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The impact of public libraries in the Eastern Cape Province with reference to three Buffalo City Municipal libraries in King Williams' Town

BY

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(201212538)

Submitted in fulfilment of the requirements for the degree of

MASTER OF LIBRARY AND INFORMATION SCIENCE

In the Faculty of

SOCIAL SCIENCE AND HUMANITIES

Of the

UNIVERSITY OF FORT HARE

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2019

DECLARATION

I, Nokuthula Gunuza, declare that the work in this thesis is my own and has not been previously submitted for a degree to any university. All the sources that have been used or cited have been correctly acknowledged by means of complete and proper referencing.

Student's signature   Date:

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Supervisor's signature   Date:

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Co-Supervisor's signature   Date:

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DEDICATION

To God be the Glory! I dedicate this thesis to my nephews and my nieces, Mesuli, Lutho, Lwazi, Lunje, Singaloni, Ndalo, Dwala, Iyazi and Andile. Do what Oremi would have done if he was still alive.

ACKNOWLEDGEMENTS

"I can do all things through Christ who strengthens me, Philippians 4:13"

First of all I would like to extend the word of gratitude to God almighty for giving me strength and wisdom to carry out this study. This would not have been possible without Him.

I also wish to express heartfelt to my supervisor Dr N. Muchaonyerwa for the guidance I received from her. She patiently guided me throughout my study period at the University of Fort Hare. Thank you for the encouragement, guidance and constructive criticism. Without your instructions, support, coaching and assistance, this study would not have been completed.

My sincere gratitude goes to my Co-Supervisor Dr. O. Salubi. Although undertaking this study was difficult at times, due to hard work involved, the support and encouragement given by him has given me strength to soldier on. I thank you. .

I also wish to thank the Buffalo City Municipality Manager and his team for affording me an opportunity to conduct this study at his division. A big thank you to all staff members of the three libraries who welcomed and assisted me with everything I needed from the Library. To the branch librarians who participated in the interviews, I say thank you. A special thank you to all users of the Buffalo City Municipality Public Libraries in King Williams Town for participating in the study, because it would not been possible to conduct this study without you.

I also deeply appreciate my parents No-Andile and Thembeni Gunuza for sacrificing everything they had to ensure that I receive an education. *Enkosini bazali bam* I will forever be grateful to God for blessing me with you. Last but not least I would like to thank you my siblings and my friends for always believing in me when I did not believe to myself.

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ABSTRACT

The study sought to investigate the impact of public libraries in developing information literacy in libraries in the Eastern Cape Province of South Africa: a case study of Buffalo City Municipality public libraries in King William's Town. The objectives of the study were to find out how these three libraries in Buffalo City Metro public libraries ensure equity of library and information services provision to the user communities, to find out how public libraries support education and lifelong learning, to identify the challenges that public libraries face in rendering library and information services with reference to the three libraries, and to investigate the role of library professionals in marketing the library services to the community. Both quantitative and qualitative research methodologies were employed in a descriptive survey. The main research instrument was a questionnaire supported by face to face interviews. A total of 297 questionnaires were distributed and 200 were returned giving a response rate of 67.3%. The quantitative data which was collected through questionnaire was presented using graphs and tables, while qualitative was analysed manually by content analysis, using the notes that were taken by the researcher from the respondents during the interview sessions and reported verbatim in some instances.

The findings showed that regardless of South African LIS environment having contradictions resulting from years of apartheid, most of the Buffalo City Metro public library patrons indicated that they experienced fair and equitable access to library and information services. In addition to participants' quantitative responses, the qualitative excerpts from librarians attested to the library having a classification system that allows easy access to library resources. In addition, findings of the study also revealed that the Buffalo City Metro public libraries have a diversity of users, ranging from different age groups and social standing. The results from the current study revealed that the Buffalo City metropolitan public library users have little knowledge about literacy programmes that are taking place in the library. The findings also indicated that the Buffalo City Metro public libraries market library services by word of mouth, posters and notice boards. One of the major findings of the study is that Buffalo City Metro public libraries are faced with financial constraints and that led to a myriad of challenges ranging from inadequate library operating hours; limited information sources; lack of information retrieval training to patrons; internet connectivity issues;

lack of professional staff and lack of training on the latest technological trends. The study concludes that the Buffalo City Metro public libraries should establish a marketing strategy to motivate for funding. The study recommended that the Buffalo City public libraries should create an integrated system for all libraries in the metro-municipality that encourages adult literacy programme to raise awareness of information literacy.

Keywords: *Public libraries; Information literacy; Social Inclusion; Equity; Buffalo City Metro public libraries*

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. Introduction

The purpose of this study is to investigate the perceived impact of public libraries on the development of information literacy in communities in the Eastern Cape Province of South Africa. The researcher understands that they may be other external factors other than public libraries influencing information literacy of community members. Hence, the study examined how these public libraries render their services; how much they contribute to information literacy in the society; and whether they live up to their mission according to the International Federation for Library Association (2004) and United Nations Educational, Scientific and Cultural Organisation (2002) manifesto. Public libraries are a global-extensive phenomenon. They arise in diverse societies that differ in culture and are at exceptional stages of development. The numerous contexts in which they operate necessarily result in differences inside the services they provide and the manner in which the services are delivered..

According to the International Federation of Library Association and Institutions /United Nations and Education, Scientific and Cultural Organization (IFLA/UNESCO) Public Library Manifesto (1994), a public library is a gateway to knowledge which should provide basic conditions for lifelong learning, independent decision-making and culture development of individual and social groups (IFLA, 2004). The manifesto highlights the mission of public libraries to foster information literacy, education and culture and look at public libraries as a vehicle for peace, development and growth. Public libraries are essential amenities for people to have equitable access to information resources to meet their wide-ranging information needs on adaily basis(Majapelo, 2017). However, many South Africans, particularly those in rural areas, are still living under conditions of information poverty, which are defined as that situation in which people, within a specific context, do not have the required skills, abilities, and/or material means to access and use information in a meaningful way to address their needs. In other words, they find it challenging to access and use essential information in addressing their daily needs regarding their health, education, and employment opportunities and a lack of access to libraries exacerbate this condition.

This form of information poverty is seen in places where people have limited access to electricity, transportation, or simply the lack of a physical space where they can sit down and, for example, do their homework after school. Therefore it suggest that public libraries are best suited to address this form of poverty, not only by providing free access to needed information and assisting patrons in understanding their own information needs, but also to be the physical space with furniture, electricity, and running water where people can find a place to read, to work, and to interact with others where knowledge can be shared (Strand, 2018. Public libraries are uniquely positioned to assist in the alleviation of information inequality and poverty is South Africa.Williams, Pocock, and Bridge (2009) state that a public library is a building that people visit to borrow books, to observe, to study, to rest or haven from the rain. It is a place to satisfy human beings or a place to display creative skills In addition, a public library is an opportunity for community members to hang out with their friends, as it is preferable to an empty home. Williams, Pocock, and Bridge (2009) identify libraries as anchors for neighbourhoods and for communities as public libraries are highly attractive for a population of all ages and from all social groups, and generally become a focal point for the community. A public library is a vehicle of peace to the community it serves. A public library provides access to information and library services to everyone regardless of race, age, language, gender, religion, disability, nationality, economic and employment status and educational attainment.

Jain (2005) further asserts that, while public libraries still provide information or content, they should be regarded as a showroom for culture and a learning place that celebrates creativity, encourages exploration and discovery, helps people to work productively, and provides community engagement and empowerment.

A significant amount of literature exists on the development of public libraries in South Africa. It is noted that Charles Somerset's tax on wine financed the founding of the South African public library in Cape Town in 1818. The major focus of the library was on education and youth development; however, this was not the first library that was established, there was a library that was already formed as early as 1803 in the Cape Colony. This narrative overlooked the stories of religious, voluntary, political and cultural organisations that shaped the growth of reading and of readers and promoted the establishment of libraries. Nevertheless, people from different societies were reading privately even before the establishment of libraries.

The major role of this library was to teach people how to read and write. Therefore, those libraries had a positive impact because many people, young and adults, became literate and they had more zeal for reading and writing and more libraries were formed. In 1945, a group of liberal individuals formed night schools; the motive of those night schools was to achieve their secondary education. One of the things that were instilled in those night schools was the value of reading and the use of libraries, thus, resulting in the establishment of libraries such as the one at Walter Teka Primary School in Nyanga Cape Town (Underwood, 1999). Learners were encouraged to make use of libraries so to gain the information that one day will liberate the black child.

However, there was a collection of books that were censored from black people. During the apartheid era, people were deprived of access to information and many libraries were burned down because of the riots (Underwood, 1999). The high rates of illiteracy among adult Africans in South Africa leaves public libraries as important centres that ensure skills transmission, personal development and fights illiteracy (Nassimbeni and May, 2006). Therefore, after 1994, the National Library of South Africa acknowledged that there was a lack of education, lack of knowledge, and black people were illiterate, hence: "The current priority of public libraries is to actively contribute to the development of an educated citizen through free and open access to information knowledge, considering that libraries were equally affected by the former apartheid legislation regarding separate facilities and training of librarians.. The public library is often referred to as "the people's university" and considered to be a democratic, equalizing organization. In many low-income communities, libraries are where children learn to read,immigrants learn English, and job seekers develop résumés and cover letters (Edwards and Williams, 2010). It is imperative therefore that every effort is made to entrench the value of a library, not only in the minds of previously disadvantaged South Africans but also decision makers and community leaders" (National Library of South Africa, 2014). The minister of Arts and Culture Nathi Mthethwa said that there is a two-year information communication technology pilot project that has been launched in 27 public libraries across the country, that is, 3 public libraries per province. The main aim of the Mzansi Libraries OnLine is to provide free internet connectivity for all South Africans through public libraries, creating an informed and information literate society. This development is in support of the goals of the National Development Plan.

This study examined the impact of public libraries in communities in the Eastern Cape Province of South Africa. As the functions of a public library have been highlighted, the study sought to examine whether the libraries live up to that intended mission of public libraries according to the manifesto of the IFLA/UNESCO (1994).

1.2. Research Site

The King Williams Town Institution was founded in the province of British Kaffraria in 1861. In which year by proclamation issued by H.E. the Governor and High Commissioner. The municipality of King William's Town was established as a 'Borough' as an indication of civic pride and public-spiritedness on the part of local residents. Later, the municipality was named Buffalo City Municipality, as it is known today. The public library was opened in 1861 on the Market Square in the office of Mr J.O. Bate, a bookseller and architect who was secretary to the Divisional Council, 1866- 1877. It is one of the buildings that was designed by Mr Bate who returned to England. The library is suited in the middle of the town and it is the main public library of King William's town.
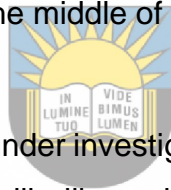
The other two libraries that were under investigation were the Schornville public library and Berlin public library. Schorniville library is allocated in the coloured township in King Williams Town. It is under the same municipality in Buffalo City, it is a few kilometres from the main public library in King Williams Town. Berlin public library is the only library in Berlin. A century ago, Berlin was founded in what was then a vast expanse of vacant land. Berlin was born as a military settlement of the German Military Settlers. The land that lies between the Western bank of the Kieskama River and the Kie River and from the sea to the Amatola Mountains and beyond is very attractive with its rolling hills, wooded slopes, numerous streams and its richness in flora and fauna.

The Eastern Cape Province has a total number of 144 public libraries (Satgoor, 2015). The library services include loaning of books, access to the Internet, electronic resources, magazines and journals, storytelling, reading and writing competitions, information literacy programmes, and lifelong learning. In addition, public libraries work as cultural hubs and venues for community activities and events. Recently, the Department of Sport, Recreation, Arts and Culture MEC Pemmy Majodina revealed

that fifteen Eastern Cape public libraries have been closed due to lack of basic services such as water, electricity and ablution facilities.

1.3.   Research Problem

Nwokocha and Levien (2011) observed that a public library is a key research institution and the education sector is not very impressive, because there is a lack of current material, trained personnel, inadequate funding and suggestions for improvement. According to Opara (2008), there are other challenges like poverty, illiteracy, lack of awareness of the need for information, geographical distance between nations, underdevelopment and lack of basic infrastructure like electricity. Lack of funds from the government's side also contributes to challenges associated with access to information because inadequate financial resources allocated to public libraries suggests that there will be also a shortage of information resources from the libraries and that will ultimately hinder information access.

In addition, financial challenges have deterred public libraries where the government pays little or no attention to the running of such libraries. Thus, they lack adequate information resources and services, and the perspective of what the library is than what the library does in changing people's lifestyle (Van Onselen, 2013). Morris (2014) viewed that public debt, of low economic growth and market uncertainty, has given rise to public spending cuts globally, which have affected public library provision. However, the high rates of illiteracy among adult Africans in South Africa leaves public libraries as important centres that ensure skills transmission, personal development and fights illiteracy (Nassimbeni and May, 2006). Hence, the study sought to investigate the impact of Buffalo City Metro Public libraries' on the development of information literacy in the community. The study will unpack the importance of public libraries and how they can help them improve or develop their lives to the Buffalo City Metro community. However, it is not the intention of this study to force people to utilise the libraries, but recommendations and findings will assist the public libraries to come up with strategies and policies that will assist in improving the current conditions of public libraries.

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1.4. Purpose of the Study

The purpose of this study is to investigate the impact of public libraries on the development of information literacy in communities in the Eastern Cape Province of South Africa.

1.5. Research Aims and Objectives

The broader objective of this study is to examine the impact of public libraries on the development of information literacy in communities in the Eastern Cape Province of South Africa.

The specific **objectives** are:

- To find out how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities.
- To find out how public libraries in Buffalo City Metro support education and lifelong learning.
- To identify the challenges that the Buffalo City Metro public libraries face in rendering library and information services.
- To investigate the role of the Buffalo City Metro public library professionals in marketing the library services to the community.

1.6. The Research Questions

This study aimed to answer the following **research questions:**

- How do public libraries in the Buffalo City Metro ensure equity of library and information services provision to the user communities?
- How do public libraries in the Buffalo City Metro support education and lifelong learning?
- What are the challenges that the Buffalo City Metro public libraries face in rendering library and information services?
- What are the roles of the Buffalo City Metro public library professionals in marketing the library services to the community?

1.7. Theoretical Framework

In this study, the Social Justice and Inclusion theory by Khathi (2013) was adopted. The Social Justice and Inclusion theory states that it is a fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background (Van den Bos, 2003). Fundamental principles underlying this definition include values of inclusion, collaboration, cooperation, equal access, and equal opportunity. Such values are also the foundation of a democratic and egalitarian society (Horvik, 2013). This theory is relevant to this study because the researcher seeks to investigate the impact of public libraries in promoting information literacy in the communities of King Williams Town, and whether the libraries under investigation share information resources and library services equally among its users. The theory was chosen because social justice aims to open the doors of access and opportunity to everyone without any exclusion or discrimination in the society. Likewise, public libraries encourage social inclusion by striving to serve all those in their user communities regardless of age, gender, economic or employment status etc. (IFLA, 2002). The link between the study and the theory will be discussed in detail in Chapter 2.
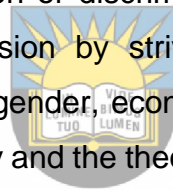
1.8. Research Methods

This study used a mixed methods research approach. The descriptive survey research design was used to collect quantitative data with the use of a survey questionnaire, and qualitative data were collected using interviews. The data was collected from the users and librarians, using both probability and non- probability sampling which led to systematic random sampling and purposive sampling respectively. In this study, descriptive statistical analysis was used to analyse quantitative data and was presented by the use of graphs and tables. Content analysis was also used to analyse qualitative data obtained from interviews. Further elaborations to these methods are given in Chapter 3.

1.9. Delimitation and Scope of the study

This study will only focus on the perceived impact of public libraries in promoting information literacy in communities in the Eastern Cape Province of South Africa. The

study will be confined to the library users and the librarians of the three Buffalo City Metro libraries and it will not be generalized to all the public libraries in South Africa.

1.10. Limitations of the study

Few challenges were encountered during this study. The main limitation of the study that the researcher encountered during data collection was that one of the librarians could not avail herself for interviews after the researcher had made several appointments, and the researcher did not manage to overcome that. However, that did not affect the findings of the study, because interviews were not the main source of data collection. Another limitation factor was that libraries were geographically dispersed, and the researcher did not have enough financial resources, as she did not receive any financial assistance for travelling and other expenses. However, the researcher managed to overcome this limitation because the Buffalo City Municipality helped the researcher with transportation from one library to another.

1.11. The Significance of the Study

The outcomes of this study will contribute an informative addition to the existing literature about the impact of public libraries in promoting literacy in the communities they serve. The knowledge that may come from this study might influence the government to allocate more funds for public libraries. Nwokocha (2010) observes that lack of funds is still one of the biggest problems libraries face and this hinders the development of public libraries. The study hoped to open the minds of the people or the communities to see that public libraries are the heart of the community and suggest possible ways to improve the library services. Furthermore, it is anticipated that the findings of the study will serve as a vehicle in the allocation of funds by the government departments or municipalities for public libraries, and formulation of policies where access to information will be a priority because we are living in an information age, an era where everything depends on information. Everyone needs information to perform daily activities regardless of age, gender, and disability.

1.12. Definition of Terms

This section provides definitions of key terms and concepts that are important in the study so as to provide the context in which they are used.

1.12.1.   Library

A library is a gateway to information, a building or a local centre of information that provides a means of access to information, electronic resources, magazines and journals, information literacy programmes, and lifelong learning (Kane, 2003).

1.12.2.   Public library

A public library is a place that provides access to knowledge, information and imaginary works through a range of resources and services and is equally and readily available to all members of the community regardless of race, nationality, age, gender, religion, disability, economic and employment status (UNESCO 2000).

1.12.3.   Librarian

A librarian is a professionally trained person responsible for the care of a library and its contents, including the selection, processing and organization of materials and the delivery of information, instruction and loan services to meet the needs of its users at the public library (Ngaleka, 2013)

1.12.4.   Equality

Equality refers to fairness, impartiality, equity and the condition of having equal dignity (The Oxford English Dictionary, 1989:347). *The Reader's Digest* (1970:339) also defines equality as a situation in which everyone has the same rights and advantages.

1.12.5.   Access

In this study, access refers to the degree to which the facilities and services of libraries are accessible by as many users as possible. Accessibility can be viewed as the ability to access the functionality, and benefit of libraries (Library and Information Service Transformation Charter, 2009).

1.12.6.   Users

A user refers to a person who benefits from the library resources or materials and makes use of the information that is available in the library (Pietersen, 2015).

1.12.7.　　　*Community*

In this study, a community is that group of people that live in the geographical area of the three libraries that are under investigation and benefits from their services.

1.13. Ethical Consideration

It is important to include an ethical statement in a research study if it includes people as research subjects (Bak, 2004). Ethics in research are there to ensure that individuals are not subjected to any harm as a result of the study being conducted (Constable 2007). Generally, ethics are a set of principles, which are suggested by a group or an individual, subsequently accepted and offers behavioural expectations about the most correct conduct towards experimental subjects (De Vos, 2005). It also provides a system that determines what is right and what is wrong. There are five distinct entities that are affected by the research process and these include the client, respondent, researcher, public and the research profession (Benard, 2001). An ethical consideration that underpins the study is discussed in detail in Chapter 3.
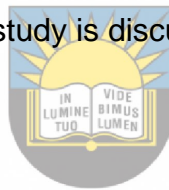
Table 1: The illustration of research methods linked to research questions and justification

Research questions	Data source/ Methods	Justification
Do public libraries in the Buffalo City Metro provide equity of access to the user communities?	Librarians and users: Interviews and questionnaires	It will give an insight into the role played by Buffalo City Municipality public libraries in making sure that the information is accessible to everyone in the community even those with disabilities are not left behind.
How do public libraries support education and lifelong learning?	Librarians and Users: Interview and questionnaires	Interview with librarians will provide data on what they exactly do to support education and maintain that through lifelong learning. And with users, a survey questionnaire will be administered to find out if they can say the exact same thing with the library professionals.
What is the role of library professionals in marketing their library services to the community?	Librarians: Interviews	Interviews with librarians will tell how far they go in marketing their services, is the community aware of what public libraries can offer them to improve their lives
What are the challenges faced by public libraries in rendering library and information services?	Librarians and users: Interviews and questionnaires	Interviews with librarians will reveal the challenges that the librarians face in rendering their services and their knowledge on how to handle those challenges. With the users, this question will help to understand the challenges that they come across on a daily basis in the library.

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1.14. Demarcation of the Dissertation

Chapter 1

This chapter outlined the background of the study, the problem statement, core questions investigated, aim and objectives, significance, delimitations and the scope, theory of the study, the research methodology, ethical considerations and the definition of terms.

Chapter 2

The chapter discusses the theoretical framework upon which the study was anchored and provides literature previously done by other authors on the impact of public libraries, equity of library and information services provision, the role of public libraries. It also gives an overview of the historical background of public libraries in South Africa.

Chapter 3:

This chapter provides details of the research design, methodology, research instruments and data collection procedures that were followed in this study.

Chapter 4

This chapter analyses and presents the findings of the study in relation to what is already known in the published literature.

Chapter 5

This chapter uses literature to support, corroborate, juxtapose and discuss the findings of the study. The findings were discussed based on the following themes: equality of access, education and lifelong learning, marketing of library services, and challenges faced by users.

Chapter Six:

In this chapter, the summary of findings, conclusions based on the results and recommendations were presented. Areas of further study were also highlighted.

1.15. Chapter summary

This introductory chapter covered the background information of the study, research site, research problem, research questions, aims and objectives, Significance of the study, delimitations and the scope of the study, a brief research methodology was outlined, the definition of terms and demarcation of the dissertation. The following chapter (chapter 2) reviews the literature on the Impact of Public Libraries in promoting information literacy in communities of the Eastern Cape Province as well as the conceptual framework.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Introduction

According to Creswell (2014), a literature review helps the researcher to discover what other researchers have written before. It also informs the researcher results of other studies that are related to the study being reported. The Social Justice and Social Inclusion theory informs this study. The theoretical framework is discussed first in this chapter. The literature review is organised based on the objectives of the study. The objectives of the study are as follows:

- To find out how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities.

- To find out how public libraries in Buffalo City Metro support education and lifelong learning.

- To identify the challenges that the Buffalo City Metro public libraries face in rendering library and information services.

- To investigate the role of the Buffalo City Metro public library professionals in marketing the library services to the community.
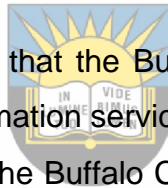
The review of literature attempts to identify, locate and synthesise completed research reports, articles, books and other materials about the specific problems of a research topic (Bernard, 2001). Published sources were located by searching Google Scholar and online databases including SABINET, NETD, EBSCO host and ProQuest. Articles were searched using the following broader areas: public libraries, education and lifelong learning, incarcerated people, print-handicapped persons and social justice.

2.2. Theoretical Framework

Le Roux and Ocholla (2011) noted that Library and Information Science does not have much of its own theories, it derives them from other disciplines like education, psychology and many more. After familiarising oneself with several theories in the literature, and bearing in mind the principal research question outlined above, it was found that Khathi (2013) social and inclusion theory would be the most appropriate to adopt as the theoretical framework of this study. Therefore, this study is underpinned

by the Social Justice and Inclusion theory by Khathi (2013) that was derived from the discipline of psychology.

The concept of social justice originates from philosophical discourse, "but it is widely used in both ordinary language and social sciences, often without clearly defined" (Mswazi, 2003). In general, social justice is a state of affairs in which benefits and burdens in society are dispersed. Human beings are treated with dignity and respect, not only by authorities but also by fellow citizens (Rosenburg, 2001). Social justice is of the view that everyone deserves equal economic, political and social rights and opportunities. Social justice aims at opening doors of access and opportunity for everyone without any exclusion or discrimination in society. The South African Public Library and Information Service Bill (2012: 27) stipulates that:

"Services must be provided on the basis of equal access for everyone; special measures must be taken to ensure equitable access to services, including measures to facilitate, promote and ensure access by people with disabilities and other categories of persons disadvantaged by unfair discrimination".

In addition, the Library and Information Services (LIS) Transformation Charter by Nkondo et al. (2014) postulate that most South Africans are excluded from the benefits of the information society and "the key function of a public library in South Africa is to provide access to the information society and marginalised groups" (Khathi, 2013). This shows that public libraries can play an essential role in social justice and social inclusion. Library and information services are key role players in providing unobstructed access to important resources for economic and cultural advance. In so doing, they contribute effectively to the development and maintenance of intellectual freedom, safeguarding democratic values and universal civil rights. Zapata (1994) concurs with Nkondo et al. (2014) that access to information through public libraries empowers every citizen and embraces the notion of social inclusion, thus, the librarian becomes an active change agent in the society. Public libraries encourage social inclusion, by striving to serve all those in their user communities regardless of age, gender, economic or employment status, literacy or technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental ability (IFLA, 2002). Inclusion is not about disability or all about the differences that people

have. Inclusion is about social justice and embracing inclusion as a model of social change creates a world that is fit for all. Libraries of all types have often been called onto take on challenges ranging from information literacy and developing a reading culture to promoting social justice. In recent literature, they have been challenged to contribute to the development of informed and educated nations (Hart and Nassimbeni, 2013). While, trying to address the research question about how do public libraries in the Buffalo City Metro support education and lifelong learning? It is imperative to note that without librarians, libraries can do nothing; without library users, librarians have achieved nothing. Without libraries and librarians, users can do very little. All can benefit from input and support from other role players in society at large and from applying different lenses to understanding the key concepts and the role players who might make a difference to an urgent challenge of global importance (Fourie and Julien, 2014). This imply that for public libraries to have an impact in the communities, they need to include the users, for example in the selection of collection development. Local level associates have been working on issues of social inclusion and social justice since the mid-1980s. The strength of social justice and inclusion include insights into the ways people can become empowered, for example, through access to information channels and technologies. The other strength is the allocation of resources fairly and appropriately to every library patron regardless of race, gender and age. However, as the theory has its own strength, it also has its weakness. One of the major weaknesses of the theory is that it becomes only active when it sees social injustice rather than preventing the problem before it actually happens. If it was preventing the problem, there would not be people who are traumatised and bitter because of social injustice and social exclusion in the communities.

The Social Justice and Inclusion theory guided the study since it is investigating social communities and how libraries relate to the community. For example, public libraries provide materials and library services for free to reduce financial barriers to information access and that gives justice to the community. It brings people together and promotes social inclusion. Public libraries must be relevant to the needs of local communities which are becoming more diverse and multicultural. Social justice and social inclusion theory like   public libraries are about embracing equality, diversity and multicultural societies.   Knowing and understanding the information needs of the community

involves engaging, moving toward achieving service provision. Khathi (2013) successfully applied the Social Justice and Inclusion theory in investigating the role that public libraries play in bridging the digital divide. The overall findings from both phases of the study were that public libraries aids in narrowing the digital divide by providing free internet access to the public. When choosing the theoretical framework for this study, it was believed that it had attributes that could help to address the principal research question and ultimately help to guide the study to achieve its objectives. Moreover, the theory was chosen because it incorporates both social and inclusion which are the core aspects of the public library for the current study. The following constructs were gleaned from the theory:

2.2.1. Equitable access

Equitable access is defined as a user-centred, barrier-free, and independent access to information. One of the major barriers to access economic factors. Populations residing in poor areas or in households of low income may be unable to gain access to information because of the inability to purchase the required equipment, Internet or other necessary resources. This places a special responsibility on libraries to provide access to these communities. It is the position of the library community that such economic impediments be minimized (UNESCO, 2014). This suggests that users need to have access to information resources regardless of their financial constraints.

All services that are rendered by the library should be designed and implemented with care so as to cater for every user of the library be it old or young, disabled or not, black or white. Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation (American Library Association, 2014).

2.2.2. Social Justice

Social justice is generally defined as the fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age,

gender, ability status, sexual orientation, and religious or spiritual background (Fourie, 2007).

2.2.3. Social Inclusion

Social Inclusion refers to all efforts and policies to promote equality of opportunity to people from all circumstances and from all socially excluded categories. Public libraries are a focal point for the provision of information services in the community. As such they have an important role to play in helping combat social exclusion and promote social inclusion and lifelong learning (Fourie, 2007; Dos Santos, 2009).

2.3. Historical Overview of Public Libraries in South Africa

This section reports on some of the work of the authors writing about South African public libraries. It outlines the early development of public libraries in South Africa. It also includes the discussion during apartheid era and post -apartheid era.

2.3.1. Early development

Libraries in South Africa have a rich historical background. Public libraries have undergone major development over the years because of the contributions of various individuals such as Joachim von Dessin, Charles Somerset, and John Molteno. According to Dick (2007), the first public library in South Africa, the South African Library, was founded in 1818 at the Gardens in Cape Town by the Governor of the Cape Colony, by Lord Charles Somerset. Somerset stipulated that wine tax would be levied "to place the means of knowledge within reach of the youth of this remote corner of the globe," and bring within their reach what the most eloquent of ancient writers considered to be one of the first blessings of life, "Home Education" (Dick, 2007). In 1861, Sir George Grey presents the South African Public Library with his collection, now known as the Grey Collection. The new library was opened by Prince Alfred, second son of Queen Victoria in 1860. In addition, there was the assistance of various associations which included the New York's Carnegie Corporation, the South African Library Association (SALA)-which was later called the South African Institute for Library and Information Science (SAILIS) -as well as the African Library Association of South Africa (ALASA) (Marquard, 2016).

2.3.2. Apartheid-era

In the early 1930s and 1940s, the main focus of the South African public libraries was to improve the conditions of poor white people (Rosenburg, 2001). During the apartheid era, Afrikaner women's' organisations and cultural organisations advocated for free public library services in South Africa (Dick, 2007). In 1945, the National Union of South African Students created night schools in Cape Town together with the Cape Education Authorities where the culture of reading and the value of libraries was inculcated in adult learners (Dick, 2007). A motivation for this was that African men who gained a Grade 8 qualification were excused from pass laws and "given rights under the liquor laws" (Dick, 2007; Marquard, 2016). This was seen as a threat to apartheid as more black people's knowledge grew and education led to more black people being able to read and write, thus, necessitating more libraries.

"Many black public libraries were then destroyed and even the young white youth were banned from reading any form of material that could threaten apartheid" (Dick, 2007). On the other hand, Fourie, (2003) realised that the Group Areas Act and the removal of the so-called Black, Coloured and Indian people from "White" areas meant that modern and well-resourced libraries were in affluent suburbs but poorly stocked small libraries were for other racial groups. However, this did not derail anti-apartheid activism from developing and maintaining some of the public libraries (Dick, 2007).

2.3.3. Post-apartheid era

Discrimination during the apartheid era prevented discriminated citizens from exercising their rights, including the right to access information which included the right to library services. In the democratic era, the development of people, especially those who were previously marginalised is protected by the Constitution of the Republic. Together with equal rights, increasing the education level of the citizens remains a priority. The right to access unlimited facilities, sources and services are one of the fundamental rights of any society (Le Roux, & Ocholla, 2011). Thus, public libraries are given the responsibility of undoing the apartheid injustices by providing relevant information to all the citizens regardless of skin colour. However, libraries "were on the bottom of the list when it came to refinancing and rebuilding" (Marquard, 2016). In 2001, the first ever statutory body meant to manage libraries, called, the National

Council for Library and Information Service (NCLIS), was established to develop libraries (Fourie, 2003).

The main objective of the NCLIS was "to position South Africa as the best-informed nation". Because of the contribution of NCLIS, more libraries were built even in rural communities. This provided the South African society with a knowledge-sharing platform in more languages to various people, using various media such as the internet, books, art, music, and videos (Fourie, 2003). Fourie (2003) adds that the NCLIS also moved towards creating libraries similar to libraries that could be found in other countries and had other functions. This was shown in the development and growth of the Legal Deposit Committee in terms of the Legal Deposit Act in 1998, the South African Library for the Blind in 1998, the National Library of South Africa in 1998, and the Coalition of South African Library Consortia in 1999 (Fourie, 2003). The main focus of establishing public libraries was to provide access to basic literacy, adult literacy, and information literacy to the community. These can be defined as follows:

Basic literacy: According to Fourie (2003), there was no foundation in place to develop previously disadvantaged children. Therefore, basic literacy was considered a development area. This included primary and high school children. Libraries in these schools were one of the developments focuses.

Adult literacy: Adult literacy was an attempt to provide adults with the opportunity to become literate and educated (Fourie, 2003). The development of libraries was deemed an important role in this, as they provided a space for adults to learn as well as literacy programmes free of charge.

Information literacy: Charles McClure (1994:118) stated that 'at one level, an individual must be able to read and write - the traditional notion of literacy. At another level, the person must be technically literate, e.g. be able to operate a computer, telecommunication and related information technologies. At a third level, people need media literacy, and, yet at another level, they need network literacy. All these types of literacy can be cast in the context of information problem-solving skills'. This has become an important necessity post-1994, as change, knowledge, and growth of technology have become the norm (Marquard, 2016).

South Africa is currently a member of the international community. Therefore, it subscribes to the international mandates. For public libraries, the UNESCO Public Library Manifesto highlights the purpose of libraries in the community. The UNESCO Public Library Manifesto defines (1995) the public library as an organisation, which helps create a democratic, equal and peaceful society. This definition helps to justify the creation and cost of public libraries for societies around the world. Therefore, when libraries are available, they play a substantial role in the lives of the people who use them. Buschman (2007) and Kabamba (2008) both open the question of whether the libraries live up to the promises of the Manifesto. Buschman (2007) notes that there is little empirical evidence to support the link between public libraries and democracy. Indeed, the challenges facing libraries in South Africa negatively affect the provision of library and information services. Eze, (2016) submits that libraries for some black South Africans are almost non-existent and there is a shortage of relevant reading materials for the poor and previously marginalised people. Indeed, many public libraries still do not have reading materials in local languages. This renders libraries useless as they fail to meet the information needs of the communities.

2.4. Equity of Library and Information Service Provision

The first of objective of the study is to understand the equity of library and information service provision to the user community. The following attributes or concepts will assist in reviewing the literature; public libraries, library services' incarcerated people, blind and print-handicapped patrons and immigrants. Library and information services are key actors in providing unhindered access to essential resources for economic and cultural advance. In so doing, they contribute effectively to the development and maintenance of intellectual freedom, safeguarding democratic values and universal civil rights (IFLA/UNESCO, 2001). Public libraries are in a unique and special position to promote equity, diversity and inclusion for all. They strive to serve all those in their user communities regardless of age, gender, economic or employment status, literacy or technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental ability. IFLA/UNESCO (2001) posits that the provision of public library services has been very effective in many countries of the world. Access to information is a basic human right. The ability to understand information and use it to solve problems and make proper decisions is what libraries push for. As a public service centre is open to all, the public library has a key role in

collecting, organising and exploiting information, as well as, providing access to a wide range of information sources. The IFLA/UNESCO (2001:21) states: "The public library has a particular responsibility to collect local information and make it readily available. In providing a wide range of information the public library assists the community in informed debate and decision-making on key issues. In collecting and providing information the public library should, wherever possible, co-operate with other agencies to make the best use of available resources".

Hence, the strength of social justice and inclusion include sensitivity to the complexity of exclusion at the most local level and provides insights into the ways people can become empowered, for example, through access to information channels and technologies. One of the major strengths is the allocation of resources fairly and appropriately to every library user regardless of race, gender and age. In this new era, of a new democratic South Africa, the focus of libraries is to improve the conditions of the people. Department of Economic Social Affairs (DESA) (2009: 34) reiterates:

"It is important to note though, that access alone does not necessarily ensure use of public facilities, as unequal relations within communities and households may inhibit the use of facilities by vulnerable groups. Similarly, equal access to public information plays an important role in creating an inclusive society, as it will make popular participation possible with well-informed members of society".

This suggests that even though people can be granted access to public libraries but are not treated equally, that can discourage them from using the facilities. Public libraries promote equal treatment through the equitable provision of information to incarcerated people, print-handicapped people and immigrants. Public libraries in the Buffalo City Metro are also mandated to ensure equity of library and information services provision to the user communities. This study seeks to find out how public libraries ensures that.

2.4.1. Services to the physically challenged

A study by Shirley (2006) states that both free people in regular society and incarcerated ones have the same information needs. Prisoners just like other persons have information needs. Most of the prisoners will go back to society after serving their

sentences. For this reason, they will need information for various purposes, both for coping with the prison situation and for when they are released. Providing for their information needs will help in re-socialising them into the society to become better citizens for themselves and the society (Sambo, Usman, & Rabiu, 2017). In relation to this, the Council of Europe Committee of Ministers (2006) recommended that every institution shall have a library for prisoners, adequately stocked with a wide range of both recreational and educational resources, books and other media. Wherever possible, the prison library should be organised in co-operation with public library services. This recommendation already highlights that public libraries should play a huge role in ensuring that prison libraries are functional and adequately meet the information needs of the prisoners.

A study by Eze (2016) identified prisoners' information needs ranged from legal needs, religious needs, health needs, educational needs, vocational needs, recreational needs and financial needs. The study also found that library conditions are inadequate but services and resource sharing with other public libraries help to a larger extent. A study conducted by Shajobi-Ibikunle (2014) discloses that there is no legal backing for prison libraries in Nigeria, and they are obviously not part of the public library system. However, the study revealed that public libraries and others, such as academic libraries, provide occasional support for prison libraries by donating books (mostly weeded from their collections) and working in the library facilities in the prisons.

According to IFLA (2005), a prisoner has not lost the right to learn, as well as, to access relevant and timely information. However, it is evident from the reviewed literature that prison libraries lag behind their counterparts in services, materials and resources used for the information provision mission. As such, public libraries should ensure that incarcerated people continue to access information just like people who are not in prison, especially where there are no prison librarians. This can be done through collaboration between prison libraries and public libraries which is already successful in some parts of Africa, for instance, Nigeria (Eze, 2016 and Shajobi-Ibikunle, 2014). Reviewed literature has shown that most of the studies that have been done are more inclined to public libraries side-lining other individuals, yet they also require library and

information services. Hence, this study seeks to investigate whether Buffalo City Metro public libraries ensure equity of library and information services provision to the user communities.

2.4.2. Library services to blind and print-handicapped patrons

Public libraries are the primary source of information queries for print-handicapped patrons. Stilwell (2016) posits that public libraries provide a great contribution to the lives of some of the most disadvantaged and excluded members of society. In the United States of America, each state has a library that is affiliated to the National Library Service, providing alternate formats of library materials for citizens in that state. For example, most state libraries offer reading material in large print, Braille, and digital format (Lazar & Briggs, 2015).

Chaputula and Mapulanga (2017) examined the provision of library services to people with disabilities in Malawi. Findings from this study revealed that people with disabilities, including print-handicapped, face numerous challenges when using libraries in Malawi. Challenges occur because of the lack of equipment to support their access to library and information resources. Similarly, despite an increase in demand, most of the libraries do not offer specialised services such as training sessions on equipment use or market their services to the benefit of people with disabilities. Likewise, Chilemba (2012) observed that most library spaces in Malawi are not accessible to blind and print-handicapped persons. A study by the Library and Information Service Charter (2009) observed that South African public libraries are also required to provide socially inclusive services by serving the blind and print-handicapped patrons. They are striving to meet the specialised information needs of these people. South African public libraries enjoy a radical collaboration with the South African Library for the Blind to provide information services in Braille format and audiobooks, as well as, assistive technologies that aid patrons to access information (South African Library Annual Report, 2013).

From the literature, it can be deduced that public libraries in other countries have made progress in providing services to the blind and print-handicapped patrons. However,

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other developing countries like Malawi are still struggling with this. Concerted efforts should be made to ensure that those living with disabilities are able to access the information resources that others are able to access, especially in all provinces of South Africa.

2.4.3. Library services to immigrants

Public libraries play a huge role in providing services to immigrants. Stilwell (2016) submits that public library services, focusing on immigrants, generate social capital and foster inclusion. Moreover. This can be achieved through services such as classes in English as a second language, and computer literacy classes (Le Roux, & Ocholla, 2011). Social capital is defined by Hart (2007) as "the stocks of social trust, norms and networks that people can draw upon to solve common problems". The current influx of immigrants into South Africa provides a greater opportunity for public libraries to offer outreach programmes to break culture shock by facilitating communication. This service was successfully adopted in the United States of America whereby Wang (2012) found that the early decades of the twentieth century left a legacy of library services to immigrants with special patterns of collection development along with various organised programs. These services have become more sophisticated and are today integrated into the services of many public and academic libraries.

Kong (2011) explores the impact that library literacy programs have in the development of immigrant community engagement. The study found that library services are crucial for helping immigrants integrate themselves into the community, education systems and the workforce. Libraries have historically used several tools to reach out to immigrants. Some of the tools include assimilating new arrivals by teaching language and customs; offering resources in other languages so that they remain connected with their homelands and learning other cultures; offering resources for navigating in a new city and finding familiar services in the new country that make the transition easier (Kong, 2011).

Language problems are a significant barrier to accessing library services and have been identified as an underlying cause of social exclusion for migrant groups (Stillwell, 2016). In South Africa, Rodrigues (2013) examines the meaning of cultural diversity in

the library and information field, and the implications of this multicultural reality with regards to the rendering of equitable public library services confirms the lack of published materials in the African languages. Possible solutions that libraries employ may include transcribing and/or recording oral information sources and stories and partnering with publishers that are actively involved in promoting African languages (Rodrigues, 2013).

Whilst studies have been conducted about the role of libraries in serving the immigrants, few if not none, have been conducted in South Africa, in particular, the Eastern Cape Province. The role of public libraries is to ensure the equity of library and information service provision to the user community, which includes immigrants. In addition, little research has been conducted which asks immigrants directly about their needs and experiences. The current study will collect data directly from the library users which, will also include immigrants.

2.5. Role of Public Libraries in Education and Lifelong Learning

This section will give a review of the literature on the second objective which seeks to find out how public libraries support education and lifelong learning. The fundamental aim of building libraries and other information organisations in societies is to be able to meet the information needs of the communities (Abdulsalami, Okezie & Agbo, 2013). A public library is a service centre, primarily built to generate and store knowledge, establish channels of sharing knowledge, and advance the well-being of humankind. Public libraries play a key role in providing educational support for students and are a focal point for the provision of information services in the community. As such, they have an important role to play in helping combat social exclusion and promote lifelong learning. They are a place where young people have access to information for their homework and for projects for their university studies. Scott (2011) postulate that the public library provides a safe, neutral place where youth can go to study and learn. Public libraries are manned with qualified librarians who attend to the different information needs of the members of the community.

Education seems to predominantly attract people to use public libraries. A study conducted by Bopape, Dikotla, Mahlatji, Ntsala and Makgahlela (2017) reveals that the majority of the people using public libraries in the Limpopo Province are the youth

and young adults who visit libraries for a conducive place to place to study and access the Internet. To show major support to education, study guides and textbooks are offered in the public libraries to support teachers and learners. Another contribution made by public libraries is the dissemination of career information for the youth, therefore, helping in curbing the poverty cycle (Mojapelo, 2017). Akparobore (2011) reiterates that public libraries complement educational activities by assisting adults who are no longer of school age, developing their attitudes, extending their knowledge through acquiring needed technical or vocational skills.

Since libraries serve all people regardless of age, they also work hard to uproot illiteracy from adults by participating in the Adult Basic Education and Training (ABET) activities (Aitchison, n.d.). Aitchison (n.d.) defines ABET as education provision for people aged fifteen and over who are not engaged in formal schooling or higher education and who have an education level less than Grade 9. In a paper on ABET provision in South Africa, Aitcheson (n.d.) characterises public libraries as belonging to a group of agencies still enthusiastic about ABET as the provincial library services have shown support through the provision of easy reading material. An investigation by Nassimbeni and May (2006), provides evidence on the involvement of libraries in adult education. It was found that libraries are not directly involved in adult education, instead, they play a supportive role. The problems experienced by the participating libraries, and the reasons provided by non-participating libraries, cite a shortage of resources as barriers to participation (Nassimbeni & May 2006).

Public libraries play a fundamental role in promoting lifelong learning. The IFLA/UNESCO Public Library Manifesto (UNESCO, 1994) states that public libraries are the local gateway to knowledge, providing basic conditions for lifelong learning, independent decision-making and cultural development of the individual and social groups. The manifesto proclaims that the public library is a living force for education, culture and information, and an essential agent for fostering peace and spiritual welfare through the minds of men and women. McMenemy (2009) states that public libraries are key facilitators in lifelong learning because:

- they are open to all citizens,
- they provide access to a range of free learning materials,

- they are easily accessible with relatively convenient opening hours, and
- they increasingly offer instructional courses using ICTs and partnerships.

The high rates of illiteracy among adult Africans in South Africa leaves public libraries as important centres that ensure skills transmission, personal development and fights illiteracy (Nassimbeni and May, 2006). In addition to this, the recent findings by the Association of College and Research Libraries (2016) cited in Howie, Combrinck, Roux, Tshele, Mokoena and McLeod-Palane (2017) paint a dark picture in terms of the literacy levels of South African learners. PIRLS (2016) measured Grade 4 pupils literacy rates and found that an astounding 78% of these pupils were not able to read in any language. Uprooting illiteracy encourages the growth of information societies and knowledge economies where lifelong learning is guaranteed. Public libraries play a major role in uprooting literacy. In relation to this, a study done by Mojapelo (2017) aimed at investigating the challenges faced by libraries in a democratic South Africa, found that public libraries also combat illiteracy through reading and writing projects, and competitions which include the Battle of the Books, Skirmish and Spelling Bee in order to cultivate the culture of reading and writing. Furthermore, storytelling sessions provided to children was also one of the initiatives for combating illiteracy (Mojapelo, 2017).
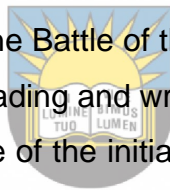
In addition to a wide range of services offered by public libraries, Internet services are one of the most needed services. Nevertheless, libraries offer more than just Internet services, they teach information technology courses and develop life-long learning and continuing programmes in cooperation with schools (Gautum, 2014). These cooperative programmes will allow libraries and their communities to come together to address the digital divide problem within specific populations by providing them with accessibility and training, focusing directly on their unique requirements (Mphidi, 2016). Public libraries across the world have employed many initiatives to bridge the digital divide. In South Africa, Khati (2013) found that public libraries in Cape Town have curbed the digital divide through the provision of free internet access to the people. It was also found that the Masiphumelele Library has employed the Smart Cape initiative in addition to free computer literacy classes to the public and this was a move that guarantees lifelong learning (Khati, 2013). It is in line with the reviewed literature that this study seeks to find out how public libraries in the Buffalo City Metro support education and lifelong learning.

2.6.   The Role of Library Professionals in Marketing Library Services

The third objective of the study sought to explore the role of library professionals in marketing library services in the Buffalo City Metro public libraries. The use of resources and services offered by public libraries is only possible if a patron is aware of what is available or on offer. Marketing has been defined as planning and managing the organisation's exchange relations with its clientele. It consists of studying the target market's needs, designing appropriate products and services, and using effective pricing, communication, and distribution to inform, motivate, and serve the market (Jestin and Parameswari, 2002). In librarianship, marketing has to do with keeping patrons abreast about the latest library activities and encouraging their participation in collection development. Alkindi and Al-Suqri (2013) define library marketing as the distribution and provision of awareness of the existence of the library, and its resources and services, using different tools and technologies in order to get patrons to use those resources and services. It involves the use of existing technologies to raise awareness of the library in familiar spaces and advising them about services and activities happening in the library.
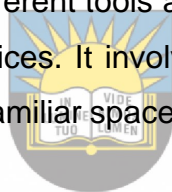
With regards to the marketing of public library services, there should be a clear policy formulation which will define the objectives, priorities and services in relation to both the needs of the immediate communities and the achievement of professional standards (IFLA/UNESCO Public Library Manifesto, 1994). A satisfied customer is a loyal customer and instrumental in bringing in more patrons to the library (David & Sagun, 2012). According to Muruli and Kumar (2013), it is essential for libraries to market their services so as to: conceptualise the perception of information needs, thereby, creating demand; ensure the best use of library resources and improve the image and status of the libraries and library professionals; tackle the problems of increasing costs of information sources, thereby, managing the information explosion; introduce cutting-edge information technology systems in library services; balance shrinking funds and save libraries from devaluation; save libraries from declining reader-support and uphold the motto that information is power.

Marketing is critical for libraries in that it enables librarians to design promotional tactics suitable for their patrons. The librarians are required to employ the best channels and plan to communicate with patrons of specific libraries. Britto (2014) postulates that since funding in public libraries is inadequate, public library marketing is essential so as to demonstrate the continued inherent value of the library to the community. The author identifies several ways in which marketing can be done both internally and externally: for example, through library exhibitions, new arrival displays, posters, awareness talks and library orientation, a library web site, notice boards in the community, awareness talks, publicity/public relations, and advertisements, all of which will project the importance of the library and the role it plays in the development of the community.

The applications of Web 2.0 have brought revolutionary changes in the information business. Social media has been successfully exploiting these applications for the process of information exchange (Muruli & Kumar, 2013). Librarians integrate Web 2.0 to effectively promote their services, remain relevant, create and maintain a positive image, ensure awareness and visibility.

2.6.1. Social Networking Sites

One of the most radical advancements in the 21st century is the utilisation of Social Networking Sites (SNSs) also called social media. SNSs' are web-based services which allow patrons to connect with others, share information and show their interests to others (Alkindi & Al-Suqri, 2013). These sites enable people to create and share their own content. SNSs' have become popular among individuals as well as organisations over the past years. Social media, as an advertising strategy, is currently a cost-effective means of marketing public libraries. Thus, it is advisable that libraries have Facebook pages that are beneficial to a public library's marketing plans. In 2011, there were approximately 3.8 million South African Facebook profiles and, of those, approximately 2.3 million were between 18 and 35 years of age. The potential exists to reach a portion of the youth through this medium which they already use and to provide an avenue for others to participate in a public forum to help their fellow citizens (Keevy, Steenekampand & West, 2012).

Taylor and Francis Group (2014) lists the advantages and benefits for librarians and libraries when using social media, which includes saving the costs, as they require

little training. Social media also promote library services and disseminate news quickly by delivering information more directly to library patrons. The fact that information is delivered directly increases engagement and interactions with library patrons and this can help increase usage of content.

Exploring the use of Facebook applications among Malaysian academic libraries, Ayu and Abrizah (2011) found that most academic libraries in Malaysia use Facebook pages as a marketing tool. The study found that academic libraries use Facebook to inform patrons about library services, communicate with patrons anytime and anywhere. It is recommended that libraries regularly update their Facebook pages to attract patrons' involvement and active participation (Ayu & Abrizah, 2011). In South Africa, Chizwina, Rabatseta, Bangani and Moyo (2017) highlight how North-West University (NWU) Library used Facebook and Twitter to inform, educate and communicate with library patrons during the students' protests #FeesMustFall Campaign. The paper provides insights that the teaching and learning (educational) aspect still lags behind on social media usage in libraries. Given the period in question, the expectation would have been a higher percentage of posts that could be categorised as educational (Chizwina et al., 2017). The paper recommends that social media use policies be developed and raise awareness on their availability and implications to patrons. If implemented in the Buffalo City Municipality, social media policies can strengthen the marketing of library information services to diverse patrons.

Khan and Bhatti (2012) report a positive respondent's behaviour towards the use of social media for marketing of library resources and services and suggest that libraries develop their webpage and social media page. This is possible when libraries are connected with the Internet. A study by Secker (2008) lists some of the Facebook applications which libraries can take advantage of, such as LibGuides Librarian, which allows librarians to display their guides in their Facebook profiles and also provides a search of their library's catalogue. Such an application can be used to promote library services and materials to patrons. These tools can benefit libraries by raising their profiles or marketing their services (Ayu & Abrizah, 2011). The above studies clearly indicate the role that librarians play in marketing library and information services. Related to marketing is the concept of advocacy of public libraries. Svendsen (2013) argues that library managers seldom argue for the social importance of public libraries, which makes them vulnerable to budget cuts. This problem can be related to a lack of

advocacy programmes. Currently, librarians and library managers are encouraged to work together with library associations to advocate for libraries in order to influence policymakers to consider libraries when making decisions. Library advocacy involves speaking positively on behalf of libraries.

2.7. Challenges Faced by Libraries in Rendering Library and Information Services

The fourth objective of the study seeks to identify the challenges faced by public libraries in rendering library and information services. Despite the important work done by public libraries and their recognition by several organisations and the socio-economic development of citizens, access to information by public libraries and information centres worldwide have been marred by a number of challenges (Bopape et al., 2017). Challenges refer to barriers that obstruct the provision of public library services. These challenges include, among others, insufficient funding, unreliable power supply and physical infrastructure, and ICT infrastructure.

2.7.1. Insufficient funding

Adequate funding is an enabler of the successful provision of public library services. According to Salman (2015), library services cannot be provided optimally without the necessary funding as it is essential for a library to possess the resources that will enable it to meet its goals. The amount of funding provided to public libraries directly influences the quality of services provided. Funding for public libraries in South Africa is made available by the government through the Department of Arts and Culture (DAC). DAC has made available the conditional Community Library Services Grant to redress the imbalances and inequalities in the (Library and Information Services) LIS sector by improving and refurbishing existing library and information services, establishing new libraries and purchasing new books for public libraries (Bopape et al. 2017). This conditional grant is allocated to all nine provinces in the country by the Department of Arts and Culture on an annual basis (Chaputula & Mapulanga, 2017).

According to Bopape et al. (2017), the purpose of the grant is to address specific inequalities in the delivery of public library services to all communities. DAC and the provincial departments of arts and culture work together to reach certain predetermined targets, which are:

- improved coordination and collaboration between national, provincial and local government on library services;

- transformed and equitable library and information services delivered to all rural and urban communities;

- improved library infrastructure and services that reflect the specific needs of the communities they serve;

- improved staff capacity at urban and rural libraries to respond appropriately to community knowledge and information needs; and

- an improved culture of reading.

Despite the conditional grant, Nwokocha (2010) observed that lack of funds is still one of the biggest problems libraries face and this hinders the development of public libraries. Moreover, it is a common phenomenon on the African continent that general national budget cuts in bad economic conditions have led to cutbacks in the funding of public libraries (Salman, 2015). Oyovwe-Tinuoye, Omeluzor and Emeka-Ukwu (2015) discussed the necessity to revitalise the public library services in the Delta State of Nigeria for national development. The study found that challenges facing public libraries in the Delta State of Nigeria are related to lack of financial support by the government. Opara (2012) affirms that government funding of public libraries in Nigeria has not been conducive to service delivery since the 1980s'. According to Nnadozie (2014), budget allocations to libraries will continue to be insufficient because of the country's bad economic situation. In another study, Agyemang (2017) shed more light on the problems and challenges facing community libraries in Ghana and made recommendations based on a review of the literature. It was revealed that due to a lack of funds, facilities could not be maintained in the Boamang Community Library; many louvre blades were broken from the windows and needed to be replaced. When requesting for funds to buy new books, the library staff of the Boamang Community Library were told by the District Assembly that there was no money (Agyemang, 2017).

2.7.2. Unreliable power supply

Consistent supply of electricity in public libraries is important. Thompson and Pwadura (2014) acclaim that Ghana and Nigeria experience regular power outages. A survey conducted by Hopkinson's (2009) reveals that power outages in Nigeria result in poor

usage statistics of public libraries. In the post-apartheid South Africa, Eskom was able to make tremendous steps in terms of providing electricity to previously marginalised South African communities, simultaneously providing the power needed to run the economy and its industries. These gains, however, were unfortunately overshadowed by the electricity blackouts that began in 2007 through the implementation of load shedding across the country (Hart, 20007). Load shedding usually brought library work to a standstill. Frequent power cuts usually lead to a breakdown of equipment and loss of important data.

It is, however, worrisome that public libraries around the world, especially in developing countries, are facing inadequate power supply that affects the running of libraries. For example, a study conducted by Anie (2014) sought to review the purpose and role of public libraries by highlighting the problems bedevilling public libraries in rural areas. The study found that rural communities in Nigeria have been characterised by the poor provision of electricity that has left many rural communities under-developed in Nigeria. In a study that sought to explore the conditions of existing community libraries and the extent of library use, and user satisfaction in Asante Akyem District of Ghana, revealed that Pekyerekye Community Library was inoperative at the time of the study because of staffing problems and a power cut due to unpaid electricity bills (Frimpong, 2015). Similarly, Agyemang (2017) discloses that the Boamang Community Library in Ghana could not be opened in the evening for three years because there was no electricity in the library.

Electricity remains the lifeblood of public libraries, especially ICTs. The effective utilisation of ICT depends largely on the availability and constant supply of power. ICTs in public libraries can only thrive where electricity is adequately provided. It is, therefore, necessary that public libraries have an adequate and constant power supply so that these technologies can be used optimally. Abayomi (2017) investigated the extent of automation in public libraries in South West Nigeria. Looking at the challenges librarians and patrons experience in managing automated systems, it was found that 93.5% of the respondents cited erratic power supply as the challenge. Abayomi (2017) comments that respondents complained about the fact that there were times they had power for only two hours a day and there were times when power was interrupted for the whole day. In line with this, Oghenetega, Umeji and Obue (2014)

recommend that a generating set or solar systems should be provided to supplement irregular electricity supply.

2.7.3. Staffing

Staffing is an integral and important part of the success of any public library service. It is worth being noted that the availability of staff is closely related to the availability of funds to pay for their services (Salman, 2015). In Ghana, Frimpong (2015) found that the community library at Patriensa had also become moribund because of staffing problems. Inadequate staff was identified by Mojapelo (2017) as detrimental to the efficient functioning of three community libraries in the Limpopo Province of South Africa. For example, one respondent from Mojapelo's (2017) study said:

"…we are only two (librarian and assistant) and we are expected to work from Monday to Friday (9:00 to 17:00) and Saturday (9:00 to 13:00)." Another responded stated that *"there are no cleaners and groundsmen. We are expected also to clean the facility and dust materials and shelves. During the rainy season, there are no workers to cut grass. This creates a favourable environment for snakes. Three snakes are already killed in this library. These poses safety concerns of the staff and patrons..."*

The above assertions provide evidence that public libraries are understaffed. In relation to manpower, the DAC (2011) cites high staff turnover due to the contract nature of employment of community librarians and other necessary staff. Iwhiwhu and Okorodudu (2012) content that Edo State public library services are not beneficially used because of the inadequate services of the library staff, and their poor attitude to work. Real, Bertot, Jaeger and Taylor (2014) examine the challenges faced by rural public libraries. The study revealed that rural public librarians cannot attain their full-service potential because of inadequate staffing, and funding mechanisms that have to rely on locally generated funds.

In Ghana, Agyemang (2017) observed that almost all staff members working in public libraries do not have the required skills to manage the libraries. This is because the District Assemblies do not employ qualified personnel to engage in the formation and management of public libraries. It emerged from this study that staff members were

employed and never trained or went for any refresher course relating to librarianship. It is against this backdrop that this study is necessary.

2.7.4. Infrastructure

DAC (2011) points out infrastructure problems in many libraries in South Africa which relate to tenders, maintenance and co-operation with the Department of Public Works. In addition, Mojapelo (2017) establishes that the Limpopo Department of Sport, Arts and Culture does not have a dedicated person to oversee infrastructure and ensure optimal use of conditional grants. Therefore, this results in delayed projects such as library buildings being completed late. On the other hand, Mphidi (2016) notes that some library buildings have very small spaces and cannot accommodate more workstations. Furthermore, some public libraries are insufficiently wired for the power requirements of workstations and patron laptops. This prevents further expansion of public library services.

According to Mojapelo (2017), public libraries have a significant role to play in offering technology-enhanced services, thereby improving ICT literacies of the patrons. Examples of ICT tools in public libraries are computers, printers, tablets, e-readers, faxes and Internet-based facilities. Internet facilities open the world for patrons by enabling them to access international information from online databases. According to Chaplin (2002), the main reason for investing in ICTs facilities is that they are considered as strategic tools through which challenges of social exclusions and inclusions could be addressed. Due to their nature of being one-stop information access points, public libraries have become ideal points where the public easily accesses information, and ICTs have become powerful tools through which such information could be timely, effectively and efficiently accessed (Berndtson 2002).

An investigating into the use of ICTs in public libraries at Ekurhuleni Metropolitan Municipality, Mamafha, Ngulube and Ndwandwe (2016) found that ICTs in Ekurhuleni Metropolitan Municipality libraries are highly utilised. However, the use of ICT facilities is negatively affected by restrictive library policies, an insufficient number of ICT facilities as well as access time limit. All these challenges made it difficult for patrons in the Ekurhuleni Metropolitan Municipality to maximise the full benefits offered by ICT facilities.

Access to ICT is important for patrons and librarians. Although many libraries may have networked computers, the factor determining their use is the location of those computers. Inconvenient locations heavily impact on utilisation (Shandu, 2014). Numerous factors impact how computers are used. These factors include the location of computers for easier and equitable access, effective goals for technology use, technical support, time for professional development, availability of a library management system, and sustained funding for technology (Shandu, 2014). On the other hand, Oghenetega, Umeji and Obue (2014) found that Nigerian public libraries that have managed to tap into information technology resources lack trained information technology experts. This fact has left the information technology services of the library either performing little or not functioning at all. When facilities are reluctantly switched on, the rate of downloading information is normally slow and, in most cases, fail when information is being shared from a distant network system (Oghenetega, Umeji & Obue, 2014).

2.7.5. Responsibilities of the Provinces and Municipalities

In South Africa, the DAC is tasked with creating an environment conducive for growth, development and flowering of South Africa's art, culture and heritage landscape (Mnkeni-Saurombe & Zimu, 2013). Thus, public libraries fall under this department. However, it is believed that Schedule 5, part A of the Constitution of South Africa Act, 108 of 1996 is considered as the biggest challenge as municipalities find it difficult to take financial responsibility for library services as they argue that it is an unfunded mandate (Mnkeni-Saurombe & Zimu, 2015). However, in other provinces in South Africa, including parts of the Eastern Cape, public libraries operate within a Service Level Agreement between the provincial department and municipalities. This agreement provides the responsibilities by which both parties help to ensure that all citizens have access to free public library services, which respond positively to their information needs. The use of libraries in rural areas was found by Yusuf (2010) to be very low. This is ascribed to small populations in the areas where libraries are provided, and a lack of basic infrastructure to allow patrons to patronise the libraries. The impact of this arrangement in the Buffalo City Metro is unknown. A study that was done by Abolaji (2009) bear out Yusuf's (2010) finding and ascribe the low use to dispersed populations, poor transportation, lack of communication systems, illiteracy,

lack of financial resources, and inappropriateness in the provision of library collections and services.

2.8. Chapter summary

This chapter reviewed available literature related to this study. The literature review revealed that public libraries play a major role in ensuring equity to information access as well as ensuring social inclusion. Literature highlights that equity to access to library and information services is being assured by public libraries. However, there is still a challenge in other developing countries of lack of infrastructure which does not accommodate patrons, thereby, hindering access to library and information services. It is important to note that public libraries from across the world support education and lifelong learning through the use of outreach programmes to foster education and social inclusion of all the members of the community regardless of age, gender, sexual orientation, disability and marginalised individuals, for instance, immigrants and incarcerated individuals.

The challenges facing public libraries in providing services were also outlined and studies were quoted. The literature shows that inconsistent funding is a challenge to the stability and sustainability of public libraries since everything depends upon the availability of funds. Furthermore, there is a consensus among the majority of the authors that erratic power supply, inadequate staffing are the major challenges affecting public library services. One of the findings on the marketing of library services is that there might be a lack of advocating for public libraries by the library professionals to the authorities. In addition, public libraries have shown not to adequately market their services on social media as compared to academic libraries. Several studies have been conducted on the impact of public libraries in the community all over the world, but scant literature is available on how they impact communities of the Eastern Cape Province of South Africa. Therefore, this study is necessary to fill the gaps mentioned above and to provide a reference point for future studies. Hence, this study seeks to investigate the impact of public libraries on the development of information literacy in communities in the Eastern Cape province of South Africa. The next chapter (Chapter 3) describes the research methodology that was used to gather data from the three public libraries.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

The previous chapter has given a review of empirical literature and the theoretical framework with regards to the impact of public libraries on the development of information literacy in communities. This chapter describes the research methods that were followed in conducting this study. It gives an overview of the processes that were followed, and the methodology used in collecting data for the research. The chapter describes the ethical considerations, identifies the target population and describes the sampling technique used, validity and reliability issues. The instruments that were used to collect data and their validation are also discussed. According to Ngaleka (2010), the aims of this chapter are to return to the research problem to identify the research questions and to describe the methodology that is chosen to gather the data to answer these questions. This study adopted a descriptive survey research design.

The purpose of this study was to investigate the impact of public libraries in developing information literacy in the communities of the Eastern Cape Province of South Africa. The following research objectives were addressed:

- To find out how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities.
- To find out how public libraries in Buffalo City Metro support education and lifelong learning.
- To identify the challenges that the Buffalo City Metro public libraries face in rendering library and information services.
- To investigate the role of the Buffalo City Metro public library professionals in marketing the library services to the community.

3.2. Research methodology

According to Alasuntari, Bickman and Brannen (2008) research methodology refers to ways of obtaining, organising and analysing data. Methodology decisions depend on the nature of the research question. Leedy and Omrod (2005) suggest that research methodology is the general approach a researcher follows when carrying out a research project. According to Barbie (2010), methodology refers to the way in which

data is gathered for a research project. It is the plan of how the data will be collected and analysed to accomplish the objectives of the research. Research methodology refers to how the research was done and its logical sequence (Leedy, Ormrod 2005 & Kumar, 2011). Methodology relates to the broader principles and philosophies governing research. This can be classified based on the distinctions between qualitative and quantitative research methodologies. Neuman (2000) is of the view that research can either follow a quantitative or qualitative approach. The current study employed both quantitative and qualitative methods to solicit the views from respondents (both the library users and the librarians). Often, a study that uses only qualitative data or quantitative data misses the rich interpretation that an integrated approach makes possible, particularly when investigating social phenomena such as the impact of any social institution (Barbie, 2010). Data was collected in Buffalo City municipal libraries in King William's Town. The Municipal Libraries in King Williams' Town were selected because the research location has demographic characteristics that are representative of both a rural and an urban population. Hence, the researcher didn't have to study multiple typical urban and rural areas as this would have been more financially demanding and time-consuming.

This study addresses the following research questions:

- How do public libraries in the Buffalo City Metro ensure equity of library and information services provision to the user communities?
- How do public libraries in the Buffalo City Metro support education and lifelong learning?
- What are the challenges that the Buffalo City Metro public libraries face in rendering library and information services?
- What are the roles of the Buffalo City Metro public library professionals in marketing the library services to the community?

3.3. Research Approach

A research approach is the plan of action for conducting research that outlines steps starting from broad assumptions to specific, giving detailed methods of collecting, analysing and interpreting data (Creswell, 2013). In addition, a research approach is selected in accordance with the research problem, phenomena being addressed in a research study, the personal experiences of the researcher and the participants of the research (Creswell, 2013). Quantitative and qualitative research approaches are the

main two research approaches. Quantitative and qualitative research approaches have been distinguished by the use of words (qualitative) rather than numbers (quantitative), or the use of close-ended questions (quantitative hypotheses) rather than open-ended questions (qualitative interview questions) (Creswell, 2013).

The study adopted a mixed methods research approach which entails the use of both quantitative and qualitative methods to investigate phenomena. The researcher found it suitable to use both methods in this study because neither a quantitative nor a qualitative method alone would have been sufficient to capture the intended goal of the study.

3.3.1. Quantitative research approach

Bernard (2001) states that a quantitative research approach is concerned with collecting and analysing data that is structured and can be represented numerically. One of the central goals is to build accurate and reliable measurements that allow for statistical analysis. Generally, quantitative methods are fairly inflexible because, with quantitative methods, the researcher uses surveys and questionnaires and all participants are asked identical questions in the same order. Moreover, participants do not have the opportunity to express or respond in their own words, rather they are forced to choose from fixed responses, and that may hinder them not to share the light on the full complexity of human experience or perceptions (Monyela, 2015).

In this study, a questionnaire was used to collect data from respondents in the selected public libraries in the Buffalo City Metropolitan Municipalities. One of the strengths of quantitative data analysis is to arrange large amounts of unclear data in a graphical form or numerical summaries answering research questions posed (Ngulube, 2009). However, quantitative research has its own weaknesses. Quantitative research makes use of experiments, yet social processes observed in a laboratory setting may not necessarily occur within natural settings (Weingand, 1993). Quantitative research places focus more on quantity than quality. However, in this study quantitative data facilitated the measurement of the equity of access, education and lifelong learning, marketing of library services.

3.3.2. Qualitative research approach

Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that seeks answers to a question. This type of research systematically uses a predefined set of procedures, to answer the question, collects evidence, produces findings that were not determined in advance, and produces findings that are applicable beyond the immediate boundaries of the study (Denzin and Lincoln 2005). Additionally, qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves. In other words, this type of research method deals with people from their personal levels.

It is more effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of a particular population in natural settings. This helped the researcher to interact with the participants and get the first-hand information and able to read or observe the gesture of the participants while responding to the question. Qualitative data was collected through in-depth interviews with open-ended questions which are described as a conversation with a purpose (Bernard, 2001).

Qualitative data were mainly generated through interviews with the branch librarians and open-ended questions were included in the library users' questionnaires. Open-ended interviews were conducted with the Branch Librarians as they were not available for a face-to-face interview.

3.3.3. Triangulation

This study used both quantitative and qualitative research methods. While quantitative and qualitative research approaches each have their strengths and weaknesses, but they can be extremely effective in combination with one another (Barbie, 2010). The combination of the two approaches helped to remove all the biases that could have marred a study using a single approach (De Vos et al. 200). Kelly (2006) defines triangulation as a method of combining data collection instruments and collecting data from diverse sources, thus assisting researchers to understand better a phenomenon by approaching it from several different angles. By combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single-method, single-

observer, single-theory (Alasuntari, Bickman & Brannen, 2008). Triangulation was adopted in the study also as a validity tool – it was necessary for the study to check the validation and verification of the research findings.

3.4. Research design

The research design is a plan of how the researcher is going to collect data. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyse this data, and how all of this is going to answer the research questions. Research design provides a logical and strategic framework for conducting the research project and enables the researcher to gather evidence that answers the research questions (Barbie, 2010 and Durrheim, 2006).

Babbie and Mouton (2001) indicated that there are three main research strategies in research inquiry, namely, the use of experiments, surveys and case studies. The use and choice of these research strategies depend, to a large extent, on what type of research questions a researcher is trying to answer. This study employed a descriptive survey research design. Stangor (2011) views a descriptive research design as designed to answer questions about the current state of affairs, describing the thoughts, feelings, and behaviour of individuals. The descriptive survey research design is a good way of studying a large number of cases, including those that are geographically dispersed. It is a resourceful and effectual way to study a large population as only a sample of the population can be used to represent the entire population (Durrheim, 2006). The design of the study was specifically planned to enable the researcher to obtain participants (respondents) who could give insight to the study.

The researcher wanted to find out the impact of public libraries in developing literacy programmes in the Buffalo City Municipality public libraries in the Eastern Cape Province of South Africa and to establish whether public libraries conform to the standards and mission of the manifest of UNESCO.

3.5. The population of the study

The population of a study is that group about whom the researcher wants to draw conclusions (Barbie, 2007). Babbie and Mouton (2001) refer to the population as the totality of all the objects, subjects or members that have the set of specifications. A

population is the total of all the individuals who have certain characteristics and are of interest to a researcher. Bless and Higson-Smith (2006) define a population as an entire set of objects or people which are the focus of the research and about which the researcher wants to determine some characteristics. A population, therefore, is the entire group of people that the researcher desires to learn about (Strangor, 2011). The population for this study consisted of public library users and the librarians of the King William's Town public libraries in the Buffalo City Metro municipality. Namely: Schornville, Berlin and King William's Town public library. Table 3.1 reflects the relative population of the study

Table 3. 1: Population of the study

Name of library	Total number of library users	Librarians
King William's Town	500	1
Schornville	360	1
Berlin	440	1
Total Population	1303	3

This number was obtained from the libraries' website and the researcher made a follow up with the Regional Librarian and she also confirmed the numbers. The researcher visited each library and also confirmed that each library has one librarian. These two groups were selected because the researcher wanted to collect original data and get an in-depth understanding of the subject. The researcher wanted to focus on viewing the experiences of all the active library users because the researcher believed that people do not need to be a member of the library for them to use the public library resources. IFLA (2002) states that it is a basic human right to be able to have access to and an understanding of information. As a public service is open to all, the public library has a key role in collecting, organizing and exploiting information, as well as, providing access to a wide range of information sources. The public library should attempt to meet the needs of all groups in the community regardless of age and physical, economic or social circumstances (Babbie, 2010)

3.6. Sampling

No study can involve everything or everyone (Punch, 2005), hence, sampling is crucial in any research project. Sampling is the selection of research participants from an entire population and involves decisions about which people, settings, events, behaviours or social processes to observe (Blanche, Durrheim & Painter, 2006). According to Monyela (2013) sampling is necessary because surveying every person or a whole set of units in a population is often impossible and it may be very costly in terms of time, money and handling of data.

3.6.1. Sample selection

A sample should be seen as a part of a whole or a subset of measurements drawn from the population (Brink, 1996). Stangor (2011) refers to a sample as the smaller group of people who actually participate in a research project. The two major sampling techniques are probability and non–probability sampling. In probability sampling, subjects are drawn from a larger population in such a way that the probability of selecting each member of the population is known. Probability sampling also enables us to estimate errors (Babbie & Mouton, 2001). Examples of probability sampling include simple random sampling, stratified random sampling, systematic sampling, and cluster sampling.

Non–probability sampling does not include any type of random selection from a population. Rather, the researcher uses subjects who happen to be accessible or who may represent certain types of characteristics (McMillan & Schumacher, 2010). Examples of non–probability sampling include accidental or incidental sampling, purposive sampling, snowball sampling, self–selection sampling, and convenience sampling.

In this study, non-probability purposive sampling was used to select librarians based on their levels of education and positions at work to meaningfully contribute to the objectives of this study and provide information on the impact of public libraries in developing information literacy. Babbie (2010) further states that the units in purposive sampling are selected according to the researcher's own knowledge and opinion about which ones they think are appropriate for the phenomenon under study. It is for this reason that the researcher chose to use the librarians and not library assistants in this study. As mentioned in the population, the researcher had no variety of librarians to

choose from because each one of those libraries has one principal librarian. Based on the fact that no study can address everything, the present study selected the library users using non-probability convenience sampling whereby the researcher used people that were present at the library on a particular time during the data collection process. This was applied to all three libraries. Phrasismbath (2009) states that convenience sampling lacks any clear sampling strategy; the researcher selects the sample according to ease of access.

3.6.2. Sample size

The sample size is always intended to be a true representative of the large entity (Muchaonyerwa, 2011). Therefore, in a study, gender, race, age groups and all other variables must be represented in a sample in order to generalise the findings to the represented population. According to Phrasismbath (2009), a sample should be as large as the research can obtain with the expenditure of time and energy. Babbie (2010) also advises that a sample should be 10-20 per cent of the population, depending on the size of the population the sample is drawn from. Calculations from the "Raosoft Sample-size Calculator" with an error margin of 5%, a significant level of 95%, and a response distribution of 50% and an estimated population size of 1303 yielded a sample size of 297 participants. (Salubi, Ondari-Okemwa, and Nekhwevha, 2018; Ngulube and Ngoepe, 2013; Ama, Shaibu, and Burnette, 2016) also used the Raosoft sample size calculator on their studies. The specific sample size for each library was arrived at using proportionate stratified random sampling by rounding up the figures to the nearest tenth (See Table 3.2). The formula that was used in arriving at the sample size for each library was:

Minimum Sample Size **X** Library population   i.e. 297 **X** 501 = 114.1 ~ 114

             Total population   1303

Table 3.2: Sample size

Name of library	Total number of library users	Librarians	Sample Size
King William's Town	500	1	114
Schornville	360	1	82
Berlin	440	1	101
Total Population	**1303**	**3**	**297**

This sampling technique achieves a greater precision than the simple random sample although it can sometimes be difficult to identify appropriate strata for a study.

3.7. Data collection instruments

According to Jansen and Vithal (2006), a data collection plan sets out in detail a strategy for collecting data. The process of data collection is of critical importance to the success of a study. According to Brink (2006), without high-quality data collection techniques, the accuracy of the research conclusions is easily challenged. The most commonly used data collection tools in a survey consist of self- administered questionnaires, personal interviews and/or focus groups (Monyela, 2013). In the study, the data collection instruments were structured interview guides and questionnaire. Phrasismbath (2009) noted that questionnaires and structured interviews help the researcher to collect the required data for the study.

3.7.1. Questionnaires

A questionnaire, with a set of questions, has been prepared to ask a number of questions and collect answers from respondents relating to the research topic. A questionnaire is a series of questions asked individuals to obtain statistically useful information about a given topic (Monyela, 2013). Questionnaires can be set up with both open and closed questions. For the purposes of this investigation, closed questions were used. These questions are popular because they provide greater uniformity of responses and because the questions are easily quantified (Brink, 2006). The researcher designed a questionnaire of 30 questions and the pre-test of the questionnaire was carried out with the users of Makana public library in Grahamstown

to ascertain the reliability of the instrument. The researcher gained permission from the library manager before the distribution of the questionnaires. The questionnaires were hand delivered to the three public libraries identified in the study.

Brink (2006) identifies some of the advantages of the questionnaire. Questionnaires are a quick way of obtaining data from a large group of people. Questionnaires are less expensive in terms of time and money and are one of the easiest research instruments to test for reliability and validity. Subjects feel a greater sense of anonymity and are more likely to provide honest answers.

Barbie (2010) points out that the potential disadvantages of a questionnaire with structured questions are the restrictions placed on a respondent. He or she does not have the freedom to move outside the boundaries set by the choices. A further disadvantage is that questionnaires are commonly used and that low response rates are usually a problem and their inflexible nature leaves no room to follow up. To overcome these disadvantages the researcher self-administered the questionnaire to the respondents, and that helped the researcher to receive a high response rate as the researcher physically collected the questionnaires in person. The researcher also provided respondents with her contact details on the introductory page of the questionnaire so that respondents that took the questionnaire home can anonymously contact the researcher for clarification for some question they did not understand.

3.7.2. Questionnaire design and layout

This study used a six-page questionnaire with thirty questions. The questionnaire consisted of five sections and was used to achieve the research objectives. The first part of the questionnaire (Section A) covered the biographical information, (Section B) equity of access, (Section C) Education and lifelong learning, (Section D) Marketing of library services, and (Section E) Challenges faced by users. The main aim of the questionnaire was to obtain quantitative data, so the study made use of closed questions and open-ended questions (Appendix 1). Out of 30 questions, 28 were closed questions and 2 were open-ended questions. The study relied more on closed questions. According to Babbie (2010), closed questions are popular in survey research because they provide greater uniformity and are easily processed as compared to open-ended questions (Barbie, 2010). The questionnaire was distributed by the researcher to the three public libraries of the Buffalo City Metro Municipality in

King William's Town. The researcher opted to leave other questionnaires with the librarians to distribute them to the users as they come to the library. A total of 297 questionnaires were distributed and 200 were retrieved giving a response rate of 67.3%. However, in some tables the number of respondents is less than 200 because not all the participants responded to all the questions. But this did not affect the research result in any way. The response rate of 67.3% is appropriate for a survey of this nature (Babbie, 2010). The cover letter, informed consent and questionnaire were attached with the questionnaire to adhere to the ethical issues of the study (see Appendices 1, 2 & 3).

3.7.3. Interviews

In this study, face-to-face structured interviews were used to collect data from three librarians. The researcher sent the questions to the three libraries two weeks before the actual date of collecting data. This was done to give the interviewee enough time to prepare and to ask for clarity to some questions that they do not understand. Fortunately, all the questions from the interview guide were understood there was need for clarity. The interview responses and responses from library users' questionnaires had to be transcribed into a word processor by the researcher. Brynard, Hamekom, and Brynard (2014) argue that some researchers opt to transcribe verbatim, some decide to paraphrase and summarise responses, while others transcribe only speech passages, they think are relevant to the interview guide questions. The first two styles of transcription were utilised when the researcher was transcribing. Analysis of qualitative data involved reading through the interviews and library users' transcripts.

The data that were collected from the interview and open-ended questions in the questionnaire were transcribed and analysed manually by content analysis. Higson-Smith and Kagee (2006) noted that some of the advantages of interviews include: the ability to gather data from illiterate people; lack of chances of non-response as the interviewer personally collects data, as well as, the reliability of the collected data since the interviewer tactfully collects the data by cross-examining the responders. Some of the limitations of interviews, as observed by Higson-Smith and Kagee (2006), are chances of biases are very likely; the informants may not answer some personal questions, and it is a time-consuming process. Unfortunately, the response rate for

interviews was not what was expected, because one of the librarians, which formed part of the interviews, could not avail herself as she claimed to be busy to sit for interviews. A researcher's presence may result in biased responses, and not all people are equally articulate and perceptive. However, interviews are useful when informants cannot be directly observed (Creswell, 1994; Brynard, Hamekom, & Brynard, 2014). Hence, the researcher in this study gave the interviewees' time to answer the interview questions all by themselves. That increased the chances of getting a high response rate and that was also used as a strategy to limit the weakness of the data collection tool. Interviews helped to gather data that could probably not be obtained through questionnaires. In addition, the interviews helped to gather information that could be deemed useful, reliable and valid.

3.8.   Data collection procedure

The researcher distributed questionnaires and conducted interviews with Librarians and library users in the three public libraries in King William's Town. Libraries were chosen because of their convenience as a place where users normally congregate when searching for information and it is the place of work for librarians. Moreover, all the various categories or elements of the sample were often represented in these three libraries (males and females, members and non- members of the library from all three libraries). In all three libraries, the researcher arranged with the Librarians to speak with the library users and made an appointment with librarians for interviews. The researcher spent two weeks in King Williams Town distributing questionnaires to the library users and conducting interviews with the Librarians. This data collection strategy assisted in gathering reliable data because the researcher took the time to explain everything to the respondents before they went ahead with the questionnaire. The request letter to collect data from the Buffalo City Municipality libraries was sent to the municipality manager in East London Head Offices (See attached Appendix 5). In addition, permission to collect data from the participating libraries was granted by the Buffalo City Municipality Manager.

3.9.   Validity and Reliability of questionnaire

Kumar (2005) propounded that validity is the ability of an instrument to measure what it is intended to measure. Kumar (2005) additionally posits that validity is the degree to which the researcher has measured what they have set out to measure. Reliability

is the degree to which a test consistently measures what it sets out to measure, while, at the same time yielding the same results (Babbie & Mouton 2007). Reliability is the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials (Howell 1994). Neuman (2006) argues that, though researchers strive for perfect reliability, it is difficult to achieve.

In order to ensure the validity and reliability of the study, the researcher pre-tested the questionnaire on a sample similar to that of the intended population at Makana public library. In addition, to ensure the reliability of the questionnaire used in this study, the research instrument was pre-tested and Cronbach Alpha was adopted to determine internal consistency, reliability and overall reliability of each of the variables identified in the study. The pre-test was done to ensure consistency and clarity of the questions, which resulted in the questionnaire items being refined and rephrased. Few examples of the questions that were refined and rephrased e.g.

1. When I visit the library, I utilize the following resource was changed to When I visit the library I use the following resources.

2. What are the main impediments in accessing information from the library this was changed to what are the main barriers in accessing information from the library. The refinements concentrated on clarity and language. The coefficient alpha for the scale, as a whole, was 0.85. The correlation coefficient of 0.76 and above suggests the questionnaire is highly reliable and can be recommended for future use (Brynard, Hamekom, & Brynard, 2014). This was done to eliminate errors and questions that might be ambiguous and could hinder the participants from answering the questions or in gathering adequate and reliable data.

3.10. Data Analysis

Data analysis entails categorising, ordering, manipulating and summarising the data and describing them in meaningful terms (Brink, 2006). Jansen and Vithal (2006) agree with Brink (2006) that data analysis includes making sense of the data that has been collected in a research project. Data is used to describe things by assigning a value to them. The values are then organized, processed, and presented within a given context so that it becomes useful. Descriptive statistics deals with the presentation of numerical facts, or data, in either tables or graphs form, and with the methodology of analysing the data. In this study, descriptive statistical analysis was

used to analyse quantitative data gathered through questionnaires and presented by the use of graphs and tables. The data that were collected from the interview sessions were analysed manually by content analysis using the notes that were taken by the researcher from the respondents during the interview sessions and was reported verbatim in some instances.

3.11. Ethical Considerations

It is important to include an ethical statement in the study if it includes people as research subjects (Bak, 2004). Ethics in research ensure that individuals are not subjected to any harm as a result of the study being conducted (Constable, 2007). Generally, ethics are set of principles, which are suggested by a group or an individual, subsequently accepted and also offer behavioural expectations about the most correct conduct towards experimental subjects (De Vos, 2005). It also provides a system that determines what is right and what is wrong. There are five distinct entities that are affected by the research process and these include the client, respondent, researcher, public and the research profession (Babbie, 2010). The researcher attached a letter on the questionnaires spelling out that participants were not forced to take part in the study and assuring participants that they may withdraw from the study at any time in adhered to the ethical guidelines of the Research Committee of the University of Fort Hare and respected the rights of the participants. An ethical clearance letter was obtained from the research process and there will be no penalties and prejudice in any way. Confidentiality was observed always. At all times the researcher adhered to the ethical guideline of the University of Fort Hare Research Executive Council. This study was also reviewed and approved by the Manager of Buffalo City Municipality and the researcher was granted permission by the manager to collect data from the libraries in the Buffalo City Metro municipality. The informed consent forms were also attached for the participants to read and provide their signatures if they agreed to participate (See Appendix 4). According to Barbie (2010), ethics are typically associated with morality and concerns matters of right and wrong. In this regard, the researcher had to protect and preserve people's individual privacy, anonymity and confidentiality. The researcher did not reveal the identity of specific persons who participated as respondents in this study.

Proof of permission granted by the municipality and the ethical clearance letter is attached (See Appendices 5 & 7). Table 3 reflects the research questions linked to the sources of data.

Table 3.3: The mapping of research questions to sources of data

Research questions	Data source/ Methods
Do public libraries in the Buffalo City Metro provide equity of access to the user communities?	Librarians and users: Interviews and questionnaires
How do public libraries support education and lifelong learning?	Librarians and Users: Interview and questionnaires
What are the challenges faced by public libraries in rendering library and information services?	Librarians and users: Interviews and questionnaires
How do public library professionals' market their services to the community?	Librarians: Interviews

3.12. Chapter Summary

This chapter discussed the methodology that was used in the study. A full description of the research approach, research design, research methods, data collection instruments, and the sampling procedures employed in the study was given. This study employed non-probability purposive and convenience sampling. According to Brynard, Hamekom, and Brynard (2014), convenience sampling is a kind of non-probability sampling in which participants in the target population are chosen for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer. Convenience sampling allowed the researcher to select the participants from those who were available during data collection. The data collection procedure, validity and reliability of the instruments, data analysis and ethical consideration were outlined. The next chapter (chapter 4) presents the data analysis and interpretation of the findings of the study.

CHAPTER 4

INTERPRETATION AND DATA ANALYSIS

4.1. Introduction

This chapter represents the interpretation and data analysis of the data collected through questionnaires. The general aim of this study was to investigate the impact of public libraries in developing information literacy in communities of the Eastern Cape. The design of the questionnaires was guided by the literature review and research questions set out in Chapter 3. The following objectives were addressed

- To find out how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities.
- To find out how public libraries in Buffalo City Metro support education and lifelong learning.
- To identify the challenges that the Buffalo City Metro public libraries face in rendering library and information services.
- To investigate the role of the Buffalo City Metro public library professionals in marketing the library services to the community.
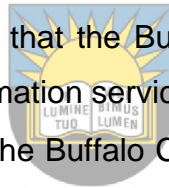
The survey questionnaire gathered mostly quantitative data, but it included qualitative data by means of several open-ended questions. Data was collected from library users that were 18 years and above. During data collection, a total of 297 questionnaires were distributed out to the library users by the researcher and 200 were retrieved giving a response rate of 67.3%. Fowler (2002) stated that there is no set standard for a minimum acceptable response rate. Higher response rates indicate less of a potential for bias from non-response. Higher response rates are better than lower response rates (Mariolis, 2001). Therefore, this suggests that any response rate is a good response rate. A 67.3% response rate was achieved because the researcher personally handed out and waited to get the questionnaires from users within the library with the permission of the librarians in the three selected libraries. Waiting for the questionnaires while respondents were filling them in, enabled the researcher to assist respondents who needed clarification during the completion of the questionnaire. An EXCEL spreadsheet was used to capture and clean the quantitative

data, while data analysis was done using SPSS version 25. In this study, the quantitative data collected through questionnaires was presented using graphs and tables. The qualitative data collected from the interview sessions were analysed manually by content analysis, using the notes that were taken by the researcher from the respondents during the interview sessions and reported verbatim in some instances.

4.2. Biographic Details

This first section of the questionnaire included the biographical information of the respondents (see Appendix 1, Section A from questions 1 to 6). Biographical information of respondents was queried and reported below. Participants were asked to indicate their gender as reflected in Figure 4.1
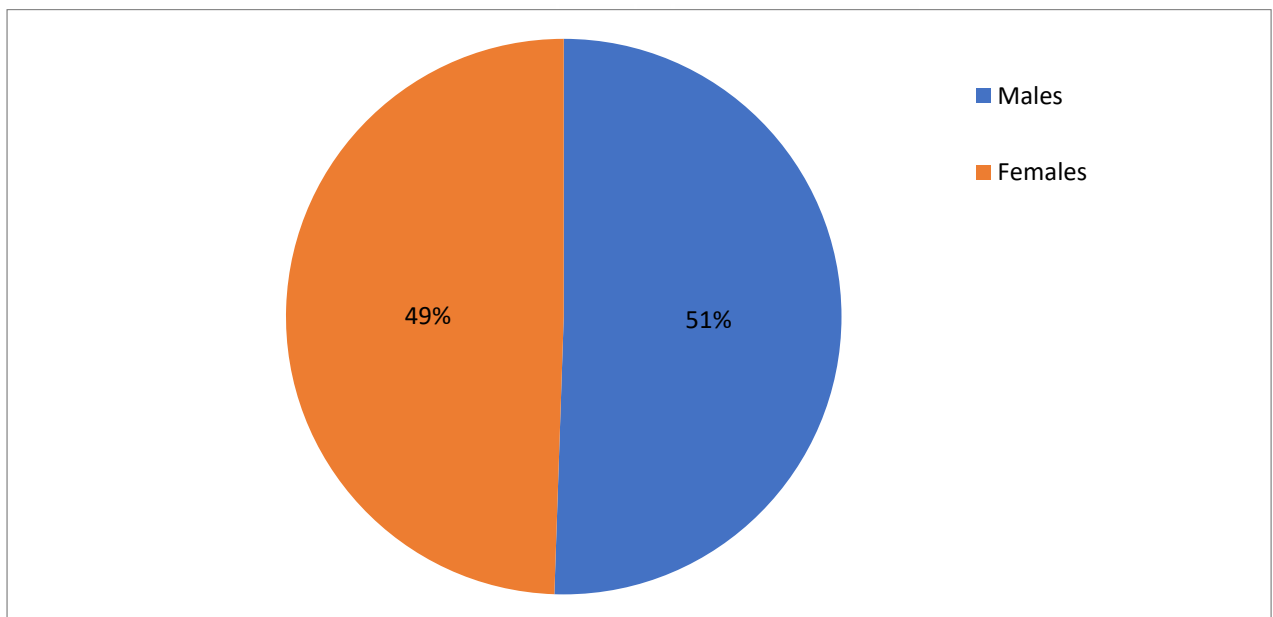
Figure 4.1: Gender of Respondents (n=186)

As revealed in Figure 4.1 above, 92 (49%) of the respondents were female and 94 (51%) were male. This may imply that more males than females made use of the library.
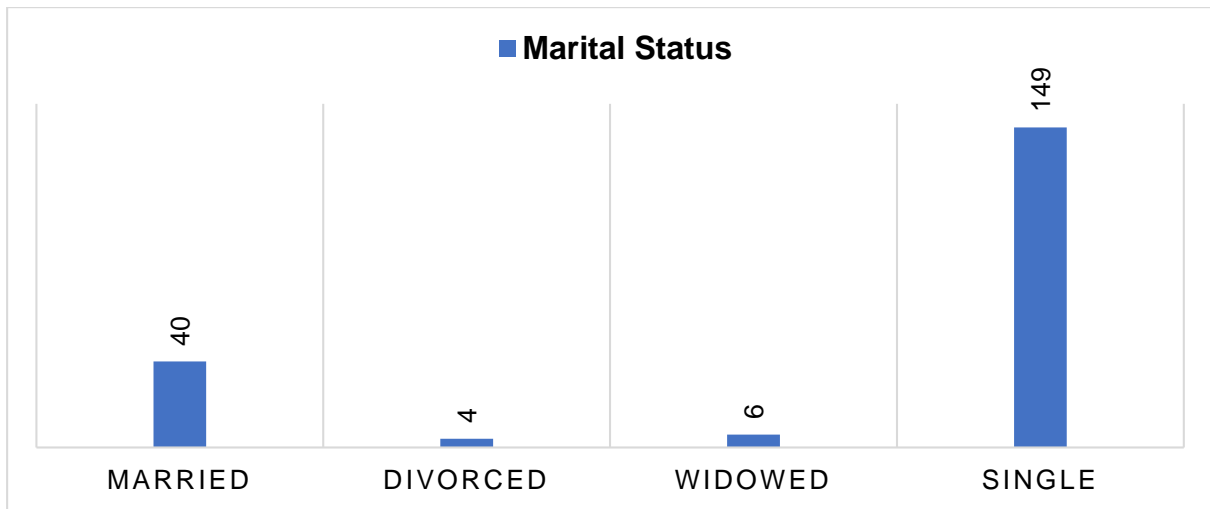
Figure 4. 2 Marital Status of Respondents (n=199)

As indicated in Figure 4.2 above, respondents were also asked to specify their marital status. The majority, 149 (74.9%), of the respondents revealed that they were single and 40 (20.1%) were married, while 6 (3%) were widowed and lastly, 4 (2%) respondents indicated that they divorced. Respondents were also queried on their age which is revealed in Figure 4.3 below.
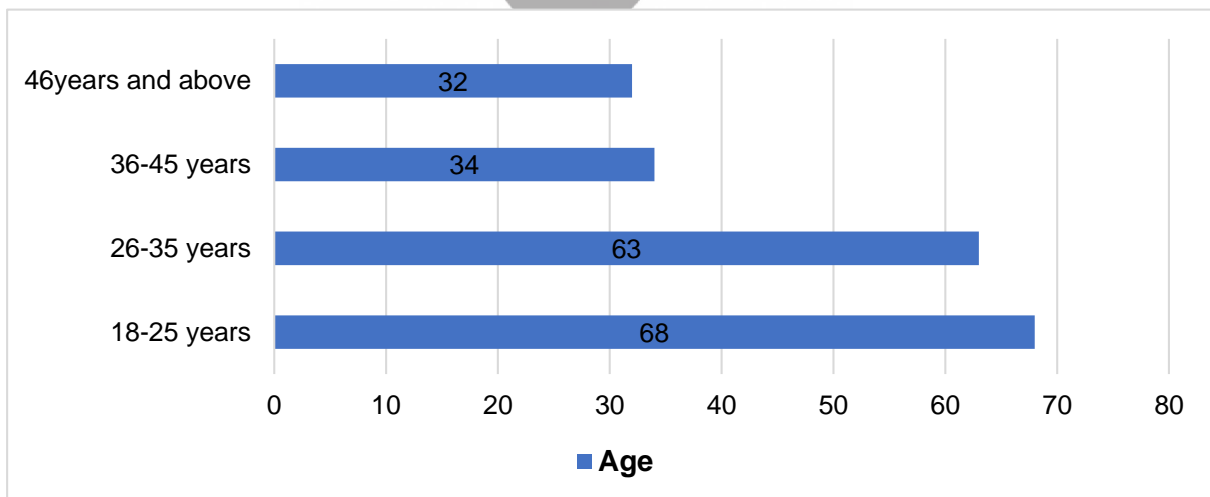
Figure 4. 3 Age of Participants (197)

 Looking at the age group, a high proportion of respondents, 68 (34.5%) were between the ages of 18 and 25, followed by those aged between 26 and 35, 63 (32%). These were followed by those between ages 36 and 45, 34 (17%), and above 46, 32 (16%) respectively. This may simply imply that the youth use the library more than the aged people.
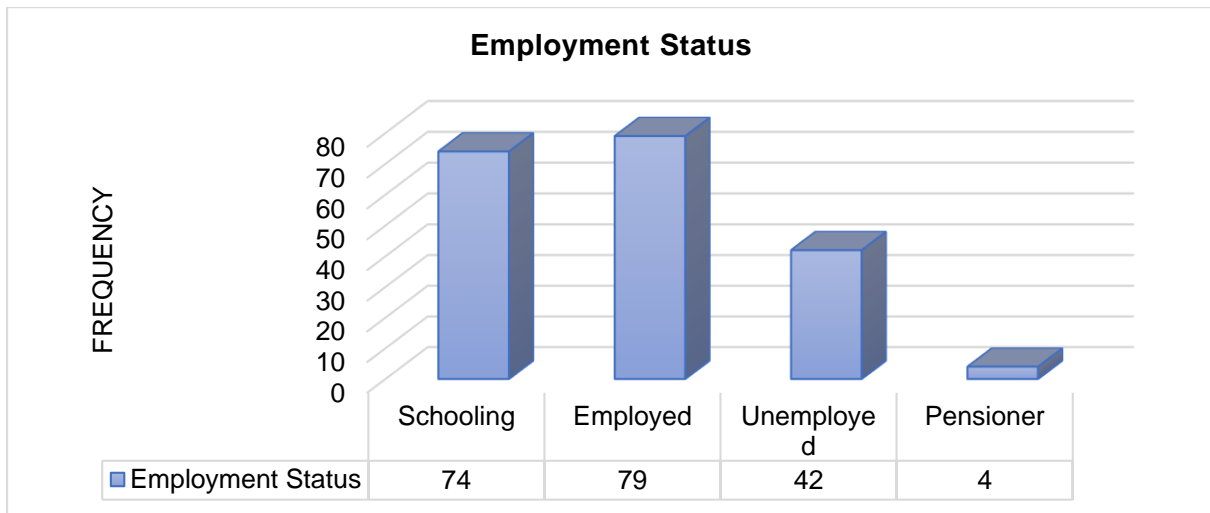
Figure 4. 4: Employment status (n=199)

The employment status of respondents shows that 79 (39.5%) of the respondents were employed, while 74 (37%) were schooling and 42 (21%) of the respondents were unemployed. The rest, 4 (2%), were pensioners. Below are the findings of the first research question. Figure 4.4 illustrates the findings.

4.3. Research Question 1: Equity of Access

This section answers the question of how the selected libraries in Buffalo City Metro public libraries ensure equity of library and information services provision to the user communities. Responses of participants have been recorded below.
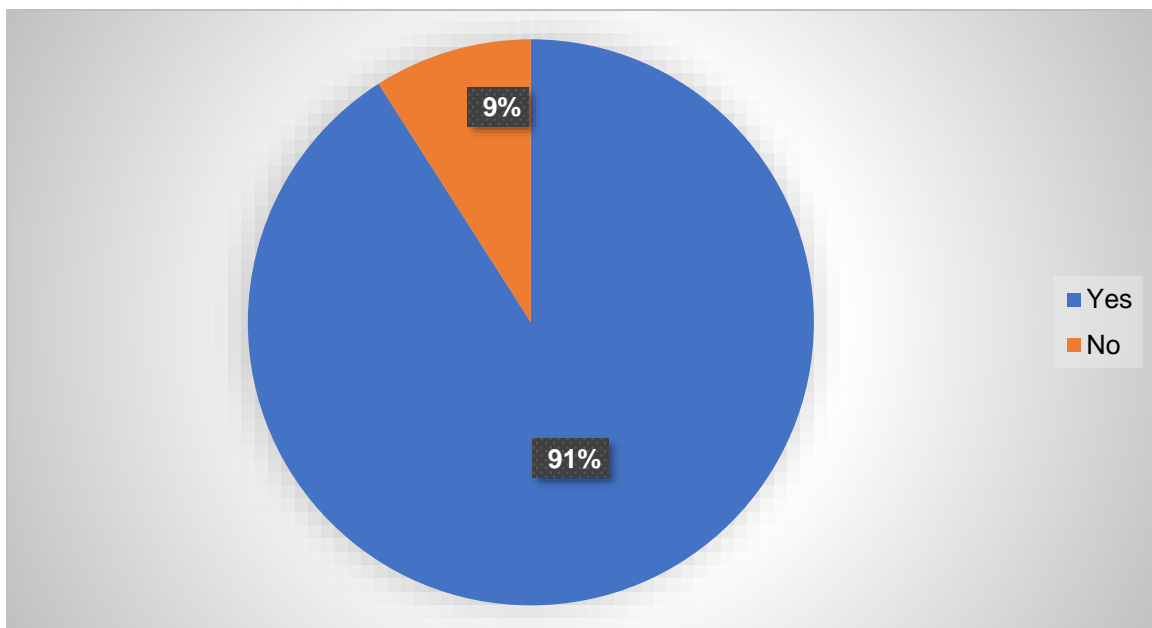
Figure 4. 5: Equal access to library resource and services (n=199)

As indicated above, 181 (91%) of the respondents agreed to have equal access to library resources and services, while 18 (9%) respondents stated that they did not have equal access to library resources and services. In addition, interviews were conducted with two Librarians who reported the following views:

Librarian 1: "*We maintain the Dewey classification so that services and resource will be accessible. We treat every member equally to uplift the standard of the community*"

Librarian 2: *Unfortunately, we do not have rooms for disabled users, but we do have easy access for our users.*

Public library and information services should be available and accessible to everyone. To help to realise this goal, libraries should provide services to specific groups of citizens, such as older people and people with disabilities to help them overcome their exclusion and enable them to be more active and informed. In addition, the Library and Information Services Transformation (LIS) Charter by Nkondo et al. (2014) postulates that most South Africans are excluded from the benefits of the information society and the key function of a public library in South Africa is to provide access to the information society to marginalised groups (Khathi, 2013). Hence, it is sad to note that there are still some libraries in South African that are not accommodative of people with disabilities. Whereas, social justice is of the view that everyone deserves equal economic, political and social rights and opportunities. Social justice aims at opening doors of access and opportunity for everyone without any exclusion or discrimination in society

4.3.1. Purpose of using the library

Respondents were asked to indicate what purpose they use the library for. The results are revealed in Table 4.1 below.

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Table 4.1 Purpose of using the library (*Multiple response set*; n=195)

Purpose of Using the Library			
	Responses		**Percent of**
	N	**Percent**	**Cases**
School	130	56.0%	66.7%
Work	37	15.9%	19.0%
Personal	52	22.4%	26.7%
Leisure	13	5.6%	6.7%
Total	232	100.0%	119.0%

The results indicate that most respondents 130 (56%) use the library for schooling. Only 13 (5.6%) respondents said they use the library for leisure, while 52 (22.4%) of respondents use the library for personal development and 37 (15.9%) for work related things. As shown in Table 4.3 below, library users who are in school are the youth aged between 18 and 25, Therefore, it is expected to see the majority of participates who indicated that they use the library for schooling purposes. Abdulsalami, Okezie and Agbo (2013) public libraries play a key role in providing educational support for students. The researcher observed that people who use the library for leisure are the ones who always make use of magazines and newspapers. This might imply that because they are not working nor schooling, they use those information resources to look for jobs and to develop themselves.

4.3.2. Library Resource use

Respondents were asked to indicate what library resource do the make use of. The results are as presented below.

Table 4.2 Library use (*Multiple response set; n=189*)

Library Resources Use			
	Responses		Percent of
	N	Percent	Cases
Computer	16	5.7%	8.5%
Books	144	50.9%	76.2%
Newspaper	71	25.1%	37.6%
Photocopy/Printing	52	18.4%	27.5%
Total	283	100.0%	149.7%

Table 4.2 above indicates that 144 (50.9%) of the respondents used books all the time when visiting the library, 71 (25.1%) used newspapers, 52 (18.4%) of the respondents utilised the photocopying and printing machine, while 16 (5.7%) used computers to meet their information needs. The findings revealed that the users came for different reasons to the library and enjoy using the library. However, it is only the minority of respondents that came to the library to use computers. This might imply that the majority of respondents do not know how the computers work and might be embarrassed to indicate that they cannot work on the computers. Both Librarians agreed on the interviews with the findings on what information resources that users make use of. They both reported that users make use of books, magazine and daily newspapers.

4.3.3. Frequency of Library Use
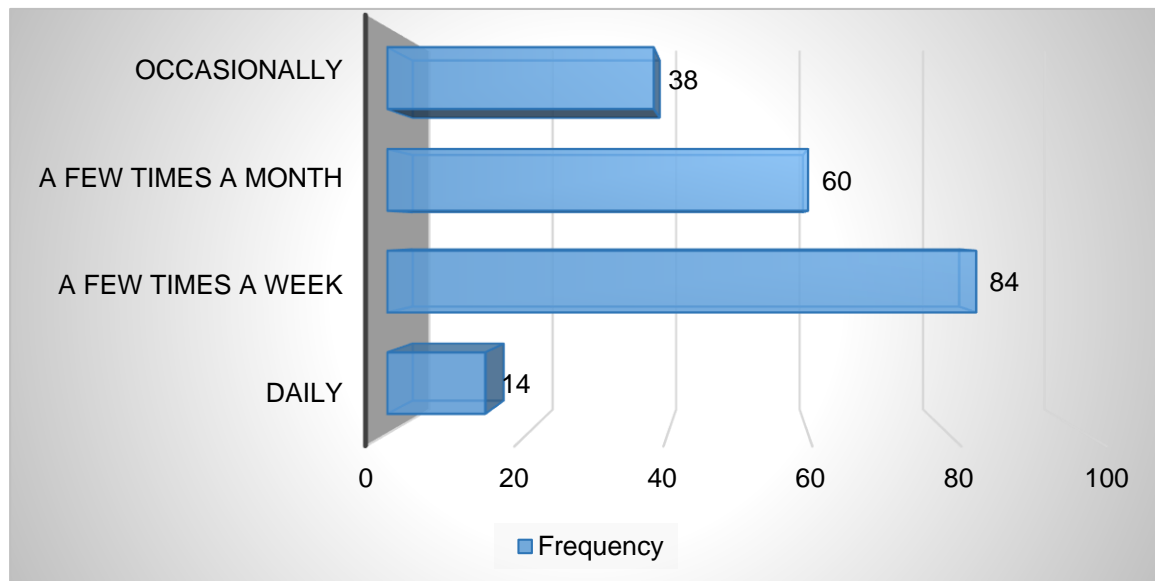
Figure 4. 6: Frequency of Library use *(n=196)*

A question on the frequency of the library use was asked. The findings are represented in Figure 4.6 above. Figure 4.6: shows that the respondents use the library more few times a week 84 (42.9%); meanwhile, 60 (30.6%) use the library a few times a month, the third largest number is for the respondents who use the library occasionally 38 (19.4%). The lowest percentage, 14 (7.1%), of respondents used the library daily. The majority of respondents who claimed to make use of the library few times a week might be the ones who use the library for the purpose of schooling.

4.3.4. Library time use

Respondents were asked to indicate the approximate amount of time they spent in the library, the results are illustrated in Figure 4.7.
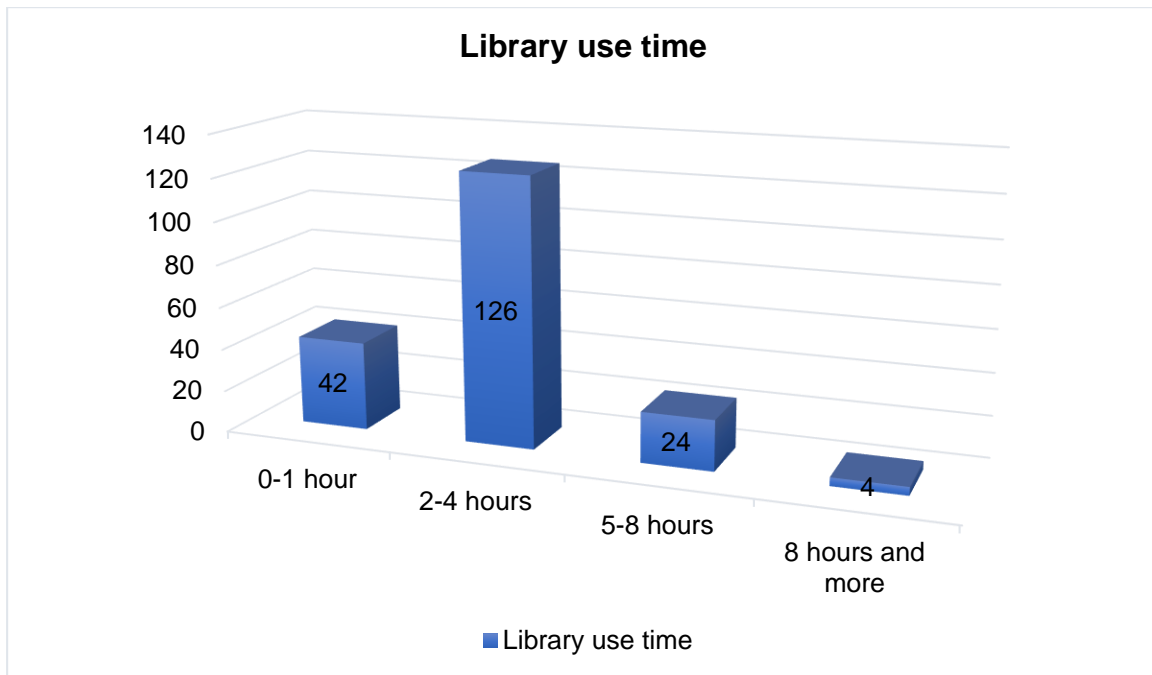
Figure 4. 7: Library use time (n=196)

The majority of participants indicated that they use the library between two to four hours a day 126 (64.3%), 42 (21.4) respondents use the library between zero to one hour, while the third group of participants 24 (12.2%) use it for five to eight hours a day. Only 4 (2.0%) respondents indicated that they use the library for eight hours. Opening hours should be family friendly and convenient. Restrictive opening and closing hours are a major barrier to social inclusion. This suggests that people that use the library between two to four hours might need to use the library for more hours. However, some of them are at school and at work, they only managed to use the library after work or after school. Therefore, the library authorities should consider the extension of library opening and closing hours to accommodate everyone. Respondents were asked to state if there is any inability to access library resources due to age, gender and disability. The views of the participants are represented below in Figure 4.8 below.
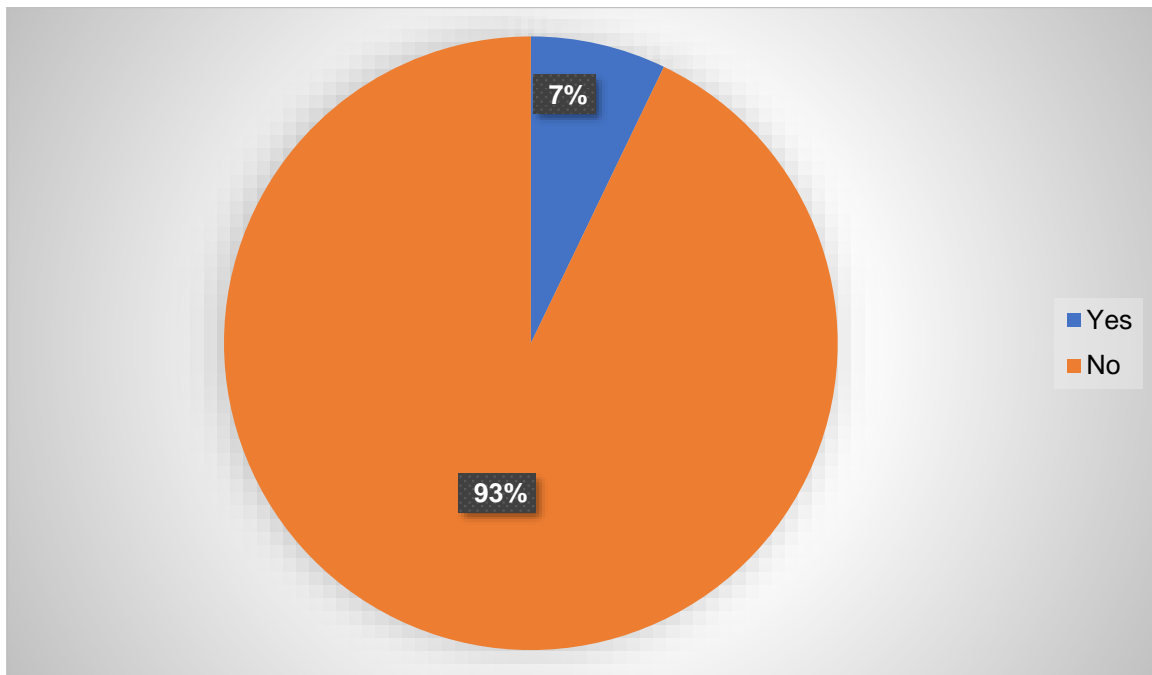
Figure 4. 8: Inability to get library materials due to age, gender, disability (n=196)

The researcher aimed to find out if the library users have any challenges in accessing the library materials or resource due to age, gender and disability. Figure 4.7 above indicates that the majority of respondents, 182 (93 %), have the ability to get or access library materials regardless of age, gender, disability, whereas, 14 (7%), indicated that they have an inability to get library materials because of their age, gender and disability. These findings, therefore, show that respondents have the ability to get library materials with little or no help. It is noteworthy that some users are still facing challenges in accessing library materials because of their age and disability. In contrast to the Social Justice and Inclusion, findings reveal that not everyone has equal access to library resources and the causes can be attributed to lack of funding, as outlined by Britto (2014). It is clearly that there are still some libraries in South African that do not go according to the South African Public Library and Information Service Bill (2012:27) that stipulates:

> *"services must be provided on the basis of equal access for everyone; special measures must be taken to ensure equitable access to services, including measures to facilitate, promote and ensure access by people with disabilities and other categories of persons disadvantaged by unfair discrimination".*

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Table 4. 3 Cross tabulation for Purpose of Library use and age of respondents

Library use in frequencies (f) and percentages (%).		Age Range in years			
		18-25	26-35	36-45	46+
School	f	56	40	17	15
	%	43.8	31.3	13.3	11.7
Work	f	7	13	9	7
	%	19.4	36.1	25.0	19.4
Personal	f	10	16	12	14
	%	19.2	30.8	23.1	26.9
Leisure	f	4	2	3	3
	%	33.3	16.7	25.0	25.0
Total		77	71	41	39

From the Table above, it is revealed that most of the respondents, 56 (43.8%), who are between the ages of 18- 25 years use the library more for school purposes. On the use of the library for personal purposes, respondents aged 46 years and above were 14 (26.9%), whilst users aged between 26-35 years used the library more for personal purposes 16 (30.8%). A study conducted by Bopape, Dikotla, Mahlatji, Ntsala and Makgahlela (2017) reveals that the majority of the people using public libraries in Limpopo Province are the youth and young adults who visit libraries to find a conducive study space and internet access. In view of the findings, a confirmation can be drawn that young adults are the ones who normally use the library for academic purposes, whilst, the elderly population use the library for leisure purposes.

In an attempt to understand the purpose and frequency of library use by library patrons, respondents were asked to specify the reasons why they visit the library and how often the visit the library. Table 4.4 illustrates the findings.

Table 4. 4 Cross tabulation for Purpose of Library use and frequency of library use

Library use		Usage frequency			
		Daily	A few times a week	A few times a month	Occasionally
School	*f*	7	57	40	26
	%	5.4	43.8	30.8	20.0
Work	*f*	4	14	10	9
	%	10.8	37.8	27.0	24.3
Personal	*f*	5	19	17	11
	%	9.6	36.5	32.7	21.2
Leisure	*f*	1	6	3	3
	%	7.7	46.2	23.1	23.1
Total		**17**	**96**	**70**	**49**

Results from Table 4.4 show that 57 (43.8%) of the respondents used the library a few times a week mainly for school purposes. Findings reveal that the minority, 6 (46.2%), of respondents used the library few times a week for leisure purposes. Looking at the findings, it is evident that the majority of the respondents make use of the library few times a week for schooling purpose.

To ascertain the time spent and frequency of library use by respondents, the researcher asked the users to indicate how frequently they used the library and for what purposes. Table 4.5 depicts the results.

Table 4. 5 Cross tabulation for Purpose of Library use and amount of time spent using the library

Library use in frequencies (f) and percentages (%).		Time spent in hours			
		0-1	2-4	5-8	8 +
School	*f*	19	86	21	4
	%	14.6	66.2	16.2	3.1
Work	*f*	7	27	2	1
	%	18.9	73.0	5.4	2.7
Personal	*f*	19	32	1	0
	%	36.5	61.5	1.9	0.0
Leisure	*f*	3	9	0	1
	%	23.1	69.2	0.0	7.7
Total		**48**	**154**	**24**	**6**

University of Fort Hare

As indicated in Table 4.5, majority of the respondents 86 (66.2%) use the library for school purposes and normally spend between 2-4 hours in the library. The table also reveals that 9 (69 %) of respondents use the library between 2-4 hours a day for leisure. It is clear from the table that fewer respondents use the library for leisure, whereas, the majority are inclined to school purposes. Further, it is possible that the majority of the respondents are the ones who are still studying and aged between 18 -25 as this concurs with figure 4.3.

In addition, Table 4.5 clearly envisions embracement of life-long learning and how libraries play a pivotal role in promoting literacy. This provokes the next research question which aimed to gain insights on how public libraries, support education and lifelong learning. Undoubtedly, for the younger generation, the library is seen as a key element of their educational success (Web, n.d.).

4.4. Research Question 2: Education and Lifelong Learning

The objective of this study was to find out how public libraries support education and lifelong learning. The researcher felt that it was pertinent to divulge the importance of libraries to the community and how it influences the way people view the library. All services that are rendered by the library should be designed and implemented with care so as to cater for every user of the library regardless of age, disability or race. Public libraries are a focal point for the provision of information services in the community. As such, they have an important role to play in helping to combat social exclusion and promote lifelong learning (Library and Information Services Transformation Charter, 2009).

4.4.1. Attendance of Library Programmes:

The researcher sought to find out whether respondents attended library programmes offered by libraries. Figure 4.9 presents the results.

Attendance of Library Programme
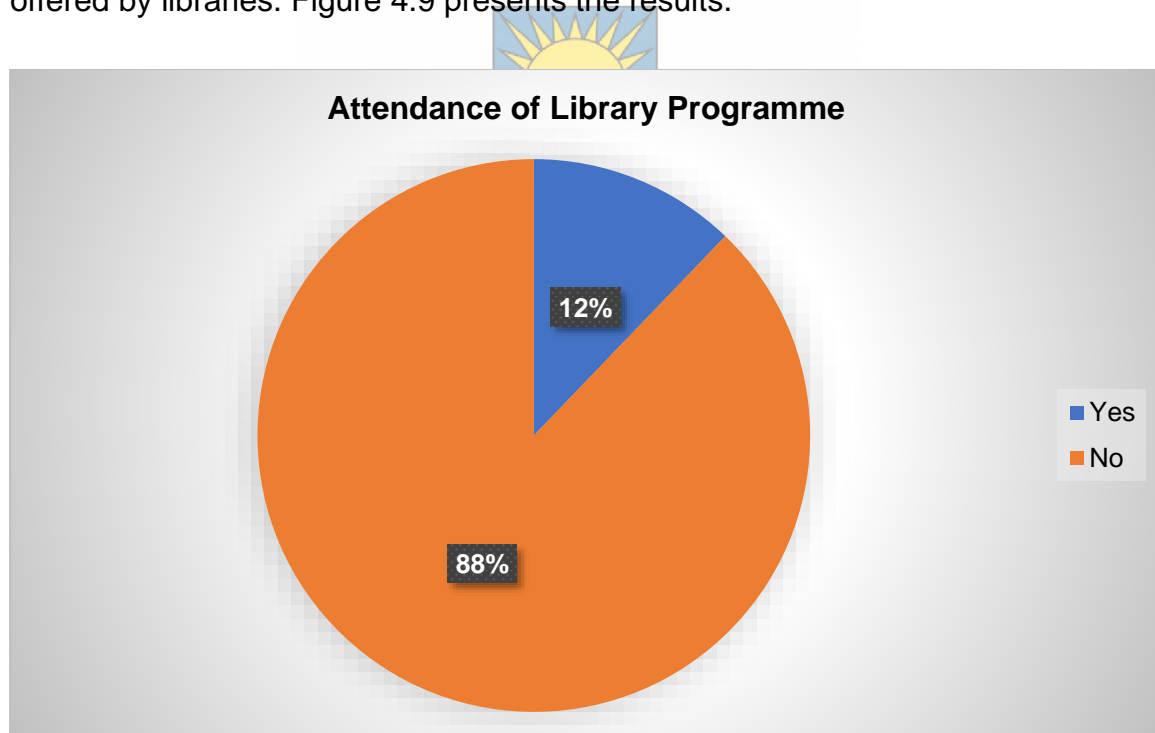
Figure 4. 9: Attendance of Library Programme (n=197)

Figure 4.9 reveals that the majority respondents 173 (88%) have never attended any library programmes, and only a few 24 (12%) indicated to have attended. A follow up question was asked to find out the reasons for not attending the library programmes and the results are presented in Table 4.6.

4.4.2. Reason for not attending Library Programme

Table 4. 6 Reason for not attending Library Programme (*Multiple response set*; n=176)

	Responses		Percent of
	N	Percent	Cases
Lack of awareness	90	49.2%	51.1%
You do not have time	74	40.4%	42.0%
Lack of resources	11	6.0%	6.3%
No trained personnel	8	4.4%	4.5%
Total	**183**	**100.0%**	**104.0%**

Table 4.6 illustrates that the majority, 90 (49.2%), of the respondents claimed that they are not aware of any library programmes, 74 (40.4%) showed that they do not have time to attend, whilst, 11 (6.0%) respondents indicated that that they do not attend because they believe that there is a lack of resources in the libraries. The last group of respondents, 8 (4.4%), indicated they no longer attend the library programmes because they view librarians as unprofessional. It is unblemished to suggest that some of the respondents have once attended the library programmes and stopped because of the reasons mentioned above. In general, variations in responses may be attributed to lack of communication of the activities that take place within the library.

4.4.3. Library Activities Involvement

The respondents were asked to indicate which library activities they are involved in. In this study, library activities are programmes or activities designed for children and adults to help them develop their educational skills and vocation skills. The views of the respondents are presented in Table 4.7.

Table 4. 7 Library Activities Involvement (*Multiple response set*; n=133)

	Responses		Percent of Cases
	N	Percent	
Reading and writing	118	85.5%	88.7%
Story telling	1	0.7%	0.8%
Work exhibition	5	3.6%	3.8%
Community programmes	14	10.1%	10.5%
Total	**138**	**100.0%**	**103.8%**

Multiple response

As highlighted in Table 4.7, the majority, 118 (85.5%), of respondents were involved in reading and writing activities. Meanwhile 14 (10.1%) respondents were involved in community programmes, 5 (3.6%) in work exhibition and 1 (0.7%) respondent attended story telling. It is important to note that one of the librarians attested to the library activities as being well known by the library users. However, the findings from the questionnaire contrasts with the assertion of the librarian, as it is evident there is a lack of awareness of library activities. Akparobore (2011) reiterates that public libraries compliment the educational activities by assisting adults who are no longer of school age, developing their attitudes, extending the knowledge on how to read and write and by acquiring, needed technical or vocational skills. Therefore, it is imperative for librarians to make awareness of such activities so that users can attend them.

4.3.5 Needed Information

Respondents were asked to state if the information that they get from the library is always relevant to their information needs. Figure 4.10 below shows that 142 (72%) of respondents agreed that they always get the important and relevant information from the library, however 55 (28%) of respondents claim not to get the information they are looking for, thus the library does not meet their information needs. The figure below, therefore, illustrates how respondents expressed their experiences in using the library to gather their information needs.
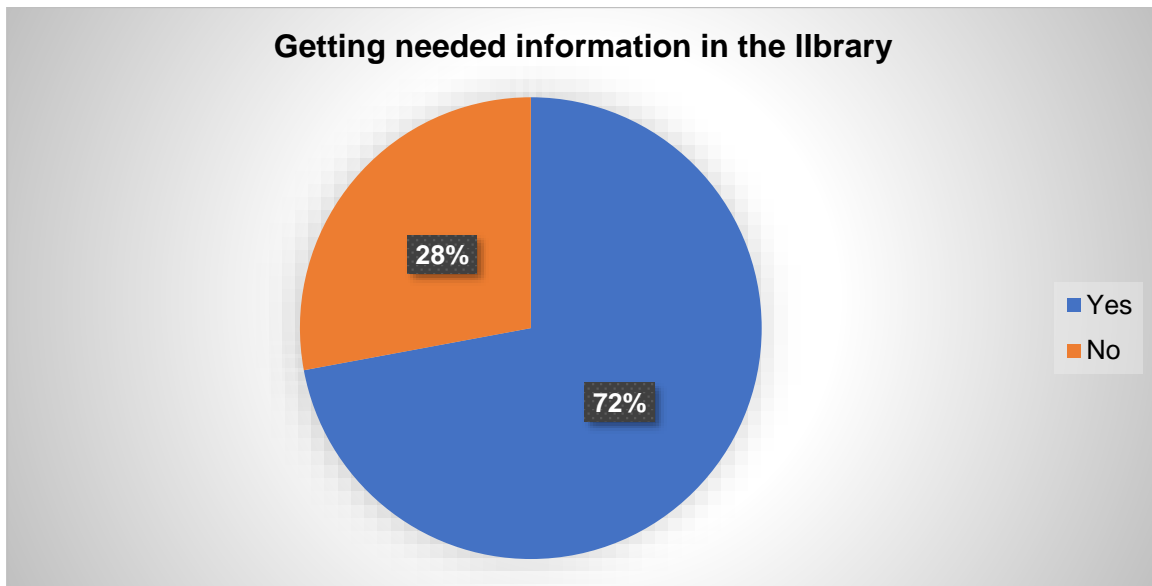
Figure 4. 10: Getting needed information (n=197)

The results have also been presented graphically in figure 4.11 below.
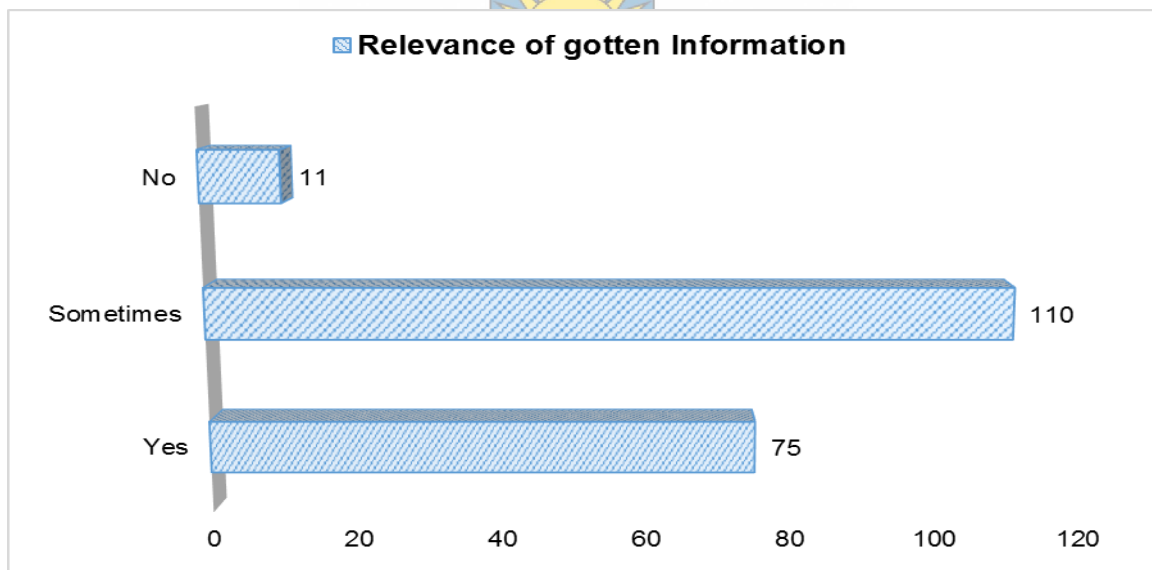
Figure 4. 11*: Relevance of information (n=196)*

The majority of respondents, 110 (56.1%), agreed that the information that they get in the library is sometimes relevant to their information needs, whilst 75 (38.3%) respondents strongly agreed that the information is always relevant and it is always what they are looking for, whereas, 11 (5.6 %) respondents disagreed to the library providing relevant information to meet their information needs.

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4.4.4. Help on Information Needs

As a follow up question, respondents were asked to indicate if the librarians helped them in meeting their information needs. Figure 4.12 show the results.
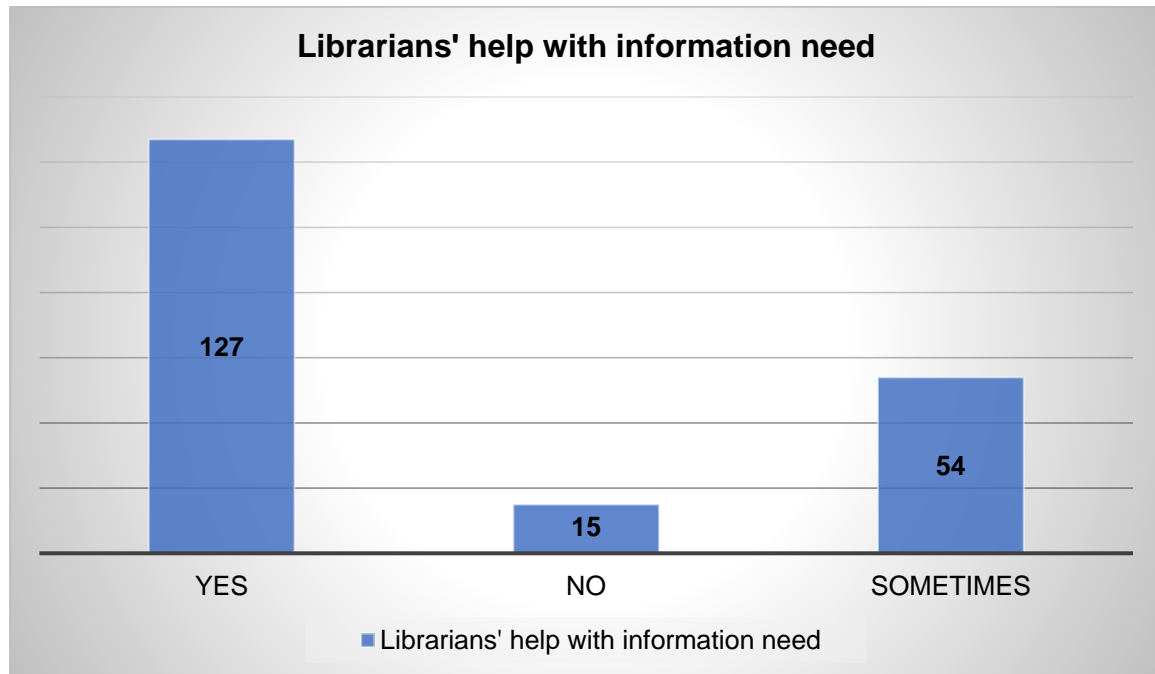
Figure 4. 12: Librarian's help (n=196)

Figure 4.12 illustrates that the majority, 127 (64.8 %), of the respondents consult the librarians for help when searching for information, 15 (7.7 %) respondents never consulted librarians, 54 (27%) respondents occasionally consulted the librarians. The majority of respondents consulting librarians might suggest that the respondents are not trained on how to look for information, hence, they consult the librarians for help. However, this might also imply that the librarians are helpful, approachable and knowledgeable. The researcher wanted to know how the library contributes to the lives of the respondents.

4.4.5. Library Contribution to users

The researcher wanted to find out the effects libraries have towards the development of their users. Respondents were asked to indicate in what way the library contributed in their lives. The question was posed to choose from three options. A- Positive, B-Negative and C- No change at all. The results are illustrated in Figure 4.13
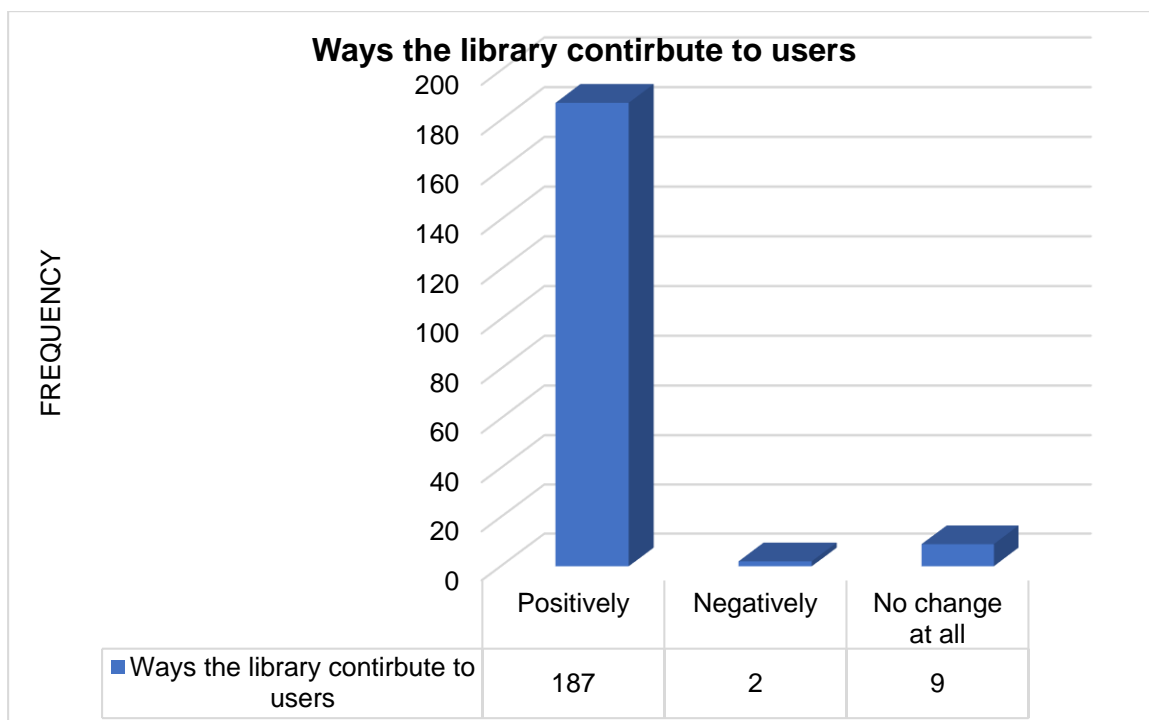
Figure 4. 13: Library contribution to users (n=198)

The majority of respondents, 187 (94.4%), indicated that the library positively contributed to their lives, while 2 (1.0%) respondents attested to libraries contributing negatively in their lives, and 9 (4.5%) respondents stated that they did not see any change in their lives by using the library. It is interesting to note that even though they claimed that the library does not have an effect in their lives, they still use the library. It can be concluded that the majority of respondents are happy with the services they receive at the library.

As a follow-up, respondents were asked to if they would recommend the use of the library to their peers. The responses were shown in Figure 4.14.
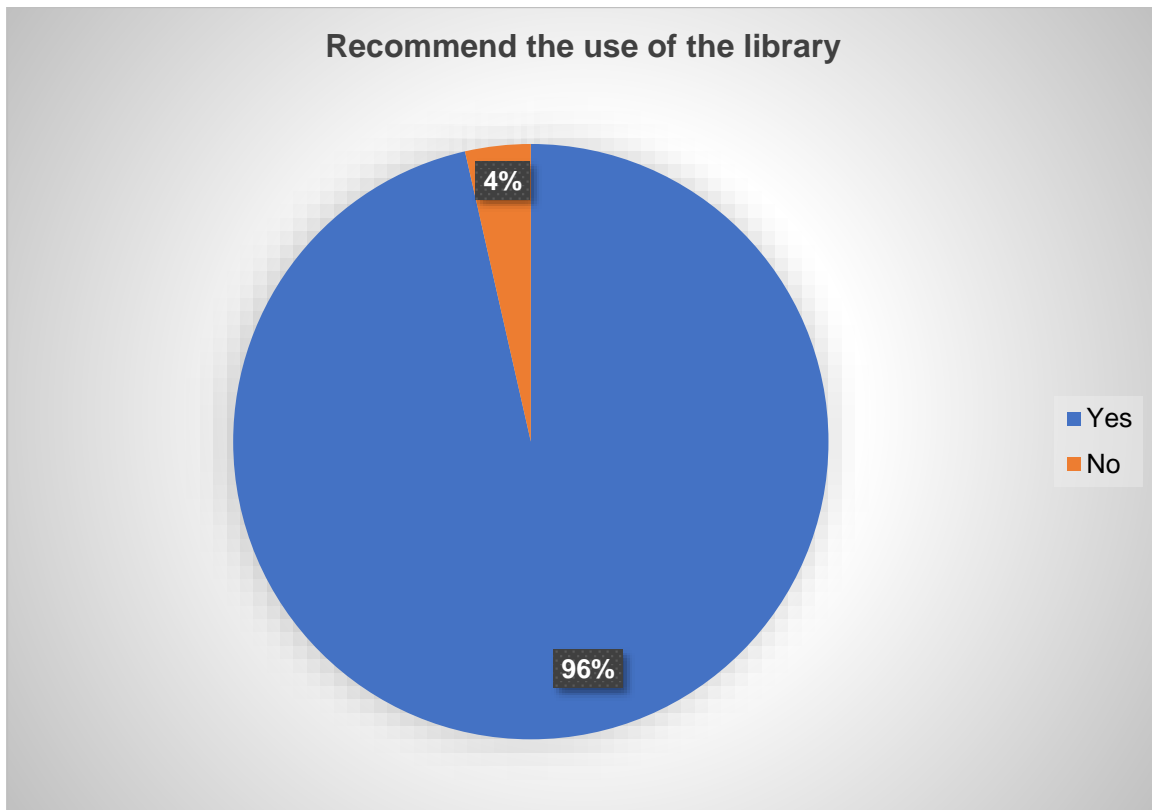
Figure 4. 14: Recommendation of Library (n=197)

The findings indicate that the majority of respondents, 190 (96%), indicated that they can recommend the library to their peers, while the minority of respondents, 7 (4%), indicated that they would not recommend the library to their peers. Indeed, this might imply that users are satisfied with the services of the library, hence, the majority indicated that they can recommend the library to their peers.

4.4.6. Library Attendance and Age

Respondents were asked, according to their age, to indicate if they attend library programmes. The responses of the participants are shown below on Table 4.8.

Table 4. 8 Cross tabulation of Library programme attendance and age of respondents

Library Programme attendance		18-25	26-35	36-45	46+
		Age in years			
Yes	*f*	7	2	5	10
	%	29.2	8.3	20.8	41.7
No	*f*	60	6	28	21
	%	35.3	35.9	16.5	12.4
Total		67	63	33	31

Percentages and totals are based on responses.

Although most of the respondents that use the library are between the ages of 18-25 years as indicated in Figure 4.3 above, Table 4.8 reveals that the majority of respondents, 10 (41.7%), aged 46 years and above attend library programmes the most. This could indicate that the library programmes and educational activities are more informative to adults who are no longer of school age. However, the majority of respondents from all age groups indicated that they do not attend library programmes. The reason may be that, users are not aware of these library programmes or their programmes are not attracting the user. Therefore, it is the duty of the library to use the existing technologies to look for patrons in their own spaces and advising them about the services and activities happening in the library.

The researcher also wanted to find out about the attendance of library programmes according to gender. Table 4.9 below shows the results.

Table 4. 9 Cross tabulation of Library programme attendance and Gender

Library Programme attendance		Gender	
		Male	Female
Yes	*f*	12	8
	%	60	40
No	*f*	81	82
	%	49.7	50.3
Total		93	90

Percentages and totals are based on respondents.

The findings reveal that male respondents, 12 (60.0%), attend library programmes more as compared to female respondents, 8 (40.0%). It is interesting to note that the high responses of both genders where respondents who did not attend library programmes. Female respondents, 82 (50.3%), and male respondents, 81 (49.7%).

4.5. Research Question 3: Marketing Library Services

The third objective of this study was to investigate the role of library professionals in marketing the library services to the community. This was necessary for the researcher to determine what might be the reason for respondents not using library services. Respondents were required to indicate whether they received alerts on library programmes form the library. The statistics representing the responses are presented in Table 4.10.

Table 4. 10 Library Programme Alerts (n=194)

	frequency	%
Never	119	59.5
Sometimes	41	20.5
Yes	34	17.0
Total	**194**	**97.0**

Table 4:10 indicates that the majority, 119 (59.5%), of respondents were never alerted about any library programmes in the library, 41 (20.5%) respondents got alerts sometimes, while 34 (17.0%) got alerts about the programmes. Respondents were asked to indicate the form in which they get library programme alerts. It is interesting to note that the majority of users indicated that they did not receive any alerts for library programmes while the librarians claim otherwise. The following are excerpts from the qualitative interviews with library staff:

Librarian 1: "*Our services are well known by the community because we send emails, write on the notice board and we issue out posters that inform users about our out coming programs*"

Librarian 2: *"Users do know about the services that the library provides, they do not attend them out of their own ignorance not because they are not aware"*

Therefore, it is clear that there is a misunderstanding between the librarians and the users. This could mean that there is a lack of communication between the librarians and the users. There is a vast contradiction, since the majority of the respondents strongly affirmed that they do not receive any alerts of library programmes whilst librarians claimed that, their programmes are well known. The message deciphered was cleared when the medium of communication was probed. Table 4.11 pertains to respondents who were required to indicate how they got the alertd about the library programmes. The results are as follows:

Table 4. 11 Means of getting Library Programme Alerts (Multiple response set; n=79)

	Responses		Percent of Cases
	N	Percent	
Email	4	4.5%	5.1%
Word of Mouth	30	33.7%	38.0%
Posters	21	23.6%	26.6%
Notice boards	34	38.2%	43.0%
Total	**89**	**100.0%**	**112.7%**

Notice board alerts proved to be the most popular way of getting alerts about programmes that are taking place in the library. Findings reveal that 34 (38.2 %) respondents got alerts through notice board, 30 (33.7%) via word of mouth, 21 (23.6 %) through posters and 4 (4.5%) through emails. Response from the interviews also revealed that:

Librarian 1*: "word of mouth and notice board"*

Librarian 2: "*We go to schools and make library awareness to educate people about our services*"

The major reason that can be attributed to lack of adequate funding in public libraries is that it is not well marketed (Britto, 2014). Public library marketing is essential so as to demonstrate the continued inherent value of the library to the community. In addition, receiving of notifications can vary depending on the library policy and memberships. In an attempt to get a 3-D view of the reasons why most users were unable to receive notifications on library services, respondents were asked to indicate their membership in the library. Figure 4.15 illustrates the results.
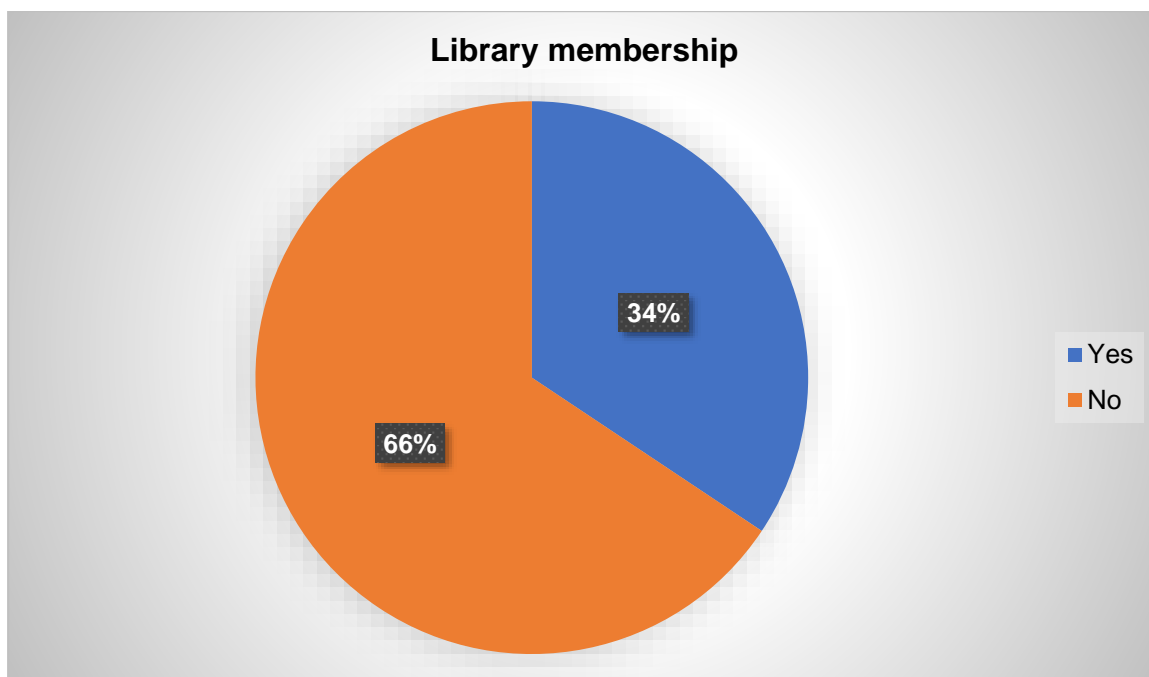
Figure 4. 15: Library membership (n=195)

Figure 4.15 indicates the library affiliation status of the respondents. From the responses by users, 67 (34%) indicated they were registered members of the library, whilst 128 (66%) were not. The findings unpacks that unlike the registered members, many respondents who took part in the study were non-members and do not enjoy the full benefits of the library services such as Wi-Fi access and borrowing of books. One of the attestations from the interviews are as follows:

Librarian 2: "Wi-Fi is for our registered members only"

The Library and Information Services Transformation (LIS) Charter by Nkondo et al. (2014) postulates that most South Africans are excluded from the benefits of the information society and "the key function of a public library in South Africa is to provide access to the information society to marginalised groups. It is, however, surprising to note that some users are excluded from benefiting from library resources because they are not members of the library. Whereas, IFLA/UNESCO (2004) states that a public library should provide access to information and to every service that is rendered by the library to everyone regardless of race, age, language, gender, religion, disability, nationality, economic and employment status and educational attainment.

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Table 4. 12 Cross tabulation for Employment status and library membership

	Employment Status frequency			
	Schooling	Employed	Unemployed	Pensioner
Yes	28 (41.8%)	23 (34.3%)	15 (22.4%)	1 (1.5%)
No	46 (36.2%)	53 (41.7%)	25 (19.7%)	3 (2.4%)
Total	74	76	40	4

The table exhibits that the majority of registered members, constituting 28 (41.8%) respondents, are in school and are using library for learning purposes. However, a notable number of 23 (34.3%) registered members indicated that they are employed, yet, pensioners constituted the least number, 1 (1.5%) respondent, who is a registered library member. On the other hand, 53 (41.7%) of the respondents were employed and not members of the library. Further, 46 (36.2%) student respondents were non-members of the library whilst 25 (19.7%) respondents were both non-members and unemployed. The table indicates that Pensioners who were non-members of library were only 3 (2.4%) which makes a total of 4 pensioner respondents in the study who make use of library.
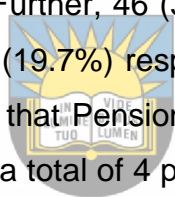
4.6. Research Question 4: Challenges faced by users

The study aimed at identifying the challenges faced by the users of the King Williams Town public libraries in accessing the library and information services.

Table 4. 13 Access to needed information in the library (n=194)

	Frequency	%
Yes	136	68.0
No	58	29.0
Total	**194**	**97**

Table 4.13 indicates that the majority, 136 (68.0%), of respondents manage to access needed information in the library, while 58 (29.0%) are unable to access library materials on their own. Furthermore, respondents were asked to indicate the barriers in accessing information in the library and the results are presented in Table 4.14 below.

Table 4. 14 Barriers to accessing information from the library (*Multiple response set; n=165)*
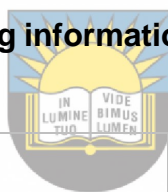
Barriers	Responses		Percent of Cases
	N	Percent	
Inadequate library operating hours	35	16.5%	21.2%
Unavailability of information sources	49	23.1%	29.7%
Information sources are remotely located	14	6.6%	8.5%
Inability to search for the information on my own	31	14.6%	18.8%
No internet in the library	72	34.0%	43.6%
Lack of assistance from the Librarians	11	5.2%	6.7%
Total	**212**	**100.0%**	**128.5%**

From the findings, it is clearly indicated that there are barriers that restrict the respondents from getting information at a time when it is needed. Respondents were allowed to indicate more than one option, and multiple responses were provided. From the responses, lack of internet access was a major barrier as indicated by the majority, 71 (34.0%), of respondents in libraries that were under investigation. In addition, 49 (23.1%) respondents believed the main barrier was unavailability of information sources, whereas 35 (16.5%) respondents indicated inadequate library

operating hours as a barrier. Furthermore, 31 (14.6%) respondents indicated that they were unable to search information for themselves which posed a barrier to effective use of library resources. The results in the table clearly show that information sources are remotely located, as indicated by 14 (6.6%) respondents, whilst 11 (5.2%) respondents mentioned limited support from librarians or staff. It is dreadful to also note that Librarians were mentioned as a barrier to accessing information, for they are trained and responsible for meeting the information needs of the users.

As a follow-up, respondents were asked to indicate what initiative they take when they face difficulties in retrieving information from the library. Results shown in 4.15 below.

Table 4. 15 Difficulties retrieving information from the library (*Multiple response set; n=173*)

	Responses		Percent
	N	Percent	of Cases
Ask for help from the librarians	127	69.4%	73.4%
Abandon your information needs	13	7.1%	7.5%
You go to other libraries	43	23.5%	24.9%
Total	**183**	**100.0%**	**105.8%**

Based on the findings, the majority, 127 (69.4%), of respondents stated that whenever that face difficulties in the library they ask for help from the librarians, 43 (23.5%) respondents said that they go to other libraries without asking for help, whilst 13 (7.1%) respondents stated that they abandon their information needs. The reason for this might be that there are no instructions that are attached on each section to help the users on how to retrieve information on that section of the library. In light of this, respondents were asked if the library serves its purpose and their responses are presented below in Figure 4.16.
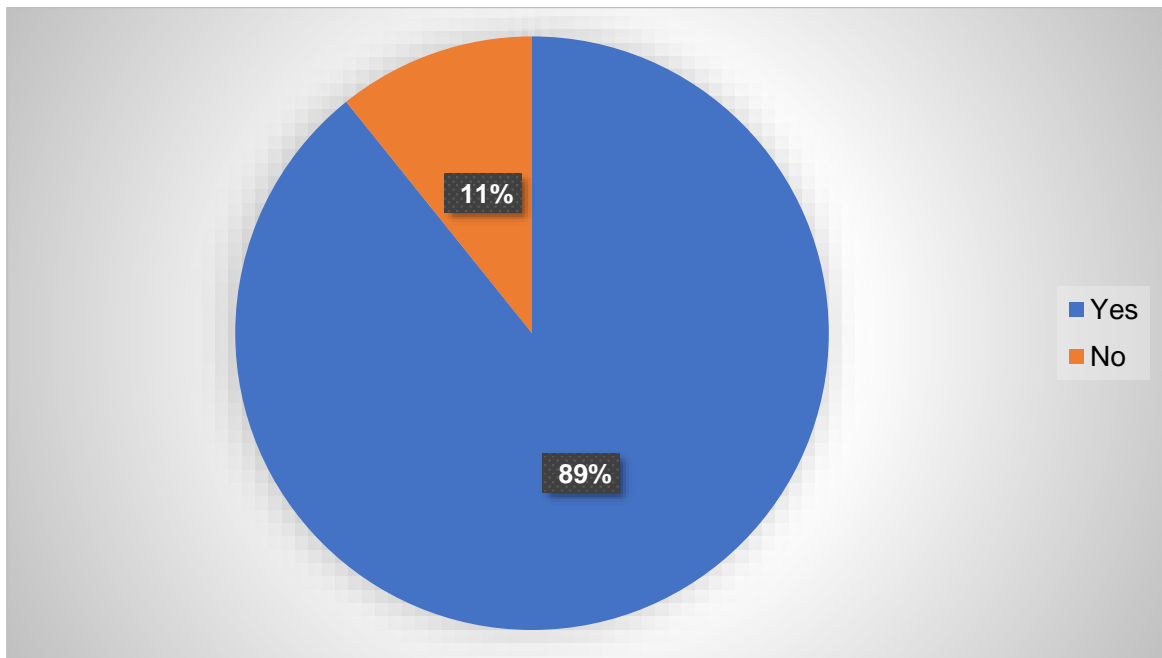
Figure 4. 16: Library serving its purpose (n=195)

Figure 4.16 reveals that a large proportion, 174 (89%), of respondents indicated that the library serves its purpose, and 21 (11%) of the respondents disagreed with the majority of respondents.
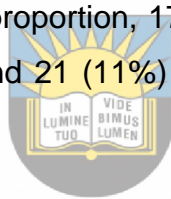
4.6.1. Consulting librarian for needed help

The researcher sought to find out if the users consult the librarians for help. The figure below shows the statistics.
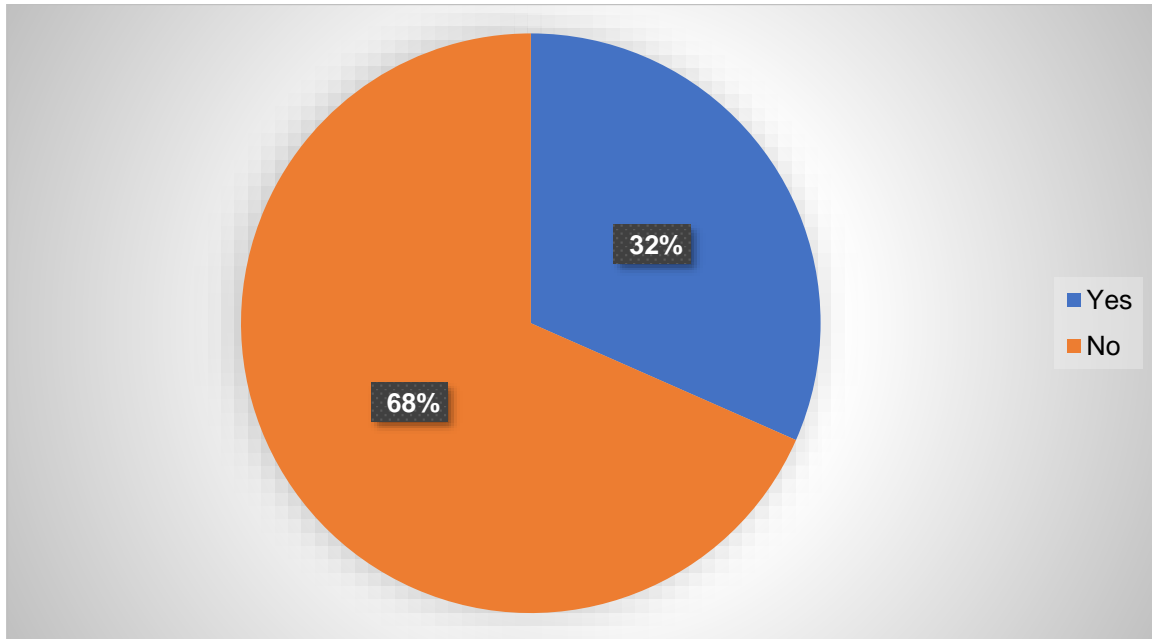
Figure 4. 17: Consulting librarian for help (n=193)

Respondents were asked to indicate whom they consulted when they need help from the library. From the findings, 132 (68%) respondents indicated that they have never consulted librarians for help, while 61 (32%) respondents consulted librarians for help. Users that do not consult librarians for help might be ashamed to seen as information illiterate. However, it could also indicate that the librarians are not approachable. The other reason may be that library users always know what they want in the library and know where to find it, hence, might not need to consult the librarians for help. As a follow-up, respondents were asked to indicate if there were any steps taken to avoid challenges that they have faced in the library. Findings are presented in Figure 4:18 below.
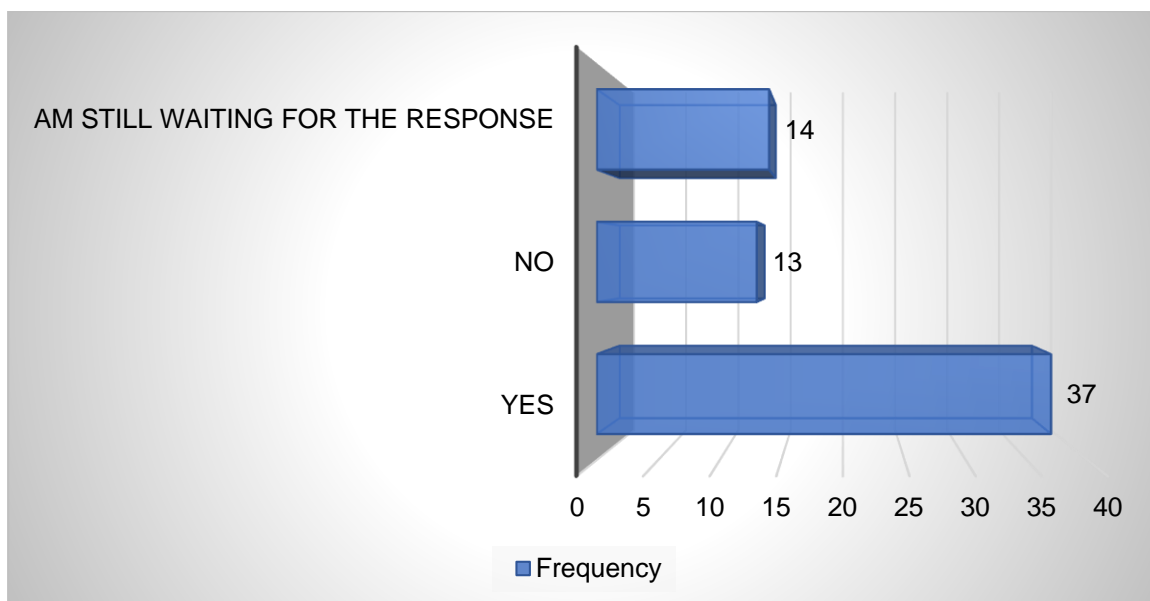
Figure 4. 18: Steps taken (n=64)

Findings show that 37 (57.8%) respondents confirmed that there were steps taken to overcome the challenges faced in the library, however, 13 (20.3%) respondents indicated there was no action taken after they had complained, while other respondents, 14 (21.9%), indicated that they are still waiting for the response of the reported challenges. In addition, the researcher wanted to find out if the users are satisfied with the library services and Figure 4:19 below presents the findings.
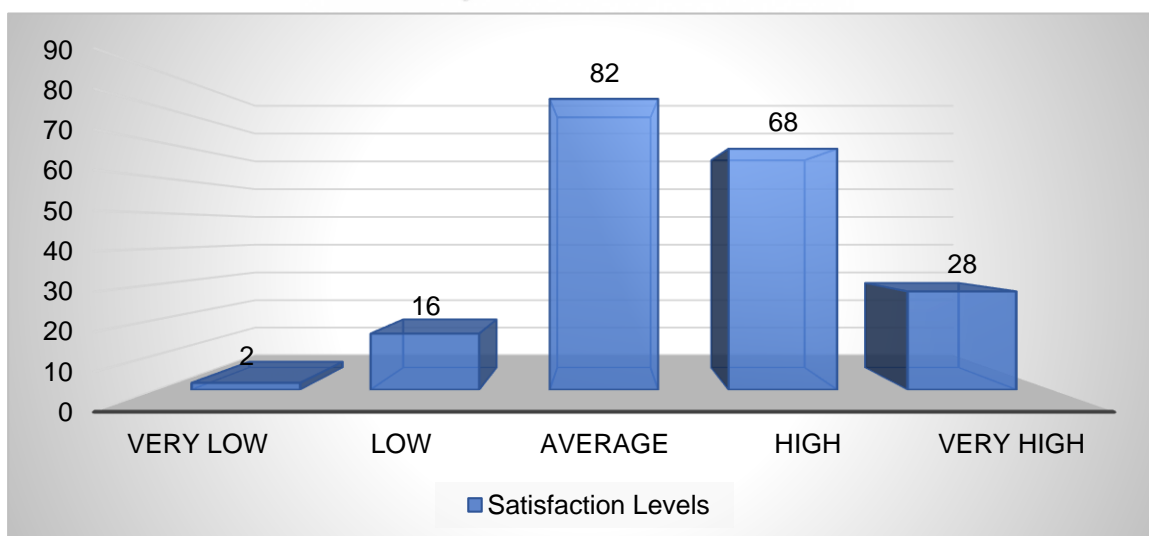
Figure 4. 19: Satisfaction with library services (n=196)

From Figure 4.19 above, it is evident that some of the library users were dissatisfied with library services that were being provided. As seen in Figure 4.19, 18 (9.2%)

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respondents stated satisfaction with the library services as low/very low. Most of the respondents, 96 (49%), have high/very high satisfaction with the services of the library. Meanwhile, 82 (41.8%) respondents had average satisfaction levels with the services that the library rendered.

Table 4.16 below presents data on the Cross tabulation for barriers to accessing library information and age of respondents. The table shows that most of the respondents aged 35 and below, 26 (74.2%), indicated inadequate opening hours as a barrier to accessing library information whilst respondents from the same age range 31 (64.6%) indicated unavailability of information sources as a barrier to information access. The reason for these findings might be that these respondents are the ones that make use of the information more than those that are above the age of 46, 6 (12.5%), as seen in the results. The issue of lack of internet access in the library was also indicated by the majority, 51 (70.8%), of respondents aged 35 and below. It is not surprising because these are the people who make use of the internet more than those who are 36 years and older. Responses from the one of the interviews is presented below:

Librarian 2: *"We need new and updated library resource, computers, and internet for the public, even though we have Wi-Fi for our registered members".*

This imply that Wi-Fi might not be of importance to some library users because not everyone owns a laptop or a computer. It is unfortunate to note that there are still some public libraries in the Eastern Cape that do not have computers in the information-based society.

Table 4. 16 Cross tabulation for Barriers to accessing library information and age of respondents

Barriers	18-25 years	26-35 years	36-45 years	46+years
Inadequate library operating hours	13 (37.1%)	13 (37.1%)	2 (5.7%)	7 (20.0%)
Unavailability of information sources	11 (22.9%)	20 (41.7%)	11 (22.9%)	6 (12.5%)
Information sources are remotely located	5 (38.5%)	6 (46.2%)	2 (15.4%)	0 (0.0%)
Inability to search for the information on my own	13 (43.3%)	6 (20.0%)	6 (20.0%)	5 (16.7%)
No internet in the library	25 (34.7%)	26 (36.1%)	13 (18.1%)	8 (11.1%)
Lack of assistance from the Librarians	3 (27.3%)	4 (36.4%)	1 (9.1%)	3 (27.3%)
Total	**58**	**54**	**27**	**23**

Percentages and totals are based on respondents.

Respondents were asked to state their barriers in accessing information. The outcomes are illustrated in Table 4.17.

Table 4. 17 Cross tabulation for Barriers to accessing library information and employment status

	Schooling	Employed	Unemployed	Pensioner
Inadequate library operating hours	17 (48.6%)	12 (34.3%)	6 (17.1%)	0 (0.0%)
Unavailability of information sources	21 (42.9%)	21 (42.9%)	5 (10.2%)	2 (4.1%)
Information sources are remotely located	7 (50.0%)	4 (28.6%)	3 (21.4%)	0 (0.0%)
Inability to search for the information on my own	9 (29.0%)	9 (29.0%)	13 (41.9%)	0 (0.0%)
No internet in the library	24 (33.8%)	35 (49.3%)	12 (16.9%)	0 (0.0%)
Lack of assistance from the Librarians	5 (45.5%)	1 (9.1%)	3 (27.3%)	2 (18.2%)
Total	**67**	**60**	**33**	**4**

Percentages and totals are based on respondents.

Unavailability of information sources were identified by schooling and employed respondents, 42 (85.8%), as barriers to information access in the library. Lack of Internet in the library was identified by 59 (83.1%) respondents as a barrier to accessing library information. In addition, 29 (82.9%) schooling and employed respondents indicated inadequate library operating hours as one of the barriers. This might be attributed to the time they go and come back from school/work the library will be closed. Attestations from two librarians with regards to barriers that hinder users from accessing information, gave the following responses:

Librarian 1: *"Yes there is a lack of information resources users always request for new books because they have finished reading almost all the books we have"*

Librarian 2: *"We do have a shortage of books, municipality does not have enough money to buy resources"*

Nwokocha (2010) concurs with Brito (2014) who echo that lack of funds is still one of the biggest problems which libraries face, and this hinders their development, especially public libraries. Moreover, it is a common phenomenon on the African continent that general national budget cuts, due to rugged economic conditions, have led to reductions in the funding of public libraries (Salman, 2015). This could indicate that public libraries are not the priority to the governments, hence the cutting of funding.

4.7. Chapter Summary

The data presented in this chapter was gathered through questionnaires. The aim of the current study was to investigate the impact of public libraries in developing information literacy in communities in the Eastern Cape Province of South Africa. To analyse data, the researcher used the Statistical Package for Social Sciences (SPSS) and descriptive data was presented in tables and charts. The analysis helped in obtaining imperative information about the impact of public libraries. Among other findings, the presented data indicated that there are still barriers in accessing information in public libraries and that still the greatest challenge. In the next chapter, the findings of the study will be discussed in greater depth, conclusions will be reached, and recommendations made.

CHAPTER 5

DISCUSSION AND INTERPRETATION OF FINDINGS

5.1. Introduction

This chapter discusses and interprets the findings of the study that were analyzed in the previous chapter to show how the findings contribute to the existing body of literature. Ngaleka (2010) asserts that the interpretation of data assigns meaning to analyzed data and determines its significance and implications. The study sought to investigate the impact of public libraries on the development of information literacy in communities in the Eastern Cape province of South Africa. The following research objectives were addressed:

- To find out how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities.
- To find out how public libraries in Buffalo City Metro support education and lifelong learning.
- To identify the challenges that the Buffalo City Metro public libraries face in rendering library and information services.
- To investigate the role of the Buffalo City Metro public library professionals in marketing the library services to the community.

The study was informed by the Social Justice and Inclusion theory by Khathi (2013) which asserts that it is a fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background. Data was quantitatively and qualitatively collected through the use of a survey questionnaire and interviews respectively. This chapter is organised according to the research objectives and research questions of the study in an attempt to address the research problem of the study.

5.2. Biographic information

The study constituted an equitably good mixture of respondents with male users representing 1% more than the females. This is deemed to have reduced the chances of biases in the study as, according to the Social Justice and Inclusion theory, there should be equal access to information services regardless of gender (Khathi, 2013).

Public libraries serve the community irrespective of race, age, gender, language, region and educational attainment (Srikanth, 2017) as shown by the diverse users in the Buffalo City Metropolitan libraries. This is in line with the National Department of Arts and Culture which operates with the guidance of *South African Public Library and Information Services Bill of 2012* that is aimed at ensuring consistency in the delivery of library and information services in the country. The bill is also aimed at putting measures in place, to ensure and redress the inequalities in the provision of public library and information services. Kong (2011) purports that biographical data of respondents in studies that are more quantitative in nature is crucial in determining whether the unit of analysis is representative of the target population in order to generalize the findings.

In the current study, findings indicated that the majority of the users were between the ages of 18 to 25 years (See Figure 4.3). These findings indicate that the public libraries in the Buffalo City Metropolitan municipality attract young adults as stipulated by Rubin (2010) that public libraries, by nature, are concerned with early and adult literacy. In addition, the findings corroborate with a study that was done in Zimbabwe which found that public libraries act as an extension of the school library or the educational curricular as the highest numbers of users came from the youth (Musingafi & Chiwanza, 2012). This is so because students tend to make greater use of the public library on a daily basis.

Furthermore, results of the current revealed that 53 (41.7%) of employed respondents are not members of the library and only 23 (34.3%) employed respondents are members. Out of 74 schooling respondents only 28 (41.8%) who are members of the library, 46 (36.2%) schooling respondents are not members of the library, and it is quite interesting to note that because these are the people that make use of the internet but they are not members of the library and that suggest they do not have an access to library internet.

5.3.   Equal access to library and information services in public libraries

The first objective of the study was to find out how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities. In making sure that the current objective is successfully achieved, the following research question guided the first objective of the study "Do public libraries in Buffalo City Metro

provide equity of access to the user communities?" Given that information is a basic human right and it is a precondition to a developed community and nation. The library is one of the few institutions that have reasonable access to information resources and have the potential to access material from other libraries and from the rest of the world. It is imperative for public libraries to be ingenious in attempting to bring as much information to their users as possible.

Given that public libraries are significant contributors to education, they have over the decades earned the respect of their communities. In an environment where there is a scarcity of material, the library is one of a few institutions that have reasonable access to material within the context of restricted availability. Libraries have the potential to access material from other libraries and from the rest of the world (Gidley, Hampson, Wheeler & Bereded-Samuel, 2010). Furthermore, in an environment of limited finances, it is incumbent for libraries to be ingenious in attempting to bring as much information to their user community as possible. Frimpong (2015) asserts that libraries have access to expertise – personnel have the training to retrieve information and to package that information in a format that is easily adopted by the information seeker. Libraries also have the infrastructure to acquire, process and make available information.

The results from the current study show that regardless of South African LIS environment having contradictions resulting from years of apartheid, most of the Buffalo library patrons indicated that they experienced fair and equitable access to library resource and services. In addition to participants' quantitative responses, the qualitative excerpts from librarians attested to the library having a classification system that allows easy access to library resources. The librarians also confirmed to treating every library user equally to uplift the standards of the community although they revealed the unavailability of rooms for disabled users.

However, findings in Figure 4:15 indicate that the majority of the respondents, 67 (34 %) are registered members of the library and 126 (66%) are not registered members of the library. According to these figures, this indicates that many respondents or users do not benefit from the library services that are meant for registered members of the library such as getting a password for Wi-Fi and to borrow books. In addition, these findings contradict to the issue of social inclusion as one has to be a member to have full access to the library services. In addition, according to the social justice and

inclusion theory, being a member of the library and having full access to library and information services gives patrons a sense of social responsibility and participation. This acts as a disadvantage to visiting professionals, students and other people who might want to access the library for that short period of time, thereby excluding them from the benefits that come with using the public library. Furthermore, reviewed literature shows evidence of South African public libraries in Cape Town, which have managed to reduce the problem of digital divide through the provision of free internet access to the people. It was also found that the Masiphumelele Library has employed the Smart Cape initiative in addition to free computer literacy classes to the public (Khati, 2013).

It is clear from the literature (Todd & Tedd, 2000; Hopkinson,. 2009; Gautum, 2014; Frimpong, 2015) that public libraries have shaped and redefined their roles as community activity centres, community information centres, formal education support centres, independent learning centres, popular materials libraries, pre-schoolers' door to learning, reference libraries, and research centres. In broadening their role, public libraries assure equitable access to information and knowledge to the public. Kinney, (2010) states that the role of public libraries is one of the "information gateways" for uninterrupted and equitable access to information and knowledge resources just-in-time, fostering "Right to Information"; "Information for All (IFA)"; "Information for Development", which are vital for achieving the Millennium Development Goals in an accelerated pace" (Kinney, 2010, p.2).

Findings from Table 4.1 indicate that most respondents 130 (56%) use the library for schooling. Only 13 (5.6%) respondents said they use the library for leisure, while 52 (22.4%) of respondents use the library for personal development and 37 (15.9%) for work related things. Therefore, it is expected to see the majority of participates who indicated that they use the library for schooling purposes. Even though the public libraries are predominantly used for schooling purposes, library users also use them for other activities. With this in mind, it is clear that the public libraries have a wide array of services as compared to specialised libraries and they tend to attract users from different socio-economic backgrounds.

It is clear to the authors that Koneru (2008) has taken his cue from the UNESCO (1994) Public Libraries Manifesto which states that a public library is an organisation established, supported and funded by the community, either through local, regional or

national government or through some other form of community organization to provide access to knowledge, information and works of the imagination through a range of resources and services on the basis of *equality of access for all*, regardless of age, race, sex, religion, nationality, language or social status. Specific services and materials are provided for those users who cannot, for whatever reason, use the regular services and materials, for example, linguistic minorities, people with disabilities or people in hospital or prison (UNESCO, 1994).

Thus, the manifesto emphasizes the vital role of the public library in the various facets of human life, such as education, personal and professional development, research, economic, social and cultural advancement (Todd & Tedd, 2000; Hopkinson,. 2009; Gautum, 2014; Frimpong, 2015). For public libraries to fulfil this vital role, there must always be equitable access to information to the citizenry of the country as this play a key role in information, knowledge, and wisdom development that translate to community development.

The first objective of the study was to investigate how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities. Findings revealed that most of the Buffalo City Metropolitan library patrons indicated that they experienced fair and equitable access to library resources and services. In addition, excerpts from librarians attested to the library having a classification system that allows easy access to library resources. The library staff attested to handling every library user equally to uplift the standards of the community although they revealed the unavailability of rooms for disabled users. However, findings highlighted that the majority of the users were not registered members of the public libraries indicating that not all the library patron had equal access to the library and information services.

5.4. Education and lifelong learning

The question *"How do public libraries support education and lifelong learning?"* was used to elicit the responses that helped reach the second objective. The second objective of the study sought to investigate how the Buffalo City metropolitan public libraries support education and lifelong learning. The reviewed literature in Chapter 2 (see section 2.5) revealed that education is the major driving force attracting people to use public libraries. It has also been advanced that the majority of library users in

other provinces like Limpopo in South Africa and the youth and young adults for the purposes of studying and accessing the internet (Bopape, Dikotla, Mahlatji, Ntsala and Makgahlela 2017). Another contribution made by public libraries is the dissemination of career information for the youth, therefore helping in breaking the poverty cycle (Mojapelo, 2017). Akparobore (2011) reiterates that public libraries complement the educational activities by assisting adults who are no longer of school age, developing their attitudes, extending the knowledge and by acquiring, needed technical or vocational skills. According to the social justice and inclusion theory, this, not only enhances adult literacy, but it also encourages social engagement, participation, collaboration and social responsibility emanating from library use (Khathi, 2013).

In order to understand the public libraries' support of education and lifelong learning, it was necessary to investigate whether users attended library programs. Findings of the study revealed that the majority of the respondents attended library programs in the Buffalo City metro public libraries. Johnson and Webber (2003) concluded that library literacy programs assist in effective information seeking; informed choice of information sources; information evaluation and selection; comfort in using a range of media to best advantage; awareness of issues to do with bias and reliability of information; and effectiveness in transmitting information to others. Access to information through public libraries empowers every citizen and embraces the notion of social inclusion, as the librarian will become an active facilitator of information literacy programs in the society (Zapata, 1994; Srikanth, 2017).

However, the Buffalo City metropolitan public library users have little knowledge about literacy programmes that are taking place in the library. In addition, Table 4.10 in Section 4.2.4 articulates that the majority, 119 (59.5%), of the respondents were never alerted about any programmes in the library, 41 (20.5%) respondents got alerts sometimes, while 34 (17.0%) said they did get alerted about the programmes. However, attestations from the librarians showed that the libraries provide literacy programs and that the users are well aware of the services provided by the libraries. In general, variations in responses may be attributed to lack of communication of the activities that take place within the library. This reveals that it could be possible that the Librarians do no market their programmes, according to the number of respondents who are not aware of any library activities (see Table 4.6).

As a follow-up, respondents were required to indicate the activities or programs available to them in the Buffalo City metro public libraries. The majority of the respondents were involved in reading and writing activities. Other studies conducted in Sub-Saharan Africa revealed that many libraries and other information resources routinely conduct programs that are described as information literacy, although they are often little more than user education or reader education (Raju & Raju, 2010; Akparobore, 2011; and Chisita, 2012). In recent years, computer centres in educational institutions, in corporate and business settings, and in the community, have likewise offered the short course, helpdesks and consultancies to assist clients with information retrieval projects (Srikanth, 2017). However, such initiatives are commonly limited to the generic aspects of Information Literacy, and it is accordingly necessary for subject-matter experts to be involved in providing additional and supplementary education in the structure of particular disciplines or fields of study and practice.

A considerable number of respondents constituting 72% indicated that they were getting the required information from the public libraries, while only 28% of the respondents answered otherwise. Having a strong library where users' needs are met contributes largely to the development of human capital and the social infrastructure of the community. As such, there is more reading by all the levels of society, more access to information and more participation in cultural and social programs. All of this suggests a vibrant and well-informed population and community. IFLA (2002) stresses that one of public libraries' primary objective is to provide adequate collections for reader development. Research has shown that libraries have the potential to play a pivotal role in improving literacy and reading habits amongst children and young adults (Britz & Blignaut, 2001; Hart, 2006; and Hart, 2007). This is attributed to public libraries encouraging social inclusion, by striving to serve all those in their user communities regardless of age, gender, economic or employment status, literacy or technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental ability (IFLA, 2002). Inclusion is not about disability or all about the differences that people have. Inclusion is about social justice. By embracing inclusion as a model of social justice, that can create a world fit for all.

The researcher also wanted to investigate how the library contributed to the lives of users and results indicated that to a greater extent the library positively contributed to

the lives of the users. In a study done by Webb (2010) in Namibia concluded that when libraries are available, they play a substantial role in the lives of the people who use them. Many people use the library every day or multiple times in the week. These people primarily use the library to support their formal education. A small but persistent number of young adults also use the library to read the newspaper and help with job searching. In this way, the libraries are living up to some of the promises of the public library Manifesto. Pateman (2008) reiterates that a public library as an essential pillar in democracy, provide opportunities for citizens to develop the skills needed to gain access to information of all kinds and to put information to effective use in the generation of new knowledge for active participation in society, economic well-being and good health.

However, findings from the study indicated that the majority, 126 (64.3%), of respondents pointed to using the library between two to four hours a day, 42 (21.4) respondents use the library between zero to one hour, while the third group of participants 24 (12.2%) use it for five to eight hours a day. Only 4 (2.0%) respondents indicated that they use the library for eight hours. Opening hours should be family friendly and convenient. Restrictive opening and closing hours are a major barrier to social inclusion. This suggests that people that use the library between two to four hours might need to use the library for more hours. However, some of them are at school and at work, they only managed to use the library after work or after school.

The second objective of the study was to investigate how public libraries support education and lifelong learning. Findings of the study indicated that public libraries complement the educational activities by assisting adults who are no longer of school age, developing their attitudes, extending the knowledge and by acquiring, needed technical or vocational skills. This, not only enhances adult literacy, but it also encourages social engagement, participation, collaboration and social responsibility emanating from library use (Khathi, 2013). In addition, library users attended library programs and got required information from the public libraries. However, assertion form the librarians indicated that the Buffalo City metropolitan public library users have little knowledge about literacy programmes that are taking place in the library. Hence, having a strong library where users' needs are met contributes largely to the development of human capital and the social infrastructure of the community.

5.5.   Marketing of library services

Marketing of library services is crucial in public libraries as it enables studying the users' needs, designing appropriate products and services, and using effective communication, and distribution to inform, motivate and serve the library users (Jestin & Parameswari, 2002). In addition, library marketing keeps patron well-informed about the latest library services and encouraging their participation in collection development. The third objective of the study sought to investigate the role of public library professionals in marketing library services. In order to reach at the objective, the research question "*How do public library professionals' market their services to the community?*" was used. Marketing of public library services assists librarians in seeing the library in the eyes of its users. It is a way to quantify, measure the users' information needs and to find out what keeps some members of the public from using the library services (Emojoroh, 2005). Marketing of library services increases overall community awareness of the library. Reviewed literature has identified several ways in which public libraries can market their services. These include library exhibitions, book displays, posters, library orientation, library websites, social networking sites, notice boards, advertisements (Scott, 2011; Abdulsalami, Okezie & Agbo, 2013; Alkindi & Al-Suqri, 2013; and Britto, 2014).
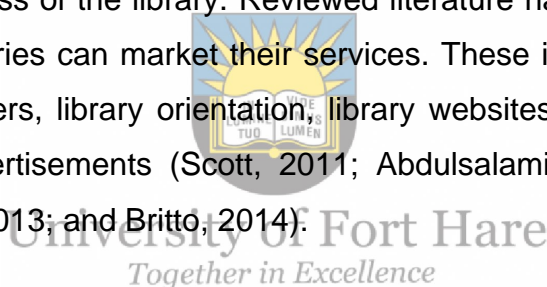
It has been evidenced that the Buffalo City Metro public libraries market library services by word of mouth, posters and notice boards as indicated by the responses of the majority of the respondents. Attestations from the librarian also indicated that notice boards and word of mouth were the most popular ways of market library services. However, findings also revealed that the use of emails is less prevalent in marketing library services. Findings from this study contrast with those found in Mpumalanga public libraries where once-off library orientation was used during the Annual Library week (Hart, 2006). In line with Canadian public libraries, there is a lack of preparedness of training and resources like time and space (Britto, 2014). Hence, the implications of the lack of marketing strategies to raise awareness of library services include impeding innovation and constructive learning (Clark & Hawkins, 2010).

The third research objective of the study sought to investigate role of library professionals in marketing the library services to the community. The Buffalo City Metro public library professionals market their libraries through by word of mouth, posters and notice boards as indicated by the responses of the majority of the respondents. Marketing of library services raises awareness to the communities public libraries serve and it enhances social inclusion, participation, collaboration and promotes lifelong learning.

5.6. Challenges faced by public libraries in rendering library and information services

Post-Apartheid, South Africa has experienced many changes, which started since 1994. Government, organizations and citizens have made and are committed to making, positive and helpful changes to a democratic community of people living well together. While there is great national and international pride in achievements; illiteracy, unemployment and primary basic education are fast becoming obvious as a major national challenge. Today, many South Africans still do not have access to information- that could make a difference in the quality of their lives or circumstances. This is worsened by the digital divide which damages/weaken the functional and thinking-related development of most South Africans. This is an opportunity for the LIS area to identify their role within the bigger picture of the NDP.

Public libraries have proven to be an integral part in any community as it brings with it many advantages to the communities they serve, However, in an effort to render the best library and information services, some challenges may arise. Hence, the fourth objective of this study seeks to investigate the challenges faced by the Buffalo City metro public libraries in rendering library and information services. In so doing, the research question used gather data was *"What are the challenges faced by public libraries in rendering library and information services?"*

Using qualitative interviews with the librarians, the following findings were revealed. Librarians are again facing the major challenge of necessary competency from its staff to manage public in routine library operation like Accessioning, cataloguing, classification and information management. It is clear from the results that the challenge to information centres are in the sense that the majority of its serving staff running libraries without professional qualification and field experience. Issues

pertaining to a lack of full time professional in libraries as most of the competent staff leaving to the better academic libraries and archival centres (Brain drain) for better incentives.

In addition, the findings also show that professionals take the financial constraints as a considerable challenge which has affected directly the quality collection building in libraries due to the involvement of technology in research, standardization in printing. Thus, a common sentiment of financial constraint in digitization of available records, newspapers and automation of books with latest software and funding for binding, the technology involved in the preservation of books and available records are the burning challenges of libraries.

Looking at the resource sharing, the Buffalo city Public libraries are facing problems of limited computer application in libraries and deficiency of skilled staff thereof. The results suggest that there were concerns about the deficiency of dynamic and talented leadership in public libraries to overcome this challenge. From the findings, it shows that the current digital facilities in public libraries are not up to the mark due to its local access. The hot demands of users access from local publication to international reputed journals.

More so, the qualitative interview with professionals showed that public libraries are not automated in the advanced era due to the lack of systematic planning for automation of library collections. Another major reason is that of constraint in the selection of software and hardware (IT equipment) due to the limited budget for public libraries. Other studies have observed that IT equipment in public libraries gives a good and safe repository for information and users have a wide variety of information sources to meet their user needs (Dos Santos, 2009; Rafi, Ali & Ahmad, 2016). In addition, it was further concluded that a friendly environment through user education and training is necessary for easy information access. Library personnel are required to engage in the latest training courses on IT for better service delivery according to the dynamic future.

5.7.   Chapter summary

This chapter provided an in-depth discussion and interpretation of the findings in attempt to address the research questions that guided the study. Hence, the following

chapter is going to present the overall summary and conclusions of this study. In addition, recommendations and areas of further research will also be provided.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1.   Introduction

The main aim of the study was to investigate the impact of public libraries on the development of information literacy in communities in the Eastern Cape Province of South Africa. The following research objectives were addressed:

- To find out how public libraries in Buffalo City Metro ensure equity of library and information service provision to the user communities.

- To find out how public libraries in Buffalo City Metro support education and lifelong learning.

- To identify the challenges that the Buffalo City Metro public libraries face in rendering library and information services.

- To investigate the role of the Buffalo City Metro public library professionals in marketing the library services to the community.

The study employed a mixed methods research approach to soliciting the views from respondents. Often, a study that uses only qualitative data or quantitative data misses the rich interpretation that an integrated approach makes possible, particularly when investigating social phenomena such as the impact of any social institution (Kumar 2011). The study was informed by the Social Justice and Inclusion theory by Khathi (2013). The social justice theory states that it is a fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background (Van den Bos, 2003). The population of the study comprised of the users and librarians of the Buffalo City metro public libraries.

6.2.   Summary of the dissertation

This dissertation comprises of six chapters. Chapter One gives an introduction and background of the impact of public libraries on information literacy in communities. The research problem, research objectives and questions, study site and the significance of the study are presented in this chapter. An outline of the structure of the dissertation is also presented in this chapter.

Chapter Two of the dissertation presents the theoretical framework where the Social Justice and Inclusion theory by Khathi (2013) is discussed. This theory states that there should be a fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background. In addition, Chapter Two also presents an extensive literature review on the broader issues of information literacy and public libraries. The review of literature is organized according to the research objectives of the study, the theoretical model and the broader issues that were brought up in the problem statement.

The third chapter discusses the research methodology which gives a full description of the research methods, research design, the population of the study, sampling procedure, data collection procedures, data analysis, validity and reliability, and ethical considerations employed in the study. Chapter four presents the analysis and presentation of results obtained from the quantitative survey questionnaire and qualitative interviews. The analysis of the data attempts to address the research objectives that guided the study. Chapter Five presents the discussion and interpretation of the findings in accordance with the theoretical framework and literature. Finally, Chapter Six presents the overall summary of the findings of the study and providing conclusions and recommendations to the study.

6.3. Summary of findings

This section summarizes the findings of the research in accordance with the research objectives of this study. The findings of the study attempt to address the four main objectives of the study which guided the study.

6.3.1. Findings regarding equity of library and information services to the user communities.

The first objective of the study sought to investigate how public libraries in Buffalo City Metro ensure equity of library and information services provision to the user communities. The results from the current study show that regardless of South African LIS environment having contradictions resulting from years of apartheid, most of the Buffalo City Metro public library patrons indicated that they experienced fair and equitable access to library and information services. In addition to participants' quantitative responses, the qualitative excerpts from librarians attested to the library

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having a classification system that allows easy access to library resources. The librarians also confirmed to treating every library user equally to uplift the standards of the community although they revealed the unavailability of rooms for disabled users. Social justice is of the view that everyone deserves equal economic, political and social rights and opportunities. Social justice aims to open the doors of access and opportunity for everyone without any exclusion or discrimination in a society (Khathi, 2013). In addition, findings of the study also revealed that the Buffalo City Metro public libraries have a diversity of users, ranging from different age groups and social standing. This attests to equal access to library and information services for the whole community to inform the citizenry of the country as this play a key role in information, knowledge, and wisdom development that translate to community development (Forsyth, 2005; Koneru, 2008; Stipanov, 2005).

Reviewed literature indicated that public libraries can play an essential role in social justice and social inclusion. Library and information services are key role players in providing unobstructed access to important resources for economic and cultural advance. In doing so, they contribute effectively to the development and maintenance of intellectual freedom, safeguarding democratic values and universal civil rights (Fourie, 2007; UNESCO, 2014; American Library Association, 2014; Marquard, 2016). Thus, the findings of the study clearly show that the Buffalo City Metro public libraries adhere to equal access to information as articulated by the Bill of Rights enshrined in the Constitution of RSA.

6.3.2. Findings regarding the role of public libraries on Education and lifelong learning

The second objective of the study sought to investigate how public libraries support education and lifelong learning amongst the communities they serve. According to UNESCO's Manifest for public libraries, the public library is a local information centre which provides its users with basic conditions for learning throughout their whole life, and its services are based on equal access to everybody regardless of their age, race, sex, religion, nationality, language or social status. Its basic tasks, among others, are developing literacy, supporting formal education and lifelong learning, and the like.

The results from the current study revealed that the Buffalo City metropolitan public library users have little knowledge about literacy programmes that are taking place in

the library. In addition, the majority of respondents were never alerted about any programmes in the library. However, attestations from the librarians showed that the libraries provide literacy programs and that the users are well aware of the services provided by the libraries. Thus, conflicting realities exist between library users and librarians and this might be a result of lack of effective communication of the activities that take place within the library. Literature reveals that education is the foundation capital of a contemporary society as it is a key factor to economic development (Buschman, 2007; and Kabamba, 2008 & Marquard, 2016). Thus, formal education in educational institutions such as schools, colleges and faculties guaranteed employment until recently, but today it does not guarantee a work-place one can be certain of, and besides, ever more attention is paid to informal forms of education through additional courses, seminars and different programmes, and to education an individual receives owing to one's work, communication, reading, development of skills, experience and knowledge. All stated forms of education can be covered by the term lifelong learning (Marquard, 2016). This reveals that it could be possible that the Librarians create awareness and market the programmes that they offer.

6.3.3. Findings regarding the role of public library professionals' in marketing their services to the community.

Public libraries are among the most important places for the members of a given community to connect with information so that they may read, interpret, and produce information that will be appropriate and valuable to the community. By making information literacy a core mission, public libraries can reach out to all who wish to be lifelong learners rather than just the institutionally educated elite and, in so doing, nurture democracies. Therefore, the third objective of the study sought to investigate how public libraries help to create awareness of the services they have for the community. From the findings, it has been evidenced that the Buffalo City Metro public libraries market library services by word of mouth, posters and notice boards as indicated by the majority of the respondents. In addition, attestations from the librarians indicated that notice boards and word of mouth were the most popular ways of marketing library services. However, it was found that the use of emails is less prevalent in the marketing of library services. Thus, the verdict of the study contrasts with findings from reviewed literature that put forward the use of once-off library orientation during the Annual Library week in public libraries (Hart, 2006; Clark, &

Hawkins, 2010; Behera & Singh, 2011; Rafi, Ali & Ahmad, 2016). In light of the above, it can be concluded that the marketing of library services will and can increase the overall community awareness of the library.

6.3.4. Findings regarding challenges faced by public libraries in rendering information services

Public libraries have always been a source of information by providing activities in an attempt to upgrade professional competencies for individuals, thereby offering support to other institutions through literature and foundation for lifelong learning. The importance of public libraries has been realised by societies today, and it is beyond any shadow of a doubt that new services will have to be used in approaching the user who has complex information needs.

In developing countries, public libraries are always viewed negatively due to their low-quality collection and unsatisfactory service delivery. Public libraries in the Buffalo Metro-city are faced with a myriad of challenges ranging from inadequate library operating hours; limited information sources; lack of information retrieval training to patrons; internet connectivity issues; lack of professional staff and lack of training on the latest technological trends. The basic reason for these challenges is financial constraints as public libraries are dependent on government subsidies and donations. This normally leads to a failure to retain competent staff and keeping up with changes in the digital world. Consequentially, the community suffers from a lack of access to library and information services.

Given the role of public libraries in enabling long-life learning and education, communities are reasonably affected with anomalies in the library operations. The existence of non-professional in technical centres shows a lack of research and incompetency of policymakers has become a question mark on libraries' future. Shortage of fulltime professionals and bad administrative policies compel the professionals to better incentives (Haider, 2007). Financial constraint not only affects the quality of collection but also digitisation of available records, periodicals, automation and preservation of library materials due to the technological involvement (Khan & Bhatti, 2014). Thus, library personnel are required to engage in the latest training courses on IT for better service delivery according to the dynamic future.

6.4. Overall Conclusions

The study sought to investigate the impact of public libraries on the development of information literacy in communities in the Eastern Cape province of South Africa. This research explored how public libraries in Buffalo City Metro ensured equity of library and information services provided to the user communities; how they support education and lifelong learning; the challenges that the libraries face in rendering services; and the role of library professionals in marketing library services to the community. It is evident that there are equal access and provision of library and information services in the Buffalo City Metro public libraries as it had a wide spectrum of different users with different age groups and social standings. In addition, the study concludes that the majority of the users in the libraries are young adults and this can be attributed to their educational status and the need to seek employment after secondary and tertiary education. The rendering of equal access to library and information services is in conjunction with the Social Justice and Inclusion theory by Khathi (2013) which advocates for fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background.

The study concluded that there were library literacy programs which assist in effective information seeking; informed choice of information sources; information evaluation and selection; comfort in using a range of media to best advantage; awareness of issues to do with bias and reliability of information; and effectiveness in transmitting information to others. Access to information through public libraries empowers every citizen and embraces the notion of social inclusion, as the librarian will become an active facilitator of education and lifelong learning in the society.

It is also clear from the findings that the Buffalo City Metro library professionals indulged in the marketing of library and information services, though the users thought otherwise indicating a lack of effective communication. The major marketing strategies to market the library and information services used in the Buffalo City Metro public libraries included posters, word of mouth and notice boards. However, it has been revealed that digital strategies of marketing like emails, social media and library websites were less prevalent strategies for marketing library and information services.

As much as there is equal access to library and information services in the Buffalo City Metro, there are challenges that library professionals encounter in an effort to render library and information services. Some of the challenges that the study found included lack of experienced and trained staff, IT equipment, internet, and unavailability of information sources. All these challenges are attributed to the lack of financial resources as public libraries are highly dependent on government funding and donations from external stakeholders.

6.5. Recommendations

On the basis of the findings and conclusions of the study, the following recommendations were made in an effort to alleviate information literacy in public libraries in the Eastern Cape Province of South Africa.

6.5.1. Establishing a marketing strategy

Key results of the study revealed that there are few marketing strategies for raising awareness of the library and information services in the Buffalo City Metro public libraries. It has been recommended that the Buffalo City Metro public libraries should implement a well-defined marketing strategic plan that will have a well-defined outline of the available library and information services.

6.5.2. Motivating for funding

The major reason for the challenges faced by the libraries in the provision of library and information services has been attributed to financial constraints. Hence, library management should motivate for funding from private and other stakeholders. This could help improve the infrastructure and latest library collection within the public libraries.

6.5.3. Creating an integrated system for all the libraries in the metro-municipality

Findings of this study indicated that the Buffalo City Metro public libraries have poor services due to lack of finance, latest technology and qualified staff. Hence, for effective and efficient provision of library and information services, public libraries should engage and create an integrated web-based system that enables effective communication and resource sharing.

6.5.4. Creating adult literacy programs

It has been revealed by the study that the majority of the users are between the ages of 18-25 and users above the age of 25 are fewer. This can be attributed to ignorance of the library and information services of the library. Thus, this study recommends the implementation of adult literacy programs which will promote education and lifelong learning.

6.5.5. Raising awareness of Information Literacy

As the findings of the study concluded that the marketing of library and information was done through word of mouth, notice boards and posters. These strategies are limited as they do not attract many people in various geographical locations. It is also recommended that the public libraries should take full advantage of the Annual Library Week to market the library and information services they offer. In addition, they should create social network platforms for marketing since we are living in a digital era where everyone is virtually connected. Some of the social media platforms include Facebook, Twitter and Instagram.
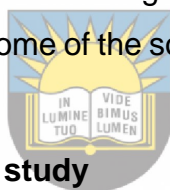
6.6. The Contributions of the study

The findings of this study contribute to public libraries research, policy on information literacy and equality right to information services in South African public libraries.

6.6.1. Contribution to Research

The findings of this study contribute to research. Information literacy and equal access to information services would enable effective life-long education and efficient public functioning of libraries as per the IFLA mandate. If well and successfully implemented it will improve the welfare of society and uplift the literacy levels. The results of this study are useful to public libraries, educators, municipalities, students and researchers carrying out information literacy-related studies.

6.6.2. Contribution to Policy

The results of this study contribute to the formulation of policy. The results assist in informing a policy framework for creating information literacy awareness programmes in an attempt to uplift the education standards of the societies in South Africa. There is a need to put in place policies that encourage equal access to information services

and lifelong education to improve public welfare and also to uphold the human rights to access of information as enshrined in the Bill of Rights of the South African Constitution. The outcomes of this study create sentience among policy-makers and practitioners about policy and the continuous need for literacy awareness programmes in enhancing long-life learning and education.

6.6.3. Contribution to Practice

The findings of this study have implications for patrons, public library staff members and management. The findings of this study have indicated how public libraries can uplift societies and improve their literacy levels and information needs. However, challenges like lack of adequate and competitive staff, short opening times, financial and budget issues, technological constraints and large infrastructure and collection resources have been identified. Hence, public library staff need to be aware that the training of users and marketing of resources available is of paramount importance when raising awareness on information literacy. As stipulated by the Social justice Model, the study has also unveiled the importance of equal access to information resources as this is a constitutional right of all human beings.

6.6.4. Areas of further research

As the current study was predominantly quantitative, it is vital for the researcher to recommend that a pure qualitative design is employed by the use of in-depth interviews and observations to investigate how library and information services are being rendered in the public libraries. The study was carried out in one municipality, and it has been concluded that more research should be carried out in other municipalities of the Eastern Cape Province to come up with inclusive results.

6.7. Final Conclusion

The main aim of the study was to investigate the impact of public libraries on the development of information literacy in communities in the Eastern Cape Province of South Africa. The study explored how public libraries ensure equity of library and information services to the user community; how public libraries support education and lifelong learning; and the role of library professionals in marketing library and information services. The study also investigated the challenges that the Buffalo City Metro face in rendering library and information services. The Social Justice and

Inclusion theory by Khathi (2013) underpinned this study as it advocates for a fair and equitable distribution of power, resources, and obligations in society to all people, regardless of race or ethnicity, age, gender, ability status, sexual orientation, and religious or spiritual background. A mixed methods research approach was employed in the study for inclusive data regarding the impact of public libraries in promoting literacy in the Eastern Cape Province of South Africa.

Findings revealed that the Buffalo City Metro public libraries render equal access to library and information services as evidenced by the diverse age groups and social statuses of the library users. In addition, the study concluded that the majority of the respondents included young adults ranging from 18-25 years, signifying that they are the secondary/tertiary school leaving individuals in pursuit of opportunities. It has also been revealed that the Buffalo City Metro engages in literacy programs to ensure quality education and lifelong learning. Some of the marketing strategies that have unveiled in the study include posters, word of mouth and notice boards. However, the study also unravelled the challenges faced by library professionals in rendering library and information services. Some of these challenges include financial constraints, untrained staff, lack of internet and IT equipment. The study recommends the creation of a marketing strategy, motivating for funding and raising awareness of the importance of public libraries in promoting information literacy in communities.

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Appendix 1: Cover Letter 1

Dear Participants

My name is Nokuthula, Gunuza. I am currently studying my Master's in Library and Information Science degree at the University of Fort Hare,

I kindly ask you to respond to the attached questionnaire on **The Impact of Public Libraries in communities of the Eastern Cape Province: a case study of Buffalo City Municipal libraries in King William's Town.** Please understand that you are not being forced to take part in this study and the choice of whether you participate or not, is yours, however your participation in this study would be highly appreciated. For the success of this study relies on the information that will be gathered by means of the attached questionnaire.

Please be assured that your name will not be recorded anywhere, and you are free to withdraw from the study anytime you do not want to continue. Furthermore, the information gathered will be only used for the purpose study.

Yours sincerely

Principal Researcher: Nokuthula Gunuza

Contact: 0834139128

Email: 201212538@ufh.ac.za / thulagunuza@gmail.com

Appendix 2: Questionnaire 1

INFORMED CONSENT

I hereby agree to participant in research regarding the Impact of Public Libraries in communities of the Eastern Cape Province: a case study of Buffalo City Municipal libraries in King William's Town.

I understand that I am participating freely, and I have a right to pull out from the interview or questionnaire should I feel that I do not want to continue, and I understand that I will not be penalised for that.

I understand that confidentiality and anonymity will be assured throughout the questionnaire or interviews.

……………………………..

Signature of participant   **Date……………………**

I hereby agree to the tape recording of my participation in the study

....

Signature of participant   **Date………………………**

SECTION A: PERSONAL INFORMATION

1. Male [ ]   Female [ ]
2. Marital status

Married { }	Divorced { }	Widow { }	Single { }

3. Age

10-15	16-25	26-35	36-45	46years and above

4. Race

Black	Coloured	White	Indian

5. Nationality

South African	Other (please specify)

6. Current employment status

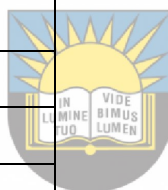| Schooling	Employed	Unemployed	Pensioner

SECTION B: EQUITY OF ACCESS

7. Does the library provide equal access to library services / resources to all users?

Yes	No

8. What purpose do use the library for?

School	
Work	
Personal	
Leisure	

9. When I visit the library, I use the following resources

Computer	Books	Newspapers	Photocopy? print

10. How often do you use the library?

Daily	A few times a week	A few times a month	Occasionally	Never

11. How long do you use the library?

0-1 hour	
2-4 hours	
5-8 hours	
8 hours and more	

12. Is there a time where you were looking for an information, but you couldn't get it, because of your age, gender, disability?

Yes	
No	

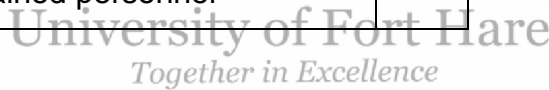## SECTION C: EDUCATION AND LIFELONG LEARNING

13. Do you attend any activity programmes in the library?

Yes ( )   No ( )

14. If No, what is the reason?

1. Lack of awareness	
2. You do not have time	
3. Lack of resources	
4. No trained personnel	

15. What activities are you involved in the library?

Reading and writing	Story telling	Work exhibition	Community programmes

16. When you are in the library do you get all the information you need?

Yes	No

17. Is the information always relevant to your information query?

Yes	Sometimes	No

18. Do the librarians help you to meet your information needs?

Yes	

No	
Sometimes	

19. In what way does the library contributed to your life

      Positively ( )   Negatively ( )   No change at all ( )

20. Can you recommend the use of the library to your friend?

    Yes ( )No ( )

SECTION D: MARKETING OF LIBRARY SERVICES

21. Does the library alert you when they have programmes?

Never	sometimes	Yes

22. If yes, how do you get the message, by?

1. Email	
2. Word of mouth	
3. Posters	
4. Notice board	

23. Are you a member of the library?

Yes		No	

24. If No, please provide a reason

……………………………………………………………………………………………

……………………………………………………………………………………………

25. If yes what are the benefits of being a member?

……………………………………………………………………………………………

……………………………………………………………………………………………

SECTION E: CHALLENGES FACED BY USERS

26. Are you able to access the library materials every time you have an information need?

Yes	
No	

27. What are the main barriers to accessing information from the library?

Inadequate library operating hours	
Unavailability of information sources	
Information sources are remotely located	
Inability to search for the information on my own	
No internet in the library	
Lack of assistance from the Librarians	
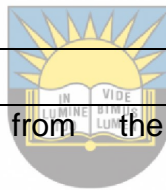
28. What do you usually do when you cannot retrieve the information you are looking for in the library?

Ask for help from the librarians	
Abandon your information needs	
You go to other libraries	

29. Do you think that the library serves its purpose?

Yes	
No	

30. Have you ever talked to the Librarians about any challenges you face in the library?

Yes ( ) No ( )

31. If YES, where there any steps taken to make sure that you do not come across with same challenges again?

Yes	
No	
Am still waiting for the response	

30. How would you rank the services of this library on a scale of 1 (lowest score) to 5 (highest score)?

1	2	3	4	5

Thank you for taking the time to complete this questionnaire.

University of Fort Hare

Together in Excellence

Appendix 3: Interview Guide 1

QUESTIONS FOR LIBRARIANS

1. What does the library do to ensure equal access to all library services and resource to all members of the community?
2. Does the library have rooms for disable people?
3. What programmes does the library have for old age people?
4. Which information resources do they always make use of?
5. What information needs do the users always look for?
6. Do you have information literacy programmes prepared for users?
7. When and how often are the programmes organised?
8. How do you support education and lifelong learning in your library?
9. Do you have any shortage of resources that hinder you in providing access to the users?
10. Do the community know all about the services that the library provides?
11. How do you market your services?
12. How often do you conduct community outreach programmes?
13. What kind of quires do you receive from the users?
14. Can you identify the challenges that the library has?
15. What is it that you would like to change or improve about your library?

Appendix 4: Ethical Clearance Certificate 1
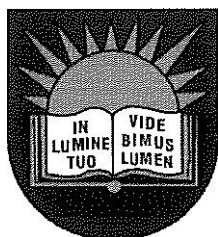
University of Fort Hare

Together in Excellence

ETHICAL CLEARANCE CERTIFICATE

REC-270710-028-RA Level 01

Certificate Reference Number: MUC051 SGUNOI

Project title:	The impact of public libraries in the Eastern Cape Province with reference to three Buffalo City Municipal libraries in King Williams' Town.
Nature of Project	Master's in library & Information Science
Principal Researcher:	Nokuthula Gunuza
Supervisor:	Dr N Muchaonyerwa
Co-supervisor:	N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the abovementioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

● Any material change in the conditions or undertakings mentioned in the document;

● Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if o Any unethical principal or practices are revealed or suspected; o Relevant information has been withheld or misrepresented; o Regulatory changes of whatsoever nature so require; o The conditions contained in the Certificate have not been adhered to.

- Request access to any information or data at any time during the course or after completion of the project.

- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office.

The Ethics Committee wished you well in your research.

Yours sincerely

Professor Pumla Dineo Gqola

Dean of Research

27 June 20

Appendix 5: Letter of request to conduct

71 Joza Street Grahamstown

6139

Date: 04 June 2018

THE CITY MANAGER

BUFFALO CITY METROPOLITAN MUNICIPALITY   .

PO BOX 134

EAST LONDON

5200

Dear Sir,

RE: REQUEST FOR PERMISSION BY STUDENTS TO CONDUCT RESEARCH
STUDY AT BCMM

I am a student at University of Fort Hare, completing master's in library and Information
Science. I am sure you are aware that any post graduate study involves completion of
a Treatise or Dissertation or Thesis. It is for this reason that I request your personal
and professional permission to partake in my research in directorates and departments
within BCMM.

The title of my research Treatise or Dissertation or Thesis, the information needs and
information-seeking behaviour of community Library users in Msunduzi branch
libraries, Pietermaritzburg is, The Impact of Public Libraries in communities of the
Eastern Cape Province: a case study of Buffalo City Municipal libraries in King
Willian's Town and is being undertaken under the Supervision/s or Promotion/s of DR
Ndakasharwa. Muchaonyerwa

The objectives and aims of this research are

> 1.   To find out how these three libraries in Buffalo City Metro public
> libraries ensure equity of library and information services provision to the user
> communities.
>
> 2.   To find out how public libraries, support education and lifelong learning
>
> 3.   To identify the challenges that public libraries faced in rendering library
> and information services with reference to the three libraries.
>
> 4.   To investigate the role of library professionals in marketing the library
> services to the community.

The main aim of this study is to examine the impact of public libraries in the
communities of Eastern Cape Province in three libraries at Buffalo City Municipal and
to understand how public libraries contribute to the development of community and its
users.

The research study shall make use of interviews/completion of questionnaires with key selected potential participants or respondents, chosen through/according to the descriptive survey research design approach will be used to collect both quantitative and qualitative data. Qualitative will be used to collect data from the interviews and quantitative will collect the data from questionnaires. The potential participants or respondents would thus include the users of those three libraries and the librarians, the librarians were purposively chosen because of their levels of education and positions at work to meaningfully contribute to the objectives of this study and provide information on the impact of public libraries. The study will be beneficial to BCMM because the main significance of this study is that it will contribute an informative addition to the existing literature about the impact of BCMM libraries in the communities. The knowledge that may come from this study might influence the government to allocate more funds for BCMM libraries. Nwokocha (2010) observes that lack of funds is still one of the biggest problem's libraries face and this hinders the development of public libraries. Finally, this study hopes to open the minds of people of the BCMM to see that public libraries are the heart of the community.

The ethical research principles will be strictly adhered to throughout the research process so as to maintain a high standard of work and a high quality of the research study. The information obtained will be used only for purposes of this study and will ensure anonymity and confidentiality of potential research participants or respondents A copy of the full research report, once approved by the University will be handed to BCMM.

I thus, request granting of permission to collect the necessary data information from relevant officials (and Councillors) at BCMM for the purposes of completion of my Research Treatise or Dissertation or Thesis

Your kind assistance in granting me permission will be highly appreciated and thank you for taking the time in allowing your staff to be part of this research study as am sure it will not only be of benefit to me but to them as well.

Yours faithfully,

Nokuthula Gunuza

E-mail address: 2012125380ufh.ac.za or thulagunuza@gmail.com Cell phone: 0834139128

CITY MANAGER

Approved	Not Approved

Appendix 6: Permission Letter to collect

BUFFALO CITY METROPOLITAN MUNICIPALITY

<u>MEMORANDUM</u>

Date: 07 JUNE 2018

From: HEAD: INFORMATION   To: NOKUTHULA GUNUZA

KNOWLEDGE

MANAGEMENT, RESEARCH

AND POLICY

Our ref:	Please ask for	Your ref:
	MR J.FINE	
	(043) 705 9742	

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN BCMM:

MS. NOKUTHULA GUNUZA

It is hereby acknowledged that Nokuthula Gunuza, a student at Fort Hare University, completing the Master's Degree in Library and Information Science has met the prerequisites for conducting research at Buffalo City Metropolitan Municipality (BCMM) for partial fulfilment of her degree. She has provided us with all the necessary documentation as per the BCMM Policy on External Students conducting research at the institution. With reference to the letter to the City Manager received on the 07 June 2018, permission was requested to conduct research at BCMM for her Research Report, entitled "The

Impact of Public Libraries in Communities of the Eastern Cape Province: A Case Study of Buffalo City Municipal libraries in King William's Town" This request was acknowledged by the Office of the City Manager, and forwarded to the Information & Knowledge Management, Research & Policy Unit for further assistance. Ms. Gunuza

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was asked to provide the Unit with the necessary documentation, which she subsequently did.

The relevant Officials to assist in the research were identified and duly informed about the research, and the fact that Ms. Gunuza has met all the prerequisites. Their contact details have also been provided to Ms. Gunuza and she was informed to contact them directly for assistance.

We wish you good luck in your studies.

PP

DR T F NORUSHE

HEAD: INFORMATION, KNOWLEDGE MANAGEMENT, RESEARCH AND POLICY

University of Fort Hare
Together in Excellence

Appendix 7: 1Attestation- Language Editor Report

LINGUISTICS EDITORS' INC.

LETTER OF ATTESTATION

1/21/2019

LINGUISTICS EDITORS' Inc.
80 Camper St. Chatsworth, Durban, 4027

Nokuthula Gunuza
University of Fort Hare
P. Bag X1314
Alice,
5700

To whom it may concern:

This document serves to confirm that **Nokuthula Gunuza**'s dissertation whose title appears below has been edited for proper English Language, grammar, punctuation, spelling, and formatting by **Brandon Govender**, a member of Linguistics Editors' Incorporation whose qualifications are listed below.

Dissertation Title: *The impact of public libraries on the development of information literacy in communities in the Eastern Cape Province of South Africa*-**120 pages**. Proposed corrections to be implemented by the author were **1227**.

Brandon Govender (PhD)
BA (NWU); B.Phil (Durham, England; M Phil (University of Cambridge, England); PhD (UKZN)
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Cell: 062 496 6187
LINGUISTICS EDITORS' Inc.

Disclaimer: The editor is not responsible for the non-implementation of the proposed corrections in the final version of the dissertation/thesis.