poor academic performance of grade eight learners. The literature review revealed that there is a lack of user-based surveys in the young adult category at Msunduzi Municipal Library.

Therefore, the objective of this study was to investigate and establish the grade eight learner's present information needs and information-seeking behaviour at Woodlands Library. This would allow the library to adapt and deliver an information service that enables grade eight learners to, fulfil their academic information needs.

1.5 Research Questions

The objective of the study will be achieved by answering the following questions:

- What are the academic information needs of grade eight learners using Woodlands Library?
- What is grade eight learners' information-seeking behaviour?
- How does Woodlands Library meet the academic information needs of grade eight learners?
- What barriers does grade eight learners encounter with regard to their information needs and information-seeking behaviour at Woodlands Library?
- How satisfied are these grade eight learners with Woodlands Library's available resources and services?

1.6 Significance of study

The results of this study will contribute to the Msunduzi branch library services provided to grade eight learners in the following ways:

1. Inform staff, managers, council members, community leaders, and other stakeholders of current grade eight learners' academic information needs and information-seeking behaviour.
2. Indicate how the library can enhance and empower these learners in these areas by addressing their needs.
3. Establish what can be done to improve library services so that they can meet these needs.

4. Make a portion of the community (grade eight learners) aware of the resources presently available at the library.
5. Contribute towards a revised, collection development policy, service provision policy and young adult mission statement as guidance to strengthen Public libraries as true community development partners.
6. In the absence of any previous user based surveys at the Msunduzi Municipal Library, this study will provide a framework for future surveys of young adult user's academic information needs and information-seeking behaviour. Furthermore, it will shed light on their perceptions and expectations of library services and determine if there are gaps.

1.7 Delimitations of the study

This section discusses the scope and limitations of the study.

The study was confined to grade eight learners at Haythorne Secondary and included registered and non-registered users of Woodlands Library.

Although there are eight Municipal branch libraries, the study focused on only the Woodlands Library since it is located in the same community as the school where the grade eights are enrolled at.

1.8 Definitions of relevant terms and concepts used in the study

The following definitions illustrate the meaning these terms are intended to convey as used for the purpose of this study.

1.8.1 Public library

The public library provides access to knowledge, information, lifelong learning and works of imagination through a range of resources and services. It is equally available to all members of the community regardless of age, gender, religion, language, disability, economic and employment status and educational attainment (Koontz and Gubbin: 2010).

The International Federation of Library Associations and Institutions (IFLA) and United Nations Educational, Scientific and Cultural Organisation's (UNESCO) Public Library Manifesto (1995) states that, in principle, the public library's services shall be free of charge.

It suggests that public library services must be adapted to the different needs of rural and urban areas and that the public library network must be designed in relation to other kinds of libraries, including those in schools, colleges and universities (Library and Information Services (LIS) Transformation Charter. 2009).

1.8.2 Young adult users

The Young Adult Library Services Association (YALSA:2012) uses the term “young adults” to refer to young people between the ages 12 to 18 who no longer see themselves as children but are not recognised by society as adults.

Teens experience rapid physical, emotional and social changes while developing their intellectual capabilities and personal values, understanding and accepting their sexuality, and identifying their educational and occupational options (YALSA: 2012). Therefore, libraries are vital for today’s teenagers in order for them to achieve a successful transition from childhood to adulthood. Libraries offer young adults the resources and an environment that fosters positive intellectual, emotional and social development of tomorrow’s adults (YALSA: 2012). In addition, YALSA (2012) explains that “the needs of young adults between the ages of 13-15 have reached a different development stage and thus require a different strategic approach in order to effectively understand, connect with and serve them”. This is due to their needs and development abilities which vary from older teens who are aged between 16-18 years (YALSA: 2012).

When applied to this study, the terms “teenagers, learners, secondary students, high school students, and young adult library users” mean grade eight learners (normally between 13-15 years old), who are either registered or unregistered library members but users of the Woodlands Library, will be used interchangeably throughout the study. The Msunduzi Municipal libraries give its users within the 13 to 17 age range membership in the young adult’s category.

1.8.3 Information

Case (2002) defined information as an aspect that is noticed in the pattern of reality and, is any difference that one experiences in one’s environment or within one’s self. In contrast, the definition by Kaniki (1989) was adopted in this study, Kaniki’s (1989) explanation of

information is ideas, facts, imaginative works of the mind, and data of potential value in decision-making, question answering or problem-solving.

1.8.4 The information need

Case (2002) state that an information need is the recognition that a person's personal knowledge is inadequate in achieving their particular goal.

In the same way, Maepa (2000) adds that an information need presupposes a lack of information but goes further to link the need the use of correct information to solve the information problem. It is further pointed out by Ikoja-Odongo and Mostert (2006) that an information need is a catalyst that drives people to seek information.

This study defined information need as a situation that arises when a grade eight student encounters a problem or information gap that can be resolved through the use of the correct information. The consumption of information results from a need for information. This signifies that once the learner has identified their information needs the learner is empowered to both seek information and articulate their information needs.

1.8.5. Information behaviour

According to Du Preez (2008) information behaviour will include all aspects of human behaviour (such as work roles and tasks) that require users to generate, communicate and seek information that is relevant to their information needs. This term also embraces information retrieval activities. Ingwersen and Javelin (2005:384) define information behaviour as the "human behaviour dealing with generation, communication, use and other activities concerned with information, such as information-seeking behaviour and interactive information retrieval".

The information behaviour of grade eight learners can be described by examining those factors that influence grade eight learner's information-seeking behaviour such as their academic tasks and, the information sources they select. This illustrates a common pattern of information-seeking that assists in understanding their information behaviour.

1.8.6 Information-seeking

According to Case (2002), the concept of information behaviour and information-seeking are closely interlinked. This interconnectedness occurs because it includes information-seeking

as well as the totality of other unintentional or passive behaviours such as glimpsing or encountering information. information-seeking is a form of human behaviour that involves the active examination of information sources or information retrieval systems in order to satisfy the information need or to solve a problem (Ingwersen and Javelin:2005). The user selects the information from a certain information source, system, channel or service. According to Wilson (1981), information-seeking behaviour involves the user recognising their need and consequently seeking information from formal systems such as libraries, information centres, online services or experts in their specific field to fulfil the perceived need.

The present study considered information-seeking as a process by which grade eight learners sought information for bridging the gap between their present unique academic information needs and relevant library information resources.

1.9 Research Problem: broader issues to be investigated

International research provides unequivocal evidence to support the positive impact school libraries have on improved learner performance. Furthermore, Baughman (2000) and Smith's (2001) assessments conducted in Massachusetts and Texas revealed that learners from schools with libraries serviced by qualified librarians generally achieved higher levels of literacy, information literacy, positive academic performance, and social cohesion. A research study on the state of school libraries in South Africa by a non- governmental organisation Equal Education (2011) revealed that only 7.71% of public ordinary schools in South Africa have functional libraries. Moreover, most of these schools are situated in former Model C schools. The outcomes of South African learner's rank poorly when compared with learners from developed countries and learners from less developed parts of sub-Saharan Africa. According to Equal Education (2001), illiteracy is cited as the primary contributor to South African learners' poor rankings. Both international and local research points to the relationship between functional school libraries and improved learner outcomes, thus Equal Education campaigns for "One School, One Library, and One Librarian".

In 1994 a Policy Framework for Education and Training was published by the Democratic National Department of Education. Among the policy proposals put forward in the document, the following is relevant to school library services, 'Every education institution will provide its learners with access to an appropriate Library Information Science and

information skills will form part of the national core curriculum in all educational sectors' (African National Congress: 1994). By 2007 this vision remained unfulfilled and school libraries faced a conundrum as many became dysfunctional or they ceased to exist (Hart and Zinn: 2007).

English is the main language practised in schools however it presents a challenge, according to Deputy Principal of Haythorne Secondary in Woodlands since 65% of its learners enrolled were Black South African (Goosen: 2016). However, English is taught as the main language at Haythorne Secondary. Black South African learners, in some instances, experience reading and learning barriers with English as the primary language of learning and teaching (Motsoeneng: 2003). South Africa is diverse with eleven official languages (Tsepe 2017). The researcher is of the opinion that English has been the main language of teaching and learning prior to a democratic South Africa. Therefore, although the eleven official languages have been given an equal status in South Africa, it seems that English continues to be used as the main language. Furthermore, schools in South Africa do not cater for the majority of indigenous languages even though we are more than 20 years into in democracy thereby limiting the promotion of literacy skills.

This could be attributed to the lack of resources which inhibits the promotion of all eleven languages in public libraries which may contribute to poor library usage.

1.10 Principal Theories/Theoretical Framework

Wilson (1999) states that information behaviour models are statements represented diagrammatically in an "attempt to describe information-seeking activities, the causes of these activities or the relationships among stages in the information-seeking behaviour". This study adopted two related models (discussed in detail in Chapter 2) which address the information needs and information search process. The models used are Wilson's information behaviour model (1999) and Kuhlthau's information search process (ISP) (2004). These two models will also be used as lenses to analyse the data.

1.11 Preliminary literature review

In order to understand the information behaviour of grade eight learners, the most pertinent and relevant literature on information needs and seeking behaviour as well as preference

sources will be reviewed. The habits, characteristics and academic tasks determine grade eight learners' information needs. These trigger information-seeking behaviour that culminates in the utilisation of information. Numerous and extensive studies on information seeking and information behaviour have been conducted in academic research. For example international information studies include Kuhlthau, Heinstorm and Todd (2008), Shenton (2004), Shenton and Dixon (2004), Agosto and Huges-Hassel (2005), Ingwersen and Javelin (2005), Krikelas (1983). National and South African information behavioral studies that resonate include Mojapelo and Dube (2014), Stiwell and Bell (2003), Oluwaseunfunmi (2015), Tsebe (2016) Rubshe (2000) and Pettifor et.al (2004). More detail discussions on these studies will follow later. Bhim (2010), Moodley (2013) studies were conducted specifically on adult registered users at Msunduzi Municipal Libraries and not on young adult users. The gap in young adult users' category was identified and this study will focus on this category.

The relevant literature was based holistically on the research questions which are linked to the theoretical framework. The literature review will contextualise the present research within existing local and international research.

1.12 Research methodology

The study was based on the post-positivist research paradigm and utilised triangulation which included a quantitative and qualitative research approach. A descriptive survey was used for the grade eight learners. The sample size of the study consisted of 256 grade eight learners at Haythorne Secondary in Pietermaritzburg. The sample also included one senior librarian at Woodlands Public Library. At Haythorne Secondary there are eight grade eight classes with a total of 256 learners.

A census survey was used which ensured that differences such as registered and unregistered users of Woodlands Library will be equally represented. The research instrument consisted of a structured a self-administered questionnaire with closed and open-ended questions as well as a semi-structured interview schedule. The questionnaire was hand-delivered to the respondents and personally collected by the researcher thereafter.

The data was captured onto the computer. Statistical Package for the Social Sciences (SPSS) was used to analyse the data and determine the descriptive statistics. In order to ensure the reliability and validity of the structured self-administered questionnaire, a pilot study was

conducted at Eastwood Secondary in Pietermaritzburg. Academic experts from University of KwaZulu-Natal (UKZN) were engaged to examine the questionnaire and advise the researcher of any ambiguities and mistakes. The UKZN research ethics policy was followed while conducting the study.

1.13 Structure of the study

This study consists of the following six chapters. The purpose of the structure of the study is to offer some indication of the six chapters and their content that the study will adhere to.

Chapter 1 Introduction

This chapter sets the scene for the entire research study by, providing the background, outlining the research topic and, research problem, the objectives, research questions, delimitations and definitions of key terms in the study. Thereafter, the definitions of the terms used in the study were given.

Chapter 2 Theoretical framework and literature review

In chapter 2, the theoretical frameworks used in the study are put forward. The Wilson's information behaviour model (1999) and Kuhlthau's information-seeking process (ISP) (2004) are discussed in further detail. This chapter also provides a review of the relevant literature concerning the study.

Chapter 3 Research Methodology

This chapter describes the research design and methodology utilised in the study. The sample population and instruments used are explained. The data collection procedure and the validity and reliability of the study are described and evaluated.

Chapter 4 Presentation of Results

Chapter 4 presents the findings from the questionnaire and interview schedule.

Chapter 5 Discussion of results, presents the interpretation of the results of the study.

Chapter 5 discusses the results and an interpretation of the results is presented utilising the theoretical frameworks.

Chapter 6 Conclusion and recommendations

This chapter gives a summary of the research findings, conclusions and recommendations. It summarises the research findings and provides recommendations, as well as future research suggestions.

1.14 Summary

This chapter introduced the current study that investigates the information needs and information-seeking behaviour of grade eight learners of Haythorne Secondary using Woodlands Library, Pietermaritzburg. It provided a background to the study, the research problem, the main objective of the study as well as the research questions that guided the objective. The significance of the study, the scope and limitations of the study were presented next. This chapter also introduced the definitions and specific meanings of key terms used within the context of the study. This was followed by an overview of the theoretical framework and a preliminary literature review. The research methodology adopted by the study was briefly presented and finally, the structure and content of subsequent chapters of the study were introduced.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Theoretical Framework

The *Oxford English Dictionary* (2009) defines theory as a “scheme or system of ideas or statements held as an explanation or account of a group of facts or phenomena; a hypothesis that has been confirmed or established by observation or experiment, and is propounded or accepted as accounting for the known facts; a statement of what are held to be the general laws, principals, or causes of something known or observed”.

In addition, Maree and Van der Westhuizen (2009) state that a theoretical framework provides an overview of perspectives and research results with reference to one’s topic. In contrast, a conceptual framework is a tentative explanation of events that provisionally link key concepts or principals which have been identified in the literature overview.

Jävelin and Wilson (2003) maintain that “all research has an underlying model of the phenomena it investigates, be it tacitly assumed or explicit”. Similarly, Wilson (1999:250-251) asserts that models can be presented theoretically or conceptually, aiming to provide a thinking framework for a problem. In the above study using a model enabled specific research questions to be tested and researched.

A number of information models have been developed to explain a user’s information behaviour, information needs and information-seeking behaviour in user centred studies. Some of the well-known information-seeking models include:

- Krikelas (1983) – information-seeking behaviour
- Leckie, Pettigrew and Sylvain (1996) - information-seeking of professionals
- Ellis (1989, 1993) – information-seeking
- Kuhlthau (1991, 1993) - model of information search process (ISP)
- Devin (1998) - sensemaking theory
- Wilson (1981, 1999) and
- Wilson and Walsh (1996) - general information behaviour.

This study adopted two related models which address the information needs and information search process. Wilson's (1999) information behaviour model and Kuhlthau's (2004) Information Search Process (ISP) were also used as lenses to analyse the data.

2.1.1 Wilson's 1999 Information Behaviour Model

Information-seeking behaviour can be defined as the variety of means employed to discover and gain access to information (Using information: the role of information behaviour: 2008). Information-searching behaviour is subordinate to information-seeking behaviour and is concerned with the interaction between the computer-based information systems, for example, information retrieval systems for textual data (Using information: the role of information behaviour: 2008). This type of information behaviour is linked to the search activity. The information processing and use can be linked to describe how the acquired information is processed and ultimately used. This may then lead to new information needs resulting in the creation of a new cycle of information behaviour.

Wilson's (1999) model was used as a framework for this study as it describes and explains user behaviour. This model was utilised by the researcher as she found it to be more applicable to the population under study when compared to other models. It is also the newest model that is applicable to the South African context.

The model (see Figure 1) depicts information-seeking behaviour emerging as a response to a need which is in line with Belkin, Oddy and Brooks's (1982) Anomalous State of Knowledge (ASK) approach. This approach presents an emergence of a "gap" in the frame of reference of the user which needs to be addressed with information. An information need, as Kuhlthau (1993) explains, evolves from an awareness of a void which requires the seeking of information in order to assist in the understanding and meaning thus fulfilling the user's needs. Moreover, Wilson (1999) advises that in order to satisfy that need, "the user makes demands upon formal or informal information sources or services resulting in success or failure to find relevant information, if successful the user can make use of the information found". However, if the information found failed to satisfy the need, the user will have to pursue a further search process.

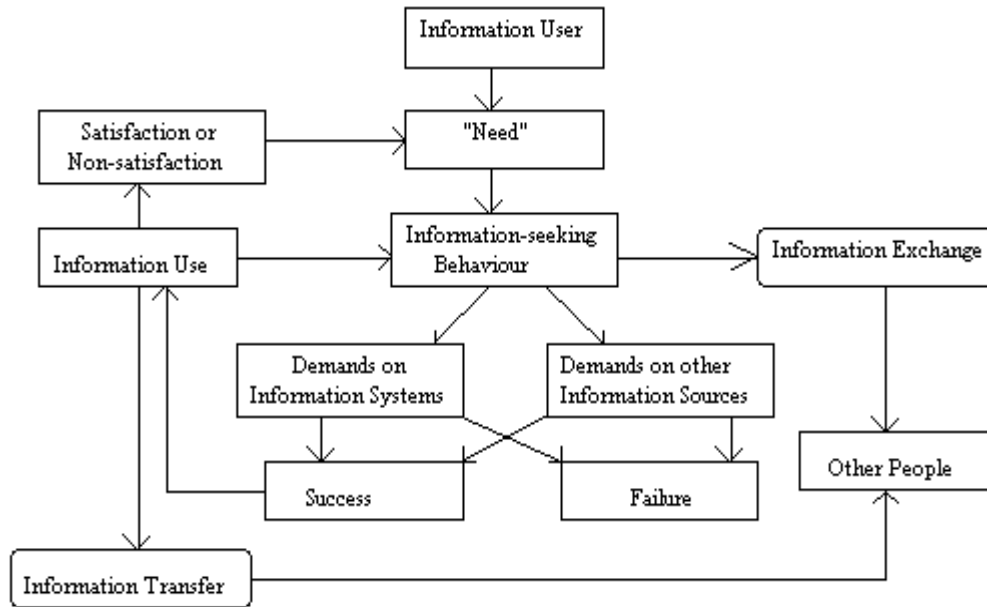


Figure 1. A schematic diagram of the process of information-seeking according to Wilson's (1999) Model of Information Behaviour.

Figure 2 illustrates Wilson's 1999 model interpreted as a nested or onion model of information-seeking and information searching research areas. In addition, Wilson (1999:263) states that an analysis of various models led him to this model that is based on "various areas of research within the general field of information behaviour". This model may be seen as a series of nested fields where information behaviour may be defined as the more general field of investigation (as shown in figure 2). Information-seeking behaviour can be seen as a subset of the field, particularly related to the variety of methods people use to discover and gain access to information sources. Information searching behaviour is defined as a sub-set of information-seeking and is particularly concerned with the interactions between user (with or without an intermediary) and computer-based information systems (Wilson 1999).

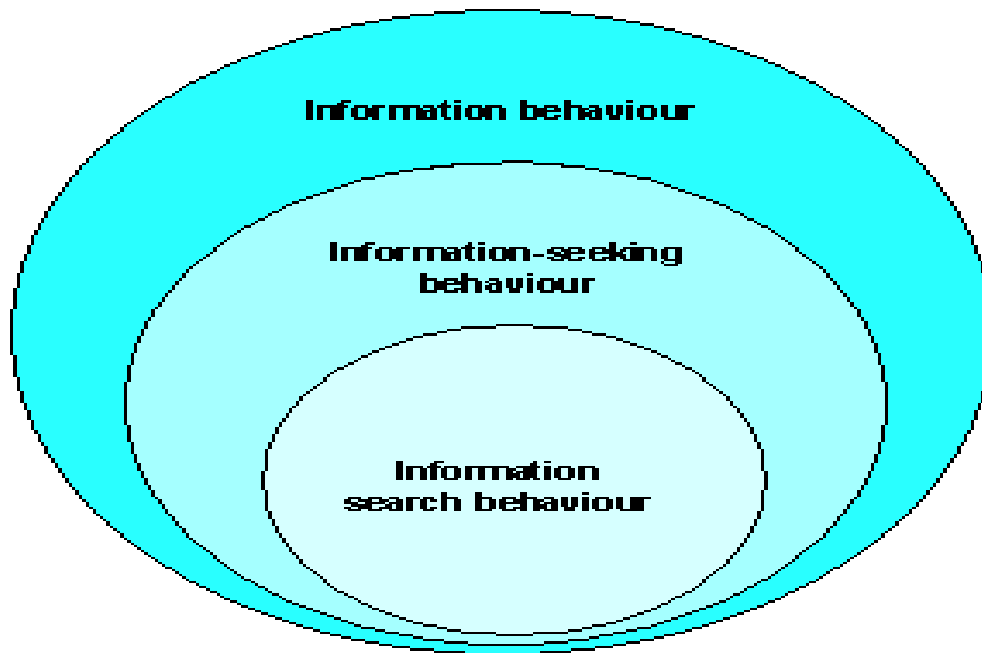


Figure 2 Wilson's 1999 nested or onion model of information-seeking and information searching research areas.

Information behaviour may be seen as subordinate to the broader field which is the outer circle of the model in (Figure 1.) of human communication behaviour. It can be defined as a more general field of investigation which looks at different factors within the environment or user group which causes a certain response to the handling of information (Using information: the role of information behaviour: 2008).

For the purpose of this study, Wilson's (1999) definition of information behaviour is important as "the totality of human behaviour in relation to sources and channels of information including both active and passive information-seeking and information use". The passive search involves the unintentional acquisition of relevant information while engaging in a particular behaviour or search (Niedzwiedzka, 2003). The active search involves actively seeking out information. The ongoing search involves the individual consistently searching for information in order to update or increase their knowledge base or frame of reference (Niedzwiedzka, 2003).

Wilson (1999:264) further explains that the focus of studies in information behaviour is on the information seeker of known or unknown communications.

In addition, although in research in communication studies the communication recipient is considered, there is also a strong focus upon the communicator and the channels of communication.

Research by Pettigrew, Fidel and Bruce, (2001) states that over the past 20 years there has been a shift in the focus of user studies. The study of people interacting directly with information systems has moved to the study of people themselves and how they seek and use information independently of specific sources and systems. Therefore, one can deduce that Wilson's (1999) nested model adopts a more user-centred paradigm.

The Wilson (1999) model is a modification of an earlier model by Wilson (1996) where the user was represented as the sole seeker of information (Umunnakwe and Eze, 2015). The most recent Wilson (1999) model clearly shows that information behaviour is part of human communication behaviour, given the amount of information related research in various aspects of communication studies (Umunnakwe and Eze, 2015). This is supported by Soloman (2005:257) who states information behaviour evolves as a result of the interaction between people and other people, between people and technology, between people and structures and between people and tasks. We are reminded by Niedzwiedza, (2003) that in Wilson's (1981) model, he drew attention to "information-seeking paths". This includes: (a) seeking information by use of independent of any information system; (b) a mediator or an information system's technology; (c) a mediator seeks information and (d) a sophisticated technology does the search. These strategies are important for obtaining information. In the article titled, Wilson (2007) states that "Evolution in information behaviour modelling," give guidance with regard to using his models when responding to Niedzwiedka's (2003) criticism of Wilson's (1996) model. He further states "no one model stands alone when applying Wilson's models but all models must be reflected upon".

The most recent 1999 model emphasises that the process of information behaviour, search and seek. It is this process that the researcher built this study. Wilson's nested model (see Figure 3) can be used to research any field or used as a central investigation method, which in the case of this study is used to explore the relationships across fields.

Wilson (1999) puts forward the view that this could be done by taking a slice across the circles to explore the behaviour of a group or individual.

This can be viewed in terms of their overall behaviour, information-seeking within that broad area, and information searching when the person interacts with computer-based systems.



Figure 3: Secondary level geography teachers' information-seeking using Wilson's (1999) nested model (Bitso, 2011: 191).

In Figure 3, the onion model is used to depict information-seeking which starts at the small inner component and expands to the next ring. This depends on the complexity of the information needed until the information need has been addressed.

The model also reflects the commitment to information-seeking to pursue various sources on different levels to find information by the teachers who participated in this survey (Bitso and Fourie: 2012).

The above slice of information illustrates the relationships and could be used to identify barriers or facilitators that users are likely to encounter when accessing or utilising information sources.

The Wilson (1999) model clearly recognises the significant information search processes that evolve from the advances in technology with the recognition of new millennium users who are computer literate, network competent and social media savvy.

The knowledge of information behaviour, information-seeking behaviour and information search behaviour sheds light on how information practices are shaped by people's information behaviour. This knowledge can be valuable to assist product developers, information specialists, consultants and managers to avoid gaps to manage information in such a way that it ensures the desired outcome (Using information: the role of information behaviour: 2008). The model can be viewed as an intervention of the problems of information and information resources and an analysis of the information needs and information-seeking behaviour of people. The strength of the model lies in that it is based on empirical research. Furthermore, the model is able to reflect the respondents (grade eight learner's and their information-seeking to satisfy their information needs) and reflect the South African context as previously reflected by an African (Lesotho) teacher's perspective (Bitso and Fourie: 2012).

2.1.2 Criticism of the Wilson (1999) model

The main criticism of Wilson's (1999) model of information behaviour is that it does not describe the stages of activity, within the information search. It rather presents problem-solving as the overall framework for information-seeking (Wilson, 1999). Since not all models of information behaviour attempt to describe the same set of activities, it is possible that Wilson's (1999) model can be nested within Kuhlthau's (2004) model. In doing so, this will expand on the various stages of the information search activity, within which the behavioural patterns may occur (Wilson, 1999).

The shortcoming of Wilson's (1999) model, according to Wilson (1999), is that it does not specifically include feedback as an element. Feedback loops are important as these illustrate challenges existing or experienced during information-seeking.

The contribution of this model, despite its shortfall, was most evident in the formation of the questions: (1) what factors influence a grade eight academic information need? And (2) how does Woodlands library meet the academic information needs of grade eight learners?

2.1.3 Kuhlthau's 2004 Information Search Process (ISP) model

Kuhlthau is considered as the pioneer who proposed a series of ISP models (1983; 1988; 1991; 2004). Furthermore, this ISP model was chosen for the current study because it provides one of the most sophisticated conceptualisations of the effective factors in information-seeking behaviour. It is also complementary to Wilson's (1999) onion model by completing the sequence of information behaviour from the need to information use (Savolainen, 2016). The ISP model has served as a basis for much of the young adult information behaviour models, particularly studies involving academic research. This model identifies common behaviours, thoughts and emotions that students often experience during the research process (Agosto, 2011:1). Since the respondents of this study are grade eight learner's (young adults), the researcher found that Kuhlthau's, ISP model was a useful theoretical point of departure as it provided a rich and valuable illustration of the feelings that the information seeker experiences at various stages of the ISP.

Stages of information search process	Thoughts	Feelings	Mood
Task initiation	Contemplating Assignment Comprehending task	Apprehension at work ahead Uncertainty	Primarily invitational
Topic selection	Weighing topics against criteria of personal interest, project requirements, information available and time allotted	Confusion Sometimes anxiety Brief elation after selection Anticipation of prospective task	Primary indicative
Prefocus exploration	Becoming informed about general topic	Confusion Doubt Sometimes threat Uncertainty	Primarily invitational
Focus formulation	Predicting outcome of possible foci using criteria of personal interest	Optimism Confidence to complete task	Primary indicative
Information collection	Seeking information to support focus	Realisation of extensive work to be done Confidence in ability to complete task Increased interest	Combination of indicative and Invitational
Presentation/Search closure	Identifying need for any additional information	Sense of relief Sometimes satisfaction Sometimes disappointment	Indicative

Figure 4: The Information search process model (Kuhlthau, 2004:44)

The Figure 4, above, illustrates the six subdivisions of the ISP model (Kuhlthau, 2004:82).

Kuhlthau's (2004) information search process model illustrates the stages of the information search process and outlines the parallel dimension of the process by focusing on the feelings, thoughts and the actions of the user.

The ISP model is the first of its kind to consider the emotional processes that the learner goes through in the information-seeking process. Moreover, the visual representation of the process presents a greater holistic view of the information search process in relation to the learning process (Nielson and Borlund, 2011:110). Additionally, Kuhlthau (2004) identifies learning needs and information needs as the starting point of an information search process.

Kuhlthau (2004:44-98) characterises the roles of mood at various stages of the ISP model as follows:

Task initiation. The mood is primarily invitational and it opens the possibilities of the comprehensive topic or problem and keeps at bay any tendency toward early closure based on insufficient information (Kuhlthau, 2004:44-98).

Topic selection. The mood is mainly indicative and it prompts the decision to be made. However, if at this point the users are overly invitational, they are likely to have difficulty in settling on a general topic to get their search underway.

On the other hand, if they are excessively indicative, they tend to choose topics without sufficient investigations and reflection, which frequently result in obstacles later on (Kuhlthau, 2004:44-98).

Pre-focus formulation. An invitational mood is preferred because it opens the search for accomplishing the task of investigating and learning about the general topic to form a focused perspective. An indicative mood at this point may be less productive since it prompts the person to collect rather than to explore (Kuhlthau, 2004:44-98).

Focus formulation. An indicative mood is preferred because it fosters the closure that is essential to accomplish the task of narrowing and focusing the general problem area, similar to a "bird's eye view" capturing the searcher's undivided attention (Kuhlthau, 2004:44-98).

Information collection. The indicative mood is also effective in the collection stage when the task centres on gathering information that is specific to the focused perception of the topic.

However, if the focus is extended, the invitational mood may better serve the ends of information collection (Kuhlthau, 2004:44-98).

Presentation or search closure. The indicative mood aids the user to seek closure in preparation for collating and presenting the information during the last stage, presentation (Kuhlthau, 2004:44-98).

Kuhlthau's most recent studies have provided further support for the assumptions of the ISP model in an empirical study examining students' information-seeking behaviour.

The basic tenet of the model is that negative emotions, particularly uncertainty and frustration, are experienced in the beginning and middle of study projects, however, at the end experienced satisfaction and relief (Kuhlthau, Heinström and Todd, 2008).

The strength of Kuhlthau's (2004,) model is that it was tested on students in middle school, high school and university, making her research applicable to larger student populations. The ISP model takes into account the natural feelings that a student goes through while seeking information. The focus on the emotional and cognitive process allows one to understand the physical actions that a student will undertake.

The ISP model is applicable to students who are using electronic environments for their research (Holliday and Li, 2004).

This study found that “the Millennial Generation increasingly turns to the web rather than the library as its primary information resource”. Another study revealed that “the ISP model is an information-seeking model (which) has the potential to teach students about information literacy itself, as students could interpret their own actions into the model which may be a valuable way to promote information literacy” (Shenton and Hay-Gibson, 2012:46).

The librarian's role in the public library is one of a mediator who assists, guides, enables, and otherwise intervenes in another person's information search process (Kuhlthau, 2004:107).

In this research study, the researcher envisions that the 21st-century public librarian plays a pivotal role in a user's information-seeking process, therefore it is critical to know how to maximise this role.

Consequently, the ISP model will help to answer the following questions:

- What is grade eight learner's information-seeking behaviour?
- What barriers do grade eight learners encounter with regard to their academic needs and information-seeking behaviour at Woodlands Library?
- How satisfied are these grade eight learner's with the available resources and services at Woodlands Library?

2.1.4 Criticism of Kuhlthau (2004) Information Search Process Model

While the effectiveness of the ISP model has been verified throughout the years and used with diverse respondents, there are groups and situations that it does not consider. Gender differences, electronic and mobile environments and collaborative efforts are all areas where further study of the model is warranted.

The ISP model was developed before the explosion of the Internet, mobile devices and electronic databases. However, Halliday and Li (2004) found that the model was still applicable in digital environments and that the above environments may eventually force some changes in the model. Students now use the Internet and other web-based systems to take shortcuts in their research which changes the information-seeking process. As mobile devices for information-seeking become prominent, its importance in academic environments must be considered and its relevance to the information search process (Navin: 2013). An interesting topic to consider would be whether or not the ISP model remains the same when the task is not academically or workplace centred (Navin: 2013).

Despite these weaknesses, Kuhlthau's model can still be used in new and exciting ways in both the fields of information-seeking behaviour research and information literacy.

A paper by Wilson (1999) on "Models in Information Behaviour Research" suggests that "different models address issues at various levels of information behaviour and that they can be related by envisaging a nesting of models". It is also suggested, "that within both

information-seeking research and information searching research, alternative models address similar issues in related ways”.

The Wilson’s model of information behaviour was selected for this research study in order to gain a clearer understanding of grade eight student’s academic information needs and information-seeking behaviour.

Wilson (1999) questions how does one's knowledge of the models of information-seeking behaviour aid our understanding of the search process, if at all?

In order to answer this question, this research study focused on information needs, information searching as a complex process embedded in the broader perspective of information-seeking behaviour and information behaviour in general (Wilson, 1999:267).

Wilson’s (1999) Information Behaviour Model and Kuhlthau’s (2004) Information Search Process models are complementary and effectively answer the main objective of this research study. The academic information needs of grade eight learner’s triggers information-seeking, depending on the emotions, feelings and actions associated with the need and perceived risk or reward of not engaging in information-seeking.

Factors that could facilitate or hinder information-seeking include a learner’s demographic background, environmental variables and characteristics of the information sources. Learners may acquire information via an active search for information or passively through television or radio, while simultaneously navigating an emotional process which results in the information being processed and used.

2.2 Literature review

Hart (1988) states that a literature review can be defined as the use of ideas in the literature to justify the particular approach to the topic, the selection of methods and demonstration that research contributes to something. Fox and Bayat (2007) explain that the literature review provides a “sound theoretical overview of the existing research findings, theories and models in terms the specific research problem”.

The purpose of the literature review is, therefore, to orientate the reader with landmark studies previously undertaken and relevant theories used. It also and provides the foundation for the motivation of how certain parts of what one has read contributes to new research and frame the research constantly observing the ethical use of information with citations (Literature reviews common problems: 2016). Thus, the researcher must critically review the existing literature; identify any limitations, deficiencies or gaps in the existing knowledge or practice/weakness of methodologies that need to be addressed.

This literature review is based on the study's research questions which are also linked to the theoretical framework used.

The "coming of age of a scholar" is achieved when he/she is able to place the study in context and adherence to ethical use of other scholar's writings (Babbie and Mouton, 2001).

This sub-section of the chapter will detail the context of the study within relevant literature based on the following aspects that will be explored further:

- Information needs in general, followed by the high school learners specific information needs and their academic information needs;
- The academic nature of high school learners, such as their curriculum-related needs, education tasks/activities and their general informational behaviour.

The discussion of available literature on these aspects gives some context to the high school learners' educational environment. It also informs the nature of their curricular related tasks that determine their information needs which acts as a stimulus for their information behaviour (including their information source preferences), culminating in the utilisation of information.

- Information-seeking in general, followed by grade eight "high school learner's information-seeking. Since information-seeking includes information source preferences, grade eight learner's source preferences, including the factors that affect these, (public library resources, services, and barriers to information seeking) will be discussed.

2.2.1. Curriculum-related information needs

Over recent decades throughout the world, education systems have undergone transformational changes aimed at inculcating literacy skills such as independent critical thinking and problems solving skills. As a result, the education system produces school leavers who are able to meaningfully contribute to a knowledge society (Frijol, 2003).

According to the Bill of Rights within South Africa's Constitution (1996) chapter two (29) (Constitutional right to an education: South Africa. 2016) and the South African Schools Act 84 of 1996, there is emphasis on a right to basic education from age seven (grade 1) to age 15, or completion of grade nine. It is important for public libraries to be aware of the transition of South African curriculum so as to update their library collections in anticipation of learners' current academic needs.

2.2.2. Outcomes Based Education (OBE)

The Outcomes Based Education (OBE) curriculum attempted to replace the previous (apartheid motivated) curriculum (Baskin, Carter and Harris, 1988).

Baskin et al. (1988) and Fourie (1988) assert that the old curriculum was a ready-made knowledge that did not allow learners an opportunity to create their own knowledge and assumed that the book was for fact-finding and school-work. The 2001 Revised National Curriculum Statement was an amendment of OBE and listed seven attributes of the learner, which it claimed reflects the values and ethos of our constitution (Department of Education, 2002). More importantly, the fifth attribute "Can gather, analyse, organise, evaluate and communicate information" was of specific interest to public libraries and "provided public librarians with a foothold in the curriculum" (Hart, 2004). Additionally, Jansen, 2003 states that OBE proved to be a highly inaccessible and complex language and teachers were under-prepared. Furthermore, there was a critical lack of a solid materials base to support this progressive curriculum and strategic actions taken to implement it was flawed (Jansen, 2003). The demise of the OBE led to the adoption of the Curriculum Assessment Policy Statement (CAPS).

2.2.3. Curriculum Assessment Policy Statement (CAPS)

The Curriculum Assessment Policy Statement (CAPS) was introduced in 2012, according to the Department of Basic Education (Pinnock, 2011).

Maskew (2012) explains that there is a single comprehensive National Curriculum and Assessment Policy for each subject. CAPS was implemented as follows:

- January 2012: The Foundation Phase (grades R-3) and grade 10 (Further Education and Training or FET)
- January 2013: The Intermediate Phase (grades 4-6) and grade 11 (FET)
- January 2014: The Senior Phase (grades 7-9) and grade 12 (FET) (Du Plessis, 2013).

All grades use a seven-point scale (Foundation, Intermediate, Senior, and FET Phases).

Grades 3, 6, and 9 will have external assessments that are set externally and marked internally. These assessments are moderated by district and sample marked and moderated by the National Department of Education. Common Tasks for assessment will be replaced with Annual National Assessments (ANA).

There is a Weighting of Continuous Assessments (CASS) of Curriculum Assessment Policy Statement as follows:

- Grades R-3: 100% CASS
- Grades 4-6: 75%: 25%
- Grades 7-9: 40%: 60%
- Grades 10-12: 25%: 75% (Du Plessis, 2013).

The CAPS curriculum necessitates regular attendance of school as well as frequent use of the School and Public Libraries in order to adequately prepare for the languages referring to skills (listening skill, reading skills) rather than topics (Du Plessis, 2013).

The emphasis is on the learner's literacy and reading competencies that will be tested in assessment tasks. It is the opinion of the researcher that the CAPS documents outline a time frame that educators and learners should spend on the topic per term.

In the absence of or the lack of school libraries, the public library plays a pivotal role in assisting these learners to access the relevant content, interlibrary loans, a conducive study

space, trained library staff and photocopying facilities in order to adequately complete their tasks.

2.3 Information and information needs

Cleaver (1987:29) asserts that information is data until it is used to resolve uncertainty. The author emphasises that if students are to become information users, it is essential for them to consider the role and value of information because it does not exist independently but is a construct of the user. It is not possible to teach students to be effective information seekers unless they formulate a concept of information for themselves (Cleaver, 1987).

The concept of information literacy was first used in the 1970's (Zurkowski, 1974:6). Due to the enormous amount of information available, it has become essential for a person to be information literate in the 21st century.

Machet, Behrens and Olën (2012) argue that one must not only be skilled in using the information to solve work-related problems but also in using retrieval tools and mechanisms such as computers to find the necessary information.

A research study was conducted by Hart (2004) in two public libraries in Cape Town with over 800 respondents to ascertain how their reading and information needs were being met. The study revealed that public libraries play a crucial role in teaching and learning within schools. The vast majority of learners visited the library in order to complete projects and consult library sources as their primary resources. The study by Hart (2004) revealed that there are much more work and effort required in order to fully implement an effective information literacy education.

2.4 Information needs

This sub-section firstly conceptualises information needs, then discusses how information needs arise or evolve. The characteristics of information needs follow in the next section before finally discussing the student's information needs.

Maslow's (1970) hierarchy of basic human needs consists of five levels that represent physical and psychosocial needs.

It is based on the assumption that some needs are more basic than others. The first level (food, water, sleep and shelter), also known as survival needs, must be satisfied first before the second level namely security and safety needs are fulfilled. The second level comprises the need for protection against uncertainty, a safe environment and a sense of order. The third level includes the need for love, affection and a feeling of belonging.

The fourth level of needs relates to esteem, prestige, recognition, acceptance, status and reputation. People's information needs can be linked directly to the need for psychological wellbeing.

For instance, the learner seeking information to complete a task set by their educator may want to perform it well in order to satisfy their basic need for achievement (Maslow:1970). At the highest level of the pyramid, the need for self-actualisation and cognitive needs is represented. Maslow (in Elliot, 1974) defines the need for self-actualisation as an "ongoing actualisation of potential capacities and talents". At this level, cognitive needs embrace the search for knowledge for its own sake. It is the higher-level needs that play a more direct role in information use.

Similarly, Maepa (2000) states that an information need presupposes a lack of information and goes further to link the need with the use of correct information to solve the information problem.

Based on studies by Belkin, Oddy and Brooks (1982), Ikoja-Odonga and Mostert (2006), Ingwersen and Jarvelin (2005), Krikelas (1983), and Kuhlthau (2004), this research study regarded information need as an absence or lack of information that creates a deficiency in the knowledge of users. While information needs may be expressed or unexpressed or may be derived from the environment within which users operate, this study has only considered the academic information needs to be expressed by grade eight learners.

Previous studies were done looking at adult users' information needs; Bhim (2010) at the Bessie Head Public Library (Msunduzi Municipal Library), branch libraries Moodley (2013), at four Msunduzi northern branch libraries Pietermaritzburg, Kwa-Zulu Natal. The findings of these studies confirm that there were gaps in the information services that were provided by the Msunduzi Municipal Library.

Most library users were satisfied with the services provided while a minority of users indicated that they were not satisfied with the services they received. They were dissatisfied with the treatment they received from library staff and the lack of relevant materials and the lack of Internet facilities in most branch libraries.

Despite certain libraries providing Internet facilities, the users were unhappy due to the restricted Internet time usage, blocked websites, inconsistent printing facilities within the Internet café due to the Internet café periodically having no toner cartridges.

2.4.1. How the information needs of youth arise and evolve

The findings from a research study by Ikoja-Odongo and Mostert (2006) revealed that an information need is a catalyst that drives people to seek information. Similarly, Belkin's Anomalous State of Knowledge (ASK) according to Belkin, Oddy and Brooks (1982) is the driver of information-seeking. An anomalous state of knowledge happens when an individual recognises there is a gap or uncertainty in their state of knowledge concerning a problem or situation (Belkin, Oddy and Brooks's 1982). To address this, the user embarks on information-seeking.

It is reasoned by Wilson (1997) that there is an "effective, psychological as well as a cognitive basis for perceiving a need". The author further explains that the factors that give rise to a need may be personal, organisational, interpersonal or environmental. Wilson (1981) postulates that the phrase "information-seeking towards the satisfaction of needs should rather be used instead of the term "information needs".

The author believes that personal needs are the basis of the motivation to seek information which also affects the users' information-seeking behaviour. Wilson (1981) describes personal needs as:

- Physiological needs such as the need for food, water and shelter;
- Affective needs, such as the attainment and for domination;
- Cognitive needs such as the need to learn a skill and take decisions.

Secondary school pupils are persons at a stage of physical, psychological, cognitive and affective development. All of these developments contribute to the youth's information needs (Kruger and Gouws, 1994).

Cognitive development encompasses aspects such as cognitive, psychological and emotional development. It is the information processing, intelligence, reasoning, language development and memory.

The cognitive ability of the youth is linked to their development and construction of thought processes, including remembering, problem-solving, their communication with other people and their general ability to process information (Saunders, 2013).

A research study by Fourie and Kruger (1995) warns that due to an increase in self-knowledge, youth need curriculum-related and family-related information (e.g. domestic violence, child abuse, rape and money matters).

A variety of definitions have been provided for emotion and its relation to the affective domain. This stage deals with the inner self of the youth and later describes their individuality. Hoffman (2000) observes that this stage of development includes their awareness of their and other's emotions and also the formation of identity and self-concept. Similarly, Skinner, Elder and Conger (1992) states that the separation from a parental authority is another change that youth are faced with.

On the other hand, Hoffman (2000) proposes that the development of a youths' sense of empathy is their foundation to moral development and moral reasoning. Furthermore, Hoffman, (2000) advocates that either adults or teachers should encourage youth to share those feelings where they have been mistreated as this is essential for their moral development. The author mentions that youth need information on aspects of family (such as broken homes), peer pressure alcohol, cigarettes and drugs.

Berzonsky and Adams, (2003), and (Lerner and Steinberg, 2004) state that social development is a stage of a youth's transitional period between late childhood and beginning of adulthood. This stage marks sexual maturity and involves increased in group interactions with parents, siblings, teachers, other adults, peer groups and friends who influence them invariably. A behavioural study by Choudhury, Blackmore and Charman (2005) revealed

that “the challenges that occur at this time are the issue of parents exercising discipline or teachers exercising authority while the youth strives for independence”. In the same way, Pettifor et al. (2004), Flisher and Aaro (2003), and Fourie and Kruger (1995) found that South African youth obtain sexual knowledge from peer groups. In addition, a study by Flisher and Aaro (2003) concluded that at least 50% of youth (school students) are sexually active by the age of 16 years.

Studies by Russell (1988), Rubushe (2000), Pettifor et al. (2004) and Oluweseunfunmi (2015) respectively warn that South Africa is in the grip of a devastating HIV/AIDS pandemic where peak incidence occurs among 15-24-year-olds. Similarly, the country is faced with other sexually transmitted diseases, unwanted (teenage) pregnancies and it is imperative that they are given timely and adequate information to navigate their ways through these challenges.

Evidence from a study by Smith and Denton (2005) of black youth living in urban South Africa found similarities related to the normative experiences reported from international (United States) samples. These included religion which provided some youth with a sense of purpose, guidance and meaning to life as well as offered emotional, social support, and sometimes financial support. Religious beliefs and practices often overlapped with cultural behaviours.

It is not surprising that there was a contentious relationship between various denominations of Christianity and African traditional religion facing the black youth of South Africa (Smith and Denton, 2005).

The youth of South Africa, according to a study by Smith and Denton (2005) were exposed to the “rainbow nation” a climate of equality while they have also experienced the legacy of the apartheid system.

2.4.2. The concept of youth development

Youth are an anomaly in society as they are too old to be treated as children and too young to be treated as adults. Kruger and Gouws, (1994) believe that secondary school pupils are within the adolescent stage of development.

It is agreed by Kruger and Gouws (1994) that “adolescence is a phase that embodies all earlier stages of development and anticipate all those to come”. The study also states that “developmentally, adolescence provides a time of delay or moratorium during the time which the young can experiment with and prepare for adult roles without assuming the full range of adult responsibilities”.

2.5 School libraries

The literature that deals with the issue of school libraries on learner achievement bring to the fore various discussions which emerged internationally and within the South African context.

International research provides unequivocal evidence to support the positive impact of school libraries have on improved learner performance. A research study by Baughman (2000) and Smith (2001) conducted assessments in Massachusetts and Texas on high school learners. The study revealed that learners from schools with libraries that were serviced by professional librarians generally achieved higher literacy, information literacy, positive academic performance and social cohesion.

Further studies Nationally by Arkro-Cobbah (2004) and Tsebe (2016) respectively revealed that challenges faced in secondary schools in Namibia and South Africa range from invisible libraries in public schools to the shortage of qualified teacher librarians.

Equally important was the lack of specific library budgets, limited library hours for research and study purposes were cited as additional challenges. The studies revealed that limited to no access to the Internet, outdated and not syllabi supportive book donations and the absence of a national policy are some of the barriers to service delivery in school libraries.

In South Africa, Equal Education (EE) is a new role player in the school library subsystem and recognises the role libraries play in providing a quality education and redressing the past inequalities. A study by Equal Education (2011), showed that there is the national poor performance of learners in South Africa.

This is evident in the huge gulf in literacy levels between the advantaged and disadvantaged sectors of South Africa’s society. The outcomes of South Africa’s learners rank poorly when

compared with learners from developed countries as well as among those from the less developed parts of Sub-Saharan Africa.

Du Toit and Stilwell (2012) critically assessed the implementation of the KwaZulu-Natal School Library Policy by the Directorate Education Library, Information and Technology Services (ELITS). ELITS is responsible for implementing school libraries in KwaZulu-Natal's Department of Education. The study revealed that in 2002 ELITS could no longer plan and deliver the appropriate services in a vacuum. The school library crisis was escalated by the announcement by the National Department of Basic Education in 2012 (Motshekga, 2012) that "it will take thirty years to build adequate school infrastructure including libraries at a cost of six billion Rand".

2.6. Public libraries and Public Librarians

A public library is an organization that is established, supported and funded by the community either through local, regional or national government.

The public library provides access to knowledge, information, lifelong learning and works of imagination through a range of resources and services. It is equally available to all members of the community regardless of age, gender, religion, language, disability, economic and employment status and educational attainment (Koontz and Gubbin, 2010).

Furthermore, Cannon (1999) defines public libraries as a critical information resource for communities, particularly in rural areas, as sometimes these may be the only accessible place of information for some sectors of the community. Equally important, Kelly and Joseph (2010) state that in the context of youth services, the vision and mission of a public library should highlight the purpose of its services to youth and holistically guide planning. These services should be scalable in order to meet the needs of the local youth.

The authors recommend the development of a framework which considers the vision, mission and values that underpins the delivery of library services to young people.

2.6.1 Public Library Mission

Gericke (2001) views the development of people and communities as the overarching mission of the public library. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2001) manifesto describes the public library as “the road to knowledge which can lead to the development of society and individuals”. The Community Library and Information Services (COLIS) 1994 guidelines sum it up as “service to all people for development”. The Mpumalanga Provincial Library and Information Services (MPLIS) (1999) White Paper embodies the mission of several principals, for instance, “value added services” and “affirmative action”. The mission of the public library links lifelong learning to development. The public library paradigm has shifted to focus on service provision to all.

2.6.2 Public Library Aims

The model of Public Library Service by Gerike (2001) identifies education as the primary objective of the public library. Recreation and enculturation are supportive aims.

Bekker (1976) and the American Library Association (ALA) (2009) agree on the purpose of public libraries to be education, information, research, aesthetic appreciation and recreation. Individuals conduct their research using public libraries in order to achieve a qualification or to solve a problem; it can, therefore, be related to the needs mentioned above.

The guidelines of the International Federation of Library Associations and Institutions (IFLA), a professional association, names education, information and personal development as key aims of the public library (Gill, 2000). One can deduce that the main aim of the public library, in general, is the provision of information and education.

However, Sturges and Neil (1990) argue that public libraries in developing countries, especially in Africa, have been found to be unable to satisfy the needs of the people they serve. The authors substantiated that this failure may be due to the inability to respond to the economic and social needs of the people.

2.6.3 Public Libraries Roles

The Klynveld Peat Marwick Groerdeler (KPMG) report in 2007 on a study conducted for the Department of Arts and Culture on the status quo of public libraries in South Africa operated as a framework for the renewal of public library services after years of neglect and decline (South African Department of Arts and Culture, 2007).

It preceded the financial investment of R1 billion which came into effect in April 2007 (South African Department of Arts and Culture, 2007). Xaba (2012) points out that another large grant of R1.8 billion was announced in 2012. Kekana (2011) indicates that the funding from Department of Arts and Culture (Community Conditional Grants) is “to transform urban and rural community library infrastructure, facilities and services (primarily targeting previously disadvantaged communities)”. This is done through a recapitalised programme at the provincial level in support of local government. These grants have been used to enhance the provision of public library services, library staff, Internet access and reading facilities for the visually impaired (National Library of South Africa, 2012). The KPMG (2007) survey provides supporting evidence that Public Libraries were performing the role of the school library by working closely with early-childhood development and supporting school learners which are in keeping with its founding mission (Hart and Nassimbeni, 2013).

What are the roles played by librarians in a strong public library? The IFLA’s president Sipila’s (2013:13-18) presidential theme said: “that regardless of the state of national development, the better libraries are developed, the better they can support the user communities and promote socio-economic development to the benefit of all sectors of the community”.

In South Africa’s Library and Information Services (LIS) Transformation Charter, (2009) it is stated that “as institutions of reading, libraries contribute significantly to a culture of reading with an emphasis also on reading and writing”.

Although reading occurs both inside and outside of libraries, libraries play a leading role in building a nation of life-long readers (Library and Information Services Transformation Charter, 2009). In addition to their educational and cultural roles, libraries contribute to

economic development by improving productivity through a reading and functionally literate workforce.

The principles of the LIS Charter (2009) focus on issues of redress and equity to correct the past unevenness in the distribution of library and information services in South Africa (Library and Information Services Transformation Charter, 2009).

If public libraries are to support socio-economic development and facilitate school curricula (where the use of written resources are expected) they must be staffed by knowledgeable, informed and qualified librarians. A number of researchers have contributed valuable literature on this topic, for example, Mchombu, (2013:40-43) focuses on building a strong library education that prepares librarians to function in a knowledge society. The author provided an outline for a new librarian curriculum, which will install attention to lifelong learning, an awareness of digital technologies and the ability to demonstrate public value and accountability. One of the difficulties facing Namibia and many other African nations is the lack of skilled, professional librarians. Mutondo (2000:111-115) notes that in Zimbabwe new graduates are placed immediately in very responsible positions with little time to gain experience.

Middleton and Hansen, (2013:133-136) note the pro-active initiatives undertaken by librarians to develop and promote information literacy programmes in academic institutions in the Arabian Gulf region. The study inspires librarians to cultivate successful information literacy initiatives through creative collaboration partnerships across organizations.

The information literacy (IL) programs use social interactions through online settings from Facebook, Blogs, Twitter and Flickr. Examples of their creative outreach to develop the information literacy include a gaming lab, and innovative media centre and writing and technology tutors in the library.”

Addressing the issue of awareness about the profession, the research by Mupambwa and Fusire (2013:140-149) highlighted the perception of the profession in Zimbabwe.

The study found that encouraging students to study library and information management and also informing employers who are often unaware of the skills and knowledge that a librarian could contribute to their organization can broaden the perception of librarians.

Research by Hart (2004), explored the impact of educational change in South Africa on public libraries.

The survey revealed that public librarians felt victimised by Curriculum 2005; although they acknowledged that the curriculum would lead to an increased number of learners using the library and its services.

The librarians felt alienated by not being able to engage with educationists prior to the changes so as to (in hindsight) embrace and develop library resources to fully anticipate “curricular transformational role of public libraries”.

One of the positive impacts of the educational changes to a resource sharing is that librarians are able to take on a more prominent role in education and social development, allowing them to become agents of change (Hart, 2004). Hart (2004) recommends that the library profession needs to be actively and continually involved in South Africa’s curriculum from decision-making to planning. This would foster credibility amongst the educationists. The Outcomes Based Education (C2005) was a resource-based curriculum that required access to learning and information resources. As a solution to this conundrum, the Department of Education implemented different models of school libraries. For example, classroom box libraries, one school one library or joint use of public/school library all of which implies that the public library may serve a number of schools in its immediate community (Hart, 2004). The lack of school libraries has put pressure on public libraries to bridge the gap. A study by Hendrikz, (1998) and Leach (1998) stated that “at national conferences, public librarians have responded to the situation by pleading for funds from provincial education departments in order to alleviate the pressure of increased school learner numbers”.

2.6.4 Promotion of Public Library services

In the past, libraries have been modest in advocacy, marketing and promotion of their services and most librarians were office-bound.

However in the present day, in order for public librarians and community stakeholders to create, maintain and develop a productive partnership, librarians must move out into the community (Hamilton-Pennell, 2008).

In these days library staff should be prepared to spend at least ten percent of their time in activities outside the library building in order to market the library services and understand the community's information needs (Hamilton-Pennell, 2008).

It is the opinion of Hamilton-Pennell (2008) that librarians can understand the community's information needs through organising meetings with community leaders and learning about projects currently underway. Such activities will inform librarians about the information resources needed to support these community efforts.

In the researcher's professional opinion, as a public librarian, marketing of the public library may include conducting the following activities outside of the library:

- Flagship programmes (spelling bee, creative writing, story-telling, book debates)
- Competitions,
- Book/poetry clubs,
- Book talks,
- Information programmes on current topics
- National and international library themes (readerthon),
- Celebrity visit (authors, athletes),
- Young adult productions (drama, movies) and
- Book promotions.

Furthermore, the researcher is of the opinion that librarians who engage with the community, particularly our learners, are significantly important in achieving some of the libraries goals. As a result, librarians are able to identify the learners' information needs, study the patterns of circulation statistics and decide what skills are relevant. Outreach programmes in reading and writing ensure that the learners are able to articulate themselves better and develop the acumen to compete with their peers and eventually in the marketplace or tertiary institutions.

2.7 Language Challenges

South Africa has eleven official languages: Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, Xitsonga, Afrikaans, English, IsiNdebele, IsiXhosa and IsiZulu. English dominates the economy, politics and education in South Africa. It is also the language of learning in secondary and higher education (Wessels and Knoetze, 2008:292).

However, De Jager, Nassimbeni and Underwood (2007:134) warn that English is not so widely understood by South African's; only one-third of the population readily understands the language.

Most schools use English as the medium of instruction and this presents a challenge to Black South African learners in some instances.

According to Motsoeneng (2003), these learners experience reading and learning barriers to English, as it is their second language. In addition, learning and library resources are published predominantly in English and to some extent, Afrikaans and isiZulu, which constitutes only three of South Africa's official languages and very little are available in the learner's mother-tongue.

The researcher notes that with the eleven official languages having equal status in South Africa, it would seem that English is practised as the main language, as it did prior to 1994. However, in present-day South Africa, the majority of indigenous languages are catered for which is important in order to fully promote literacy skills.

Research by Tsebe (2016) and Naidoo (2016) are in support of providing youth collections in public libraries in all eleven official languages. This will assist to promote South Africa's language policy and foster reading which culminates in linguistic and cultural diversity and affirms a multilingual society.

Library information services must avoid a "unilingual public policy delivery" which is influenced by Eurocentric literature. Both Tsepe (2016) and Naidoo (2016) recommend that books by local authors with local content should be acquired by public libraries. This will result in diverse readers being inspired and authors being acknowledged and affirm that English is read by second language students. The lack of resources in all eleven languages by public libraries may contribute to poor library usage.

2.8 The youth and their information needs and information source preferences

Various international authors such as Shenton (2004); Shenton and Dixon (2004) and Agosto and Hughes-Hassell (2005) are of the view that there is little youth-centred research that examines either the basic information needs, information-seeking behaviour, or reference and

information services for young adults. Information was scarce due to the lack of concrete methods for studying this population, the difficulty in obtaining consent and the fear of being charged with misconduct (Shenton and Dixon, 2004).

Furthermore, Oluwaseunfunmi's (2015) study of public libraries in Nigeria points out that "there is very little research that has been done on the information needs of and access to information for high school learners". These are specialist target markets in Africa and South Africa, particularly in rural and quasi-rural situations. Equally important, Oluwaseunfunmi (2015) revealed that the main reasons for young adult patrons visiting the public library included "photocopying facilities, Internet facilities, textbooks, health information, inter-library loan services and reading materials".

Locally, a survey was conducted by Stilwell and Bell (2003) among disadvantaged community members and learners of Emzaweni High School in KwaZulu-Natal, South Africa. Both authors Stilwell and Bell (2003) found that respondents older than 13 years of age stated that "information for school projects" was the most frequently cited reason for using the public library.

Comparing research done nearly forty years ago by Minudri (1974) to more recent studies by Meyers, Fisher and Marcoux's (2009) on the common approach to the study of young adult information behaviour. These studies indicate that information behaviour involves the identification of categories of information needs (Agosto, 2011). Across these studies, it was revealed that "there are several categories of information needs that recur" including information relating to:

- Peer, family and other relationships
- Popular culture
- Emotional needs
- Curriculum needs
- Physical health and safety
- Emerging sexuality
- Consumer needs
- Academics
- Leisure activities and interests and
- Career needs (Agosto, 2011)

According to Ikin (2010), valuable research was also conducted from 2002 to 2007 at the Dudlin Youth Expo with around 1000 high school students to find out what their ideal library space and their information needs were.

The study revealed that the same comments were recorded each year; that the students wanted the following information and sources:

- Books, magazines, study guides, graphic novels
- Television, DVD player with access to DVDs to watch
- Xbox, PlayStation
- Listening posts with a wide choice of music
- Free Internet and email
- Place to study, place to crash, place to eat
- Couches, beanbags, cushions and
- Friendly young adult librarian (Ikin, 2010).

The finding by the researchers mentioned above lends support to the claim that the information needs of learners are diverse and varied. However, most studies revealed that there are commonalities among international and South African youth on the required information for academic needs as well as gaps in the available literature.

2.9 Information-seeking behaviour

A review of the literature on the background of information-seeking behaviour of youth by scholars such as Case (2002), who states that the concept of information behaviour and information-seeking are closely inter-linked. This linkage is due to information-seeking and other unintentional or passive behaviour (glimpsing or encountering information) as well as purposive behaviours that do not involve seeking, such as actively avoiding information.

Hughes-Hassell and Agosto (2007) state that “everyday life information-seeking behaviour within the library and information science has escalated in the last decade with studies being conducted on diverse groups like homeless parents”. The various everyday life information-seeking behaviour models help to explain factors such as social contexts, people, source selection and information-seeking.

2.9.1 Young adult information behaviour

Several research studies have focused on the everyday life information-seeking behaviour of teenagers such as that by Poston-Anderson and Edwards (1993) on adolescent girls on the role of information to address their life concerns. Although most girls in the study stated they needed information on relationships, education and work. They thought that the information was available to assist them with their problems but few believed that the libraries contained the information they needed. Instead, the girls turned to family, friends and teachers. A study by Poston-Anderson and Edwards (1996) on how adolescent girls seek information for education and work found that “they engaged in little or no formal information-seeking and most often approached their mothers and to a lesser extent fathers”.

Friends and formal human information sources such as teachers, career advisors, and librarians were seldom approached for this type of information (Poston-Anderson and Edwards, 1996).

A study by Walter and Borgman (1991) argued that “automated library catalogue tools presents a challenge to children and youth, especially when using the keyboard and spelling which were the main barriers”.

However, it was also found that children were able to use browsing modes but when using the Online Public Automated Catalogue faced problems with spelling, vocabulary and Boolean logic. Children expressed that they “preferred not to use the library catalogue but to go directly to the shelves to find a book, ask a friend or a librarian for help, the catalogue search was their last resort” (Walter and Borgman, 1991).

2.9.2 Internet and social networks

Van Dijk (2006) informs us that “the digital divide is the gap between those who have and do not have access to a computer and the Internet”.

Interestingly, according to Internet World Stats (2017), Africa accounts for 28.3% (353,121,578) of world population and only (9.4%) of Internet users lives in Africa. Furthermore, Internet Access in South Africa (2017) estimates that there were about 22.5 million Internet users in South Africa as of 2017. Telkom’s monopoly for

telecommunications services, fixed line broadband Internet access infrastructure, in Africa and their tight grip on high service fees further contribute to the digital divide. This means that not all people have telecommunication lines, the financial resources, hardware or skills to access the Internet (Barendse, 2004).

Research by Internet Access in South Africa (2017) states that “the digital divide stretches across almost every imaginable sector of society, from geography and location to income and education in South Africa”.

The researcher is of the opinion that inadequate infrastructure, the high cost of Internet access as well as the lack of appropriate Internet skills can pose as a major barrier to effective access to online resources. However, one place that users can access the Internet for free is at their local public library. Public libraries must not be laggards but leaders and innovators with Internet provision in order to narrow and not contribute to the widening digital divide.

South Africa is a leader in Internet connection in Africa and the high levels of usage are explained by its enhanced infrastructure and economic development (Barendse, 2004). However, Tsebe (2016) indicated that “Internet user’s account for only 10% of South African’s citizens compared to over 70% of citizens in Northern Europe”.

In an attempt to narrow the digital divide, Mzansi Libraries-Online has invested in South African Public libraries to ensure access to information. This project has been funded by the Bill and Melinda Gates Foundation and has been implemented in 27 pilot libraries (Department of Arts and Culture, 2016). These libraries offer computers, educational gaming, equipment for the visually-impaired, e-readers and other related equipment and the pilot project will be rolled out countrywide if successful (Department of Arts and Culture, 2016).

This grant is aligned with the National Development Plan 2030 Vision, where the aims, amongst others, are to “strengthening youth programme including life skills, entrepreneurship and focusing on youth services, thereby creating empowering spaces for youth in Public Libraries” (Department of Arts and Culture, 2016).

In keeping with the sterling attempts by the KwaZulu-Natal Provincial Library Services to reduce the digital divide, they have identified “free public Internet access and ICT training as the province’s imperative need” (Department of Arts and Culture. 2016).

Over 60 unemployed youth have been appointed and trained as cyber-cadets in public libraries across the KwaZulu-Natal Province. The cyber-cadets empower members of the community to become computer literate, network competent and information literate, which enables users to critically access information (Department of Arts and Culture, 2016).

A study by Levin and Arafeh (2002) examined how the rapid spread of the Internet has led to technically savvy youth using the Internet for school assignments and extracurricular activities more efficiently. It was found that the Internet was used as a “virtual textbook and reference library, while some confessed to using the Internet as a shortcut to minimise their effort or even cheat by plagiarizing material”. The youth claimed that they “used the Internet as a way to collaborate on projects with other students and as a virtual locker, backpack and notebook where they could store their important school-related materials” (Levin and Arafeh 2002). With regard to public libraries, students insisted that the “digital divide is a serious issue that creates subtle inequalities amongst students” (Levin and Arafeh, 2002).

Bilal’s (2001) study of student’s use of the “Yahooligans” search engine revealed that students used more systematic search strategies and relied less on looped searches and hyperlinks than their less successful peers. The author concluded that “students lacked the information literacy or research skills that would have enabled them to make a cognitive link between their frame of reference and what they needed to know” (Bilal, 2001). Students preferred the Internet to the school library as it offered them the immediacy, convenience and is interactive. The researcher feels that more needs to be learnt on how librarians can build hybrid and virtual collections.

Another significant study by Mojapelo and Dube (2014) of 25 high schools in the Limpopo Province in South Africa on their information access of rural youth found that only (51%) indicated that schools had computers with Internet access. These schools faced challenges such as the lack of funds, vandalising of equipment and the lack of telecommunications infrastructure. It was further reported that it was the teachers who mainly made use of the computers due to space constraints while some schools offered Computer Studies and

Computer Applications Technologies as subjects. It was also reported that learners were encouraged to use their own cell phones to connect to the Internet for learning purposes (Mojapelo and Dube, 2014).

Naidoo's (2016) paper entitled "Tweening up-releasing the teen tribe, technobabble's, terrors thoughts and tremors" warns public librarians that circulation statistics should be higher with the lack of school libraries. The author advises that public libraries need to robustly engage with teens in their neologism (technobabble) and meet them where they are (online) with (Facebook, Twitter, WhatsApp, Blogging, library web pages). At the same time ensuring that ICT policies help instead of hinder these initiatives, e-books and e-readers are only part of the solution.

Similarly, Ramsumar (2016) says that a Facebook page can be used for interacting with your library community and promoting library events. In addition, with the new Social Library solution such as SirsiDynix, a Facebook page can now become a full-access catalogue and research tool that will increase circulation rates. Users, especially Internet-savvy youth, are now able to search, place on hold, view and discuss library materials, all within Facebook (Ramsumar, 2016).

Equally important, Kelly and Joseph (2010) maintain that "the evolution of technology with the online tools such as social networking, file sharing and content creation necessitates the equitable access to online resources, minimizing barriers to participation by young people". The authors recommend that youth user-friendly policies must be developed to allow them access to podcasts, downloading music, YouTube, Myspace and interactive computer games. Web pages should be developed that include curriculum related content, general information and youth specific interests. In addition, library collections access could be maximised through online tools, for instance, blogs. Thirdly, it is imperative to maintain contact with the youth by the library has an online web content (presence) with issues of planning, implementation, evaluation and marketing (Kelly and Joseph, 2010).

It is important that Public libraries develop spaces that are youth-friendly and ensure that technology is incorporated in order to render relevant services. Mente's (2016) paper illustrated that academic libraries are in a state of transformed communication with users as social media was used to enhance academic projects. In the past, Rhodes University

prohibited the use of social networking in the library and specifically employed “computer security officers” that monitored and ensured there was no use of Facebook. However, as social media continued to diffuse into society, academic libraries needed to transform and change their perceptions of the use of social media (Mente, 2016).

Gorman (1995) advises that there is a need for transformation in traditional library services, as aptly presented by the scholar of library information science, Ranganathan (Father of Information Science) in 1931. Ranganathan stated the five laws of library science that provided the foundation of library philosophy:

1. Books are for use.
2. Every reader his or her book.
3. Every book its reader.
4. Save the time of the reader.
5. The library is a growing organism.

The researcher is of the view that the fifth law (The library is a growing organism) is still relevant today. It focuses on the need for public libraries internal and external change accommodate growth in staff, the physical and virtual collection and patron use as well as marketing and outreach programmes (Gorman 1995). New information and communication technologies suggest that that the scope of Ranganathan’s laws may appropriately be extended to the Web (Gorman: 1995). The five “Laws of the Web” are inspired by the “Five Laws of Library Science” which were the seed of all Ranganathan’s practice. Although they are simply stated, the laws are nevertheless deep and flexible. These laws are:

1. Web resources are for use
2. Every user his or her web resource.
3. Every web resources its user.
4. Save the time of the user.
5. The web is a growing organism (Björneborn and Ingwerse, 2001).

The Five Laws of the Web are really the foundations for any web user-friendly information system. According to Noruzi (2004), what the information user requires is universal access as well as a right of cyber citizenship in the information age.

The researcher is of the opinion that the above laws also allow for the redefining of libraries as neutral safe spaces with an online presence that is 24/7 accessible. Libraries must embrace the challenges and respond to technological changes, computerisation, Internet, social media and digitization as a way forward in a digital friendly zone within a hybrid library.

Naidoo (2016) and Kelly and Joseph (2010) respectively state that a public library's ICT policy must not become an impediment to the use of social platforms but instead facilitate the new generation librarian to empower the 21st-century library user.

Kuhlthau, Heinstrom and Todd (2008) highlight that Kuhlthau's (2004) ISP as a model of information behaviour in new technologically rich information environments is indeed still useful. The model was found useful to explain information behaviour and is valuable as a research tool.

Research by Kuhlthau, Heinstrom and Todd (2008) of 10 New Jersey public schools in the United States of America, where students were encouraged to use a broad range of information sources including electronic sources and databases. Guided Inquiry formed the pedagogical framework for instruction, based on the stages of the model (Kuhlthau 2004). The findings of Kuhlthau, Heinstrom and Todd's (2008) study support the progression of feelings, thoughts and actions as suggested by the ISP model.

The feelings of the students tended to be more negative at the mid-point of the project with a turning point from compiling facts towards more analytical understanding, relief and satisfaction at the end (Kuhlthau, Heinstrom and Todd, 2008).

2.10 Summary

This chapter provided details of the theoretical framework that underpins the study. Wilson's (1999) Information Behaviour Model and Kuhlthau's (2004) Information Search Process Model were chosen as the most suitable for this study. The theoretical framework was followed by the literature review which began by conceptualising some key terms related to this study.

The literature review discussed the context of the study and then outlined the nature of the youth's (grade eight) academic work, as this determines their evolving academic information

needs. School curriculum, school libraries and public libraries were also discussed within the context of this study.

The concept information needs were conceptualised before the youth's information needs were discussed. Information-seeking behaviour, in general, was presented, before youth's (grade eight) academic information-seeking was discussed. Since information-seeking includes source preferences, youth's preference of information sources and the factors that influence them were highlighted.

This concluded the literature review section. The next chapter will address the methodological aspects of the study, including justification for the chosen methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3. Introduction

The purpose of this chapter is to present the research paradigm and methodology as well as the research approach adopted for this study. The design, data collection instruments and procedure, validity and reliability, sampling techniques and methods of data analysis are also discussed. An evaluation of the research methodology is also provided as well as the ethical considerations that were followed when conducting this study are discussed.

Research methodology, according to Powel (1997), revolves around two major approaches; quantitative and qualitative. The quantitative approach involves collecting numerical data that can be counted while the qualitative approach involves methods that collect verbal or textual data. While, according to Case (2012), research methods refer to "the specific ways, tools and techniques of observation and measurement". The nature of this study is largely quantitative, with some qualitative elements, as the study seeks to identify the academic information needs of a particular community. Therefore, a triangulation or mixed methods approach was adopted in order to accommodate both sets of data.

3.1 The context of the study

Several researchers have attempted to explain how young adults acquire and use information. For example, Kuhlthau (1991; 2004) introduced the ISP models that serve as a basic

understanding of young adult information behaviour research, particularly studies involving academic research. Agosto (2007) states that information behaviour research “focuses on people’s information needs; on how they seek, manage, give and use information both purposefully.” He reveals that “sociological and contextual factors play a role in the human’s use (and non-use) of information.” Thus, in order to understand the information behaviour of grade eight learners, it is important to understand how their contexts influence their needs and information-seeking behaviour.

The context of the present study was grade eight learners of Haythorne Secondary using Woodlands library, situated in Woodlands, Pietermaritzburg in the province of KwaZulu-Natal, South Africa.

The researcher strongly believes that “Matric is a five-year plan beginning seriously in high school at grade eight and continuing to matric”, (Matric Examination Focused Learner Attainment Improvement Strategy 2015 to 2019). This is the Department of Education in the Eastern Cape’s adaptation of a five-year strategy to improve the matric results. With the implementation of the MEFLAIS (Matric Examination Focused Learner Attainment Improvement Strategy) plan, there is a clear role for all stakeholders to play in order to improve learner outcomes at matric level. In order to achieve this, the entire system from grade 1 to 12 needs to be serviced which will lead to the realisation of schooling 2030 (Five-year strategy to improve matric results- Eastern Cape, 2015). Schooling 2030 aims to improve learning and teaching in the schooling system with the collaboration of all stakeholders namely (learners, teachers, principle, parents, learning and teaching support materials, and school buildings) (Matric Examination Focused Learner Attainment Improvement Strategy 2015 to 2019).

3.2 Research paradigm

A paradigm is a particular worldview that dictates to the researcher who adopts this view, what is acceptable to the research and how (The School of Education, Training and Development, UKZN 2010:20).

This study will adopt a post-positivist paradigm. The post-positivist paradigm is based on the positivist paradigm (Bertram and Christiansen, 2014). The authors state that that positivism

has received much criticism around the middle of the twentieth century resulting in a modification of the paradigm.

It's further noted by Bertram and Christiansen (2014) that, like positivist researchers, the goals of a post-positivist researcher are also to describe, control and predict how the natural and social world works.

The difference is that post-positivists reject the positivist claim that the world can be known completely. Yet, researchers must get as close to the truth as possible by asking research questions (Bertram and Christiansen 2014).

Thus, it makes sense to use more than one method to collect data. Positivists assume that there is one truth about natural or social events, but the post-positivists reason that objectivity is achievable through multiple measures and observation, as well as triangulation of the data (Wagner, Kawulich and Garner 2012:55). Triangulation may be described as a study in which the researcher uses multiple methods of data collection and analysis. The variety may be drawn from "within methods" where different types of, for example, quantitative designs are used, such as survey and a quasi-experiment (De Vos et al, 2005:362; Polit and Beck 2008:547-548). Alternatively, it could involve using "between methods" approaches, when quantitative and qualitative data collection procedures are used (for example survey and in-depth interviews). Post-positivism is based on the assumption that all observations are theory-laden and that the independence between an investigator and the investigated is not possible, thus perceptions and observations are fallible and construction can be imperfect (Crossman: n.d.).

The interpretive paradigm has, in many ways, evolved as a response to or the critique of positivism and post-positivism. It includes the additional dimension of "understanding", of people making sense of contexts in which they work and live and can be used as a paradigm for studies in the social science (Weber, 1991). However, the researcher found that the post-positivist paradigm is suitable for this study since it aims to do research that is generalizable in order to formulate "laws" about the world. In the case of this research study, post-positivism explains and predicts how grade eight learners interact with information, specifically how they seek information in response to an academic information need (Lincoln and Guba, 1994).

The findings of this study may be generalizable to grade eight learners in other public libraries. The interpretive paradigm does not aim to generalise and predict what people do, but rather to describe and understand how people make sense of their worlds and how they make meaning of their particular actions.

Secondly, the researcher's aim was to investigate the objective facts about grade eight learner's information behaviour and not the meanings attached to these facts.

3.3 Research approach

There are generally two main approaches to research, qualitative and quantitative research approach.

Qualitative research, according to Babbie et al. (2007), is defined as describing and understanding rather than the explanation and prediction of human behaviour. The emphasis is on the methods of observation and analysis that 'stay close' to the research subject. This includes observational methods such as unstructured interviewing, participant observation, and the use of personal documents. In the analysis of qualitative data, the emphasis is on grounded theory and non-numerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships (Babbie et al., 2007).

Qualitative research has its roots in symbolic interactionism and concentrates on meaning, experience and understanding (Streubert and Carpenter, 2003).

Quantitative studies measure phenomena using numbers in conjunction with statistical procedures to process data and summarise results (Terre Blanche and Durrheim, 1999). Mouton and Marais (1988) state that "the approach used by researchers in the social sciences that is more formalised in nature as well as the explicitly controlled systematic process in which numerical data are used". Neuman (2000) states that quantitative research includes the use of statistical analysis with the following characteristics:

- Measurement of objective facts
- Focus on variables
- Reliability as the key criterion of scientific excellence
- A value-free stance
- Research conducted independently of context

- Many cases or subjects involved
- Statistical analysis of method of choice
- Researcher maintains detached attitude

Researchers have realised that both methods could be used in conjunction and thus complement each other.

Due to the complicity in a “confused reality”, it is difficult to study a phenomenon in its totality. In this complex reality, triangulation offers a partial solution (Borg and Gall, 1989, De Vos et.al., 2005).

This study is based largely on a quantitative approach which involves collecting numerical data from questionnaires to be counted as well as a qualitative approach which involves collecting verbal data from one interview.

Quantitative and qualitative methods complement each other, thus triangulation will be used, based on the assumption that any bias inherent in a particular data source, researcher or method would be neutralised (DeVos: 2005).

The goal of the study was to describe and explain the relationship between the information needs and seeking behaviour of grade eight learner’s in the Woodlands Library. There was also the possible intention of generalising the results of grade eight learner’s in other Msunduzi branch libraries.

3.4 Research design

The various available literature on research methodology indicates some confusion to the concept of research design. Babbie et.al. (2007) explained that a “research design is a plan or blueprint for conducting the research”. They also highlighted that researchers often confuse “research design” and “research methodology” which, in fact, we are warned that these are very different dimensions of research.

Glatthorn and Joyner (2005) describe research design as a “specific plan for studying the research problem”. Mouton (2001) refers to research design as a so-called “blueprint of how you intend conducting the research”. The present study adopted the latter definition for the survey design.

Qualitative studies can, for example, employ a case study, ethnographic or action plan whereas quantitative research is usually based on research designs such as experimental, quasi-experimental, survey, casual-comparative (Babbie et.al., 2007).

Furthermore, Babbie (2014) defines a survey as “the best method available to the social researcher to collect original data for describing a population too large to observe directly. Surveys are also an excellent vehicle to measure attitudes and orientations in a large population. The type of survey used in this study was descriptive.

According to Leedy and Omrod (2005), “descriptive research examines a situation as it is and does not involve changing or modifying the situation under investigation, nor is it intended to determine the cause and effect relationships”. The idea is to describe the nature of existing conditions.

A descriptive survey research involves the researcher administering questionnaires to large numbers of people, analysing the collected data for similarities, differences and trends, then making predictions about the population being studied (DeVos: 2005). Leary (2010) further adds that survey research uses questionnaires and interviews to collect information about people’s attitudes, beliefs, feelings, behaviours and lifestyle.

The survey method is characterised as either cross-sectional or longitudinal. (Schutt, 1996). This research used a cross-sectional survey focusing on the state of affairs in the population at just one point, was deemed an appropriate and suitable response to the research problem.

The outcomes of this study are potentially important; hence a descriptive survey research was used to gain insight and understanding of the information needs and information-seeking behaviour of the grade eight learners.

3.5 Population of the study

It is stated by Welman, Kruger and Mitchell (2011) that the “population is the study object consists of individuals, groups, organisations, human products and events or the conditions which they are exposed”.

Bertram and Christiansen (2014) add that in research the word “population” is used to mean

the total number of people, groups or organisations that could be included in a study.

A population contains all the variables of interest to the researcher and is sometimes referred to as the “target population” or “universe” (Bless and Higson-Smith 2000; Brink; Van der Walt and Van Rensburg 2006; De Vos et.al, 2005).

The target population for this study consisted of 256 learners who were in grade eight at Haythorne Secondary as well as one Senior Librarian of Woodlands Public Library.

3.6 Sample size and sampling techniques

A sample is part of a whole or subset of measurements drawn from the population. The sample is studied, according to Wilson (1993), because it is a feasible and logical way of making statements about a larger group (based on what the researcher knows about a smaller group).

In social science research, the study of an entire population is called a census. Welman, Kruger and Mitchell (2011) state that “whereas a survey is conducted on samples, in the census, each member of the population is supposed to be included and to be classified in terms of certain biographical variables”.

Since the target population of this study was relatively small (256 learners) and the objective was to gain input from both registered library users and non-registered library users, it was deemed necessary to forego sampling. Therefore, the entire target population that met the inclusion criteria was surveyed, thus a census study of the entire population was undertaken.

A census survey ensured that differences such as registered users of Woodlands Library as well as those grade eight learners who are not registered users were equally represented. An advantage of a census study is that it is the ideal way to study a small population as it provides the truest or most accurate measure of the population (Leedy and Ormrod: 2005).

3.7 Data collection instruments

It is the view of Babbie (2014) that “surveys use the questionnaire as an instrument designed to elicit information that will be useful for analysis”.

According to Brink (2006), without high-quality data collection techniques, the accuracy of the research conclusions is easily challenged. In this study, the data collection instruments were a self-administered questionnaire and a semi-structured interview schedule.

3.7. 1. Self-administered questionnaires

Questionnaires can consist of statements and questions which can be open or closed-ended. This study used a self-administered questionnaire with both closed and open-ended questions since Leady (2010) states that these provide a greater uniformity of response and can be easily quantified. Closed-ended questions that consist of two or more responses are fixed and highly structured and does not allow for some important responses (Leady, 2010). In addition, respondents may have responses different to the supplied answers. To circumvent this problem, the “other” response was used and followed by a blank space so as to give the respondents the opportunity to supply their personal answers. The “other” responses were then handled just like open-ended questions and a content analysis of the responses was used (Leady, 2010). A semi-structured interview schedule was used to collect data from the Senior Librarian who assists Woodlands grade eight learners to achieve their information needs.

There are no fixed rules for arranging the order of items in the questionnaire, however, authors on this topic (Babbie 1990 and Seaman 1987) generally agree with the following guideline:

- Begin with general or broader questions and proceed to more precise or specific items (called the funnel pattern)
- The grouping of questions should follow a logical pattern
- To avoid the respondent feeling hostile, begin with neutral questions and place sensitive questions in the middle.

The questionnaire (see Appendix 4) was made up of three sections, namely:

- Section one focused on broader questions to obtain demographic information of the respondents (gender, age, race);
- Section two focused on eliciting information on the information needs of the respondents and
- Section three focused on how the respondents sought information, including their information source preferences.

The objective of the current study was to collect quantifiable data and not individuals' opinions, perceptions or beliefs. A structured self-administered questionnaire was then distributed to grade eight learners.

3.7.2 Administration and distribution of the Questionnaire

Permission prior to administering the questionnaire was obtained from the Msunduzi Municipal Library manager and the principal, of Haythorne Secondary School, the local Department of Education and parents of learners. The researcher's hand delivered the questionnaires to all grade eight learners at Haythorne Secondary School.

When questionnaires are administered directly to the sampled respondents or the target population as a group during one session, it is known as a group administration (Seaman, 1987). The researcher chose the group administration (all grade eights were in the school hall) during the survey.

Seaman (1987) identifies the following advantages of a group questionnaire:

- The high response rate (because respondents are present and fill the questionnaire simultaneously);
- The data collection time is short;
- The researcher can verbally explain the purpose of the survey and answer any questions and
- Questionnaires are less expensive in terms of time and money.

The researcher personally collected all questionnaires after completion by the respondents to ensure the target population definitely received and returned the questionnaires.

3.7.3 The interview

An interview as a data-collection method uses personal contact and interaction between an interviewer and interviewee (respondent). A semi-structured interview, according to Newman (2006), allows respondents to give their reactions to general issues.

The following advantages of an interview were identified by Van Rensburg et.al. (2010):

- Semi-structured interviews are flexible and can provide the researcher with detailed and fresh information that they may not have predicted.
- Interviews involve dialogue between the interviewer and respondent; unclear questions can be clarified.
- Additional information can be obtained by asking to follow up questions, especially where responses are ambiguous or unclear.
- A rapport is established with the respondent, this allows the researcher to contact the respondent if further questions arise during the interpretations and analysis of the data.

The objective of the interview was to gain more information about the services and collections of the Woodlands Library from an administrative point of view.

The study used a semi-structured interview schedule to collect data from the Northern Branch Senior Librarian who is the head of Woodlands Library (see Appendices 4).

3.8. Validity and Reliability

Bertram and Christiansen (2014) explain that the post-positivist researcher is concerned with objectivity, avoiding bias in data collection, interpretation and in generalising the truth.

The post-positivism construct of validity refers to the extent to which the instrument and data collection methods do indeed measure the construct intended for measurement (Bertram and Christiansen 2014).

While reliability is the extent to which the test, measure or instrument can be repeated with a similar group of respondents and produce the same (or similar) results (Bertram and Christiansen: 2014).

3.8.1. Questionnaire

It is stated by Babbie and Mouton (2001) that there is always a possibility of error, regardless of how carefully the researcher designed the questionnaire and a pre-test of the questionnaire guards against such errors. To ensure reliability and validity of the questionnaire a pre-test on a community similar to that of the intended population were done. Five grade eight pupils at Eastwood Secondary School, Pietermaritzburg participated in a pre-test to enable the researcher to identify and eliminate ambiguous questions. The questionnaire used in this

study was designed to ensure that broad research questions were adequately covered. The questionnaire has also been previously used and acknowledged in academic and library research realms and its reliability and validity have been well established.

3.8.2. Interview

A pre-test of a face-to-face interview is advised by Fink (2009) as it provides input to whether both the interviewer and interviewee can follow the interview form easily.

The researcher chose to pre-test the interview schedule with the librarian of Eastwood Library. Clarity on whether the answer spaces were enough for recording responses as well as the time it took to complete the interview helped make the actual interview run smoothly.

3.9. Data analysis

The data analysis included both quantitative and qualitative analysis with thematic and content analysis (Mouton 1996). The analysis of quantitative data involves three steps: coding, entering and cleaning (Terre Blanche and Durrheim: 1999). Each completed questionnaire was scrutinized to check for missing data, ambiguity and errors in the responses. This is known as data cleaning.

Quantitative data was then captured onto the computer using SPSS, software that is designed for statistical analysis of social science data in order to interpret the findings of the study.

The computer program was used to create a graphic visual output of the data in the form of tables, charts and graphs.

With open-ended questions, content analysis, according to Powell (1997) is suitable. After reading and re-reading one's responses one is able to make sense of the themes and patterns of data; it was coded and manually processed.

The qualitative data were analysed manually using thematic analysis.

3. 10. Ethical consideration

Powell and Connaway (2004) warn that ethics is of great importance in social research, especially when the research involves human subjects. Stieber (1992) and Case (2012) both

argued that for social research, ethics guidelines are in place to ensure that ethics work for the researcher and the research population. These include that no harm will come to human subjects, avoidance of deception, they are informed about consent (see Appendix 2) and voluntary participation and that their confidentiality and anonymity will be upheld.

3.11. No harm to respondents

One of the primary responsibilities that the researcher has towards the respondents is that researchers must not harm them in any way. This is the reason that the researcher sought permission from the parents/guardians of the respondents in order for their children/ward to participate in the research.

Van Rensburg et.al. (2010) explains that very young children, the elderly, disabled and prisoners are particularly vulnerable, so permission from the parent/guardian is required in order to involve them in the research. This study ensured that the children and the Senior Northern Branch Librarian were not subjected to physical discomfort, emotional stress, humiliation or embarrassment during the survey study.

3.11.1. No deception of respondents

The purpose of the study and the nature of questions were fully cascaded in a transparent manner to the respondents before they partook in the study. In the presence of learners and educators the rights of the learner was explained and all instructions and questions were verbally read out.

3.11.2. Informed consent

Direct consent is obtained from people who will be involved in the research personally, such as the Senior Librarian. Substitute consent (or third party consent) is obtained from someone who is not personally involved, but given on behalf of the actual participant, in this case, young children who do not have the legal maturity to give consent. Section 10 of the Children's Act of South Africa provides that "respondents parental or legal guardian permission must be sought before the minor is approached, if the child is over the age of 12 years, even after having sought parental permission the child can choose to participate or not.

Also, the views expressed by the child must be given due consideration (Human-Vogel, 2007).

Drew, Hardman and Hart (1996) warn that obtaining consent for children may have legal implications as obtaining substitute consent is generally linked to respecting respondents and acknowledging their rights. They further emphasise that these two issues can become more challenging. The researcher sought permission from the participant's parent/guardian in order for the child/ward to participate transparently in the research (see Appendix 2).

3.11.3. No deception of respondents

The purpose of the study and the nature of questions were fully cascaded in a transparent manner to the respondents before they participated in the study.

3.11.4. Voluntariness

Participation in any study must be voluntary. This means that each individual must have the ability to choose whether or not to participate in the research.

Nobody must be forced, deceived, threatened or subjected to any form of coercion. For example, Leedy and Ormond (1997) suggest that, as a safeguard for both the researcher and participant (s), we must make it very clear that the participant can withdraw at any time. In addition, a consent form should be drawn up and signed by the respondents and researcher.

A covering letter with an informed consent form (see Appendix 2 for the learner's parent/guardian) and the (see Appendix 3 for Senior Librarian) was distributed.

These explained that participation in the study was voluntary and that the respondents could withdraw from the study at any point.

3.11.5 Confidentially of the data collected

Ethical considerations that protected the respondent's right to privacy and anonymity included the use of codes and not the respondents' real names. In addition, data collected for this study was stored in a locked filing cabinet in my supervisor's (Mr Siyanda Kheswa) office for a period of at least five (5) years ensuring the strictest confidentiality.

The study received an ethical clearance certificate (Reference number: Ref.2/4/8/860) from the Humanities and Social Sciences Research Ethics Committee of University of KwaZulu-Natal (see Appendix 6). Permission to carry out research in the Msunduzi Municipal Woodlands Library (see Appendix 7), Department of Education (see Appendix 1), Principal of Haythorne Secondary (see Appendix 8), parents of learners, learners, Msunduzi Municipal Library and University of KwaZulu-Natal, was approached for their written consent and approval for conducting the study. The study was conducted according to UKZN ethics guidelines and ensure that learners participate voluntarily and that their confidentiality and autonomy will be guaranteed.

3.12. Summary of the chapter

Chapter three presented the research paradigm, discussed the research approach, research design and outlined the population for the study. This chapter further discussed issues of validity and reliability, data analysis and outlined ethical issues that were considered.

CHAPTER 4: RESEARCH RESULTS

4.1 Introduction

Chapter four presents and reports on the data that was collected using a self-administered questionnaire. The purpose of the study was to investigate the academic information needs and information-seeking behaviour of grade eight learners of Haythorne Secondary using the Woodlands Library, Pietermaritzburg. The results of the study would be used to design and deliver an information service that would be effective for the achievement of grade eight learner's academic objectives.

The results of the empirical study are presented according to the arrangement of the sections in the questionnaire, namely, the respondent's information-seeking patterns (including their information source preferences) and the barriers experienced during information-seeking.

The background information of the respondents were asked (gender, age and race) in order to enable the researcher to have a clearer picture of the population under study.

Following the presentation of the background information, questions relating to the respondent's information needs, information-seeking behaviour and barriers to information-seeking behaviour were asked. The letter "N" indicates the number of respondents who answered a particular question. The questionnaire administered to the grade eight learners and referred to in this chapter can be found in Appendix 4.

The population for this study included 256 Haythorne Secondary grade eight learners registered for the 2016 academic year. According to Babbie and Mouton (2001:261), a response rate of 50% is satisfactory for analysis, 60% is good and 70% is very good. According to the guideline developed by Babbie and Mouton (2001:261) for response rates, the 100% response rate attained for this study can be considered excellent. The percentages are rounded off to one decimal point.

The results from the interview with the Northern Branches Senior Librarian were also discussed.

4.2 Response rates

According to Babbie and Mouton (2001), a questionnaire return of 50% is adequate for data analysis and reporting.

They further maintain that a return rate of 60% is good and 70% is regarded as very good as the overall response rate is an indication to the representativeness of the respondents. Of the 256 questionnaires distributed, a total of 256 were returned, maintaining an excellent response rate (100%) which was more than sufficient for data analysis and reporting.

4.2.1 Demographic data

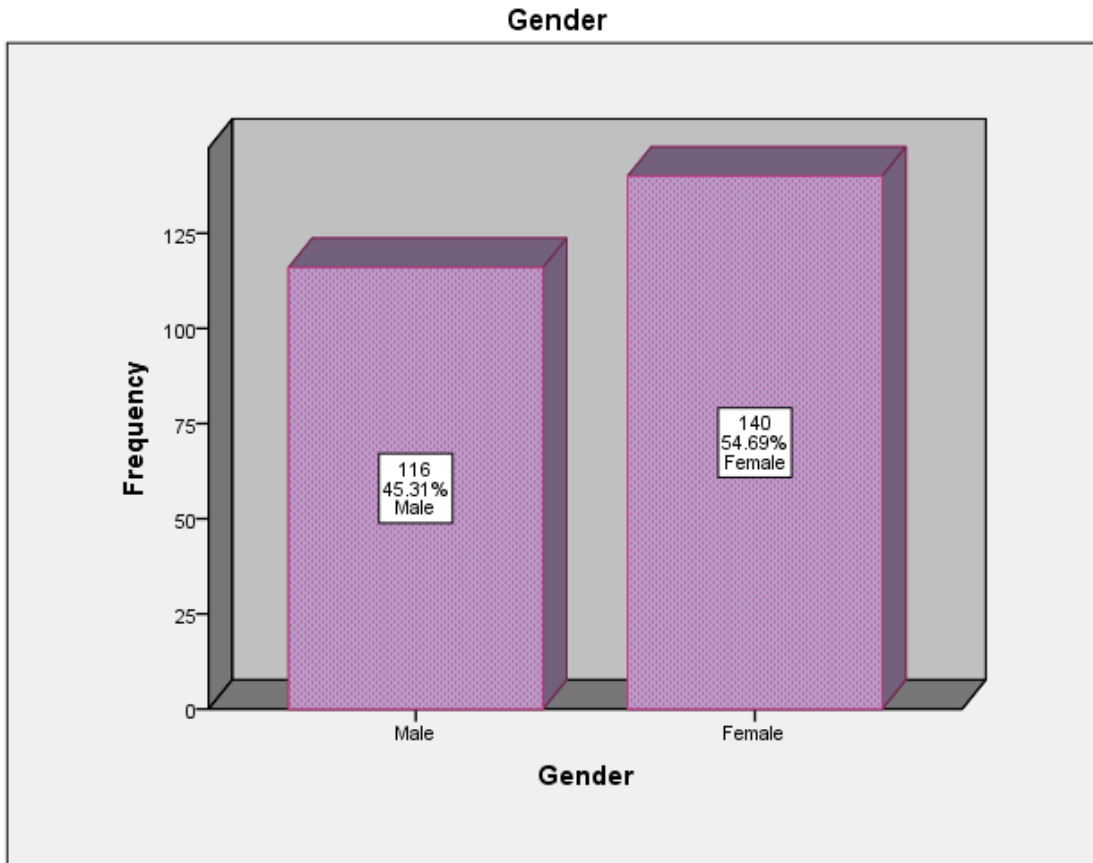
The demographic information of the respondents was asked as this information was essential for the correlation of the response sets between different categories. In addition, questions 1.1 through 1.3 were asked to determine the demographics of the respondent, such as their gender, race group and age. The data is shown in Figure 1 to 3.

4.2.2 Gender of respondents

The respondents were predominantly female, 140 (54.69%), while males accounted for 116 (45.31%) respondents. There were approximately 24 (9, 38%) more female than male respondents. This finding is depicted in Figure 1.

Figure 1: Gender of respondents

N=256

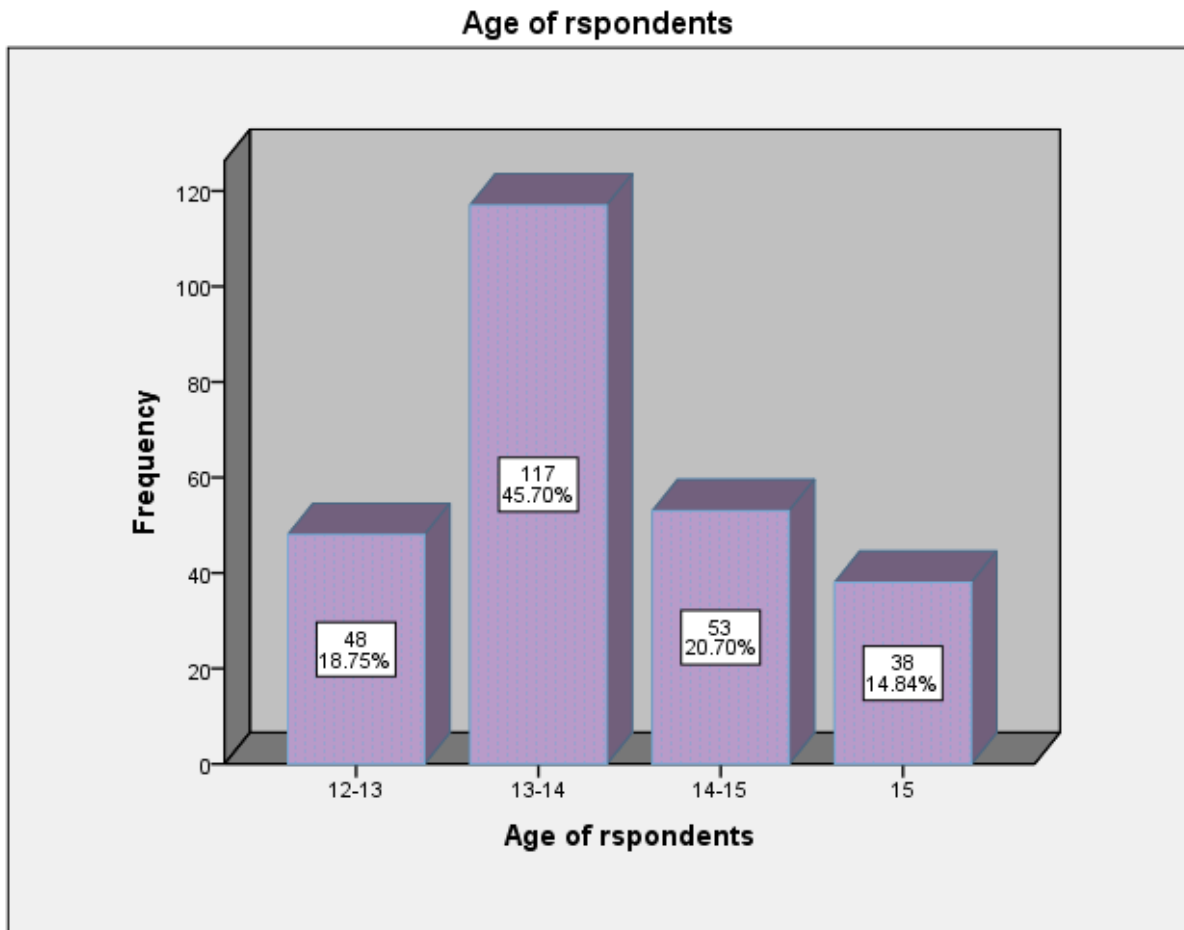


4.2.3 Description of respondents by age

The majority of the respondents, 117 (45.7%), were within the age range 13 to 14 years, followed by 53 (20, 7%) within the age range 14 to 15 years. Whilst 48 (18.75%) were within the 12 to 13 year age range and 38 (14.84%) belonged to the 15 year age range. These ages typically reflect learners at the entry level of secondary school (youth). Figure 2 reflects these findings.

Figure 2: Age of respondents

N=256

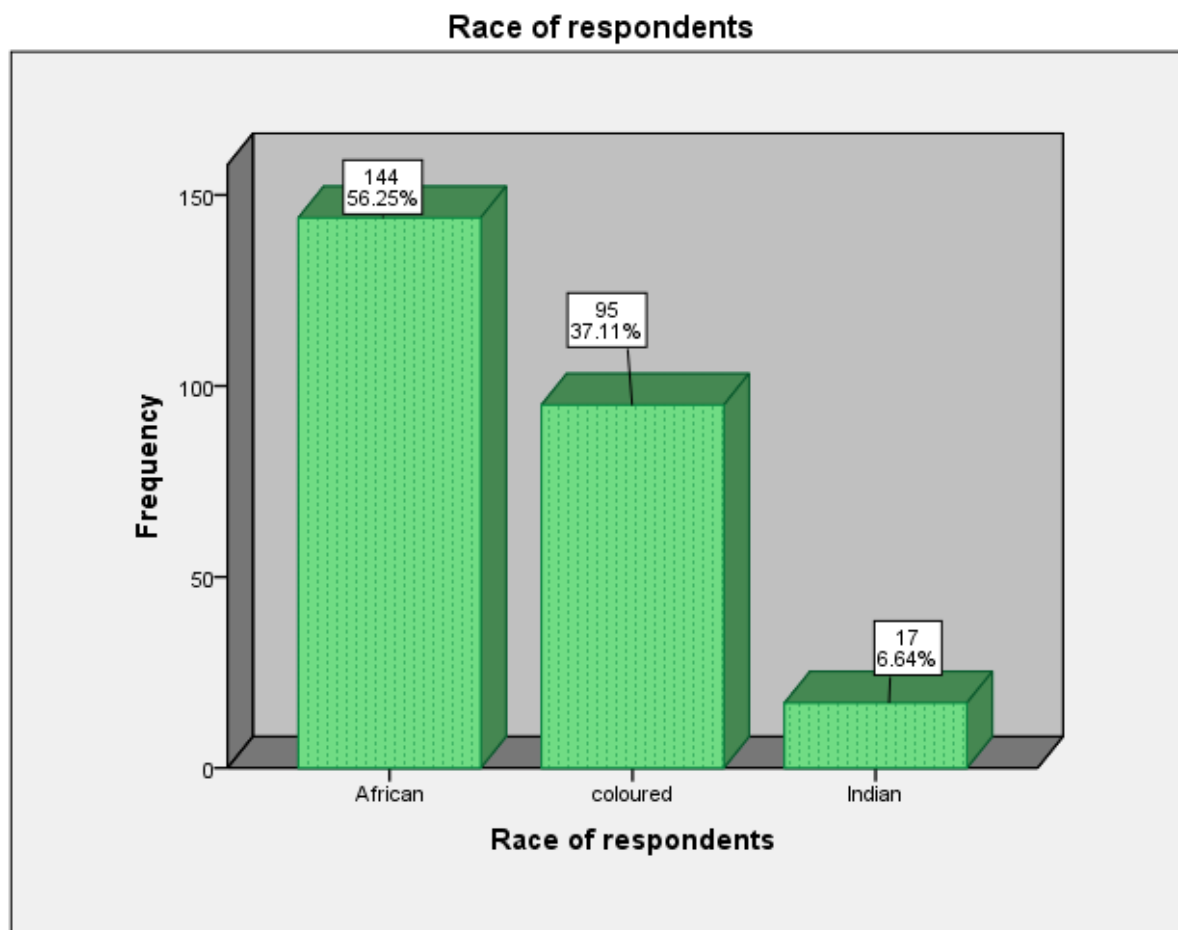


4.2.4 Race groups of respondents

Figure 3 illustrates the spread of race groups among the sample population. Woodlands, which was previously regarded as a Coloured area, surprisingly had 144 (56.25%) Black Africans as the majority, followed by 95 (37.1%) Coloured and the minority of 17 (6.6%) were Indian.

Figure 3 Race groups

N=256



4.3 Library usage patterns

This section determined how often the respondents visited the library and what resources were used, their information need and whether the library satisfied their information needs.

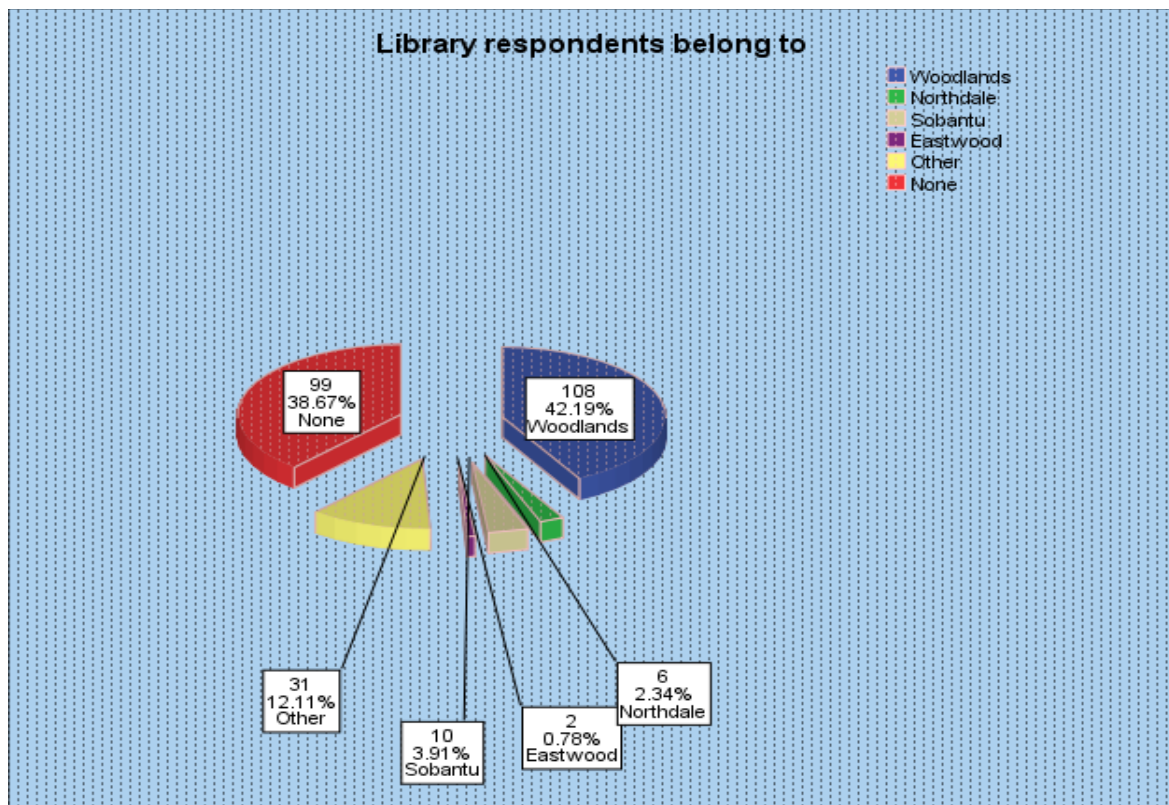
4.3.1. Respondents library subscriptions

The majority of respondents, 108 (42.19%), belonged to Woodlands Library, followed, surprisingly, by 99 (38, 67%) respondents who had didn't have any library membership at all. Whist 31 (12, 11%) belonged to other libraries (not in the Northern areas) where the Northdale Library reflected six (2.34%) library subscriptions.

There were 10 (3.91%) subscriptions for the Sobantu Library and two (0.78%) for the Eastwood Library respectively. These findings are depicted in Figure 3.

Figure 4: Libraries respondents belonged to

N=256

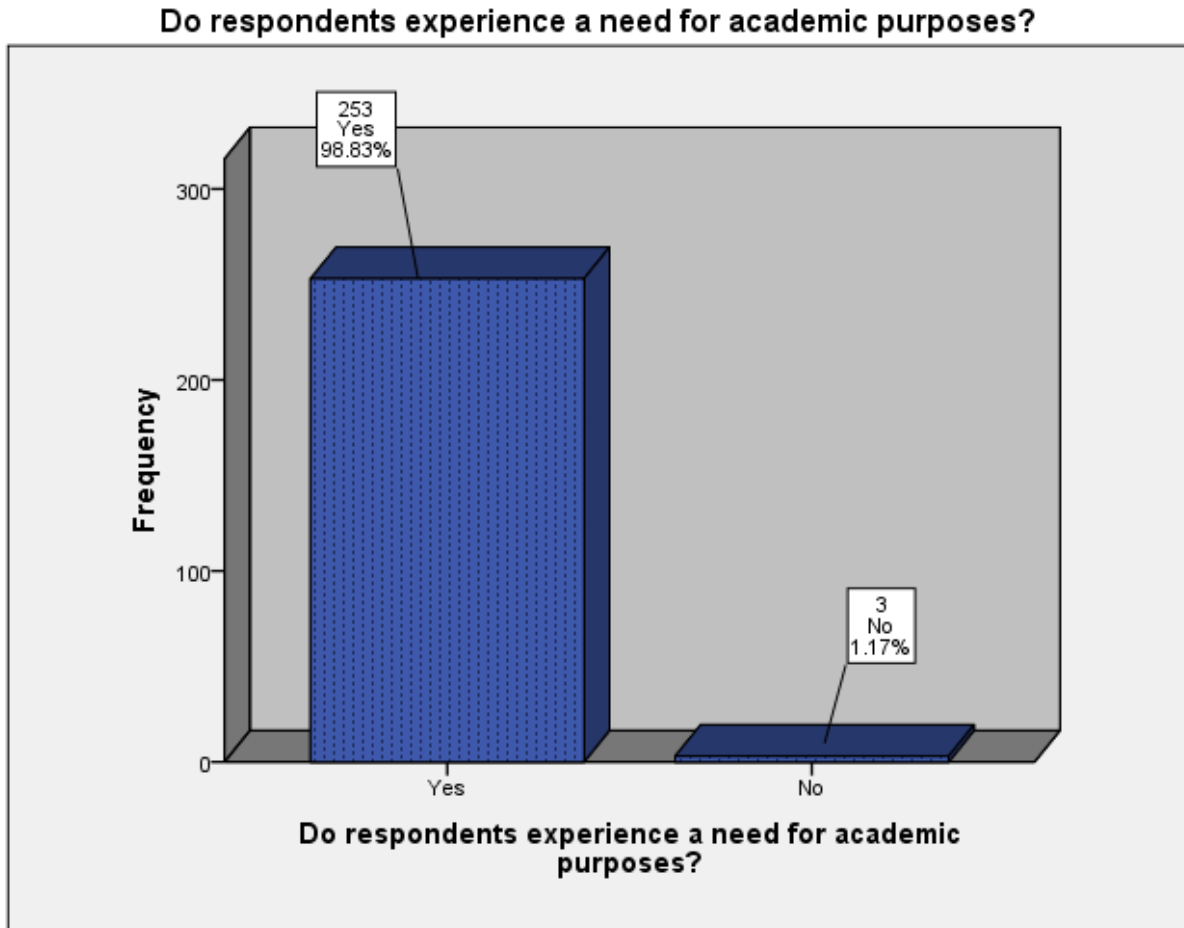


4.3.2 Did the respondents experience an academic information need?

The majority of the respondents, 253 (98.83%), did experience an academic information need whilst a minority, three (1.17%), stated that they did not experience an academic information need. Figure 4 summarises these findings.

Figure 5: Did respondents experience an academic information need?

N=256

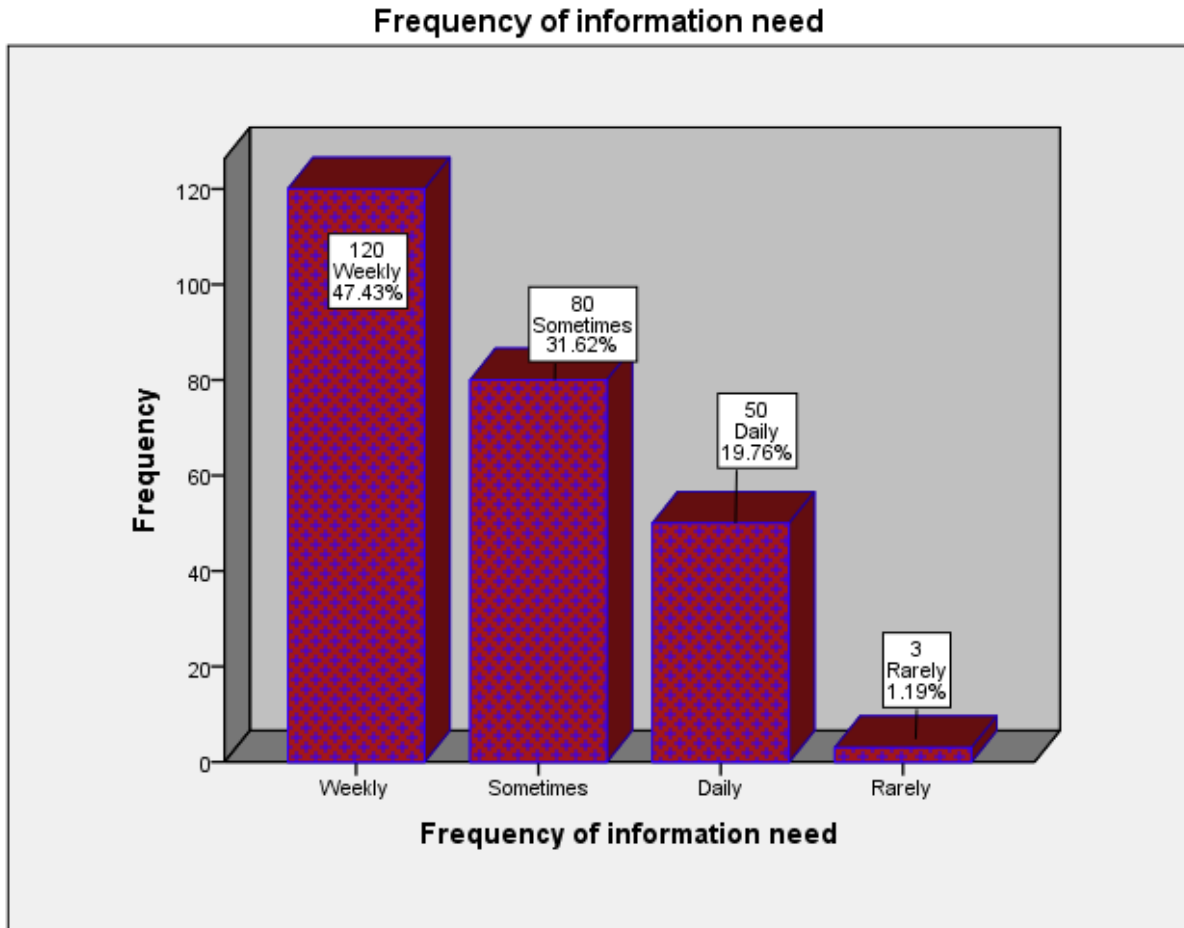


4.3.3 Frequency of respondent's academic information needs

This was a follow-up question to the previous question. Of the 253 respondents who reported that they did experience a need for information for academic purposes, 120 (47, 43%) reported that they experienced this academic information need weekly. While 80 (31, 62%) respondents experienced the need sometimes, followed by 50 (19, 76%) who experienced it daily and, surprisingly, only 3 (1, 19%) rarely experienced an academic information need. This finding is depicted in Figure 4.

Figure 6: Frequency of respondent's academic information needs

N=253

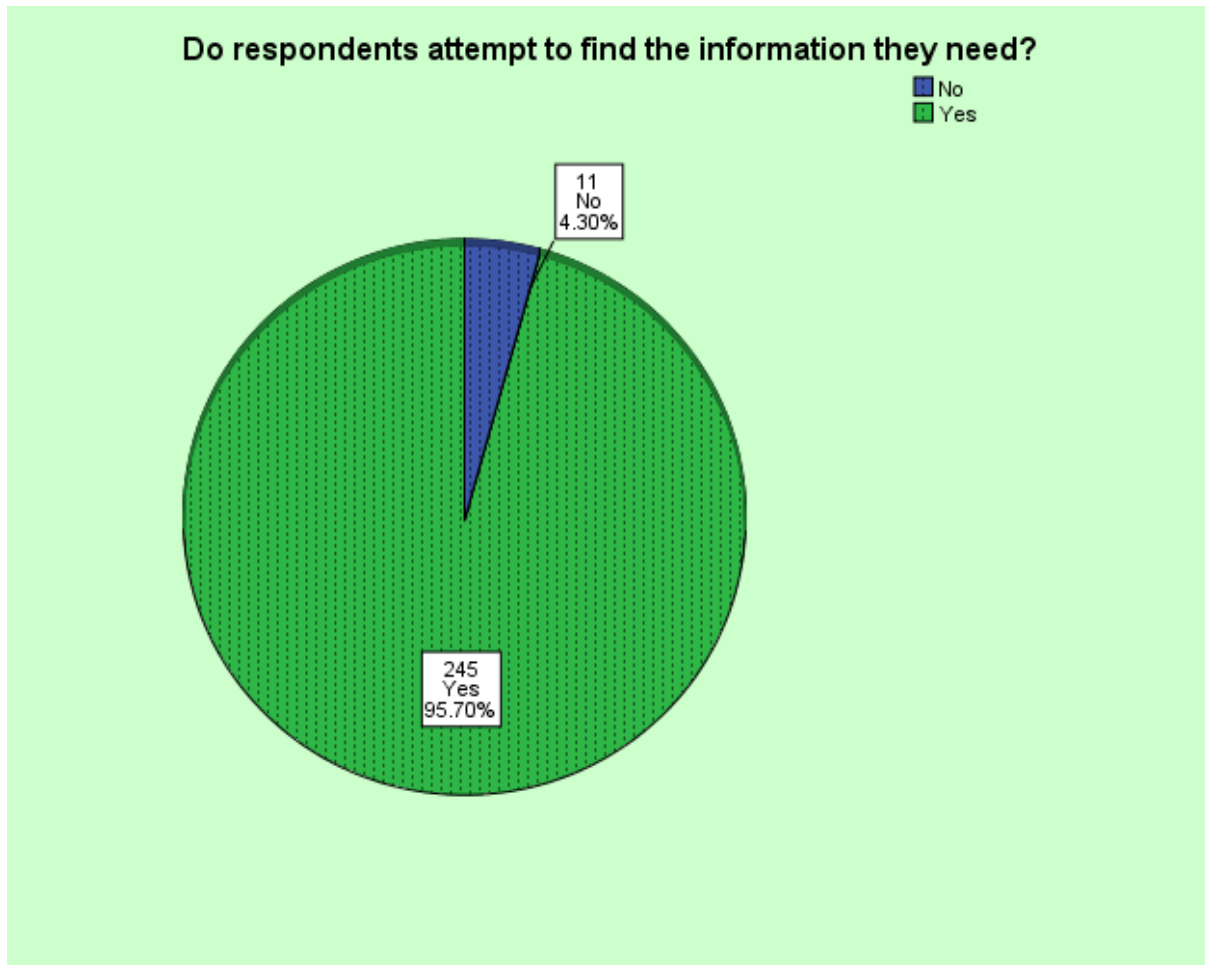


4.3.4 Do the respondents attempt to find the academic information they need?

The respondents were asked whether they ever attempted to find the information they needed for academic purposes. An overwhelming majority of 245 (95.70%) respondents answered positively, whilst eleven (4.30%) responded negatively, claiming that they did not attempt to find the academic information they needed. Figure 5 reflects these findings.

Figure 7: Do the respondents attempt to find the academic information they need?

N=256

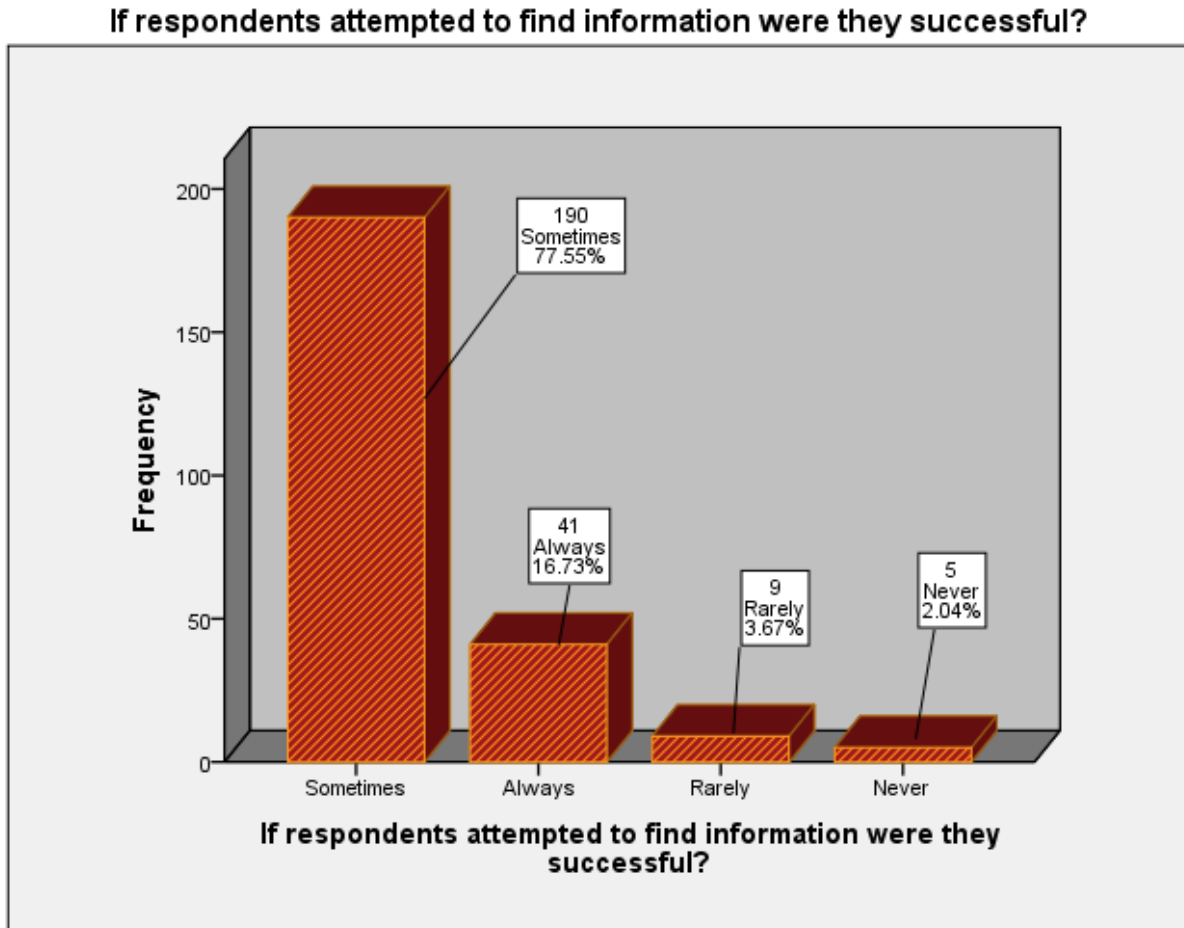


4.3.5 Success rate of academic information searches

Out of the 245 respondents who responded positively on whether they attempted to find the information needed for academic purposes, as was asked in the previous question, 190 (77.55%) found the information **sometimes**. This was followed by 41(16.73%) who **always were successful** in their information searches, while nine (3.67%) never found the information needed and five (2.04%) who **rarely** found their information. These findings are depicted in Figure 6.

Figure 8: Information search success rate

N=245



The total percentage does not add up to exactly 100% because the percentages have been rounded off to one decimal place.

4.3.6 If the respondents stated no in question 4.3.4 (they did not attempt to find the information they needed), they were asked to explain why

This was an open-ended question that encouraged learners to explain why they did not attempt to find the academic information they needed. Only 11 (4.30%) of the respondents indicated that they did not attempt to find the academic information needed.

These respondents offered various reasons for their lack of attempts, for example, some stated that they did not know who to ask whereas others said that they were afraid to ask anyone for help. In other cases, the respondents lamented that they were convinced that it was impossible to get such help/information.

These respondents were unable to motivate themselves to search for the academic information.

4.3.7. For what purposes did respondents need information?

When the respondents were asked for what purpose they need information, the majority, 237 (92.6%) reported that it was for school purposes. Self-education as a broad purpose was selected by 145 (56.6%) respondents, whilst the solving of problems (usually personal) was identified by 55 (21.5%) of the learners as the purpose of their information need. Health was mentioned by 23 (9%) of the respondents and recreation/leisure was identified 20 (7.8%) as their information need. Lastly, the news was cited by 18 (7%) respondents' as their information need. Table 1 summarises these findings.

Table 1: For what purposes did the respondents need information?

(N=256)

Purpose	Frequency of responses	Percentages
School purposes	237	92.6
Self-education	145	56.6
Solving a problem	55	21.5
Health	23	9.0
Recreation/leisure	20	7.8
News	18	7.0

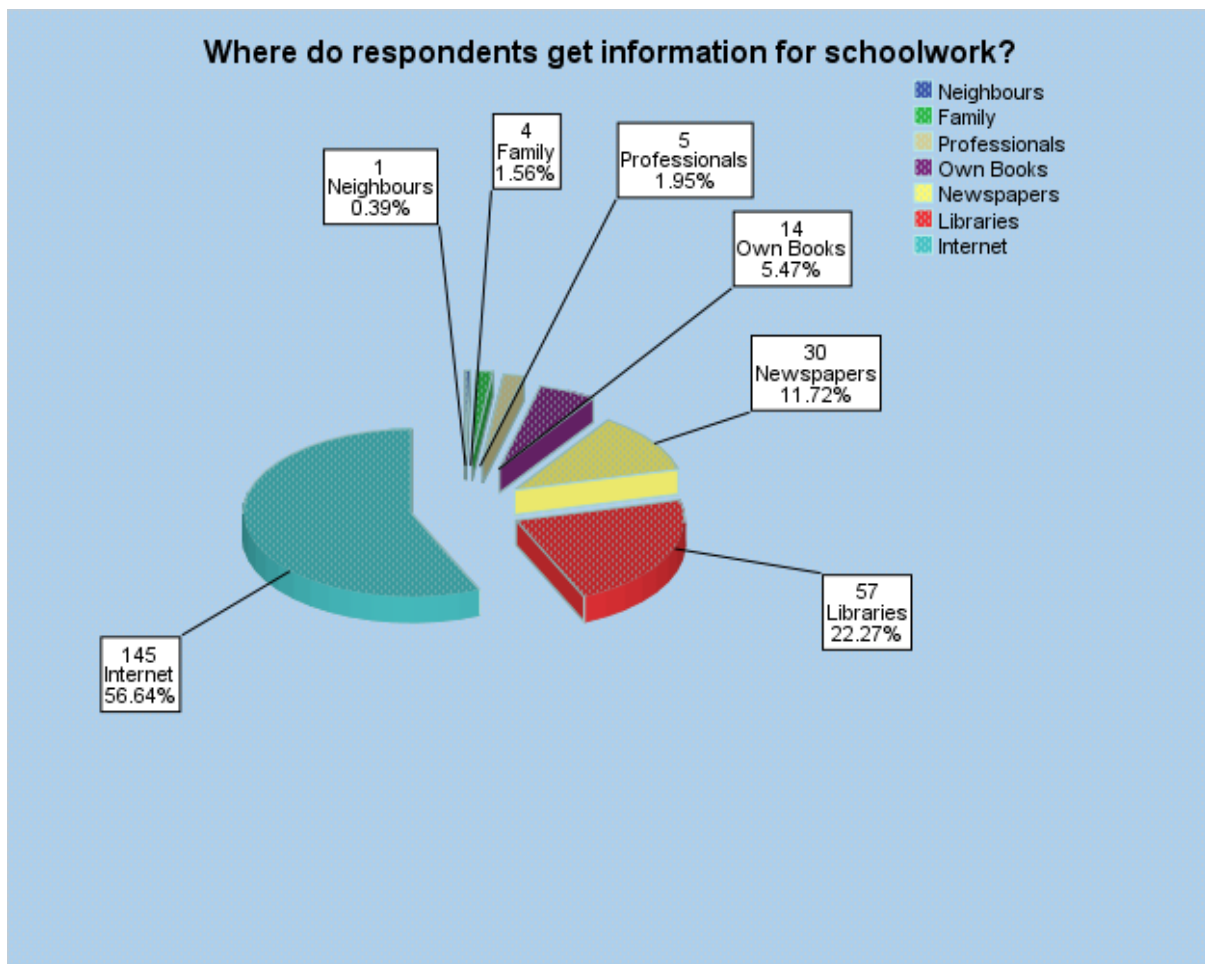
* Due to multiple responses/choices to Question 9, the number of frequencies exceeds the total number of respondents.

4.3.8 Where did the respondents get information for their schoolwork from?

When questioned where the respondents got their information for their school work, the majority of the respondents, 145 (56.64%), said that the Internet was their source. Libraries were used by 57 (22.27%) of the respondents, followed by 30 (11.72%) who said that they consulted newspapers. Fourteen (5.47%) of the learners said that they used their own books while five (1.95%) said that they approached professionals. Finally, the family was cited by four (1.56%) respondents as their source of information and one (0.39%) learner said that they consulted with their neighbours. These findings are depicted in Figure 9.

Figure 9: Where do the respondents get information about schoolwork?

N=256

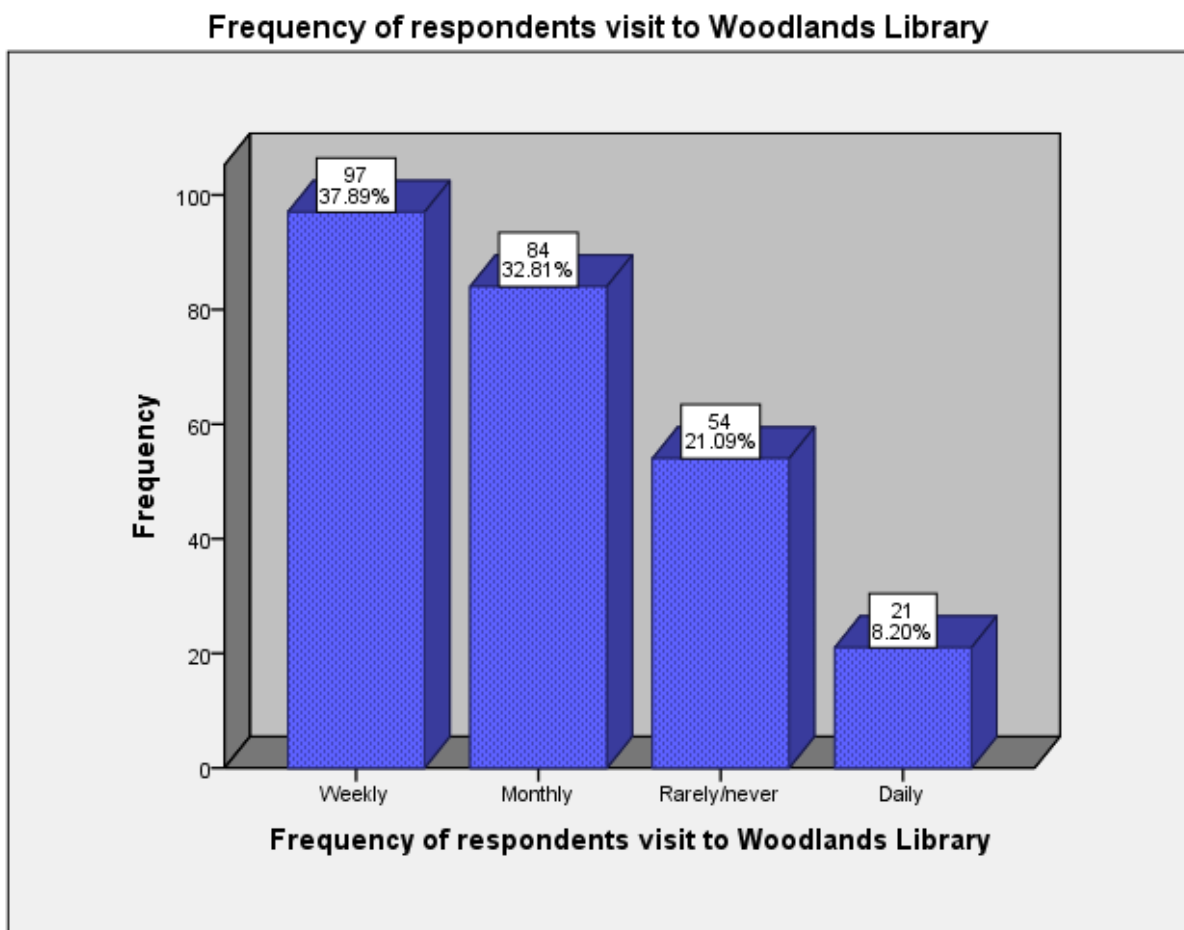


4.3.9 The frequency of respondents' visits to Woodlands Library

On the question of how often the respondents visited the Woodlands Library, the majority of learners responded that they visited weekly, 97 (37.89%). This was followed by 84 (32.81%) who said that they visited the library monthly. Fifty-four (21.09%) learners said that rarely or never visited, while 21 (8.20%) stated that they were daily visitors. This is depicted in Figure 9.

Figure 10: The frequency of respondents' visits to Woodlands Library

N=256



* The total percentage does not add up to exactly 100% because the percentages have been rounded off to one decimal place.

4.3.10 Library resources accessed

The information presented in Table 2 lists the library resources that the respondent's accessed in order to retrieve information. The data is presented in order of decreasing frequency.

Reference material was identified by the majority, 129 (50.4%), followed by 85 (33.2%) who said that they accessed study guides.

Forty-two (16.4%) learners said that nonfiction materials were their source of information, followed by newspapers, 40 (15.6%), whilst fiction was identified by eleven (4.3%) as their resource. CDs/DVDs were listed by three (1.2%) learners as the resource used to retrieve the required information.

Table 2: Library resources accessed by the respondents.

N=256

Library resource	Frequency	Percentage
Reference material	129	50.4
Study guide	85	33.2
Non-fiction	42	16.4
Newspaper	40	15.6
Fiction	11	4.3
CDs/DVDs	3	1.2

*Due to multiple responses/choices, the number of frequencies exceeds the total number of respondents.

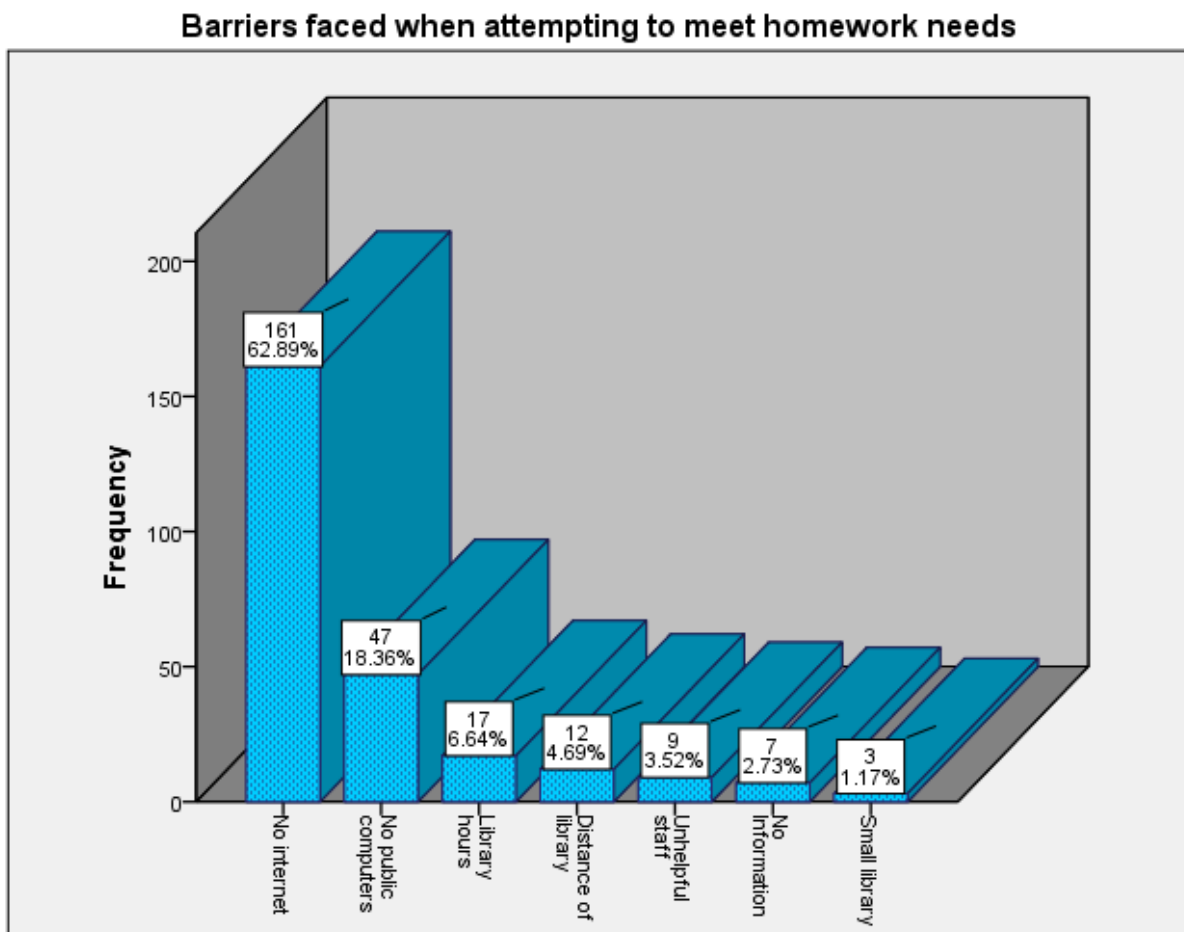
4.3.11 Barriers respondents faced when attempting to meet their academic information needs

Figure 11 represents the barriers that the learners faced when attempting to meet their homework needs. The majority of respondents, 161 (62.89%), cited the lack of Internet access, followed by 47 (18.36%) who said that the absence of public computers obstructed them from meeting their homework needs. Seventeen (6.64%) said that constraint of the library hours, while 12 (4.69%) cited the distance of the library as their main barrier.

Unhelpful library staff were stated by nine (3.52%) and no information by seven (2.73%) learners respectively as the reasons that they could not meet their homework needs. Three (1.17%) respondents identified that the size of the library, being small, hindered their attempts to meet their homework needs.

Figure 11: The barriers respondents faced when attempting to meet their homework needs.

N=256

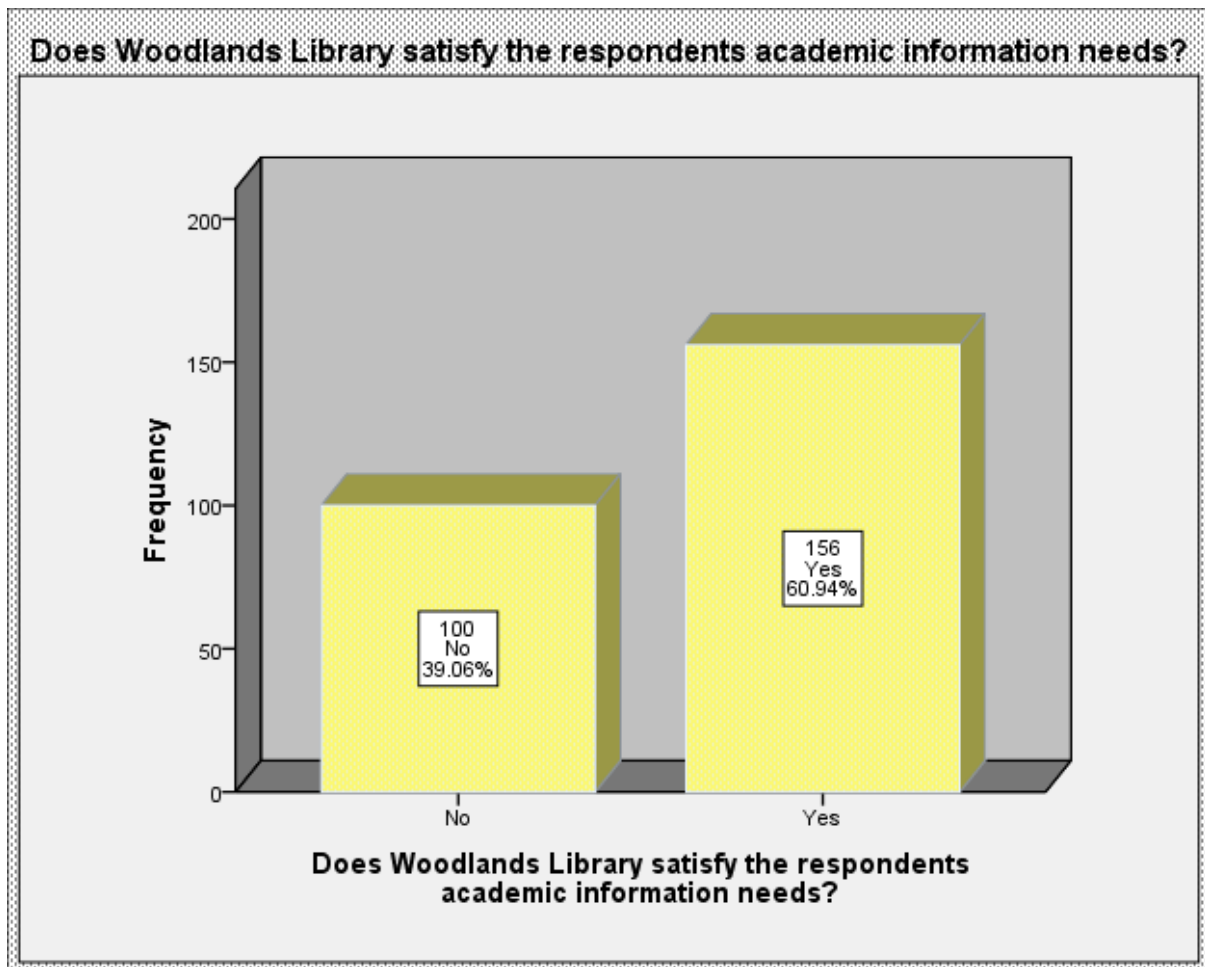


4.3.12 Does Woodlands Library satisfy the respondent's academic needs?

The majority, 156 (60.9%), of the respondents responded positively that Woodlands Library satisfied their academic needs. While 100 (39.1%) learners said that the library did not satisfy their information needs. This is depicted in Figure 12.

Figure 12: Does Woodlands Library satisfy the respondent's academic needs?

N=256



4.4 Interview results

The Northern Branches Senior Librarian was interviewed using a semi-structured interview schedule. The areas covered in the interview schedule included library services, the collection development policy, funding and general questions.

4.4.1 Woodlands Library services for grade eight learners over the past five years

In order to support the OBE curriculum, the Senior Librarian stated that “study guides and textbooks for OBE and more recently for CAPs have been purchased for Woodlands Reference library to assist with school projects”.

4.4.2 What was the Impact of Information and Communication Technology (ICT) on Woodlands Library?

The Senior Librarian indicated that “Internet facilities have greatly enhanced access to information. Unfortunately, Woodlands Library has not benefited from the ICTs such as Internet Cafes or Cyber Cadets expertise in the form of computer literacy and assistance. She further stated that “patrons were unable to conduct electronic or online research neither are there any Wi-Fi facilities offered. In addition, the Senior Librarian elaborated by saying that” we have been receiving consistent complaints from the patrons regarding this omission in service provision”.

4.4.3 What were the most used Woodlands Library services used by the present grade, eight learners?

The Senior Librarian said that the “reference library is largely used by senior primary and secondary school learners while photocopying facilities are mainly used by learners”. She went on to say that “DVDs on educational subjects such mathematics and science and newspapers were frequently consulted for current content related news”. The Senior Librarian stressed that “these services and resources were widely consulted for project/academic purposes by grade eight learners”.

4.4.4 Which resources/services were least used by the present grade, eight learners?

When questioned about which resources/services were least used by the present grade eight learners, the Senior Librarian replied that “she noticed according to SITA Library Information Management System (SLIMS) electronic circulation system statistics, there is an alarming low issue of books within this age group. This is despite the library offering this as a free service and a regular library marketing initiative”.

The Senior Librarian added that “this could perhaps be due to the fact that due to ICTs, the youth are not sustaining a culture of reading hard copies of resources”.

4.4.5 Collection development policy

Questions 1.5 and 1.6 sought to obtain information regarding the collection development policy of Woodlands Library.

The Senior Librarian explained that “the Msunduzi Municipal Library does have a collection development policy that is applicable to all libraries falling under the Msunduzi Municipal Libraries”. She added that “a new collection development policy was written and officially ratified by the Executive Committee of the Msunduzi Municipality in 2014/2015”.

The Senior Librarian was questioned about whether the collection development policy was regularly updated and if it holistically addressed the current grade eight learner’s academic needs. She responded saying that “a library collection development policy committee was formed in order to write up this a collection development policy and to monitor its implementation and usefulness and it is reviewed every three years”. She added that “it does cater to an extent for grade eight learners however it is not based on any formal research of present grade eight learner’s academic information needs”.

4.4.6 Significant increase/decrease in membership/circulation statistics within the grade eight learner age group in the past five years

Question 2.3 sought to identify the factors that contributed to a decrease in membership and circulation statistics over the past five years.

The Senior Librarian was probed about the significant increase/decrease in both membership and circulation statistics within the grade eight learner age group over the past five years. She responded with concern that “there was a drastic decrease in both membership statistics and circulation statistics noted within the past five years”.

According to the Senior Librarian, the overall decrease may be due to factors such as “the size of the library, it is small and cramped, so resources are limited due to space constraints”. She added with conviction, that “there is an absence of Internet, cyber cadet and Wi-Fi for patron use”. She continued by saying “Therefore, learners often inform library staff that they are forced to use their own smartphones or tablets or use alternative libraries to access electronic information”.

4.4.7. Initiatives to encourage grade eight learners to actively utilise the Woodlands Library

The Senior Librarian was questioned about Woodlands Library initiatives to encourage grade eight learners to actively utilise the library. In her response, the Senior Librarian said that the “marketing of Woodlands Library within assemblies and class presentations, as well as flagship programmes such as Spelling BEE, Creative Writing and Poetry and Poster Competitions, Reading Clubs, and Block Loan as proactive initiatives, have been adopted in the past two years”. She stressed that “user and educator inputs regarding reading and academic requests were also encouraged so that relevant media subject to availability of funds may be purchased”.

4.4.8 Measures undertaken to ensure Woodlands Library staff effectively meet the grade eight learners’ information needs and information-seeking behaviour

The Senior Librarian was optimistic regarding the measures undertaken at Woodlands Library to ensure that staff effectively met the grade eight learner’s information needs and information-seeking behaviour. In her response, she replied that “staff have actively and creatively engaged with the principal, educators, Governing Body members and parents/guardians to collaborate and provide an intervention initiative that would foster support for learners”. She added that “the library has also extended its hours during the period prior to exams to allow learners to have a conducive space to study until 8 pm”. She was proud to share that “the Woodlands Librarian was currently engaged at masters’ level regarding this segment of the community and the study will yield valuable input”.

4.5. Funding

Question 2.5 wanted to establish if there had been any significant changes in funding over the last five years.

The Senior Librarian explained, “that funding had been steadily decreasing from the library’s parent body which is the Msunduzi Municipality; other changes included the library receiving a conditional grant from the Department of Arts and Culture”. The Senior Librarian also indicated that “funding from the KwaZulu-Natal Provincial Services has also decreased”.

She explained that “however, during the financial year 2016/2017 a budget was allocated for Woodlands Library extension and renovations, expected to be completed by April 2017 but due to unforeseen delays it may be completed by the end of 2017”.

4.6 General questions

The last section of the interview schedule addressed the greatest achievement of the Woodlands Library over the last five years and the greatest weakness of the library during this same period.

The Senior Librarian was delighted to state “the Woodlands Library’s greatest achievement was being awarded a budget for renovations and extensions”. She elaborated that, “the initiation of block-loans to surrounding schools was commendable as the Librarian used her own vehicle to start this initiative, years before a branch vehicle was allocated. This service has grown to include senior citizen clubs, children’s homes and pre-schools”. She further added that “this remarkable venture supplements and sustains the otherwise small library”.

When asked about the greatest weaknesses of the library, the Senior Librarian’s empathetic response was “While other Msunduzi Municipal libraries have positively gained from Introduction of ICTs in their libraries, Woodlands Library sadly lags behind”.

4.7 Summary of the interview results

The results of the interview indicated that budget constraints were a major factor for the library.

However, now that the library has finally been allocated a budget for renovations and additions within the 2016/2017 financial year, this seems to be a concerted effort to improve services in order to meet user needs.

The decline in membership and circulation statistics is an area that needs to be addressed by urgent intervention measures. The introduction of ICTs to be used by the patrons needs to become one of the library’s top priorities.

4.9 Summary of the chapter

This chapter presented the results of the empirical study according to the structure of the questionnaire which was organised according to the research questions. The research results were clearly tabulated and further explanations were provided in the accompanying table or graph. The result of the interview with the Northern Branches Senior Librarian was also presented with a validation for certain questions. The next chapter will provide an interpretation of the findings of this study.

CHAPTER 5: INTERPRETATION OF THE RESULTS

5.1 Introduction

Chapter 5 discusses the empirical findings of the study which were presented in Chapter 4. This is done in light of the research problem and objectives which were presented in Chapter 1 as well as the literature review presented in Chapter 2.

The purpose of this study was to investigate the academic information needs and information-seeking behaviour of grade eight learners of Woodlands Library, Pietermaritzburg.

The research intended to answer the following questions:

- What are the academic information needs of grade eight learners using Woodlands Library?
- What is grade eight learners' information-seeking behaviour?
- How does Woodlands Library meet the academic information needs of grade eight learners?
- What barriers does grade eight learners encounter with regard to their information needs and information-seeking behaviour at Woodlands Library?
- How satisfied are these grade eight learners with Woodlands Library's available resources and services?

This chapter discusses the data that was collected from Haythorne Secondary grade eight learners through a self-administered questionnaire together with data obtained through an interview with the Northern Branches Senior Librarian.

The information behaviour model and information-seeking model (Wilson 1999, and Khulthau, 2004), presented in Chapter 2, and were used as a framework for discussing the information needs and information-seeking behaviour patterns of grade eight learners at Woodlands Library.

5.2 Demographic data of the respondents

This section discusses the respondent's demographic attributes, namely gender, age and race group.

The purpose of these questions was to provide some background information on the respondents. These characteristics are discussed in detail below.

5.2.1 Gender of respondents

The results of the survey indicated that there were proportionally 24 (9, 38%) more female respondents than male respondents (grade eight learners).

The female respondents outnumbered the male respondents by 24 respondents representing 140 (54.69%), while male respondents accounted for 116 (45.31%) grade eight learners.

The reason that there was more female than male respondents could be attributed to findings in the Millennium Development Goals (Department of Basic Education, 2013:1) report. The report revealed that at primary level the Gender Parity Index (GPI) remained low, signifying that the enrolment gap between male and female learners was declining. However, the opposite case was found for secondary level enrolment, where there were higher enrolment levels for girls compared to boys. While males still enjoy better access to secondary education in most developing countries, South Africa has achieved gender parity in access to secondary education with a slightly higher proportion of females enrolled than males (Department of Basic Education, 2013:1).

5.2.2 Age of respondents

The results revealed that the majority grade eight learners, 117 (45.7%), were in the age range of 13 to 14 years of age, whilst 53 (20, 7%) were within the age range of 14 to 15 years of age. This was followed by 48 (18.75%) in the 12 to 13 age range and finally 38 (14.84%) belonged to the 15 year age range.

The Department of Basic Education, (2013:20) Macro Indicator Report illustrates that learners between 14 and 18 years of age are officially regarded as being at an appropriate age for secondary Grades 8-12. The results are also consistent with Msunduzi Public Library age classification of patrons who between the ages 13 to 18 years of age are classified as young adults engaged in secondary schooling and qualify for slightly more loaning privileges than children (1-12 years) (Moodley: 2017).

5.2.3 Race of respondents

Although Woodlands is a predominantly Coloured area, the survey population revealed that 144 (56, 3%) of the respondents are Black African followed by 95 (37.1%) who are Coloureds and 17 (6.6%) are Indian.

The study population did not include White respondents. The Deputy Principal of Haythorne Secondary (Goosen, 2017) attributes this to firstly, Haythorne Secondary being situated the closest to the town (Central Business District – CBD) than most surrounding schools. Thus, a high volume of learners travels easily from outside the community by taxis and school transport to attend this school.

Secondly, Haythorne Secondary offers a boarding facility that accommodates 100 Black African learners. A total of 30 Black African grade eight learners from areas outside Pietermaritzburg such as Kokstad, Umtata, Eastern Cape and Johannesburg reside in the boarding facility (Goosen, 2017).

Finally, Goosen (2017) added that there are many Black African individuals who are moving in to live in the community. She added that learners from Site 11 and Happy Valley informal settlements also attend Haythorne Secondary. These were contributing factors to Black African learners being the dominant racial group in the grade eight learners study population.

5.3 Library usage patterns

This section discusses the library membership, information need and frequency of the information need, information-seeking, library visits and the usage frequency of library resources. This section also examines the level of satisfaction expressed by the grade eight learners of the Woodlands Library.

5.3.1 The library subscriptions of the respondents

A proportional number of questionnaires were given out to all grade eight learners, both registered and non-registered users of Woodlands library. Since the Woodlands library, is the focus of this study and located in the Woodlands suburb, it was expected that the majority of users will belong to this library.

The results of the questionnaire revealed that Woodlands library had the largest number of registered members, 108 (42.19%) followed by other libraries not in the Northern areas with 31 (12, 11%). Additionally, Northdale Library had six (2.34%) users followed by Sobantu with 10 (3.91%) members and Eastwood library with two (0.78%). Alarming, 99 (38, 67%) of learners in the sample admitted that they did not belong to any library.

According to a study by Moodley (2013:90) Northdale and Eastwood libraries have the highest frequency of visits by educated people in the northern areas. These users visit the library often for education and work reasons. Both these libraries have Internet facilities that are in great demand as Moodley (2013) found, especially among the youth.

As such, it stands to reason that some Woodland's respondents will belong to other libraries which boast bigger infrastructure and offer Internet facilities. Based on her own experience as a librarian working at the Woodlands Library, the researcher believes that the sample population represented the membership demographic to a reasonable extent. This meant that the sample population was adequate for the purpose of this study.

A key finding from Moodley's (2013:80) study on "the information needs and information seeking behaviour of community library users in Msunduzi Branch Libraries" revealed that "although Woodlands library has the third highest number of members in the Northern Branch Libraries, it is very small, has no Internet facilities and is slightly under-resourced in

terms of student's needs". This could be the reason for 99 (38, 67%) learners in the present study who said that they did not belong to any library.

The researcher believes that since Haythorne Secondary, and many other schools, does not have a functional school library with a qualified teacher librarian, it is essential that the learners use and belong to a public library. It can be reasoned that they should use their closest or local public library, such as the Woodlands library.

The number of learners who did not belong to any library reflects more than a third of the grade eight population of Haythorne Secondary. This is of grave concern, especially with the demands that the CAPS curriculum places on students, public libraries offer CAPS supportive resources and assistance of qualified librarians. These facilities could strongly enhance these learners reading, writing and comprehension skills.

According to a study by Equal Education (2011) there is a "national poor performance of learners which is revealed in the huge gulf in literacy between the advantaged and disadvantaged sectors of the South African society."

Equal Education (2011) added that "South Africa's learner outcomes rank poorly when compared with learners from developed countries as well as among those from less developed parts of sub-Saharan Africa, illiteracy is cited as the problem".

The researcher concludes that it is crucial that learners belong to a public library, especially in the absence of school libraries as this will be mutually beneficial. Membership will aid in eradicating illiteracy and the library's user statistics will pose as a valid motivation for increased library budgets and Provincial Library funding. Increased funding will assist to maintain, sustain and expand the resources and services embracing the CAPS curriculum. This will ensure the provision of quality public libraries and improve the performance for all learners within a democratic information society.

5.3.2 The information need for academic purposes

An overwhelming majority of the respondents answered affirmatively that they experienced academic information needs; only three (1.2%) stated that they did not experience an academic information need.

The majority of the respondent's revealed that they experienced academic information needs which are consistent with the present CAPS outcomes requirements.

Goosen, (2017) supports this finding as she stated earlier that CAPS necessitates frequent library use in order to complete projects, portfolios and reading tasks. Furthermore, research by Stilwell and Bell (2003) found that respondents who were older than 13 years, "information for school projects" were most frequently cited academic information need.

The researcher is of the view that three (1.2%) of the respondents who reported that they do not experience an academic need for information may have done since they may not be aware of their need. In addition, it may be difficult for them to identify that a need for academic information exists, as suggested by Devadeson and Lingam (1997:41) that some people do not know or cannot articulate their own information needs.

5.3.3 Frequency of academic information needs

The frequency of academic information needs was a follow up to the previous question on the information need for academic purposes. Here, the majority of the respondents (253) said that they experienced academic information needs.

The objective of this question was to obtain an understanding and awareness of the frequency of the respondent's academic information needs in order to complete their academic tasks.

It was interesting to note that the majority of the respondents, 120 (47.43%), experienced a weekly information need for academic purposes, while 50 (19.76%) respondents experienced it daily.

Du Plessis (2013) explains that the "CAPS documents require learners to regularly perform school-based assessment tasks, and practical assessment tasks by consulting various information sources outside the classroom or school". The author elaborates that "the successful completion of these tasks will ensure that the learners excel at the task level and will be permitted to write their final examination". Since all the respondents are school learners, it stands to reason that they will have a frequent need for academic information.

It was also found that 80 (31.62%) respondents reported that they sometimes experienced this need for information whilst 3 (1.19%) learners indicated that they rarely experienced an academic information need. The responses of “rarely” and “sometimes” are, according to Rubushe (2000), “an indication of whether the information is immediate or deferred; hence some flux as well as commonalities can be expected in the nature of information needs”.

Mini’s (1990) study on “reading habits and library use by Blacks in Edendale” sheds light on why respondents erratically experience information needs as it concluded that the majority of respondents living in the Edendale area, on the outskirts of Pietermaritzburg, could not articulate their information needs. This could also account for the difference in frequencies experienced by the respondents in the Woodlands library study.

Based on the above discussion, this study concludes that grade eight learners do need academic information but there is also a significant segment that is not in sync with their academic or school-related needs. The current CAPS curriculum documents, according to Du Plessis (2013), “have a rationale of situating the curriculum within the aims of the South African constitution, especially the aims at redressing the past imbalances caused by the apartheid education”.

The CAPS curriculum demands diverse in-depth information that includes conveying the knowledge, skills and values such as social justice, human rights, environmental awareness and respect for people from diverse cultural, religious and ethnic backgrounds. This should be strongly promoted in a post-apartheid South Africa in order to foster, cultivate and maintain a spirit of democracy (Du Plessis, 2013).

It can be argued that even those learners who declared that they did not consistently experience a need for academic information were mistaken as they were not fully aware of their academic information need.

The researcher highlights that it is the responsibility of all stakeholders such as schools, school libraries, public libraries and media centres to holistically collaborate. They should forge common goals towards acquiring, sharing and disseminating relevant information resources to all users including grade eight learners.

This will assist to adequately address the grade eight learner's current consistent educational and information needs. Furthermore, it will develop their awareness of and articulate their information needs within post-apartheid syllabi.

The researcher believes that public libraries, in their transformed state, have a valuable role to play by providing safe spaces with facilities and services that are user-friendly.

Hence, all users, including grade eight learners, will be able to engage with relevant information resources in order to aid in the goal of the National Development Plan vision 2030 of education, transformation and development (South African Government: 2012).

According to the National Development Plan (NDP) 2030, as stated in Chapter one, the plan aims to eliminate poverty and reduce inequality by 2030.

The NDP asserts that this is achievable by “education, drawing on the energies of its people, growing an inductive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society” (South African Government: 2012).

For each community, the NDP envisions “eradicating illiteracy and poverty” by proclaiming, inter alia, a local library filled with a wealth of knowledge with a qualified librarian (South African Government: 2012).

5.3.4 Respondents attempt to find academic information

The majority of respondents, 245 (95.70%), said that they did attempt to find the information they needed, whilst the minority of respondents, 11 (4.30%), reported that they did not attempt to find it. Wilson (1999) states that new information needs result in the creation of a new cycle of information-seeking behaviour. He further emphasises that, as a response to an information need, information-seeking takes place.

An information need, as Kuhlthau (1993) explains, evolves from an awareness of a void which requires the seeking of information in order to develop an understanding and meaning, thus fulfilling the user's needs. By learners seeking the information, they learn to collect, analyse and critically evaluate the information. Furthermore, Hart (2004) identifies

“information literacy as central to the library profession’s social mission in order to empower people with essential skills to recognise the need for information, find information and solve problems”. The 11 (4.30%) respondents who did not attempt to find the information they needed may have, according to Stilwell’s study (2002), experienced a state of lacking information but unable to motivate themselves to find a solution.

These respondents could fall into information-seeking behaviour respondents who, during the first stage, which is task initiation, become extremely overwhelmed with feelings of apprehension of work ahead (Kuhlthau, 2004). As a result, they may pre-maturely abort any attempt to find the academic information required for school purposes.

5.3.5 Were the respondent’s information searches successfully?

A majority, 190 (77.55%), of the learners stated that they sometimes found the information they needed, while 41 (16.73%) learners reported that they were always successful.

In addition, nine (3.67%) learners never found the requisite information and five (2, 04%) learners said that they rarely found their required information.

The high result of 204 (83, 26%) respondents collectively saying that they sometimes, never and rarely were successful in their information searches is concerning.

The researcher believes that by the learners not being successful in their information searches, it begs for an intervention and evaluation of the dominant issues. Information literacy, relevant and adequate information sources as well as electronic services which are issues that are vital for successful information searches.

According to the American Library Association (2005), “students are information literate if they can determine what information is needed and access, evaluate and use information from a variety of sources, ultimately information literate people are those who have learned to learn”. In the same way, Kuhlthau (2004) verifies the importance of information literacy for learning.

Research by Kuhlthau (2004) identifies information needs as the starting point of an information search process. This includes initiation, selection, exploration (emphasize the

exploration of several sources of information is necessary to form a focus, and librarians can offer support in this part process) (Kuhlthau, 2004:116).

The researcher believes that the public library must provide vital library programs such as library orientation, information literacy, library education and computer literacy to all library users, including grade eight learners. This will inculcate a reading habit and foster information literacy.

Presently, grade eight learners are faced with a lack of information literacy and the absence of school libraries which are reflected by their difficulty with basic information searches, as revealed by the above results. The public librarian's knowledge of the availability information sources the learner's ability to make the most of these is therefore, according to Nielson and Borland (2011:115), is a necessity in the support of the users.

A reference interview between the librarian and the learner when the learner requests assistance is a critical enquiry dialogue that facilitates efficient information searches.

A roving reference librarian is mandatory in order to encourage better reference queries from learners.

The library's collection development must be regularly reviewed by librarians prior to consulting with educators and learners to enquire about the present and following year curriculum topics and language set-works resources so these can be procured timeously.

5.4 Respondents information needs

This question seeks to determine the exact information needs of the present grade eight learners.

5.4.1 School Purposes

The respondents were allowed to choose more than one purpose when questioned about their information needs. The results revealed that information for school purposes was chosen 237 times (92.6%) as the major reason for needing information. This result is consistent with studies by Agosto and Hughes-Hassell's (2005) of high school learners in Canada, United States, England and Denmark. It was discovered that high school students have unique

information needs and information-seeking behaviour. Furthermore, the study revealed that the most frequent information needs of the high school learners were also for academic purposes (Agosto and Hughes- Hassell: 2005).

5.4.2 Self Education

It was found that that, although many respondents were full-time learners engaged in school-related tasks, they also required information outside their curricular-related material.

The respondents saw self-education as the second most important information need, as reported by 145 (56.6%) respondents.

These findings were consistent with those from research by Rubushe (2000) that found that learners have information needs other than school-related, such as self- education, problem-solving, news and reaching a decision. Equally important, Rubushe (2000) highlights that information on school-work, career, family life, rights and death dominated the subject of information needs.

The respondents in Agosto's (2011) newer study concur with Rubushe (2000) who outlined that the information needs of young adults are diverse. Their information needs include information relating to peer, family, physical health and safety, emerging sexuality consumer needs, academics and leisure activities.

5.4.3 Solving Problems

Solving problems was cited as one of the purposes that learners need information with 55 (21.5%) responses. The researcher believes that since the learners are at an impressionable stage of their lives, where they become aware of transitional personal challenges, they need information to overcome personal problems. It is important that learners empower themselves with accurate and current information for solving problems as this shapes their critical thinking skills and encourages them to challenge or accept the status quo. Adolescence, during the normative development stage, is the last stage of a youth's development. According to Kuhn, (2009) and Steinberg, (2005) respectively, it is a time of enhanced cognitive abilities which permit youth to begin thinking about abstract ideas such as religion. Another essential point by Erkut et. al. (2016) is that normative development encompasses

both the connotative (will-related) and cognitive aspects of youth development. Erkut et. al. (2016) acknowledges that it is also linked closely with their independence, identity, moral, cultural and religious development.

A study of Puerto Rican youth concluded that youth seek information to solve problems, thereby acquiring values and norms that guide their “moral compass” or ethics (Erkut et. al., 2016). This affords them to choose between right and wrong behaviour which is dictated by their community and cultural groups.

5.4.4 Health information

Health information was mentioned 23 (9%) as the purpose of their information need. The researcher considers this a critical information need as currently youth occupy an important age group for preventing disease and adopting a healthy lifestyle. Teenage pregnancy, maternal mortality, reproductive and sexual health, Human Immunodeficiency Virus (HIV) / Acquired Immune Deficiency Syndrome (AIDS), and non-communicable diseases were of particular health challenges for youth in Soweto, South Africa (Otwombe et.al. 2015.). The youth reported a gap between their needs and the availability of these services.

Speaking in the same vein, Rubushe (2000) and Oluweseunfunmi (2015), maintained that the issues facing today’s young adults are monumental. These include poverty, incarceration, crime, unemployment, HIV/AIDS and teenage pregnancy.

The authors state that it is imperative that youth are given timely and adequate information to navigate their way through these challenges.

5.4.5 Recreation or Leisure Information

Information on recreation or leisure purposes was the second least frequent purpose by 20 (7.8%) learners. This result is alarming as the researcher also noticed a sharp decline in recreation and leisure reading genres. For example, in 2015 there were just 100 young adult fiction books that were loaned out for the entire year at the Woodlands library.

The Woodlands Library circulation and membership statistics for 2016 revealed a decline when compared with statistics for 2015, hence begging urgent intervention (Msunduzi

Branch Library Reports 2015-2016). According to Du Toit (2001:190), “recreational reading does not only offer the extensive reader practical benefits, such as mastery of literacy skills and scholastic achievement but also edifying experiences.” He elaborates “intellectual stimulation, a wider perspective on reality, an escape into fantasy, a ripening of social understanding through identification with a book’s characters which ultimately leads to greater insight into oneself”.

In spite of the obvious advantages of recreational reading, the decline of Woodland's library statistics is an indication that all measures must be employed to motivate learners to read. Du Toit (2001:190) states that “children’s habits are formed by parents, who serve as role models of reading, teachers however, are definitely influential with regard to the promotion of reading at a later stage”. In addition, Du Toit (2001:190) believed that “teachers had the last say in the promotion of recreational readership and their example and efforts are, therefore essential for the creation of lifelong reading habit in learners”.

The researcher concludes that through interaction with educators, parents and librarians, learners must be robustly motivated about that the advantages of recreational reading. They should be aware of its benefit to their cognitive development; hence reading should become the preferred recreational activity of the majority of grade eight learners.

5.4.6 News

Eighteen (0.7%) respondents choose current local and international news for the purpose of their need for information which was ranked as least important overall.

The researcher believes that current news is important to learners and society as it connects, advises and allows people to gain a local and international perspective on issues that affect or benefit them. Equally important, it allows them to make informed decisions in the 21st century.

5.5 Sources of information consulted for school work

The researcher wanted to determine where the respondents were getting the information for their school work-related tasks.

The Internet was cited by 145 (56.64%) as the most popular source, followed by libraries with 57 (22.27%). This was followed by newspapers selected by 30 (11.72%) learners. Additionally, it was found that 14 (5.4%) learners revealed that they used their own books while five (1.95%) learners made use of professionals. Family members were utilised by four (1.56%) respondents neighbours were cited by one (0, 39%) participant as the source of their information for school work.

5.5.1 Internet

The findings revealed that a significant number of the respondents appear to be engaging often with the Internet and accessing information online.

According to Bhim (2010), electronic resource access, particularly Internet access, is important as it ensures that the public library can play a vital role in bridging the information gap caused by the digital divide. However, in case of Woodlands Library, as acknowledged by Moodley (2017), “Internet facilities have greatly enhanced access to information”.

She added “unfortunately Woodlands Library has not benefited from the ICTs such as Internet Cafes or Cyber Cadets expertise in the form of computer literacy and assistance”. Moodley (2017) said that “patrons were unable to conduct electronic or online research even while using their own mobile devices, laptop computers or tablets, since there are no Wi-Fi facilities offered”. She added that “we have been receiving consistent complaints from the patrons regarding this omission in service provision”. The researcher shares Moodley’s (2017) sentiments that not only students but the entire community can benefit from Internet connectivity at Woodlands library. In the same way, Levin and Arafah (2002) confirm that the rapid spread of the Internet has led to technically savvy youth using the Internet for school assignments and extracurricular activities more efficiently. It was found that the Internet was used as a virtual textbook and reference library, while some confessed to using the Internet as a shortcut to minimise their efforts or even cheat by plagiarizing material (Levin and Arafah, 2002).

In the same study, the youth claimed to have used the Internet as “a way to collaborate on projects with other students”. They referred to the Internet as a “virtual locker, backpack, and

notebook” where they could store their important school-related materials” (Levin and Arafeh, 2002).

With regard to public libraries, the students insisted that the “digital divide” is a serious issue that creates subtle inequalities amongst them (Levin and Arafeh, 2002).

The researcher believes that, in most communities such as in the Woodlands community, the community members view the library as the only place where they can have access to information and Internet free of charge.

Unfortunately, there is no Internet access at Woodlands library. With access to the Internet, people are empowered to search for jobs, apply to tertiary institutions and use computer programs to draw up their CVs.

They are able to compile school assignments, access e-learning for distant education, access electronic government information for academic and general issues and competently use social media.

5.5.2 Library

The library was viewed as important with regard to addressing the respondent’s school information needs by having 57 (22.27%) learners.

Reiterating the importance of the library, as stated in Chapter 1, Nyberg and Geises (2012) emphasise that the role of libraries is to empower disadvantaged communities by improving their quality of lives. In the same way, the Msunduzi Municipal Library’s mission aims to improve the quality of life of the people by catering for their educational, cultural and recreational information needs (Moodley: 2013). The researcher argues that the Msunduzi Municipal Library’s mission should serve as a compass to ensure that the Woodlands Library is provided with the adequate and relevant materials. Moreover, Woodlands is still a disadvantaged community within ward 32 without any school libraries or any Internet cafes in order to access fax, email, free Wi-Fi or banking services. Hence, the results of this study indicate that the library is viewed as an important avenue for learners to obtain school-related information.

5.5.3 Newspapers

Thirty (11.72%) learners cited newspapers as a source of information for school work. Newspapers are a source of invaluable information, especially for those learners who are without access to personal computers or the Internet.

One of the advantages of newspapers, especially free community newspapers, is that they have the potential to reach everyone. Newspapers cover information on politics, current affairs, education, health, medicine, employment and the markets.

Useful information on career options for colleges and universities appear in newspapers and is relevant to learners in high school. Newspapers also assist learners to be up-to-date with current affairs. The newspaper enhances a learner's vocabulary, communication, reading and comprehension skills, general knowledge and frame of reference. Woodlands Library is the delivery point for certain free weekly or daily community newspapers such as The Public Eye, Echo, New Age and Edendale Eyethu. Community members who visit the library daily or weekly may also collect their copy of the newspaper at the same time.

5.5.4 Own books

Fourteen (5.4%) learners stated that they use their own collection of books as information sources for their school work.

5.5.5 Informal sources

Informal information sources are important personal sources that include professionals. Five (1.95%) learners said that they used professionals as a source for their school work. Additionally, family members were used by four (1.56%) learners with only one learner (0.39%) turning to neighbours for sourcing their information.

The respondents often use educators as their first point of reference for information while family and neighbours would seem a convenient source as the learners already have a relationship and rapport with them. They may also be consulted after school hours, on weekends and on public holidays.

5.6 Frequency of library visits

In general, most respondents visited the library. However, there were variations in terms of how often the respondents visited. It was important to note that collectively, a majority of 97 (37.89%) learners visited the library weekly, while 84 (32, 81%) learners visited monthly. Meanwhile, 21 (8.20%) learners indicated that they were daily visitors. These frequencies are consistent with the statistics Tagtron electronic headcount machine and are also considered as a true reflection by the researcher. The results indicate that the library plays a significant part of the learner's lives and that they are dependent on its services and resources.

It was also observed that 54 (21.09%) learners acknowledged that they rarely or never visited the library. This is an interesting finding and will become a target group for future library membership marketing drives.

5.7 Library resources accessed.

The respondents were asked to state their most preferred library resource that they accessed. A significant number, 129 (50.4%) learners, indicated that they rely on reference resources. The second most popular library resource cited by 85 (33.2%) learners was study guides. Interestingly, non-fiction used by with 42 (16.4%) learners was higher than fiction used by 11 (4.3%) learners.

Newspapers were rated as a fourth popular resource by 40 (15.6%) readers. The least preferred source of information was audiovisual materials such as CDs and DVDs with three (1.2%) learners reporting that they had used these.

The results illustrate that the respondents will access reference, non-fiction and newspapers as their most preferred resources. Iwhiwhu and Okorodudu (2012) warn that “public libraries must be proactive, vibrant and keep up with multifarious needs and expectation of all library users”.

Thus, it is imperative that the public library must provide the appropriate materials to satisfy the information needs of all categories of users, including business people, the unemployed, school learners and students at higher learning institutions.

The respondents need resources in order to execute their academic tasks. It was interesting that the respondents needed the following resources for academic purposes:

- Reference resources
- Study guides (CAPS)
- Non-fiction
- Fiction
- Newspapers
- CDs
- DVDs

5.8 Information-seeking barriers

This question sought to establish the challenges and barriers that the respondents encountered when they attempted to meet their homework needs at Woodlands library.

The majority, 161 (62.89%), of the learners cited the absence of Internet connectivity as a major factor that hinders library services when they attempting to meet their homework needs. The next barrier cited most frequently was the absence of public computers, by 47 (18.36) learners, this was followed by 17 (6.64%) respondents who cited the limited library hours.

The distance that learners had to travel to Woodlands Library presented a barrier to 12 (4.69%) learners while unhelpful staff were cited by nine (3.52%) learners as a challenge while information-seeking. Furthermore, seven (2.73%) learners felt that the lack of information was a barrier and finally three (1.17%) learners identified the library as being too small to accommodate them.

5.8.1 Access to the Internet and public computers

With the absence of the Internet and public computers, there is a regular outcry from the community.

As a result, learners were faced with time constraints when conducting manual and online searches as well as when typing out their assignments. This contributes to an expanding digital and knowledge divide especially in light of the deteriorating results of learner which was presented in Chapter 1. Mugnai (2010) observed that access to ICT facilities is a major challenge facing most African countries, with a ratio of one computer to 150 students compared to 1:15 students in developing countries. As mentioned in Chapter 2, the researcher believes that inadequate infrastructure, the high cost of Internet access as well as the lack of appropriate Internet skills are major barriers to effective access to online resources. However, one place that users can access the Internet free of charge is at the local public library. According to Mthethwa (2015), Minister of Arts and Culture “attempts to bridge the digital divide include access to the Internet in 27 public libraries across South Africa”. Mthethwa (2015) emphasises that “the main aim of Mzansi Libraries On-Line is to provide free Internet connectivity for all South Africans through public libraries, and create an informed and information literate society”.

Therefore public libraries must not be laggards but leaders and innovators with Internet provision in order to narrow and not contribute to widening the digital divide.

Ranganathan (1931) introduced the five laws of library science which provided the foundation for library philosophy. The researcher holds the fifth law (the library is a growing organism) as the relevant law for the present study’s findings. The library must focus on change to its physical building, collections (hybrid), services (Internet) and staff training (customer relations and ICT) (Gorman:1995).

The five laws of library science inspired the five laws of the web and these holistically promote the web as the foundations for any web user (Gorman: 1995). The above-mentioned results reveal that lack of access to the Internet which is predominantly echoed by the majority of the respondents. Noruzi (2004) advises that “what the information user requires is universal access as a right of cybercitizenship in the information age”.

The researcher believes that a public library’s ICT implementation policy must not become an impediment by hindering and lagging behind in the standardisation of Internet connectivity and provision of public computers.

5.8.2 Library hours

The library operating hours are indicated as a constraint by learners when questioned in Question 2.5 (if learners answered no in 2.4) that they did not attempt to find information, they were required to explain. The researcher noted as a librarian at Woodlands Library that in some cases where the parent is available, the parent resorts to requesting the information on behalf of the learners. This is a helpful measure provided that the correct question is forwarded by the learners to the parent otherwise it becomes a time-consuming exercise for both the parent and librarian. Further, the researcher observed that sometimes learners truant school and visit the library to complete academic tasks. This is discouraged as all learners are only allowed to access the library after school as per strict library policy.

5.8.3 Distance to the library

The findings of the study showed that 12 (4.69%) learners stated that they lived a distance from the library which made it difficult to access the library as often as they wished. The Woodlands library is situated a fair distance away from the respondents who live in areas such as Northdale, Ghost Town, and Site 11 and Happy Valley informal settlements. In order to access Woodlands library, some children are forced to cross a busy main road (Ottos Bluff Road) and a railway line. These pose a danger to the children, however they are forced to take the risk in order to visit the library.

5.8.4 Unhelpful library staff

Unhelpful staff was indicated by nine (3.52%) respondents as a barrier to their information-seeking. Although the nine comments regarding the unhelpful staff are a few, it is still important as the researcher believes that that the library cannot become complacent about the attitude of staff and the services offered. These comments will be used constructively to motivate for an improved service delivery by staff and help to identify Woodlands library's strengths and weakness when servicing its users. Shonhiwa (2001:95) outlines 10 commandments for service excellence. The commandment that resonates for the purpose of this research study is "the customer is not dependant on you, you are dependent on the customer, and a customer is not an interruption to your work, they are the reason for it".

A study by Mchunu (2006) states that the Batho Pele (People First) initiative aims to get public servants to be service oriented and to strive for excellence in service delivery. He advocates for all public servants to practice the 10 Batho Pele principles.

These are consultation, service standards, courtesy, access, information, openness and transparency, dealing with complaints, giving best value, encouraging innovation and rewarding excellence and customer impact.

The first democratically elected President of South Africa, Mr. Nelson Mandela once said that “Education is the most powerful weapon which you can use to change the world” (Mandela, 1993). This quote relates aptly to the role of public libraries can play to become more in touch with the needs of their patrons. Moreover, public libraries need to become integrated into education, training and research in order to meet their service missions. Gerike (2001:228) states, in keeping with the service paradigm, that the training and development of public library staff plays a crucial role in maintaining “service to all”. Furthermore, implementing this service paradigm can ensure that the purpose of the missions and objectives of the South African Library Information Science (LIS) are achieved. Minishi-Majanja (2009) mentions that many Sub-Saharan African LIS schools have made a variety of alterations to their curricula in order to produce professionals who are ethical and can function effectively in the ICT driven information environment and society. As a result, these public libraries are transformed into the 21st-century libraries.

The researcher concludes that it is critical for library staff to be professionally trained, enthusiastic and friendly and display a willingness to ensure users’ needs are met. Good service delivery will ultimately lead to satisfied patrons and increased levels of staff satisfaction for a job well done.

5.8.5 Lack of information

The lack of information was identified by seven (2.73%) learners as a barrier when they attempted to meet their information needs, while three (1.17%) respondents said that the library was small. The Woodlands library, according to Moodley (2013:80), is a very small public library with no Internet facilities and is slightly under-resourced in terms of student’s needs”.

The researcher is optimistic as Woodlands Library is presently undergoing building renovations which began in November 2016 and are progressing well. Once completed, the Woodlands library will boast bigger infrastructure with 22,560 x 7,455 square meters of space added to the present building, including an outdoor play area for early childhood development programmes. The library will be able to accommodate a larger collection with more patrons, especially in the reference section. The additional building renovations are now planned to be completed by December 2017 (Moodley 2017).

According to Wilson (1999), the enquirer is likely to be met with barriers of different kinds. The author goes on to elaborate that barriers include but are not limited to personal, interpersonal and environmental barriers. He explains that the context of a person's information needs may be the person him or herself, or the role demands of the person's work, life, or the environments (such as political, economic or technological). He informs that the barriers that impede the search for information will arise out of the same set of contexts (Wilson 1999).

The researcher concludes that the barriers that grade eight learners are faced with while searching for information for their academic needs need to be embraced as a way forward and addressed as a top priority.

5.9 Does Woodlands Library satisfy the academic needs of the respondents?

The fifth research question of the study sought to determine the level of satisfaction of grade eight learners with the academic information offered by Woodlands library. The findings reveal that the majority, 156 (60%), learners indicated that Woodlands library satisfied their academic needs. However, Du Plooy (1988:5) warns that "information-alert persons may refer to the satisfaction or dissatisfaction of an information provider based on such criteria as the accuracy of information provided, timeliness of information and so forth". The author adds that "the information poor on the other hand seem to be easily satisfied by an information provider as long as the perceived appropriate information is rendered".

A minority, 100 (39.1%), of respondents expressed that the Woodlands library failed to satisfy their academic needs although they gave no reasons for their dissatisfaction. As a result, the researcher assumes that these reasons could include the absence of Internet

connectivity, access to public computers, library space constraints, the lack of adequate resources and limited library hours.

5.10 Summary of the Chapter

In this Chapter, the data presented in Chapter 4 are discussed. The respondents' demographic information, library usage patterns, the information needs and information-seeking behaviour in Woodlands library were identified and discussed.

The next Chapter presents the conclusions and recommendations of the study based on these findings.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of the study was to explore the academic information needs and information-seeking behaviour of grade eight learner's in Woodlands Library, Pietermaritzburg. This final chapter presents a summary of the study. Conclusions and recommendations were made in response to the analysis of data that was covered in Chapters 4 and 5.

6.2 Revisiting the objectives and research questions of the study

Chapter 1 presented the mission of the Msunduzi Municipal Library and its branch libraries, which is to empower and improve the quality of life of the people within the region. This is achieved by being responsive to their information needs and providing resources that enhance and contribute towards their educational, cultural and recreational needs (Msunduzi Municipality: 2013). Woodlands Library is one of eight Municipal branch libraries and is situated in the "previously disadvantaged" community of Woodlands. The library's mission makes provision for the educational (academic) needs of its users. However, recently, these needs have become a fundamental concern of Woodlands Library due to the underutilization and poor academic performance by grade eight learners who use its services and facilities. The literature review revealed that there is a lack of user-based surveys in the young adult category at Msunduzi Municipal Library. Therefore, the main objective of this study was to investigate and establish the grade eight learner's present information needs and information-seeking behaviour at Woodlands Library. This would allow the library to adapt and deliver an information service that enables grade eight learners to fulfil their academic information needs.

The following research questions presented in Chapter 1 guided this investigation:

- What are the academic information needs of grade eight learners using Woodlands Library?
- What is grade eight learners' information-seeking behaviour?
- How does Woodlands Library meet the academic information needs of grade eight learners?

- What barriers does grade eight learners encounter with regard to their information needs and information-seeking behaviour at Woodlands Library?
- How satisfied are these grade eight learners with Woodlands Library's available resources and services?

6.3 Summary of the study

This thesis began with an introductory chapter that provided a background to the study.

It outlined the research problem, the purpose and objectives of the study, the rationale for the scope and limitations. The definition of key terms used and a brief outline of the study was also provided.

Chapter 2 explored the conceptual frameworks used for the study and the literature review on the academic information needs and information-seeking behaviour of grade eight learner's at Woodlands Library.

The conceptual framework was based on Wilson's (1999) Information Behaviour Model and Kuhlthau's (2004) Information Search Process.

Chapter 3 described the research methodology used in this study. It described the sampling methods, the size and characteristics of the population, the data collection methods and the analytical procedures.

The results and the analysis of the data were conveyed in Chapter 4. Information that was collected from the respondents was reported in the form of tables and graphs.

The results of the study presented in Chapter 4 were discussed in Chapter 5. The discussion of the findings was considered in the light of the research questions underpinning the study, the literature review and the conceptual framework.

6.4 Conclusions

Based on the arguments and findings of the research presented in the earlier chapters of the study, the following conclusions were made.

6.4.1 Information needs

The literature revealed that the information purpose of grade eight learners (students) are diverse, however, the most frequent was for academic purposes. This was followed by self-education, peer, solving problems, physical health, recreation or leisure, news, family, emerging sexuality and careers. The findings from this study corroborate those by Fister (2012) which found that secondary school students seek information to satisfy their diverse information needs both academic, personal recreational and societal needs.

Moreover, Belkin (2000) stated that “majority of secondary school students seek information for the purpose of learning, research, knowledge acquisition, recreation and up-to-date news/information”. Therefore, it can be concluded that people have unique information needs that arise out of specific problems they encounter and the decisions they have to make. It was evident that the respondent’s age and educational context influenced their need for certain types of information. These were namely academic information needs in response to their CAPS curricular tasks such as assignments, portfolios, book reviews, speeches and exam preparation. Refer to Chapter 5 for a detailed analysis of the information needs of grade eight learners who use Woodlands library.

6.4.2 Information-seeking behaviour

This study sought to identify the information-seeking behaviour of grade eight learners of Woodlands Library, Pietermaritzburg and to establish and how they bridged the gap between their academic information needs and information sources.

6.4.2.1 Most preferred format

It is evident from this study that the use of the access to the Internet has become prominent in today’s youth as the majority of learners indicated that they had used the Internet. The respondents strongly felt that the lack of computers and Internet connectivity is a critical gap in the library. Due to the demographic and socio-economic status of the community under study, the provision and access to the Internet would be highly valued by the learners. Segbent and Karun (2010) state, that for many people, libraries are the only place they can access computers and the Internet.

6.4.2.2 Information sources

The study found that learners used formal and informal information sources. The demographic variables which influenced the choice of information sources included age and level of education. The top four formal sources included a learner's personal access to the Internet, library books, newspapers and their own books. This indicates that information communication technologies have had an impact on learner's academic information environments. Considering that the Internet was found to be the most utilised information source, it can be assumed that learners perceived the Internet as a reliable information source. However, according to O'Leary and O'Leary, 2010:43, the quality of information on the Internet is not regulated; there are no strict guidelines for accuracy, authoritativeness, currency or objectivity. The researcher supports this view and concludes that librarians need to acquire full digital fluency which entails the wise use and creation of digital content. With these skills, librarians will be able to enable users to be critical of online information and ensure a web-savvy generation.

Informal sources that the learners used included professionals, family and neighbours. The study by Nazli (2011) confirms this finding. The study reported that the majority of secondary school students frequently used books, parents, teachers and libraries as their sources of information.

6.4.3 Factors hindering library services

The findings above reveal that the major factors hindering library services are those related to limited resources and facilities. The lack of public computers and Internet access was cited as the biggest concern by the learners in the study. Moreover, the constraint of library operation hours, distance to the library, unhelpful staff, lack of appropriate information sources and the small size of Woodlands Library had the greatest impact on these learners. Library facilities and user-friendly services are essential to fulfilling the Msunduzi Public library's mandate in providing a quality service that is user and community orientated.

A study by Ajiboye and Tella (2007) reported that secondary school students need information in order to excel academically, personally and recreationally. However, certain constraints such as poor library skills, unavailability/inadequate/outdated information

resources, poor information-seeking and literacy skills and lack of awareness of information needs hinder their information needs.

6.4.4 Satisfaction of needs

The findings of this study revealed that the majority of the users indicated that Woodlands Library satisfied their academic needs. However, a minority of users reported that the library did not satisfy their academic needs although they gave no reasons for their dissatisfaction.

It can be assumed that this could be attributed to the absence of Internet connectivity, access to public computers, library space constraints, the lack of adequate resources and limited library hours.

The findings from a study by Ogunsolo (2004) found that all libraries should strive to become a service-oriented organisation that satisfies the needs of its clients. Thus, the user's level of satisfaction with the information resources, facilities and services provided by libraries has become the melting pot of present-day librarianship and information science (Ogunsolo 2004).

6.5 Recommendations

The results from this study illustrate that information is a vital resource in the life of every person, including grade eight learners.

In light of the above-mentioned findings and the conclusions, the following recommendations were made to assist in improving the quality of information services offered to grade eight learners in Woodlands Library. This is followed by recommendations for further research.

6.5.1 Library collection

In this study the learners have indicated their frequent use of reference, study guides and non-fiction resources.

It is recommended that a concerted effort is made by relevant stakeholders to review the library's collection development policy in order to address the critical academic needs of the

learners curricular. Academic development is dependent on the quality of relevant, up-to-date library collections.

Adequate funds, which are in line with inflation rates, should be made available for the acquisition of appropriate resources for young adults. Ideally, the library must develop a high-quality collection that has grade-specific study guides and supporting reference resources, self-education books, career guidance and resources on health issues.

A significant number of learners revealed that their information searches were unsuccessful.

Therefore, the evaluation of existing collections and weeding out of outdated materials must continue robustly. It is essential to eliminate bureaucratic delays from the processing department which result in cataloguing process delays and the challenge to procure taci-back covers. This has resulted in some new library collections (especially paperbacks) being delayed for over three years, especially due to taci-back procurement challenges (Moodley, 2017). This situation demands urgent intervention from the Msunduzi Municipal Library.

Kuhlthau's (2004) ISP model and Wilson's (1999) Information Behaviour model can be used by public library staff as a framework to proactively develop learning services further and support searchers by its users. Moreover, Kuhlthau's (2004) ISP model is insightful when applied to intervening with learners for an inquiry project. Kracker (2002) found that when teaching the effect of Kuhlthau's ISP model, learners become aware of the increased frustration and anxiety experienced mid-way through the construction process. As a result, they become less discouraged when this occurs and are less likely to be unsuccessful in their searches. Librarians need to guide the learners through the enquiry project and intervene when needed. The ISP model is also applicable to students who are researching in electronic environments which will be an added advantage to aid library staff to promote electronic information literacy to grade eight learners (Holliday and Li 2004).

With regard to resources, the IFLA (2001) set the minimum standards for information resources for public libraries which include "fiction books, non-fiction books, textbooks, newspapers/magazines, pictures and posters, CDs and DVDs, audio and video, toys, and CD-ROM and braille materials".

Collaboration between educators, librarians, parents and learners is crucial to establish the learner's grade-specific resources in advance.

The procurement, acquisition and processing and cataloguing of library resources must be streamlined to expedite the process. With the learners current use of Internet, smartphones, tablets and e-readers a hybrid collection is suggested as a way forward.

6.5.2 Access to Internet and public computers

Public computers that have the appropriate software and hardware were cited as a critical need by a large majority of learners. It is imperative that Msunduzi Municipal Library Services ensures that public computers and Internet access, Wi-Fi hotspot access and an Internet cyber café are accompanied by a qualified cyber cadet as mandatory at each of its branches. This will ensure the holistic standardisation of services and inculcate computer literacy skills with all types of users across all its branches.

The danger of certain branch libraries lagging behind in the absence of public computers, Internet access and Wi-Fi hotspot facilities, the digital divide widens putting those users at risk of being marginalised. The Woodlands Library's service delivery priorities need to be revisited and perhaps a regular needs assessment should be conducted in all branch libraries to establish the gaps in the collections, services and ICT infrastructure.

The IFLA (2001) states that the minimum standards for public library facilities include adequate reading tables, seating, bookshelves, library space, notice board, photocopiers, vehicle parking space, computers, , periodical racks, circulation desks and other facilities that would make users comfortable for reading (IFLA,2001).

Internet access is essential in the information age and should always be available in the library to enable its users to make use of online resources. Levin and Arafah (2002) state "with regards public libraries students insisted that the "digital divide" is a serious issue that creates subtle inequalities amongst students". Public libraries, if properly equipped with good ICT infrastructure, and is well utilised, can help to eradicate poverty and deprivation and serve as a catalyst for innovation and change.

The cost of not providing Internet, an essential information service, is higher than the cost of providing it, resulting in the widening of the digital and knowledge divide within the 21st century.

It is proposed that adequate funding for ICT, computers and the Internet must be identified and further funding allocated for to maintain and keep these facilities relevant; this is very crucial for its sustainability. It is encouraging to note that the Woodlands Library is presently undergoing renovations and additions; this will address the space constraint concerns highlighted by learners and will accommodate a larger collection of resources.

6.5.3 Staff services

It is strongly recommended that Woodlands Library staff make a positive impact on its users by rendering a professional service. Staff should implement the library's mission and adhere to the ethos of the Batho Pele principles.

All users, especially learners, must undergo library orientation (to use catalogues, OPAC and library literacy skills) in order for them to become confident information users. Anunobi (2003) observed that librarians have yet to make an impact on students. The study revealed that once students enter their first year of university, they are unable to navigate the use of catalogues, indexes and the OPAC. The researcher maintains that the library staff needs to display a friendly disposition, become proactive by assisting users to get the needed materials from within or through inter-library loan. Academic books which are obtained via inter-library loans can be transported and delivered by courier services to users facing urgent time constraint situations. This behaviour will encourage its users to support the library and, above all, buy credibility with the user community to ultimately ensure their satisfaction with the library services.

It is essential that all new employees, as a priority, be trained in communication skills, the Batho Pele principles, reference interview techniques, customer care principles and ICT skills. Library staff have been pressurised to become proficient users of information and communication technologies. Therefore, it is equally imperative that existing staff continue to develop their skills in advanced training on customer care workshops and reference interview

techniques (face to face and digital reference) to enhance their people skills and improve their ICT literacy skills.

Dorrian (1996:107) emphasises the need for training by stating that employees should be well trained before being assigned to customer contact positions.

6.5.4 Role of the librarian

The librarian responsible for the young adult users is a critical role-player and should ideally be appointed to manage the young adult section. He/she acquired and is familiar with the knowledge of young adults/learners information needs while engaging in LIS school curricula.

Most young adults are savvy computer users, competent in social networking, create their own digital videos, participate in gaming, texting and instant messaging, most often simultaneously (American Library Association, 2009). The association encourages young adult services and that LIS curricula must promote the use of technology and information literacy skills that embrace the ability to access, evaluate and use information ethically. The American Library Association, (2009) concludes that “educating young adult librarians for the 21st century represents a commitment to helping young adults become lifelong readers, lifelong learners and lifelong library users”.

This study revealed that grade eight learners use books as well as face-to-face consultation with the librarian. Keeping this in view, librarians and young adult librarians must endeavour to enhance their competency and training. This will deliver a 21st-century relevant service that embraces and promotes relevant resources, technology and information literacy amongst today’s learners.

6.5.5 Outreach programs

Circulation and membership statistics indicate a sharp decline in young adult users over the past two years (Msunduzi Branch Library Reports 2015-2016). As mentioned in Chapter 1, the academic performance of grade eight learners at Haythorne Secondary for 2016 was poor (Goosen, 2016). Furthermore, libraries are constantly competing with the Internet and other information agencies for users.

Librarians are therefore encouraged to robustly conduct outreach programs to motivate these young adults to join the library as well as to actively use its resources and service. As discussed previously in Chapter 2, Hamilton-Pennell (2008) suggest that “the librarian should be prepared to spend at least ten percent of their time in activities outside the library building in order to market the library services and understand the community information needs”.

The objective of outreach is to creatively market the library to potential users, the disadvantaged and special needs people within the community. This is a unique platform for librarians to gain a foothold in the community and schools. The spinoff is to enhance the library’s public image by fostering collaborative and mutually beneficial partnerships with community leaders, principles, groups and organisations.

Such outreach programmes that may be suitable for Woodlands Library with a special focus on grade eight learners may include:

- Literacy programmes assist learners to articulate their information needs searching skills.
- Promotion of library collections (especially new curricular supportive resources).
- Coping strategies for assisting with studying skills/exams stress.
- Promotion of flagship programmes (spelling bee, creative writing, storytelling, book debates, competitions, book/poetry clubs, letters to authors and reading).
- Bibliotherapy, a specialised form of guidance aimed at guiding learners towards greater insight of their personal problems using library resources (AIS3703 Only study guide 2009:15).
- An information and referral service promoting organisations dealing with issues such as rape, child abuse and healthcare. Such organisations render talks and handout brochures especially for individuals who normally do not visit the library.

It is suggested that periodic community profiling, community information needs assessments, library SWOT (strengths, weakness, opportunities and threats) analysis and evaluations of resources, services and facilities of Msunduzi Library take place. The results of these activities will provide insight into whether Msunduzi libraries are indeed meeting their community user’s information needs. As mentioned previously, the reading and writing outreach programmes will ensure that the non-readers are able to articulate themselves better.

It will also provide them with the acumen to compete with their peers and eventually in the marketplace or tertiary institutions after completing grade 12.

6.5. 6 Access to further information

It is strongly recommended that, in order to attract the grade eight learners and other students, it is essential to encourage them to view the public library as a safe place where they are welcome. Public libraries must extend their services by the in-house marketing of appropriate information that is pertinent to the grade eight learners as an information seeker. Bunch (1987) states that the library can assist disadvantaged groups in a variety of ways. For example, producing directories of local community information, information packs on specific subjects, helping groups publicise services by organising displays or producing leaflets. The relevant displays and materials that could be collated for grade eight learners at the public library could include topics on:

- Career advise and counselling displays/ workshops, (course/subject choices, student bursaries, Central Office Application (COA) forms assistance.
- Healthy lifestyle displays/programmes (nutrition, exercise/dance, and teenage pregnancy and HIV/AIDS prevention).
- Pamphlets on issues of local concern for example, sanitary towels and condoms rollout, substance abuse, crime and higher institution degrees and courses and so forth.
- Posters on issues of local concern for example teenage pregnancy, child care grants, sexual abuse, “sugar daddy”, “blesses” and teenage suicide and so forth.
- List of local functionaries.

6.5.7 Library Hours

The library’s operational hours was highlighted as a constraint to the effective provision of library services. Therefore, it is proposed that the Woodlands Library operating hours be revisited.

6.6 Suggestions for further research

During this study, aspects for further research was identified:

- The role of the public library in providing Internet access in the 21st century.
- A comparative study with all Msunduzi Municipal Branch Libraries in the region will be insightful.
- The role of the library staff in providing information literacy skills and library education.
- There is a dearth of literature on information needs and information-seeking behaviour of youth in South Africa. There is a need for additional studies to examine the information needs, information-seeking behaviour and information use within the grade eight to grade twelve learner contexts.

6.7 Summary of the chapter

This chapter provided an overview of the entire study, which seeks to explore the information needs and information-seeking behaviour of grade eight learners in Woodlands Library, Pietermaritzburg. A summary of the study and its conclusions were also discussed. Recommendations, based on the findings, were presented in order to improve the quality of services provided by Msunduzi Municipal Library branches, especially at the Woodlands Library, as the focus of the study. Finally, suggestions for future research were presented.

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APPENDICES

Appendix: 1 Department of Education Province of Kwazulu-Natal



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref.:2/4/8/860

Ms B Premdass
348 Newholmes Way
Bombay Heights
Pietermaritzburg
3201

Dear Ms Premdass

PERMISSION TO CONDUCT RESEARCH IN THE KZN D_oE INSTITUTIONS

Your application to conduct research entitled: “ACADEMIC INFORMATION NEEDS AND INFORMATION-SEEKING BEHAVIOUR OF GRADE EIGHT LEARNERS IN THE MSUNDUZI WOODLANDS BRANCH PUBLIC LIBRARY, PIETERMARITZBURG”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2016 to 01 December 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

uMgungundlovu District

Adv. MB Masuku
Acting Head of Department: Education
Date: 26 July 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

Appendix 2: Letter of consent for grade eight learner

Informed Consent Document

Dear Parent/ Guardian,

My name is Bhavisha Premdass Budhu..... (student no).202005003 I am a / Masters / candidate studying at the University of KwaZulu-Natal, Howard College / Pietermaritzburg Campus. The title of my research is: Academic information needs and information-seeking behaviour of grade eight learners in the Msunduzi Woodlands Branch Public Library, Pietermaritzburg. The purpose of this letter is to request permission for your child/ward to participate in the survey. I intend to collect data from October-November 2016, at Haythorne Secondary (30 Hickory Road), Woodlands, Pietermaritzburg. The data collected will be treated with confidentiality and anonymity.

I am interested in interviewing your child /ward so as to share your experiences and observations on the subject matter.

Please note that:

The information that your child /ward provide will be used for scholarly research only.

Your participation is entirely voluntary. You have a choice for your child /ward to participate, not to participate or stop participating in the research. Your child /ward will not be penalized for taking such an action.

Your child /wards views in this interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.

The interview will take about 10 minutes.

The record as well as other items associated with the interview will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.

If you agree to participate please sign the declaration attached to this statement (a separate sheet will be provided for signatures)

I can be contacted at: School of Social Sciences, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottsville, Pietermaritzburg. / Howard College Campus, Durban. Email: bhavs50woodlands@gmail.com

Cell: 0610271234.....;

My supervisor is Mr. Siyanda Kheswa..... who is located at the School of Social Sciences, Pietermaritzburg Campus / Howard College Campus, Durban of the University of KwaZulu-Natal. Contact details: email Kheswa1@ukzn.ac.za.....Phone number: ...033-2606987.....

The Humanities and Social Sciences Research Ethics Committee contact details are as follows: Ms Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: ximbap@ukzn.ac.za, Phone number +27312603587.

Thank you for your contribution to this research.

Appendix 3: Consent form for Northern Branches Senior Librarian



University of KwaZulu-
Natal
Pietermaritzburg
Pte Bag X01,
Scottsville, 3209
07 June 2016

The Senior Librarian
Mrs T. Moodley
P.O. .Box 415
Pietermaritzburg
3200

CONSENT FORM FOR SENIOR LIBRARIAN

Dear Madam

My name is Bhavisha Premdass Budhu I am currently a Masters student attending the University of KwaZulu-Natal, Pietermaritzburg campus. At present, I am carrying out an investigation regarding 'Academic information needs and information-seeking behavior of grade eight learners in the Msunduzi Woodlands Branch Public Library, Pietermaritzburg'.

My supervisor is Mr.Siyanda Kheswa. Some of the methods that will be used in gathering data for the research include a survey with questionnaires with the grade eight learners at Haythorne Secondary, Woodlands, Pietermaritzburg, and an interview with one Senior Librarian. The outcomes of this study will be beneficial to Msunduzi Woodlands Branch Library of understanding grade eight learners' academic development in relation to Public Library services. These surveys will also contribute to ensuring the Msunduzi Municipality Library Services provide necessary support for sustaining grade eight learners' academic development and management of Msunduzi Public Library.

Your participation is thus important. Please note, however, that your participation is completely voluntary. Should you wish to withdraw from this study at any time, you may do so without any consequences being inflicted on you. Your answers will only be used for this specific study. After a period of five years the questionnaires used for this study will be discarded, until that time they will be secured in a lock-up cabinet. For further information you are welcome to contact myself or my supervisor on the following contact details: Thank you kindly for your time and anticipated participation.

Yours sincerely
Bhavisha Premdass Budhu
School Social Sciences, College of Humanities
Humanities
348 Newholmes Way
Pietermaritzburg
3201
Cell 0610271234

or Siyanda Kheswa
School Social Sciences, College of
P.O. Box X01 Scottsville
Pietermaritzburg
3201
033 2606987

Appendix 4: Grade eight learners' Questionnaire

Questionnaire

Academic information needs and information-seeking behaviour of Haythorne Secondary grade eight learners using the Msunduzi Woodlands Branch Public Library, Pietermaritzburg

Please place a cross (X) in the appropriate box provided or where required to specify, please use the space provided.

1. Demographic Data	
Male	Female

2. How old are you?			
12-13 Years	13-14 Years	14-15 Years	15 Years and above

3. What is your race group?				
African	Indian	White	Coloured	Other - specify

Information Needs

Information needs refer to the purpose for which information is required. Please state the purpose (s) for which and how often you require the information.

4. Which Library do you belong to?
Woodlands
Northdale

Sobantu
Eastwood
Other (Specify)
None
5. Do you ever experience a need for information?
Yes No Don't' know

6. If YES to Question 5, above, how often do you experience this need for information?
Always Rarely Sometimes Never

7. If YES, to Question 5, do you attempt to find the information you need?
Yes No
7. If No to question 7, explain your reason why not.

8. If you do attempt to find the information you need, do you get the information you need?
Yes No

9. If YES to Question 8, above how often do you get the information you need?			
Always	Rarely	Sometimes	Never

10. For what purpose do you require information? (Put an "x" in the relevant box	You may choose more than one.
<p>School purposes (assignments, portfolios book-reviews, speeches, exams)</p> <p>Self-education</p> <p>Recreation/leisure</p> <p>Keep up to date with news (local, national & international)</p> <p>Information on health</p> <p>Solving a problem</p>	

11. Where do you get information to answer your academic information needs?

Newspapers

Word of mouth

Professionals

Own book, magazine, etc.

Television

Libraries (specify)

Parents/teachers/neighbours

Other (Please specify)

12. How often do you visit the Woodlands Library?

Daily

Weekly

Monthly

Rarely

13. Which library resources are most often used? (Put an "x" in relevant boxes

you may choose more than one)

Newspapers/magazine

Reference materials

Textbooks/ Study Guides

Audio-visuals (CDs, DVDs)

Books-(fiction)

Books (non-fiction)

14. What barriers do you face when attempting to meet your academic information needs at Woodlands Library?

Inadequate information resources

Lack of information retrieval tools in the library

Inadequate time to seek needed information due to library operational hours

Library proximity/distance problem

Ignorance of where and how to obtain materials

Lack of study space

Uncooperative attitude of the library staff

15. Does the Woodlands Library satisfy your academic information needs?

Yes

No

Thank you very much for your time and co-operation in answering these questions.

Appendix 5: Interview Schedule for Principal Librarian

Academic information needs and information-seeking behaviour of grade eight learners in the Msunduzi Woodlands Branch Public Library, Pietermaritzburg

Interview schedule for Senior Librarian

Date _____

Post _____

Years of service in the library _____

1. Library Services

1.1 What specific resources/services are provided for grade eight learners at Woodlands Library?

1.2 Which Woodlands Library resource/services are most widely used by present grade eight users?

1.3 Which resources/services are least used by the present grade eight learners? Why?

2 Collection development policy

2.1 Does the Woodlands Library have a collection development Policy?

Yes	No
-----	----

2.2 If yes to 2.1 is the collection development policy regularly updated and does it holistically address the current grade eight learners' academic information needs?

2.3 Has there been a significant increase/decrease in membership/circulation statistics in the past two years.

Yes	No
-----	----

2.4 If yes to 2.3, what major factors do you feel contributed to this situation?

2.5 What initiatives have been employed to encourage grade eight learners to actively utilise the Woodlands Library for example (previous surveys, marketing/outreach, and social media communication?).

2.6 What measures have been undertaken to ensure Woodlands Library staff effectively meets the grade eight learners' information needs and information-seeking behaviour?

Thank you very much for your time and co-operation in answering these questions.

Appendix: 6 University of KwaZulu-Natal Permission Letter



12 September 2016

Ms Bhavisha Premdass Budhu 202005003
School of Social Sciences
Pietermaritzburg Campus

Dear Ms Budhu

Protocol reference number: HSS/1355/016M

Project title: Academic information needs and information-seeking behaviour of grade eight learners in the Msunduzi Woodlands Branch Public Library, Pietermaritzburg

Full Approval – Expedited Application

In response to your application received 25 August 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Mr Siyanda Kheswa

Appendix 7: Msunduzi Permission Letter

Msunduzi Municipality
Community Services & Social Equity
Bessie Head Library
Office No. 2
P. O. Box 415
Pietermaritzburg
3201

Telephone/Ucingo: 033 392 2629/83
Facsimile/isikhahlamezi: 033 394 0095
E-Mail: mandla.Ntombela@msunduzi.gov.za



Enq: _____ Our Ref: _____ Your Ref: _____

Dear Ms Rasana,

Research Permission Letter

The purpose of this letter is to inform Ms Bhavisha Premdass Budhu (202005003) that the permission to conduct the research within Msunduzi Municipal Library – Woodlands Library that focuses on an 'assessment of information needs and information seeking behaviour of grade eight learners in the Msunduzi Woodlands Branch Public Library, Pietermaritzburg' has been granted.

For further information or any other queries please do not hesitate to contact me on the above mentioned details.

Thank you,

Yours truly,

Mandla Ntombela
Manager: Library Services
Facilities and Recreation
Business Unit of Community Service

Signature _____

Date: 29/08/16

Appendix 8: Haythorne Secondary School Permission Letter

HAYTHORNE SECONDARY SCHOOL

P.O. BOX 134
MSUNDUZI
3231
TEL: (033) 387 4291/2
FAX: (033) 397 9599
Email: haythorne@telkomsa.net



30 HICKORY ROAD
WOODLANDS
PIETERMARITZBURG
3201

08 September 2016

Ms. B.P. Budhu

The care, compassion and empathy you have always shown towards our Haythorne learners in all facets of their educational literacy is sincerely appreciated.

It is with the greatest of pleasure that permission is hence granted to undertake any research your current studies demands.

Yours Faithfully



Mr. C.L. Diaz
Principal

HAYTHORNE SECONDARY SCHOOL
P.O. BOX 134, MSUNDUZI 3231
TEL: 033 387 4291/2
FAX: 033 397 9599