

**COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES IN
WATERBERG DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

BY

**LETHABO HAZEL TEMBO
STUDENT NO: 42991064**

**SUBMITTED IN ACCORDANCE WITH THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS**

IN THE SUBJECT

OF

INFORMATION SCIENCE

AT THE

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF. SM MOJAPELO

DATE OF SUBMISSION: 14 NOVEMBER 2023

ABSTRACT

Collection development in public libraries is a process of acquiring, managing books and maintaining the library's collection such as books, periodicals, audio-visual materials and digital resources. Collection needs to be regularly updated to meet multiple information needs of the users. The purpose of this study was to investigate collection development in Waterberg District, Limpopo province, South Africa. The study has adopted a qualitative research approach and self-administered questionnaire was used to collect data from the respondents. The study collected data from 250 library users from Mogalakwena public libraries. The quantitative research approach allowed the investigator to distribute the self-administered questionnaires personally in five public libraries to collect data. A total of 278 library users were selected through simple random sampling and only 250 respondents returned the self-administered questionnaires. The findings indicated that the information sources were accessible to the library users, while the majority (92%) of the respondents were satisfied with the performance of the librarians. More than a quarter (80, 32%) of the respondents was satisfied with the information sources. Additionally, the findings indicated that all (100%) library users requested library personnel to assist them in accessing the library collection, instead of using the installed library system. The findings indicated that the majority (72%) of the respondents had Wi-Fi in the public libraries, most (69.2%) of the respondents had both internet and computers available in their public libraries. Nearly half (48%) of the respondents indicated the challenge of no participation in collection development policy. Fewer than half (42%) of the respondents indicated that their public libraries contained old information sources that cannot be used to meet their multiple information needs. The study concluded that recruitment of new library personnel is needed to help with delivery of the library collection as well as to offer training workshops on collection development.

The study recommends that the public libraries should be on a hybrid system, adopt the use of printed and e-sources, and evaluate collection development through interviews and social media platforms such as WhatsApp and Facebook. Periodical sources should also be acquired to feed the library users with the current information.

KEY TERMS: collection, collection development, collection development policy, public libraries, library users, information needs, information sources

ACKNOWLEDGEMENT

First and foremost, the Almighty God is the Saint to be gratefully acknowledged. His Salvation and Glory embraced me with strength, endurance and wisdom to reach the green light at the end of the tunnel. I would also like to thank the following people who contributed much to my study:

- My supervisor and back-up, Prof. SM Mojapelo, who pushed the study to be successful is highly appreciated. Pulling and pushing the strings throughout the academic journey to pave the way, he is my guardian indeed.
- Endless appreciation is directed to my aunt, Salmina Moneu Mashaba, who laid the rock foundation of academic struggle by reprimanding, “reading is the fruitful future to enjoy and to jump higher, only the sky is the limit”.
- I would also like to rejoice with my mother, Lydia Mmamoriti (Mahlako) Mashaba, to celebrate her sacrifices, encouragement and support throughout this academic journey.
- I am happy to acknowledge Paulina M. Mampa, my colleague and friend who created an enthusiastic power to walk with me along the academic path.
- It is worth mentioning my advisor and my mentor, Dr TMM Mamafha (*Doctor Malome*), for his contribution in my study. His knowledge, humbleness and patience built a mountain through his undivided support and inspiration.
- I am also grateful to have encountered Prof. NS Marutha’s advice and encouragement to assist me in completing the ethical path in this study.
- My pleasure to say Mpho Mamatlepa enlightened my path throughout the study. His advice and assistance are not forgotten.

DEDICATION

I would like to extend my sincere gratitude to my husband, Thabo Hendrick Tembo, my daughter, Boitshepho, and my son, Refilwe Tembo, who never lose a tie to endure, caring and supporting me through the journey of my study. Their patience and tolerance are rooted in my heart.

“Ke ngwan’a bo Malesa a bo Ledile hlako-selegong a bahwaduba,
Malesa ge o le kgomo tshupjana ya go goba mohuba a dibateng.
Re batho ba tswago seokodibeng sa Mmamorithi mebedi mongwe o maloba,
mongwe o mamenemene.”

Mogojwa wee!!”

DECLARATION

Name : Hazel Lethabo Tembo
Student number : 42991064
Degree : Master of Arts in Information Science

**Collection Development in public libraries in
Waterberg District, Limpopo Province, South Africa**

I, hereby, declare that the above dissertation is my own work and all the sources that I have used or quoted are indicated and acknowledged by means of complete references. Additionally, I confirm that the dissertation is crafted from the beginning to the end under the supervision of Prof. SM Mojabelo at the University of South Africa. I also affirm that the dissertation has not been submitted for any qualification other than Master of Arts in Information Science and not at any other institution.



Signature: _____

Date: 14 November 2023

LIST OF TABLES

Table 1.1: Research matrix	1
Table 4.1: Response rate	1
Table 4.2: Respondents per gender (N=250)	1
Table 4.3: Respondents per age groups (N=250)	1
Table 4.4: Types of information sources in public libraries (N=250)	1
Table 4.5: Types of information sources the library users are interested in	1
(N=250)	1
Table 4.6: Adequacy of information sources in public libraries (N=250)	1
Table 4.7: Satisfaction of users of information sources (N=250)	1
Table 4.8: Methods to locate or access information sources (N=250)	1
Table 4.10: New library personnel (N=250)	1
Table 4.11: Selection of information sources for collection development	1
(N=250)	1
Table 4.12: Challenges faced by users relating to their information needs (N=250) ..	1

LIST OF FIGURES

Figure 1.1: Geographical map of the Waterberg District	1
Figure 2.1: Collection development process	1
Figure 4.1: Quality of the information resources (N=250)	1
Figure 4.2: Accessibility of information sources (N=250)	1
Figure 4.3: Level of satisfaction with the information sources (N=250)	1
Figure 4.4: Level of performance (N=250)	1
Figure 4.5: Methods of selecting information sources (N=150)	1
Figure 4.6 Rating of collection in the public libraries (N=250)	1
Figure 4.7: Challenges faced by users in public libraries (N=250)	1

LIST OF APPENDICES

- APPENDIX A : Self-administered questionnaire
- APPENDIX B : Participation information sheet
- APPENDIX C : Consent to participate in the study
- APPENDIX D : Ethical clearance from University of South Africa
- APPENDIX E : Letter to request permission from Department of Sport,
Arts and Culture
- APPENDIX F : Permission letter from Department of Sport, Arts and
Culture
- APPENDIX G : Oath of secrecy
- APPENDIX H : Request for permission letter to conduct academic
research at Mogalakwena Local Municipality
- APPENDIX I : Permission letter to conduct academic research from
Mogalakwena Local Municipality
- APPENDIX J : Digital receipt
- APPENDIX K : Similarity index

LIST OF ABBREVIATIONS AND ACRONYMS

BMGF	Bill and Melinda Gates Foundation
CDs	Compact Discs
COVID-19	Coronavirus Disease
DAC	Department of Arts and Culture
DSAC	Department of Sport, Arts and Culture
DVDs	Digital Versatile Discs
IDP	Integrated Development Programme
IFLA	International Federation of Library Association
LIS	Library and Information Services
NLSA	National Library of South Africa
MLO	Mzansi Library Online
PDF	Portable Document File
PDS	Plagiarism Detection System
POPIA	Protection of Personal Information Act
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNISA	University of South Africa
USB	Universal Serial Bus
USA	United States of America
Wi-Fi	Wireless Fidelity

TABLE OF CONTENTS

ABSTRACT	i
KEY TERMS	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
DECLARATION	v
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
LIST OF ABBREVIATIONS AND ACRONYMS	ix
TABLE OF CONTENTS	x
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 INTRODUCTION	1
1.2 CONTEXTUAL SETTING OF THE STUDY	4
1.2.1 Municipalities in Waterberg District	4
1.2.2 Demographics in Waterberg District	5
1.2.3 Public libraries in Waterberg District	6
1.3 PROBLEM STATEMENT	6
1.4 AIM, RESEARCH OBJECTIVES AND RESEARCH QUESTIONS OF THE .	7
STUDY	7
1.4.1 Research aim	7
1.4.2 Research objectives	7
1.4.3 Research questions	8
1.4.4 Research matrix	8
1.5 SCOPE AND DELIMITATIONS OF THE STUDY	10

1.6	SIGNIFICANCE OF THE STUDY	10
1.7	DEFINITIONS OF KEY TERMS	10
1.7.1	Collection	10
1.7.2	Collection development	11
1.7.3	Collection development policy	11
1.7.4	Public libraries	12
1.7.5	Library users	12
1.7.6	Information needs	12
1.7.7	Information sources	13
1.8	CHAPTER LAYOUT	13
1.9	SUMMARY	14
	CHAPTER TWO	15
	THEORETICAL FRAMEWORK AND LITERATURE REVIEW	15
2.1	INTRODUCTION	15
2.2	THEORETICAL FRAMEWORK OF THE STUDY	15
2.2.1	The Evans model of collection development	16
2.3	LITERATURE REVIEW	20
2.3.1	Types of library materials in public libraries	20
2.3.2	Satisfaction of library users with collections in public libraries	24
2.3.3	Staff competencies relating to collection development in public libraries	25
2.3.4	Importance of collection development policy in providing services in public libraries	25
2.3.5	Challenges faced by library users relating to collection development	26
2.4	SUMMARY	28
	CHAPTER THREE	29
	RESEARCH METHODOLOGY	29
3.1	INTRODUCTION	29
3.2	RESEARCH METHODOLOGY	29
3.3	RESEARCH PARADIGM	29

3.3.1	Positivism	30
3.3.2	Interpretivism	30
3.3.3	Pragmatism	30
3.3.4	Choice of research paradigm adopted by the study	31
3.4	RESEARCH APPROACHES	32
3.4.1	Quantitative research approach	32
3.4.2	Qualitative research approach	33
3.4.3	Mixed methods research approach	33
3.4.4	Choice of the research approaches adopted by the study	35
3.5	RESEARCH DESIGN	35
3.6	TARGET POPULATION, SAMPLING AND SAMPLING TECHNIQUES	36
3.6.1	Target population	36
3.6.2	Sampling	36
3.6.3	Sampling techniques	37
3.7	DATA COLLECTION INSTRUMENTS	40
3.7.1	Self-administered questionnaires	40
3.7.2	Interviews	41
3.7.3	Choice of the data collection instrument selected in the study	41
3.7.4	Procedure for data collection	42
3.8	VALIDITY AND RELIABILITY	43
3.8.1	Pre-testing of research instruments	43
3.9	DATA ANALYSIS	44
3.10	ETHICAL CONSIDERATIONS	44
3.10.1	Voluntary participation	45
3.10.2	Anonymity and confidentiality	46
3.10.3	Ethical clearance certificate	46
3.10.4	Plagiarism	46
3.11	CHALLENGES ENCOUNTERED DURING AN EMPIRICAL STUDY	47
3.12	SUMMARY	47

CHAPTER FOUR	49
INTERPRETATION, PRESENTATION AND DISCUSSION OF THE FINDINGS ...	49
4.1 INTRODUCTION	49
4.2 RESPONSE RATE	49
4.3 GENERAL QUESTIONS	51
4.3.1 The names of the public libraries	51
4.3.2 Demographic profile of respondents	51
4.4 TYPES OF INFORMATION SOURCES AVAILABLE IN PUBLIC LIBRARIES	
53	
4.4.2 Types of information sources the library users are interested in	55
4.4.3 Quality of information sources	57
4.4.4 Adequacy of information sources in public libraries	58
4.4.5 Accessibility of information sources in public libraries	59
4.5 SATISFACTION OF LIBRARY USERS	60
4.5.1 Level of satisfaction with the information sources	60
4.5.2 Satisfaction of users of information sources	61
4.5.3 Methods to locate or access information sources	62
4.6 COMPETENCIES OR SKILLS OF THE LIBRARIANS	63
4.6.1 Handling of complaints and information needs	63
4.6.2 Level of performance	64
4.6.3 New library personnel	65
4.7 IMPORTANCE OF COLLECTION DEVELOPMENT POLICY	66
4.7.1 Selection of information sources for collection development	66
4.7.2 Methods of selecting information sources	67
4.7.3 Rating of collection in the public libraries	68
4.8 CHALLENGES FACED BY LIBRARY USERS	69
4.8.1 Challenges of information needs	69
4.8.2 Challenges faced by users in public libraries	70
5. SUMMARY	71

CHAPTER FIVE	73
SUMMARY OF THE MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	73
5.1 INTRODUCTION	73
5.2 SUMMARY OF THE MAIN FINDINGS	73
5.2.1 Types of library materials housed by public libraries in Waterberg District to meet the information needs of library users	74
5.2.2 The level of satisfaction of library users with collections in public libraries	74
5.2.3 Competencies by library personnel relating to collection development in public libraries in the Waterberg District	75
5.2.4 Importance of collection development policy in public library services to library users	75
5.2.5 The challenges faced by library users relating to collection development	75
5.3 CONCLUSIONS OF THE STUDY BASED ON THE FINDINGS	76
5.3.1 Types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users	76
5.3.2 The level of satisfaction by library users with collections in public libraries	77
5.3.3 Competencies by library personnel relating to collection development in public libraries in Waterberg District	77
5.3.4 Importance of collection development policy in public library services to library users	78
5.3.5 Challenges faced by library users relating to collection development	78
5.4 RECOMMENDATIONS OF THE STUDY	79
5.4.1 Recommendations about types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users	79
5.4.2 Recommendations about the level of satisfaction of library users with collections in public libraries	80
5.4.3 Recommendations about competencies by library personnel relating to collection development	80
5.4.4 Recommendations about the importance of collection development policy in public library services to library users	81
5.4.5 Recommendations about the challenges faced by library users relating to	

collection development.....	82
5.5 SUGGESTIONS FOR FURTHER RESEARCH.....	82
CONCLUSION.....	83
REFERENCES.....	85
APPENDICES.....	99
APPENDIX A: QUESTIONNAIRE (FOR COMPLETION BY THE LIBRARY USERS)	99
APPENDIX B: PARTICIPANT INFORMATION SHEET.....	105
APPENDIX C: CONSENT TO PARTICIPATE IN THE STUDY.....	109
APPENDIX D: ETHICAL CLEARANCE FROM UNIVERSITY OF SOUTH AFRICA	110
APPENDIX E: LETTER TO REQUEST PERMISSION FROM DSAC.....	112
APPENDIX F: PERMISSION letter FROM DSAC TO COLLECT DATA.....	114
APPENDIX G: OATH OF SECRECY.....	115
APPENDIX H: REQUEST FOR PERMISSION letter TO CONDUCT ACADEMIC RESEARCH AT MOGALAKWENA LOCAL MUNICIPALITY.....	116
APPENDIX I: PERMISSION letter TO COLLECT DATA FROM MOGALAKWENA LOCAL MUNICIPALITY.....	118
APPENDIX J: DIGITAL RECEIPT.....	119
APPENDIX K: SIMILARITY INDEX.....	120

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Public libraries are mandated to meet the multiple information needs of their diverse users. They therefore need to have a wide collection of information sources in diverse formats to mitigate the diverse information needs of their users (Turner & Gorichanaz, 2018). Kaur and Sharma (2018) support that the diverse information sources available in public libraries need to respond to the ever-changing needs of library users. Therefore, a responsive collection development plan should close the gap. Rath (2014) adds that building a complete public library collection involves the selection and acquisition of materials.

Furthermore, professional ethics in a public library include a collection development policy to update electronic and physical materials. However, Disher (2014:14) asserts that most public libraries do not have collection development policies. The old ones are not in line with recent community demands; therefore, these policies are not useful.

It is important to budget, select and process library materials in collaboration with relevant stakeholders in public libraries (Gregory, 2019). Public libraries need to work closely with library users to accomplish the purposes of meeting the multiple information needs of diverse users. Public libraries are expected to prioritise and support community members indiscriminately (Johnson, 2018). Therefore, public libraries without information sources in diverse formats such as electronic books, periodicals, fiction and non-fiction materials hamper library users from accessing information to meet their information needs.

Fourie and Meyer (2016) note that public libraries can play a leading role in the creation of an informed nation. They serve as components of modern democracy for academic and cultural factors. Trombetta (2017) emphasises that the central purpose of public libraries is to collect, organise, preserve and provide access to knowledge and information. Examples of information services include free educational resources and free internet access for the youth who are looking for employment opportunities. To achieve functional efficiency, public libraries are

divided into various sections such as reference, periodical, fiction, non-fiction and juvenile sections, which serve the information needs of library users.

In South Africa, public libraries are ethnic hubs of information; they depend on the Department of Arts and Culture (DAC) for funding to ensure that users have access to information sources to meet their daily needs (DAC, 2013). The Library and Information Services (LIS) Transformation Charter (2014) states that services in public libraries are the responsibility of provinces, in terms of Part A of Schedule 5 of the Constitution of South Africa. Furthermore, Molawa, Eister, Ntombela, Satgoor, Senyolo, Malotle and Goosen (2015:48) mention that there are 1 612 South African public libraries which provide information to 50 000 000 population

In 1999, through the support of the DAC to access information in public libraries in South Africa, there were technological challenges such as a lack of computers and internet connections (DAC, 2013).

Funding is another challenge that has a negative impact on the satisfaction and diverse information needs of library users. For instance, collections in most public libraries comprise old reading books, which fail to attract users. Mnkeni-Saurombe and Zimu (2015: 45) aver that “the funding of public libraries to buy relevant information sources such as magazines and newspapers is not sufficient.” On the other hand, Mugwisi, Jiyane and Fombad (2016:25) emphasise that “with lack of funding; purchasing of library resources is not possible.” These challenges in public libraries might complicate the process of collection development.

Mugwisi et al. (2016:35) state that some of the South African libraries next to towns such as Richards Bay and Felixton have adequate information sources that are accessible, while public libraries in the townships and rural areas did not receive information sources.

Demographically, Statistics South Africa (2014) indicates that the Northern Cape, with a population of 10.2 million, has 253 public libraries; KwaZulu-Natal has 174 public libraries while Limpopo, with five million people, has more than 80 community libraries. Notably, the establishment of public libraries and the provision of information sources such as books and periodicals to meet diverse information needs should be available even in disadvantaged rural communities.

Owing to libraries' conditional grant, a total of 229 public libraries were upgraded and 53 new public libraries were built nationally (Mugwisi et al., 2016). However, other people in remote rural areas might be struggling to access library and information sources because existing public libraries are insufficient (DAC, 2013). Statistics South Africa (2014:105) indicates that only 10% of the population has access to information resources in the public libraries; therefore, the situation in Limpopo is limited, including the isolated rural communities.

The National Library of South Africa (NLSA) (2015) points out that South African public libraries receive less funding from the government and donors. Public libraries could have successfully managed to overcome the negative impact of poor delivery of information services. Mnkeni-Saurombe and Zimu (2015) disclose that the Bill and Melinda Gates Foundation (BMGF) donated R1 billion to the NLSA in 2007. As funds are limited, public libraries need to purchase adequate information sources to meet the diverse information needs of all categories of users. Malotle and Selwana (2016) mention that funding is being allocated to various provinces in South Africa to support under-resourced community libraries. Additionally, the NLSA (2015) argues that public libraries in South Africa without adequate information sources and infrastructure are subsidised to fast-track the process of providing information services. The DAC (2013) adds that it supported South African public libraries in 1999 when they experienced technological challenges to access information. For instance, this is due to a lack of computers and internet connections. Varied information sources seem to attract more library users to accomplish their information needs. The NLSA (2016) indicates that BMGF contributed another lump sum of R32 million as a conditional grant in 2014 to public libraries. The purpose was to support the Mzansi Libraries Online (MLO) programme to improve the status of South African public libraries. The DAC (2013) reveals that Limpopo has not bounded itself to the procedure on how to distribute funds to public libraries for collection development. South African provinces need to support all public libraries in order for them to prosper. The other challenge is that Limpopo has not established the institutional capacity to support library services; it relied on municipalities to perform the function (DAC, 2013).

Mojapelo (2018:416) mentions other challenges in public libraries in Limpopo. For example, there are insufficient library employees to provide library services. There is

not enough space to accommodate library materials and security alarms in some libraries. Information materials such as newspapers, magazines and audio-visual resources such as sets of television are also not available. These challenges affect library users in terms of access to information services.

Thanuskodi (2015:10) affirms that “it is beneficial for the library users to access information without inspecting their level of education because what they need is to be successful in achieving their daily informational needs, either socially or politically.”

1.2 CONTEXTUAL SETTING OF THE STUDY

This section discusses the location of municipalities and public libraries in the Waterberg District, Limpopo province. The section also discusses the demographics of the study.

1.2.1 Municipalities in Waterberg District

This study was done in the Waterberg District, which is located in Limpopo province, South Africa. The district comprises of five local municipalities, including Bela-Bela, Lephalale, Thabazimbi, Mogalakwena and Modimolle-Mookgophong as indicated on the map in Figure 1.1. The Waterberg District is located in the south-western part of the Limpopo province. It is closer to the South African border of Botswana to the west. The neighbouring provinces are North West, Gauteng and Mpumalanga (Waterberg District Municipality, Integrated Development Programme, 2019).



**Figure 1.1: Geographical map of the Waterberg District
(Source: Waterberg District Annual report 2018)**

1.2.2 Demographics in Waterberg District

According to the Waterberg District Municipality Integrated Development Programme (2019), the Waterberg District is made up of 80 wards, 6 towns, 11 townships, 216 villages and 30 informal settlements. The population growth rate is 1,27%. The district is roughly 44,913 km².

Waterberg District Municipality Annual Report (2018) indicates that there are 745 758 inhabitants in the Waterberg District. People in isolated rural areas are struggling to access digital sources to satisfy their varied information needs. The citizens of the Waterberg District are such as Coloureds, Indians or Asians and White people. The language demographics consist of 56,4% Northern Sotho (Sepedi) speakers, 11,5% Setswana speakers, 8,3% Xitsonga speakers, 7,7% Afrikaans speakers and 16,1% who speak other languages. Geographically, the Waterberg District contains the biosphere of 654,033 hectares and is a Bushveld area in the Limpopo province (Waterberg District Municipality Annual Report, 2018).

1.2.3 Public libraries in Waterberg District

Public libraries are dispersed in various municipalities of the Waterberg District. Eighteen public libraries render LIS to the disadvantaged rural communities (Waterberg District Municipality Integrated Development Programme, 2019). Bela-Bela Municipality has two public libraries while Lephalale Municipality has four. In Thabazimbi, there are only three public libraries, Modimolle-Mookgophong has five public libraries and Mogalakwena has five public libraries (NLSA, 2016). The Waterberg District library supports and provides library materials to all public libraries (NLSA 2016).

Mojapelo (2014) argues that 98% of the high schools in Limpopo do not have libraries that are well resourced and functional. A lack of well-resourced and functional school libraries puts pressure on public libraries to ensure that their collections are inclusive and meet the information needs of teachers and learners.

1.3 PROBLEM STATEMENT

South Africa is a democratic country where every member of society has the right to access information to fulfil their daily information needs. Since the inception of the new political dispensation in 1994, the Constitution, Bill of Rights (2012:13) stipulates that “everyone has the right of access to information held by the state.” All formats of information sources should be available in public libraries to meet the wide-ranging information needs of library users. Through collection development, public libraries are uniquely placed to meet the diverse information needs of multiple users.

Library collections that are adequate to meet various information needs of users are therefore crucial in public libraries in the Waterberg District to supply in the multiple information needs of users. However, Mugwisi et al. (2016) state that not enough library materials can be acquired to satisfy the diverse information needs of different library users due to financial constraints and a shortage of skills and knowledge, technology and time.

The DAC (2013) indicates that there is a mismatch between collections delivered to public libraries and the responsive collections that are needed by library users. This poses a serious challenge for meeting the information needs of all categories of

users in public libraries. The DAC (2013:45) further mentions that “much of the library materials received from Limpopo Province are not used because there is no demand for them, whereas materials that are requested by the public libraries are not provided by the province such as large print, Afrikaans fiction books and local area collections.”

This study, therefore, investigated how responsive collection development in Waterberg District libraries can meet the information needs of public library users.

1.4 AIM, RESEARCH OBJECTIVES AND RESEARCH QUESTIONS OF THE STUDY

This section discusses the aim, research objectives as well as the research questions of the study.

1.4.1 Research aim

This study aimed to investigate collection development in public libraries in the Waterberg District, Limpopo province, South Africa.

1.4.2 Research objectives

To achieve the aim of the study, the following research objectives guided the study:

1.4.2.1 To investigate the types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users.

1.4.2.2 To determine the level of satisfaction of library users with public library’s collections

1.4.2.3 To assess the competencies of library personnel relating to collection development in public libraries in the Waterberg District.

1.4.2.4 To determine the importance of collection development policy in public library services to library users.

1.4.2.5 To investigate the challenges faced by library users relating collection development.

1.4.3 Research questions

From the research objectives, the following questions guided the study:

- 1.4.3.1 What types of library materials are housed by public libraries for users to meet their information needs?
- 1.4.3.2 How satisfied are library users with the public library's collections in the Waterberg District Municipality?
- 1.4.3.3 Which competencies do library personnel possess relating to collection development in public libraries in Waterberg District Municipality?
- 1.4.3.4 What is the importance of a collection development policy when providing library services to library users?
- 1.4.3.5 What are challenges faced by library users relating to collection development?

1.4.4 Research matrix

The research matrix in Table 1.1 below illustrates the relationship between research objectives, research questions, research approach, data collection instruments and possible sources of data.

Table 1.1: Research matrix

Research objectives	Research questions	Research approach	Data collection instrument	Sources of data
To investigate the types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users.	What types of library materials are housed by public libraries for users to meet their information needs?	Quantitative	Questionnaire	Library users
To determine the level of satisfaction of library users with public library's collections.	How satisfied are library users with the collections with public libraries' collection in the Waterberg District Municipality?	Quantitative	Questionnaire	Library users
To assess the competencies of library personnel relating to collection development in public libraries in the Waterberg District.	Which competencies do library personnel possess relating to collection development in public libraries in Waterberg District Municipality?	Quantitative	Questionnaire	Library users
To determine the importance of collection development policy in public library services to library users.	What is the importance of a collection development policy when providing library services to library users?	Quantitative	Questionnaire	Library users
To investigate the challenges faced by library users relating to collection development.	What are challenges faced by library users relating to collection development?	Quantitative	Questionnaire	Library users

1.5 SCOPE AND DELIMITATIONS OF THE STUDY

Owing to the lack of time and funds, the study was limited to public libraries in the Waterberg District in the Limpopo province. Another limitation of the study was that other types of libraries such as school libraries were not included in the study. The study specifically collected data from library users of Mogalakwena public libraries, which are Babirwa, Mahwelereng Mogalakwena, Bakgoma and Bakenberg (Pudiakgopa) public libraries. This study investigated collection development on both printed and electronic sources in the selected public libraries.

1.6 SIGNIFICANCE OF THE STUDY

The study investigated the extent to which library collections in various public libraries in the Waterberg District met the information needs of library users. Douglas (2014: 33) mentions that “the significance of the study outlines how the research contributes to the existing body of knowledge, what gaps it fills, provides an understanding of a specific field of study and as well as how it adds value in the existing literature.”

The Department of Sport, Arts and Culture (DSAC) and public libraries will benefit from the study in their attempts to help management to formulate and shape the collection development policy. In the LIS field, this study extended knowledge on collection development activities in public libraries to meet the information needs of the users. The findings also add value to the development and implementation of collection development policy in public libraries. With adequate budget, adequate information sources can be bought to meet the information needs of library users. The LIS profession benefited as the findings increase knowledge of the ever-changing information needs of library users.

1.7 DEFINITIONS OF KEY TERMS

The key terms relevant to this study are defined:

1.7.1 Collection

Collection is defined as all available materials in the library in diverse formats to meet or satisfy ever-evolving information needs of all library users. These materials

are catalogued, classified and arranged for easy retrieval and access by library users from the shelves (Schmetzke, 2015). Collection in public libraries includes different types of books such as fiction and non-fiction for all age categories on different subjects. Reference collections, compact discs (CDs), digital versatile discs (DVDs), serials, computers and periodicals all serve the actual information needs of library users (Booth, 2018).

1.7.2 Collection development

Collection development is the description of collection building, which involves the planning and analysis of library users' needs and the available information resources to be addressed (Goldsmith, 2016). Collection development embraces the activity of meeting the information needs of library users and includes policies that guide the selection, weeding and evaluation of library materials such as books (Chen, 2017).

It also includes elements of acquiring library materials through selection, ordering and payment. It is a string of actions with planning, administration and control, and determines the management of services in a public library (Rath, 2014). In this manner, it evaluates the action plans of acquisition librarians and shows the negative or positive responses of library users towards the collection. Therefore, the collection development meets the information needs of library users.

1.7.3 Collection development policy

Johnson (2018:387) defines a collection development policy as a written document, including principles to guide selection of library materials, as well as methods used in the selection, de-selection and acceptance of gifts. The author further mentions that it addresses opinions, future targets and specific sections that need concentration. For instance, in the public library, the collection development policy offers guidelines to acquisition librarians on broad subjects available in the public library on when, what and how to purchase the materials and for whom. The collection development policy controls the ordering process of all library materials, and the library committee works together to select library materials and accomplish the goals of the public library (Horava & Levine-Clark, 2016).

1.7.4 Public libraries

Public libraries are types of libraries that are accessed by community members and funded by the state or municipalities and are also known as community libraries (American Heritage Dictionary of the English language, 2016). Public libraries provide academic, factual and different information materials for people to read and use daily. Information materials include fiction books for adults and children, non-fiction books, talking books, magazines and newspapers, gray literature, reference sources as well as electronic books (Clark & Philips, 2020). Smith (2019) points out that public libraries allow people to access diverse information to fulfil their individual needs.

1.7.5 Library users

Library users are people who use resources of the library to read, search and retrieve information from materials or to search the internet. Chinnasamy and Rajendran (2018) mention that, currently, library users are registered, and potential users have the right to access library materials, enquire and select specific information. They are also called patrons, library patrons, library clients or library members. They redefine the role of public libraries as active entities in the community. The International Federation of Library Association (IFLA)/United Nations Educational Scientific and Cultural Organisation (UNESCO) Public Library Manifesto (2019) indicates different types of library users in the community with different information needs, irrespective of age group, race, gender, beliefs, ethnic group or social level in the community.

1.7.6 Information needs

Information needs are the cognitive state wherein an individual needs specific information to read, browse or learn in a specific context. Library users might express and describe their needs. Patel (2016) mentions that information needs may arise from different individuals to satisfy their aims in life. These needs may change at any time. Library users may need the information to prove uncertainties and to understand a specific context. For example, the library user may need information to assist others to comprehend the subject, extend existing knowledge and seek emergency medical attention.

1.7.7 Information sources

Information sources are a collection of materials that contain information, which offer knowledge to people. Examples of information sources are books, periodicals and monographs. Non-documents include information sources such as people, organisations and speeches (Rath 2014). Some public libraries might have electronic information sources based on software and electronic format, usually retrieved from the internet.

1.8 CHAPTER LAYOUT

The study is outlined as follows:

Chapter 1: Introduction and background to the study

This chapter discusses the introduction and background to this study. The contextual setting of the study is also presented. The demographics of the Waterberg District and public libraries in each municipality are also examined. The chapter also discusses the problem statement, aim of the study, research objectives and research questions, research matrix, significance of the study, scope and delimitations of the study, definitions of terms as well as the chapter layout.

Chapter 2: Theoretical framework and literature review

In this chapter, the theoretical framework underpinning the study is discussed. The chapter also presents literature review guided by the research objectives of the study.

Chapter 3: Research methodology

This chapter outlines the research methodology that informs the study. The study is underpinned by the positivism paradigm. Research approaches, research design, population of the study, sampling and sampling techniques are discussed. Data collection instruments, data analysis, validity and reliability are also presented.

Chapter 4: Interpretation, presentation and discussion of the findings

This chapter presents data collected through self-administered questionnaires. Quantitative data are presented through tables and charts.

Chapter 5: Summary of the main findings, conclusions and recommendations

The chapter discusses the main findings of the study according to the predetermined set of research objectives. The conclusions and recommendations of the study as well as suggestions or topics for further study are made. The researcher recommends that future researchers should investigate digital collection development in other public libraries in South Africa.

1.9 SUMMARY

In this chapter, the introduction and background to the study, the contextual setting, problem statement and aim of the study are outlined. The research objectives, research questions, significance of the study as well as the scope and delimitations of the study are discussed. Explanations of key terms and chapter layout of the dissertation are presented.

The next chapter discusses the theoretical framework underpinning the study and literature review as guided by the research objectives.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter dealt with the introduction, significance, contextual setting and the aim of study. This chapter gives a broad overview of the theoretical framework and literature review that underpin the study. Collection development is a stepping-stone towards access to information sources by library users in public libraries and it is an investment that results in benefits to the community (Evans & Saponaro, 2019). The researcher considered two reasons in this section. Initially, information needs of library users are a priority. Secondly, the section develops coherent aspects of the topic regarding collection development in public libraries. This section indicates the model of the study and its importance to the study. All the aspects in the selected model are explained.

This section also provided overview of the literature about collection development in public libraries. A literature review analyses and describes the background information of the previous authors who are co-related with the research topic (Arlene, 2014). The literature review should evaluate, clarify and summarise the literature based on the research. It should assist the researcher to monitor the quality of the study. All the concepts that are not related to the topic should be excluded and consider relevant factors (Arlene, 2014). Creswell (2018) opines that literature review plays an important role in the study to meet research objectives. The literature review was guided by the research objectives.

2.2 THEORETICAL FRAMEWORK OF THE STUDY

The aim of this study is to reveal the extent to which collections in public libraries in the Waterberg District meet the information needs of library users. Therefore, Evans' model of collection development indicated in Figure 2.1 underpinned the study. Model is a schematic representation of reality or represents perceptions of the individuals in a real world; it is built with concepts to assemble predictions and comprehension of the world we are living in. Importance of models provides theory and data to confirm what is happening in a specific situation (Maydiantoro, 2021). The models help researchers to develop method, to test products that will later

develop literature and education (Goddiksen, 2023) Evans and Saponaro (2005:8) state that “collection development focuses on the identification and acquisition of information materials to address user needs in public libraries.” The implication is that the Evans’ model of collection development provides library users with information needs in public libraries. MacDonald (2017) indicates that library users have different types of information needs to be fulfilled.

The ability of librarians to develop collections that are responsive to the needs of the communities they serve is impacted on, to a large extent, by the collection development policy by which they are guided within their organisational context.

The importance of a collection development model in this study is that the information needs of the library users are prioritised. Collection development model in this study also serves as a guideline to public libraries at Waterberg District and its library users to achieve collection development objectives.

2.2.1 The Evans model of collection development

The Evans model of collection development is a constant cycle that continues to ensure that library users in a community are served with information needs in and around the library (Evans & Saponaro, 2005). The model supports the collection and services of the public library to exist. Rath (2014) emphasises that library professionals need to take care of collections to enhance the quality of the library.

To support this statement, Evans and Saponaro (2005) formulated the Evans model of collection development as shown in Figure 2.1. The model considers the patron community, which is the entire population within the local community. People are included regardless of gender, age and ethnicity. Rath (2014) confirms that patron communities are library users who request information within the library. Evans and Saponaro (2019) mention that public libraries should involve individuals in the collection development process to understand and evaluate both print and digital information resources.

Evans and Saponaro (2005) divide the Evans model of collection development into various elements such as community analysis, selection policies, selection, acquisition, de-selection and evaluation.

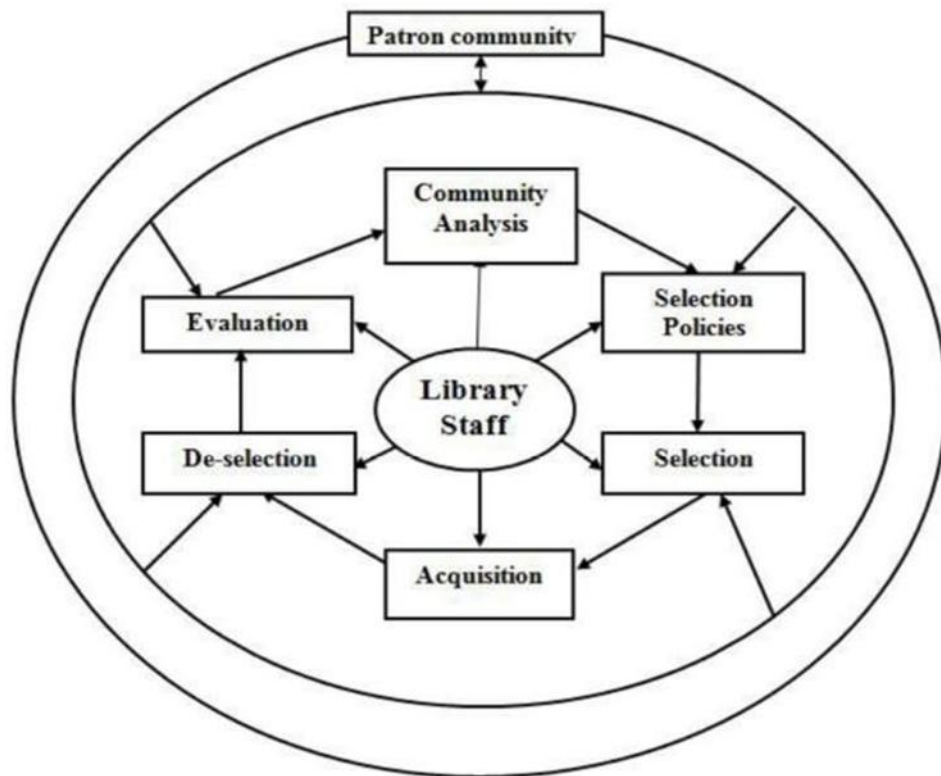


Figure 2.1: Collection development process

Source: Evans and Saponaro (2005:37)

The elements of the model are explained as follows:

2.2.1.1 Community analysis

Wray (2016) defines community analysis as a procedure of collecting data about the library and its community to address their information needs. Library personnel start with community analysis. For a public library to meet the dynamic and ever-evolving information needs of library users, a survey needs to be done. Evans and Saponaro (2005:45) argue that an information audit is performed and recorded using interviews and surveys. The purpose is to make decisions and to acquire information sources. This approach brings the inputs of the patron community into consideration. Evans and Saponaro (2005:20) reaffirm that the information needs of the community should be assessed to balance those of the library collection. Library users' needs and expectations are met along the assessment.

2.2.1.2 Selection policy

A statement consisting of principles and regulations of selecting information sources of the public library is called a selection policy (Hibner & Kelly, 2013). Evans and Saponaro (2005) add that a selection policy is a form of guidance to build collections in the public library. After a community analysis of the information needs of users, determination and analysis of library materials are done. The library personnel need to develop a selection policy to assist them in selecting materials that meet the information needs of library users. A policy statement is important because training and orientation for new staff are provided. The competency and performance of the library personnel to handle complaints are also considered (Gregory, 2019). The senior management should review and approve the final policy. The selection policy forms part of the collection development policy, which should be updated on a regular basis (Evans & Saponaro, 2019). Evans and Saponaro (2005) point out that the model supports the policy to serve as a written legal document to function in weeding and evaluating the collection. The nature and scope of the collection are ethical.

2.2.1.3 Selection

Evans and Saponaro (2005) explain selection as the process whereby materials are selected in print, paperback, hardback and electronic formats. Once the selection policy is prepared, the selection process follows. The patron community needs access to information sources in public libraries to have some degree of literacy in various formats. On the other hand, within the selection process, library personnel balance the budget with the requested information needs. Therefore, library users need to be satisfied with the selected collection. Rath (2014) emphasises that public librarians need to rather consider current editions than old ones; essential reference books are selected while avoiding multiple copies. In the selection policy, the library personnel consult vendors to acquire materials in formats that are in demand, easy to use and reliable (Evans & Saponaro, 2005). Then, the library personnel make decisions relating to which materials are to be acquired as determined by quality and value.

2.2.1.4 Acquisition

Acquisition is public librarians' technique of purchasing information sources from vendors, publishers and bookshops that are registered (Reddy, 2017). Consequently, the Evans model of collection development acquires information sources that are selected. Public librarians should prepare the budget. Evans and Saponaro (2019:37) ascertain that "the budget allocation for collection development should be addressed to develop public librarians' skills. They should function as advocates for the library and its collections." A lack of budget also affects the acquisition process and delays the materials to be delivered at public libraries (Evans & Saponaro, 2005). All these challenges affect library users, public librarians and the management. Lack of budget does not cover all the information needs from the patron community. Evans and Saponaro (2019:230) mention that "the digital age is changing and will continue to change the composition and budget of public library collections." However, Brunvand (2015) argues that budget in public libraries cannot change traditional print and media materials in the digital age. Evans' model of collection development insists that media resources are interesting and challenging even in today's digital environment.

2.2.1.5 De-selection

De-selection is the removal of damaged materials from the shelves of a public library (Evans & Saponaro, 2005). Old books are weeded and replaced with new ones to satisfy the needs of library users. The Evans model of collection development recommends the de-selection process whereby invaluable, torn and obsolete materials are weeded. Some of the collections can be sold, preserved or donated to members of the community. Library personnel make sure not to weed circulated materials because they are valuable to library users. The satisfaction of library users is also a priority in the model (Lindsey, Leon & Taggart, 2017). Library materials are de-selected, including journals, magazines and electronic materials. MacDonald (2017:19) reports that young patrons demand graphic novels and comics. Therefore, library personnel should remove uncirculated titles from library shelves to meet their information needs. Library personnel organise, prepare and store new collections on the shelves (Lehman, 2014). The goal is to assist people to locate and access information.

2.2.1.6 Evaluation

Evaluation is the level whereby library personnel assess the current conditions of library materials to ensure that they meet the information needs of the patron community (Evans & Saponaro, 2005). After the de-selection process, the theory looks at the evaluation of the library collection as a continuous process. The library personnel evaluate the library's service goals, objectives and the information needs of the patron community (Evans & Saponaro 2005). They also assess the challenges of the new library materials to ensure that they fit the eyes of library users or satisfy them. This improves understanding of the library collection and the planning of the new budget.

Evans and Saponaro (2005:319) mention that the "evaluation process is done through collection-centred method in comparing library's materials against one or more standard lists that can help to demonstrate the quality of the collection." Fiction, non-fiction, reference and periodicals in the public library are compared. Wray (2016:109) supports the model by arguing that "the evaluation process is important as it provides an update about internal functions such as budget justification and decision making." The intention is to set the standards and guide staff in how to handle complaints. Therefore, the overall performance of the collection is assessed.

The Evans model of collection development was relevant to and underpinned this study as it is customer oriented, efficient and transparent.

2.3 LITERATURE REVIEW

Literature review involves reading and searching different types of information literature to support the study. Relevant sources are identified and summarised to give direction to the theme of the study (Kumar, 2014:150). Essential opinions of previous researchers about the topic are essential to underpin the study. The current researcher selected only the relevant factors related to the topic and reviewed the literature. In this study, research objectives were used to steer the literature review.

2.3.1 Types of library materials in public libraries

There are different types of information sources available in public libraries. Library materials that form part of the collection in public libraries are physical or print and

electronic materials. Common information sources that are available in public libraries are as follows:

2.3.1.1 Subject literature books

Kosrow (2019:66) identifies “subject literature books as sources that consist of factual information and are published in different subject areas.” There are printed textbooks and physical collections available in public libraries. They are ordered by acquisition librarians, including non-scholarly information and opinions. These are extremely well used in public libraries. Kosrow (2019) further elaborates that subject literature books can be made available in electronic format for library users via web browsers and downloaded as Portable Document File (PDF) format. There are also newly published and retrospective books in public libraries. Longley (2020:2) argues that “information in subject literature books is in topics and arranged systematically with full conversant knowledge.” The contents of books are explained in different languages for library users to understand.

There are also talking books, which are books in audio format that intrigue the readers’ sense of hearing, with selection by pressing buttons (Jones & Hammond, 2019). Longley (2020) emphasises that sounds of cars, animals and birds attract young children and compel to go on reading the books. Some of the talking books are specifically designed for visually impaired people. Instead of reading braille, blind people can listen to them. Talking books are interesting and entertaining, especially for young children who are learning to read (Jones & Hammond, 2019).

2.3.1.2 Fiction books

Fiction books are library collections that are in the form of stories. They are normally called storybooks (Longley, 2020). These books are available in various languages depending on the information needs of library users. They are categorised in age groups such as juveniles, teenagers and adults with different subject headings in suspense, romance, horror and espionage. Fiction books are the most favourite books in public libraries, as some are in large print and others in small print. The American Heritage Dictionary of the English Language (2016) further explains fiction as books with imaginary items; people and events that can be compared to real life

situations. The authors write about possible events to convince readers about things that can happen in the world.

2.3.1.3 Reference materials

Reference materials are information sources that are stable and established to be used only in the library, as valuable sources of information. They are books such as encyclopaedias, atlases, dictionaries, thesauruses, bibliographies, biographies, almanacs, directories and handbooks (Hjorland, 2018). They are available in public libraries and are updated annually (Kosrow, 2019). Online reference sources may be updated continuously through specialised library databases. Longley (2020) mentions that there are historical information sources that summarise and synthesise established knowledge. Some of the reference materials available in series of books are expensive and can be found in the reference sections of public libraries (Longley, 2020). Public libraries allow library users to use them within the library and cannot be borrowed.

The function of reference materials is to retrieve quick facts or the overall theme of a specific subject. Children use them in public libraries to complete homework, assignments and research projects.

2.3.1.4 Periodicals

Periodicals include magazines and newspapers. They are published weekly, monthly or bi-monthly. Most magazines and newspapers are based on current issues. Periodicals include events, people and places about special topics of interest in different subjects (Kosrow 2019:69). The magazines such as *Bona*, *Oprah*, *National Geographic*, *Time magazine*, *Vrouekeur*, *Baba*, *Kleuter* and *Move* are delivered to public libraries. Kosrow (2019:69) further mentions that “some of the periodicals are accessible online and need annual subscriptions. Public librarians can subscribe to newspaper databases that are available online.” Evans and Saponaro (2019:37) emphasise that newspapers carry the news of the world and updates on general types of information, including sports, politics and economic conditions in the community. Examples of newspapers are *Sowetan*, *Sunday Times*, *The Star*, *Daily Sun* and *Citizen*.

2.3.1.5 Gray literature

Gray literature is a huge category that encompasses a wide variety of documents that have not been published in the traditional sense. According to DeBellis (2020), gray literature includes unpublished conference papers, theses and dissertations, presentations, notes and company annual reports, projects, study reports, data and statistics. Public librarians create a special shelf for gray literature for access by library users.

2.3.1.6 Electronic resources

Velumani (2013) explains that electronic resources (e-resources) convey the collection of data through technology. The following are examples of e-resources:

- **Audio-visual materials**

Audio-visual materials are materials that entertain library users. They play a role in public libraries as they activate the minds of library users and include television, which plays motion pictures through digital versatile discs (DVDs), compact discs (CDs) and universal serial bus (USB) (Velumani, 2013). They are important because they stimulate the sight and hearing of library users in public libraries. Children and youth are more interested in these materials than older age groups.

- **Computers and the internet**

Computers and the internet are used in public libraries to search information on the web. They work through networks and are connected to wireless fidelity (Wi-Fi). Electrical connection must be available to connect computers and technological devices to the internet. Fourie and Meyer (2016:433) confirm that unreliable and poor telecommunications infrastructure is mostly challenging in public libraries, particularly in disadvantaged rural communities.

- **CDs and DVDs**

These are types of innovative resources in public libraries. They can play a pivotal role in upgrading research and academic work of the youth in public libraries (Velumani 2013). Through CDs and DVDs, children in public libraries can access educational activities, games and recreational movies.

DVDs consist of videos that are a series of electronic signals in the form of motion pictures to watch on television. Velumani (2013) confirms that some of the videos are connected to official websites to which library users can subscribe. They can be downloaded and saved in public libraries for library users. They are differentially classified in many subjects such as educational, social, economic or political videos. Public librarians consider them to be useful in the marketing of libraries and for academic support of users who need them.

2.3.2 Satisfaction of library users with collections in public libraries

It is important for users to be satisfied when accessing information sources in public libraries. In collection development, there are different types of library materials that are purchased by public librarians, who weed old information sources, assess, update and replace them with new ones for the best interest of library users (Alvin Sherman Library, 2014).

Chinnasamy and Rajendran (2018) reiterate that user satisfaction is determined by the number and quality of information sources available in the public library. Information sources are measured against the number of library users in the community. Library users are interested in different forms of library sources in various subjects to satisfy their their information needs such as academic, commercial, and research. Ikenwe and Adegbilero-Iwari (2014:216) mention that user satisfaction with public library services has become an imperative concern in recent times. Therefore, there is no doubt that satisfaction with public library services influences the degree to which the services are used. The satisfaction of library users with the available information affects the regular use or non-use of library materials.

Thanuskodi (2015:253) stipulates that “public libraries are essential entities because they improve levels of literacy, stimulate imagination and expand personal horizons.” To support this statement, public libraries also develop economic productivity by empowering job seekers to be successful through the valuable information retrieved.

Most library users are satisfied with books, newspapers, encyclopaedia and electronic sources (Chinnasamy & Rajendran, 2018). In 21st century, people need

information that will change their lives to be better in health, business, sports and education.

2.3.3 Staff competencies relating to collection development in public libraries

Patel (2016:63) elaborates that the acquisition and selection of library materials needs knowledgeable librarians, evaluation and preservation of information resources to meet the information needs of library users. All acquisition librarians should be trained and competent in collection development policy and processes to provide information services.

Reddy (2017:58) points out that collection development is a competent aspect and an essential entity in the building of the public library collection. Mardis (2015) argues that “the skill of purchasing library materials is not exactly to look after the user’s informational needs, but to construct and strengthen an adequate library sources.” The best skill in collection development policies and processes in public libraries needs public librarians to organise library committees (Rath, 2014:54). The committees assist in the acquisition of books and journals. Best advice from these committees is necessary for the improvement of better services in public libraries.

Ogokwu (2018:16) reaffirms that “technical skills, Internet connectivity, adequate plan of policies and administration for collection development practice are needed.” Appleton (2018) indicates that training opportunities for acquisition librarians seems to be deteriorating in public libraries. There are several aspects that encourage management to give training to acquisition librarians. Motivation and mentoring, rewards and recognitions, scholarships and conferences, training workshops and professional accreditation are important (Appleton, 2018). For a public library to be effective and deliver information sources, all acquisition librarians should be trained, competent and confident in collection development policies and processes.

2.3.4 Importance of collection development policy in providing services in public libraries

Patel (2016:62) argues that “most of the public libraries have no collection development policy.” A policy statement serves as a central reference point. A policy document informs the nature and scope of the collection and organisational goals, guides staff in handling complaints and aids in weeding and evaluating the library

collection (Patel, 2016:63). A written policy plays a major role in achieving the set goals. Rath (2014:53) indicates that the importance of a collection development policy is to encourage public librarians to provide services. It enables the institution to achieve its mission and vision. Public librarians develop library materials through selection, acquisition, processing, storing and weeding.

Patel (2016:64) mentions that a collection development policy in public libraries assists acquisition librarians with the objectives of the public library. It gives advice in the selection of library materials. The quality of library sources is more important than the quantity. Bias is avoided and relevant methods of acquiring materials are determined. A collection development policy facilitates interlibrary loans and resource sharing, and helps acquisition librarians to know the methods of reviewing library materials before purchasing (Patel, 2016:64). The collection development policy presents a proposal in which different types of materials are preserved, stored, weeded and discarded. Rath (2014:53) identifies the importance of collection development policy processes in public libraries as getting external readers and assisting in the transfer of information and the development of knowledge. The main objectives are to find the exact information needs of library users. The right document to the right user at the right time through selection and acquisition processes becomes available. Rath (2014:53) further shows that the budget of public libraries can be used responsibly, and review of the library collection can be done. Library materials can be shared through networking with other public libraries.

2.3.5 Challenges faced by library users relating to collection development

Collection development is the broad and inventiveness processes in the public library sector, which includes library users and the library personnel. Public libraries use it to acquire a variety of materials to meet the information needs of library users (Patel, 2016:67). Public libraries consider recently published materials in various subjects and in many formats from book vendors and publishers (Rath, 2014:54). Therefore, budget should be allocated for the materials.

There are various challenges that affect library users and hamper the provision of information services. Challenges in collection development are discussed as follows:

2.3.5.1 Formats and preferences of library materials

Changes in the formats of library materials become a challenge for patrons; therefore, their information needs are negatively affected (Chen, 2017:12). Old people prefer large prints, while young library users prefer electronic sources. If the wrong materials are ordered, librarians should exchange them to obtain suitable ones.

2.3.5.2 Cooperation and commitment

Cooperation between the library users and the public libraries becomes a problem, as the library users are ignored or take their time to consider their information needs (Johnson, 2018). If library users are not updated and information needs are not met, cooperation, commitment and constant support between the library users and public libraries are interrupted (Bopape, Dikotla, Mahlatji, Ntsala & Makgahlela, 2021).

2.3.5.3 Budget allocation

Public libraries need funds. If money is not allocated to them in the budget, it becomes a challenge for library users to meet their information needs (Rath, 2014:55). Therefore, the budget should be allocated for all types of materials. Chen (2017:9) confirms that subscriptions of electronic books need to be renewed regularly and budget is needed for such subscriptions. In case of print materials, public librarians have to assess the budget allocated, context and layout (Benny, 2015:124). Patel (2016: 165) further identifies the following challenges:

- Increasing of budget to manage the purchase of multiple formats.
- Patrons request digital sources and hard copies in large print.
- Acquisition librarians wait long periods for undelivered materials.
- Acquisition librarians work effortlessly to consult various publishing houses before purchasing library materials.

A lack of budget for public libraries from government is a challenge. It depends on who recognises public libraries. For instance, Smith (2019:5) argues that “in Washington, loss of funding led to closing of other local public libraries. The interest

of reading in the community got affected.” This becomes a myth in a society to deny the community information.

2.3.5.4 Difficulties or delays in getting interlibrary loans

Johnson (2018) mentions that; due to a lack of collection development, library users are facing difficulties to receive information sources. Library users want quick responses to fulfil their information needs. Johnson (2018) further elaborates that efficient and effective delivery of information resources depends on technology and enough library personnel to handle the volume of interlibrary loans. In supporting users' requests, there are reservations, returns and unreturned library materials that also need attention.

2.4 SUMMARY

This chapter covered the theoretical framework and literature review underpinning the study. The study adopted the Evans's collection development model, which identifies the acquisition of information materials to address user needs in public libraries. The objectives of the study directed the literature review. The next chapter discusses the research methodology adopted in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter dealt with literature review and theoretical framework of this study. This chapter presents the research methodology used in the study. The researcher intended to produce the findings based on reality and using factors to present the phenomenon in the social world. The research methodology is the blueprint the researcher followed to complete the study. Therefore, the study brought forward the real-life experience about collection development in Waterberg District through collecting and analysing data.

3.2 RESEARCH METHODOLOGY

Acharyya and Bhattacharya (2019:25) mention that research methodology is a means through which answers to research questions are sought and found. Research methodology in a study is essential because it directs the researcher in how to collect and analyse data. Kumar (2014:102) affirms that in research methodology, a special type of data is collected to achieve the purpose of the study to set the research objectives. Through research methodology, the researcher can formulate the direction to collate data from group of respondents.

In this study, the research methodology involved research paradigms, research approaches, research design, target population, sampling, sampling techniques and data collection tools. The other key issues covered in this chapter were validity and reliability, data analysis and ethical considerations.

3.3 RESEARCH PARADIGM

Leavy (2017:264) defines research paradigm as a global view with which knowledge is filtered and is a philosophic way of reasoning, thinking and directing research. Research paradigm gives confidence to social researchers and the research process becomes clear. Self-consciousness and experience in the philosophical world are examined (Edgar, 2015). The research paradigm includes ontology and epistemology to reveal the actual actions that are taking place in the world (Ngulube

& Ngulube, 2017). On the other hand, Sarantakos (2013:30) defines research paradigm as a group of theories that discusses how the world is perceived. Morgan (2014:64) identifies that there are three paradigms, namely positivism, interpretivism and pragmatism.

3.3.1 Positivism

Positivism is regarded as valid knowledge obtained from objective evidence. The epistemological stance configures actions of participants and relies on the quantitative research approach. Positivism marks the end of theory of knowledge and is implicit (Du Plooy-Cilliers, Davis & Bezuidenhout, 2021). Sefotho (2018:115) states that meaningless facts are included, while questions are shortened and possible answers are given. The respondents' knowledge is eliminated and a deductive programme is engaged. The implication is that mathematical inferences dominate and problems are not discussed. In analysing data, researchers should combine symbols and ignore knowledge of the concepts.

3.3.2 Interpretivism

Corbett and Kember (2018) explain that interpretivism focuses on the consciousness, perceptions and experiences of the individuals in a qualitative research approach. Real knowledge is obtained through shared meanings, documents and language communication. The researchers can translate and interpret the meaning of knowledge. According to Morgan (2014:65), subjective evidence is preferred, while rational thinking, dialogue negotiations and learning are formulated between the individual and the researcher. Sarantakos (2013:114) mentions that the purpose of interpretivism is to build theories and view the world in perceptual dominance. Theories are also tested in different disciplines. In analysing data, the researchers construct words and texts in a document to distribute understandable knowledge. The idea postulates that most of the researchers prefer interpretivism to convert data into meaningful text.

3.3.3 Pragmatism

Pragmatism is an approach that assesses theories to succeed in the social context; there are several research questions, different methods that are utilised to provide answers towards the study (Makombe, 2017). Practical and social affairs, as well as

numerous factors are investigated (Creswell & Plano Clark, 2018). Putnam and Putnam (2017:19) share the perception that “knowledge of paradigms presupposes knowledge of facts and values to be true.” Pragmatism employs different research approaches to be useful in the study and it is associated with multi-methods research, triangulation and mixed methods research approaches. Leavy (2017:265) opines that the pragmatic paradigm holds sets of rules or different tools that can be useful in different research contexts. In the broad sense of social research, pragmatism is full of reasoning. Arguments and knowledge of true statements, various experiences with theoretical stance on specific discipline are intervened. Morgan (2014:67) mentions that pragmatism has a two-dimensional characteristic, thus qualitative and quantitative research approaches. Therefore, deduction, induction and abduction inferences are distinguished. In brief, deduction develops consequences of hypotheses to new conditions. Through induction, the subject is examined and compared with possible predictions that can be confirmed. Lastly, abductive thinking forces the researcher to ask both closed and open-ended questions to form explanatory hypothesis (Sefotho, 2018). Therefore; in this manner, the philosophical view of pragmatism focuses on various methods to give the theoretical stance of a specific discipline.

3.3.4 Choice of research paradigm adopted by the study

This study adopted positivism as the philosophical paradigm, since the ideas to be proven involved the quantitative research approach. Positivism was chosen because the researcher wanted to assess the norms and practices within the public libraries, as well as to distinguish the views and opinions of the library users. The responses from the library users were also collected. The current study gave possible answers to the library users from the Waterberg District to choose from. Positivism also helped the researcher to carry out the study and contributed towards its validity and reliability. The respondents, including library users, were consulted in their natural settings. The data collected can be useful and practiced. Validation of responses can be concrete ideas if they are proven by the researcher. To that effect, the epistemology and ontology informed methodologies about the nature of knowledge and solved problems encountered in this study. Therefore, the deductive method was adopted in this study.

3.4 RESEARCH APPROACHES

Creswell (2014:255) explains that research approaches are the procedures for research that plan the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. In social science research, there are essential research approaches that researchers use to conduct a research, such as quantitative, qualitative and mixed methods research (MMR) approaches (Kumar 2014:115). Brannen (2017:11) asserts that “to ensure credibility and validity of the study, the qualitative and quantitative research approaches are used sequentially in triangulation of research method.” Self-administered questionnaires were used to assemble data from the library users.

3.4.1 Quantitative research approach

Stockemer (2019:8) defines the quantitative research approach as the approach that deals with numerals to allow the researcher to quantify the world. The researchers consider statistics in the study. Leedy and Ormrod (2014:125) and Patten and Newhart (2018:71) also view the quantitative research approach as the kind of investigation that makes sense of the world through numbers and special attention to understand variables and hypotheses. The definitions are in the perspective that the quantitative research approach can be represented in graphs and tables. Brian (2018:15) affirms that “the research approach uses explanatory data analysis in a form of statistics using tables or charts.”

In the quantitative research approach, data are collected from the respondents selected for a study. Patten and Newhart (2018:71) support the view that data are collected from the sample of the population to measure people’s beliefs, attitudes, intentions and behaviours. The challenge of quantitative research approach is that non-respondents and new respondents cannot easily be detected Creswell (2014:32). Brian (2018:7) concur that theories are tested deductively to avoid bias in such a way that alternative responses are regulated and findings replicated. Data collection in the quantitative research approach includes surveys that seek to quantify content in terms of experiments. Surveys are useful for gathering facts other than opinions, explanations and attitudes. Leedy and Ormrod (2014:127) argue that surveys cannot design a problem because they generate poor data.

3.4.2 Qualitative research approach

The qualitative research approach is the method that reveals the insights, feelings, perceptions, values and beliefs of the participants. Taylor, Bogda and De Vault (2016:8) state that the qualitative research approach produces descriptive data as well as people's own written or spoken words. In this approach, concepts communicate ideas and bring new perspectives. Concepts provide a means for people to let others know what they are thinking, and allow information to be shared. Yin (2016:83) views the purpose of the qualitative research approach as making explicit decisions. The researchers form logical plans informed by others. The information becomes clear and understandable with opinions from the respondents. The participants become outspoken and reveal the hidden information through the qualitative research approach.

The researchers who use the qualitative research approach adopt an inductive method. The qualitative research approach considers peoples' ideas to be discussed and used in solving complicated situations (Creswell, 2016:32). Concepts and theories are used in a study to consider inductive methods (Yin, 2016:100). The researchers cover themes and memories in the qualitative research approach.

Opinions are essential to bring communication and thoughts, the researchers can explore. Connaway and Radford (2017:99) explain that the "qualitative research approach prefers exploratory research surveys. The first one is literature survey or review that use concluded studies which proposes further investigation. The second one is experience survey, which collects opinions of other specialists, needs ideas and provides feasibility on other researchers. The last one is insight stimulating surveys which serve as guide for future research." It is important for the researchers to reveal new ideas through exploratory research surveys.

3.4.3 Mixed methods research approach

"MMR approach is the kind of research in which quantitative and qualitative research approaches are combined" (Creswell, 2014:35). The researchers distribute questionnaires and hold interviews with the participants to accomplish the study. The MMR approach improves the quality of research to avoid bias (Kumar, 2014:133). The aim to collect quantitative and qualitative data in a study is to use the strengths

of one method to overcome the weaknesses of another. The strength of quantitative research approach lies in sampling the population and structuring, while the qualitative research approach can develop theory and measure the population (Seyfried & Reith, 2019:111). MMR manages to compare both numerical and factual data at the same time. Consequently, rich and understandable data are collected. MMR uses the quantitative and qualitative research approaches in the same study and increases complexity, which cannot be achieved in a single approach study; therefore, MMR makes it easier to avoid mistakes. The ideas infer that deductive and inductive methods are employed in a study (Morse & Niehaus, 2016:77).

MMR consists of generalisation and extrapolation in the study. The quantitative research approach deals with generalisation in selecting the sample with a specified range of certainty to represent the entire population. On the other hand, the qualitative research approach deals with the replication of the findings to be extrapolated in the study (Brian, 2019:8). In MMR, the researchers work with the differences concurrently to achieve the objectives of study.

MMR is a good example of triangulation of research approaches. Creswell (2014) mentions that triangulation of data collection methods in MMR means using more than one instrument to collect data. This can happen sequentially or concurrently. Triangulation involves enhancing qualitative and quantitative data on the same topic and the data sets are merged at analysis. Triangulation is intuitive, common, easy to understand, efficient and team-oriented data collection (Morgan, 2014: 55). MMR also employs an embedded design where a single set of data is insufficient and open- and closed-ended questions are asked (Brian, 2019:9). Different questions with different answers are needed. Quantitative data are embedded in qualitative data, which is phenomenology. Qualitative data in a quantitative dataset includes experiments or quasi-experiments (Leavy, 2017:212). Embedded research design becomes difficult and has a correlational setting.

The researchers can spend much time and money on constructing MMR. Brannen (2017:12) states that the cost of MMR research is high, while the findings of MMR may not be obtained easily.

3.4.4 Choice of the research approaches adopted by the study

The researcher adopted the quantitative research approach to conduct this study, to enhance the validity and reliability of the research findings. Payne and Payne (2020) posit that “quantitative research describes and counts frequencies in social behaviour, than interpreting meanings from individuals.” The study explained the data in a statistical format to predict the outcomes. Social problems are introduced with survey questions while data are collected and measured systematically. The quantitative research approach was chosen to collect the views and perceptions of the library users. The quantitative data collected from the library users are coherent to achieve the research objectives. The main purpose is to gather statistics and accountability of the findings.

3.5 RESEARCH DESIGN

Research design is a plan for how to carry out a research project (Bukve, 2019:77). Creswell (2014:41) also defines research design as a plan of inquiry consisting of qualitative, quantitative or MMR approaches to give direction in a study. The questionnaires were used in the study. A survey was relevant for the study as it helped the researcher to gather data on library users’ behaviours, attitudes and beliefs (Norman, 2017:140). The research questions advised the study to consider which data was needed to answer the questions. At a later stage, such data were to be collected and analysed. The researchers wanted to find the answers from the questions formulated (Mishra & Alok, 2017:211). In a research design, the researchers develop the procedure of collecting data for the purpose of achieving the aims and objectives of the study (Leedy & Ormrod, 2014:255).

In this study, the researcher planned to collect quantitative data from the library users, as they are beneficiaries of the public libraries’ services. Their responses helped to answer the objectives and questions of the study. The purpose of a research design is to provide the plan of the study logically to permit accurate assessment.

3.5.1 Survey research design

The survey research design is the process through which the researcher administers a survey to the sample (Du Plooy-Cilliers, et al., 2021). Survey research design describes the respondents' attitudes, opinions, impressions and level of satisfaction. The survey research design measures independent variables. It also includes items that are randomly assigned to groups of individuals (Bukve, 2019:79). Survey research design was adopted in this study and self-administered questionnaires were used to collect data from the respondents. The purpose of research design is to plan the study, permit accurate assessment and to achieve the aims and objectives of the study (Leedy & Ormrod, 2014:255).

3.6 TARGET POPULATION, SAMPLING AND SAMPLING TECHNIQUES

The target population, sampling and sampling techniques are discussed as follows:

3.6.1 Target population

Population is referred to as the group of individuals whom the researcher is interested in studying (Kumar, 2014:201). The broader scale of people to be included in the study is considered. The target population refers to the entire group or scope of individuals, group containing elements the researcher wants to study such as objects, events, organisations, countries, species and organisms.

In this study, the researcher targeted library users from the Waterberg District in the Limpopo province. There were 1 000 registered library users in Waterberg public libraries (Waterberg District Municipality Integrated Development Programme 2019:75). The choice of library users was motivated by the fact that they were beneficiaries of the services rendered by public libraries. The population of the study were all public libraries in Waterberg District Municipality.

3.6.2 Sampling

It is impossible for the researchers to collect data from the entire population; therefore, a sample should be drawn. Mishra and Alok (2017:217) define sampling as a selection of a few people from the population of a study before any data

collection is performed. The purpose of selecting a sample is to get an inference to a population or reasonable percentage of respondents to represent the whole population under the study (Patten & Newhart, 2018:87). From the entire population, a few respondents are chosen to participate to complete the questionnaires planned.

Due to budget constraints and to avoid long distances to remote areas, quantitative data were from respondents in the Mogalakwena Local Municipality only. The names of the public libraries include Mogalakwena, Babirwa, Bakgoma, Mahwelereng and Bakenberg (Pudiakgopa) public libraries (Mogalakwena Municipality Integrated Development Programme, 2018). The sample of this study was five public libraries in Mogalakwena Municipality. The respondents from the selected public libraries were Mahwelereng (85), Mogalakwena (80), Bakgoma (50), Babirwa (35) and Bakenberg (28). They were all registered library users of Mogalakwena Local Municipality.

3.6.3 Sampling techniques

In an academic research, researchers use sampling techniques to sample the population. Therefore, there are two sampling techniques in social science research to define the sample, namely probability and non-probability sampling techniques (Gournelos, Hammonds & Wilson, 2019:120).

3.6.3.1 Probability sampling technique

The probability sampling technique gives the researcher the opportunity to select the objects without being biased (Gournelos, et al. 2019:120). Kumar (2014:231) mentions that the probability sampling technique is when a portion of the population has a fair opportunity to be chosen as a representative sample in the selected area of study. The implication is that the results of a study are concluded to represent the population. Examples of probability sampling are simple random sampling, stratified random sampling, systematic random sampling and cluster random sampling (Patten & Newhart, 2018; Du Plooy-Cilliers, et al., 2014).

Simple random sampling is when every member in a population is given a chance to be included in the sample. The researcher ensures that individuals within a population are included on a list, and individuals are then selected randomly from the list (Patten & Newhart, 2018:206). The disadvantage is that when large samples are created, the sampling is time consuming. Norman (2017:145) and Gournelos, et al.

(2019:120) declare that if the sample is carried out by hand, the whole process becomes time wasting and tedious. It is better to use automated sample preparation. Therefore, simple random sampling selects the objects in a population with the same descriptions to resemble the whole population.

The second sampling technique is **stratified random sampling**. According to Du Plooy-Cilliers, et al. (2014:121), stratified random sampling is referred to as proportional random sampling. Different respondents are separated into subgroups and sampled independently. For instance, males and females can be divided to achieve results in a large population.

Another sampling technique is **systematic random sampling** where participants from a large population are selected at a recurring interval. Leedy and Ormrod (2014:200) define systematic sampling as the random sampling technique where the researchers select every *n*th object in the sampling figure.

Lastly, **cluster random sampling** is different from other sampling methods in such a way that the researchers randomly select a number of identified margins. The individuals are clustered within the selected areas (Creswell, 2014:101). In a large population, the researchers consider this sampling method to identify the population.

3.6.3.2 Non-probability sampling technique

In the non-probability sampling technique, the researchers cannot indicate a particular individual of the population to be part of the sample (Connaway & Radford, 2017:134). A non-probability sampling technique is when the selection is not completely randomised; hence, the sampling does not represent the population. The sampling is based on personal judgment rather than selecting from many people (Mishra & Alok, 2017:218). No statistical deduction can be specified. Connaway and Radford (2017), Sarantakos (2013) and Stockemer (2019) list examples of non-probability sampling such as convenience sampling, quota sampling, snowball sampling and purposive sampling.

Convenience sampling is a type of non-probability sampling technique where people are sampled easier because they are accessible and reflects the same characteristics of the population (Creswell, 2014:140). The researcher selects the

elements that are available until the sample reaches a desired size. Convenience sampling is also called accidental or availability sampling (Stockemer, 2019).

According to Sarantakos (2013), **quota sampling** is a sampling technique in which the researcher selects the subjects that are available immediately. Quota sampling requires prior planning on a number of respondents to conduct the study. Therefore, significant and diverse elements of the population are ensured (Connaway & Radford, 2017).

Snowball sampling is done when the researcher confronts people who can be identified to provide data. Morse and Niehaus (2016:65) defines snowball sampling as “nominated sampling where participants select each other. The first person has the opportunity to identify the next person to be involved in the study.” People who are friends or are members of the same community can nominate each other. The type of sampling happens when the researcher deals with a population that is not easy to find (Gournelos, et al., 2019:121).

Lastly, **purposive sampling** is based on the researchers’ knowledge of the population and the objectives of the research (Creswell, 2014:201). This type of sampling allows the researchers to select the participants who have the characteristics of the study. Purposive sampling technique is also called judgmental sampling (Patten & Newhart, 2018:206).

3.6.3.3 Specific sampling techniques selected in the study

The study cannot be complete without the adoption of sampling techniques to represent the target population. The researcher used the sampling technique from probability sampling techniques.

Simple random sampling was adopted for library users in Mogalakwena Local Municipality libraries. The population in the Waterberg District was big and scattered. Silvia and Cotter (2021:201) mention that the part of the population is grouped to provide data to avoid unavailable respondents and in a large population, researcher considered this sampling technique to get the sample from the population. Therefore, the study considered library users from Mogalakwena Local Municipality to participate in the study by using the self-administered questionnaires. The library

members were chosen from each library at random to represent the population in the Waterberg District.

3.6.3.4 Sample size

In sampling, the researcher selects a number of respondents who participate in the study (Mishra & Alok, 2017:219). As the research design for this study was quantitative (survey) oriented, a large sample size was selected to reflect the size of the population and assure the level of accuracy of the findings. In this study, the sample size was selected from Mogalakwena Local Municipality. There were 1 000 library users in the Waterberg District (Waterberg District Municipality Integrated Development Programme, 2019:75). Therefore, to obtain the correct sample size that related to the population the researcher used “a look-up table for sample sizes from different sized universes” (Payne & Payne, 2020:203) and “a table for determining sample size from a given population” (Connaway & Radford, 2017:148). In this instance, from the population of 1 000 library users, the sample size of 278 was used, calculating to 27.8%.

3.7 DATA COLLECTION INSTRUMENTS

Research instruments are tools that are used to collect data to complete a study (Kumar, 2014:232). They are materials for gathering raw data and providing answers for the study.

3.7.1 Self-administered questionnaires

Questionnaires are a set of questions used to collect quantitative data from the respondents (Connaway & Radford, 2017:107). The researchers formulate questions that are related to the subject of the study to collect answers from the respondents. On the other hand, self-administered questionnaires give the respondents ample time and freedom to think about their answers at their own pace. This makes it easy to construct and analyse data. It is also inexpensive to administer a large amount of data and can be collected in a short period (Connaway & Radford, 2017:108).

The disadvantages of self-administered questionnaires are that most of the people to whom the questionnaire was sent may not respond, while some may not understand how to complete them. Electronic distribution can also hamper access to the

respondents who cannot receive e-mails (Morgan, 2014:124). Technology becomes a threat to them. Mishra and Alok (2017:230) define that questionnaires are tools used to gather data without the researchers' influence.

3.7.2 Interviews

Oltman (2016:9) defines interview as data collection instrument used by the researchers to have a conversation with the participants in a study. Interview is a qualitative research method that follows logic of human interaction, it is a conversation where people talk with each other, and a researcher asks questions while the interviewee answers questions (Knott, Rao, Summers & Teeger, 2022). Packer (2017:58) and Vogl (2013:140) state that there are face-to-face interviews and telephonic interviews. Face-to-face interviews are personal interviews, while telephonic interviews are encouraged to maintain a certain degree of distance away between the participants and the researcher. Interviews encourage the conversation to run smoothly between two people, speak freely, while, on the other hand, a telephonic disconnection can cut the conversation short (Roulston, 2019:10). The conversation can later proceed.

There are interview schedules or lists of questions that are prepared during the interviews as "the research instruments that connect the interviewer and the interviewee in a conversation with the aim of collecting data about the social world." (Roulston, 2019:9). Merriam (2014:102) confirms that interview schedules are guides or list of questions the researcher intends to ask in an interview. They contain many questions specific to the study.

3.7.3 Choice of the data collection instrument selected in the study

Self-administered questionnaires were used to collect data from the library users for quantitative analysis. The aim was to retrieve the information from the respondents and support the academic study to achieve the research objectives. The researcher used the self-administered questionnaires to collect quantitative data from the library users in Mogalakwena Local Municipality libraries. The questionnaires were distributed to library users upon their visit to the libraries. These questionnaires were divided into six sections. All the sections were guided by the objectives of the study. The scale for each question was based on a four point Likert scale. A Likert scale is

a psychometric scale used in research to represent people's opinions and attitudes about the topic. The Likert scale is beneficial in questionnaires and used interchangeably with a rating scale (Ilhan & Guler, 2017:321). For instance, the rating scales can be “excellent, good, average or poor.”

3.7.4 Procedure for data collection

Data collection is the selection of materials for understanding the social environment, experiences and procedures to follow in approaching the respondents. Data collection activities include talking, listening, observing and analysing materials (Flick, 2019:7). In quantitative research, data are collected through quantitative approaches to employ numeric and descriptive data collection (Denzin, 2017:303).

In the process of collecting data at the public libraries, the researcher explained the purpose, objectives and benefits of the study to the respondents. The researcher also requested them to fill in the questionnaires, which took ten to fifteen minutes of their time. The researcher distributed one questionnaire per respondent. Some of the respondents were reluctant to complete the questionnaires, while some were confident.

The study was conducted immediately after the Covid-19 pandemic period in June 2023. However, in fear of infecting the respondents who may not be vaccinated to the pandemic, the researcher maintained regulations to distribute the questionnaires. One of the regulations was social distancing which was applied in the study when collecting data. The researcher followed hand hygiene instructions by using sanitiser and wearing a facemask, while distributing the questionnaires. Osler (2019:2) explains that Covid-19 is the illness that emerged in December 2019 in China, Wuhan, and spread from one person to the other. The disease was severe and caused respiratory difficulties. The researcher avoided crowded respondents during the distribution of the questionnaires. The researcher ensured that all Covid-19 protocols were followed. From the 278 questionnaires that were distributed, 250 library users responded. Not all the participants committed themselves to fill in the informed consent. They were also not forced to participate. The introductory part of each questionnaire requested the library users to complete it. The participants' full names, identity numbers and physical addresses were not completed. The period that the respondents had to complete the questionnaires was two weeks. Some of

the library users responded immediately after completion, while some requested the investigator to collect them the following day. Some of the library users gave the researcher their contact details to be reminded by means of cell-phone to return the questionnaires. This was a difficult exercise, as some were rude over the telephone. They indicated that they were not willing to complete the questionnaires. In this case, the researcher accepted the condition.

3.8 VALIDITY AND RELIABILITY

In the development of academic research, the researchers should consider validity and reliability for the purpose of producing credible findings. Validity and reliability are requirements for design and measurement of research. The researcher must ensure that the conclusions are true and repeatable in design and measurable in terms of quantity to analyse the numerals investigated (Connaway & Radford, 2017).

Since the study focused on quantitative data, the collection of quantitative data needed to be measured. From this perspective, the findings were enhanced with numbers and frequencies. Validity and reliability include trustworthiness, dependability and credibility (Bryman, Bell, Hirschsohn, Dos Santos, & Du Toit, 2014). In this quantitative study, to indicate credibility and dependability, the investigator distributed questionnaires to attempt to reach the sample of study.

3.8.1 Pre-testing of research instruments

In research, pre-testing of a research instrument is essential. Kumar (2014:160) observes that pre-testing of questionnaires before collection data is important to identify mistakes in the questions, to determine the correct wording, to ascertain whether the questions are in good order and understandable, as well as to check whether the instructions were followed correctly. To add further aspects, additional questions may be needed or eliminated (Kumar, 2014:160).

For the purpose of this study, pre-testing was crucial to determine the logic and relevance of the questionnaires. Connaway and Radford (2017:83) mention that pre-testing should be employed by using a data collection instrument that is similar to those that will be used in the study. The questions should be studied for consistency and be reliable to the instruments.

In the current study, the researcher expected responses that were understandable and accurate. A total number of ten library users registered at Mahwelereng public library were chosen randomly for a pilot study. They all returned the self-administered questionnaires after completion. The researcher realised that some questions were repeated. All the repeated questions were minimised before the questionnaires were dispersed to the whole sample of study.

The purpose of pre-test in this study was to ascertain whether the respondents understood the questions in the self-administered questionnaires. An additional aim was to correct and improve the research instruments.

3.9 DATA ANALYSIS

Data analysis is the process to ensure that the correct data are collected in the study to obtain the research findings. Quantitative data analysis includes presentation of tables and charts (Kumar, 2014:251). In this study, Excel software with charts and pivot tables were used.

Statistical analysis deals with the development and application of techniques for constructing and analysing data quantitatively (Connaway & Radford, 2017:176). In this study, the researcher collected data through self-administered questionnaires sent to the library users for probability sampling. As mentioned above, data are analysed through Excel software with pivot tables and charts. The main purpose of statistical analysis was to summarise the questionnaires or data to provide answers to the research questions.

3.10 ETHICAL CONSIDERATIONS

Creswell (2014:195) defines ethical considerations as set of principles that ensure that the researcher protects the respondents from any harm and that they are treated with respect. The researchers should make sure that respondents or participants are protected physically and psychologically. This action refers to the principle of beneficence (Patten & Newhart 2018:35). The implication authorises the researchers to minimise risks and maximise benefits towards the participants. Connaway and Radford (2017:200) emphasise that ethics are important in a research, especially when the research involves human subjects.

The University of South Africa (UNISA) Policy on Research Ethics Code (2016) was used as a guideline in so far as conformance to the ethical standards of research is concerned. The ethical issues adhered to in this study included voluntary participation, anonymity, confidentiality, ethical clearance certificate and plagiarism. The respondents were respected and treated with honour in collecting data. The respondents were not forced to take part in the study. It was the monitor to drive the study.

3.10.1 Voluntary participation

The respondents should not be coerced to respond in the study, meaning they can refuse to answer questions or withdraw at any time. This represents the principle of autonomy (Patten & Newhart, 2018:35). The individuals have freedom of choice to respond voluntarily and should not be forced to respond in the study due to abusive actions that can threaten their lives. The respondents also have the freedom to stop taking part in the study (UNISA Research Ethics Code, 2016:14). In this study, the investigator allowed the participants to decide whether they will participate or not. They were not pressurised to complete the questionnaires.

While the respondents volunteered to participate, they were also requested to fill in the informed consent forms. Bell and Walters (2018:65) mention that to obtain informed consent forms, the researchers should tell the respondents about the general purpose of the research, what will be done to them during the research, what the benefit for them is, what the potential for harm to them might be and that they may withdraw at any time without penalty. The UNISA Research Ethics Code (2016:14) emphasises that “respondents in a research should be given consent forms in writing and provide their signatures. The details of a research should be clear, including any risks associated with the study. Personal information should be collected in adherence to the Protection of Personal Information Act (POPIA) 4 of 2013.” Library users were requested to fill in and sign informed consent forms before responding to the questionnaires. All the respondents were informed about the purpose of study.

3.10.2 Anonymity and confidentiality

Not all information provided should be disclosed to the public. The information collected from the respondents should be for academic use. In addition, all information should also be treated with confidentiality (Patten & Newhart, 2018:35). The respondents' names, contact numbers, identification numbers and addresses were not requested in the questionnaires. The UNISA Research Ethics Code (2016:15) also alerts the researchers to the non-disclosure of all information and that it is necessary that the methodology of a research project conceal the information. The respondents' privacy, anonymity and confidentiality are important, as they do not know the real purpose for which they are providing information.

3.10.3 Ethical clearance certificate

The academic institutions offer the ethical clearance certificate to the researchers to conduct the study. "Human research conducted by UNISA students must have ethics clearance from the relevant ethics review committee before it may commence" (UNISA Research Ethics Code, 2016:5). In this study, the researcher also requested ethical clearance certificate from the Department of Information Science at University of South Africa. South Africa and many other countries arrange the regulations to support the researchers to further their studies. Social science groups recommend that it is important for social scientists to engage with research ethics (Israel, 2015:77). To complete the study, the researcher also requested permission letters from the DSAC in Limpopo Province to proceed with the study and also from Mogalakwena Local Municipality.

3.10.4 Plagiarism

The act of copying facts, words and collected data from the reading materials to present them as owned information is plagiarism (Harris, 2017:102). All the information belonging to other authors should be cited. "The scribe is not the original author of the information, because copying is illegal and it is proven to be a criminal action against the authors' integrity." (Du Plooy-Cilliers, et al., 2021).

The UNISA Policy for Copyright Infringement and Plagiarism (2020:2) emphasises that it is not ethical for researchers to use other people's work, because it is an infringement of the copyright for author's rights. Dishonesty through cutting and

pasting someone's ideas is prohibited. Researchers neglecting the terms and conditions of this policy will be submitted to disciplinary procedure.

In the current study, all the information sources were cited and supported with a list of references. The researcher also used Turnitin to avoid plagiarism. Turnitin is a special computer software that discovers plagiarism with the purpose of developing academic writing (Gipp, 2014:18). Turnitin assesses the document and rates the work according to the researcher's performance to show the similarity index. It is also called a Plagiarism Detection System (PDS) (Gipp, 2014:19).

3.11 CHALLENGES ENCOUNTERED DURING AN EMPIRICAL STUDY

In every academic journey, there are some difficulties that researchers may go through. Subudhi and Mishra (2019:2) mention that scholars plunge into a challenging journey of research, with research problems and a suitable research methodology. Therefore, in this study, the researcher also experienced challenges in formulating the research problem and choosing the correct research methodology.

The other challenge encountered in this study was that some of the questionnaires were not returned. The researcher attempted to contact the respondents, but they did not respond and some hesitated to complete them. Therefore, they were not forced to complete the questionnaires.

The researcher experienced budget constraints to travel from one public library to the other, as the libraries were not located at the same site. Nevertheless, the study was completed.

3.12 SUMMARY

This chapter discussed the research methodology and research design used to conduct this study. The research paradigms, research approaches as well as the motivation for the choice of the methods were explained. Research instrument used to collect data was also discussed and supported with reliable sources. The population was defined and the research sampling techniques used were outlined. The chapter also looked at issues of how data analysis and the presentation of study were done, as well as factors of ethical considerations necessary to this study were

considered. Validity and reliability of this study were explained, as well as trustworthiness. The researcher also identified the challenges encountered during the empirical study. The following chapter focuses on the data interpretation, presentation and discussion of the findings obtained from the questionnaires with library users.

CHAPTER FOUR

INTERPRETATION, PRESENTATION AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

Chapter Three dealt with the research methodology and research approaches used in conducting this study. This chapter interpreted, presented and discussed the findings obtained from library users in Waterberg public libraries. The introductory part detailed the response rate of the respondents in the public libraries. The study adopted the quantitative research approach. The presentation of the findings was guided by the research objectives of study. The research objectives were as follows:

- To investigate types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users.
- To determine the level of satisfaction of library users with collections in public libraries.
- To assess competencies by library personnel relating to collection development in public libraries in Waterberg District.
- To determine the importance of a collection development policy in public library services to library users.
- To investigate challenges faced by library users relating to collection development.

4.2 RESPONSE RATE

It was mentioned in Chapter One that the main aim of this study was to investigate collection development in public libraries in the Waterberg District, Limpopo Province, South Africa. The study targeted 278 library users of public libraries in Mogalakwena Local Municipality. To ensure confidentiality, the names of the respondents were not made available. Self-administered questionnaires were used to collect quantitative data from the library users. Table 4.1 indicates the response rate.

Table 4.1: Response rate

Target population: Library users				
Public Library Name	Respondents	Non-respondents	Frequency	%
Mahwelereng public library	85	9	76	30.4
Mogalakwena public library	80	5	75	30
Bakgoma public library	50	5	45	18
Babirwa public library	35	7	28	11.2
Bakenberg (Pudiakgopa) public library	28	2	26	10.4
Total	278	28	250	100%

The findings indicated that more than a quarter (85:30.4%) of the respondents completed the self-administered questionnaires in Mahwelereng Public Library, whereas nine of them returned incomplete questionnaires. Nearly more than a quarter (80: 30%) of the respondents managed to complete the self-administered questionnaires in Mogalakwena public library, while five of them did not return them. The findings also indicated that in Bakgoma public library; nearly a minority (50: 18%) of the respondents completed the self-administered questionnaires, while only five of the respondents did not respond. A minority (35:11.2%) of the respondents from Babirwa public library responded, while seven of them did not complete them. The findings indicated that a few (28:10.4%) of the respondents from Bakenberg (Pudiakgopa) Public Library completed the self-administered questionnaires, while two of them did not respond. All the non-respondents were teenagers because they were reluctant. De Rada (2019) states that teenagers or learners in Europe preferred to complete a digital web-survey rather than self-administered questionnaires. This implies that the use of the self-administered questionnaire design affected the response rate of this study. The findings indicated that overall (250: 89.9%) of the respondents completed the self-administered questionnaires to support this study.

According to Leedy and Ormrod (2015), a response rate of 50% is acceptable in research, for the researcher to generalise the findings.

4.3 GENERAL QUESTIONS

In Appendix A (Section A, Questions 1, 2 and 3), the researcher prepared general questions to the respondents.

4.3.1 The names of the public libraries

In Appendix A (Section A, Question 1), the library users were requested to provide the name of the public libraries for the purpose of identifying the area where the data were collected. Data were collected from five public libraries, namely Babirwa, Mahwelereng, Mogalakwena, Bakgoma and Bakenberg (Pudiakgopa).

4.3.2 Demographic profile of respondents

The profiles were categorised according to age and gender of respondents as reflected in Table 4.2.

4.3.2.1 Gender of the respondents

In Appendix A (Section A, Question 2), the respondents were requested to indicate their gender.

Table 4.2: Respondents per gender (N=250)

Library users		
Gender	Frequency	%
Males	151	60.4%
Females	99	39.6%
Total	250	100%

The findings indicated that most (151: 60.4%) of the respondents were males and only more than a quarter (99: 39.6%) were females. However, according to Statistics South Africa (StatsSA) in Brief (2020:7) and Statistics South Africa (StatsSA) (2022)

the majority of the citizens in South Africa are female. This finding depicts that the majority of the library users who visited public libraries in the Waterberg District were male.

4.3.2.2 Respondents per age group

In Appendix A (Section A, Question 3), the respondents were requested to indicate their age groups, choosing between the categories of 23 and 33 years, 34 and 44 years and 45 years and above.

Table 4.3: Respondents per age groups (N=250)

Library users		
Age groups	Frequency	%
Between 23 and 33 years	146	58.4%
Between 34 and 44 years	95	38%
45 years and above	9	3.6%
Total	250	100%

The findings indicated that more than half (146: 58.4%) of the respondents were between 23 and 33 years, which means that most library users were youth. The youth visited public libraries to search information sources for curriculum-related activities. They need information for homework, assignments and research projects, as well as to further their studies at tertiary institutions such as universities and colleges. However, Mushtaq and Arshad (2022) found that most of the people who visited public libraries in Pakistan frequently were between 21 and 30 years with the purpose of preparing for examinations, to access the internet and use Wi-Fi. The findings also indicated that more than a quarter (95: 38%) of the respondents was between 34 and 44 years. Horrigan (2016:3) state that most (69%) of the youth and adults in United States of America (USA) spent their time in public libraries for educational purposes and accessing the internet with the aim of seeking jobs. The findings indicated that this age group looked for employment opportunities, typed Curriculum Vitae (CVs) and application letters, and used the Internet to search for jobs. StatsSA (2022) indicates that South Africa has an unemployment rate of 26.7%.

Finally, the study indicated that a few (9: 3.6%) of the respondents were 45 years and above. Baada, Baayel, Bekoe and Banbil (2023) affirm that the elderly, who are older than 45 years, in Greater Accra region of Ghana are using public libraries for pleasure and as an entertainment place. This finding gives a picture that the age group visited the public libraries to borrow library materials, make photocopies, and use reference materials as well as printer facilities.

4.4 TYPES OF INFORMATION SOURCES AVAILABLE IN PUBLIC LIBRARIES

The aim of this research objective was to investigate the types of library materials that should be available in public libraries to meet the information needs of library users.

4.4.1 Types of information sources available in the public libraries

In Appendix A (Section B, Question 1), the library users were given types of information sources to select or choose from. The respondents were allowed to select more than one information source. The findings are presented in Table 4.4:

Table 4.4: Types of information sources in public libraries (N=250)

Information sources	Frequency	%
Wireless-Fidelity	180	72%
Computers	173	69.2%
Internet	173	69.2%
Encyclopaedias	150	60%
Fiction books	100	40%
Almanacs	100	40%
Atlases	100	40%
Dictionaries	75	30%
Directories	75	30%
Non-fiction books	50	20%
Biographies	50	20%
Bibliographies	50	20%
Total	1276	51.04%

The findings indicated that the majority (180: 72%) of the respondents had Wi-Fi in the public libraries. The study of Osuigwe (2020) in Nigeria found that most (65%) of the library users had Wi-Fi and other information sources available in the public libraries. Mbambo, Jiyane and Zungu (2021) state that the public libraries in the City of Johannesburg have Wi-Fi network to give access of digital information to the library users. The findings also indicated that public libraries were installed with Wi-Fi to increase digital connection in the fourth industrial era. The findings also indicated that most (173: 69.2%) of the respondents had both internet and computers available in public libraries. The findings imply that public libraries reduce the gap in access to digital technologies and implement electronic learning within the communities of the Waterberg District. Opeyemi (2018) observed that majority (90%) of the library users at University of Nigeria had access to the Internet and digital technologies; therefore, the library users retrieved digital information in the public libraries. More than a half (150: 60%) of the respondents indicated that encyclopaedias were available in the public libraries. Fewer than a half (100: 40%) of the respondents indicated that they had books, almanacs and atlases, while more than a quarter (75: 30%) of the respondents indicated that they had both dictionaries and directories, which were available in the public libraries. However, Kaur and Walia (2015) found that the majority (80%) of public libraries in Delhia had encyclopaedias, fiction books, almanacs, dictionaries, directories and atlases that are available to the general public. The findings from this study indicated that since public libraries had the above information sources, the information needs of the library users were met. The findings also indicated that only a minority (50: 20%) of the respondents indicated that public libraries had non-fiction books, biographies and bibliographies. This finding implies that only a minority of the respondents had access to the information sources.

Searing (2016) discovered that non-fiction books, bibliographies and biographies were available in the public libraries of USA and the minority (20%) of the library users had access to them. In this instance, Waterberg public libraries were providing information sources to the library users. Although the respondents were given compact discs, handbooks, digital versatile disks, talking books, magazines and newspapers to choose from, they were not indicated.

4.4.2 Types of information sources the library users are interested in

In Appendix A (Section B, Question 2), the respondents were asked to tick or mark the information sources provided that they were interested in. The respondents were allowed to select more than one information source they were interested in. Table 4.5 indicates the findings:

Table 4.5: Types of information sources the library users are interested in (N=250)

Information sources	Frequency	%
Wireless-Fidelity	250	100%
Internet	250	100%
Computers	245	98%
Non-fiction books	60	24%
Fiction books	50	20%
Digital-versatile	45	18%
Atlases	20	8%
Biographies	20	8%
Bibliographies	20	8%
Almanacs	20	8%
Talking books	20	8%
Directories	10	4%
Dictionaries	10	4%
Encyclopaedias	10	4%
Handbooks	10	4%
Total	1040	41.6%

The findings indicated that all (250: 100%) the respondents were interested in accessing the internet and Wi-Fi, majority (245: 98%) of the respondents are interested in the computers. The study of Markey (2023) mentions that all (100%) library users in University of Illinois and Los Angeles public libraries were interested in digital information sources such as computers, Wi-Fi and the internet. In this information technology era, the majority of the people are interested in accessing

online information sources to meet their daily information needs. They use gadgets such as tablets, smartphones, computers and laptops. Chaputula and Mutula (2018) support that, in Malawi, more than half (165: 52.9%) of the respondents used their smartphones to access electronic books, while fewer than a half (149: 47.8%) used computers to access electronic journals in the public libraries. This implies that the library users have technological skills to use electronic equipment to access information sources in the public libraries.

This study also indicated that fewer than a quarter (60: 24%) of the respondents were interested in non-fiction books, and less than a quarter (50: 20%) of the respondents was interested in fiction books. Caffrey, Lee, Withorn, Clarke, Castaneda, Macomeber, Jackson, Eslami, Haas, Philo, Galoozis, Vermeer, Andora, & Kohn (2022) found that global library users were interested in a variety of information sources such as non-fiction books and fiction books. The printing information sources are still stimulating, motivating and attractive to the library users because they are interested to read them in the digital environment. The findings also indicated that a minority (45: 18%) of the respondents were interested in digital versatile, while only a few (20: 8%) of the respondents were interested in atlases, biographies, bibliographies and almanacs. The study indicated that a few (10: 4%) of the respondents were interested in dictionaries, encyclopaedias, directories and handbooks.

It was clear that a few respondents were interested in reference sources such as dictionaries, encyclopaedias, directories and handbooks. However, Wong and Saunders (2020) found that library users in California were interested in primary information sources such as autobiographies, scrapbooks, diaries, oral histories and pamphlets because they provide evidence of everyday life activities with specific dates. This implies that the special collections are organised to make them available to the general public. Although the respondents were requested to name other information sources they are interested in, these were not indicated.

4.4.3 Quality of information sources

In Appendix A (Section B, Question 3), the library users were asked about the quality of information sources available in their public libraries on a scale of excellent, good, average and poor options to choose from. The researcher's aim of asking about the quality of information sources was to find out if they were reliable and credible to serve the information needs of the library users. Figure 4.1 presents the findings:

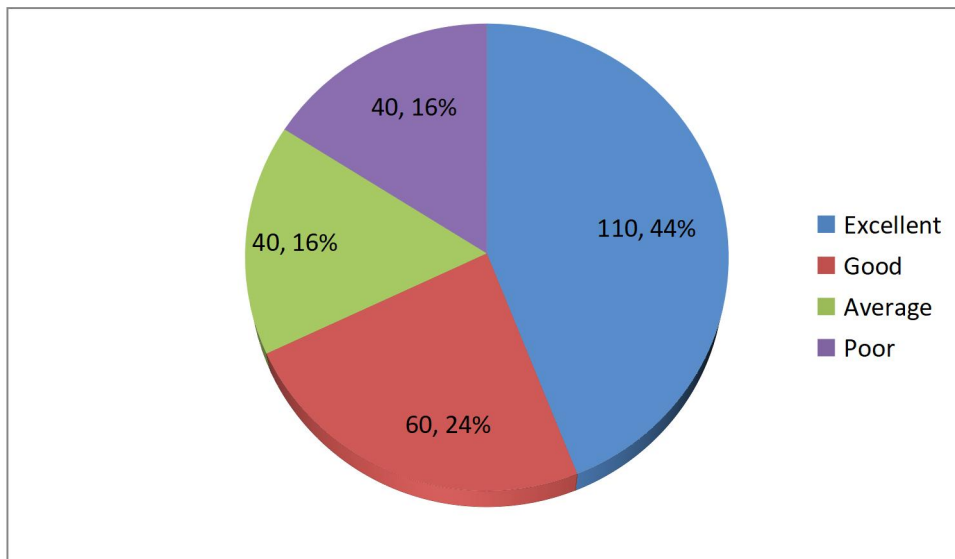


Figure 4.1: Quality of the information resources (N=250)

The findings indicated that fewer than half (110: 44%) of the respondents rated excellent on their quality of information sources and fewer than a quarter (60: 24%) of the respondents rated the information sources as good. The findings from this study indicated that the public libraries provide reliable and quality information sources to the needs of the library users. Sokenu (2015) found that majority (99%) of the library users in Nigeria preferred quality information sources in their public libraries. The findings also indicated that a minority (40: 16%) of the respondents rated the quality of information sources as average. The minority (40: 16%) of the respondents rated the quality of information sources as poor. The equal number of respondents from different public libraries rated the quality of information sources as average and poor. However, Walker, Kerr-Campbell and Mckoy-Johnson (2016) found that the majority (90%) of library users in the University of the West Indies, Mona Campus, rated the quality of information sources as fair and the minority (10%) of the library users rated the quality of information sources as poor. This suggests that user expectations and satisfaction are determined by the quality of information

sources. People do not rely on false information sources unless they have learnt it. They collect knowledge and access new information from the right information sources to be abreast of what is changing, to discuss and present it in the correct way.

4.4.4 Adequacy of information sources in public libraries

In Appendix A (Section B, Question 4), the respondents were asked whether their public libraries had adequate information sources. They were given (Yes, No and Not sure) options to choose from. With this question, the investigator wanted to know the accuracy and value of information sources in the public libraries. The findings are indicated in Table 4.6:

Table 4.6: Adequacy of information sources in public libraries (N=250)

RESPONSES	FREQUENCY	%
Yes	200	80%
No	48	19%
Not sure	2	1%
Totals	250	100%

From the findings, 200 (80%) out of 250 (100%) of the respondents indicated that their public libraries had adequate information sources. Wanyonyi, Odin and Sikolia (2018) discovered that the majority (83%) of the respondents in Pwani University library indicated that there were adequate information sources to satisfy their information needs. The findings were also corroborated by Mia (2019) who found that most (65%) of the respondents in Noakhali Science and Technology University Library, Bangladesh indicated that the information sources in their public libraries were adequate. The findings imply that the majority of the respondents were satisfied with the adequacy of the information sources in their public libraries. Only a minority (48: 19%) of the respondents yielded negative responses, while fewer (2: 1%) were not sure about the adequacy of information sources in the public libraries.

However, Chinnasamy and Nachimuthu (2020) found that more than a quarter (28.5%) of the adequate information sources were available in the Chennai City Libraries. From the findings, majority (80%) of the respondents agreed that there were adequate information sources in the public libraries to satisfy their information needs. However, there were inadequate information sources in Waterberg public libraries to meet the information needs of the minority (19%) of the respondents. There is a need for the public libraries to increase provision of information sources to satisfy all library users.

4.4.5 Accessibility of information sources in public libraries

In Appendix A (Section B, Question 5), the respondents were asked whether they had access to information sources. They were given the options Yes, No and Not sure to choose from. The findings are indicated in Figure 4.2:

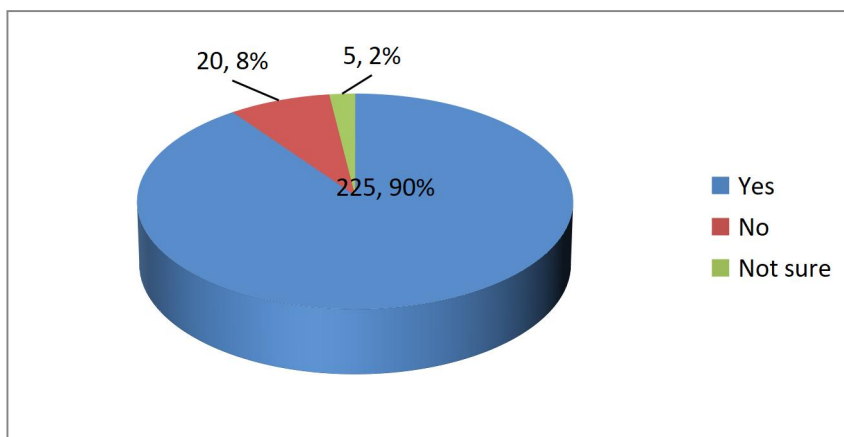


Figure 4.2: Accessibility of information sources (N=250)

In this study, the word “accessibility” attempts to highlight if the library users can reach and use the information sources in the public libraries. The findings indicated that the majority (225: 90%) of the respondents had access to information sources in their public libraries. According to the study by Agyieku (2021) in Ghana, majority (95%) of the respondents indicated that they had access to information sources. The South African public libraries had a conditional grant to buy library materials; therefore, the respondents had access to information sources. Only a minority (20: 8%) of the respondents indicated that they could not access information sources in their public libraries, while only a few (5, 2%) of the respondents indicated that they were not sure. On the other hand, Behnert and Lewandowski (2017) found that

majority (80%) of the respondents in Hamburg University of Applied Sciences libraries used the best match method to access information sources. From the findings, it was found that the respondents needed library orientation to search information sources in the public libraries to use online public access catalogue. Deodato (2015) defines that Online Public Access Catalogue (OPAC) is the standard and effective system as helps the library users Rutgers University to access information sources.

4.5 SATISFACTION OF LIBRARY USERS

The aim of this objective was to investigate whether the respondents were satisfied with the information sources and methods of accessing them in the public libraries.

4.5.1 Level of satisfaction with the information sources

In Appendix A (Section C, Question 1), the respondents were given a scale of extremely satisfied, highly satisfied, average and satisfied to choose from. The findings are indicated in Figure 4.3:

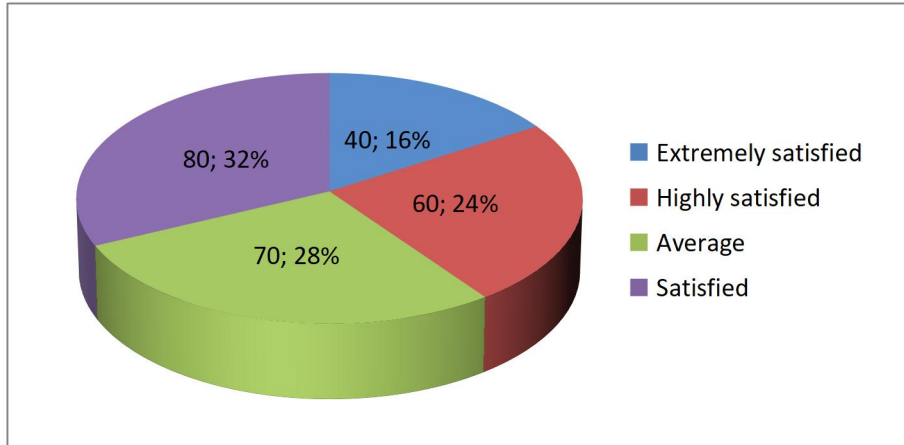


Figure 4.3: Level of satisfaction with the information sources (N=250)

The findings indicated that more than a quarter (80: 32%) of the respondents was satisfied with the information sources. Nyakweba, Bukirwa, Sendikadiwa and Ratanya (2022) found that the majority (90%) of the library users in Kenya were satisfied with information sources in the public libraries. The availability of funds in public libraries determines the acquisition of information sources in the public libraries to meet the diverse information needs of the library users. More than a

quarter (70: 28%) of the respondents indicated that the satisfaction with information sources was average.

However, Taufiq, Rehman and Ashiq (2020) assert that the library users in Pakistan are not satisfied with the information sources. All types of information resources should be available to satisfy the library users. Fewer than a quarter (60: 24%) of the respondents indicated that they were highly satisfied, while a few (40: 16%) of the respondents indicated that they were extremely satisfied with the information sources. The level of satisfaction with the information needs differed from one age group to the other. This implies that in a public library, there are different library users with different information needs. A study from Geiger (2017) found that more than half (53%) of the Millennials (born between 1981 and 1996) indicated that they were satisfied with the information sources. This is compared to fewer than half (45%) of Generation-X (born between 1965 and 1980) indicated that they were average, satisfied with the information sources. On the other hand, fewer than half (43%) of the Baby-boomers (born between 1946 and 1964) were highly satisfied with the information sources. The last generation is the Silent Generations who were born between 1925 and 1945 and they were extremely satisfied with the information sources (Geiger, 2017). From the findings, it was found that more people who live close to the public libraries had access to information sources than those who live in remote areas.

4.5.2 Satisfaction of users of information sources

In Appendix A (Section C, Question 2), the library users were requested to indicate whether they were satisfied with the information sources and they were given Yes and No options to choose from. The findings from the respondents are presented in Table 4.7:

Table 4.7: Satisfaction of users of information sources (N=250)

RESPONSES	FREQUENCY	%
Yes	240	96%
No	10	4%
Totals	250	100%

The findings indicated that the majority (240: 96%) of the respondents were satisfied with the information sources. This reflected that the majority of the respondents reached their information needs in the public libraries. However, Shen, Wang, Feng and He (2023) found that 50% (average) of the library users in China were satisfied with the information sources. The study also indicated that a few (10: 4%) of the respondents selected no, implying that they were not satisfied with the information sources. Hirsh (2022:114) found that a few (5%) of the library users in London were not satisfied with the information sources in the public libraries. This finding indicated that a few of the respondents were not satisfied with the information sources in the Waterberg public libraries.

4.5.3 Methods to locate or access information sources

In Appendix A (Section C, Question 3), the respondents were asked about the methods they employ to locate or access information. The findings are depicted in Table 4.8:

Table 4.8: Methods to locate or access information sources (N=250)

Methods to retrieve information	Frequency	%
Use library system	0	0%
Ask library personnel	250	100%
Other methods	0	0%
Totals	250	100%

From the findings, it is clear that none (250: 100%) respondents were familiar with the library systems in their public libraries. This implies that the libraries were never given library orientation concerning the use of library systems to access information in their public libraries. This is the reason why they relied on library personnel to assist them to locate information. However, Trifunovic (2022:91) mentions that the majority (95%) of the library users in Serbia indicated that they would rather locate

information sources on the website than ask library personnel. This means that workshops are essential for training the library users to search and locate the needed information. Pournaghi (2017) recommends that an online system catalogue helps the library users to locate information sources in Malaysia. Therefore, an online system is efficient in making the library collection services accessible to the library users.

4.6 COMPETENCIES OR SKILLS OF THE LIBRARIANS

The aim of this objective was to investigate the personality and performance of the librarians in the public libraries towards the library users.

4.6.1 Handling of complaints and information needs

In Appendix A (Section D, Question 1), the library users were asked whether the librarians handle their complaints and information needs. They were given options (Yes or No) to choose from. The findings are presented in Table 4.9.

Table 4.9: Handling of complaints and information needs (N=250)

Performance rating	Frequency	%
Yes	230	92%
No	20	8%
Totals	250	100%

The findings indicated that the majority (230: 92%) of the respondents yielded a positive response towards the performance of the librarians. From the study of Ikonne and Fajonyomi (2019) in Nigeria, it was found that the majority (80%) of the respondents indicated that librarians were performing well. Sorondo (2017) examines that the librarians like to help the library users with their information needs in the public libraries of Bengley. Therefore, this finding indicated that the librarians cooperate with the library users with regard to their information needs. Only a few (20: 8%) of the respondents gave negative responses to the performance of the librarians. However, Gregory (2019: 22) found that most of the librarians in Chicago

managed to handle variety of information needs from the library users. The finding implies that a few of the respondents were not satisfied with performance or skills of the librarians.

4.6.2 Level of performance

In Appendix A (Section D, Question 2), the library users were asked to rate the level of performance of librarians on a scale with excellent, good and average to choose from. Figure 4.4 demonstrates the findings:

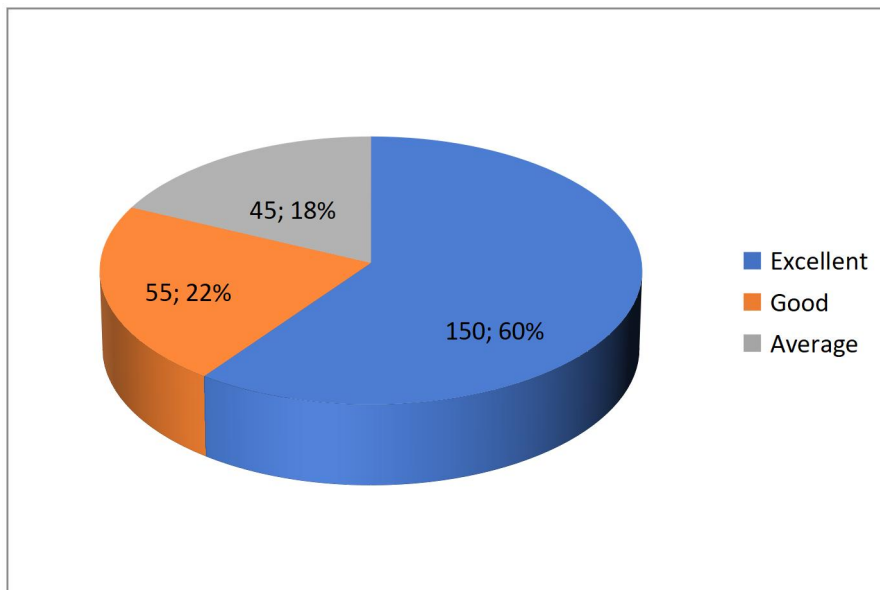


Figure 4.4: Level of performance (N=250)

The findings indicated that most (150: 60%) of the respondents indicated that librarians were excellent in performing their duties. From the findings, most of the respondents indicated that public librarians were performing well. This finding was corroborated by Crane (2016) who affirms that public librarians in North Carolina were performing well at work. Less than a quarter (55: 22%) of the respondents indicated that the librarians were good, while minority (45: 18%) indicated that their librarians were average in performing their duties. The finding is supported by Shahzad and Khan (2022) who verify that fewer than a quarter (20%) of the library users acknowledged that the librarians offered innovative services to them and a minority (18%) indicated that the librarians were average in performing their duties. The librarians present effective and efficient duties in the public libraries for the library users to provide their information needs.

4.6.3 New library personnel

In Appendix A (Section D, Question 3), the respondents were asked whether there were any new library personnel to support and were capable to provide information sources in the public libraries. The findings are presented in Table 4.10. They were given Yes, No and Not sure options to choose from.

Table 4.10: New library personnel (N=250)

Responses	Frequency	%
Yes	10	4%
No	200	80%
Not sure	40	16%
Totals	250	100%

The findings indicated that the majority (200: 80%) of the respondents indicated that the public libraries lacked library personnel to provide information sources. This is contrary to the findings of Albrecht (2023) who mentions that London public libraries hire new library personnel to increase provision of the information services. The finding denotes that there were no new librarians in Waterberg public libraries, which indicates that old librarians were performing well at work, as they knew the information needs of their library users. Otherwise, new library personnel may need orientation to help the library users with information sources in the public libraries.

A minority (40: 16%) of the respondents were not sure about the availability of new personnel, while a few (10, 4%) of the respondents indicated that there were a few new library personnel to assist them in the public libraries. However, Petek (2018) asserts that old library personnel members in Turkey public libraries were not performing well because of work overload, and vague information needs and requests. This emphasises that new library personnel should be hired to improve public library services and in-service training should be offered.

4.7 IMPORTANCE OF COLLECTION DEVELOPMENT POLICY

The aim of this objective was to investigate whether the library users were involved in the selection of information sources for collection development in the public libraries.

4.7.1 Selection of information sources for collection development

In Appendix A (Section E, Question 1), the library users were requested to indicate whether they are involved in selection of information sources. They were given (Yes or No) options to choose from. The findings are presented in Table 4.11:

Table 4.11: Selection of information sources for collection development

(N=250)

Selection of information sources for collection development	Frequency	%
Yes	150	60%
No	100	40%
Totals	250	100%

The findings indicated that out of 250, most (150: 60%) of the respondents indicated that their public libraries allowed them to select information sources. Gregory (2019) opines that to avoid bias in selection of information sources, potential users are invited to be part of the selection. This allows them to select materials of their choice to meet their information needs. Therefore, the collection development policy in the public libraries allows the library users to choose the relevant information sources.

Fewer than a half (100: 40%) of the respondents gave no response, indicated that they are not involved in the selection of information sources. In contrary, Xie and Joo (2020) discovered that the majority (95%) of the library users in China were involved in the selection of information, including both electronic and print library materials. Different types of information sources fulfil user satisfaction, and the library users have options to choose from.

4.7.2 Methods of selecting information sources

In Appendix A (Section E, Question 2), most (150: 60%) of the respondents who indicated that they were selecting information sources for collection development were requested to indicate methods of selecting information sources. The findings are presented in Figure 4.5:

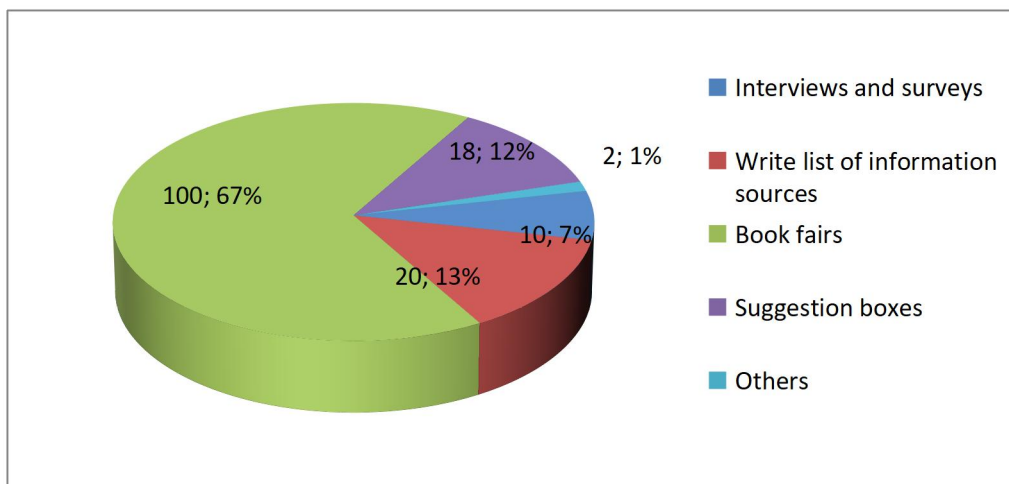


Figure 4.5: Methods of selecting information sources (N=150)

The findings indicated that most (100: 67%) of the respondents used book fairs to select reading materials for possible inclusion in the collection development. The finding of a study done by Fourie and Loe (2016) support that public libraries in California offer recreational sessions to library users for reading, browsing and choosing a range of information sources on different topics. It is evident that public libraries organise book exhibitions with the aim of serving the library users with the right information needs. The minority (20: 13%) of the respondents had a written list of information sources. Additionally, the minority (18: 12%) of the respondents indicated that they used suggestion boxes. Johnson (2018) identifies that the library users listed their information needs, which consisted of titles to be acquired in the public libraries. They added their contact numbers to trace them. It was clear that the library users were updated with the availability of their requested information needs. A few (10: 7%) of the respondents used interviews and surveys, while fewer (2: 1%) respondents used other methods of selecting information sources. Sylvanus, Pius and Ndaro (2021) assert that the majority (85%) of the public libraries in Nigeria were employing different methods to receive the right information sources and meet the information needs of the library users. It is certain that the methods of selecting information sources must guide the public libraries and ensure that the library users

have access to information sources. The findings identify that methods of selecting information sources are included in the collection development policy and differ from one public library to the other. Hence, in order to increase the library collection in a usable manner, the library users should be involved.

4.7.3 Rating of collection in the public libraries

In Appendix A (Section E, Question 3), the respondents were requested to rate collections in their public libraries. The aim of this question was to investigate whether the information sources that are selected serve the needs of the library users in public libraries. They were given the scale of excellent, good, average and poor options to choose from. Figure 4.6 demonstrates the findings:

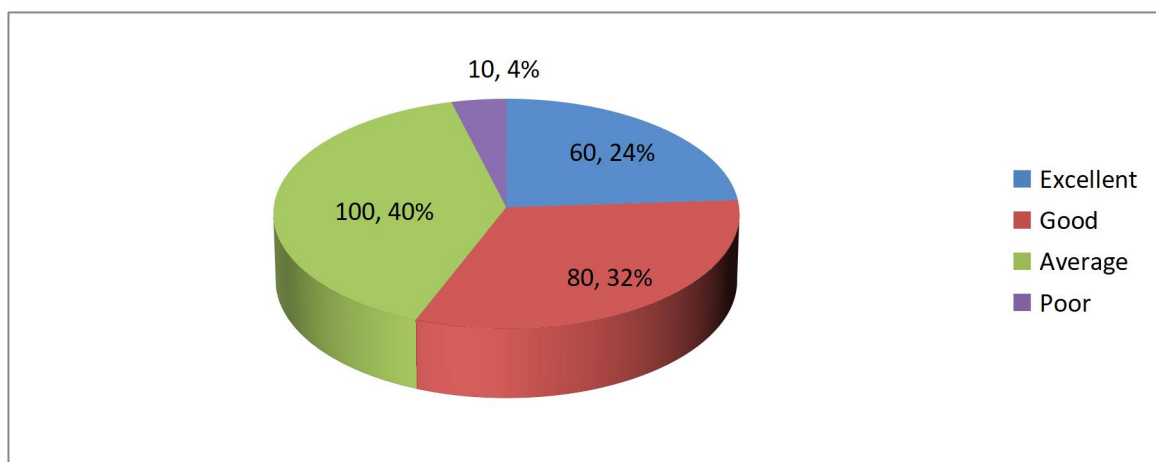


Figure 4.6 Rating of collection in the public libraries (N=250)

The findings indicated that fewer than half (100, 40%) of the respondents chose average on the collection in the public libraries. More than a quarter (80: 32%) of the respondents indicated that there was a good collection in the public libraries. Hibner and Kelly (2023) affirm that more than a quarter (32%) of the library users indicated that the collections in Michigan Public Libraries were good. From the findings it was found since the adults make photocopies, borrow information sources and spend time in the public libraries, they enjoy the information sources. The more the library users visit the public libraries, the more they are interested in using the information sources.

Fewer than a quarter (60: 24%) of the respondents chose excellent on the collection of public libraries, while a few (10: 4%) of the respondents opted for poor on the

collection of public libraries. However, Dube (2018) found that the majority (78%) of the library users in Botswana who used the public libraries rated them as excellent on selection of information sources and less than a quarter (22%) of non-regular users rated the public libraries poor. The findings imply that there were regular and potential library users with different perceptions towards the public libraries.

4.8 CHALLENGES FACED BY LIBRARY USERS

The aim of this objective was to investigate challenges faced by library users in Waterberg public libraries relating to collection development. In this study, the word “challenges” attempts to explain what the respondents encountered or experienced in Waterberg public libraries.

4.8.1 Challenges of information needs

In Appendix A (Section F, Question 1), the library users were asked to indicate whether they experienced any challenges in finding information needs in the public libraries. They were given Yes and No options to choose from. The responses are indicated in Table 4.12:

Table 4.12: Challenges faced by users relating to their information needs (N=250)

Acknowledgement of challenges of information needs	Frequency	%
Yes	250	100%
No	0	0%
Total	250	100%

The findings indicated that all (250: 100%) respondents indicated that they experienced challenges in the public libraries relating to the information sources. This finding is substantiated by Neogi and Bhanu (2023) who indicate that majority (90%) of the library users in India experienced challenges in the public libraries.

Bigger communities had more challenges with public library services than a small community.

4.8.2 Challenges faced by users in public libraries

In Appendix A (Section F, Question 2), the respondents were requested to select challenges confronted in the public libraries. All the respondents (250: 100%) selected more than one challenge confronted in the public libraries from the questionnaire. The findings are presented in Figure 4.7:

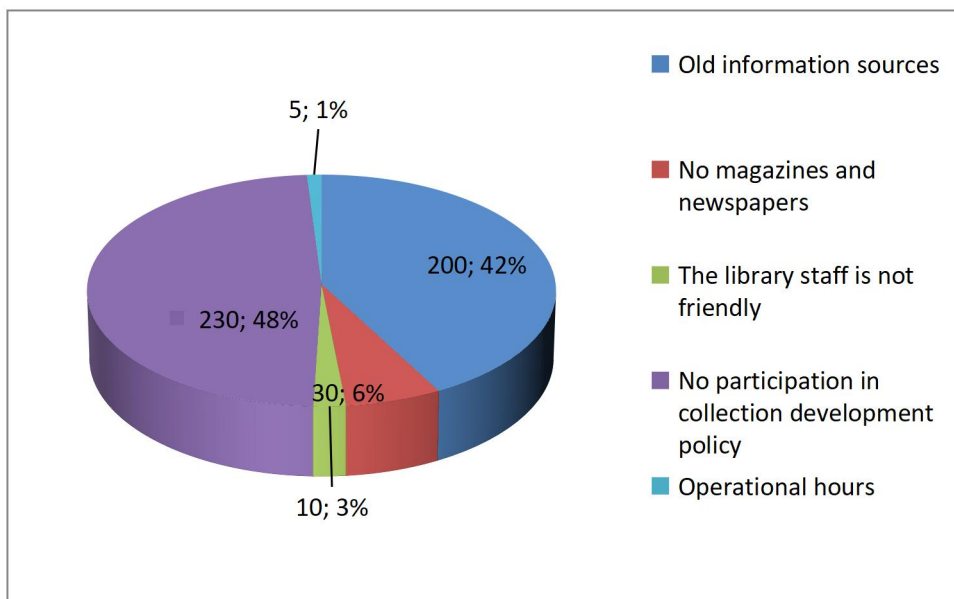


Figure 4.7: Challenges faced by users in public libraries (N=250)

The findings indicated that nearly half (230: 48%) of the respondents experienced the challenge of no participation in collection development policy in the public libraries. Jan and Ganiae (2019) assert that more than half (58%) of the library users in India could not assess and evaluate the collection development policy to meet their diverse information needs. The findings also indicated that the respondents were not involved in the collection development policy. Fewer than half (200: 42%) of the respondents indicated that their libraries contained old information sources that cannot be used to meet their multiple information needs. Lizazi-Mbanga and Mapulanga (2021) found that majority (252, 84%) of the respondents in Namibia indicated that they used old information sources in the public libraries and online information sources from the internet. Although, the information sources differed in nature and cost, this brought a major impact to access their information needs. To

avoid this challenge, some of the library users relied on the existing information sources to satisfy their information needs. Only a few (30: 6%) of the respondents indicated that their public libraries had no magazines and newspapers. On the other hand, Jones (2020) opines that the library users in University of Gloucestershire did not use the printed periodicals during the Covid-19 pandemic, which affected the library services. In the digital era, many public libraries installed internet networks and Wi-Fi to access different types of information needs, including periodicals; meaning the library users did not acquire magazines and newspapers. Consequently, the library users accessed electronic periodicals on the internet due to budget cuts and unavailability of storage in the public libraries. A few (10: 3%) of the respondents indicated that the library personnel were not friendly. From the study done by Okpanchi, George and Shalom (2022), it was found that more than a quarter (10, 28%) of the library users in Africa indicated that the library personnel were not friendly. The bond between the library personnel and library users is based on cooperation, readiness and satisfaction to create friendly relationship.

Finally, the findings indicated that fewer (5: 1%) of the respondents faced the challenges of operational hours. Migdalski and Moreau (2021) found that the minority (10%) of the library users in Oklahoma were not satisfied with the opening hours of the library services; therefore, operational hours were increased from Monday to Saturday. This finding suggests that most of the public libraries changed their operational hours because of the public library use. The more the people flock into the libraries, the more the operational hours may change to suit people who are working, students, researchers and the community at large.

5. SUMMARY

In this chapter, the data collected through self-administered questionnaires were presented, interpreted and discussed. As the quantitative research approach was adopted by the study, tables and pie-charts were used to present the findings. A literature review was used to support or refute the findings. Presentation of the findings was done in accordance of the research objectives of the study.

In this study, there were more male respondents than female, which is very unusual taking into consideration the high prevalence of females in the country. The findings

revealed that the majority (200: 80%) of the respondents had adequate information sources in their public libraries and had access to them. The study indicated that more than half (150: 60%) of the respondents indicated that the librarians performed well to meet the information needs of the library users. The study also indicated that the majority (240: 96%) of library users were satisfied with the diverse information sources available in the public libraries. There were effective collection development practices in meeting the diverse informational needs of the library users at Waterberg public libraries. The minority (48: 19%) of the respondents indicated that they were not satisfied with the adequacy of information sources in public libraries. However, less than half (100: 40%) of the respondents could not select information sources during the collection development, while all (250: 100%) respondents experienced challenges in the public libraries. For example, nearly half (230: 48%) of the respondents experienced challenges of no participation in collection development policy. Fewer than half (200: 42%) of the respondents indicated that their public libraries contained old information sources. Only a few (30: 6%) of the respondents had no magazines and newspapers. The study also indicated that a few (10: 3%) of the respondents indicated that the library personnel were not friendly, while fewer (5: 1%) had challenges with the operational hours.

In the next chapter, the summary of the main findings, conclusions and recommendations of the study are provided. The next chapter also gives areas for further studies based on the findings of the study.

CHAPTER FIVE

SUMMARY OF THE MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter focused on the interpretation, presentation and discussion of the findings. This chapter presented the summary of the main findings, conclusions and recommendations which aligned with the research objectives of the study. The recommendations of this study intended to address the responsive collection development in Waterberg public libraries to meet the information needs of library users. Finally, this chapter also presented areas for further studies based on the findings of the study. The following objectives guided the study:

- To investigate the types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users.
- To determine the level of satisfaction of library users with collections in public libraries.
- To assess the competencies of library personnel relating to collection development in public libraries in the Waterberg District.
- To determine the importance of collection development policy in public library services to library users.
- To investigate the challenges faced by library users relating collection development.

5.2 SUMMARY OF THE MAIN FINDINGS

The purpose of the summary in a study is to provide significant findings, as guided by the research objectives. In addition, relevant details about the study are prepared (Mukherjee, 2020:224). Therefore, the summary of the main findings was grounded on the research objectives of the study.

5.2.1 Types of library materials housed by public libraries in Waterberg District to meet the information needs of library users

- The findings indicated that the majority (72%) of the respondents had Wi-Fi, while most (69.2%) respondents indicated that they had internet and computers. All (100%) of the respondents were interested in Wi-Fi and internet, whereas the majority (98%) of them were interested in computers only.
- The findings indicated that most (60%) of the respondents needed or interested in encyclopaedias, while less than half (40%) of the respondents needed fiction books, almanacs and atlases. Fewer than a quarter (20%) of the respondents needed or interested in non-fiction books, biographies, bibliographies. On the other hand, the minority (20%) of the respondents were interested in fiction books, while a few (8%) of the respondents were interested in atlases, biographies, bibliographies, talking books and almanacs. Only a few (4%) of the respondents were interested in encyclopaedia.
- The findings indicated that more than a quarter (30%) of the respondents needed directories and dictionaries, whereas only a few (4%) of them were interested in these information sources.
- Most (65%) of the respondents indicated that information sources were adequate whereas less than half (44%) of the respondents indicated that they had quality information sources available in the public libraries.
- The majority (90%) of the respondents indicated that they had access to information sources in the public libraries.

5.2.2 The level of satisfaction of library users with collections in public libraries

- More than a quarter (32%) of the respondents were satisfied with the information sources, while more than a quarter (28%) of the respondents indicated that the satisfaction with information sources were average.
- Less than a quarter (24%) of the respondents indicated that they were highly satisfied, while a few (16%) of the respondents indicated that they were extremely satisfied with the information sources.

- All (100%) of the respondents relied on library personnel to assist them to locate and find information sources and they did not use information systems to locate and retrieve information sources in the public libraries.

5.2.3 Competencies by library personnel relating to collection development in public libraries in the Waterberg District

- The findings indicated that the majority (92%) of the respondents indicated that the library personnel handled their complaints and information needs, while most (60%) of the respondents indicated that the librarians in Waterberg District were performing well in provision of library and information services.
- The majority (80%) of the respondents indicated that there were no new librarians in the public libraries to assist them to access information sources.

5.2.4 Importance of collection development policy in public library services to library users

- Most (60%) of the respondents indicated that they participated in the establishment of the collection development policy, while fewer than half (40%) of the respondents indicated that they did not participate in the establishment of the collection development policy.
- Most (67%) of the respondents used book fairs, while the minority (13%) wrote a list of information sources to indicate information sources they need as part of the collection. Additionally, the minority (12%) of the respondents used suggestion boxes, while a few (7%) of the respondents used interviews and surveys to select information sources for inclusion in their public libraries.
- Less than half (40%) of the respondents indicated that there were average library collections in the public libraries, while a few (4%) of the respondents indicated that the library collections were poor.

5.2.5 The challenges faced by library users relating to collection development

- The findings indicated that all (100%) of the respondents encountered the challenges in the public libraries.
- Nearly half (48%) of the respondents indicated that they did not participate in

the establishment of the collection development policy.

- Less than half (42%) of the respondents indicated that there were old information sources, while only a few (6%) of the respondents indicated that there were no magazines and newspapers in their library collections.
- Only a few (3%) of the respondents indicated that library personnel were not friendly.
- Very few (1%) respondents indicated that operational hours in the public libraries were not suitable.

5.3 CONCLUSIONS OF THE STUDY BASED ON THE FINDINGS

It is a good phenomenon for the researcher to provide cyclical closure on the empirical study with research objectives and implications to provide a comprehensive perception about the findings (Biggam, 2021:195). This concluding section revisited organised the research objectives which provided conclusions as guided by the research objectives. Essential contributions of collection development to the Waterberg public libraries were simplified.

5.3.1 Types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users

The findings indicated that there were different types of information sources such as Wi-Fi (100%), internet (100%), computers (98%), non-fiction books (24%), fiction books (20%), digital versatile (18%), atlases (8%), biographies (8%), bibliographies (8%), almanacs (8%), talking books (8%), directories (4%), dictionaries (4%), encyclopaedias (4%) and handbooks (4%) in the Waterberg public libraries. The study concluded that public libraries had various information sources to attract library users. Although, there were no periodicals such as magazines and newspapers, fewer than half (44%) of the respondents indicated that they had quality information sources, and the majority (80%) of the respondents stated that adequate information sources were accessible in the public libraries.

The study concluded that limited information sources brought a negative attitude about public libraries, while sufficient and valuable information sources invited positive use of public libraries. On the other hand, all (100%) of the respondents

indicated that they were interested in Wi-Fi, Internet and while majority (98%) of the respondents were interested in computers. Less than a quarter (24%) of the respondents were interested in non-fiction books. The study concluded that availability and access of information sources play a major role in meeting the information needs of users in the public libraries.

5.3.2 The level of satisfaction by library users with collections in public libraries

The findings indicated that more than a quarter (32%) of the respondents indicated that they were satisfied. The public library collections remain pertinent and the public libraries are used. The study concluded that evaluating the level of library user satisfaction is beneficial for the purpose of providing relevant information sources at all times. More than a quarter (28%) of the respondents indicated that the satisfaction with information sources was average. This means they put Waterberg public libraries under pressure to improve their customer services. Nearly less than a quarter (24%) of the respondents indicated that they were highly satisfied, while a few (16%) of the respondents indicated that they were extremely satisfied with the information sources. The study concluded that non-essential resources towards the library users bring an unbalanced level of satisfaction with collections to public libraries.

All (100%) of the respondents indicated that they depended on the librarians to access or locate information sources in the public libraries, than using information systems. This assertion declared that only library personnel use the information systems to assist the library users.

5.3.3 Competencies by library personnel relating to collection development in public libraries in Waterberg District

In Waterberg public libraries, the majority (92%) of the respondents indicated good performance of the library personnel, even though there were no new staff members. The study concluded that recruitment of new library personnel is the decision of management, depending on budget allocation for the public libraries. In conclusion of competencies, the librarians in the Waterberg District performed well because most (60%) of the respondents indicated that they were handling complaints and

information needs of the library users. It is important to respond to the complaints and queries of library users to promote the standard service of public libraries. In conclusion of this finding, competencies of the library personnel satisfied the library users.

5.3.4 Importance of collection development policy in public library services to library users

The study established that the collection development policy deals with the selection of information sources to all library users; however, a few (4%) of the respondents rated collections in the public libraries poor. The study concluded that the public libraries do not involve all library users in their collection development policy. However, less than a quarter (24%) of the respondents rated collections in the public libraries as excellent. The study evaluation concluded that respondents were involved in collection development policy since they use book fairs, a list of information sources, suggestion boxes, interviews and surveys to indicate information sources that can meet their information needs. On evaluation of library collections in the public libraries, fewer than half (40%) of the respondents indicated average library collections, while more than a quarter (32%) of the respondents indicated that the library collections were good. The study concluded that collection development policy was not clear to the majority of the respondents in the public libraries. Therefore, the study concluded that the library collections in the public libraries needed to be increased and collection development policy should be used to target the information needs of the library users.

5.3.5 Challenges faced by library users relating to collection development

The study indicated that fewer than half (48%) of the respondents indicated that they encountered old information sources in public libraries, while a few (6%) of the respondents indicated a lack of magazines and newspapers as their challenges. The study concluded that the acquisition of new information sources is not prioritised in the public libraries to meet and serve the information needs of the library users. In conclusion on provision of magazines and newspapers, the study concluded that public libraries that public libraries do not acquire periodicals to update the library users as they are information sources information sources that frequently keep current news at local, national and international level. Furthermore, only a few (3%)

of the respondents indicated that the library personnel members were not friendly. Finally, only a few (1%) of the respondents indicated that they experienced challenges with the operational hours of the public libraries. The study concluded that the operational hours did not cover the library users, meaning public libraries closed too early for the library users. The study concluded that the staff members had problems that needed attention to help the library users to fulfil their information needs.

5.4 RECOMMENDATIONS OF THE STUDY

In the light of the findings of this study, the following recommendations are made.

5.4.1 Recommendations about types of library materials housed by public libraries in the Waterberg District to meet the information needs of library users

- The study recommends that to promote quality, adequate access to library materials, the public libraries should acquire both print and electronic books (e-books) to meet potential and future information needs of library users in the public libraries.
- More funds should be made available to provide more library information in public libraries. The DSAC as the mother body of public libraries should budget more funds for the public libraries to procure more information sources in diverse formats to meet multiple information needs of the library users. Distribution of funds will benefit them by purchasing different types of information sources requested by the library users on regular basis.
- At a later stage, the public libraries should report to the DSAC after acquiring the collection needed to satisfy the information needs of the library users.
- The senior managers of the DSAC should also monitor the budget to ensure better library services are offered to the public libraries to meet multiple information needs of the library users.
- The study recommends that all types of library materials, including adult and children books, should constantly be available in the public libraries to meet

the ever-evolving information needs of the library users in the Waterberg District.

5.4.2 Recommendations about the level of satisfaction of library users with collections in public libraries

- The study recommends that collection development should play a pivotal role in the presence of satisfying all library users with information sources.
- The study recommends that public libraries should always concentrate on user satisfaction while providing information services to the library users.
- The public libraries should evaluate their collections and information services through suggestion boxes, interviews and social media platforms such as WhatsApp and Facebook. Therefore, the evaluation of the level of satisfaction through technological devices will create collection development practice in the public libraries.
- The study recommends that public libraries should prioritise the requested information needs to reach a level of satisfaction of all library users.
- With regard to the non-utilisation of the information systems to locate the information sources, the study recommends that the library personnel should create digital awareness campaigns to orientate the library users. The campaign should involve various library users per age group with different time schedules. The library users who are not computer literate should first be offered computer lessons in the public libraries. Accessing of information sources in the public libraries will give the impression of public libraries' development and civilisation within the communities of the Waterberg District.

5.4.3 Recommendations about competencies by library personnel relating to collection development

- The study recommends that continuous training of the library personnel should be implemented, despite the fact that the performance of library personnel is good. The strategy of giving training in competencies or skills for collection development should enable the library personnel to understand the

process of collection development to help the library users. Competencies in collection development should be considered as a priority to drive dissemination of information services to the library users.

- The findings indicated that the majority (80%) of the respondents indicated that there were no new librarians in the public libraries to assist the library users. This study recommends that recruitment of more library professionals should be done. The new library personnel will increase the positive impact on collection development in public libraries.
- The study recommends that the new library personnel should also be included in continuous training in collection development process.

5.4.4 Recommendations about the importance of collection development policy in public library services to library users

- The study recommends that all library users should be given the opportunity to participate in the process of establishing a collection development policy. The participation process should include an annual invitation to the library users when the collection development policy is renewed through communication networks and upon their visits to the public libraries. The process will help them to receive the right information needs whenever they need them.
- The study recommends that the librarians should announce the importance of collection development policy in the public libraries through library displays or exhibitions, library promotions or programmes, street library reading projects, mobile libraries, Integrated Development Programmes (IDP) meetings, education forums and community forums, library digital innovation programme and social media such as Facebook, WhatsApp, local radio stations and local newspapers.
- Even though the respondents used book fairs, a list of information sources, suggestion boxes, interviews and surveys to select or identify the information source, the study recommends that digital reminders be sent to the library users about selection of information sources. Digital reminders should be electronic mails (e-mails), short message Services (SMS) and public library

blogs. It is also recommended that potential and public library users who are assigned library membership be informed and registered to the specific social media platform to select information sources of their interests.

5.4.5 Recommendations about the challenges faced by library users relating to collection development

- The study recommends that the librarians should evaluate and weed the old information sources from the shelves. The library collections that have not been used after five years should be discarded.
- Community analysis should be done to know the information needs of the Waterberg District library users.
- The public libraries should provide magazines and newspapers. If it is not possible to acquire the printed ones, the study recommends that subscription with the digital periodical vendors should be organised.
- The study also recommends that operational hours of the public libraries should be reconsidered to suit all the community members. Old-age groups, youth, adults and learners should be accommodated in the public libraries.
- On the challenge of unfriendliness of library personnel, the study recommends that customer service training workshops be organised for the library personnel to improve work proficiency.
- Regarding the library users' challenges, the study recommends that public libraries should be transformed to create a helpdesk to handle their challenges.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The study sought to investigate collection development in the Waterberg District public libraries in the Limpopo province, South Africa. Therefore, the study established that the majority of the library and information service (LIS) professionals who are studying collection development focus more on university or academic libraries than public libraries. Collection development in public libraries is also indispensable, especially in the rural areas where people suffer to access their information needs. Therefore, the current study brings forward possible themes that

propose further research. As a result, through the findings of this study, the following areas that need to be investigated by future researchers for further research were made:

- As the study investigated collection development, it focused only on the Waterberg District, Limpopo province; it can be escalated to other provinces.
- As the majority of the schools do not have a decent collection in the school libraries and depend on public libraries, the study suggests an investigation of collection development in the schools.
- While there is an out-dated collection of library materials; therefore, there is a need to provide recent and up-to-date collection in the libraries. Popularity in the provision of digital or virtual collection development in the libraries should be investigated.
- As the collections in the public libraries need to be evaluated occasionally or on a regular basis, criteria and techniques used to evaluate existing collections in public libraries can be investigated.
- As the library users change their information needs, a diverse collection in society is needed for public libraries; strategies to enhance diversity and inclusivity in public library collections can be investigated.
- As there are library users who are not involved in the selection of library materials; methods to encourage library users to become involved in collection development policy should be investigated.

CONCLUSION

The study investigated collection development in public libraries in Waterberg District, Limpopo Province, South Africa. The findings established that, most (67%) of the respondents used book fairs to select reading materials for possible inclusion in the collection development. However, the findings indicated that all (100%) of the respondents were interested in accessing the internet and Wi-Fi, majority (98%) of the respondents were interested in the computers. The findings indicated that more than quarter (28%) of the respondents was not satisfied with the public libraries. On

the other hand, more than a quarter (32%) of the respondents indicated that they were satisfied with the library services. However, the study established that all (100%) of the respondents depended on the librarians to locate and retrieve information sources from the library systems. The findings indicated that most (60%) of the respondents indicated excellent on performance of the librarians, however there are shortage of librarians in the public libraries. The study indicated that all (100%) of the respondents experienced challenges in the public libraries, such as no participation in collection development policy (48%), old information sources (42%), no magazines and newspapers (6%), personnel were not friendly (3%) and lastly, had challenges on operational hours (1%) which did not include all the library users in the public libraries. The study concluded that the public libraries are the heart of the community to disseminate information to the library users; therefore it is recommended that DSAC should budget more funds to ensure better library services are offered to the public libraries to meet diverse information needs of the library users.

REFERENCES

- Acharyya, R. & Bhattacharya, N. 2019. *Research methodology for social sciences*. New York: Routledge, Taylor & Francis.
- Agyieku, J.O. 2021. Accessibility and use of library resources in the North Campus Library of the University of Education, Winneba. *Library Philosophy and Practice, e-Journal*. 6491. University of Nebraska: Digital commons.
- Albrecht, S. 2023. *The safe library: Keeping users, staff, and collections secure*. London: Rowman & Littlefield.
- Alvin Sherman Library. 2014. *Research and information technology centre: Collection development policy*. Available at: <http://Sherman.library.nova.edu/sites/ourpolicies/files/201406/pdf> (Accessed: 12 May 2020).
- American Heritage Dictionaries (eds). 2016. *American Heritage dictionary of the English language*. 5th ed. Houghton: Mifflin Harcourt Publishing Company.
- Appleton, L. 2018. *Training and development for librarians: why bother?* Goldsmith, Elsevier. Available: <https://libraryconnect.elsevier.com/articles> (Accessed: 16 June 2020).
- Arlene, F. 2014. *Conducting research literature review: from the internet to paper*. 4th ed. Thousand Oaks, CA: Sage.
- Baada, F.N., Baayel, P., Bekoe, S. & Banbil, S. 2019. Users' perception of the quality of public library services in the Greater Accra region of Ghana: An application of the LibQUAL+ Model. *Library Philosophy and Practice- e-Journal*, 7(1): 1-34.
- Bell, J. & Walters, S. 2018. *Doing your research project: A guide for first-time researchers*. 7th ed. London: McGraw-Hill Education.
- Behnert, C. & Lewandowski, D. 2017. A framework for designing retrieval effectiveness studies of library information systems using human relevance assessments. *Journal Documentation*, 73(3): 509-527.

- Benny, L. 2015. Selection and acquisition of e-resources in academic libraries: Challenges. *International Journal of Digital Library Services*, 5(2): 124-137.
- Biggam, J. 2021. Succeeding with your master's dissertation: A step-by-step handbook. *Open up study skills*. 5th ed. London: Open international Publishing.
- Booth, R. 2018. *Digital library and information developments*. United Kingdom: Ed-Tech press.
- Bopape, S.T., Dikotla, M., Mahlatji, M., Ntsala, M. & Makgahlela, L. 2021. Public and community libraries in Limpopo Province, South Africa: Prospects and challenges. *South African Journal of Library and Information Services*, 87(1): 9-19.
- Brannen, J. 2017. *Mixing methods: Qualitative and quantitative research*. London: Routledge.
- Brian, D.H. 2018. *The philosophy of quantitative methods: Understanding statistics*. New York: Oxford University press.
- Brunvand, A. 2015. Taking paper seriously. *College and Research Libraries News*, 76(7): 392-393.
- Bryman, A., Bell, E., Hirschsohn, P., Dos Santos, A. & Du Toit, J. 2014. *Research methodology: Business and management contexts*. Southern Africa: Oxford University Press.
- Bukve, O.2019. *Designing social science research*. Switzerland: Palgrave Macmillan.
- Caffrey, C., Lee, H., Withorn,T., Clarke, M., Castaneda, A., Macomeber, K., Jackson, K.M., Eslami, J., Haas, A., Philo, T., Galoozis, E., Vermeer, W. Andora, A. & Kohn, K. P. Library instruction and information literacy 2021. *Reference Services Review*, 50(3): 271-355.
- Chaputula, A.H. & Mutula, S. 2019. Factors impacting library-related uses of mobile phones by students in public universities in Malawi. *South African Journal of Libraries and Information Science*, 84(1): 1-20.

- Chen, X. 2017. Managing changes in collection development. *Journal of East Asian Libraries*, 165(7): 1-13.
- Chinnasamy, K. & Rajendran, N. 2018. *User satisfaction of public library resources and services in Chennai City*. Chennai City: Research-Gate.
- Chinnasamy, K. & Nachimuthu, R. 2020. User satisfaction of public libraries: A study with special reference to Chennai. *International Journal of Advanced Research in Engineering and Technology*, 11(12): 930-938.
- Clark, G. & Philips, A. 2020. *Inside book publishing*. 6th ed. London: Routledge.
- Connaway, L.S. & Radford, M.L. 2017. *Research methods in library and information science*. 6th ed. Santa Barbara, California: Libraries Unlimited.
- Corbett, M. & Kember, D. 2018. *Structuring the thesis: Matching method, paradigm, theories and findings*. Canada: Springer.
- Crane, B. E. 2016. *Infographics: A practical guide for librarians*. London: Rowman & Littlefield.
- Creswell, J.W. 2014. *Research design: Qualitative, quantitative and mixed method approaches*. 4th ed. Thousand Oaks: Sage.
- Creswell, J.W. & Plano Clark, V.L. 2018. *Designing and conducting mixed methods research*. 3rd ed. Los Angeles: Sage.
- DeBellis, N. 2020. *Grey literature*. Long Beach: California State University.
- Denzin, N.K. 2017. *The research act: A theoretical introduction to sociological methods*. London: Routledge.
- Deodato, J. 2015. Evaluating web-scale discovery services: A step-by-step guide. *Information Technology and Libraries*, 34(2): 19-75.
- Department of Arts and Culture. 2013. Costing the South African public library and Information services bill. *Project report*. Available at:
<http://www.dac.gov.za/sites/default/files/Legislations%20Files/South%20Africa%20public%20library%20and%20information%20service%20bill.pdf>
(Accessed: 4 February 2020).

- De Rada, V.D. 2019. Influence of the questionnaire design in self-administered surveys. *Sociological International Journal*, 3(1): 1-121.
- Disher, W. 2014. *Crash course in collection development*. 2nd ed. England: Libraries Unlimited.
- Douglas, H. 2014. *Values in social science*. Available at: <https://www.researchgate.net/publication/281749426> .(Accessed: 27 May 2020).
- Dube, S. 2018. *The role of public libraries in enhancing information literacy skills (ILS) of senior secondary school students in the Central District in Botswana*. Master's Dissertation: Pretoria: University of South Africa.
- Du Plooy-Cilliers, F., Davis, C. & Bezuidenhout, R. (eds.). 2021. *Research matters*. 2nd ed. Claremont: Juta & Company.
- Edgar, A. 2015. The philosophy of sport. *The International Journal of the History of Sport*, 32(15): 1804-1807.
- Evans, G.E. & Saponaro, M.Z. 2005. Developing library and information center collections. 5th ed. *Library and Information Science Text Series*. Westport, Connecticut, London: Libraries unlimited.
- Evans, G.E & Saponaro, M.Z. 2019. *Collection management basics*. 7th ed. Library and information science text series. Santa Barbara, California: Libraries unlimited.
- Flick, U. 2018. *The SAGE handbook of qualitative data collection*. London: Sage.
- Fourie, D.K. & Loe, N.E. 2016. Libraries in the information age: An introduction and career exploration. *Library and Information Text Series*. California: Libraries Unlimited.
- Fourie, I. & Meyer, A. 2016. Role of libraries in developing an informed and educated nation. *Library Hi-Tech*, 34(3): 422-432.
- Geiger, A. 2017. *Most Americans – especially Millennials – say libraries can help them find reliable, trustworthy information*. USA: Pew Research Center.

- Gipp, B. 2014. *Citation-based plagiarism detection: detecting disguised and cross-language plagiarism using citation pattern analysis*. USA: Springer Vieweg.
- Goddiksen, M.P. 2023. An improved model to help University students understand and assess results of science in the making, *Science & Education*. Denmark: Springer.
- Goldsmith, F. 2016. Crash course in weeding library collections. *Crash Course Series*. California: Libraries Unlimited.
- Gournelos, T., Hammonds, J.R. & Wilson, M.A. 2019. *Doing academic research : A practical guide to research methods and analysis*. London: Routledge.
- Gregory, V.L. 2019. *Collection development and management for 21st Century library collection: An introduction*. 2nd ed. Chicago: American Library Association.
- Harris, R.A. 2017. *Using sources effectively: strengthening your writing and avoiding plagiarism*. 5th ed. New York: Routledge, Taylor & Francis.
- Hibner, H. & Kelly, M. 2013. Making a collection count: A holistic approach to collection management. 2nd ed. *Chandos Information Professional Series*. Oxford, UK: Chandos Publishing.
- Hibner, H. & Kelly, M. 2023. Making a collection count: A holistic approach to library collection management. 3rd ed. *Chandos Information Professional Series*. Oxford, UK: Chandos Publishing.
- Hirsh, S. 2022. *Information services today: An introduction*. 3rd ed. London: Rowman & Littlefield.
- Hjorland, B. (ed). 2018. Library and information science (LIS), Part 1. *Reviews of Concepts in Knowledge Organization*, 45 (3): 232- 254.
- Horava, T. & Levine-Clark, M. 2016. Current trends in collection development practices and policies. *Collection Building*, 35(4): 97-102.
- Horrigan, J.B. 2016. *Libraries 2016: Trends in visiting public libraries have steadied and many Americans have high expectations for what their local libraries should offer*. USA: Pew Research Center.

- Ilhan, M. & Guler, N. 2017. The number of response categories and the reverse scored item problem in Likert-type Scales: A study with the research model. *Journal of Measurement and Evaluation in Education and Psychology*, 8(3): 321-343.
- Ikenwe, I.J. & Adegbilero-Iwari, I. 2014. Utilization and user satisfaction of public library services in South-West Nigeria in the 21st Century: A survey. *International Journal of Library Science. Scientific & Academic Publishing*, 3(1): 2168-4901.
- Ikonne, C. N. & Fajonyomi, O. J. 2019. Motivational factors and job performance of librarians in federal university libraries in North-East Nigeria. *Library Philosophy and Practice, e-Journal*. University of Nebraska, Lincoln: Digital commons.
- Israel, M. 2015. *Research ethics and integrity for social scientists: Beyond regulatory compliance*. 2nd ed. Los Angeles: Sage.
- Jan, S. & Ganiae, S.A. 2019. Trends in collection & collection development practices in university libraries with a particular reference to India and other developing countries: A review of literature. *Library Philosophy and Practice, e-Journal*, University of Nebraska, Lincoln: Digital commons.
- Johnson, P. 2018. *Fundamentals of collection development and management*. 4th ed. Chicago: American Library Association.
- Jones, S. 2020. Optimizing public library resources in a post COVID-19 World. *Journal of Library Administration*, 60(8): 951-957.
- Jones, P. & Hammond, J. (eds). 2019. *Talking to learn*. London: Routledge.
- Kaur, R. & Sharma, A.K. 2018. 21st Century library professionals in dynamic role in digital era. *Library Progress International*, 38(1):129-139.
- Kaur, P. & Walia, P.J. 2015. Collection development and management within public libraries in Delhi: A study on government owned public libraries in the changing digital environment. *Library Management*, 36(1): 99-114.
- Knott, E., Rao, E. H., Summers, K. & Teeger, C. 2022. Interviews in the social science. *Nat Rev Methods Primers*, 2 (73): 1-15.

- Kosrow, L. 2019. *Types of information sources: An Introduction to the research process and the library resources*. Triton College.
Available at: <https://library.triton.edu/research>. (Accessed: 22 June 2020).
- Kumar, R. 2014. *Research methodology: A step-by-step guide for beginners*. 4th ed. Los Angeles: Sage.
- Leavy, P. 2017. *Research design: Qualitative, mixed method, art based and community based participating research approaches*. New York: Guilford Press.
- Leedy, P.D. & Ormrod, J.E. 2014. *Practical research: Planning and design*. 9th ed. New Jersey: Pearson Education International.
- Leedy, P.D. & Ormrod, J.E. 2015. *Practical research: Planning and design*. 10th ed. New Jersey: Pearson Education International.
- Lehman, K.A. 2014. Collection development and management. *Library Resources & Technical Services*, 58(3): 169-77.
- Lindsey, R.M., Leon, J.A. & Taggart, L. 2017. Making room for new spaces and services: Engaging your community to help during the de-selection process. *Kansas Library Association College and University Libraries Section Proceedings*, 7(1/3):1-7.
- Lizazi-Mbanga, B. & Mapulanga, P. 2021. Factors that influence attitudes to and perceptions of public libraries in Namibia: user experiences and non-user attitudes, *South African Journal of Libraries and Information Science*, 87(2): 1-30.
- Longley, D. 2020. *Information resources for different audiences and purposes: Research skills tutorial*. Saratoga Springs: Sunny Empire state College.
Available at: <https://subjectguides.esc.edu/> (Accessed: 22 June 2020).
- MacDonald, H. 2017. Library demand for graphic novels keeps growing. *Publishers Weekly*, 264(20): 19-28.
- Makombe, G. 2017. An expose of the relationship between paradigm, method and design in research. *The Qualitative Report*, 22(12): 3363-3382.

- Maydiantoro, A. 2021. Model development: brief literature review. *Jurnal Pengembangan Profesi Pendidik Indonesia (JPPPI)*. Univeritas Lampung, Provinsi Lampung. 1(2): 29-35
- Mbambo, S.M., Jiyane, G.V. & Zungu, N.M. 2022. The use of electronic learning centres in public libraries in the city of Johannesburg, South Africa, *Library Hi Tech News*, 39(1): 7-11.
- Malotle, A. & Selwana, K. 2016. *The impact of the public libraries and community libraries conditional grant. In the state of conditional grant funded libraries in South Africa*. Department of Art and Culture and National Council of LIS: National Library of South Africa. Available at: <https://www.nlsa.ac.za/condgrant/images/PDF/PUBLICATION%20The%20State%20of%20the%20Conditional%20Grant%20Funded%20Libraries%20OCT%20OBER.pdf> (Accessed: 2 November 2020).
- Mardis, M.A. 2015. *The collections at the core: Revitalize your library with innovative resources for the common core and STEM*. California: Libraries Unlimited.
- Markey, K. 2023. *Online searching: A guide to finding quality information efficiently and effectively*. 3rd ed. London: Rowman & Littlefield.
- Merriam, S.B. 2014. *Qualitative research: A guide to design and implementation*. 2nd ed. *The Jossey-Bass Higher and Adult Education Series*. San Francisco: Jossey-Bass.
- Mia, S. 2019. University libraries as facilitators of academic development: A case study of Noakhali Science and Technology University Library, Bangladesh. *International Journal of Library and Information Science*, 11(5): 66-74.
- Migdalski, A. & Moreau, E. 2021. A matter of timing: Analyzing and adjusting library hours to suit students. *Journal of Access Services*, 18(2): 91-100.
- Mishra, S.B. & Alok, S. 2017. *Handbook of research methodology: A compendium for scholars & researchers*. New Delhi: Educreation Publishing.
- Mnkeni-Saurombe, N. & Zimu, N. 2015. Towards tackling inequalities in South Africa: *Information Development*, 31(1): 40-52.

- Mojapelo, M.S. 2014. *Provision of school libraries in public high schools in the Limpopo Province, South Africa*. PhD thesis. Pretoria: University of South Africa. Available: <http://uir.unisa.ac.za> (Accessed: 21 September 2020).
- Mojapelo, M.S. 2018. Challenges faced by libraries in a democratic South Africa: A case of three community libraries in Limpopo Province. *Information Development*, 34(4): 408-421.
- Molawa, S, Eister, K, Ntombela, M, Satgoor, U, Senyolo, R. M, Malotle, A & Goosen, A. (eds.) 2015. *The State of libraries in South Africa, National Library Centre for the Book: National Library of South Africa*. Cape Town: NLSA.
- Morgan, D.L. 2014. *Integrating qualitative and quantitative methods: A pragmatic Approach*. Thousand Oaks: Sage.
- Morse, J.M. & Niehaus, L. 2016. *Mixed method design : Principles and procedures*. 7th ed. London: Routledge, Taylor & Francis.
- Mugwisi, T, Jiyane, G.V. & Fombad, M.C. 2016. Public libraries as facilitators of information services: A case study of selected libraries in KwaZulu-Natal. *Research Project*. Available: <https://www.doi.org/10.1177/0266666916672718> (Accessed: 15 June 2020).
- Mukherjee, S.P. 2020. *A guide to research methodology: An overview of research problems, tasks and methods*. London: CRC press.
- Mushtaq, A. & Arshtad, A. 2022. Public library use demographic differences in library use and user's perceptions of library resources, services and place. *Library Management*, 43(8): 563-576.
- National Library of South Africa (NLSA). 2015. *The state of libraries in South Africa*. IFLA ed. Pretoria. Department of Arts and Culture.
- National Library of South Africa (NLSA). 2016. *The state of conditional grant funded libraries*. Pretoria: Department of Arts and Culture.
- Neogi, P. & Bhanu, P. 2023. *Innovative ideas and services in library and information science: Issue and challenges*. New Delhi: Daya Publishing House.
- Ngulube, P. & Ngulube, B. 2017. Application and contribution of hermeneutic and eidetic phenomenology to indigenous knowledge systems research. In P.

- Ngulube (ed.).2014. *Handbook of research on theoretical perspectives on indigenous knowledge systems in developing countries*, 128-150. United States of America: IGI Global.
- Norman, K.D. 2017. *The Research Act: A theoretical introduction to sociological methods*. New York: Routledge.
- Nyakweba, I., Bukirwa, J.M., Sendikadiwa, E. & Ratanya, F.C. 2022. Users' needs and expectations on information services provided in libraries: Case of four public university libraries from the western region of Kenya, *Library Management*, 43(1): 1-14.
- Ogokwu, F.I. 2018. Challenges of collection development of electronic resources in University libraries in South East Nigeria. *Library Philosophy and Practice (e-Journal)*. University of Nebraska: Lincoln.
Available at: <https://digitalcommons.inl.edu> (Accessed: 17 June 2020).
- Okpanchi, A.S.A., George, A. & Shalom, Y. 2022. Effect of librarians and supportive staff behaviour on students' use of library. *International Journal of Educational Research and Library Science*, 8(8): 141-152.
- Opeyemi, O.B. 2018. *Access to and use of library electronic resources at the national open university of Nigeria*. Master's Dissertation, Pretoria: University of South Africa.
- Osuigwe, N.E. 2020. Managing and adapting library information services for future users. 9th ed. *Advances in Library and Information Science (ALIS) Book Series*. USA: IGI Global.
- Oltman, S.M. 2016. *Forum qualitative research/Sozialforschung. Qualitative interviews: A methodological discussion of the interviewer and respondent contexts*, 17(2): 1-10.
- Osler, S.2020. *Coronavirus outbreak: All the secrets revealed about the COVID-19 pandemic. A complete rational guide of its evolution, expansion, symptoms and first defense*. USA: American Bar Association.
- Packer, M. 2017. *The science of qualitative research*. 2nd ed. Cambridge: Cambridge University Press.

- Patel, S. 2016. Collection development in academic libraries. *International Journal of Library and Information Science*, 8(7): 62-67.
- Patten, M. & Newhart, M.L. 2018. *Understanding research methods: An overview of the essentials*. 10th ed. New York: Routledge.
- Payne, G. & Payne, J. 2020. *Key concepts in social research*. UK: Sage.
- Petek, M. 2018. Stress among reference library personnel in academic and public libraries, *Reference Services Review*, 46(1): 128-145.
- Pournaghi, R. 2017. GIS as a supporting instrument for making decisions about the library sources collection management. *Collection Building*, 36(1): 11-19.
- Putnam, H. & Putnam, R.A. 2017. *Pragmatism as a way of life: The lasting legacy of William James and John Dewey*. London, England: The Belknap Press.
- Rath, P. 2014. Collection development in libraries: Challenges and solutions for library professionals, *Pearl a Journal of Library and Information Science*, 8(1): 53-70.
- Reddy, K.H. 2017. Collection development in university libraries: a case study, *International Journal of Digital Library Services*, 7(3): 114-126.
- Roulston, K. 2019. *Interactional studies of qualitative research interviews*. Amsterdam: John Benjamins.
- Sarantakos, S. 2013. *Social research*. 4th ed. Palgrave Macmillan.
- Schmetzke, A. 2015. Collection development, e-resources, and barrier-free access: Accessibility for persons with disabilities and the inclusive future of libraries. *Advances in Librarianship*. Bingley: Emerald Publishing Limited.
- Searing, S.E. 2016. *Library collection development for professional programs: Trends and best practices*. USA: IGI Global.
- Sefotho, M.M. (ed.). 2018. *Philosophy in education and research: African perspective*. Pretoria: Van Schaik.
- Seyfried, M. & Reith, F. 2019. *Theory and method in higher education research. Mixed methods for research into higher education: Solving the problem of institutionalized introspection*. Bingley: Emerald Publishing Limited.

- Shahzad, K. & Khan, S.A. 2022. The relationship between motivational factors and librarians' professional development (PD): A systematic review. *Journal of Librarianship and Information Science*, 55(2): 261-281.
- Shen, W., Wang, J., Feng, X. and He, Y. 2023. Satisfaction with information services among individuals in China's urban communities during the COVID-19 pandemic. *The Electronic Library*, 41(4): 474-502.
- Silvia, P.J. & Cotter, K.N. 2021. *Researching daily life: A guide to experience sampling and daily diary methods*. Washington: American psychological Association.
- Smith, M. 2019. Top ten challenges facing public libraries. *Public Library Quarterly*, 38(3): 241-247.
- Sokenu, J.S. 2015. The effects of information sources format on library users' accessibility and usability. *Academia*, 1(1): 1-20.
- Sorondo, B.M. 2017. Associations between affect, personality, and job satisfaction among library employees: Efficient and ethical assessment of library personnel. *Emotion in the library workplace, advances in library administration and organization*, Bingley: Emerald Publishing.
- South Africa. *The Constitution. 2012. Bill of Rights*. Pretoria: Department of Justice. Available: <https://www.justice.gov.za/legislation/constitution/SACConstitution-web-eng.pdf> (Accessed: 19 March 2021).
- Statistics South Africa. 2014. *Poverty trends in South Africa: an examination of absolute poverty between 2006 and 2011*. Pretoria: Statistics South Africa.
- Statistics South Africa, 2022. *StatsSA: Census 2022*. Pretoria: Republic of South Africa.
- Statistics South Africa. *Stats in brief*. 2020. *StatsSA*. Pretoria: Republic of South Africa.
- Stockemer, D. 2019. *Quantitative methods for the social science. A practical introduction with examples in SPSS and Stats*. Switzerland: Springer International.

- Subudhi, R.N. & Mishra, S. 2019. *Methodological issues in management research: advances, challenges and the way ahead*. Emerald Publishing.
- Sylvanus, U.M., Pius, E.A. & Ndaro, I.M. 2021. Collection development policy on library resources and users in university libraries in South-South geo-political zone of Nigeria. *Global Journal of Educational Research*, 20(1): 173-179.
- Taufiq, M., Rehman, S.U. & Ashiq, M. (2020), User satisfaction with resources and services of public libraries of Lahore, Pakistan. *Library Philosophy and Practice, e-Journal*. University of Nebraska, Lincoln: Digital Commons.
- Taylor, S.J., Bogda, R. & De Vault, M.L. 2016. *Introduction to qualitative research methods: A guide book and resource*. 4th ed. New Jersey: John Wiley & Sons.
- Thanuskodi, S. (ed.). 2015. *Handbook of research on inventive digital tools for collection management and development in modern libraries*. USA: Information Science Reference.
- Trifunovic, B. 2022. Cacak public library new building: An experience of putting the library on the scene, *International Information & Library Review*, 54(1): 88-91.
- Trombetta, S. L. 2017. *7 reasons libraries are essential, now more than ever*. Available: <http://www.bustle.com/p/743901> (Accessed: 15 June 2020).
- Turner, D. & Gorichanaz, T. 2018. Collaborative connections: Designing library services for the urban poor. *The Library Quarterly*, 88(3): 237-255.
- UNESCO. 2019. *IFLA/UNESCO public library manifesto*. Available: <https://www.ifla.org/node/91700> (Accessed: 19 March 2021).
- UNISA Research Ethics Code.2016. *Policy on research ethics*. Pretoria: University of South Africa. <http://www.unisa.ac.za> (Accessed: 19 July 2021).
- UNISA Policy for Copyright Infringement and plagiarism.2020. *Policy on M & D Related Policies and Procedures Documents*. <http://www.unisa.ac.za> (Accessed on 18 October 2021).
- Velumani, K.V. 2013. *An investigation into the impact of e-resources in modern library and information centres*. Doctoral Dissertation, Department of Library and Information Science. Alagappa University, India. Available at: <http://www.libsdnet.com> (Accessed: 22 June 2020).

- Vogl, S. 2013. *Telephone versus face-to-face interviews, Mode effect on semi-structured interviews with children: Sociological Methodology*, 43(1): 133-177.
- Walker, K.C.G., Kerr-Campbell, M. & Mckoy-Johnson, F. 2016. Students' choice and evaluation of information sources at the University of the West Indies, Mona Campus, *New Library World*, 117(3): 279-288.
- Wanyonyi, M. S., Odin, C. & Sikolia, G. S. 2018. Effect of adequacy of information resources on user satisfaction at Pwani university library. *The Strategic Journal of Business Change & Management*, 5(3): 935-951.
- Waterberg District Municipality. 2018. *Annual Report 2018/19*. Modimolle, Limpopo Province: South Africa.
- Waterberg District Municipality. 2019. *2019/2020 Integrated Development Plan (IDP)*. Modimolle, Limpopo Province: South Africa.
- Wong, M.A & Saunders, L. 2020. Reference and information services: An introduction. *Library and Information Science Text Series*. California: AB-CLIO.
- Wray, C.C. 2016. Learning collection development and management on the job. *Collection Management*, 41(2): 107-114.
- Xie, I. & Joo, S. 2020. *Selection of information sources: Accessibility of and familiarity with sources, and types of tasks*. Milwaukee: University of Wisconsin.
- Yin, R.K. 2016. *Qualitative research from start to finish*. 2nd ed. New York: Guilford Press.

APPENDICES

COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES IN WATERBERG DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA

APPENDIX A: QUESTIONNAIRE (FOR COMPLETION BY THE LIBRARY USERS)

Please assist the researcher by completing this questionnaire. Do not fill in your name, identity number and physical address as all responses will be kept confidential. The purpose of this study is to investigate collection development in public libraries in Waterberg District, Limpopo Province, South Africa.

INSTRUCTION:

Kindly, indicate your responses on each question by marking a cross (X) in the suitable block(s) or writing in the spaces provided.

SECTION A: GENERAL QUESTIONS

1. Name of the public library _____.
2. Please tick gender category (Please tick one block only).

Gender	Mark
Male	
Female	

3. What is your age group? (Please tick one box only).

Age group range	Mark
Between 15 and 22 years	
Between 23 and 33 years	
Between 34 and 44 years	
45 years and above	

SECTION B: TYPES OF INFORMATION SOURCES

1. From the list below, which types of information sources available in the library?
(Tick the information sources that are available).

Fiction books	
Non-fiction (subject literature) books	
Dictionaries	
Atlases	
Encyclopedias	
Biographies	
Bibliographies	
Almanacs (Calendars)	
Directories	
Handbooks	
Digital Versatile Disks (DVDs)	
Compact Discs (CDs)	
Talking books	
Computers	
Internet	
Wireless Fidelity (Wi-Fi)	
Magazines	
Newspapers	
Others, please specify	

2. Tick the information sources that you are interested in.

Fiction books	
Non-fiction (subject literature) books	
Dictionaries	
Atlases	
Encyclopedias	
Biographies	
Bibliographies	
Almanacs (Calendars)	
Directories	
Handbooks	
Digital Versatile Disks (DVDs)	
Compact Discs (CDs)	
Talking books	
Computers	
Internet	
Wireless Fidelity (Wi-Fi)	
Magazines	
Newspapers	
Others, please specify	

3. What is the quality of the information sources available in the library? Use the following scale to rate them. (Tick one option only).

Good	
Excellent	
Average	
Poor	

4. Do you have adequate information sources in this library? (Tick one block only).

Yes	
No	
Not sure	

5. Do you have access to books or information sources? (Tick one block only).

Yes	
No	

SECTION C: SATISFACTION OF LIBRARY USERS

1. At which level are you satisfied with the information sources? (Tick one option only).

Extremely satisfied	
Highly satisfied	
Not satisfied	
Satisfied	

2. The information sources that you have access to, do they satisfy your information needs? (Tick one block only).

Yes	
No	

3. Which method (s) do you use to locate or find each information sources? (Tick or write the method you are using).

Use library system	
Ask library staff	
Others, please specify	

SECTION D: COMPETENCY OF THE LIBRARIANS

1. Do the librarians manage to handle your complaints and information needs?
(Tick one block only).

Yes	
No	

2. How do you rate the performance of the librarians in handling your complaints?
(Tick one block only).

Excellent-1	
Good-2	
Average-3	

3. Are there any new library personnel in the library to provide information sources? (Tick one block only).

Yes	
No	
Not sure	

SECTION E: IMPORTANCE OF COLLECTION DEVELOPMENT POLICY

1. Do you have the opportunity to select books at the public library?
(Tick one block only).

Yes	
No	

2. If your answer to question 1 is Yes, what is the method used? (Please tick or write the method used).

Interviews and surveys	
Write list of information sources to the library staff	
Book fairs (select new books)	
Suggestion boxes	
Others, please specify	

3. At which scale do you rate the public library? (Tick one block only).

Excellent-1	
Good-2	
Average-3	
Poor-4	

SECTION F: CHALLENGES OF LIBRARY USERS

1. Do you experience any challenges in finding or locating your information needs?
(Tick one block only).

Yes	
No	

2. If your answer to question 1 is Yes, from the list below which challenges are experienced? (Tick or write the challenges experienced).

Old information sources	
No magazines and newspapers	
The library staff is not friendly	
No participation in collection development	
Others, please specify	

Thank you for your time in completing this questionnaire.

APPENDIX B: PARTICIPANT INFORMATION SHEET
--

12 March 2023

**COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES IN
WATERBERG DISTRICT, LIMPOPO PROVINCE, SOUTH AFRICA**

Dear Prospective Participant

My name is Lethabo Hazel Tembo; I am doing research as a Masters student within the Department of Information Science for the purposes of research and development at the University of South Africa. I am inviting you to respond in a study entitled collection development in public libraries of Waterberg District, in Limpopo Province, South Africa.

WHAT IS THE PURPOSE OF THE STUDY?

The research aim of this project is to investigate collection development in public libraries in Waterberg District, Limpopo Province, South Africa.

WHY AM I BEING INVITED TO PARTICIPATE?

You were selected to respond in this study because collection development is important in public libraries to support the community with sufficient library materials that satisfy your information needs. I certainly know that the library users are the beneficiaries of the services rendered by public libraries.

I humbly requested your permission from the public library to participate in the study in accordance with the "Protection of Personal Information (POPI) Act 4 of 2013." Two hundred and seventy eight library users will be requested to complete the questionnaires.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The researcher adopted quantitative research method which includes questionnaires with a four likert scale (four possible answers) and polar questions (yes and no answers) to the library users. Library users will be given enough time to complete the questionnaires and be collected after two weeks. All data collection will be done through your permission. If permission is not granted the researcher will not

commence, you have the right to terminate the process at any time. The self-administered questionnaires will take approximately 15 minutes of your time.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Responding in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. Once the questionnaire is submitted it will not be possible to withdraw. Please take note that the questionnaire does not require your identity, addresses, or ask personal details, but to remain anonymous.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The DSAC and public librarians will benefit from the study in order to help management in the formulation of the collection development policy. With adequate budget, adequate information sources can be bought to meet the information needs of the library users. The Library and Information Service (LIS) profession will increase knowledge on the ever changing needs of the library users.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

The researcher intends not to implicate any potential harm to the respondents. The uncomfortable conditions are not predicted; alternatively, they will be treated with respect and honour. The incidences that may cause physical and psychological harm to the respondents will be avoided by all means. This is to certify that rude, threatening language will not be applied. Injuries and hurt to the respondents will also not be recommended.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

The researcher will conceal the information not to be exposed. All data collected will be treated with confidentiality. You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research.

Your answers will be referred as respondents in this data, any publications, or other research reporting methods such as conference proceedings.

If relevant, identify who will have access to the data [transcriber/external coder] and how these individuals will maintain confidential [e.g. by signing a confidentiality agreement. Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration]. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings. No respondents' name will be revealed or indicated in any publication of the information [e.g. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report].

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

The researcher will store hard copies of your answers for a period of five years in a locked cupboard/filing cabinet in a secured place for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will then be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

The researcher will not offer any payment or reward, financial or otherwise. No costs incurred by the participant to assist in completing questionnaires. This is to justify and adhere with the principle of fair procedures (justice).

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the University of South Africa, (UNISA). A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Lethabo Hazel Tembo on 014 762 1455 or 42991064@mylife.unisa.ac. The final research findings are accessible for 2024-2025. Should you have concerns about the way in which the research has been conducted, you may contact Prof Samuel Maredi Mojapelo on 012 429 4165 or via email at mojaps@unisa.ac.za. Alternatively, contact the research ethics chairperson of the Department of Information Science of the Prof Veli Jiyane on 012 429 6057 or via email at Jiyangv@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



.....
Lethabo Hazel Tembo

Fellow researcher

APPENDIX C: CONSENT TO PARTICIPATE IN THE STUDY

I, _____ (respondent name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of storage of my completed questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (Please print)

Participant Signature.....Date.....

Researcher's Name & Surname **LETHABO HAZEL TEMBO** (please print).

Researcher's signature



Date: 12 March 2023

APPENDIX D: ETHICAL CLEARANCE FROM UNIVERSITY OF SOUTH AFRICA



COLLEGE OF HUMAN SCIENCES RESEARCH ETHICS REVIEW COMMITTEE

27 June 2022

Dear Ms Lethabo Hazel Tembo

NHREC Registration # :
Rec-240816-052
CREC Reference # :
42991064_CREC_CHS_2022

Decision:
Ethics Approval from 27 June 2022
to 27 June 2023

Researcher(s): Name: Ms. L. H. Tembo
Contact details: 42991064@mylife.unisa.ac.za
Supervisor(s): Name: Prof. S. M. Mojapelo
Contact details: mojapsm@unisa.ac.za

Title: COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES IN WATERBERG DISTRICT IN LIMPOPO PROVINCE, SOUTH AFRICA

Degree Purpose: Masters

Thank you for the application for research ethics clearance by the Unisa College of Human Science Ethics Committee. Ethics approval is granted for one year.

The *low risk application* was reviewed by College of Human Sciences Research Ethics Committee, in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the College Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No fieldwork activities may continue after the expiry date (**27 June 2023**). Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 42991064_CREC_CHS_2022 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,

Signature:



Prof. KB Khan
CHS Research Ethics Committee Chairperson
Email: khankb@unisa.ac.za
Tel: (012) 429 8210

Signature: PP-AHM uqes.

Prof ZZ Nkosi
Acting-Executive Dean: CHS
E-mail: nkosizz@unisa.ac.za
Tel: 012 429 6758



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX E: LETTER TO REQUEST PERMISSION FROM DSAC

Private Bag x136
Lephalale
0555
30 November 2022

The Director
Department of Sport, Arts and Culture (DSAC)
Polokwane
0700

30 November 2022

Dear Sir/Madam,

**RE: REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH AT
WATERBERG DISTRICT PUBLIC LIBRARIES**

The purpose of this letter is to request permission to conduct academic research on collection development at the Waterberg District public libraries.

I am Lethabo Hazel Tembo doing research with Samuel Maredi Mojapelo, a Professor in the Department of Information Science towards the degree of B. INF (MA) in University of South Africa with the study entitled "Collection development in public libraries of Waterberg District in Limpopo Province, South Africa". The study depends on self-funding. The aim of this study is to acquire empirical data on collection development in public libraries to bring forward the evidence if the information needs of the library users are met or not.

The contextual setting and the topic are chosen as to understand the information needs of our native community and to provide what they need at the right time. The findings may assist the management to know the purpose of collection development policy in the public libraries. In case the information needs are found limited or excessive, the recommendations will benefit the Information Services Sector on what reactions to plan to ensure effective utilisation of the information sources.

Data collection of this research will invite the library users to answer questionnaires. Only fifteen minutes of their time will be requested and not to disturb the services. Respondents will be given informed consent forms to sign before the research begins. Their responses will be treated confidentially, while their identities, names and addresses are not required. They will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

Considerably, the researcher is worth mentioning that upon completion of this study, a digital copy of the dissertation will be freely available at the institution's website (www.unisa.ac.za) for everyone to go through.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. We will adhere and comply with COVID-19 regulations when collecting data. The participants will not be paid for this study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,



Hazel Lethabo Tembo
42991064@mylife.unisa.ac.za

(UNISA: Supervisor)
Samuel Maredi Mojapelo
Mojaps@unisa.ac.za

APPENDIX F: PERMISSION LETTER FROM DSAC TO COLLECT DATA



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF
SPORT, ARTS & CULTURE
HEAD OFFICE**

Ref: S 5/F
Enq: Gangazhe TM
Tel: 015 284 4061
Date: 03 February 2023

TO : MS TEMBO LH

RE : APPROVAL TO CONDUCT RESEARCH ON "COLLECTION DEVELOPMENT IN PUBLIC LIBRARIES IN WATERBERG DISTRICT IN LIMPOPO PROVINCE, SOUTH AFRICA"

1. The above matter refers.
2. The Department hereby acknowledges receipt of your request to conduct a research study on "Collection development in public libraries in Waterberg District in Limpopo Province, South Africa", and wishes to inform you that the permission is hereby granted to conduct the study as specified in your research design.
3. Kindly note that the departmental oath of secrecy must be signed over and above the following ethical considerations specified below: to keep the information confidential and sought consent from participants before commencement of the research study, as well as giving them the assurance that they will participate anonymously and on a voluntary basis in compliance to POPIA. The study findings must also be shared with the department.
4. The Department wishes you well with your research study hoping that the findings thereof will add value to the management system in the public libraries.

Regards,

MAMPA MA
CHIEF DIRECTOR: CORPORATE SERVICES

2023-02-07
DATE

21 BIGGARD ST, POLOKWANE, 0699. Private Bag X9549, POLOKWANE, 0700
Tel: (015) 284-4000 • Fax: (015) 284-4503
Website: www.limpopo.gov.za

The heartland of southern Africa – Development is about people!

APPENDIX G: OATH OF SECRECY



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
SPORT, ARTS AND CULTURE
HEAD OFFICE

OATH OF SECRECY

Hazel Letshabo Tembo

(Full Names)

Solemnly declare that:

1. I have taken note of the provision of the Protection of Information Act (Act 84 of 1982) and in particular of the provision of section 4 of the Act;
2. I understand that I shall be guilty of an offence if I reveal any information which I have at my disposal by virtue of my office and concerning which I know or should reasonably know that the security or other interest of the Republic require that it be kept secret from any person other than a person:
 - To whom I may lawfully reveal it; or
 - To whom it is my duty to reveal it in the Republic ;or
 - To whom I am authorized by the Head of Department or by an officer authorized by him/her to reveal it:
3. I understand that the said provision and instruction shall apply not only during my term of office but also after the termination of my service with Department; and
4. I am fully aware of the serious consequences that may follow any breach or contravention of the provision and instructions.

Signature :

Place :

Rephalata

Date :

14/02/2022

WITNESSES 1.

2.

21 BICCARD ST, POLOKWANE, 0699, Private Bag X9549, POLOKWANE, 0700
Tel: (015) 284 4000, Fax: (015) 284 4508
Website: <http://www.limpopo.gov.za>

The heartland of Southern Africa – Development is about people!

**APPENDIX H: REQUEST FOR PERMISSION LETTER TO CONDUCT ACADEMIC
RESEARCH AT MOGALAKWENA LOCAL MUNICIPALITY**

University of South Africa

“Collection development in public libraries in Waterberg District, Limpopo Province,
South Africa”

17 February 2023

Mogalakwena Local Municipality
34 Retiff Street
Mokopane
0600

Dear Library and Information Service Manager: Ms ER Madisha

I am Lethabo Hazel Tembo doing research with Samuel Maredi Mojapelo, a Professor in the Department of Information Science towards the degree of B. INF (MA) in University of South Africa. We are inviting you to participate in the study entitled “Collection development in public libraries Waterberg District public libraries, in Limpopo Province, South Africa.” The study depends on self-funding.

The aim of this study is to acquire empirical data on collection development in public libraries to bring forward the evidence if the information needs of the library users are met or not.

Your district and the topic are chosen as to understand the information needs of our native community and to provide what they need at the right time. The findings may assist the management to know the purpose of collection development policy in the public libraries. In case the information needs are found limited or excessive, the recommendations will benefit the Information Services Sector on what reactions to plan to ensure effective utilisation of the information sources.

Data collection of this research will invite the library users to answer questionnaires. Only fifteen minutes of their time will be requested and not to disturb or interrupt the services.

Respondents will be given informed consent forms to sign before the research begins. Their responses will be treated confidentially, while their identities, names and addresses are not required. They will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

We will adhere and comply with COVID-19 regulations when collecting data. The participants will not be paid for this study.

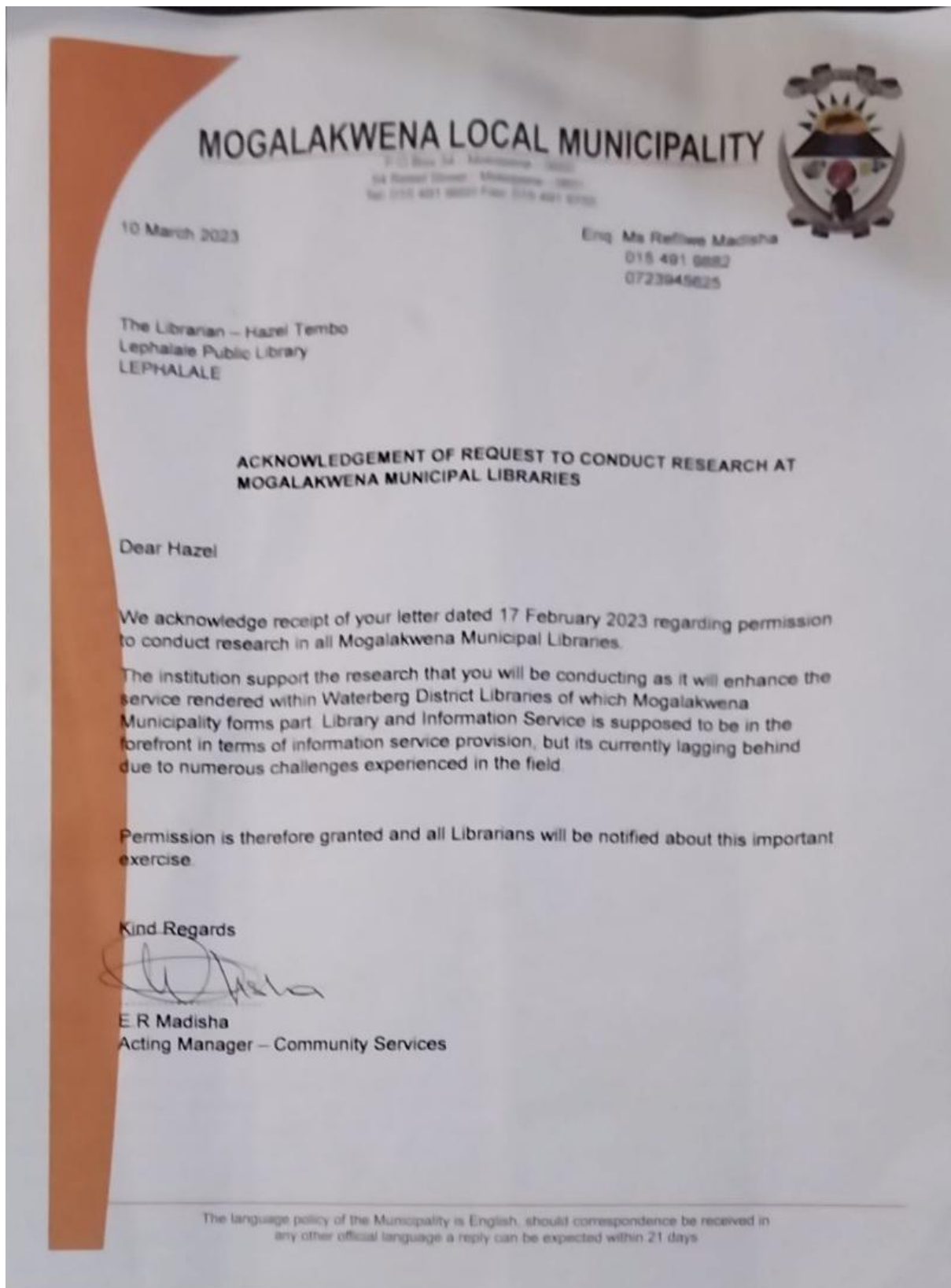
Considerably, the researcher is worth mentioning that upon completion of this study, a digital copy of the dissertation will be freely available at the institution's website (www.unisa.ac.za) for everyone to go through.

Yours sincerely



.....
Lethabo Hazel Tembo
Fellow researcher

**APPENDIX I: PERMISSION LETTER TO COLLECT DATA FROM
MOGALAKWENA LOCAL MUNICIPALITY**



APPENDIX J: DIGITAL RECEIPT



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Lethabo Hazel Tembo
Assignment title: Revision 1
Submission title: Dissertation
File name: Hazel_Tembo_Chapter_1-5_07_September_2023_1.docx
File size: 12.34M
Page count: 116
Word count: 27,787
Character count: 159,880
Submission date: 07-Sep-2023 09:07PM (UTC+0200)
Submission ID: 2160086639



Copyright 2023 Turnitin. All rights reserved.

APPENDIX K: SIMILARITY INDEX

Turnitin Originality Report					
Processed on: 27-Sep-2023 11:08:50:57 ID: 216008439 Word Count: 27757 Submitted: 1 Dissertation By Lethabo Hazel Tembo	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Similarity Index</td> <td style="width: 50%;">Similarity by Source</td> </tr> <tr> <td style="font-size: 24pt; font-weight: bold;">23%</td> <td> Internet Sources: 21% Publications: 11% Student Papers: 9% </td> </tr> </table>	Similarity Index	Similarity by Source	23%	Internet Sources: 21% Publications: 11% Student Papers: 9%
Similarity Index	Similarity by Source				
23%	Internet Sources: 21% Publications: 11% Student Papers: 9%				
3% match (Internet from 19-Oct-2022) https://uir.unisa.ac.za/bitstream/handle/10500/29303/dissertation_mngomezulu_520sv.pdf?isAllowed=y&sequence=1					
1% match (Internet from 26-May-2016) http://uir.unisa.ac.za/bitstream/handle/10500/19845/thesis_molapela_ms.pdf?isAllowed=y&sequence=1					
1% match (Internet from 19-Nov-2019) http://uir.unisa.ac.za/bitstream/handle/10500/21792/thesis_maluleka_fc.pdf?sequence=1					
1% match () M'Kali, O'Brian, "The efficacy of government incentives in creating sustainable entrepreneurial growth in the agribusiness SMEs entrepreneurial ecosystem in Botswana", 2023					
1% match (Internet from 15-Jan-2023) https://core.ac.uk/download/pdf/214785047.pdf					
< 1% match (Internet from 22-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/28457/dissertation_nembahs_ag.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 22-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/24912/thesis_leswaba_ls.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 22-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/25158/dissertation_maanda_r.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 16-Nov-2017) http://uir.unisa.ac.za/bitstream/handle/10500/23329/dissertation_malahi_bj.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 27-Nov-2018) http://uir.unisa.ac.za/bitstream/handle/10500/25070/thesis_schlapelo_mr.am.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 22-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/26981/thesis_shibambu_ba.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 26-Aug-2022) https://uir.unisa.ac.za/bitstream/handle/10500/29155/dissertation_melati_o.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 03-Sep-2022) https://uir.unisa.ac.za/bitstream/handle/10500/28612/thesis_maimaki_mt.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 03-Sep-2022) https://uir.unisa.ac.za/bitstream/handle/10500/27097/dissertation_nawenya_p.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 22-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/25078/dissertation_masekoameng_rf.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 26-Feb-2020) http://uir.unisa.ac.za/bitstream/handle/10500/26266/dissertation_mookisi_s.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 11-Sep-2019) http://uir.unisa.ac.za/bitstream/handle/10500/25754/dissertation_mooxane_mc.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 27-Aug-2022) https://uir.unisa.ac.za/bitstream/handle/10500/25910/dissertation_mnguni_ma.pdf?sequence=1					
< 1% match (Internet from 20-Jul-2022) https://uir.unisa.ac.za/bitstream/handle/10500/22311/thesis_chikari_g.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 20-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/18217/dissertation_kanyu_a.g.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 21-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/21174/dissertation_chikoka_t.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 19-Oct-2022) https://uir.unisa.ac.za/bitstream/handle/10500/24572/dissertation_sambo_t.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 22-Nov-2022) https://uir.unisa.ac.za/bitstream/handle/10500/24928/dissertation%20keyser_l.pdf?isAllowed=y&sequence=1					
< 1% match (Internet from 19-Oct-2022)					