Bookmobile Library Services as an information ground in Manenberg

Zanele Marina Shabalala
(3771033)

UNIVERSITY *of the*
WESTERN CAPE

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Supervisor: Dr L. King
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DECLARATION

I, **Zanele Marina Shabalala** declare that the dissertation **Bookmobile Library Services as an information ground in Manenberg** is my own work, that all the sources that I have used or quoted have been acknowledged by means of references and that the thesis was submitted to Turnitin resulting in an acceptable low similarity index.

Full Name: Zanele Marina Shabalala   Date: 15 November 2021

Signed:

DEDICATION

To God who gave me the strength to persevere and complete this work.

I dedicate this achievement to

- My parents, **NQOBILE SIBUSISIWE AND BHEKANI LEONARD SHABALALA**
 For your encouragement to put education first because it opens so many doors in life.

- Cape Town Mobile Library Service, for your role in servicing and empowering poor communities around Cape Town, this achievement is in your memory:

**Service started: 28 December 1953 – Ended: 30 April 2021**
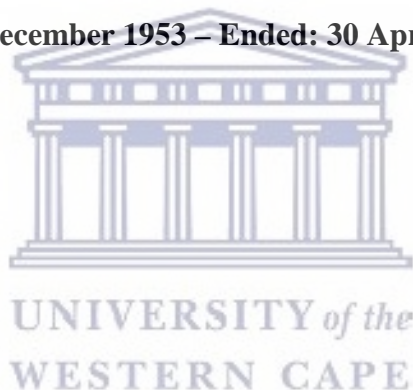
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- Above all, I thank God. "My grace is sufficient for you, for my power is made perfect in weakness. Therefore, I will boast all the more gladly of my weaknesses, so that the power of Christ may rest upon me"

  "2 Corinthians 12:9"
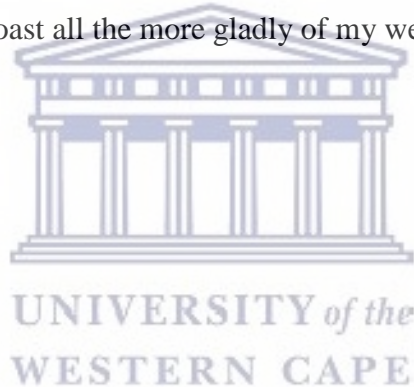
ABSTRACT

The study investigated the bookmobile library service of the City of Cape Town libraries as an information ground and the information seeking behaviour of Manenberg adult library users. The study explored the use of bookmobile services by identified information needs and information seeking behaviour of community members to identify whether the bookmobiles were able to meet them.

The study underpinned the Information Grounds Theory by Pettigrew to understand how individuals visiting the mobile library seek, acquire and exchange information while waiting for the bus as well as when they are in the mobile library. A paper-based questionnaire and interviews were used to gather data from community members at Manenberg, Silver Stream stop. The study adopted exploratory sequential design.

The result revealed that community members perceive the mobile library as playing a big role in information provision and as a meeting place for community member to socialise. The study identified challenges such as the lack of information technology facilities and space within the mobile library. It is recommended that the City of Cape Town embrace new trends and improve their service by providing computers, the internet and new buses.

Keywords: Mobile Library, Bookmobile, City of Cape Town Libraries, Information ground, Information need, information behaviour, Manenberg.

LIST OF ACRONYMS

CD - Compact Disc

Covid-19 - Corona virus 19

CV- Curriculum Vitae

DVD - Digital Video Disc

ICT- Information and communication technology

IFLA - International Federation of Library Associations and Institutions

LIS - Library and Information Services

TV- Television

UNESCO - United Nations Educational, Scientific and Cultural Organization

Wi-Fi - Wireless Fide

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CHAPTER 1

INTRODUCTION

1.1   Introduction

Public libraries are usually places where access to information and works of imagination in a variety of resources in different formats and languages are provided (Forsyth, 2005) and where community members exchange information with librarians and other patrons through small conversations. Public libraries contribute to social capital and social inclusion in making communities stronger. According to Molloy (2010), mobile library services have long been used to provide access to library collections for those who cannot visit the nearest public library building. In disadvantaged communities, the mobile library is seen as a place where community members gain and exchange information through a variety of formats to meet social, educational, cultural and recreational needs.

This study investigated the bookmobile library service as an extension of the public library provided to the Manenberg community, Cape Town, South Africa. Manenberg is affected by social and criminal issues to such an extent that community members are prevented from accessing the public library. The study focused on the information needs and behaviour of the Manenberg bookmobile members and investigated whether the bookmobile is used as an information ground.

1.2   Rationale of the study

Although the role and importance of a public library in the advent of information communication technologies have been questioned, the social role of the library, especially in developing countries, is to provide space, resources, services, and lifelong learning to the communities surrounding the library.

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In many cases, it implies the socially included communities previously deprived of access to library services.

According to Forsyth (2005) and the International Federation of Library Associations and Institutions (IFLA) (IFLA, 2001), a public library is an organisation established, supported and funded by the community, either through local, regional or national government. The collection, equipment and services are equally available to all members of the community regardless of race, nationality, age, gender, religion, language, disability, socioeconomic status, employment status and educational attainment (Forsyth, 2005). The primary purpose of the public library is to provide resources and services in a variety of formats to meet the needs of individuals and groups for education, information, personal development as well as for recreation and leisure. Public libraries therefore play a vital role in supporting the community by providing information such as current awareness, job opportunities and health information. Webb (2010) also emphasizes the public library as a place of information provision and posits that it has an impact on the society by playing a substantial role in the lives of the people by supporting their formal education.
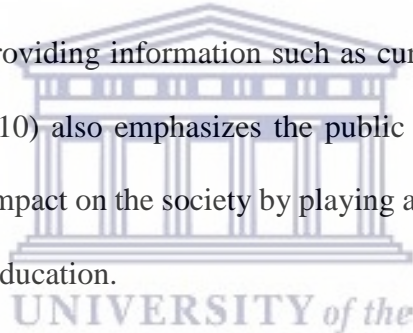
The primary purpose of the public library is to meet the needs of its users. A traditional public library comes in the form of a building, playing an important role in providing a safe social centre – especially in scattered rural areas (IFLA, 2001). Not all community members are, however, able to visit public library buildings. The main reason therefore is immobility due to financial constraints, physical attributes and safety issues.

According to Molloy (2010) and IFLA (2010), bookmobile library services are extensions of public libraries and provide access to library collections for those who cannot visit the nearest public library building, or where there are no or inadequate library services. Brown (1967), IFLA (2010, p. 5) and Mahwasane (2016, p. 257) define a bookmobile library as a motorized vehicle carrying library materials with its major function being to bring the library collection to the patron and allowing the opportunity to select and read books and gain needed information.

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South Africa has many disadvantaged communities. According to Barnes (1994), a disadvantaged community comprises of different elements, but that disadvantaged refers to the unfavourable position in a society, a position of deprivation, lack of opportunity to maximize individuals' potential and difficulty to gain entry into the socio- economic mainstream. In South Africa disadvantaged generally relates to the social and economic position of individuals and their level of achievement. In the library environment, the concept disadvantaged refers to those who are barred from the normal use of the library services.

1.3   Brief historical overview of bookmobile library services

Horrocks and Hargreaves (1961) indicate that bookmobile libraries started to operate around the world as developments for new library areas or as extensions of existing library facilities. In Western Europe, bookmobiles started as horse-driven carriages carrying books mainly to schools, but in the process making books available to citizens across the furthest and remote rural areas. In line with the public library's objectives, the bookmobile library services were later extended to serve children, young adults and adults. This model served as a pilot scheme to countries where public libraries were unknown.

In England and Wales, a mobile library service was developed to address the inequalities between urban and rural areas as well as to provide a service to geographically or economically isolated communities (Want, 1990, p.7). The specialized groups needing library material ranged from the unemployed, housebound (the elderly and physically handicapped) and children. Services and the collections carried were tailored to provide for individual needs.

The first bookmobiles in Africa were in Ghana and Nigeria resulting in delivering reading material to scattered literate populations since 1940. In Ghana, the bookmobile service constituted a display van carrying books on outside shelving with extra cupboards inside to schools and colleges. In Nigeria, the

bookmobile services started as a UNESCO pilot project. In the late 1970s and early 1980s the expense of providing mobile library services became a heavy financial burden and services were gradually reduced (Ward, 1996).

The Western Cape Library Service was established in 1945, with the intention of providing free public library services in the old Cape Province. The objective was, and still is, to assist municipalities with rendering public library services in the Western Cape and thereby to provide library and information services which:

- are free, equitable and accessible

- provide for the information, reading and learning needs of people

- promote a culture of reading, library usage and lifelong learning (Western Cape Library Service, Annual Report, 2014/2015).

In 1955, provision of library services was made a joint responsibility between the provincial administration and municipal authorities. In 1997, the restructuring of local government services lead to six municipalities being amalgamated into the metropolitan area of Cape Town. After the 2000 elections, additional local government changes were made when City libraries, belonging to the City of Cape Town, were affiliated to the Western Cape Provincial Library Service in 2002 (Wehmeyer, 2015). The City of Cape Town Library Service has a vision to empower the community through access to services and resources required for excellence in providing a highly professional and cost-effective lending reference and community information service. Their key objectives are:

- To develop and maintain a balanced and relevant collection which is easily accessible to all

- To provide sufficient well-trained and capable staff to optimize the use of resources available and respond to the dynamic needs of the community.

- To provide standard libraries throughout the city according to an equitable and affordable development program.

- To maintain all library premises

- To utilize and pursue appropriate technology to ensure accessibility of information.

- To promote and market the optimum use of the library materials and facilities to the whole community.

- To promote and support literacy in partnership with other agencies.

- To develop appropriate systems to support the above objectives (City of Cape Town City Policy documents, 2007).

1.4 Brief overview of City of Cape Town mobile libraries

The history of Cape Town mobile libraries dates back to 23 April 1952, when the Council appointed a City libraries development officer. After determining the importance of libraries and visiting about 33 institutions in ten different centres around Cape Town, an interim report led to the approval of the operation of two free mobile libraries serving non-European users. In early 1953, a turquoise blue five-ton chassis Chevrolet bus was purchased at $2.565. The mobile service opened on 28 December 1953, with the bus carrying about 1, 245 books. The bookmobile followed a weekly schedule covering seventeen stops from Camps Bay to Kalk Bay. Within two days the mobile library had about 15 people who had applied for membership and a similar number of books were issued. (City of Cape Town Annual Reports of City library service, 1953, pp. 1- 4)

On 15 December 1954, a second bus was introduced to relieve the strain on the Central Library. In a change to the policy regarding the bookmobile staff, a librarian as well as a driver instead of only a

librarian-driver were required. Membership grew to 13, 616 in one year (City of Cape Town Annual Reports of City library service. 1954).

The bookmobiles called "travelling libraries" provided a valuable service to mostly non-white areas where there were no branch libraries. The buses were in particular very popular among children resulting in children's books having the highest circulation (City of Cape Town Annual Reports of City library service, 1955).

On 24 September 1956, a third bus with new features, brightly painted and named the "Traveller" was introduced to serve seven new stops including two lunch-time stops in the industrial areas of Ndabeni and Paarden Island (City of Cape Town Annual Reports of the Town Clerk, 1956).

Over the years, the busses were altered to carry more stock and hours were amended to suit children and the growing numbers of adult users (Cape Town City libraries Annual Reports of the city librarian, 1964). During the 1980's, the mobile libraries together with hospital and home bound services formed part of the City of Cape Town Library Service's extension services focusing on users who couldn't attend physical public libraries due to, amongst others, geographically isolated areas (Cape Town City libraries Annual Reports, 1988/89; Cape Town City libraries Annual Reports, 1994/95; Hunter, 1998, p.11). Laishley and Zinn (2015) confirmed that the mobile library services were offered to areas that were too small to warrant a library or in developing areas where a library had not been built.

1.5 Modern bookmobile services

Currently bookmobiles operate worldwide in various shapes and forms depending on the country and the areas served (Biko & Papadimitriou, 2014). Buses, bicycles, backpacks, boats, trains and motorcycles are used to cover many areas performing, according to Chowdhury and Islam (2008), the following functions:

- Promote literacy and reading recovery programmes in the community

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- Support sustainable independent and lifelong learning

- Supplement formal and informal education

- Promote awareness of the role of the library in society

- Build on innovative ways to access information for disadvantaged groups of society

- Provide professional advice to institutions and promote best practices in managing small resource centres and or school libraries

Bookmobile services in disadvantaged communities play a major role in bringing the library to the community and encourage children and adults to become library members by providing a welcoming environment and by offering services such as storytelling and attending to reference queries. Bookmobile library services in disadvantaged areas aim to support schools with supplementing school library services, provide library materials, allow interaction and socializing between patrons by providing a safe space and to provide readership advice by recommending interesting age-and-reading-level appropriate reading material. In addition, an inter-library loan service is offered to provide books borrowed from other libraries to supplement the bookmobile collection. The bookmobile library in general is seen as a place where community members gain and exchange information through a variety of formats to meet social, educational, cultural and recreational needs (Molloy, 2010).

Bookmobiles have been enhanced by wireless technology to connect to the main public library and to exchange information by the internet and other technological innovations to provide easy access to electronic information sources and to expand the universe for individuals to reach beyond the traditional bookmobile (Davis et al., 2000).

City of Cape Town bookmobile library services during the study

Bookmobile libraries in South African have played a vital role in providing information services to the most deprived areas such as rural areas, schools, informal settlements and disadvantaged communities.

Bookmobiles operated to promote the use of the library and a culture of reading in order to improve literacy.

The City of Cape Town bookmobile service, funded by the provincial government, provided access to library services to communities around the City of Cape Town. There was a designated librarian to oversee the daily operation of the whole bookmobile service. During the period of this research, three buses were visiting 29 stops in different areas such as Mfuleni (Silversands or Fairdale), Lavender Hill, Garden Village and other places around Cape Town once a week. The targeted stops were schools, community centres, and early childhood development centres. The bookmobile operating hours were from 09:30 to 16:30, three days per week for 27 stops and until 13:00 for the two other stops. These three buses were fully furnished with bookshelves and furniture. The collections carried material in the three official languages of the Western Cape - Afrikaans, English and isiXhosa - and consisted of various forms of information resources such as books (fiction and non-fiction), reference material, newspapers, magazines, CDs and DVDs. Although each bus was equipped with two laptops, a scanner and a printer, no access to the internet was provided to users as, due to the digital divide, the areas visited did not have Wi-Fi connections. Laptops were used to access the City of Cape Town online public catalogue.

Each bookmobile bus was allocated one librarian, two assistants and a driver who ensured the bus arrived at each designated stop. Pre-school children, school learners as well as adult community members were targeted to use the collection and services. Beside library administrative duties, the librarian and assistants promoted literacy and conducted information literacy programmes to both children and adults.

1.6   Bookmobile library services in Manenberg

The small (3.35 km²) Manenberg community was established in 1966 at the height of the apartheid regime's forced removal programme. The township was established to provide semi-detached houses and flats for low-income coloured families. It is located about 20 km from Cape Town's city centre and surrounded by the townships Nyanga, Gugulethu, Heideveld and Hanover Park, all areas currently known for crimes and gangsterism. It is separated from Gugulethu by only a railway line (Jacobs 2010). The population of about 61, 000 consists of 85% coloureds, 10% Africans, 0.55% Indians and 0.08 whites of which 52.24% are female and 47.76% are male. The area is predominantly Afrikaans speaking (71.82%), while 17.78% is English and 6.79% isiXhosa speakers (Statistics South Africa 2011 census). The remaining 3.41% is made up by foreigners. There are three high schools, fourteen primary schools and 27 early childhood development centres (Statistics South Africa. Census, 2011).

According to Mullagee and Bruce (2015), Manenberg is faced with numerous socio- economic challenges such as drugs, high levels of teenage pregnancy, a high level of school drop outs, low literacy levels, low skills, high levels of domestic and other violence, theft, unmaintained housing as well as poverty. According to Lambrechts (2012), 20.61% of males and 18.76% of females of Manenberg's population are unemployed, resulting in most Manenberg residents being dependent on government support through child support, old age pension and disability grants (Mullagee and Bruce 2015).

High levels of especially poverty and unemployment result in community members resorting to crime and gangsterism. Unemployment is one of the main reasons young people join gangs and the drug trade where *dagga* and *tik* are the most prominent drugs. The notoriously high levels of gang violence are viewed as normal and gangs have enormous power over the community. Some gang members in specific territories act as guardians and gatekeepers of the local businesses and organisations within the area resulting in forced "tax" protection money payable by business owners to other gangs (Lambrechts 2012).

Bowers Du Toit (2014, p.4) states that gangsters on the Cape Flats have caused fear and violence preventing communities from enjoying a dignified existence in a healthy environment. The violence and gangsterism cause community members to be afraid to venture out of safe sections of 'gangster owned' areas resulting in them not going to the Manenberg Public Library which is not situated in the centre of Manenberg. This makes it difficult for residents to reach it as they have to pass by gang-dominated flats.
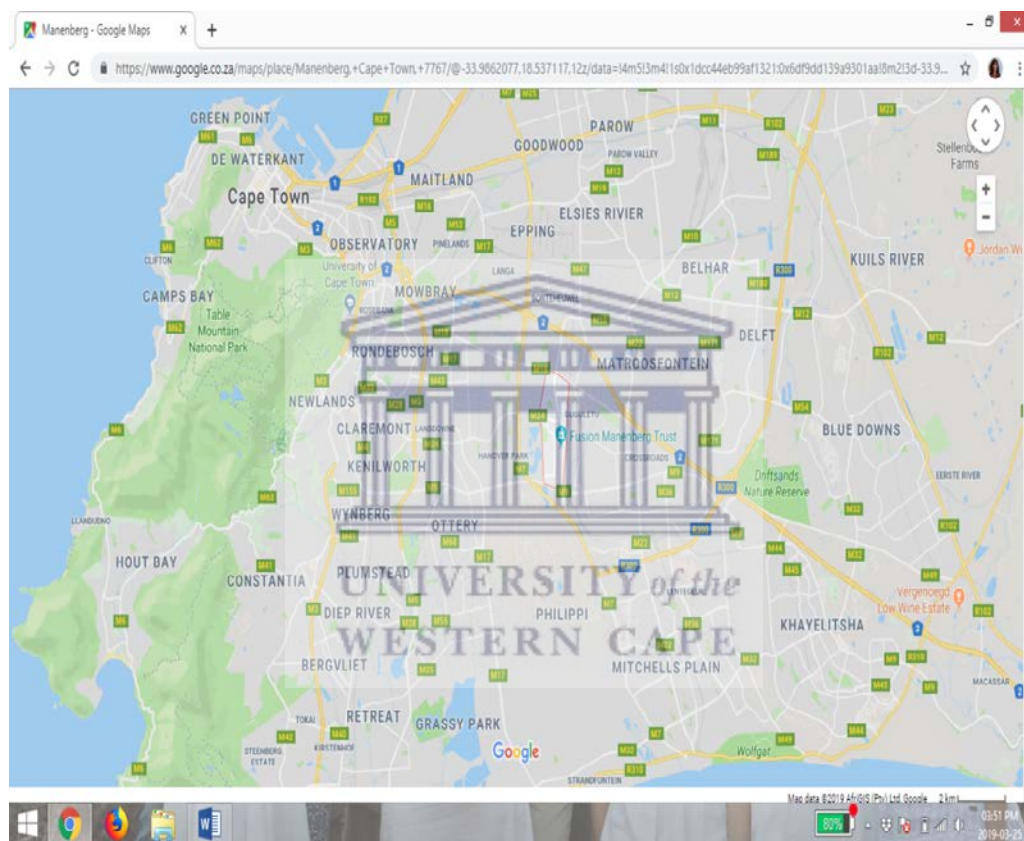
Figure 1.1 Location Manenburg

The Manenberg bookmobile service started on 31 May 2000, when the principal of Silverstream Primary School requested the City of Cape Town to provide library services to the school after a storm destroyed the building and everything inside. The school's governing body argued that a bookmobile was more cost- effective than rebuilding their library; learners would be safer and not risk being exposed to violence when going to the Manenberg Public Library. The City of Cape Town bookmobile

stopped next to the school once a week on a Wednesday morning, from 09:30 to 11:30, allowing both the learners and teaching staff as well as the community to use the bookmobile.
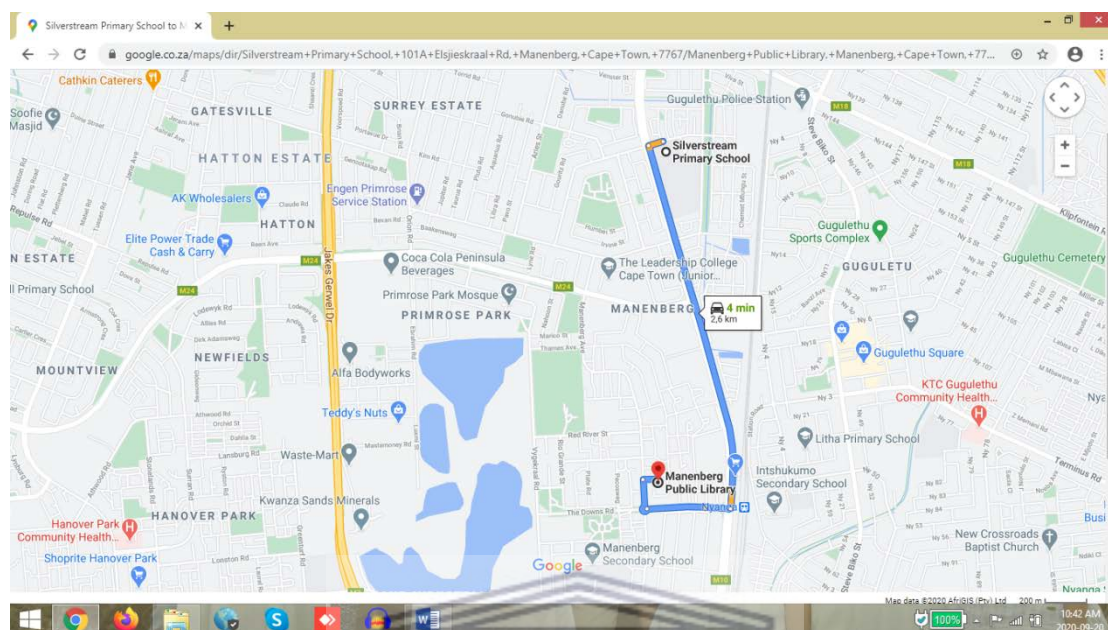
Figure 1.2: Distance between Silver Stream Primary School and Manenberg Public Library

New members were welcomed and issued with membership forms. Circulation was done by issuing books for a two-week period and collecting previously issued books. Children were allowed four to seven books, while adults were allowed seven books (including magazines). Senior citizens received a special privilege of twelve books and/or magazines.

Due to the extremely high crime rate in the area, it had in the last couple of years became very dangerous to provide a public service in Manenberg. Many institutions, organizations and service providers were escorted by the police as workers were scared of being robbed and/or shot at. This has raised concerns about the safety of the bookmobile service providers.

Notwithstanding the challenges faced in the Manenberg community, the researcher, who was a bookmobile librarian, was convinced of the importance of providing the bookmobile service there. Due to Covid-19 arriving at our shores, mobile library services had to be suspended due to the lockdown regulations implemented by government which did not make it easy for the mobile libraries

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and libraries as a whole to operate. Mobile library members had to keep their books for months until it was decided on a way forward to return them. One of the major challenges was the health and safety of both staff and patrons due to comorbidities since Covid -19 was new and there was as yet no vaccines available. However, the mobile library services had also been plagued by continuous maintenance issues due to the condition and age of the buses.

1.7   Research problem statement

Not all community members of Manenberg have safe access to a public library. The bookmobile library service of the City of Cape Town is used to render a service to those affected in the area. Although the bookmobile library service plays a vital role in rendering an information service to the community, no research has been done to explore how the Manenberg bookmobile library services are used, the reasons why patrons make use thereof and how the service fulfils their information needs. The study is based on the assumption that determining the information needs and understanding the information behaviour of the Manenberg bookmobile users, suggestions can be made resulting in a better and more effective service.

1.8   Research objectives

The study focuses on the bookmobile library as an information ground and how users seek information in a bookmobile. The study examined the social role of a bookmobile library and the information-seeking behaviour of library users in a public library environment. The aim of the study therefore was:

- To determine the information needs of the Manenberg bookmobile library users

- To investigate the information behaviour of the Manenberg bookmobile library users

- To determine if the bookmobile library service can be improved to suit the identified information needs

1.9 Research questions

From the research objectives, the following research questions were formulated:

1.9.1 Why are community members using the bookmobile library service?

1.9.2. What are the information needs of the community members making use of the service?

1.9.3. Does the bookmobile service fulfil these information needs?

1.9.4. Do community members use the bookmobile library as an information ground?

1.9.5 How can the bookmobile service to disadvantaged communities be improved?

1.10 Research design

A research design is a plan or blueprint of how you intend conducting research (Mouton, 2001, p.55), while the research methodology is a research model used by a researcher in a particular project aiming at outlining what research method was used (Rossouw, 2003, p.58). This study employed a descriptive case study design. According to Creswell (1998, p.61) a case study is an exploration over a period of time collecting data using multiple tools. The study adopted a mixed methods approach to broaden the understanding by incorporating both qualitative and quantitative research (Creswell, 2009, p. 205), in particular, a sequential explanatory approach as the design consisted of two distinct phases, namely quantitative followed by qualitative data (Ivankova, Creswell & Stick, 2006, p.5). Quantitative data was first collected using questionnaires followed by qualitative data gathered using follow-up face-to-face interviews to explain and clarify data already obtained. To obtain triangulation, an analysis of circulation statistics was done. The entire set of objects or people which is the focus of the research and about which the researcher wants to determine some characteristics is called the population (Bless

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& Higson-Smith, 2000, p. 84). The population under study was the users of the mobile library. According to the latest (2018) statistics from City of Cape Town Libraries, 173 community members of Manenberg are using the services. The research design is discussed in detail in Chapter 4.

1.11 Theoretical framework

According to Robson and Robinson (2013), models are useful for the description and prediction stages, for understanding phenomena and for the development of a theory. They also suggested that many models have been developed that attempt to describe information behaviour. Scholars like Ford (2015), Godbold (2006) and Wilson (2010) provided critique and comparative summaries of different information behaviour models. After various models were consulted, the researcher adopted the Information Grounds Theory by Pettigrew (1999). According to Fisher, Durrance and Hinton (2004), an information ground is a "synergistic environment temporarily created by the behaviour of people who have come together to perform a given task, but from which emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information". The theory is discussed in more detail in Chapter 3.

1.12 Significance of the study

The findings of the study provide a better understanding of the information needs and behaviour of the users of the bookmobile library services in the disadvantaged community of Manenberg. Findings can be used to develop and manage the bookmobile library collection, to adapt the service in order to suit the needs of the users, and to identify strategies to attract more users.

1.13 Limitations and delimitations

Limitations of a study refer to the factors, conditions and influences the researcher cannot control, while delimitations refer to restrictions placed by the researcher on the study.

1.13.1 Limitations of the study

The limitation of a study was that the researcher could not contact Manenberg bookmobile library service users to participate in the study as they had no reliable email addresses or telephone numbers and the environment was not regarded safe enough for the researcher to visit them at home. The researcher had to rely on users of the bookmobile library service being at the bookmobile at the time of the data collection. Due to the ongoing Covid-19 lockdown which started in March 2020 in South Africa, contact with bookmobile users was limited and most community members were too afraid of the virus to use the service. No generalization can therefore be made to all the Manenberg bookmobile members or to the Manenberg community members or to bookmobile library service users in other communities.
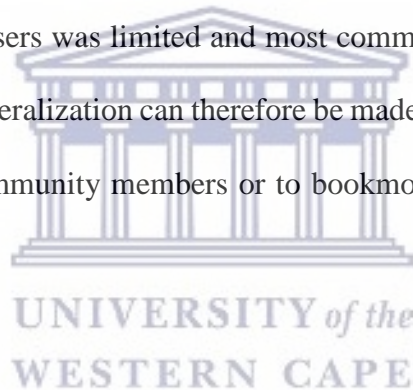
1.13.2 Delimitations of the study

Although most of the mobile library users are children, the study focused only on adult users; not including children is therefore a delimitation. The reason for this is the strict rules stemming from the Western Cape Department of Education policies that protect the rights and well-being of children within the school environment and the reluctance of parents to give consent.

1.14 Ethical statement

This research project was conducted with full compliance to the research ethics norms, more specifically, the University of Western Cape codes and practices. Research was conducted after ethics clearance was obtained from the University of the Western Cape (Appendix A). The researcher

respected the rights of the participants. Participants were promised anonymity and confidentiality. Informed consent was obtained from the participants. The participants were informed that their participation was voluntarily, that they may withdraw at any time, and that collected data will strictly be used for research and academic purposes.

1.15 Definition of terms

Information seeking behaviour

Wilson (1999) conceptualises human information seeking behaviour as activities a person may engage in when identifying his or her own needs for information. Ikoja-Odongo and Mostert (2006) suggest that information seeking behaviour arises from the perceived need of a user, whereby the individual identifies his or her needs for information, searches for information and finally transfers the information obtained.
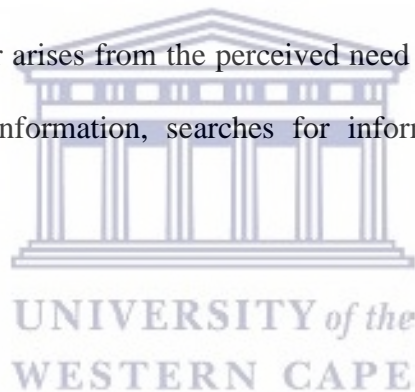
Information need

Case (2002) as well as Ikoja-Odongo and Mostert (2006) define information need as the recognition that knowledge is missing or inadequate to satisfy a goal, driving people into information-seeking that might contribute to understanding and meaning.

Information use

Ikoja-Odongo (2002) suggests that information use is a social action that is notable by a motivation to achieve some goal through deliberate and active exposure of an individual to information sources to hopefully obtain useful information from it.

Information grounds

Fisher, Landry and Naumer (2006) define an information ground as a synergistic environment(s) temporarily created when people come together for a singular purpose but from whose behaviour emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information.

Bookmobile library

A bookmobile library is a vehicle designed, equipped and operated to extend and facilitate access to public library services to those people who do not have reasonably convenient access to public libraries (Davidson & Dorner, 2009). Although the term bookmobile is used for this study, it does not imply that the bookmobile contains only books. To differentiate between the term 'mobile library' currently used for accessing library services by means of mobile technology or devices, the term bookmobile was adopted for this study.

1.16 Outline of chapters

The thesis has six chapters. Chapter one introduces the research project and provides the background and rationale of the study. Chapter two reviews and analyses existing and relevant research and literature on the social role of a public library as seen especially in the manifestation of the bookmobile service and information behaviour of library users in a public library environment. Chapter three conceptually analyses the information grounds theory which framed the study. Chapter four describes the research design and methodology adopted for the study. Chapter five presents the quantitative data gathered by the questionnaire and qualitative data gathered from interviews. Chapter six critically interprets the data through the lens of the theoretical theory as well as literature reviewed. Chapter seven attempts to answer the research questions, concludes the discussion, makes recommendations and points to further research needed.

1.17 Concluding summary

This chapter introduced the study by providing the background and rationale thereof. To provide context, the chapter also gave an overview of the purpose and role of the public library with particular reference to the bookmobile library services as an extension tool of public libraries. A brief overview of the theoretical framework guiding the study as well as the research design and methodology employed was provided. For clarification, definitions of key terms were supplied. The next chapter provides an analysis of relevant studies to provide more insight into the information needs and behaviour of public library patrons.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

According to Neuman (2003), a literature review is based on the assumption that knowledge accumulates and that people learn from what others have done in previous research. The literature review also serves to demonstrate a familiarity with existing literature, establish credibility, shows the path of prior research, integrate and summarize what is known in the area and stimulate new ideas.

Mobile library services are part of the services offered by public libraries. Due to the limited research done and information available on mobile library services, the public library will be used to solidify the context of mobile libraries in reviewing the literature.

This literature review therefore focuses on:

- bookmobile library services,

- the social role of public and especially bookmobile libraries,

- information needs and information seeking behaviour of public library users, and

- improving public library services

2.2 Bookmobile library services

The previous chapter attempted to provide a brief historical overview of mobile libraries internationally and in particular South Africa. This section discusses the few studies on mobile libraries found in the literature. Several scholars have studied bookmobile library services in different part of the world.

According to Fain (2007), the history of books travelling away from libraries to meet the needs of users actually started before the official date of the first bookmobile. The first bookmobile officially began in 1905 in Washington – the result of a dream of a librarian to carry the magic of books to rural residents. Melvil Dewey and Mary Titcomb were at the forefront of the existence of bookmobile libraries.

Greek mobile libraries were first presented by UNESCO in 1956. The mobile libraries covered rural communities ensuring a visit to each village once every two months. The books carried were mainly on how to promote the local economy, social services, literacy and information handling skills. Books were circulated in the village under the supervision of a local mediator (Carpenter and Trohopoulos, 2008).

In the study by Cummings (2009) on Texas travelling libraries and bookmobiles, it was indicated that the idea of travelling libraries emerged early in the 20th century when a wooden crate filled with intentionally selected books was shipped to a particular community. These books were circulated in the community and later sent to another town. Bookmobiles took over travelling libraries because the book boxes sat for months in a fixed location and the content would stagnate. Bookmobiles had the advantage of moving from place to place and allowing patrons at each stop to borrow new book titles.

Tutu (2012) recorded the revolution in mobile library service in Kenya when a new model was adopted. The newly designed vehicles incorporated information technology, allowed for easy access and enhanced physical space. Additionally, mobile libraries were equipped with photocopying and facsimile facilities, online circulation systems, searchable databases as well as multimedia packages.

Biko and Papadimitriou (2014) studied the phenomenon of mobile libraries by closely looking at their service and mobility. Mobile libraries offer a library service in an organized manner within an institutional framework. Mobility does not only concern the routes and schedules, but also to satisfy users' arising needs, to be flexible and able to adapt to any situation. Biko and Papadimitriou (2014) concluded that in order to achieve mobility aims, bookmobile services need to offer knowledge,

education and cultural activities to everyone, children included. They should also offer opportunities for entertainment such as shows and cultural events, as well as create a strong communication network to keep users informed.

2.3 Social and educational role of public and bookmobile libraries

Barclay (2017) indicated that despite the growth of digital information and the questioning of the value of a library, public libraries demonstrate their social worth by providing access to information and technology, enhancing education, as well as promoting self-improvement. Alvim and Calixto (2013) indicate that although public libraries are not considered by authorities when making decisions, they are facilities for communities fighting against poverty and social exclusion. Public libraries are seen as meeting places, social networking facilities and institutions contributing to social capital as well as the well-being and confidence of the community. Bopape et al. (2017) also highlights numerous organizations and individuals within the library field that share this sentiment regarding the importance and the role of public libraries in improving the quality of life of citizens. The role of the public library is described as contributing towards education and lifelong learning, promoting moral values, eradicating illiteracy, alleviating poverty and advocating democracy.

A study by Huysmans and Oomes (2013) on measuring the public library's societal value, indicates that the societal context in which libraries operate is rapidly changing. Public libraries in Africa are perceived as essential places to individuals as well as communities in general and have potential to contribute to community development in areas such as health, employment and agriculture. On the other hand, United States libraries are perceived as places of education, economic development, health, communication spaces where they build new online relationships, provide meeting spaces for those who do not have space, and spaces for acquiring technological skills and free access to information technologies.

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Chen and Ke (2017) as well as Jiyane et al. (2016) indicate that libraries are under pressure to keep up with the digital society, globalization, political influences and budget cuts. However, their studies found that public libraries are used as meeting places and breeding places for social capital and suggested that libraries should strengthen social relationships between staff and users through social networking, providing library activities to cater for all family members visiting the library, bridging social capital and maintaining frequently used services and promoting the less used.

A study by Barclay (2017) on space and social worth of a public library found that traditional library services are supplemented by providing adult literacy education and assisting with job hunting. The library space itself is regarded as a safe sociable space housing information resources and services.

Echem, Lulu-Pokubo and Ejuh, (2018) also emphasize that public libraries as community organizations exist to provide and give access to services in order to meet the needs of the people. Public libraries play an important role in children's education, youth empowerment, adult education, and for those with disabilities. They indicate that public libraries play a role in fostering national integration for development for those who are socially excluded from access to information. For these reasons, they recommend that public libraries, in order to foster this development, need to provide e-libraries to align with provision and access, train and re-train staff with technical skills, provide adequate power supply and enter into collaborative efforts with different stakeholders to support the financial needs of the library.

The South African study by Arko–Cobbah (2006) indicated that the mission of public libraries has been to support the self-education of citizens in order to be able to participate in democratic society. Hence, they also provide community cohesion and decision making. Although many South African libraries face funding and staffing challenges (Strand and Britz, 2018) resulting in the lack of suitable resources and facilities which contribute to information inequality, they still strive to be places of providing free information, mobile library services to outlying areas, and for skills development.

Nassimbeni and May (2006) indicate that South African public libraries have long subscribed to the important educational role of the public library as outlined by IFLA. Due to the unsatisfactory state of South African school libraries, public libraries have been providing space, resources and other facilities for school learners. During the LIASA conferences in 2005 as well as 2006, public libraries were urged to become partners in adult learning, nation building and development.

Hart (2007) also indicates that South African public libraries are seen as agents of development for all rather than cost centres, and contribute to socio-economic development and social inclusion. Due to high levels of adult illiteracy, they focus on adult basic education and offer venues for literacy education and other library programmes. Raju and Raju (2010), in their study of a public library as a critical institution in the South African democracy, indicate that South African public libraries contribute to education especially by supporting recreational reading, lifelong learning, education systems, adult literacy and provision of indigenous language material. Public libraries become agents of change in contributing to the eradication of illiteracy, poverty and unemployment, and focus on providing information for all.
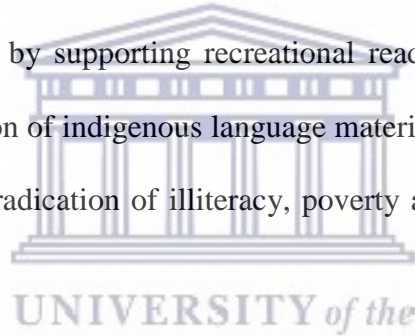
Public libraries also play an important role in social justice and social inclusion as well as in the realization of the Millennium Development Goals by providing ICT related services and offering teaching initiatives (Sias, 2012). The Library and Information Services (LIS) Transformation Charter (LIS, 2009) proposed principles for the transformation of library services to suit the needs of all South Africans. In the overview of South African library services, Satgoor (2015) highlights the importance of libraries in meeting the goals of the national development agenda. In the discussion of public libraries, she refers to the LIS Transformation Charter indicating that public libraries are "tasked with providing opportunities for education, culture, literacy and information provision to reach all citizens free of charge" (Satgoor, 2015, p. 103).

Strand and Britz (2018) agree by stating that in South Africa, particularly in rural areas, many communities are experiencing illiteracy, unemployment and poverty. Due to the apartheid era these

areas lack libraries, suitable resources, facilities and funding, resulting in information inequality, information poverty or no access to needed information. Current public and community libraries need to fill the gap.

Stilwell (2018) explored the role of South African public libraries in providing information to the whole of the population. She concluded that public libraries are important drivers of information access delivery. She highlights that information access contributes to freedom of expression and democratic decision making. However, the lack of librarians' political participation in communities is still an obstacle, and they need more support from professional structures.

Public libraries are important for providing access to information in South Africa as many South Africans can't afford to access information and rely on the free library services provided (Mugwisi et al., 2018).

The study by Khati (2013) on the role of public libraries in bridging the digital divide in Cape Town, indicates that South Africa is one of the most unequal societies in the world. The gap between rich and poor is high and is not decreasing. Because of poverty and under-development, low levels of literacy are evident. A similar study by Modiba and Bopape (2018) on computer and internet services provision by public libraries in North West Province points out that more male clients utilize the libraries' computers and internet than females, and both the unemployed and employed users.

In a recent study, Ledwaba et al. (2020) investigated the extent of internet access at public libraries in South Africa. They concluded that in order to address the problem of internet connectivity in public libraries across the country, there should be a dedicated government owned internet service provider that will help in facilitating the rolling out of telecommunication infrastructure and ensuring equitable distribution resources for enabling stable internet access. However, centralizing funding for internet access can prevent diversion to other societal commitments.

Hart (2004) explored the impact of educational changes on South African public libraries. The study looked at school learners who use two public libraries in a disadvantaged community. The study found that the majority of school learners rely on public libraries for their school learning, However, school learners receive little support or guidance from the staff with the reason being that learners flock in large numbers to the library in the afternoon. The study suggested that libraries have to plan more systematic and structured educational programmes to meet the needs of learners.

Mojapelo (2018) also emphasized the educational needs of users of three community libraries in Limpopo, South Africa. The study indicates that community libraries are still faced with a host of challenges and realities that prevent them from carrying out their mandates, and frustrate both users and librarians. He suggests that officials draw up action plans with the help of the study to improve services to the communities.

2.4 Information needs and behaviour of public library users

Ikoja-Odongo and Mostert (2006), Razaq et al. (2010) as well as Wilson (2000) determined that information seeking behaviour is motivated by an information need and is a complex activity requiring interaction between the searcher, information and the system (e.g., library, database, internet) or the information source (e.g., book, newspaper). It also involves the use of information and access to diverse information resources to deal with work related, personal and social information problems.

According to Kuhlthau (1993), an information need drives people into information seeking. This information need develops when someone becomes aware that something is missing in order to understand something or to solve a problem, and that information is needed for understanding or solving the problem. Kumar and Tholkapplan (2013) suggested that the success of any library depends on whether the collection meets the information needs of the patrons. They emphasized the importance of librarians' awareness of the information behaviour of, and the challenges faced by library users.

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After conducting a study in information behaviour in India, Prabha (2013) indicated that user information needs are complex and varied which makes it a challenge to reveal the precise nature and needs of information of users. In a study done by Olarongbe et al. (2013) examining the information needs and characteristics of users of Oyo State Public library in Nigeria, collecting information from registered users using a questionnaire shows the majority of library users needed academic information and that the users preferred browsing the internet for easy access and a quick method of retrieving needed information. Many users resort to using informal information channels, for example, talking to family members and friends, listening to the radio, reading newspapers as well as watching television.

Similar findings were recorded by Yusuf (2012) who, after studying the information needs, information sources usage and information seeking behaviour of women artisans in Offa Metropolis, revealed that the women preferred to seek information from their friends and relatives and from information centres such as the radio and television. They also used the library, but only used the internet as a last option because of their literacy levels. Machet and Govender (2012) contributed to this when they concluded that new Chinese immigrants in Australia had special information needs which are often not catered for and that new migrants might find the use of English problematic when searching for information.

After conducting a study on information needs and information seeking behaviour, Islam and Ahmed (2012) noted that information access is not equal in society. People living in urban areas can choose from abundant information sources, while people living in poor communities are frequently denied access to information which could improve their lives. The study shows that the information needs of rural community members revolved around information related to their daily lives. Similar results were found by Mutshewa et al. (2010), indicating that the information needs of their participants revolved around current awareness like politics, news, government policies, education, business, and health matters.

Mohammed and Garaba (2019) also determined the forms of information sources and services utilized by rural dwellers in Nigeria. They concluded that most rural dwellers in the study were literate which influenced them in using the public library's information sources and services which revolved around printed materials and traditional library service. However, public libraries should provide innovative library services such as organizing meetings, seminars, workshops adult literacy programmes, repacking, translation services and mobile services to improve living conditions of rural dwellers.

Ward (1996) predicted that mobile libraries in Africa cannot only serve educated and literate rural populations. Librarians need to define relevant programmes and to collaborate with other agencies to satisfy the needs of the greatest number of people.

Along the same lines, both studies (Islam & Ahmed, 2012 and Mutshewa et al., 2010) concluded that libraries need to take into consideration the information needs and behaviour of the communities they serve in order to strengthen information provision and to encourage cultural and social development. This aspect is strengthened by Kaur and Lal (2016) who indicated that public libraries are expected to provide appropriate people-oriented resources and services, aiming at satisfying the general public.

Moodley (2013) in a study on information needs and information seeking behaviour of library users in Pietermaritzburg, looked at four communities' information needs and found that they were related to personal existence, survival and development. For example, in the questionnaire they indicated their information needs as business/ job opportunities, self-improvement, legal matters, local and community needs and news of events. The study revealed that users were using information providers and information sources which they knew best. The study concludes that adult users look for educational as well as leisure information.

A survey of information seeking behaviour of college library users of Assam, India, involving 250 respondents found that college library users prefer using the internet, the reason being that information is embedded in an ICT environment and presented in various forms. The study points out that information seekers experienced challenges when a library has limited resources and an outdated

collection without online journals and e- resources to supplement the available stock (Bhattacharjee et al., 2014).

South Africa

Rodrigues et al. (2006) investigated the provision of public library services to South African multicultural communities. They indicated that the public library service is a fundamental community service through which the collection and services provided contributes towards the development of the community. However, South African public libraries need to ensure that they offer collections and services that are equitable, relevant and representative of all the communities they serve.

Bopape et al. (2017) investigated the information needs of public library users in the Limpopo province, South Africa. They identified career guidance, educational programmes, health information, and crime prevention measures as information needs. The study concluded that the South African public library informs, educates and entertains all age groups through various sources and services.

Kuscus and Fombad (2017) determined the information and recreational needs of the elderly at the Temperance Town public library in South Africa. They found that the elderly users enjoy recreational reading and their information needs are based on their day-to-day lives with their interest being in Afrikaans titles. The study suggested different ways in which the City of Cape Town Library and Information Services can enhance the collection for the elderly and that they would feel socially excluded if not considered when building the collection.

Fourie (2007) on the other hand, focused on the educational and vocational guidance needs of the South African youth and the role public libraries play. The findings revealed that a large number of learners rely on the public library for their school learning. The study indicated that school learners had little support or guidance because library staff placed books on the shelves deemed relevant for

the current projects and the children ended up helping themselves. No education was provided in the use of electronic resources; learners had to learn independently.

2.5 Improving public library services

Ward (1996) called for the need for mobile libraries to prove the usefulness of their services and indicated that librarians need to measure book circulation, patron registration, mobile library visits or information requests as well as their contribution to student learning and improving economic conditions.

After investigating the information needs of public library users in the Limpopo province, South Africa, Bopape et al. (2017) suggested that in order to comply with the information needs of users, public libraries must periodically re-assess the information needs to understand and meet the needs of their communities.

Stejskal and Hájek (2015) evaluated the economic value of the Municipal Library of Prague by looking at different methods of measuring public performance in public library services. Contingent valuation is a common method used. The study recommended the use of the willing to pay approach which enabled researchers to determine users' perceptions of the public service. This method seems to be effective for the public sector and suitable for evaluating public library services.

Zhai and Wang (2016) investigated the effectiveness of library services according to user experiences. They list the need for determining user input as information seeking and retrieval habits for libraries in the computer age. The study found that the relationship between users and library staff disappeared while users required high level of assistance in accessing information sources. Libraries have to keep pace with current technological changes and pay more attention to users' demand to improve relations between users and libraries.

De Jager and Nassimbeni (2012) used some of the activities prescribed by the LIS Transformation Charter to assess the impact of the City of Cape Town Public libraries in the Western Cape, South Africa. The study suggested that in addition to routine collection of statistics, libraries could use one or two regular activities or special projects to gather tangible evidence of how public libraries impact the communities and be able to provide as evidence to politicians and funders proof that there is value in a library.

2.6 Concluding summary

This Chapter reviewed relevant literature that was related to the introduction, bookmobile library services, the social and educational role of the public library, information needs and behaviour of public library users and a way of improving public library services. This was done by looking at various studies around the world and locally. The literature showed that there is limited research in mobile library services and that more studies are needed to get a view of mobile library services. It also explored the public library and librarians playing a role in educating the community and addressing their information needs by improving the service and keeping up with new innovations to address users' needs.

CHAPTER 3

THEORETICAL GROUNDING

3.1 Introduction

Human information behaviour seeks to understand human behaviour relating to their information seeking, foraging, retrieving, organizing and use (Spink and Cole, 2004). Various models of information behaviour were developed. To highlight a few, these models include Pettigrew's Information Grounds Theory, Wilson's information behaviour, "Everyday life information seeking" by Savolainen, Kuhlthua's information search process, Dervin's sense making model, and Ellis behavioural model of information seeking. The models all seek to understand the conceptualization of information behaviour within information users.

According to Robson and Robinson (2013), models are useful for the description and prediction stages of information behaviour, for understanding phenomena and for development of a theory. They also suggested that many models have been developed attempting to describe information behaviour. Scholars like Ford (2015), Godbold (2006) and Wilson (2010) provided critique and comparative summaries of different information behaviour models. After various models were consulted, the Information Grounds Theory by Pettigrew (1999) was adopted to frame the study as this researcher is interested in understanding how individuals visiting the mobile library seek, acquire and exchange information while waiting for the bus as well as when they are in the mobile library

3.2 Pettigrew's Information Grounds Theory

Pettigrew (1999) developed the Information Grounds Theory based on a series of field studies conducted over years. A variety of participants ranging from elderly patients at a foot clinic, tweens, college students, new immigrants in New York, to stay-at-home mothers and migrant Hispanic farm workers, were studied. An array of information-gathering tools like telephone surveys, questionnaires and structured interviews were employed to capture the information behaviour of people as well as the information flow in different gathering places.

The information ground theory can be illustrated as follows:
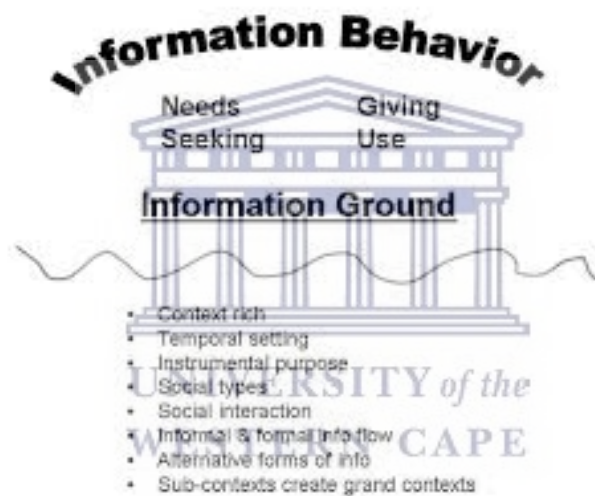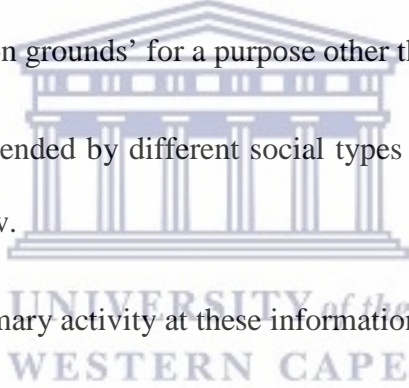
Figure 3.1: Information grounds

Pettigrew (1999, p. 811) defined an information ground as a 'synergistic environment temporarily created when people come together for a singular purpose or activity but from whose behaviour emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information'. In other words, people gather at a particular place for a specific reason and while they are there, they share information by talking to one another. An information ground environment is created by the emergence of a social atmosphere and allows for information to flow by means of interaction in the community setting (Pettigrew, 1999, p.811).

Fisher, Durance and Hinton (2004, p. 756) added that an information ground is temporarily created by the 'behaviour of people who have come together to perform a given task, but from which emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information'.

Although Savolainen (2006) indicates that information grounds are concrete places - such as libraries where information sources are available and accessible - where information seeking occurs, Counts and Fisher (2010) later indicated that the place where people gather does not have to be a physical space. It can also be in the online environment as people 'gather' in groups on social media platforms. The following proposition statements explain the information grounds concept in more details (Fisher, Durrance and Hinton, 2004 and Fisher and Naumer, 2006):

- People gather at 'information grounds' for a purpose other than sharing information.

- Information grounds are attended by different social types of people and they play different roles in the information flow.

- Social interaction is the primary activity at these information grounds resulting in information flow as a by-product.

- People engage in formal and informal information sharing resulting in information flow occurring in many directions.

- Information grounds can occur anywhere and in any type of temporal setting as long as individual people are present.

- People use information obtained at 'information grounds' in various ways and benefit from it in physical, social, effective and cognitive dimensions.

- Many sub-contexts exist within such an information ground. These sub-contexts are based on people's perspectives and on physical factors. Together these sub-contexts form a bigger context.

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3.3 Critique for the Information Grounds Theory

Prigoda and McKenzie (2007) point out that the information ground concept provides a deeper understanding of the activities performed by the community which could be cultural, social and organizational practices. A public library offers users space and allows them to interact with different formats of information as well as with other people be it other library users or the librarians.

Pettigrew/Fisher incorporated in the Information Grounds Theory work by Granovetter (1973) on strength of weak ties, Oldenburg (1991) on third places, Dervin (1998) on information needs, information uses and information in context as well as Chatman (1999) on small worlds.

According to Laszlo (2017) the information ground theory matured into one of the most prominent theories of human information behaviour, especially on qualitative, social constructionist information behaviour research. Understanding the characteristics of information groups can be used to develop social space supporting information flow and human interaction. The theory contributes to understanding the use of social media platforms to engage with information, with society and with the world at large.

3.4 Use of the Information Grounds Theory

Different researchers have used the Information Grounds Theory in different settings such as social networking setting and library environments.

The theory was used to underpin the study by Fisher, Landry and Naumer (2007). Based on the assumption that by creating an in-depth understanding of information grounds, new methods of information exchange can be developed, 729 college students were questioned about the characteristics of their information grounds and how information flow in social settings can be optimized.

Savolainen (2006), after studying small worlds and information grounds, indicates that information grounds are physical and social spaces that in varying degrees allow everyday information seeking and sharing. This sharing, however, depends on the openness of individuals to information at hand.

Counts and Fisher (2010) applied the Information Grounds Theory in an online environment. They studied over time how nineteen participants shared everyday informal information in a mobile messaging system. A mobile messaging system allows for groups to be formed and as such create informal settings for information exchange. Based on their findings, they suggested adding information capital as another proposition to Pettigrew's Information Grounds Theory, as access to information is based on the extent to which the information grounds are exposed, the degree of social capital of the individual as well as the information literacy of the individual.

Based on the Information Ground Theory, Rohman and Pang (2015) found that people in coffee shops seek common ground as it allows them to exchange ideas, creative thoughts and inspirations as well as to empower themselves with messages which brings the community closer. The study also revealed that social networking was used as an information ground as it provided a communication channel for up-to–date information, a way to connect, an information exchange medium and a learning opportunity.

A study of the information grounds of students at Payame Noor University of Kermanshah reveals that the information grounds of the students are friends and relatives, the university campus, the university bus service as well as the public transportation vehicles (Mansoori, Soheili and Khaseh, 2016). Findings demonstrated that choosing and using an information ground are influenced by availability and accessibility of the information ground.

3.5 Application

Pettigrew's Information Grounds Theory was applied in this study to determine if the mobile library bus stop as well as the mobile library bus itself are used as temporary environments where people come together and exchange information. In particular, the fifth proposition of the theory, namely that people engage in formal and informal sharing, and that information flows in many directions. For example, library users may come to visit a mobile library to search for books for educational and recreational purposes, while on the bus the user may acquire or receive information from another borrower which may be formal or informal. The theory will be used to measure if the information needs and information seeking behaviour of library users are met when formal and informal information is shared.

3.6 Concluding summary

This chapter focuses on the information behaviour theories. The chapter outlines the origins of information behaviour theories by looking closely at other researchers in the field. The study offers guidelines, use, critics and application of the information ground theory. The theory is suitable for the study of the information grounds of the Manenberg community, as it provides an understanding of the use of the mobile bus as a temporal environment, where people exchange information that can be used to measure the information needs and information seeking behaviour of library users.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In this chapter the broader scope of the research project is discussed. A research design is a plan or blueprint of how you intend conducting research (Mouton, 2001, p.55). A research paradigm or worldview can be positivist, constructivist, transformative or pragmatic. The research design or strategies of inquiry can be qualitative, quantitative or a mixed method combining the latter and the research method is the form of data collection (Creswell & Creswell 2018). This study used a constructivist research theory as it investigated the bookmobile members' experience of the real world of library on wheels.

In order to align the research design with the study's objectives, the aim of the study is briefly revisited. As mentioned in Chapter 1, the aim of the study was to investigate the information behaviour of Manenberg mobile library users. This research objective gave rise to the following questions which were developed against the theoretical background of Pettigrew's Information Grounds Theory discussed in Chapter 3:

- Why are community members using the mobile service?

- What are the information needs of the community members making use of the service?

- Does the mobile service fulfil these information needs?

- Do community members use the mobile library as an information ground?

- How can the mobile service to disadvantaged communities be improved?

4.2 Research Design

Welman (2012) defines research design as a plan to which researchers obtain research participants and collect information from them. Babbie (2016: 91) posits that before a study can be undertaken, the researcher must clearly specify what the study seeks to find out, why and how to do it. Research has various purposes, such as to explore (exploratory study), describe (descriptive study), explain (explanatory study), to experiment (experimental) or to review. The intention of this study was to investigate the human information behaviour of Manenberg mobile library users employing a descriptive design.

4.3 Research approach

The research approach of a study can be qualitative, quantitative or a mixed methods approach. To broaden the understanding of the human information behaviour of Manenberg mobile library users, both qualitative and quantitative research were incorporated resulting in a mixed method approach (Creswell 2009, p. 205). Creswell and Creswell (2018) indicate that mixed methods have the strength of drawing on both qualitative and quantitative research and minimizing the limitation of both approaches. Various types of mixed method approached exist. Lapan, Quartaroli and Riemer (2012) mention that mixed method design could be confusing to new researchers because there are many types of mixed methods approaches to choose from. This study applied the sequential explanatory approach as the research consisted of two distinct phases, namely a quantitative phase followed by qualitative data (Ivankova, Creswell & Stick, 2006, p.5).

The researcher first collected and analysed quantitative data gathered through questionnaires then collected qualitative data gathered through follow-up interviews. The interviews were used to explain in-depth the results already obtained, to clarify data already gathered and to fill in gaps identified in the gathered data.
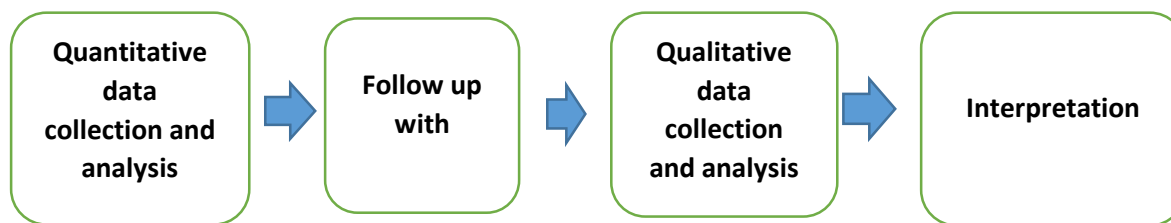
Figure 4.1: ***Explanatory sequential design***

4.4 Research methodology

According to Rossouw (2003), research method is defined as a research model used by a researcher in a particular project aimed at outlining what research methodologies will be used. This study employed a descriptive case study design. According to Terre Blanche, Durrheim and Painter (2006, p. 255), a case study is an intensive investigation of certain individuals or a phenomenon in a contained system, using a mixed method and data to gain deeper understanding. Creswell (2018, p.61) describes a case study as an exploration used over a period of time in collecting data using multiple tools. Case studies are very popular in social sciences. Queirós, Faria and Almeida (2017, p.377) maintain that case studies provide a base in investigating complex situations which consists of multiple variables under analysis. They further indicate that case studies offer a good opportunity for innovation and challenges current theoretical assumptions in a research study. However, it can be hard to generalize when a small number of cases are considered. Yin (2018) indicates that when designing a case study, five components are important, namely:

- A case study's questions; this component forms part of questions that are asked such as" who, where, how and why". They provide a clue regarding the relevant research method to be used.

- Its proposition, if any; this second component, the study proposition, directs attention to something that should be examined within the scope of the study.

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- Its case; this third component, deals with identifying the case to be studied. However, if researchers encounter problems with identifying the case, they have to consider at least two different steps namely, defining the case and the boundaries of the case.

- The logic linking the data to the proposition; this fourth component deals with combining or assembling the case data as a direct reflection of the study proposition. Sometimes researchers are forced to return to their data collection phase to supplement the original data because the data collected is too much or too little to produce results.

- The criteria of interpreting the findings; this last component arises when statistical analyses are relevant. This component leads the design into anticipating the case study analysis and suggests what is to be done after the data have been collected.

This study is a case study of bookmobile library service as an information ground to the Manenberg community in Cape Town, Western Cape.
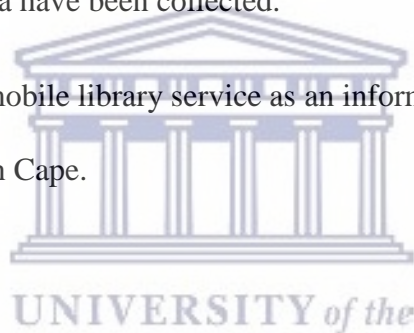
4.4.1 Study Population

The entire set of people which is the focus of the research and about which the researcher wants to determine some characteristics is called the population (Bless & Higson-Smith 2000, p. 84). The population for this study was the adult members using the mobile library in the Manenberg area. The City of Cape Town was, however, willing to give an overall membership number for adults who are registered as mobile library users during February 2020 - 816 adults and seniors. The City of Cape Town was not able to provide the number of mobile library users specifically for the Manenberg area.

Table 4.1

Mobile Library members for the month of February 2020

Adults	741
Seniors	75
Total	816

4.4.2 Sampling technique

Moser and Korstjens (2018, p.10) indicate that a sampling plan is a formal plan specifying a sampling method, a sample size and procedure for recruiting participants. This plan enables researchers to include a variety of settings, situations and a variety of participants, including negative cases or extreme cases to obtain rich data. Rossouw (2003, p.109) argues that it is not possible to acquire information from the total population. The solution will be to select a number of people who meet the characteristics representative of the population from which they were selected. This small group of people is referred to as a sample. Convenience sampling was employed for this study. Convenience sampling is a sample which is convenient or available during a research project (Strydom, 2004, p. 202). Mobile users at the Silverstream Primary School bus stop willing to participate in the study during the data collection period of October to December 2020 were chosen as the sample. Respondents, who indicated on the questionnaire willingness to be interviewed, were interviewed after the quantitative data was analysed. As all the willing respondents were interviewed, the total sample technique was employed.

Sample size

The study had a population of 816; a sample size of 262 was required for the quantitative data-gathering to be representative of the population. However, during the data-gathering period, the whole

of South Africa was placed under the Covid-19 lockdown resulting in the mobile library being taken off the road. In the end, a sample size of twenty was achieved for the questionnaire. The sample represents only 2.45% of all the City of Cape Town mobile users. Although the researcher has worked for seven years as the mobile librarian in the Manenberg area and has experienced that the regular number of adults using the mobile library are about two hundred, no generalization of the findings to the population will be made. Ten respondents who completed the questionnaire indicated their willingness to be interviewed. Again, due to Covid-19 protocols, in total six were interviewed.

4.5 Data collection instruments

For this study questionnaires and interviews were used to collect data. To obtain triangulation, analysis of circulation statistics was done. For the purpose of this study both the quantitative and qualitative research approaches were adopted to solidify views from respondents by means of questionnaires and interviews.
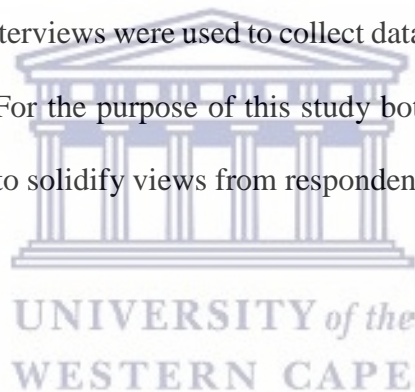
4.5.1 Questionnaire

Questionnaires are popular instruments used in data collection in research. Blaxter, Hughes and Tight (2010, p.201) observes that the strength of questionnaires lies in collecting opinions and experiences of respondents to answer researchers' interests. In this study, the researcher used the delivery and collection method, whereby the researcher printed questionnaires and handed them to a research assistant employed to hand them out and later collected them after they were completed. The reasons for using this approach were multi-fold, but especially due to safety concerns as Manenberg is a gang area. The mobile bus was not on the road due to Covid-19. Since the target respondents were adults with low literacy and digital literacy levels, and with no or limited access to the internet, the questionnaires could not be e-mailed to participants. Due to the Covid -19 lockdown, the mobile bus

was stopped, hence participants could not be reached at the normal bus stop. Because the Manenberg area is not safe due to gang-related fighting and criminal activities, the researcher could not personally administer the questionnaires.

Questionnaires as information gathering instruments

According to Kumar (2012, p.136) a questionnaire is a written list of questions on which respondents record answers. Kumar further indicates that questionnaires have several advantages and disadvantages:

Advantages of questionnaires:

- It is less expensive as you do not interview respondents. Therefore, you save time, human and financial resources.

- It offers greater anonymity as there is no face-to-face interaction between respondents and the interviewer. In some situations where sensitive questions are asked, it helps to increase the likelihood of obtaining accurate information.
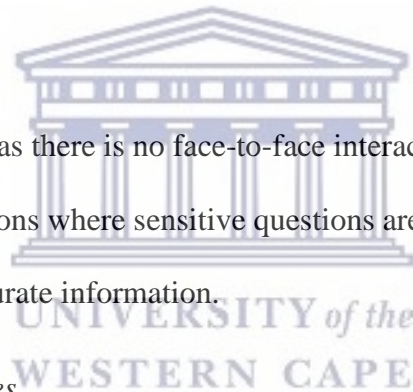
Disadvantages of questionnaires

- Application is limited – questionnaires are limited to a study population that can read and write.

- Response rate is low - people fail to return them. The response depends on a number of factors. For example, topic, layout and length

- There is a self–bias - not everyone returns the questionnaires because there is self-selecting bias.

- Opportunity to clarify issues is lacking - if respondents do not understand some questions, there is no opportunity for them to get clarity unless they get in touch with the researcher.

- Spontaneous responses are not allowed – mailed questionnaires are inappropriate when spontaneous responses are required as they give respondents time to reflect before answering.

- The response to a question may be influenced by the response to other questions - as respondents can read all the questions before answering, the way they answer a particular question may be affected by their knowledge of other questions.

- It is impossible to consult others - with mailed questionnaires respondents may consult other people before responding. If the investigator wants to find out about the population's opinion, this method may be inappropriate when requesting respondents to express their own opinion.

- A response cannot be supplemented with other information - an interview can sometimes be supplemented with information from other methods of data collection such as observation, however, a questionnaire lacks this advantage.

Questionnaire design

The study by Adams and Cox (2008:p19) pointed out that when designing questions, it is important to consider if each question is clear to everyone and questions are kept as short as possible so that respondents will understand and have time to respond accurately. They further indicate that questionnaires should not be long because people have short attention spans and can skim over questions. According to Zohrabi (2013, p. 255), when designing a questionnaire, the researcher needs to ensure that the questionnaire is valid, reliable and unambiguous to the respondent. In addition, questionnaires can provide quantitative or numerical data from close-ended or fixed response type questions, or qualitative data from open-ended questions where respondents are allowed to provide input and opinions. The questionnaire for this study was simple and clear. The questionnaire consisted of six sections: demographic data such as gender, age, work status and frequency of visit. The second section consisted of data regarding time spent using the mobile bus; questions consisted of open- ended questions where respondents could select from provided answers. The third section consisted of topics

discussed while waiting for the bus; the fourth consisted of reasons for using the mobile library; fifth, the information needs and lastly the use of Manenberg library. In all the sections, respondents were given options to compare and select choices, and clarify at the end why they selected their answers. See Appendix for details.

Pre-testing the questionnaire

According to Kumar (2012, p.150) pre-testing or piloting the research instrument entails a critical examination of each question and understanding its meaning to the respondents. However, the purpose is not to collect data but to identify potential problems, understanding or interpreting questions with the aim of re–examining the wording and making it clear for respondents. For the piloting, the researcher requested five colleagues not part of the study to complete the questionnaire. From their responses, the researcher was satisfied with the validity and reliability of the questionnaire.

Administration of questionnaires

Prior to the administration of the questionnaires, the Director of Library and Information Services was approached by the researcher for permission to hand out questionnaires. A letter was attached to the questionnaire requesting users to complete and return the questionnaires. As mentioned, the Covid-19 lockdowns challenged the administering of the questionnaires. Printed copies of the questionnaire were handed out to adult bookmobile users on a weekly basis. In total twenty completed questionnaires were retrieved resulting in a response rate of 99%.

4.5.2 Interviews

Interviews are question and answer sessions. Interviews can be conducted to one or more persons. A researcher should have good listening skills and take note of important information or points. The researcher used semi-structured interviews conducted with the more regular bookmobile users to obtain more in-depth explanations for the quantitative data obtained. According to Fylan (2005, p. 66) semi–structured interviews are great for finding out WHAT rather how many or how much. Semi–

structured interviews have a list of questions that cover the main areas that the researcher thinks are important. Harris and Brown (2010, p.1) indicated that semi-structured interviews begin with a set of open-ended questions, but spend more time probing participants responses and encouraging participants to provide details and clarification. McIntosh and Morse (2015) mentioned that semi–structured interviews are designed to ascertain subjective responses from persons regarding a particular situation or phenomenon they have experienced. Participants are free to respond to these open-ended questions as they wish, and the researcher may probe the responses. Interviews were conducted in English.

Interview schedule

According to Gill et al. (2008, p. 292) when designing an interview schedule, it is imperative to ask questions that are likely to yield as much information as possible about the study and be able to address the aims and objectives of the research. Bearman (2019) outlines three steps of writing an interview schedule. The study used online instant messaging communication (WhatsApp) to gather data from respondents, due to the previous mentioned Covid-19 situation. Face to face interview would have been the initial method, to gather more in-depth information. The interview was scheduled for 30 min per respondents. Respondents were asked five main questions. The questions were open- ended, allowed respondents to clarify more their answers depending on the probing questions. See Appendix for details.

Conducting the interviews

Due to the Covid-19 pandemic, the researcher was unable to conduct face-to-face-interviews. WhatsApp calls were used as a communication medium to interview the participants. The calls were recorded after consent was obtained.

4.5.3 Circulation statistics

To obtain triangulation and to verify information gained from the questionnaires and interviews, the circulation statistics reflecting the titles of material borrowed by the mobile library users was used. The researcher requested from the City of Cape Town Library and Information Services department, the circulation statistics of mobile library users. The department provided circulation statistics of materials per genre for the month of February 2020 and the total overall statistics from July 2019 till June 2020.

Data capturing, analysis and presentation

Data from the questionnaires was captured onto spreadsheets and analysed using Microsoft Excel. Data collected from the recorded interviews was transcribed, coded and themed using AtlasTi. Findings were presented in tables, graphic figures as well as in textual form to reflect trends and patterns.
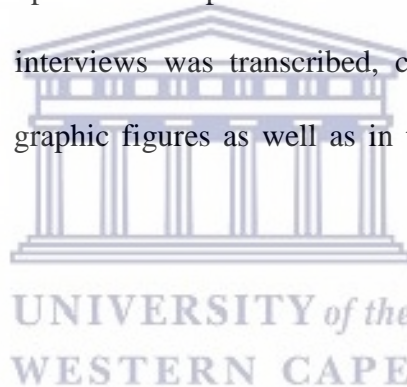
4.6 Concluding summary

This chapter has provided a description of the research design and methodology reflecting how the study was conducted. It explored the mixed methods approach and the use of questionnaires and interviews as data gathering tools. The next chapter will present data gathered and data analysed.

CHAPTER 5

PRESENTATION OF DATA

5.1 Introduction

The chapter presents the data obtained from the questionnaires and interviews completed by adult Manenberg library members frequently using the bookmobile as well as circulation statistics for the City of Cape Town bookmobile service in textual, tabular and graphical form. Data was retrieved from twenty (20) paper-based questionnaires and six (6) WhatsApp interview sessions. The low response rates are due to respondents being reluctant to participate in the midst of Covid-19 pandemic. No generalization will therefore be made.

5.2 Questionnaire

As the participants had limited computer literacy skills and internet access, the questionnaire was designed as a Word document, printed and handed to them. Data obtained from the questionnaire is presented in the following sections:

- Demographic data

- Utilization of the bookmobile in general

- Sharing of information

- Information needs

- Information seeking behaviour

- Importance of the bookmobile service

- Bookmobile versus Manenberg Public Library

- Improving the bookmobile service

5.2.1 Demographic data

The first section of the questionnaire gathered the personal data of the respondents; information regarding gender, age and employment status.

5.2.1.1 Gender

Figure 5.1 illustrates the gender of the respondents reflecting that there were seventeen (85%) female and three (15%) male respondents.
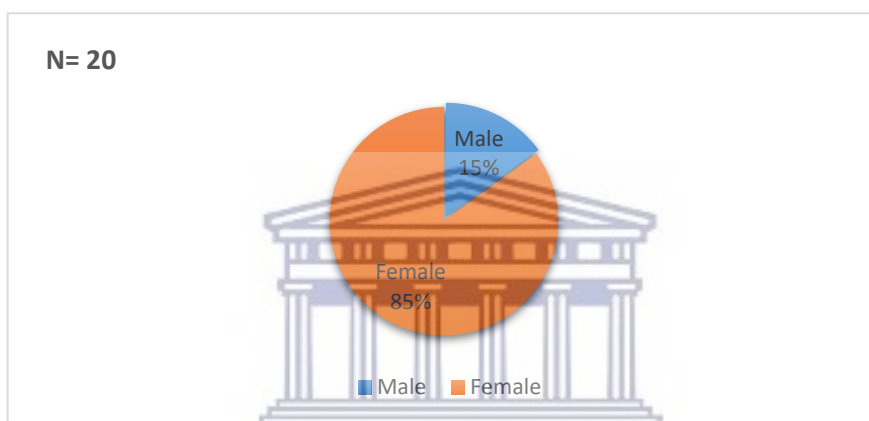
Figure 5.1: Gender

5.2.1.2 Age group of participants

The second question asked respondents to indicate their age by marking the appropriate age group. Figure 5.2 illustrates that the majority of respondents (35%) belonged in the age group 50 years or more. This was followed by age group 41 – 45 years (25%), 31 – 35 years (15%), 26 – 30 years as well as 36-40 years (10%) and 46 – 50 years (5%).
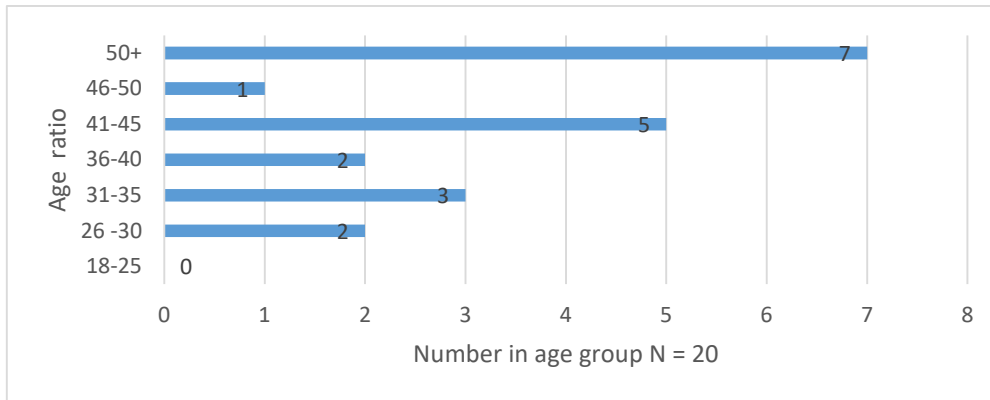
Figure 5.2: Age

5.2.1.3 Employment status

The following question requested participants to indicate their work status by marking the appropriate option. Figure 5.3 reflects that the participants were - employed two (10%), housewives five (25%) or retired five (25%). The biggest group was the seven (35%) unemployed respondents. One participant marked the 'other' option, but did not explain his or her work status.
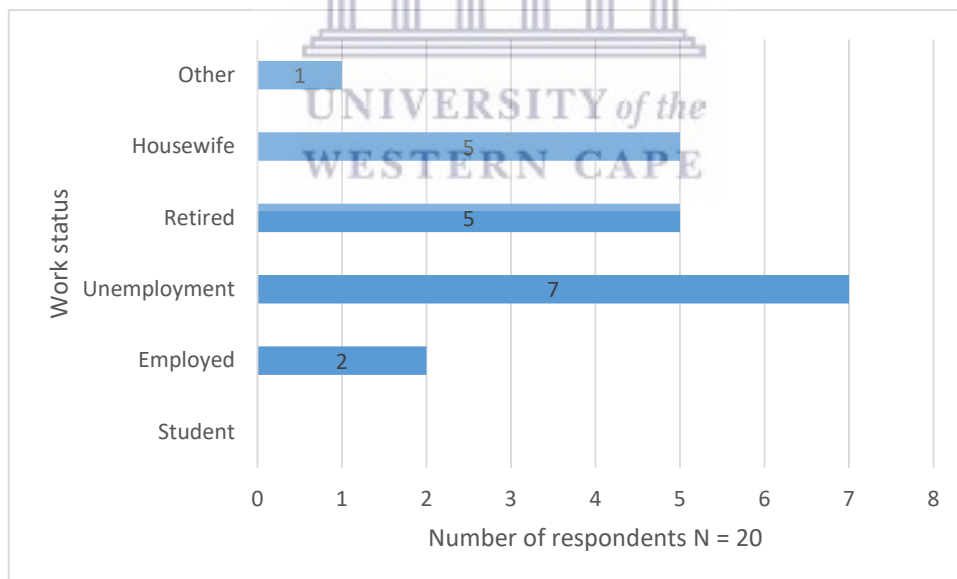
Figure 5.3: Work status

5.2.2 Utilization of the bookmobile in general

This second section of the questionnaire gained information on the utilization of the bookmobile in general. Frequency of visiting the bookmobile, reasons for using it, time spent using it and the use of other bookmobile stops are discussed.

5.2.2.1 Frequency of visits

Participants were asked to indicate how often they visit the bookmobile by marking either once a week, twice a month, once a month or hardly ever. Responses recorded in Figure 5.4 indicate that adult members used the bookmobile twice a month (45%), once a month (35%) and every week (20%).
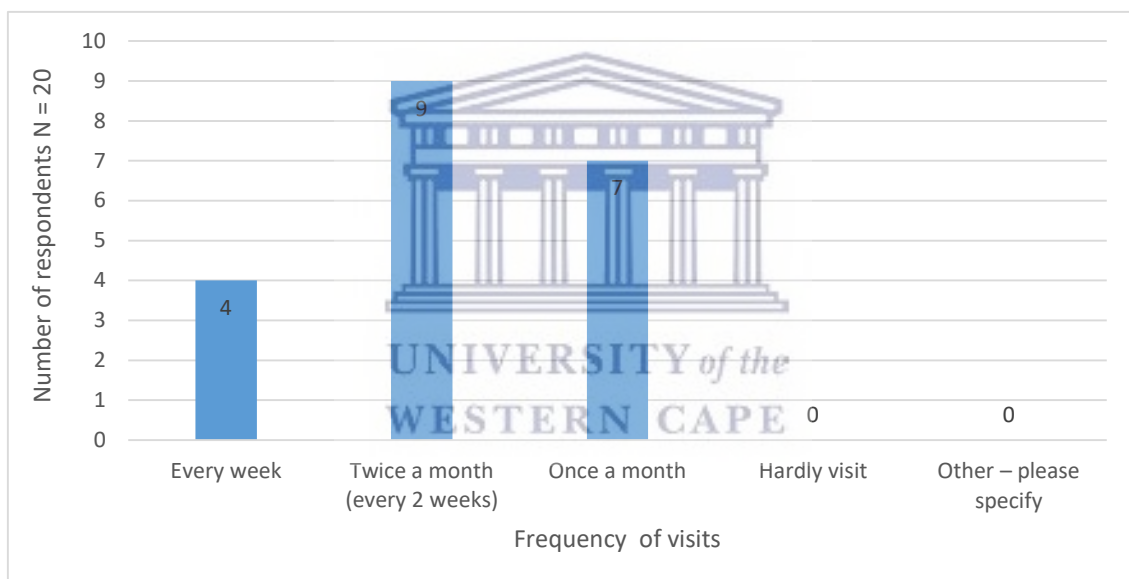
Figure 5.4: Frequency of bookmobile visits

5.2.2.2 Reasons for visiting the bookmobile

Participants were asked to supply the reasons for visiting the bookmobile. In response, the respondents provided variant reasons. In total nineteen responses were received. Five themes were identified, namely; to borrow books (14 responses), because it is convenient (5 responses), because the staff of

the mobile library are friendly and provide a good service (2 responses), to look for job opportunities

(2 responses) and to find books for children's school tasks (1).

Table 5.1: Reasons for visiting

Topic Themes	Responses
Convenient	*Bookmobile stop is conveniently close, possible to get books and information needed*
	I am keen on reading Afrikaans books. Easy and convenient
	The bus stops near my house; the staff are very friendly
	To retrieve my reading books, the bookmobile is near my house
	I am a reader and they convenient because the bus is opposite my house
Books and Information	*Bookmobile stop is conveniently close, possible to get books and information needed*
	Friendly service, books for myself, books for school tasks
	I am keen on reading Afrikaans books. Easy and convenient
	To borrow books
	To borrow books
	Borrowing books
	Recipe books and information for the children's school projects
	To get books to read mostly Afrikaans
	To collect books for DIY and gardening
	To retrieve my reading books, the bookmobile is near my house
	Just look up for cookbooks
	To collect books for myself and grandchildren
	To get books
	To take out my favorite books
Children school projects	*Friendly service, books for myself, books for school tasks*
Job opportunities	*Looking for job opportunities*
	Research for job vacancies available
Good service	*Friendly service, books for myself, books for school tasks*

The bus stops near my house; the staff are very friendly

5.2.2.3 Time spent waiting for the bookmobile library

To test the Information Grounds Theory by Pettigrew, participants were asked questions on how they spend their time while waiting for the mobile library. The first questions required participants to indicate how long they usually wait for the bus to arrive. Responses summarized in Figure 5.5 indicate that the participants arrive less than 10 minutes (75%), 10-30 minutes 15%) or 30- 60 minutes (10%) at the bus stop to wait for the mobile library. Nobody arrived more than an hour before the arrival of the bus.
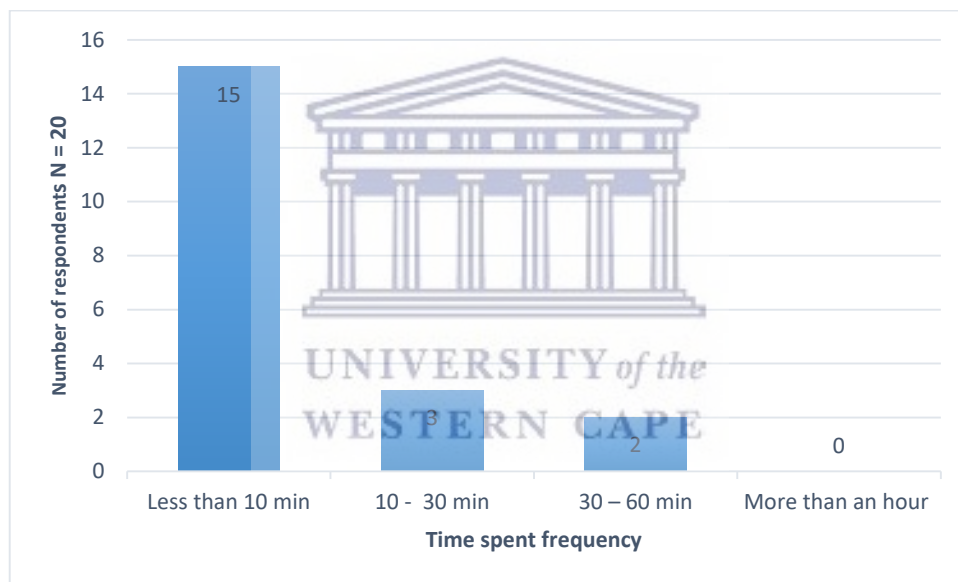
Figure 5.5: Time spent waiting at the bookmobile stop

5.2.2.4 Time spent in the bookmobile

To determine how long the participants spent in the bookmobile, they were asked to select an option from a list: less than 10 minutes, 10 to 30 minutes, 30 to 60 minutes or more than an hour. Figure 5.6 reflects that the majority (12) spent 20 – 60 minutes in the bus. Six people spent 10 – 30 minutes in the bus, while two usually stayed longer than 60 minutes.
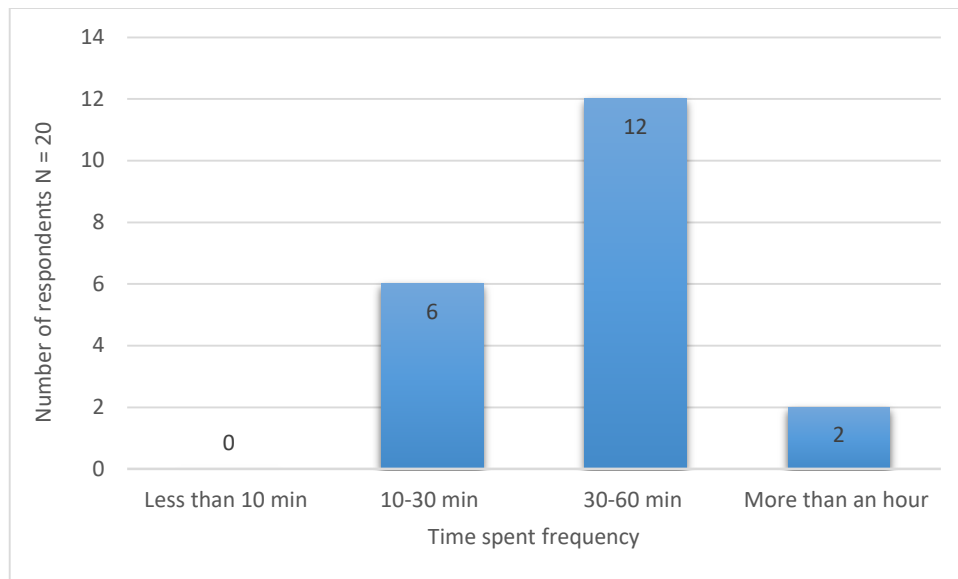
Figure 5.6: Time spent in the bookmobile

5.2.2.5 Time of the day you prefer to visit

Participants were asked in an open-ended question what time of day they prefer to visit the bookmobile and reasons for their preferences. Except for one participant, everyone preferred from 09.00 to 10.00 – the time the bookmobile usually stopped at Silver Stream Primary School. Reasons for preferring this time are captured in Table 5.2.

Table 5.2: Reasons for visiting the bookmobile at a preferred time

Time	Reason(s)
09:00 - 10:00	*I can still go out*
	Earlier is better in the morning
	Good time for me
	Earlier is better for people in the area
	Convenient for me
	Convenient
	That time I am free
	Early can still do some walking afterwards

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> *I am a housewife and need to do things*
>
> *convenient as I not working*
>
> *I can still go out*
>
> *Nice and early*
>
> *I work shifts am off in the morning*
>
> *Convenient and can do things afterwards (6)*

15:00   *Less people in the library*

5.2.2.6 Use of other bookmobile sites

Participants were asked to indicate if they used other bookmobile sites. Figure 5.7 indicates that all twenty participants completed the question of which seventeen (85%) indicated that they do not use other bookmobile sites, while three (15%) indicated that they visit other stops.
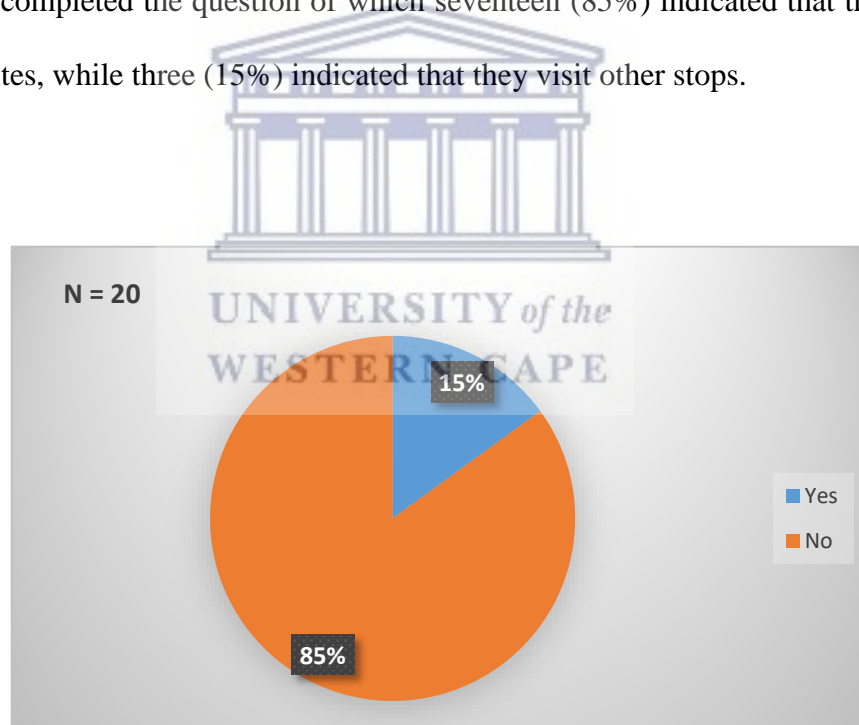
Figure 5.7: Use of other bookmobile sites

5.2.2.7 Reasons for visiting other bookmobile sites or stops

The three participants were asked in a follow-up question the reason(s) for visiting other bookmobile sites or stops. Answers provided were:

- *If I missed the bookmobile near to my house*

- *If I need to do research for children's school projects*

- *If here are too many unemployed people, this helped with understanding the information need when visiting the library*

5.2.2.8 Other book mobile sites visited

In response to the follow-up question on which sites are visited, only one participant responded indicating the nearby bookmobile stops at Easter Peak Primary School or Surrey Estate.

5.2.2.9 Reasons for not visiting other bookmobile stops

The seventeen participants who indicated that they don't visit other bookmobile stops were asked the reasons for not visiting other bookmobile stops. The seventeen responses received where themed as other sites being too far (10), finding enough information at the local stop (3), convenient (2), not knowing about other stops (1) and no reason (1).

Table 5.3: Reasons for not visiting other bookmobile sites (N=17)

Topic Themes	Responses
Distance	*Too far (7)*
	Too old to walk
	Too far I enjoy my local stop
	Near to my house
Enough books and information	*Enough books and information at my stop*
	I find enough reading material at my bus
	They always have information I need
Convenience	*It's convenient, arrives every week at the same time*
	Mobiles comes every week
No knowledge other mobile stops	*I only know one stop*
No reason	*No reason*
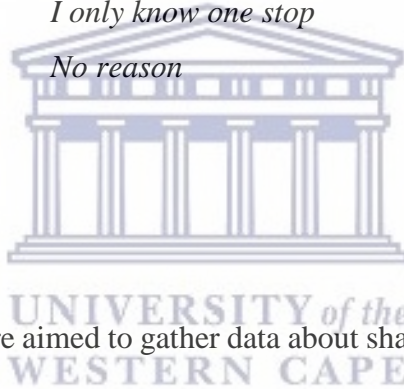
5.2.3 Sharing of information

The next section of the questionnaire aimed to gather data about sharing information while waiting for the bookmobile as well as while being in the bookmobile.

5.2.3.1 Chatting while waiting for the bookmobile

The next question requested participants to answer yes or no to the question whether they chat to the others also waiting for the bookmobile. Figure 5.8 reflects that the majority (95%) do chat to others while waiting.

N = 20
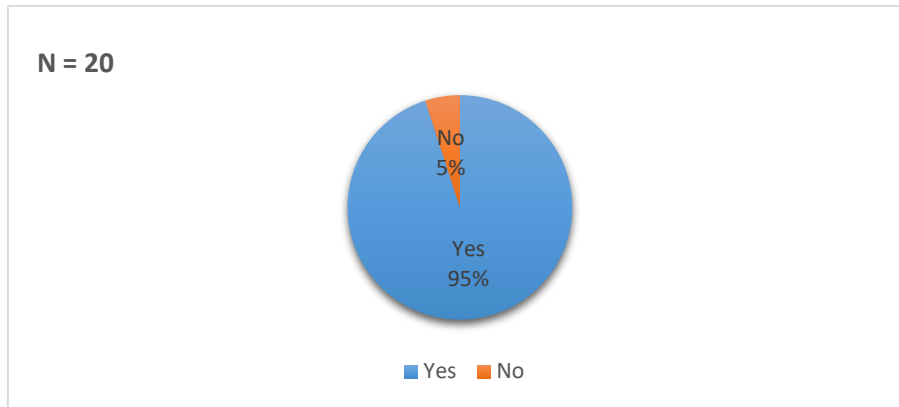
Figure 5.8: Chatting to others while waiting

5.2.3.2 Chatting topics

In response to the request to list topics discussed while chatting, eighteen responses were received. One respondent did not provide an answer, while another indicated that other users are usually already in the mobile library at arrival preventing chatting. From the themed responses captured in Table 5.4, it can be seen that books and authors were discussed most (5), followed by personal interests (3), general topics (3), job opportunities (2), school tasks (1), children (1), crime (1), health (1) and daily happenings (1).

Table 5.4: Topic discussed while waiting (N = 18)

Topic themes	Responses
Books & authors	*Discuss books and authors*
	Share ideas for new books and authors to read
	Books read
	To find out about specific books
	Jobs available and interesting books
School tasks	*Discuss children's school tasks*
Children	*Children & crime*
Job opportunities	*Ask about job opportunities*
	Jobs available and interesting books
Crime	*Children & crime*

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Health	*Discuss health issues*
Personal interest	*We know each other*
	We know one another & like talking
	Because it is community, neighbors that I am acquainted with
Happenings	*Daily happenings*
General	*General things*
	We chat over everything
	Everything

5.2.3.3 Usefulness of information while chatting

In response to a yes/no question on whether respondents found the information gained while chatting useful, the majority (90%) acknowledge that they did find it informative.
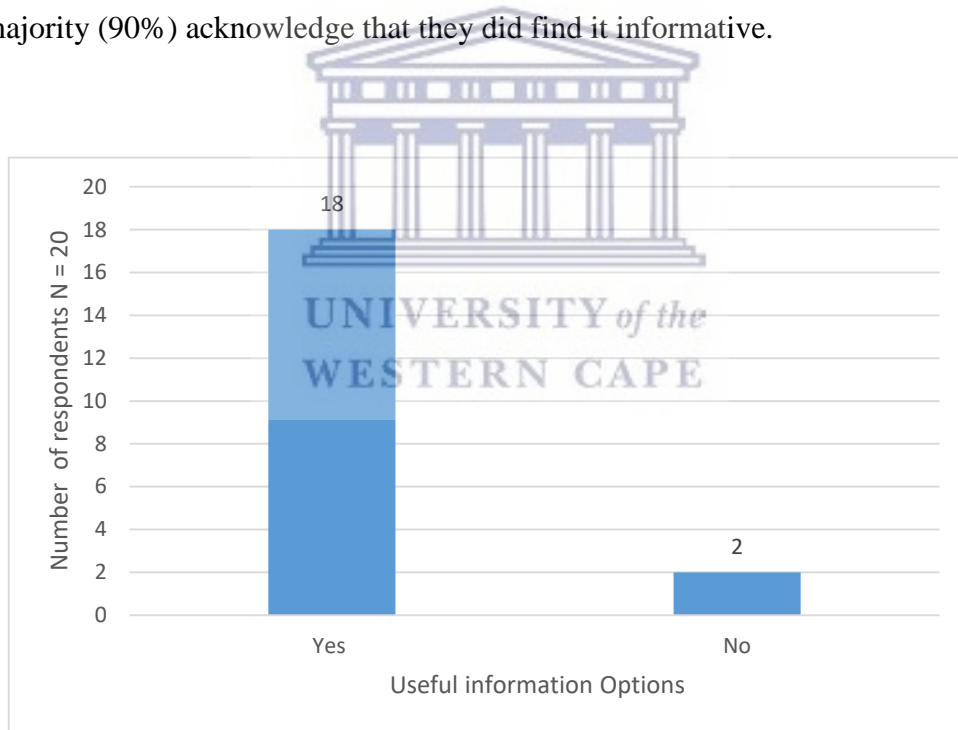
Figure 5.9: Usefulness of information while chatting

5.2.3.4 Topics to chat about

The next question listed eleven topics and invited participants to indicate all the topics they would like to discuss while chatting. Results summarized in Figure 5.10 show that books read (14) and children and family (14) drew the most responses. Current news, health issues, everyday advice were also popular, while financial issues, hobbies and crime were also mentioned frequently. Politics, jobs and preparing food drew the fewest responses.
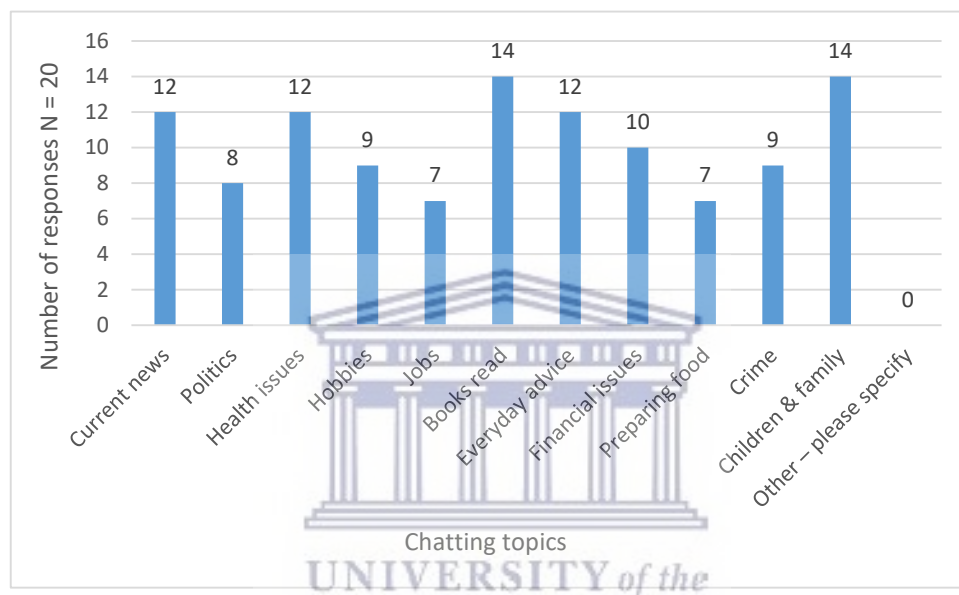
Figure 5.10: Topics chatting about

5.2.3.5 Chatting in the bookmobile

In response to the question whether they chat with other bookmobile user while in the bus, seventeen respondents replied in the affirmative.
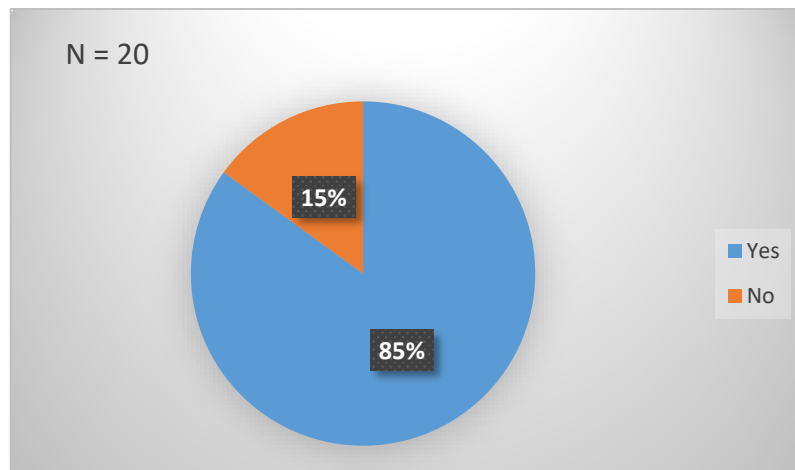
Figure 5.11: Chatting in the bookmobile

5.2.3.6 Reasons for chatting in the bookmobile

An open-ended follow up question requested participants to provide reasons for chatting while in the
bookmobile. The fourteen responses received were themed as talking about books (6), catching up (5),
exchanging information (3) or meeting new people (2).
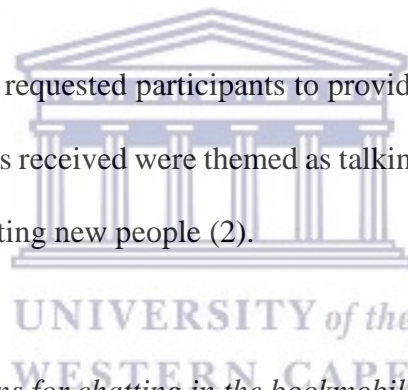
Table 5.5: Reasons for chatting in the bookmobile (N=14)

Topic Theme	Responses
Catching up	*Catching up on everything*
	Catching up
	Knowing people
	I just like to chat to people
	Talk about general things, meet new people
Books	*Just get my books*
	We assist each other with finding books
	Recommending books, we read
	Recommending book read
	Type of books we read

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	Ideas for new book and authors
Information	*Updates getting information*
	Gathering more information and tips
	Get information, meet new people
Meeting people	*Talk about general things, meet new people*
	Get information, meet new people

5.2.3.7 Gaining useful information while chatting

Another follow up question requested respondents to indicate whether useful information is gained while chatting to others in the bookmobile. The majority (85%) acknowledged gaining useful information, while 10% didn't find the chatting useful. One respondent didn't answer.
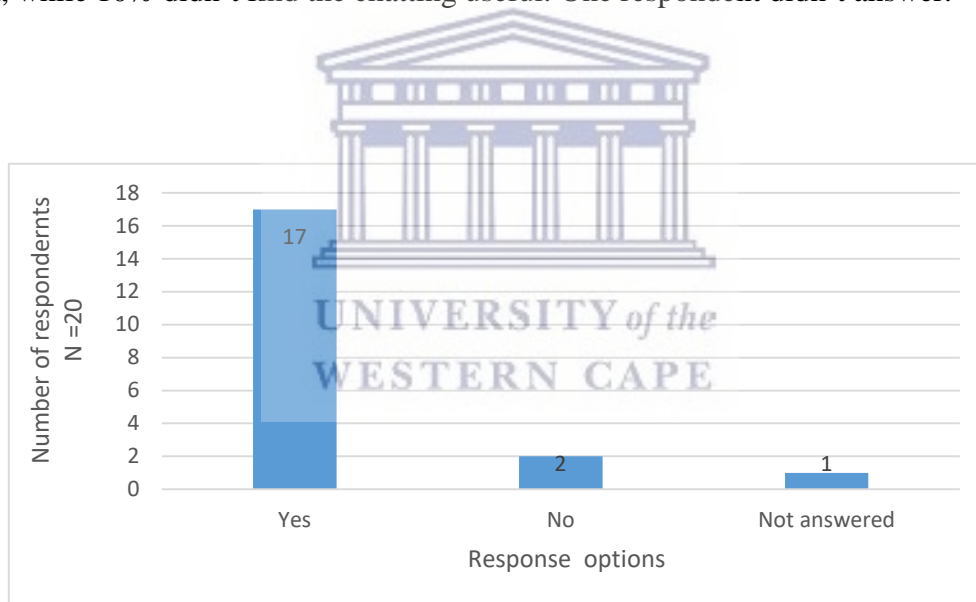
Figure 5.12: Gaining useful information while chatting

5.2.3   Information needs

To determine the information needs of the adult bookmobile users, data about whether they borrow for others, language preferred, reference material used, finding needed information, topics of needed information, barriers experienced, chatting in the bookmobile and benefits and emotions experienced are considered.

5.2.3.1 Borrowing books for others

The first question asked requested participants to indicate if they borrow book for other people. Of the twenty respondents, nine (45%) participants acknowledged taking books home for others.
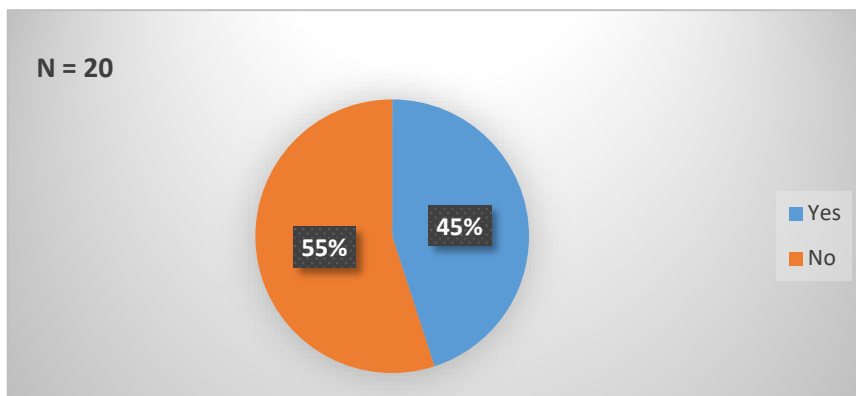
Figure 5.13: Borrowing books for others

5.2.3.2 People borrow books for

As a follow-up question, the nine participants who acknowledged borrowing books for others were asked to indicate for whom they do it. The seven responses received are recorded in Table 5.6. From the table it is clear that books are borrowed for friends or family members.

Table 5.6: People for whom books are borrowed (N= 7)

Topic theme	Responses
Borrowing for friends	*Friends (2)*
	People using the same mobile
	Lady friend (3)
Borrowing for my husband	*My wife sometimes fetches books for me*

5.2.3.3 Reasons for borrowing on behalf of other people

Another follow-up question asked respondents to indicate reasons why the people for whom they borrow books do not make use of the bookmobile themselves. Nine responses were received and recorded in Table 5.6. The majority of responses (5) indicate that these people are working, either too old or too lazy to walk to the bookmobile (2) or because they have the same reading interest (1).

Table 5.7: Reasons for borrowing for others

Topic theme	Responses
Working	*Working*
	Work full time
	She works (2)
	He works
Walking	*Too old to walk*
	Lazy to walk to the bus
Reading interest	*Same interest in reading materials*
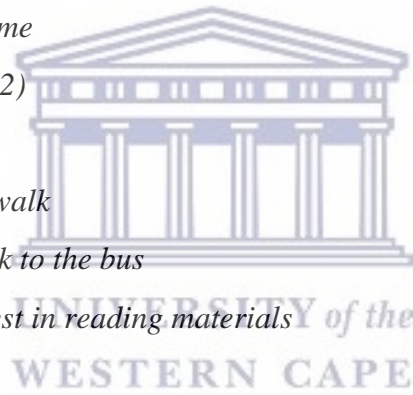
5.2.3.4 Language preference

In response to the question what language of information or fiction is preferred, twelve (60%) indicated English and eight (40%) Afrikaans. Nobody indicated the need for Xhosa.
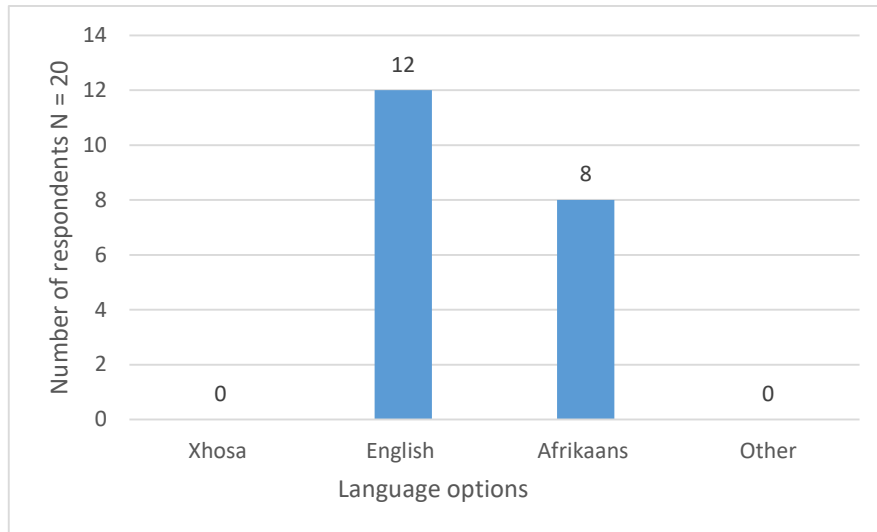
Figure 5.14: Language preference

5.2.3.5 Sufficient resources in preferred language

In response to the question whether they found enough information or novels in their preferred language, all the participants responded positively stating that they do find enough resources in either English or Afrikaans.

5.2.4 Information behaviour

The next section prompted respondents to reflect on their information behaviour while visiting the bookmobile.

5.2.4.1 Activities while in the bookmobile

An open-ended question requested participant to select activities they engaged in while visiting the bookmobile. The 21 responses received were arranged into five themes. The main activities while visiting the bookmobile were to borrow books (13), find information (3), job opportunities (2), find

information for school projects (2), consult the librarian (1), to browse (1) and to use the photocopy machine (1).

Table 5.8: Activities while visiting the bookmobile

Topic Theme	Responses
Books	*To get my books*
	Take out books
	I get my Afrikaans books at mobile
	Take out books
	To get books that I want to read
	Get all my favourite books
	Find my favourite books and to find information for my children's school tasks
	I find books that I am looking for, if not I ask the librarian
	To get books I want to read and to look through books
	Find books to read and to find information for school projects
	Borrow my favourite books
	To find books I want to read and ask the librarian to get books I want
	To find reading material to take home and to page through other books in the library
Information	*Information, updates available but mostly make copies and to forward my CV.*
	Find reading material for myself and information for my young children.
	To read fictional books and get information
Job opportunities	*To find job opportunities*
	Information, updates available but mostly make copies and to forward my CV
School projects	*Find books to read and to find information for school projects*
	Find my favourite books and to find information for my children's school task
Consult librarian	*To find books I want to read and ask the librarian to get books I want*

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| Browse | *To find reading material to take home and to page through other books in the library* |
| Photocopy machine | *Information, updates available but mostly make copies and to forward my CV* |

5.2.4.2. Activities chosen while visiting the bookmobile

As a follow up question, a list of activities was provided and the participant again asked to choose activities they partake in when visiting the bookmobile. Results are summarized in Figure 5.15.
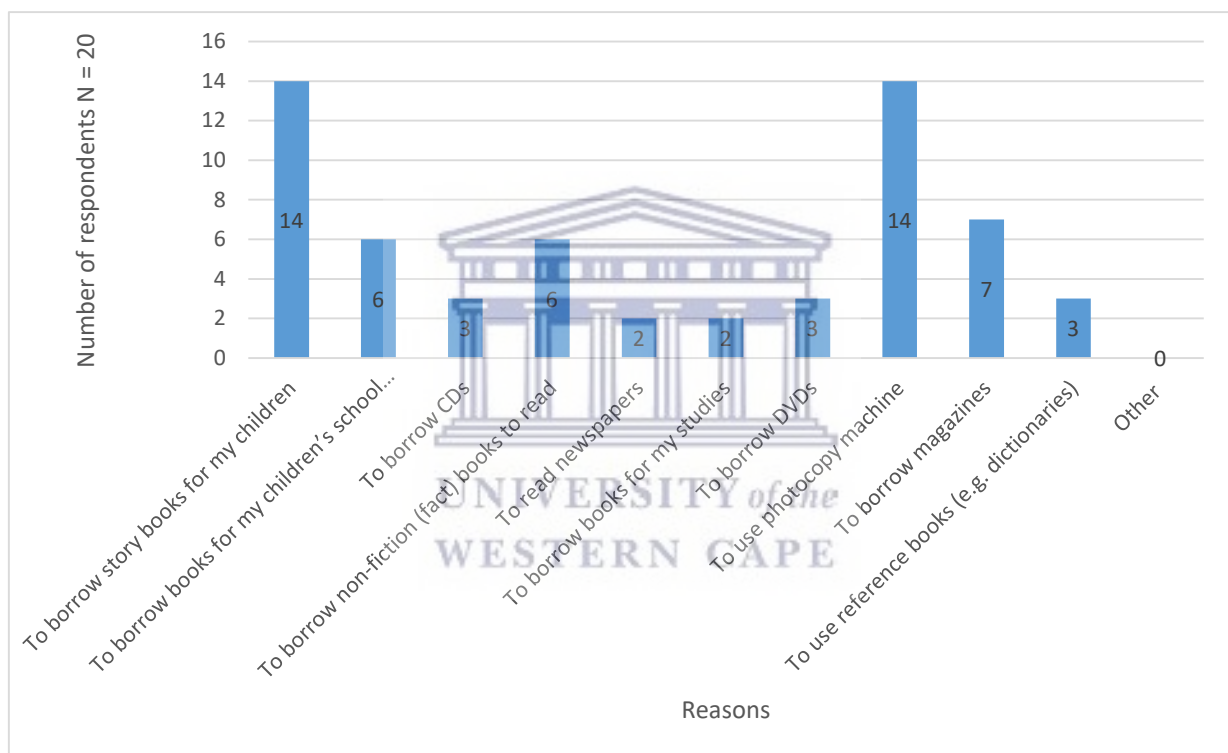
Figure 5.15: Activities while visiting the bookmobile

From Figure 5.15 it can be seen that most participants visit the bookmobile to borrow story books (14) and to use the photocopy machine (14). This was followed by borrowing magazines (7), borrowing story books for my children (6), borrowing non-fiction books (6), borrowing CDs (3), borrowing DVD's (3), using reference material (3), reading newspapers (2) and borrowing books for my children's school tasks (2).

5.2.4.3 Reference material used

Participants were provided with a list of reference material and requested to indicate which of the resources they used. Eighteen participants completed the question. Figure 5.16 reflects that dictionaries, encyclopaedias and government publications were used the most (7), followed by statistical books (6) and atlases (3). One participant has chosen the other option and specified the use of do-it-yourself books.
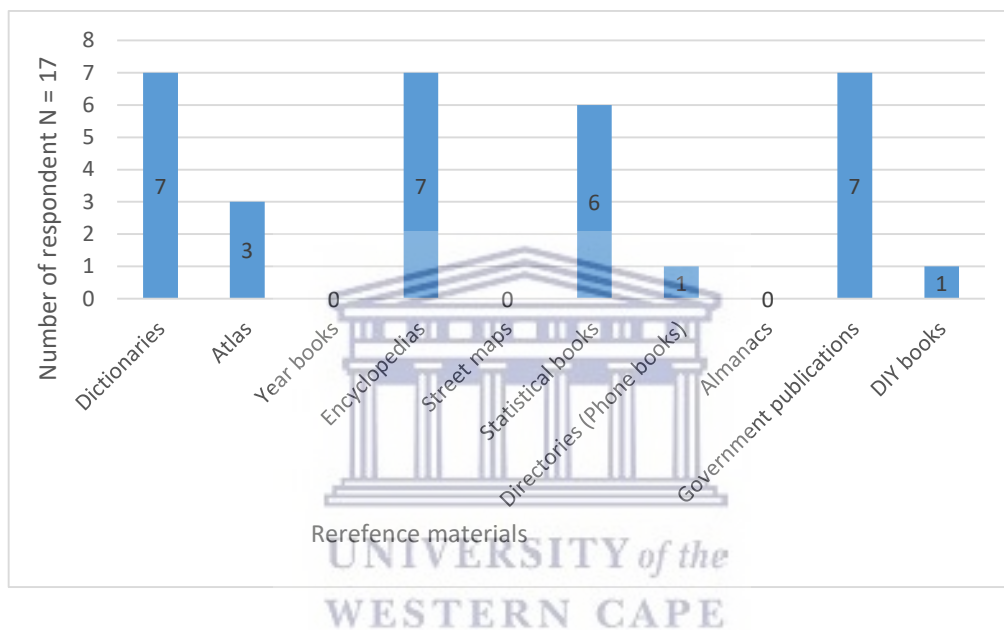
Figure 5.16: Reference material usage

5.2.4.4 Finding needed information

A question was posed to determine how participants find needed information and whether they use the retrieval tools available. Various options were provided and participants had to choose those used. Figure 5.17 reflects that most participants asked the librarian (17) or browsed the shelves (15). The catalogue as a formal retrieval tool was used by three participants. Information needed was found by using the index of a book (3) or by paging through the book or magazine (2). One participant resorted to asking a friend to find information.
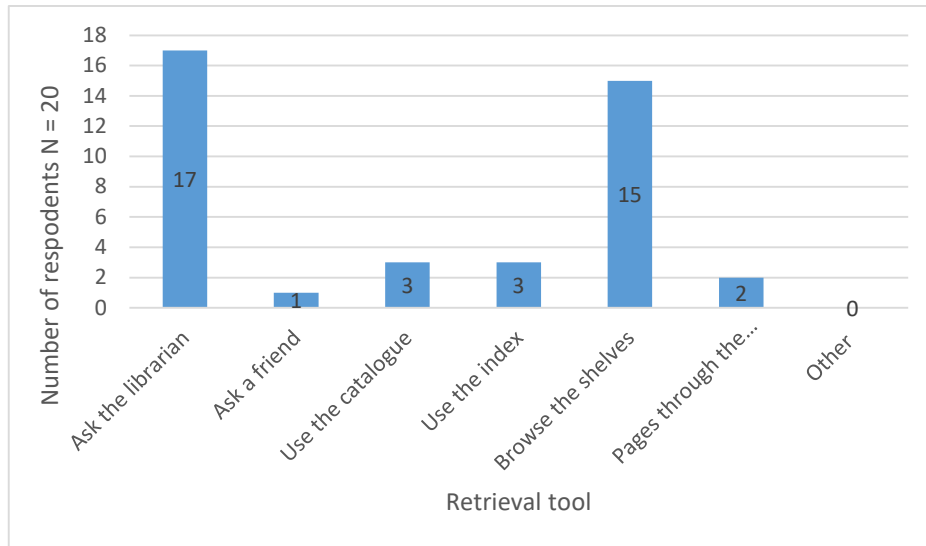
Figure 5.17: Finding needed information

5.2.4.5 Topics of information needed

A multiple choice question was used to determine the type of information needed. The results are summarized in Figure 5.18.
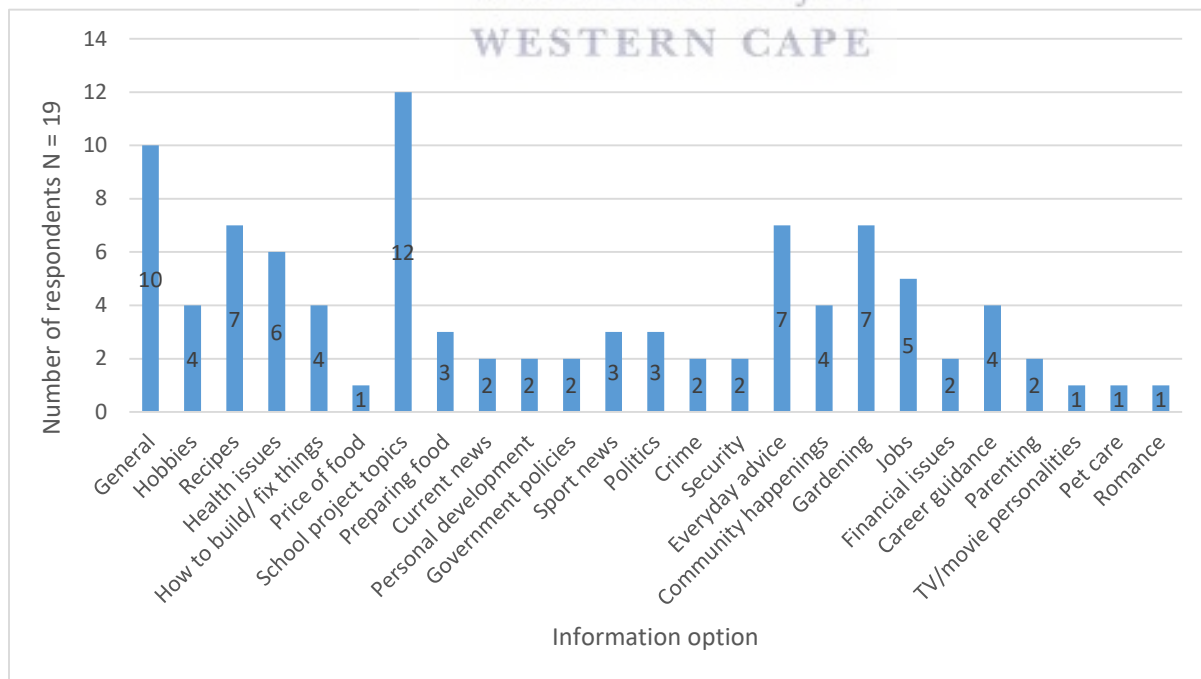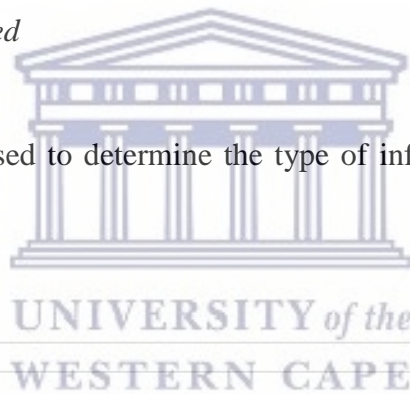
Figure 5.18: Topics of information needed

Various topics were listed and participants were asked to choose all the appropriate topics. The majority of participants needed information on school projects (12), general topics (10), recipes (7), everyday advice (7), gardening (7) and health issues (6). To a lesser extent information was needed on jobs (5), hobbies (4), how to build/fix things (4), community happenings (4), career guidance (4), preparing food (3) sports news (3) and politics (3). Two participants indicated the need for information on currents news, personal development, government policies, crime, security, financial issues and parenting. One participant each indicated the need for information on the price of food, TV/movie personalities and pet care. One participant indicated in the 'other' option the need for information on romance.

5.2.4.5 Barriers

A question was asked to determine if participants experienced any barriers when using the bookmobile. Some options were listed and participants had the option of adding their own barriers. The results are recorded in Figure 5.19.
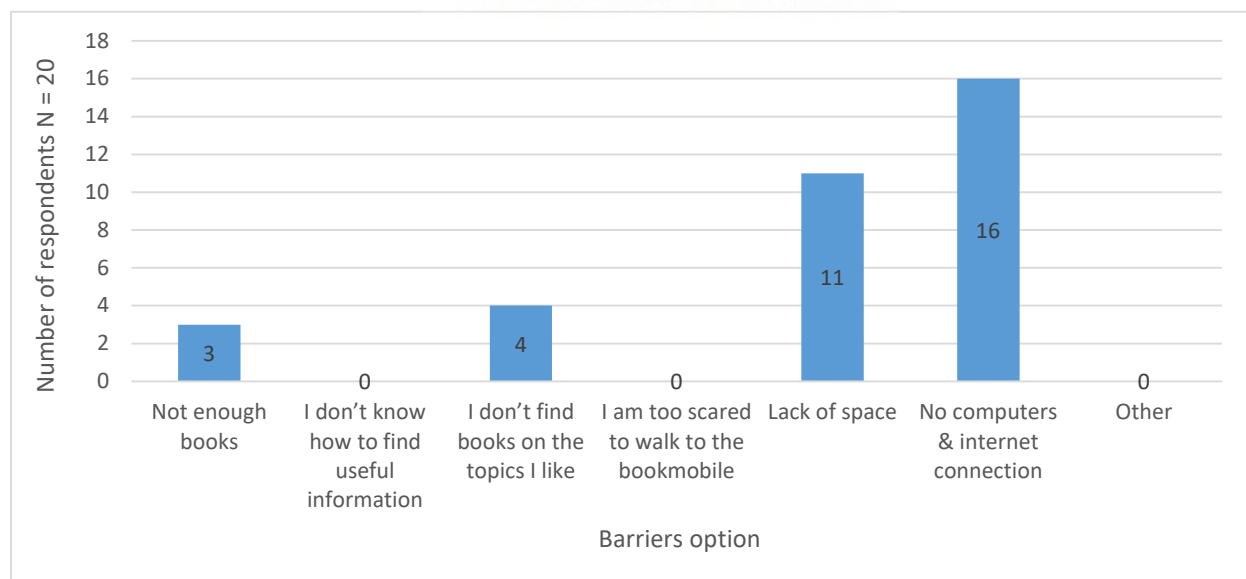
Figure 5.19: Barriers in finding information

The majority of participants (16) indicated that the fact that the bookmobile didn't have computers and internet access was a barrier. Eleven participants found the lack of space a barrier. Respectively four and three participants indicated that not finding books on topics they like or not enough books as barriers.

5.2.5   Evaluating the bookmobile service

This section of the questionnaire aimed to gather information on how the participants rated the bookmobile service.

5.2.5.1 Benefits of using the bookmobile

An open-ended question asked respondents to list the benefits of using the bookmobile. The responses received were themed as follows: Receiving library material (10), receiving needed information (7), photocopy facilities (3), meeting people (2), finding job opportunities (2) and convenience (2). Table 5.9 contains the responses.
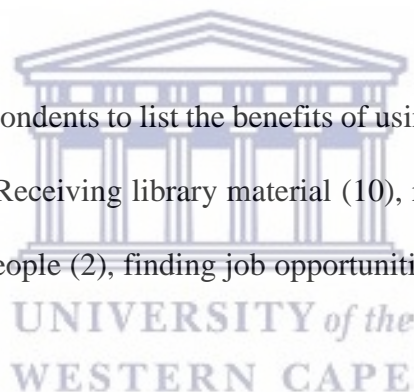
Table 5.9: Benefits of using the bookmobile

Topic Themes	Responses
Receiving library materials	*Getting Afrikaans books*
	Receiving books at a nearby venue, because the library is far
	Any book I want I get and friendly staff
	Reading, seeing my friends at the mobile
	Get books I want and some useful advice
	It is near my home; I get books that I want; if books I want is not there, the librarian will find it for me
	I find books I want to borrow- if not I ask the librarian to find them for me

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	The bus provides a variety of genres to the community and information and books are freely available
	I find books to read; CDs to listen to and make photocopies
	Information on activities taking place; interesting books available
Receiving information	*Always get the information that I want*
	Ask about nice recipe to use
	Always get what I am looking for or what I need
	Get books I want and some useful advice
	Find reading material for myself and information for my young child's school tasks
	Good information available, can photocopy, find reading material I need or like
	The bus provides a variety of genres to the community and information and books are freely available
	Information on activities taking place; interesting books available
Meeting people	*Reading, seeing my friends at the mobile*
	Get the books I want and chats with the librarians
Job opportunities	*Copy making, search for jobs available*
	Find job opportunities in the newspapers
Photocopy facilities	*Copy making, search for jobs available*
	Good information available, can photocopy, find reading material I need/ like
	I find books to read; CDs to listen to and make photocopies
Convenient	*It is near my home; I get books that I want; if books I want is not there, the librarian will find it for me*
	I find books I want to borrow- if not I ask the librarian to find them for me

5.2.5.2 Emotions when bookmobile didn't pitch

An open-ended question was posed to explore the emotions experienced if the bookmobile didn't pitch.

Only six responses were received. The emotions experienced were anger (3), disappointment (2) and

feeling lost (1).

Table 5.10: Emotions if bookmobile didn't pitch

Topic Themes	Response
Angry	*Angry*
	Cross
	Very sore
Disappointed	*Disappointed*
	Disappointed- I look forward to visit the bus
Lost	*Lost*

5.2.5.3 Suggestion for improved bookmobile service

The final question on information needs requested respondents to list some ideas or suggestions on how the bookmobile service to Manenberg can be improved. The majority of respondents (10) suggested computers and internet access on the bus, while six suggested a bigger bus for more space. A better photocopy machine and more library material were suggested by three respondents respectively. Responses are reflected in Table 5.11.
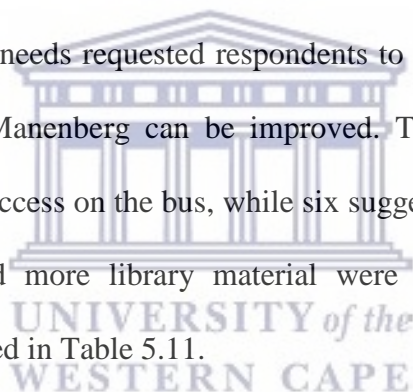
Table 5.11: Improving the bookmobile service

Topic Themes	Responses
Bigger bus	*Bigger bus*
	Bigger bus
	Bigger bus, better photocopier
	Bigger bus, Internet
	Getting bigger bus, internet and photocopy machine
	More space, add better copy machine
New photocopier	*Bigger bus, better photocopier*
	Getting bigger bus, internet and photocopy machine

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	More space, add better copy machine
Computers and internet access	*Internet access (4)*
	Getting bigger bus, internet and photocopy machine
	Bigger bus, Internet
	Internet, computers and more variety of books
	Computer with internet connection
	Internet access, CD's and newspapers
	More new books for adults and children, Wi-Fi on the bus
More library material	*Internet access, CD's and newspapers*
	Internet, computers and more variety of books
	More new books for adults and children, Wi-Fi on the bus

5.2.6 Bookmobile versus Manenberg Public library

This section of the questionnaire gathered information on participants using the Manenberg Public library.

5.2.6.1 Visiting Manenberg Public Library

Respondents were asked to indicate whether they visit the Manenberg Public library. Nineteen responses were received, (17) respondents indicated that the they do not visit Manenberg library because of safety reasons, while (2) indicated that they do visit Manenberg library for accessing other library facilities.

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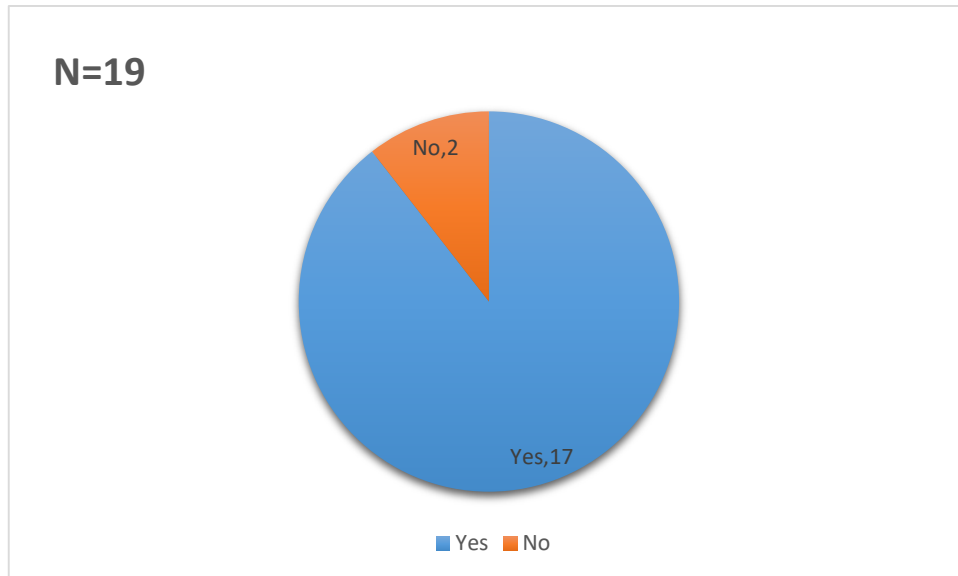
Figure 5.20: Visiting the Manenberg Public library

5.2.6.2 Reasons for visiting Manenberg Public library

The participants who indicated that they visit the Manenberg Public Library were asked to supply reasons for visiting. The reasons were that the library is within walking distance, and has a large variety of books and computers.

5.2.6.3 Reasons for not visiting Manenberg Public library

The participants who indicated that they don't visit the Manenberg Public Library were also asked to supply reasons for not visiting. The responses received are reflected in Table 5.12 and were categorized into four themes. The majority of participants (7) indicated the occurrence of shooting incidents as reason for not visiting the library. Other reasons were that it is too dangerous (5), too far (5) and gangsterism (3).

Table 5.12: Reasons for not visiting Manenberg Public library

Topic Themes	Responses
Gangsterism	*Due to gang violence, it is not safe to visit the library*
	Gang violence to risky and shooting a lot
	It is far there always gang wars in the area
Shooting incidents	*To many shooting incidents (4)*
	Gang violence to risky and shooting a lot
	Shooting a lot there
	Shooting and to far too
Too dangerous	*Too far and dangerous*
	Crime and dangerous
	Dangerous to go there
	Too dangerous
	Too dangerous
Distance	*Shooting and to far too*
	It is far there always gang wars in the area
	Too far away
	Too far and dangerous
	Too far from home, too old walk
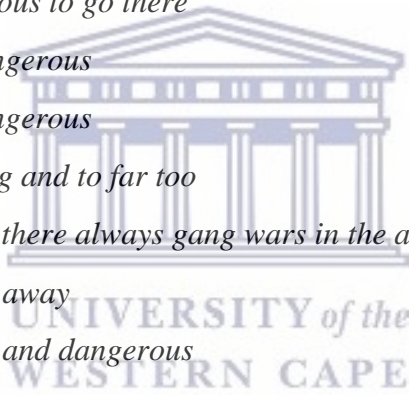
5.2.6.4 Enjoying visits to Manenberg Public library and the bookmobile - N- 19

In response to the question whether respondents enjoy visiting the Manenberg Public library and/or the bookmobile, nineteen responses were recorded. Seventeen indicated that they enjoy visiting the bookmobile, while one indicated enjoying both the bookmobile and Manenberg Public library. One respondent marked the 'not appropriate' option, while another didn't answer the question.

5.2.6.5 Reasons for enjoying visits

The last question asked respondents to select which library they enjoyed visiting, Manenberg public library or the mobile library. The respondents indicated different views:

Question 25.1 asked respondents to Supply reasons for enjoying visits to the library selected in the previous question. Reasons were themed into safety, convenience and service received. The majority of respondents (14) listed convenience as the reason for enjoying visits to the bookmobile. Six respondents found the books and services of the bookmobile enjoyable, while four listed the fact that visiting the bookmobile was safer than the public library. Reasons are recorded in Table 5.13.

Table 5.13: Reason for enjoying visits

Topic Themes	Respondents
Safety	*Safe and nearby*
	Shooting incidents
	I am often scared to go the library because of shooting
	I enjoy both - but prefer the bookmobile because its near and safer
Convenience	*Safe and nearby*
	Much better and near to my home
	It is in the school ground
	Comes to the school opposite my house
	Right in front of my house
	Near to my house and staff is friendly and helpful
	Easily accessible; friendly staff
	Most convenient for me and near my house
	Nearby my house
	It is convenient
	Convenient
	Near my home
	Near me
	I enjoy both - but prefer the bookmobile because its near and safer
Good books & service	*I get what I want*
	Much better and near to my home
	Better books on the bus

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The books in the bus are in a better condition than those in the public library and the bus has more new book titles

Near to my house and staff is friendly and helpful

Easily accessible; friendly staff

5.3 Interviews

Interviews were conducted as part of the second phase of the data collection process. During the distribution and collection of the questionnaires, the researcher approached the participants asking if they would be willing to be interviewed as well. Due to the Covid-19 restrictions, only six participants were interviewed through WhatsApp communication in English.

Six adult, five females and one male, community members of the bookmobile service were interviewed. To ensure anonymity and confidentiality, they will be referred to as Interviewees 1 to 6.
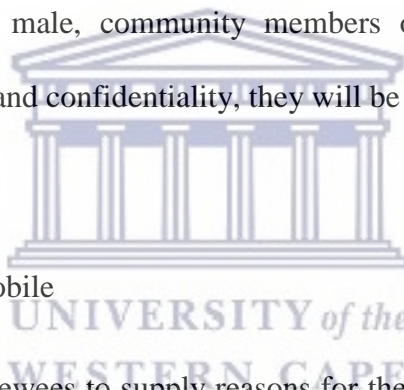
5.3.1 Reasons for using the bookmobile

The first question asked the interviewees to supply reasons for the Manenberg community members using the bookmobile service. From the responses the themes easily accessible and convenient, safe and satisfy information needs were identified.

Table 5.14: Reasons for visiting the bookmobile   *N = 6*

Topic Themes	Interviewee responses
Easily accessible and convenient	Interviewee 1 *It's easily accessible*
	Interviewee 3 *It is convenient and has the books I like to read*
	Interviewee 4 *Manenberg community members are using the bookmobile because its near, the Manenberg library is far and it's not safe to walk to the library because of gangsterism*

	Interviewee 6 *They are using the mobile library because sometimes it is too dangerous to walk to the nearest library, very convenient because the mobile library parks close to my home*
Safety	Interviewee 4 *Manenberg community members are using the bookmobile because its near, the Manenberg library is far and it's not safe to walk to the library because of gangsterism*
	Interviewee 6 *They are using the mobile library because sometimes it is too dangerous to walk to the nearest library, very convenient because the mobile library parks close to my home*
Satisfy needs	Interviewee 2 *I get the books that I need*
	Interviewee 3 *It is convenient and has the books I like to read*
	Interviewee 5 *To get books about gardening and woodwork*

5.3.2 Reasons for continuous usage of the bookmobile

The follow up questions asked interviewees to mention reasons for the continuous use of the bookmobile. From the responses the same themes - easily accessible and convenient, safe and satisfy information needs - as identified in the previous questions emerged. Interviewee 2 added the friendly staff as another reason for continuous usage of the bookmobile.
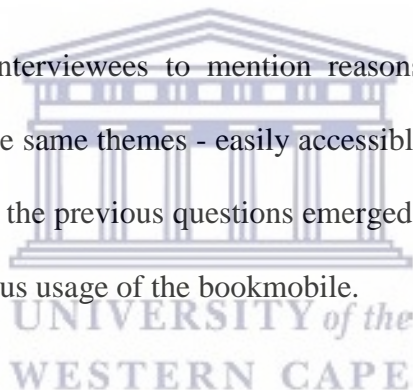
Table 5.15: Reasons for continuous usage of the bookmobile   N = 6

Topic Themes	Interviewee responses
Easily accessible and convenient	Interviewee 1 *The residential library is far from where I live, the bus parks nearby and easily accessible*
	Interviewee 3 *It is convenient and has the books I like to read*
	Interviewee 4 *it is very convenient and easy for us to use and have access to the bookmobile library, we don't need to put our lives in danger by walking through gang infested area and cross dangerous roads to get to the library*
	Interviewee 6 *It is close to my home and it had an exceptional variety of books that are my taste of reading*
Staff	Interviewee 2 *The staff is very friendly*
Safe	Interviewee 4 *it is very convenient and easy for us to use and have access to the bookmobile library, we don't need to put our lives in danger by walking through gang infested area and cross dangerous roads to get to the library*

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| Satisfy needs | Interviewee 5 *To get books about gardening and woodwork* |
| | Interviewee 6 *It is close to my home and it had an exceptional variety of books that are my taste of reading* |

5.3.3 Importance of the bookmobile in the community

In response to the question whether interviewees regarded the bookmobile as important in the community, all the interviewees acknowledge the importance thereof.

Table 5.16: Importance of the bookmobile   N = 6

Topic Themes	Interviewee responses
Yes	Interviewee 1 *Very important*
	Interviewee 2 *Yes*
	Interviewee 3 *Yes*
	Interviewee 4 *Yes, it is important*
	Interviewee 5 *It is important*
	Interviewee 6 *Yes, it is important*

5.3.4 Reasons for importance of bookmobile

In response to the follow up question requesting reasons for the bookmobile being regarded as important, most (4) interviewees stressed the fact that the bookmobile is safe for them and children to use.

Table 5.17: Reasons for importance of the bookmobile in community   *N = 6*

Topic Themes	Interviewee responses
Safe	Interviewee 1 *Kids don't have to walk all the way on their own to Manenberg library, because it's not safe and won't cross the road and get accidentally in gang fighting and shooting*
	Interviewee 3 *Yes, we have a lot of gangsterism in our area and the mobile library is safe for children because it's close to the school*
	Interviewee 5 *It is important because the mobile library caters for areas where the library is far and is dangerous to go there*
	Interviewee 6 *Yes, it is important having the mobile library in the area, as most parents feel it is much safe for their children due to continuous gang violence in Manenberg area, the residential library is far and dangerous to walk there*
Convenient	Interviewee 2 *Because the library is far and the bus comes to our doorstep*
Reading experience	Interviewee 4 *The bookmobile library is the heart of our community. For me as an adult it satisfies my information needs and provide us in the community with books to enhance our reading experience*
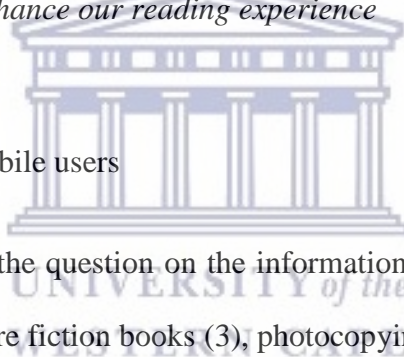
5.3.5 Information needs of bookmobile users

Only three interviewees answered the question on the information needs of bookmobile users. The categories of information needs were fiction books (3), photocopying (2), books for children's school tasks (1) and non-fiction books for adults (1).

Table 5.18: Information needs of bookmobile users   *N = 3*

Topic Themes	Interviewee responses
Fiction books	Interviewee 4 *For adults it mostly English and Afrikaans books and photocopying facility and for children its books for doing research and projects and also photocopying*
	Interviewee 5 *People go to the mobile library to get reading books, recipe books and photocopying*
	Interviewee 6 *I personally feel that we have quite an extensive need of adult Afrikaans books, craft, non – fiction books, juvenile Afrikaans and English books*

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School tasks	Interviewee 4 *For adults it mostly English and Afrikaans books and photocopying facility and for children its books for doing research and projects and also photocopying*
Photocopy	Interviewee 4 *For adults it mostly English and Afrikaans books and photocopying facility and for children its books for doing research and projects and also photocopying*
	Interviewee 5 *People go to the mobile library to get reading books, recipe books and photocopying*
Non-fiction books adults	Interviewee 6 *I personally feel that we have quite an extensive need of adult Afrikaans books, craft, non – fiction books, juvenile Afrikaans and English books*

5.3.6 Uniqueness of information needs

When interviewees were asked to indicate if the information needs of the bookmobile users are unique, two thought the needs of the community are unique, three thought they are not unique and one interviewee indicated both unique and not unique.
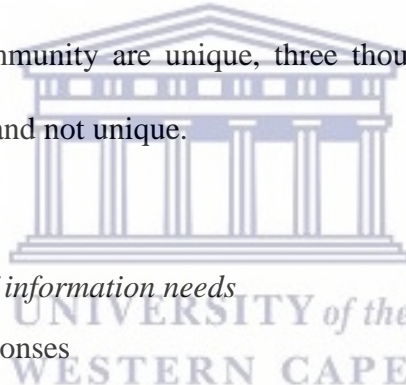
Table 5.19: Uniqueness of information needs   *N = 6*

Topic Themes	Interviewee responses
Yes	Interviewee 2 *Yes, because the school children and adults need books for school work and adult books to read*
	Interviewee 4 *Yes, I think the needs are unique because we need more internet access resources, computers and study facilities*
No	Interviewee 1 *No*
	Interviewee 3 *No, there are many other communities like Manenberg who have similar need*
	Interviewee 5 *The services are not different from other communities that has libraries*
Yes & no	Interviewee 6 Yes *and No as the need for information is quite huge, it could expand to other areas*

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5.3.7 Type of information needs

In response to their type of information needs, the interviews indicated books for leisure reading (4), magazines (2) and books on cooking and recipes (1).

Table 5.20: Type of information needs   N = 6

Topic Themes	Interviewee responses
Leisure reading	Interviewee 1 *I normally take out books to read for myself and my kids*
	Interviewee 2 *A specific author or book*
	Interviewee 3 *I mostly use the library for leisure reading*
	Interviewee 4 *I normally look for English novels, biographies, magazines as well as cooking and recipe books*
	Interviewee 6 *Adult fiction and Afrikaans fiction*
Magazines	Interviewee 4 *I normally look for English novels, biographies, magazines as well as cooking and recipe books*
	Interviewee 5 *I look for magazines*
Recipe books	Interviewee 4 *I normally look for English novels, biographies, magazines as well as cooking and recipe books*

5.3.8 Consistency of information needs

The follow up questions asked the interviewees' opinion on whether their information needs stayed the same. Two interviewees agreed, while four disagreed.

Table 5.21: Same type of information needs   N = 6

Topic Themes	Interviewee responses
Yes	Interviewee 3 *If I look for information it usually about gardening sometimes, I always need to know what to plant as the seasons change*
	Interviewee 5 *Yes, looking for recent trends in news and in general*
No	Interviewee 1 *Not really especially when it comes to school projects for the kids, their assignments are in different subjects*
	Interviewee 2 *No, sometimes I need magazines*
	Interviewee 4 *Not always, it depends on what I feel like reading*
	Interviewee 6 *No, on occasion I would require a craft book or baking or sewing etc.*

5.3.9 Finding needed information

In response to the questions if they find needed information, two interviewees responded that they did find needed information, while four indicated that they don't always find needed information.
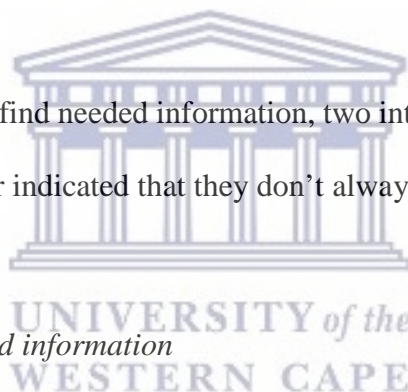
Table 5.22: Finding needed information   N = 6

Topic Themes	Interviewee responses
Yes	Interviewee 2 *Yes or I can make photocopies*
	Interviewee 5 *Yes*
Most of the time	Interviewee 1 *Mmm not all the time, their bus does not have enough space for everything*
	Interviewee 3 *Most of the time, otherwise the librarian brings the information the following week*
	Interviewee 4 *Most of the time I find what I am interested in, but I also bear in mind that they have limited space in the bus and they will not be able to carry all the books*
	Interviewee 6 *Not always, but the librarian would most of the time bring the required books or information along the following week*

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5.3.10 Actions if needed information is not found

A follow up question about action taken when needed information was not found elicited responses from two interviewees each that they would use a bigger library or ask the librarian. One interviewee indicated a resort to the internet.

Table 5.23: Actions if needed information is not found   *N = 5*

Topic Themes	Interviewee responses
Internet	Interviewee 1 *I normally use the internet on the phone at home*
Ask librarian	Interviewee 3 *I ask the librarians for assistance*
	Interviewee 6 *I would ask the librarian to assist me, whatever I am looking for they would advise me to either make photocopies or they would supply information the following week*
Use another library	Interviewee 4 *I normally try to go to a bigger library because they have big selection of books*
	Interviewee 5 *I go to the bigger library that might have information*

5.3.11 Bookmobile fulfilling information needs

The interviewees were asked whether the bookmobile fulfils their information needs. Two interviewees acknowledged that their needs were fulfilled, two indicated not fulfilling their needs while two more indicated that most of their needs were met most of the time.

Table 5.24: Bookmobile fulfilling information needs   *N = 6*

Topic Themes	Interviewee responses
Yes	Interviewee 2 *Yes*
	Interviewee 4 *Yes it does*
No	Interviewee 1 *Not at all as I said*
	Interviewee 5 *No*

| Most of the times | Interviewee 3 *The library fulfils most of my needs, if not I go to Rylands or Athlone library* |
| | Interviewee 6 *Yes, it does most of the times* |

5.3.12 Reasons bookmobile fulfilling or not fulfilling information needs

In reasons listed for the bookmobile fulfilling information needs, three interviewees provided positive responses, namely, that the bookmobile provided the needed information and assistance. The negative responses indicated lack of needed books and no internet.

Table 5.25: Reasons bookmobile fulfilling or not fulfilling information needs
N = 5

Topic Themes	Interviewee responses
Get information	Interviewee 2 *Information I get I share with friends and encourage them to use the mobile library bus*
	Interviewee 6 *In most instances the information I require would be in a book form and would be able to borrow it for a period of 2 weeks*
Don't get books	Interviewee 1 *When I am looking for some books, I don't get them*
Get assistance	Interviewee 3 *Most of the time the bookmobile satisfies my information needs and the staff is always there to assist me in the most professional way*
No internet	Interviewee 5 *The mobile library does not have the internet for people coming to visit the library to get more information and recent updates*

5.3.13 Example of bookmobile not fulfilling information needs

To prove how the bookmobile is not fulfilling information needs, all six interviewees provided responses of which four were examples. Two responses listed how the bookmobile staff members are assisting with providing needed information, while another drew attention to other City of Cape Town public libraries having SmartCape with computers and internet.

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Table 5.26: Examples of bookmobile not fulfilling information needs   N = 6

Interviewee examples

Interviewee 1 *One time my son was looking for information on Siya Kolisi and there was nothing*

Interviewee 2 *South Africa, Mr. Mandela*

Interviewee 3 *I needed information about the population of Western cape, but couldn't find an up-to-date information*

Interviewee 4 *If a book or information is not available the staff liaise with other staff from the other busses to get information for me*

Interviewee 5 *In a residential library they have SmartCape workstations to assist patrons with internet*

Interviewee 6 *if I would like the latest Mary Higgs- Clark book, they would either request it from another library or write my name on the waiting list*

5.3.14 Bookmobile as a meeting place

In response to the question on whether the bookmobile is used as a meeting place, four interviewees confirmed that it is used by community members to meet. One respondent was not sure, while another was of the opinion that they only use the bookmobile as a meeting place when they want to share information about a topic or a book.
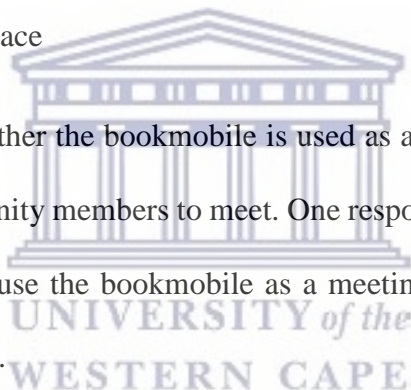
Table 5.27: Bookmobile as meeting place to share information   N = 6

Topic Themes	Interviewee responses
Yes	Interviewee 2 *Yes*
	Interviewee 3 *yes definitely*
	Interviewee 4 *Yes, the bookmobile library serves as a community hub or gathering place for people to share information, news and book knowledge*
	Interviewee 5 *Yes*
Unsure	Interviewee 1 *I am not sure of that*
Not really	Interviewee 6 *Not really, unless they are sharing a particular topic or book*

5.3.15 Reasons for using the bookmobile as meeting place

The question on the reasons for using the bookmobile as a meeting place resulted in five responses which were themed into sharing community news (3), sharing reading knowledge (2) and chatting with people they know (1).

Table 5.28: Reasons for using bookmobile as meeting place   N = 5

Topic Themes	Interviewee responses
Know members	Interviewee 1 *I would say it happens by chance that I meet some of the people that I know and we chat*
Community happenings	Interviewee 3 *after a visit to the mobile library l know exactly what is going on in the community and other library users love sharing stories*
	Interviewee 4 *We cannot wait for library day, when the bus comes, we share what we read, the daily news and what is happening to our community*
	Interviewee 5 *People meet and talk about what is happening in the community like shooting and the funeral in the area*
Book read	Interviewee 4 *We cannot wait for library day, when the bus comes, we share what we read, the daily news and what is happening to our community*
	Interviewee 6 *Because people use the mobile library for exchanging of books and to broaden their reading knowledge*

5.3.16 Activities while waiting for the bookmobile

Interviewees were asked whether they participate in any other activities while waiting for the bookmobile. Two responded with chatting in the bookmobile, one with looking at other people's returned books and one to reading community newspapers. Two indicated that they don't know what others are doing.

Table 5.29: Activities while waiting for the bookmobile   N = 5

Topic Themes	Interviewee responses
Look at others' books	Interviewee 2 *I look at their old books they read and I am very restless while waiting*
Chatting	Interviewee 3 *Talking mostly, sometimes on their phones*
	Interviewee 4 *They normally talk about books they read and what is happening to the community*
Reading community papers	Interviewee 5 *Reading community papers that are freely provided to the community*
Don't know	Interviewee 1 *I would not know; I only get to the bus thirty minutes later after they have arrived*
	Interviewee 6 *Not quite sure what others are doing*

5.3.17 Other community members gathering at bookmobile

In response to the question whether other members gathered at the bookmobile, two interviewees indicated not gathering at the bookmobile for safety reasons, while one was not sure if people gathering at the bookmobile were bookmobile members or not. One each indicated that people gathered at the bookmobile to get away from home, for community newspapers and out of curiosity.

Table 5.30: Other community members gathering at bookmobile stop   N = 6

Topic Themes	Interviewee responses
Get away from home	Interviewee 2 *Some members do not use the mobile because they are not interested, they just want to get away from home*
Community paper	Interviewee 3 *Mostly looking for Athlone news community paper and to just chat*
Curious	Interviewee 4 *Sometimes we have a few who does not belong to the library, I think some are just curious to know what happening inside the bus*
No	Interviewee 5 *No, the security does not allow people to hang around if they are not waiting for the bus because of the safety"*
	Interviewee 6 *No they don't, either they not interested in reading or have other interest/ hobbies to keep them busy*

Not sure   Interviewee 1 *I am not sure for I can't tell who is a member of the library or not without a book, that could mean so many things like they didn't find what they were looking for or they are just dropping off*

5.3.18 Looking forward to bookmobile visits

In response to the question whether they look forward to visiting the bookmobile, six respondents admitted to anticipating the arrival of the bookmobile. One respondent indicated that the need for new books made them look forward to visiting the bookmobile.

Table 5.31: Looking forward to bookmobile visits   N = 6

Topic Themes	Interviewee responses
Yes	Interviewee 2 *yes there are different people who come to the bookmobile bus*
	Interviewee 3 *Definitely, I keep in touch with my community*
	Interviewee 4 *Yes, I do. it keeps me up to date with what is happening in the area as well as in the news*
	Interviewee 5 *Yes*
	Interviewee 6 *Yes, I do look forward to the mobile library visit to exchange my books regularly and to share what I have read*
Not really	Interviewee 1 *Not really, actually when I finish reading all my books that's when I am looking forward to exchange for new books*

5.3.19 *Usage of bookmobile if public library is easily accessible*

When interviewees were asked if they would still use the bookmobile if a public library was easily accessible, three interviewees indicated a preference for the public library. Two indicated using both the bookmobile and the public library.

Table 5.32: Usage of bookmobile versus public library   N = 6

Topic Themes	Interviewee responses
Yes	Interviewee 3 *Yes, the bookmobile serves as community hub to us, and we can share our knowledge and reading experiences*
	Interviewee 6 *Yes, they would use both, mobile library does not have all the information ready because it comes out once a week*
No	Interviewee 1 *I think there will be less people because the public library has a lot of books*
	Interviewee 2 *Users will not use the mobile library frequently if Manenberg public library was near and safe*
	Interviewee 5 *No, they will not use the bus if Manenberg was easily accessible to them*

5.3.20 Suggestions for improved bookmobile service

Interviewees were asked to suggest improvements to the bookmobile service. Three interviewees indicated that new books are needed, one asked for more resources, one for the internet and printing facilities and one for children's programmes. Two respondents indicated that the bookmobile schedule should be adapted to allow for high school learners to use the service in the afternoons and to allow for more frequent visits.

Table 5.33: Suggestions for improved bookmobile service   N = 6

Topic Themes	Interviewee responses
New books	Interviewee 1 *Get some new books*
	Interviewee 3 *It would be great if they come in the afternoon so that high school learners also have access and those who are working, they will be back and we need more magazines and new adult Afrikaans titles*
	Interviewee 4 *I think the service can be improved by acquiring more new books and finding a way to service the community more than once a 2week*

More resources	Interviewee 3 *It would be great if they come in the afternoon so that high school learners also have access and those who are working, they will be back and we need more magazines and new adult Afrikaans titles*
More staff	Interviewee 2 *More staff to help*
Visit schedule	Interviewee 3 *It would be great if they come in the afternoon so that high school learners also have access and those who are working, they will be back and we need more magazines and new adult Afrikaans titles*
	Interviewee 4 *I think the service can be improved by acquiring more new books and finding a way to service the community more than once a per week*
Internet & printing	Interviewee 5 *Introduce free Wi-Fi and printing service when downloading online*
Children programs	Interviewee 6 *By attending and reaching more children in the area with programmes like the big library*

5.3.21 Changes needed

In response to the question on whether change is needed, four interviewees indicated that internet access and technology are needed. One interviewee each indicated that more staff to help and children's programmes during holidays are needed.
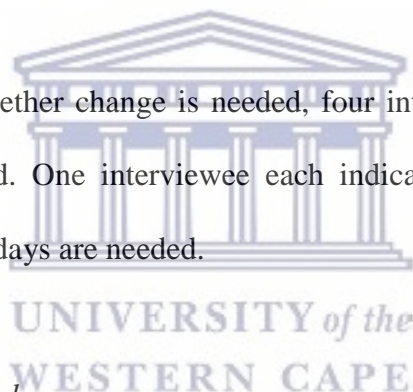
Table 5.34: Changes needed   N = 5

Topic Themes	Interviewee responses
Internet & technology	Interviewee 1 *Must keep up with the times*
	Interviewee 4 *We would like to have access to the internet, Wi-Fi, on the buses at least one computer on the bus with internet access. the library could perhaps have library programmes for children during holidays*
	Interviewee 5 *Wi-Fi and printing service*
	Interviewee 6 *modernised library bus with technology and computers*
Staff	Interviewee 2 *More staff to help*
Children programmes	Interviewee 4 *We would like to have access to the internet, Wi-Fi, on the buses at least one computer on the bus with internet access. the library could perhaps have library programmes for children during holidays*

5.3.22 Role of Manenberg community members

The interviewees were asked what role Manenberg community members can play in the library services provided. Three interviewees indicated that community members should use and protect the library, one interviewee each indicated assistance with funding, to ensure safety and to encourage reading among children.

Table 5.35: Role of Manenberg community members   N = 6

Topic Themes	Interviewee responses
Use services	Interviewee 1 W*e should make use of free library service*
	Interviewee 2 *By encouraging other people to use the library*
	Interviewee 5 *Make sure they protect resources offered to them so that we can better our lives*
Funds	Interviewee 3 *They can talk to ward councillor for funds to get more books*
Safety	Interviewee 4 *I think the community can help in ensuring the safety of the mobile bus and staff by liaising with city whenever there are gang activities in the area*
Encourage children	Interviewee 6 *the community members can have more active role with encouraging the children in the area to read and in still the culture of reading in the community*

5.3.23 Role of City of Cape Town

In response to the question about the role City of Cape Town can play, two interviewees each indicated that newer buses and more modernized buses with internet should be provided. One interviewee each indicated again the need for City of Cape Town to provide more staff and funds.

Table 5.36: Role of City of Cape Town   N = 6

Topic Themes	Interviewee responses
New buses	Interviewee 1 *They must repair the buses or buy new buses*
	Interviewee 3 *The city can buy a new bus so that we can have a regular mobile service*
Staff	Interviewee 2 *Employ more staff and give library goodies to people*
Funds	Interviewee 4 *The city can allocate more funds to the bookmobile budget in order to improve the service in all aspects*
Computers & Internet	Interviewee 5 *The city must install Wi-Fi- on the buses*
	Interviewee 6 *The city can supply more modernised buses and up to date book stock and computers*

5.3.24 Any other suggestions

Four interviewees responded to the question. Two indicated that new buses must be bought by the City for the Manenberg community. One interviewee indicated that more books for children and adults are needed, while another emphasized the importance of the bookmobile as it keeps kids from joining gangs and encourages them to read.
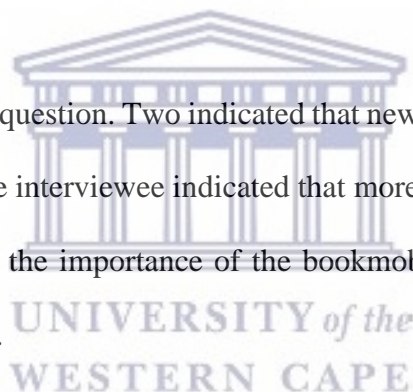
Table 5.37: Other suggestions or recommendations   N = 4

Topic Themes	Interviewee responses
More books	Interviewee 2 we *need more books for children and adults*
Buses	Interviewee 3 *I suggest that they should have a backup bus for when our one goes in for repairs or service., Please don't let Manenberg be forgotten we really need the service*
	Interviewee 4 *The city can buy more new busses to provide a library service to more communities in Cape Town*
Service to children	Interviewee 6 *The mobile library would keep young kids away from joining gangs and encourage them to read and uplift and empower themselves to change their circumstance/s they live in*

5.4   Circulation statistics

City of Cape Town Library and Information Services department collects monthly circulation statistics of materials loaned out to the public. These statistics assist in decision-making such as budgeting and collection development. Figure 5.21 summarizes the circulation statistics pertaining to the bookmobile for the financial year of 2020.
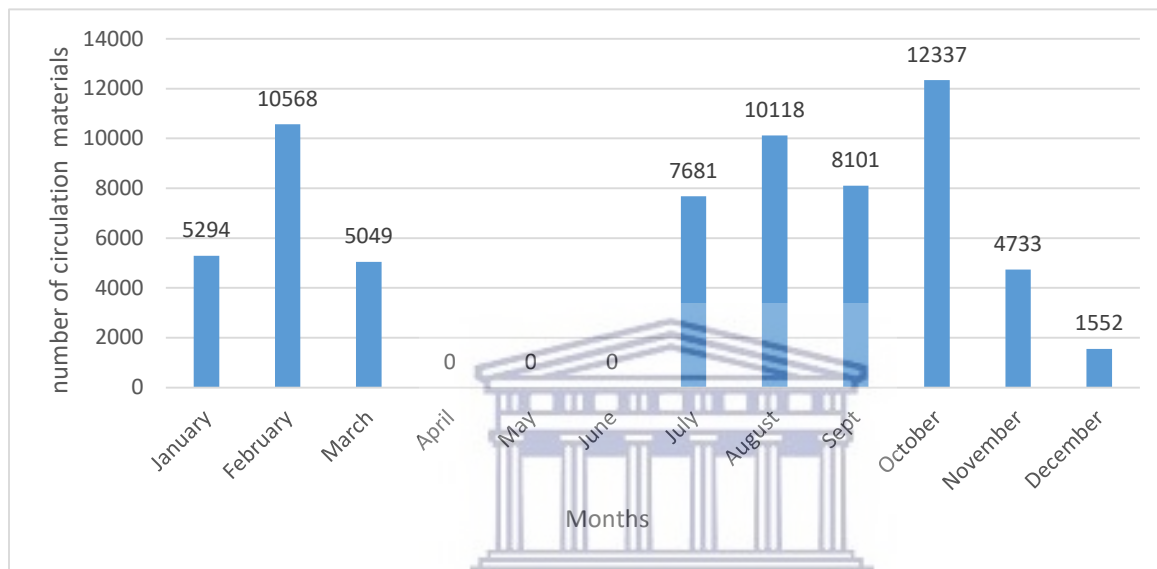
Figure 5.21: Circulation statistics 2020

Figure 5.21 shows the highest number (12 337) in circulation statistics was experienced in October 2020. The non-circulation during April, May and June 2020 can be attributed to the effect of the Covid-19 lockdown and the bookmobile being out of service due to maintenance.

Figure 5.22 reflects the circulation statistics according to genres. Juvenile fiction shows the highest circulated number (8, 048) of materials, followed by adult fiction (1, 481), juvenile non-fiction (556) and periodicals (273), adult non- fiction (212) and CDs (1).

95
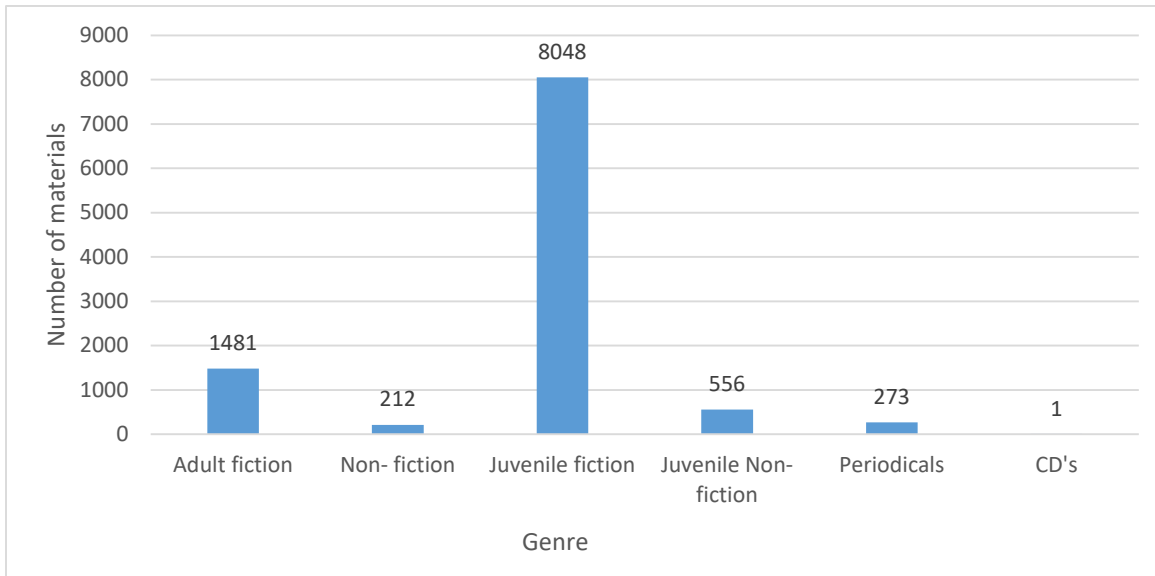
Figure 5.22: Circulation statistics per genre February 2020

Figure 5.23 shows the circulation statistics of library materials per language. These statistics show a high circulation number for English juvenile fiction (6, 865), followed by Afrikaans juvenile fiction (1, 121), Afrikaans adult fiction (739), English adult fiction (742), English juvenile non-fiction (554), English adult non- fiction (206) and Xhosa juvenile fiction (59).
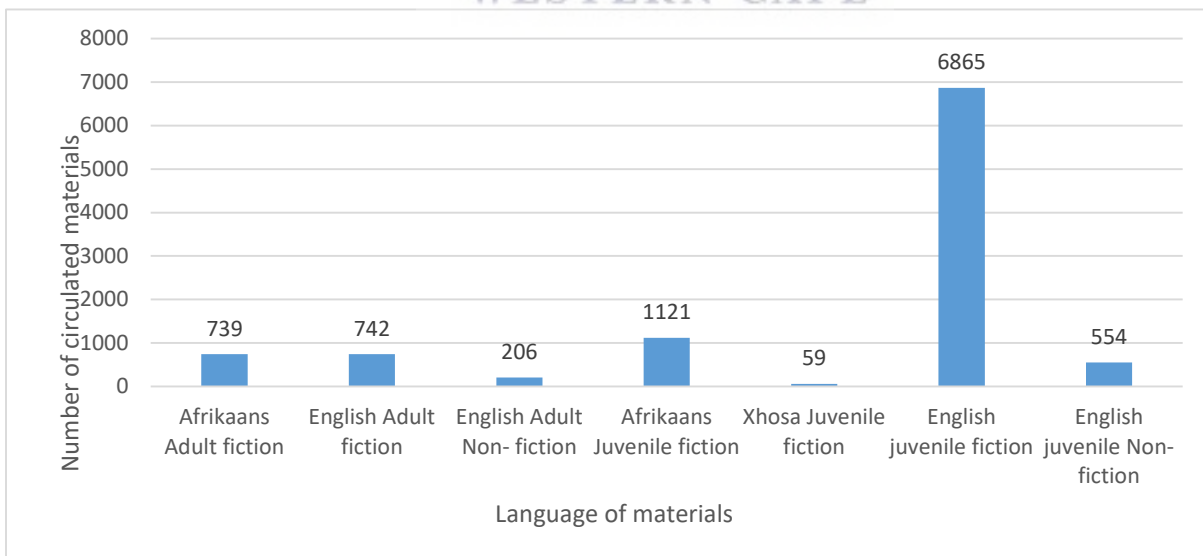
Figure 5.23: Circulation statistics per language and genre 2020

5.5   Concluding summary

This chapter presented data collected from Manenberg adult bookmobile members through a questionnaire, interviews as well as circulation statistics for the City of Cape Town Library and Information Services. Data was gathered from twenty (20) completed questionnaires and six (6) interviews. Qualitative data from both the questionnaire and interviews were presented as themes while quantitative data was presented in graphic format. The administered questionnaire was completed by 20 adult members while six participated in the interviews. The questions in the questionnaire produced data on demographics, waiting for the bookmobile, time spent waiting and using the bookmobile, information needs and visiting the Manenberg Public Library. Interview questions focused on reasons for using the bookmobile, the importance of the bookmobile in the community, information needs and the bookmobile as a meeting place. The next chapter will interpret the data presented in Chapter 5

CHAPTER 6

INTERPRETATION OF FINDINGS

6.1 Introduction

This chapter interprets quantitative as well as qualitative data collected from a questionnaire completed by twenty respondents, interviews conducted with six interviewees and circulation statistics from the City of Cape Town Library and Information Services. Findings are discussed under the subheadings demographic data, utilizing the bookmobile service, sharing information while waiting for and using the bookmobile library, information needs, information seeking behaviour, importance of the bookmobile service, bookmobile versus the Manenberg Public Library and improving the bookmobile service.

6.2 Demographic data

Demographic data relating to gender, age and employment status were collected.

Gender

The majority (85%) of the respondents were female. This corresponds with Manenberg population statistics (Statistics South Africa. Census, 2011) indicating that there are slightly more female than male community members. The finding is in contrast to those of Mutshewa et al. (2010) who found that the number of female non-users of libraries in Botswana, were slightly higher than male non-users.

Age group

The study found that the majority of respondents (35%) belonged in the age group 50 years and more, followed by age group 41 – 45 years (25%), 31 – 35 years (15%), 26 – 30 years as well as 36-40 years (10%) and 46 – 50 years (5%). The reason for older people participating might be that they had more time as they were not working or looking for job opportunities. The finding varied from those of

Moodley (2013) who investigated the information needs and seeking behaviour of library users at the Msunduzi branch library, Pietermaritzburg, and found that the majority of library users were in the 19-30 age group.

Employment status

The majority of participants were not working. They were either retired (25%) or unemployed (35%). Only a low percentage (10%) of participants were employed. This is in line with Lambrechts (2012) and Mullagee and Bruce (2015) who recorded high unemployment rates for Manenberg resulting in community members being dependent on government financial support. The study by Alvim and Calixto (2013) acknowledged the role of libraries as facilitator in supporting communities in fighting poverty, enhancing social inclusion and proving access to job opportunities.

In summary, it can be said that the average participant was female, aged 50 years or older and unemployed.

6.3 Utilizing the bookmobile service

Utilizing the bookmobile service is reflected by frequency of visits, reasons for visiting, time spent using the service and visiting other bookmobile sites.
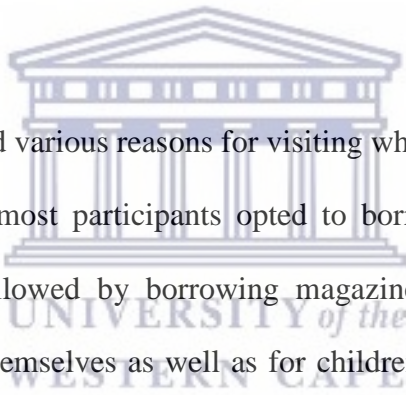
Frequency of visits

The bookmobile visited Manenberg by stopping at the Silver Stream Primary School on a weekly basis. Adult community members living in the area are allowed the use the mobile bus while it is at the school. The visiting pattern emerging from the findings was that most respondents (45%) visited the bookmobile twice a month. It is an indication that the books loaned to them for the normal loan

period of fourteen (14) days were enough to satisfy their reading and information needs. Four participants, however, indicated visiting the bookmobile every week. It might be that they were more active readers or that they needed more library material to take home.

Reasons for visiting the bookmobile

The majority of responses from both the questionnaires and interviews indicated the reason for visiting the bookmobile was to borrow books. Library members also visited the bookmobile to find books and information for children's school tasks, to look for job opportunities, to consult the librarian and to browse the collection.

The follow-up question which listed various reasons for visiting where respondents had to choose the appropriate reasons, showed that most participants opted to borrow adult fiction and to use the photocopy machine. This was followed by borrowing magazines, borrowing children's fiction, borrowing non-fiction books for themselves as well as for children's school tasks, borrowing CDs, borrowing DVDs, using reference material and reading newspapers.

Most Manenberg community members therefore used the bookmobile to borrow fiction books for themselves and/or for their children, to find information and/or borrow non-fiction books for themselves and/or for school tasks, find job opportunities, use reference materials, consult with the librarian as well as to browse books, magazines and newspapers. This relates to findings by Kuhlthau (1993) indicating information need drives people into information seeking in order to satisfy information needs or solve a problem. It also strengthens Biko and Papadimitriou (2014) as well as Barclay's (2017) conclusions that in order to achieve mobility aims, bookmobile services need to offer knowledge, education and cultural activities to everyone, children included, as well as offer opportunities for entertainment and self-improvement.

Data from both the questionnaires and interviews indicated that the major reason for visiting the bookmobile is the easy accessibility and convenience. The bookmobile stop is near their homes, easily accessible, safe and convenient. Two responses summed it up:

"S*ometimes it is too dangerous to walk to the nearest library, very convenient because the mobile library parks close to my home*".

"Manenberg community are using the mobile because its near, Manenberg library is far and it's not safe to walk in the area due to gangsterism".

The safety aspect of the Manenberg community was also highlighted by Lambrechts (2012) as well as Bowers Du Toit (2014, p.4) who explained that violence and gangsterism caused community members to be afraid to venture out of safe sections of 'gangster owned' areas resulting in them not going to the Manenberg Public Library as it is not situated in the centre of Manenberg making it difficult for residents to reach it as they have to pass by gang dominated flats.

The appreciation of the accessibility and convenience of the bookmobile by Manenberg adults is in line with findings from studies by Molloy (2010) and IFLA (2010) stating that bookmobile library services provide access to library collections to those communities who cannot visit a public library.

Another identified reason for visiting the bookmobile, especially from the interviews, was the friendly librarian(s) of the bookmobile and their willingness to assist patrons to find needed information. In various responses in the questionnaire and interviews, the use of the photocopy machine and the need for computers and internet access were indicated. This corresponds with findings by Tutu (2012) and Barclay (2017) indicating that modern bookmobile libraries should incorporate information technology enhancing the physical space and allowing the community access to equipment and services.

Reasons for visiting the bookmobile was not really to borrow CDs or DVDs; perhaps because Manenberg community members do not have the necessary equipment to play these audio and audio-visual formats.

Although not mentioned here, under the sections time spent waiting for and in the bookmobile, the need for social interaction came out strongly. This corresponds with the social role of public libraries as expressed by Alvim and Calixto (2013) that public libraries are seen as meeting places, social networking facilities and institutions contributing to social capital as well as the well-being and confidence of the community.

Reasons for continuous usage of the bookmobile

Adult members interviewed drew attention to that fact that their continuous usage of the bookmobile service is because of the easy accessibility and convenience thereof. They will continue using the service due to the fact that it is close to their homes, has books they like and is safe to use. The emphasis on safety might be because Manenberg is known for gangsterism resulting in violence and crime (Lambrechts 2012; Bowers Du Toit, 2014, p.4). Public libraries should provide, according to Barclay (2017), a safe, sociable space, housing information resources and services.

Time spent using the bookmobile

The majority of respondents (75%) indicated that they arrive less than ten minutes early at the bus stop to wait for the bus. Interestingly, some arrive about 10-30 minutes or even 30-60 minutes earlier at the bus stop to wait for the mobile library. The latter tendency might be because of the need to socialize in a safe environment.

In addition to waiting for the bus, the majority (12) of respondent spent 20 to 60 minutes in the bus, while two acknowledged to staying more than 60 minutes. This is an indication that the participants found visiting the bookmobile enjoyable and liked to spend time browsing and choosing reading material. On the other hand, six people indicated spending as little as 10 to 30 minutes in the bus.

Time of day to visit

Except for one participant, everybody preferred from 09.00 to 10.00 – the time the bookmobile usually stopped at Silverstream Primary School. Reasons for preferring an early visit were that it leaves time for other activities afterwards. It was mentioned here and under suggestions to improve the bookmobile service, that an afternoon stop will allow high school learners to use the service for school work.

Use of other bookmobile sites

As discussed in Chapter 1, the City of Cape Town Mobile Library Service has different mobile sites in Manenberg. Only three (3) participants indicated that they use other nearby bookmobile stops (Easter Peak Primary school or Surrey Estate) if they missed the Silver Stream stop, if research for children's school projects were needed or if there were too many people at the stop on a particular day. The majority of respondents indicated that they don't visit other bookmobile stops because these stops are too far, they find enough information at the local stop, the local stop is more convenient, they don't know about other stops and they don't have reason for using other sites.

The fact that some respondents were not aware of other bookmobile stops indicate a need for City of Cape Town Mobile Library Service to inform the community about other stops and operation times for awareness and promoting the service.

6.4 Sharing information while waiting for and using the bookmobile

In order to test whether the bookmobile is used as an information ground, data on information sharing while waiting for and using the bookmobile as well as the value thereof were gathered.

Chatting while waiting for and using the bookmobile

Almost all (95%) the respondents acknowledged to chatting with others while waiting for, and while using the bookmobile. Books and authors were the topics discussed most, even to look at the books other people were returning and asking for reviews. It can be regarded as a topic common to all bookmobile users – even if they do not personally know one another. Other topics ranged from personal interests, catching up, general topics, job opportunities, school tasks, children, crime, health and daily happenings. A few participants indicated that they meet new people while using the bookmobile. The researcher, a bookmobile librarian, observed that information is exchanged without questioning the credibility of its source. Although it was not asked, participants provided the motivation for chatting as:

> *"We know one another & like talking"*
> *"We chat over [about] everything"*

A follow-up question where participants identified topics discussed from a list, confirmed the topics already mentioned. Besides book discussions and sharing information about family members, other popular topics were current news, community news, health issues, everyday advice, while financial issues, hobbies and crimes were also mentioned frequently. Politics, jobs and preparing food drew the fewest responses.

Gaining useful information while chatting

The majority of respondents (85%) acknowledged gaining useful information while chatting while waiting for the bus, while slightly more (90%) rated chatting in the bus as gaining useful information

If considering Pettigrew's (1999, p. 811) definition of an information ground as a 'synergistic environment temporarily created when people come together for a singular purpose or activity but from whose behaviour emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information', the bus stop and the bookmobile itself can be regarded as an information

ground. Manenberg library members gather at a particular place for the specific reason of using the bookmobile and while they are there, share information by talking to one another. The information ground environment is created by the social atmosphere and allows for information to flow by means of interaction in the community setting (Pettigrew, 1999, p.811).

From the responses it was clear that information is exchanged in the information ground and that the shared information was regarded as useful. The participants of this study therefore conformed to the proposition statements (Fisher, Durrance & Hinton, 2004 and Fisher & Naumer, 2006) that people gather at 'information grounds' for a purpose other than sharing information, that this information ground was attended by different social types of people and they played different roles in the information flow, social interaction took place, formal and informal information were shared, and that people benefitted from sharing information in physical, social, effective and cognitive dimensions.

Compared to the study by Rohman and Pang (2015), the information ground created by the Manenberg bookmobile also allowed for exchanging of ideas, creative thoughts and inspirations which empowered and brought the community closer. Both studies also revealed that social networking was used to provide a communication channel for up-to-date information, a way to connect, an information-exchange medium and a learning opportunity. Like the study of Mansoori, Soheili and Khaseh (2016), the bookmobile information ground was influenced by availability and accessibility.

Other community members gathering at bookmobile

Although mixed responses were gathered from interviewees, three were of the opinion that non-library members also gathered at the bookmobile stop, the reasons being to get away from home, to read the community newspaper and out of curiosity.

6.5 Information needs

Several questions were asked to determine the information needs of adult Manenberg library members. In this section information needs identified, uniqueness of information needs, borrowing for others and language preference are discussed.

Information needs identified

From the previous section on reasons for visiting the bookmobile, the information needs of adult Manenberg bookmobile users can be summarized as fiction books for themselves and/or their children, to find information and/or borrow non-fiction books for themselves and/or for school tasks, find job opportunities, use reference materials, consult with the librarian as well as to browse books, magazines and newspapers. Circulation statistics for all the bookmobiles in 2020 confirmed that juvenile fiction (8 048) is the most circulated material, followed by adult fiction (1 481), juvenile non-fiction (556), periodicals (273), adult non-fiction (212) and CDs (1).

This was also confirmed by a later question on topics of information needed. A wide range of information needed included mostly information on school projects, general topics, recipes, everyday advice, gardening and health issues. To a lesser extent information was needed on jobs, hobbies, how to build/fix things, community happenings, career guidance, preparing food, sports, news and politics. A minority of participants indicated the need for current news, information on personal development, government policies, crime, security, financial issues, parenting, the price of food, TV/movie personalities, pet care and romance. Similar topics of information needed were identified by Mohammed and Garaba (2019). Rural dwellers in Nigeria looked for information on agriculture, health, economy, government policies, education and recreation. Even illiterate users made use of posters, flyers and audio-visual resources to gain information. As suggested by Nassimbeni and May (2006) public libraries have long subscribed to the importance of their its educational role by providing space, resources and other facilities, for nation building and development.

The majority of interviewees identified books and photocopy facilities as their information needs. Books needed were mostly for leisure reading. The response shows the importance of the library service and that it has a positive impact on addressing social factors such as job hunting.

Constancy of information needs

The majority of respondents admitted that their information needs have stayed the same for the last couple of years. A few, however, drew attention to the fact that their information needs depended on what they felt like reading and on topics required by children's school projects.

Uniqueness of information needs

The majority of respondents interviewed indicated that their information needs were not unique. One interviewee, however, felt that their information needs are unique in that they needed computers, internet access and study facilities. Many scholars like Echem, Lulu-Pokubo and Ejuh, (2018) have affirmed the contribution of the public library to those who are socially excluded from access to information.
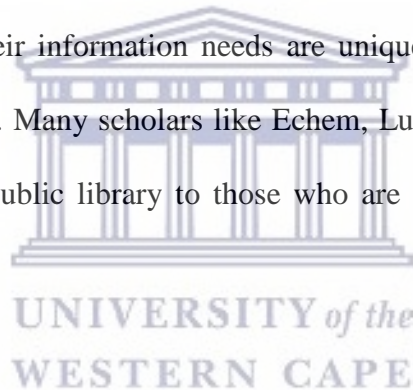
Borrowing for others

The majority of respondents indicated that they borrow library material for others, mostly books for friends and family. The reasons given were: borrowing for working people, those either too old or too lazy to walk to the bookmobile stop, as well as for people sharing their reading interests. The fact that materials are circulated indirectly to people in full-time employment, changes the profile of the average bookmobile user. Although employed people can't use the bookmobile in the mornings, they still utilize the service. Hart (2004) also touched on the fact that, because school learners in disadvantaged communities don't have access to school libraries, large numbers of learners flock to public libraries in the afternoons for assistance with and information for school projects resulting in challenges for staff to support them fully.

Language preference

The study revealed that most respondents preferred English (60%) and Afrikaans (40%). One respondent particularly indicated normally looking for English novels. Nobody indicated the need for Xhosa as a language preference. This did not correspond with the Manenberg area which is predominantly Afrikaans speaking (71.82%), with 17.78% English and 6.79% isiXhosa speakers (Statistics South Africa 2011 census). Circulation statistics of library genres per language for all bookmobiles in 2020 reflected a slightly different picture with the numbers being English juvenile fiction 6, 865, Afrikaans juvenile fiction 1, 121, Afrikaans adult fiction 739, English adult fiction 742, English juvenile non-fiction 554, English adult non-fiction 206 and Xhosa juvenile fiction 59. Perhaps more Afrikaans-speaking community members in Manenberg are not readers or Afrikaans mother-tongue speakers preferred information in English. Raju and Raju (2010) attest to the fact that public libraries contribute to education especially by supporting recreational reading, lifelong learning, adult literacy and provision of indigenous language material.

Sufficient resources in preferred language

Participants responded positively stating that they do find enough resources in either English or Afrikaans. The study confirms the finding in Chapter One, that indicates that the mobile library contained collections in the three official languages namely, Afrikaans, English and isiXhosa.

6.6 Information seeking behaviour

Ikoja-Odongo and Mostert (2006), Razaq et al. (2010) as well as Wilson (2000) determined that information seeking behaviour is motivated by an information need and is a complex activity requiring interaction between the searcher, information and the system (e.g., library, database, internet) or the information source (e.g., book, newspaper). It also involves the use of information and access to diverse information resources to deal with work-related, personal and social information problems.

This section discusses activities while in the bookmobile, reference material usage and finding needed information.

Activities while in the bookmobile

The main activities listed while visiting the bookmobile were similar to the reasons and information needs already identified: to borrow books, find information, look for job opportunities, find information for school projects, consult the librarian, to browse the collection and to use the photocopy machine. As a follow up question, a list of activities was provided and the participants requested to choose activities they partake in when visiting the bookmobile. The same pattern emerged: most participants chose to borrow story books and to use the photocopy machine, followed by borrowing magazines, borrowing story books for my children, borrowing non-fiction books, borrowing CDs, borrowing DVDs, using reference material, reading newspapers and borrowing books for children's school projects.

Reference material usage

Reference material usage was reflected by respondents indicating the use of dictionaries, encyclopaedias and government publications. To a lesser extent, statistical books and atlases were used. Bookmobile users rely on these materials as it provides them with background information on given topics. While public library collections as a rule consist of a wide variety of reference materials like dictionaries, encyclopaedias, yearbooks and grey literature, due to space and loan constraints, the bookmobile only carries a limited variety. Mohammed and Garaba (2019) as well as Payne (1990) emphasized the importance of the public library reference services and the usage thereof by amongst others, rural dwellers in Nigeria.

Finding needed information

Most participants found needed information by asking the librarian, browsing the shelves or asking a friend. Information in the book was found by using the index or by paging through the book or magazine. Only three participants used the catalogue as formal retrieval tool. Only two interviewees expressed that they did find information needed. Four interviewees resorted to using a bigger public library, ask the librarian or the internet for additional information. One response summarized it:

> *"Most of the time I find what I am interested in, but I also bear in mind that they have limited space in the bus and they will not be able to carry all the books. Otherwise, the librarian brings the information the following week."*

The study by Zhai and Wang (2016) on the effectiveness of library services emphasised the good relationship needed between users and library staff in order to provide a high level of assistance in accessing information sources. Librarians in general should pay attention to users' demands to maintain and improve good relations with patrons.
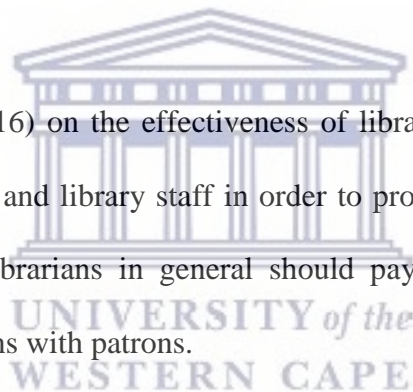
Barriers in finding needed information needs

Respondents highlighted the fact that the bookmobile lacked information technology facilities especially computers and internet access. Lack of space was a barrier as it resulted in the bus carrying limited stock. Rodrigues et al. (2006) offer a reminder that public library services are fundamental community services which contribute towards developing the community by offering relevant and representative collections and services to all the community members they serve. It is therefore suggested that the bookmobiles be equipped with computers and internet access.

Actions if needed information is not found

The majority of respondents interviewed mentioned the following actions when needed information is not found: consulting a librarian, visiting other public libraries with SmartCape facilities, making photocopies, using their cellular telephones to search for information, using a residential library and getting information from the librarian the following week. Strand and Britz (2018) predicted that the lack of suitable resources contributes to information inequality. The bookmobile services should therefore aim to provide free access to information which includes computer and internet facilities.

6.7 Importance of the bookmobile service

Respondents rated the importance of the bookmobile service by indicating if the service is important, reasons for importance, emotions associated with it, and continuous usage.

Reasons for importance of bookmobile

All respondents interviewed were of the opinion that the bookmobile is highly important to the community. The fact that the bookmobile was easy to access, convenient and safe to use was stressed again. That crime is a major issue in the community preventing the community from accessing resources was reflected in an individual response:

"*Kids don't have to walk all the way on their own to Manenberg library, because it's not safe and won't cross the road and get accidentally in gang fighting and shooting*".

All the participants admitted to anticipating the arrival of the bookmobile. The need for new reading material and '*getting books we like*' served as motivation for looking forward to visiting the bookmobile. They identified the benefits or importance of the bookmobile as receiving library material, receiving needed information, photocopy facilities, meeting people, finding job opportunities

http://etd.uwc.ac.za/

and convenience. One interviewee indicated that the bookmobile is important to ensure reading experience. Similar findings were recorded by Bopape et al. (2017) stating the importance and the role of public libraries in improving the quality of life of citizens through contributing towards education and lifelong learning, promoting moral values, eradicating illiteracy, alleviating poverty and advocating democracy. The importance of visiting the bookmobile was demonstrated when patrons indicated emotions experienced as anger, disappointment and feeling lost when the bus for some or other reason didn't pitch .To an extent, the negative emotions experienced coincided with feelings of uncertainty, confusion and frustration during the information-seeking process as identified by Kuhlthau (1993), but also by implication, with positive emotions of optimism, clarity, satisfaction and accomplishment when the bookmobile was visited.

Reasons for continuous usage of the bookmobile

Reasons for the continuous usage of the bookmobile were again due to it being easily accessible and convenient because the stop is close to their home and it has books they like. Convenience and safety have been a common sentiment throughout the questionnaire and interview responses. It is clear that the community appreciates the safe availability of the bookmobile. Another reason identified for continuous use of the bookmobile was the acknowledgment that information needs were fulfilled. As suggested by Kumar and Tholkapplan (2013) the success of any library depends on whether the collection meets the information needs of the patrons, and the importance of the librarian's awareness of the information behaviour of, and challenges faced, by library users.

6.8 Bookmobile versus Manenberg Public library

Although the Manenberg Public Library is only 2.6 km away from the Silverstream Primary school, the majority of respondents indicated that they enjoyed using the bookmobile and did not visit the Manenberg library because of safety reasons. They have experienced shooting incidents, regarded the area as too dangerous and feared gangster activities. Other reasons for rather using the bookmobile

were convenience and service received. The majority of respondents listed convenience as the reason for enjoying visits to the bookmobile.

Those who did make use of the public library did so to use the large variety of books and to access the computers and internet.

6.9 Improving bookmobile service

One overwhelming suggestion on improving the bookmobile service to Manenberg was to provide computers and internet access on the bus. Other facilities requested were a printer and a better photocopy machine, larger collections, a bigger bus for more space, library resources and newer books. Additional services like operational times to accommodate high school learners in the afternoons and more frequent visits were also requested. There were also calls for more librarians in order to offer children's programmes especially during the school holidays to keep children off the streets. The positive effects of children's literacy programmes in the surrounding disadvantaged community were recorded many years ago already by Thaing (2008) and can serve as evidence of the value of libraries to funders (De Jager & Nassimbeni, 2012).

Role of Manenberg community members

Interviewees suggested that Manenberg community members could play a role in the provision of bookmobile services. They should use the bookmobile, protect and ensure the safety of the bookmobile and staff, assist with funding, and encourage reading among children. This would convince government authorities to priorities funding and resources to the libraries and acknowledge the importance of the library to the community.

Role of City of Cape Town

The role that City of Cape Town can play was identified as providing newer and more modernized buses with internet, more staff and more funds. This would play a role in promoting the mobile library services and the library to community members by ensuring access to the library service and empowering the community with information skills while at the same time promoting a culture of reading.

6.10 Concluding summary

This chapter interpreted and analysed data collected from adult bookmobile users through the administered questionnaire and interviews conducted as well as circulation statistics provided by the City of Cape Town Library and Information Services. Findings are summarized as:

- the average participant was female, aged 50 years or older and unemployed

- the bookmobile was visited mostly twice a month (every fourteen days)

- fiction books for themselves or children were borrowed the most

- non-fiction books were borrowed for personal information needs as well as for children's school projects

- other information needs were to look for job opportunities, consult librarians and to browse the collection

- the bookmobile was visited because of easy access, convenience, safety, friendly librarians and the photocopy machine

- continued use of the bookmobile was identified as easy access, convenience and safety

- most participants arrived less than ten minutes early at the bus stop to wait for the bookmobile

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- most participants spent 20 – 60 minutes in the bookmobile

- all participants referred the 09.00-10.00 time slot

- most participants didn't use other bookmobile stops as they are too far, they found enough information at the local stop or don't know where the other stops are

- the bookmobile stop and the bookmobile were used as information grounds as information was shared and information gained rated as useful

- both library members and other community members formed the information ground

- the biggest information need was for fiction books

- English was the preferred language

- reference materials were used

- needed information was found by browsing the shelves or asking the librarians

- barriers in finding needed information were the lack of space and computers with internet access

- The bookmobile was rated as important by all

- Participant preferred using the bookmobile rather than the Manenberg Public Library

- Suggestions to improve the bookmobile services were newer and bigger busses equipped with computers with internet access, an afternoon stop to accommodate secondary school learners as well as library programmes for children
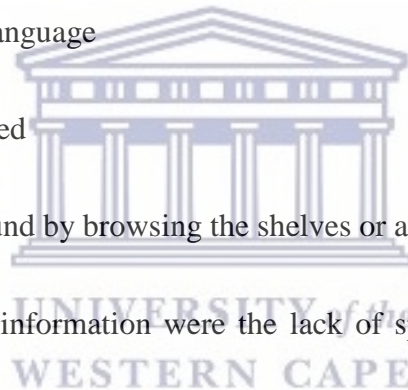
The next chapter will answer research questions, draw conclusion, make recommendations and point to further studies needed to strengthen the current findings.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The previous chapter interpreted the findings of the study. The objectives of the study were to investigate the bookmobile library as an information ground, the information behaviour of bookmobile users and the social role of a bookmobile library in a public library environment. This final chapter answers the research questions, presents a general conclusion, makes recommendations and points to future research needed to strengthen this study's conclusions. It should be mentioned again that because the number of respondents is not representative of the population, no generalization can be made. The conclusions drawn are based on general trends identified.

The study set out to answer the following research questions:

- Why are community members using the bookmobile library service?
- What are the information needs of the community members making use of the service?
- Does the bookmobile service fulfil these information needs?
- Do community members use the bookmobile library as an information ground?
- How can the bookmobile service to disadvantaged communities be improved?

7.2 Use of the bookmobile library service

Public libraries play a vital role in empowering developing communities especially. Mobile library services play an additional role by providing community members not able to visit the physical public library, a means of accessing information. The majority of Manenberg bookmobile users depend on the bookmobile for information and recreational reading. Reasons for using the mobile library were to obtain books and information, but also because the bookmobile is easily accessible, convenient and

safe to use. When compared with the area where the resident Manenberg Public Library is located, an area characterized by dangerous gangsterism and violence, the bus stop is near their homes and in a safe environment. Continuous usage of bookmobile was attributed to convenience, safety and general satisfaction with the service and information provided. It can be stated that the Manenberg area needs a bookmobile as a free library service to empower the community affected by social issues.

7.3 Information needs of bookmobile users

The major information needs of bookmobile users are to borrow fiction books for recreational reading, to find information for personal use- especially job opportunities, as well as to find information for children's school projects. Several users expressed the need just to browse the library collection – books, periodicals and newspapers. The need for computers and internet access on the bookmobile was strongly identified. Public libraries should be at the forefront of library trends and changes in the information needs of library patrons. This is in line with the predictions of Chen and Ke (2017), that libraries with budget constraints are under pressure to keep up with the digital society, globalization and development in ICTs.

7.4. Fulfilment of information needs

The majority of bookmobile users indicated that their information needs are satisfied. Those who at times did not find needed information, indicated that the bookmobile librarians will ensure that they have it the following week. Most users are able to find needed information independently or asked the librarians for assistance. A need for more and newer books was expressed. As mentioned already, many users would like to have SmartCape facilities on the bookmobile for internet searching and social media.

7.5 Bookmobile as information ground

The study was framed by Pettigrew's Information Grounds Theory and determined that the bookmobile bus stop as well as the bookmobile library itself are used as temporary environments where people gather and exchange information. Results indicated that bookmobile users conform to the theory and in particular to most of the propositions of the theory, namely that

- People gather at 'information grounds' for a purpose other than sharing information.

- Bookmobile users gather at the bus stop and in the bus as 'information grounds' for the purpose of using the bookmobile.

- Information grounds are attended by different social types of people and they play different roles in the information flow.

  - Both bookmobile users and non-users gather at the bus stop.

- Social interaction is the primary activity at these information grounds resulting in information flow as a by-product.

  - Bookmobile users acknowledge to chatting to people they know, but also to getting to know new people.

- People engage in formal and informal information sharing resulting in information flow occurring in many directions.

  - Many different topics discussed were listed. Informal information sharing related to personal interest like families, social issues like crime, job opportunities, health issues, school projects and daily happenings. More formal information sharing related to book and author discussions.
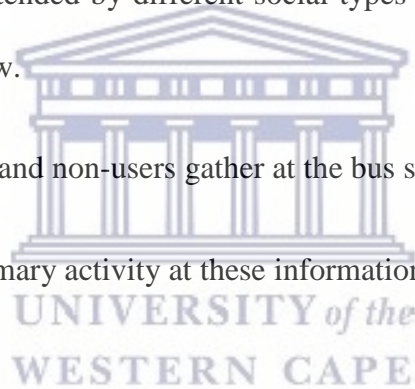
- Information grounds can occur anywhere and in any type of temporal setting as long as individual people are present.

  - Both the bus stop where people wait for the bus and the bookmobile itself are used as information grounds.

- People use information obtained at 'information grounds' in various ways and benefit from it in physical, social, effective and cognitive dimensions.

  - Bookmobile users acknowledge that useful information is gained during information sharing.

7.6 Improving bookmobile service to disadvantaged communities

Suggestion to improve the bookmobile service included a newer and bigger bus for more space, larger collection, newer books, computers with internet access, as well as a printer or better photocopy machine. It was also highlighted that an afternoon stop enabling learners to use the bookmobile will improve the bookmobile service. The need for children's library programmes to keep them 'off the streets' was also suggested.

7.7 Recommendations

Based on the findings of the study, the following recommendations are made:

- The City of Cape Town Library and Information Service needs to promote all the library facilities in the Manenberg area for community members to be aware of and to use.

- Bookmobiles need to be equipped with computer and internet and/or Wi Fi facilities.

- More space is needed in the bus to accommodate more users at a given time as well as a larger collection.

- Operational times during the afternoons to accommodate learners should be implemented.

- Library programmes for children especially during school holidays should be offered.

- A back-up bus when operational buses are serviced should be available.

- More bookmobile librarians should be appointed.

7.8 Suggestions for future research

Based on the limitations and delimitations of this study and some unresolved issues identified, the following further research is deemed necessary:

- Because of this study's limitations due to a low response rate, a larger scale study should be conducted after the Covid-19 pandemic.

- The role of the bookmobile service as an extension service in supporting residential libraries should be investigated.

- The possible role of the bookmobile in bridging the digital divide in the light of the Fourth Industrial Revolution should be explored.

- The possible extended role of bookmobile services during a pandemic to enhance communication and information sharing.

7.9 Concluding the study

As indicated as a research problem, not all community members of Manenberg have safe access to a public library. The bookmobile library service of the City of Cape Town is used to render a service to those affected in the area. Although the bookmobile library service plays a vital role in rendering an information service to the community, no research has been done to explore how the Manenberg bookmobile library services are used, the reasons why patrons use the service and how the service fulfils their information needs. Based on the study's objectives to determine if the bookmobile library

is an information ground, the information needs and how users seek information, the study investigated the social role of a bookmobile library, the information-seeking behaviour of library users in a public library environment, if the bookmobile is used as an information ground and how the bookmobile service can be improved.

The data gathering phase of the study took place during the ongoing Covid-19 pandemic which started in 2020 in South Africa. Due to the pandemic, the bookmobile service was initially scaled down and later in 2021, phased out. Bookmobile librarians were relocated to other City of Cape Town libraries.

This study filled a gap in the knowledge on the use of the bookmobile library services in Manenberg. It is hoped that the study will motivate the revival of the bookmobile service if the necessary funds are available after the Covid-19 pandemic, and that suggestions to improve the service will be implemented.
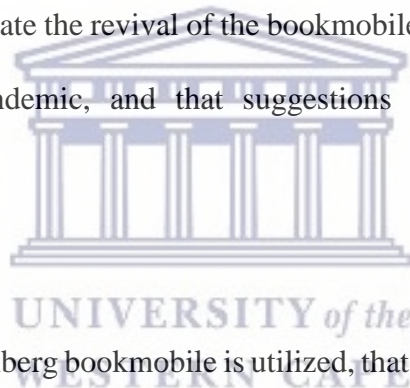
The study concludes that the Manenberg bookmobile is utilized, that it is used as an information ground that the service fulfils information needs and that phasing out the service will increase information poverty in a developing community.

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APPENDICES

Appendix A

OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

25 March 2019

Ms ZM Shabalala
Library and Information Sciences
Faculty of Arts

Ethics Reference Number: HS19/1/6

Project Title: Bookmobile library services as an information ground in Manenberg.

Approval Period: 12 March 2019 – 12 March 2020

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

HSSREC REGISTRATION NUMBER - 130416-049

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Appendix B

Dear Participant   Date:

My name is Zanele Shabalala and I am a Masters student in the Department of Library and Information Science at the University of Western Cape. As part of my studies I have to undertake a research project, titled *Bookmobile library service as information ground in Manenberg*. I would like to invite you to take part in this research. Before you decide to participate you need to understand why the research is being done and how it will involve you. The objectives of my research are to investigate if the Manenberg bookmobile library service is used as information ground and if the bookmobile library service can be adapted to suit the needs of Manenberg.

Your experience as a bookmobile library user would provide invaluable insights. If you agree to participate, you will be asked to complete a questionnaire with 25 questions relating with how you use the bookmobile. It will not take longer than 15 minutes to complete. I wish to assure you that all information provided will be kept strictly confidential and secure. No names will not be disclosed in reporting my findings. Your participation in the study would be completely voluntary. You have the right to withdraw from answering certain questions. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, all data collected from you would be destroyed and omitted from my research.

If you have questions about this research or your role as participant, please contact me, Zanele Shabalala (Researcher), telephone 0736167414 or email 3771033@myuwc.ac.za or my supervisor, Dr Lizette King, Department of Library and Information Science, University of Western Cape, Private Bag X17 Bellville 7535, telephone (021) 959 2535 or email Iking@uwc.ac.za. Alternatively, you could also contact the University of Western Cape Office of the Director: Research (Research and Innovation Division), Private Bag X17 Bellville 7535; telephone (021) 959 2988/948 or email: research-ethics@uwc.ac.za. If you agree to participate in this research, please complete and sign the consent form provided.

Thank you for considering my questionnaire request.

Zanele Shabalala (Researcher)

Depart of Library &
    Information Science
University of the Western
    Cape
Private Bag X17 Bellville
7535 South Africa

T: +27 (0)21 959 2137/2349 F:
+27 (0)21 959 365

UNIVERSITY *of the*

WESTERN CAPE

Appendix C

CITY OF CAPE TOWN
ISIXEKO SASEKAPA
STAD KAAPSTAD

Date	: 27 January 2020
To	: Director: Policy and Strategy
Reference	: PSRR-0199

Research Approval Request

In terms of the City of Cape Town System of Delegations (May 2019) - Part 29, No 1 Subsection 4, 5 and 6

"Research:

> (4) To consider any request for the commissioning of an organizational wide research report in the City and to approve or refuse such a request.
>
> (5) To grant authority to external parties that wish to conduct research within the City of Cape Town and/or publish the results thereof.
>
> (6) To after consultation with the relevant Executive Director: grant permission to employees of the City of Cape Town to conduct research, surveys etc. related to their studies, within the relevant directorate

The Director: Organisational Policy & Planning is hereby requested to consider, in terms of sub-section 6, the request received from

Name	: Zanele Shabalala
Designation	: Masters candidate
Affiliation	: Faculty of Arts, Library and Information Science, University of the Western Cape
Research Title	: "Bookmobile library service as information ground in Manenberg"

Taking into account the recommendations below (see Annexure for detailed review):

Recommendations

That the CCT via the Director: Policy and Strategy grants permission to Zanele Shabalala, in her capacity as CCT LIS staff member and Masters candidate in the Faculty of Arts, in the department of Library and Information Science at the University of the (UWC), to conduct research in the City of Cape Town subject to following conditions:

- Access to data to be via the Director: LIS: Ninnie Steyn on ninnie.steyn@capetown.gov.za
- LIS data to be made available to the researcher are:
    - the total adult membership for Mobile Services,
    - circulation statistics for this group indicating circulation per demographic category, e.g. AF, EF, NF.
    - the breakdown of the latter per Dewey Class;
- All previously accessed LIS data (i.e. obtained prior to formal CCT research approval) are to be set aside for the purpose of this research study;
- Patron's personal data on the LIS database are not used for purposes of sampling for the qualitative research components
- Patron participation is limited to adult membership card holders visiting the mobile book stop at Silverstream Primary School;
- The researcher to inform patrons prior to commencement of the questionnaire completion and/or interview that research participation is voluntary;
- Adherence to the scope and scale of the study as proposed;
- Use of the City's logo or brand is not permitted;
- Clear acknowledgment in the report that the analyses derived from the LIS data does not constitute official CCT policy;
- Submission of a pre-final report to the Director: LIS, for data verification;
- Submission of the completed research report to the Director: LIS, the Director: Policy & Strategy and the Manager: Research in the Policy & Strategy department within 3 months of completion of the report and research.

V. Leght 30/01/2020

Delegated authority:	Applicant:
Approved ☑ Comment: _____	I, ..., confirm that I agree to abide by the conditions as stipulated above.
Not Approved ☐ Comment: _____	
Hugh Cole: Director: Policy & Strategy: _____	Applicant: _____
Date: 4/02/2020	Date: _____

| CCT departments: No interviews or data be provided unless recommendations are accepted and returned by applicant. | Kindly return signed copy sivuyile.rilityana@capetown.gov.za |

CIVIC CENTRE   IZIKO LEENKONZO ZOLUNTU   BURGERSENTRUM
12 HERTZOG BOULEVARD CAPE TOWN 8001 PRIVATE BAG X9181 CAPE TOWN 8000
www.capetown.gov.za

Making progress possible. Together.

Appendix D

Bookmobile Library Services as an information ground in Manenberg

1. Please indicate your gender. [Please tick (x) the appropriate box]

Gender

Male   Female   Other

2. Please indicate your age group. [Please tick (x) the appropriate box]

Age group

18-25   26-30   31-35   36-40   41-45   46-50   51+

3. Please indicate your employment status. [Tick (x) the appropriate box]

Work status

Student   Employed   Unemployment   Retired   Housewife   Other

3.1 If other, please specify ………………………………………………………………………………
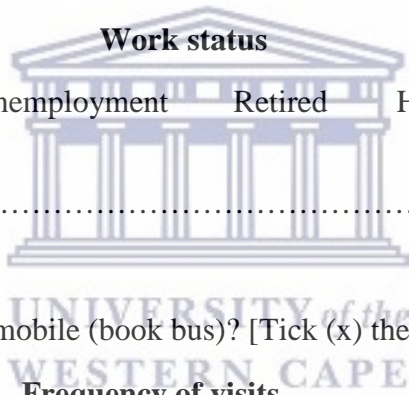
4. How often do you visit the bookmobile (book bus)? [Tick (x) the appropriate box]

Frequency of visits

Every week   Once a month   Other – please specify

Twice a month (every 2   Hardly visit
weeks)

5. Supply reasons for visiting the bookmobile

………

………

………

………………………………………

6. Do you use other bookmobile sites/stops? [Tick (x) the appropriate box]

**Use other bookmobile
sites/stops**

Yes   No

6.1 If yes, why do you visit other bookmobile sites/stops?

………………………………………………………………………………………………………
…………………………………………………………….

6.2 If yes, which sites do you visit?

………………………………………………………………………………………………………..

6.3 If no, supply reason(s) for not visiting other bookmobile stops

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

7. How long before the bookmobile arrives are you at the stop site? [Tick (x) the appropriate box]

Time spent waiting for the bookmobile library

Less than 10 min	10 - 30 min	30 – 60 min	More than an hour

8. Do you chat to the other people waiting for the bookmobile? [Tick (x) the appropriate box]

Chat to others waiting for the bookmobile

Yes	No
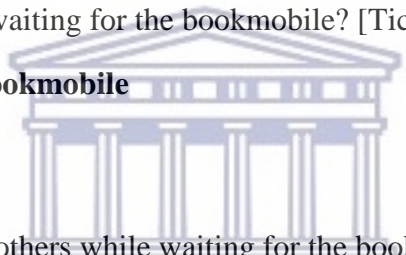
8.1 Why do you chat/not chat with others while waiting for the bookmobile?

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

8.2 Do you pick up useful information while chatting? [Tick (x) the appropriate box]

Useful information while chatting

Yes

8.3 What do you chat about while waiting for the bookmobile? [Tick (x) all the appropriate boxes]

Topics chatting

Current news	Hobbies	Everyday advice	Crime
Politics	Jobs	Financial issues	Children & family
Health issues	Books read	Preparing food	Other – please specify

9. How much time do you normally spend in the bookmobile library? [Tick (x) the appropriate box]

Time spent in the bookmobile library

Less than 10 min	10 - 30 min	30 – 60 min	More than an hour

10. What time of the day do you prefer to visit the bus? Please supply reason(s) for preferring that time.

Time	**Reason(s)**

11. Do you sometimes borrow books for somebody else? [Tick (x) the appropriate box]

Borrowing for others

Yes	No

11.1 If yes, for whom do you borrow? …………………………………………………….….

11.2 Why is she/he not coming to the mobile library themselves? ……………………………………………………………………

12. Which language do you prefer information or novels (fiction/storybooks) to be? [Tick (x) the appropriate box]

Language of information/storybooks (novels)

Xhosa	English	Afrikaans	Other – please specify

13. Do you find enough information or novels (fiction/storybooks) in your preferred language? [Tick (x) the appropriate box]

Enough information/storybooks (novels) in preferred language

Yes	No

14. Please complete: The main reason for visiting the bookmobile is to ………………………………….………....

…………………………………………………………………………………………………… ……………………………………………….……..

…………………………………………………………………………………………………… …………………………………………………..

15. Please indicate reasons for visiting the bookmobile. [Tick (x) all the appropriate boxes]

Reasons for visiting the bookmobile

To borrow story books to read	To borrow non-fiction (fact) books to read	To use photocopy machine
To borrow story books for my children	To read newspapers	To borrow magazines
To borrow books for my children's school work	To borrow books for my studies	To use reference books (e.g., dictionaries)
To borrow CDs	To borrow DVDs	Other – please specify

16. Please indicate whether you use the following reference material. [Tick (x) all the appropriate boxes]

Reference material used

Dictionaries	Encyclopedias	Directories (Phone books)
Atlas	Street maps	Almanacs
Year books	Statistical books	Government publications
Others – please specify		

17. How do you find the information you looking for? [Tick (x) all the appropriate boxes]

Finding information

Ask the librarian	Use the catalogue	Browse the shelves
Ask a friend	Use the index	Pages through the book/magazine
Others – please specify		

18. Please indicate the type of information you usually look for. [Tick (x) all the appropriate boxes]

Type of information needed

General	School project topics	Politics	Jobs
Hobbies	Preparing food	Crime	Financial issues

Recipes	Current news	Security	Career guidance
Health issues	Personal development	Everyday advice	Parenting
How to build/ fix things	Government policies	Community happenings	TV/movie personalities
Price of food	Sport news	Gardening	Pet care

Other – please specify

19. What do you regard as barriers in using the bookmobile library? [Tick (x) all the appropriate boxes]

Barriers

Not enough books	I don't find books on the topics I like	Lack of space	No computers & internet connection
I don't know how to find useful information	I am too scared to walk to the bookmobile	Other – please specify	

20. Do you chat with other people while inside the bookmobile? [Tick (x) the appropriate box]

Chat to others while inside the bookmobile

Yes	No

20.1 Why do you chat/not chat with others while inside the bookmobile?

…………………………………………………………………………………………………
…………………….………………………..

20.2 Do you pick up useful information while chatting inside the bookmobile? [Tick (x) the appropriate box]

Useful information while chatting inside

Yes	No

21. Please list the benefits of using the bookmobile

………

………

………

………………………………..…

22. How do you feel when the bookmobile did not pitch at the stop?

……

…….………………………..

23. Please list some ideas/suggestions how the bookmobile service to Manenberg can be improved.

……

……

……

…………………………………

24. Do you visit the Manenberg public library? [Tick (x) the appropriate box]

Visit Manenberg public library	
Yes	No

24.1 If yes, supply reason(s) for visiting the Manenberg public library.

……………………………………………………………………………………………….

24.2 If no, supply reason(s) for not visiting the Manenberg public library.

…………………………………………………………………………………………………..

25. If you visit the Manenberg public library and the bookmobile, which do you enjoy more? [Tick (x) the appropriate box]

Enjoy visiting Manenberg public library or the bookmobile		
Public library	Bookmobile	Not applicable

25.1 Supply reasons for your answer ……………………………………………………

.

Appendix E

Interview schedule

1. In your opinion, why are Manenberg community members using the bookmobile service?

    1.1 What are the reasons for your continuous usage of the bookmobile library?

    1.2 Do you think it is important to have a bookmobile library in your community? Supply reasons for your answer.

2. In your opinion, what are the information needs of the Manenberg bookmobile members?

    2.1 Do you think these needs are unique to Manenberg? If yes, please explain/supply more detail.

    2.2 What type of information do you look for when visiting the bookmobile library?

    2.3 Do you often look for the same kind of information? If yes, why?

    2.4 Do you find the information that you are interested in?

    2.5 What do you do when you don't find the information you looking for?

3. Do you think that the bookmobile service fulfils your information needs?

    3.1 Can you supply reasons for your answer?

    3.2 Can you supply examples for your answer?

4. Do you think community members use the bookmobile library as a meeting place to share information?

    4.1 Supply reasons why you say so.

    4.2 While you waiting for the bookmobile, what are the other community members doing?

4.3 Do community members not wanting to use the bookmobile also gather at the bus stop? What do you think are their reasons?

4.3 Do you look forward to these meetings?

4.4 Do you think current bookmobile users will still use the service if they can visit the Manenberg Public Library easily?

5. How can the bookmobile service to Manenberg be improved?

5.1 What changes would you like to see? Supply reasons for your answer.

5.2 What role can Manenberg community members play?

5.3 What role can City of Cape Town play?

5.4 Do you have any other suggestions or recommendations?

Appendix F

Total Members per Patron-Class

AREA	Members Adults	Members Intermediate	Members Juvenile	Members Adults Subscription	Members Intermediate Subscription	Members Juvenile Subscription	Members Staff	Members Visitors	Members Residential Institutions	Members Corporate Institutions	Members SmartCape only	Members Senior 60+	TOTAL
Head 14													
Fish Hoek	3 562	368	1 164	0	0	0	1	1	28	32	24	1 828	**7 008**
Grassy Park	1 975	479	1 461	0	2	0	9	0	10	2	99	274	**4 311**
Kommetjie	487	67	240	0	0	0	0	0	2	5	0	217	**1 018**
Lotus River	730	183	1 022	0	0	0	2	0	9	1	2	44	**1 993**
Masiphumelele	385	122	244	0	0	0	0	0	1	4	2	2	**760**
Muizenberg	1 100	104	377	0	0	0	3	0	5	2	51	312	**1 954**
Ocean View	1 088	347	1 038	0	0	0	1	0	18	9	3	60	**2 564**
Ottery Satellite	457	96	416	0	0	0	1	0	7	0	1	29	**1 007**
Pelican Park S	3 965	31	5 751	0	0	0	0	0	0	0	0	1	**9 748**
Retreat	1 417	331	1 275	0	0	0	3	0	1	5	1	60	**3 093**
Simonstown	571	55	106	0	0	0	3	0	1	2	14	259	**1 011**
Head TOTAL	*15 737*	*2 183*	*13 094*	*0*	*2*	*0*	*23*	*1*	*82*	*62*	*197*	*3 086*	**34 467**
Mobiles													
Mobiles (CTA)	741	432	3 757	1	0	0	2	1	0	0	1	75	**5 010**
Head TOTAL	*741*	*432*	*3 757*	*1*	*0*	*0*	*2*	*1*	*0*	*0*	*1*	*75*	*5 010*
Area TOTAL	*43 562*	*8 288*	*35 656*	*18*	*9*	*9*	*56*	*2*	*215*	*131*	*384*	*8 479*	*96 809*
Cumulative Date Range Total	162 048	32 701	104 392	77	21	15	233	12	639	572	2 533	31 323	334 566
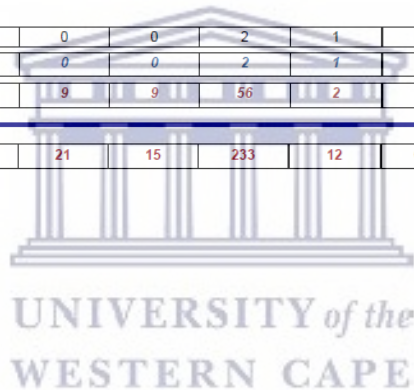
Appendix G

	Adult Fiction					Adult Non-Fiction			Juvenile Fiction					Juvenile Non-Fict.			Periodicals		Sheet Music	Audio			Audio Visual		Games	Elect Res		Pamph. & Newsp.
	AF	FOR FIC	IND FIC	XHO FIC	EF	NF	Study	REF	AJF	JUV FOR FIC	JUV IND FIC	JUV XHO	EJF	JUV NF	JUV Study	JUV REF	Magz	JUV Magz		Audio Books	Lang Courses	Music	Video	DVD		Adult CD Rom	Juv. CD Rom	

Genre detail (left columns):

- Adult Fiction: Afr / AF LrgP / AF Teen ; Genres ; Eng / EF LrgP / EF Teen / Easy reader / N/A + Z
- Adult Non-Fiction: Afr NF / Afr LrgP / Xho NF / Eng NF / Eng LrgP / For NF / Ind NF ; Adult study / Short Loan
- Juvenile Fiction: J Afr / Afr Pict / Afr JT ; Genres ; XJF / Xho Pict ; J Eng / Eng Pict / Eng JT
- Juvenile Non-Fict.: Afr JNF / Xho JNF / Eng JNF / For JNF / Ind JNF ; J Study / J Short Loan
- Audio: AB on CD / AB on MP3 ; LC on Cassette / LC on CD / LC on DVD / LC on Mp3 ; Tape / CD / MP3 / Record
- Audio Visual: V Adult FIC / V Adult NonFic / V JUV FIC / V JUV NonFic ; D Adult FIC / D Adult NonFic / D JUV FIC / D JUV NonFic
- Games: DVD ROM Game / Toys, puzzles, games

Dept: Total   590,940

265,707					57,861			204,273					26,204			14346		82	3,659			18,202		90	483		33
100,046	57	35	846	164,723	52,703	5,003	155	51,970	32	64	3,055	149,152	497	25,605	102	14,042	304	82	1,486	71	2,102	208	17,994	90	215	268	33

Mobiles

Mobiles (CTA)   10,568

1,481					212			8,045					556			273		0	0			0		0	1		0
739	0	0	0	742	206	4	2	1121	0	0	59	6865	554	0	2	264	9		0	0	0	0	0	0	0	1	
526				545	22	4		621			20	4150	23	0					0	0	0	0	0	0	0	0	0
210				71	0	0		477			39	2567	0	0					0	0	0	0	0		0	0	
3				100	0			23				148	528						0	0	0	0	0		0	1	
				26	182								3						0	0	0	0	0		0		
				0									0														
				2																							
				0																							

Area Total: 142,197

52,578					14,176			57,048					7,181			3,790		26	1,133			5,868		89	287		21
8,622	21	4	117	43,814	12,961	1,168	47	6,419	5	11	541	50,072	7,112	50	19	3,657	133	26	414	9	710	84	5,784	89	134	153	21