



**UNIVERSITY of the
WESTERN CAPE**

**PERCEPTIONS OF A DISADVANTAGED COMMUNITY REGARDING SERVICES OF
THE MELTON ROSE PUBLIC LIBRARY**

by

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3879802

Mini thesis submitted in partial fulfilment of the requirement for the degree of

MASTER OF LIBRARY AND INFORMATION STUDIES

In Library and Information Studies, Department of Library and Information Science

at the

University of the Western Cape

Supervisor: Dr L. King

March 2022

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Declaration

I declare that the thesis titled *Perceptions of a disadvantaged community regarding services of the Melton Rose Public Library*, is my own work and that it has not been submitted before for any degree or examination in any other university, and that all the sources I have used, have been indicated and acknowledged as complete references.



Ashley Lewis

November 2022

I declare that *Perceptions of a disadvantaged community regarding services of the Melton Rose Public Library* was submitted to Turnitin and that a satisfactory similarity index of less than 3% was achieved.



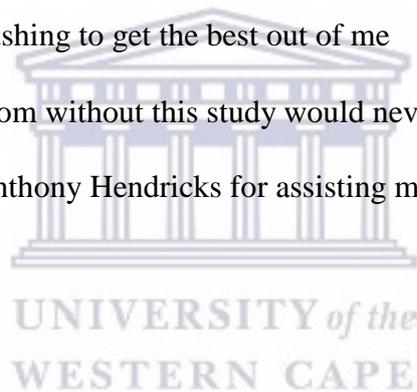
Dr Lizette King

November 2022

Acknowledgements

This study was made possible by several people to whom I want to express my sincere gratitude.

- I thank my LORD and SAVIOUR, who has guided and leaded me
- My wife, Avril Lewis, for supporting me through my career
- I am grateful to my employer, Library and Information Services, as well as Patricia Noyoo, for assisting me to conduct and finalise this study.
- My academic supervisor, Dr. Lizette King, for her encouragement, guidance, advice and patience and for pushing to get the best out of me
- To the participants, whom without this study would never have been realised
- My colleague, Mark Anthony Hendricks for assisting me through my career



Abstract

Public libraries in disadvantaged communities are underutilised. This study aimed to identify reasons for underutilisation of public libraries in disadvantaged communities and to determine if one of the reasons for the underutilisation of the Melton Rose Public Library in particular, is the perceptions of the community members where the library is situated. A case study design with a qualitative research approach was adopted. Data was collected from 126 library members as well as non-members during focus group discussions and follow-up interviews. For triangulation, circulation statistics were used. Bandura's social cognitive theory and his model of reciprocal determinism underpinned findings and interpretations. The main findings were that the public library needs to re-assess its services, programs and resources in order to address not only the information and reading needs of the community, but also the social needs of the community in which the library is established. Based on the findings it is recommended that the reading, information and social needs in the community should be identified and traditional or digital services, programs and resources should be created, marketed and be made freely available for the community. This will enable all members of the community the opportunity to have access to required information whether by physically visiting the library or accessing these services digitally, whether you are a library member or not. As this study focussed on one library only, further studies including other public libraries and geographical areas are advised.

Key words

User perceptions, Public library, Disadvantaged community, Melton Rose Public Library, Bandura's social learning theory

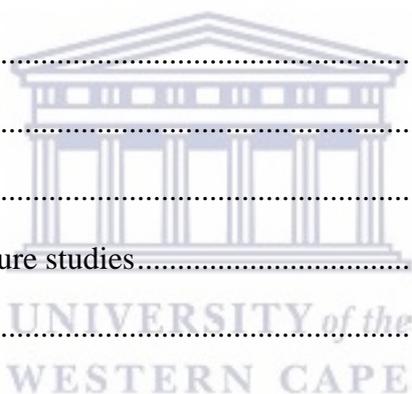
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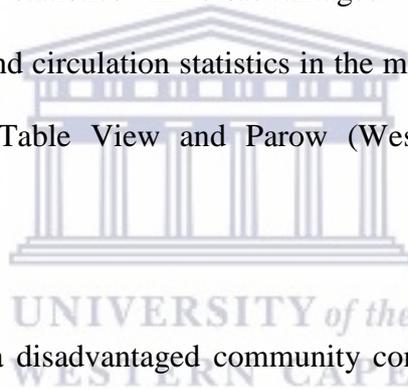
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Chapter 1: Introduction

1.1 Introduction

Public libraries in disadvantaged communities in the Western Cape, South Africa, are underutilised compared to public libraries in other communities (Western Cape Library Service. 2018/19. Annual Review). As a public librarian for 22 years working at public libraries in disadvantaged communities such as Heideveld, Meltonrose, Ocean View, Delft, Hanover Park and Gugulethu, the researcher has observed and experienced when capturing and reviewing public library statistics in City of Cape Town Libraries that public libraries membership and circulation statistics in disadvantaged communities are comparing unfavourably to membership and circulation statistics in the more affluent communities such as Brackenfell, Durbanville, Table View and Parow (Western Cape Library Service. 2018/2019. Annual Review).



According to Barnes (1994), a disadvantaged community comprises of different elements, which 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. Barnes (1994) also states that in South Africa, the word 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 underserved compared to the normal use of the library services.

The question asked often is how communities perceive public libraries and how librarians should respond (Lor, 2013). The Library and Information Services (LIS) Transformation

Charter (LIS, 2014), which prioritises social inclusion, economic development, and poverty eradication, suggests that many South Africans are unaware of the services and benefits that libraries offer. Fuegi, Elbert and Lipeikaite (2012) indicated that most people hold the misconception that public libraries only deal with traditional book lending and reference services rather than innovation and technology.

This was first highlighted by a national research study conducted by Aslib (1995), reporting that people in England and Wales have not changed their perception of a library and consider a public library as mainly for middle-class residents. The research finding also indicated that most people living in disadvantaged communities are either not interested in books, do not believe that libraries are part of their leisure activities, or that a public library can contribute to their state of living, for example, put food on the table.

This study aimed to identify the reasons for the underutilisation of public libraries in disadvantaged communities by looking at user perceptions of public libraries in disadvantaged communities. This study also focuses on how social issues in the community and library services offered by a public library in a disadvantaged community influenced user perceptions and whether perspectives affected the utilisation of the public library.

1.2 Background

Due to the Group Areas Act of 1950, the area known as the Cape Flats became home to people that the apartheid government designated as non-white (Nasionale Party, 1968). Race-based legislation and pass laws forced non-white people out of more central urban areas into informal government built settlements known as townships (South African Institute for Race Relations,

1952, p.32). People living in District Six, for example, were forcibly removed in 1963 (Ngcelwane, 1998). The Cape Flats communities are characterised by racial and economic dispossession (Salo, 2018) as well as socio-economic issues such as drug abuse, high levels of school dropouts, low literacy, and high levels of domestic and other violence, high crime rates and gangsterism (Mullagee & Bruce, 2015; Goldin, 1987). Due to unemployment, many residents are faced with poverty; they depend on government support grants; (Lambrechts, 2012), and are prevented from enjoying dignified existences in healthy environments (Bowers Du Toit, 2014, p.4).

The link between poverty and social injustice is accentuated by Ramsetty and Adams (2020), Van Dijk (2020), Handmaker and Berkhout (2010, p.2) as well as Von Broembsen and Davis (2008, p.12) which identifies social injustice in townships as a lack of freedom to information or information poverty. Denying access to information contributes to general societal detriment as citizens for example cannot effectively find employment, learn about healthcare or educate themselves on their individual rights in the democratic society in which they live. Illiteracy puts people at a serious disadvantage and can condemn people to a life of poverty and unemployment (Nicholson, 2002).

Howie (2017, p.11) in a South Africa Grade 4 Progress in International Reading Literacy Study (PIRLS) literacy highlights Report revealed that 78% of South Africa's Grade 4 children were found unable to reach the lowest literacy benchmark, that learners from disadvantaged backgrounds achieved significantly lower scores, and that lack of access to resources like libraries is an influencing factor. The report echoes comments by Krashen (2017) on the link between literacy and poverty and the role that libraries can play. A public library should provide

resources and services in a variety of media to meet the needs of individual and social groups for education, information and personal development (IFLA, 2021).

An understanding of the past segregated and unequal cultural context within which public libraries developed in South Africa is needed to comprehend current library services to diverse cultural groups in disadvantaged communities. It is also imperative to distinguish between past and present public library service and to identify social issues that might influence user perception and the utilisation of the public library (Strand & Britz, 2018).

The word 'public' can be interpreted in various ways. According to Warner (2002), one must distinguish between the public and a public. The public can be considered as people in general, but a public is a group who share the same space (Warner, 2002). The library public would be a public within a community but in South Africa, the library public was divided into different publics, according to apartheid racial categories. In South Africa, the government in the 1950s was in the process of creating segregated communities. These communities could be viewed as different publics.

Brief history of the development of public libraries in South Africa

In 1818, the South African Public Library was established with proceeds from a tax on wine. Lord Charles Somerset, the governor of the Cape, issued a proclamation that part of the tax would be used to set up a public library 'which should place the means of knowledge within the reach of the youth of this remote corner of the globe' (Friis, 1962, p. 10). The mission statements of the early libraries of South Africa did not reflect socially responsible values. Rather, they used the British model of recreation and leisure to build their services (Armstrong,

1999). In 1828, the library was closed as government funding was withdrawn, and it reopened in 1829 as a subscription library (Ehlers, 1986). Although the Molteno Act of 1874 allowed access to all reading rooms (Friis, 1962), segregation existed because of social and economic reasons. The library refused entry to those who could not pay, making libraries open only to those who could afford subscription rates (Clark, 2004; Kalley, 2000) and those who could not afford this were therefore excluded from using the libraries (Warley & Holdsworth, 1941).

Public libraries remained a subscription library until 1954 when it was declared a state aided institution (Friis, 1962). When Ordinance No. 71 was passed in February 1830 which stated that “all respectable persons shall have free access to a public library”, whether being a library subscriber or not. According to Ehlers (1986) and Dick (2002), throughout the 19th century, a reading culture and desire for public libraries existed and due to the existence of a literate population, the establishments of libraries were promoted.

In 1948, the National Party became the ruling political party, which started enforcing their apartheid policy resulting in, amongst others, legislating segregation. The new legislation affected all aspects of life in South Africa including public library provision and use. The Provincial Library Ordinances of 1949 and 1955 enforced separate library facilities for black and white citizens (Laishley & Zinn, 2015). Government funds were provided to develop governmental public libraries and their collections in designated white areas, while other areas were neglected.

The City of Cape Town Library service was established in 1952 to address the restricted number of libraries and access for non-white South Africans. There are currently 105 City of Cape Town public libraries distributed in the bigger Cape Town metropolitan. Library and

Information service points pertain to public libraries, one satellite library, and a mobile library service (City of Cape Town, 2007). The library collections consist of books, magazines, newspapers, audio and video recordings suitable for children, teenagers as well as adults. Facilities usually include a study area, a public utility hall for community programs and computers –known as “SmartCape”. Some libraries provide free Wi-Fi.

The libraries offer many programs to enhance the educational as well as recreational needs of library users. There are, for example, programs for senior citizens, chess training, reading and literacy for children and adults, book and life orientation discussions, career and employment guidance, digital literacy training, library orientations and information literacy education (Mothiba & Enakrire, 2021; Matteson & Gersch, 2020).

The Melton Rose Public Library, a City of Cape Town library, is situated in Kleinvllei, a suburb of Blue Downs on the Cape Flats, Cape Town, South Africa. The community is regarded as disadvantaged because of the apartheid system, which caused lasting inequities and strained relationships which are still experienced today in terms of information access and library usage. According to Britz (2004, p.192) large gaps exist between areas and groups of people in opportunity, service delivery as well as access to appropriate information.

Although Du Preez (1998, p.12) called for appropriate and quality public library services, providing library material for meaningful lifelong learning, cultural development, literacy promotion and recreation, Mnkeni-Saurombe (2010, p.92) and Mostert (2014) are of the opinion that public libraries in South Africa have largely failed to address the information needs of disadvantaged communities. The Library and Information Service Transformation Charter (LIS, 2014) confirms that the challenges facing libraries relate to developing and updating

collections and services to meet the needs of multiple generations of users with differing approaches to information seeking.

This study aims to determine if one of the reasons for this is the perceptions community members have about public libraries and to determine if public libraries are addressing the needs and expectations of these communities. It is envisaged that this study will serve as a pilot study that can hopefully become useful for other public libraries situated in disadvantaged communities facing similar problems.

1.3 Problem Statement

Whilst a public library embraces the social responsibility to offer services that bridge social, political and economic barriers and traditionally makes a special effort to extend their services to marginalized people (Krolak, 2005, p.3), public libraries in disadvantaged communities are underutilised compared to public libraries in other communities. Underutilisation can be seen from membership numbers as well as from circulation statistics. Underutilised libraries are not cost effective and affect the role of public libraries to address social injustice and information poverty. This study aimed to identify the reasons for underutilisation by determining the perceptions of users as well as non-users of the Melton Rose Public Library and whether those perception influences their utilisation of the library.

1.4 Research Objectives

From the research problem, the research objective namely identifying reasons for underutilisation of public libraries in disadvantaged communities was derived.

1.5 Research Questions

From the research problem, the following research questions are derived:

1. What are the users' perceptions of the Melton Rose Public Library services?
2. What factors influence the perceptions of Melton Rose Public Library?
3. How do user perceptions influence the utilisation of the Melton Rose Public Library?
4. Which library services would attract more users to the Melton Rose Public Library?

1.6 Theoretical and conceptual framework



The theories and beliefs guiding a study may be drawn from the literature, personal experience or other sources (Maxwell & Loomis, 2002, p. 245). The theoretical grounding of this study focused on the experience and observation of the researcher as a librarian on the relationships between user expectations or perceptions of library services and library use, suggested that these relationships were not unidirectional and instead interconnected. Such expectations or perceptions interacted with each other, contributing to the perceptions of libraries by users influencing how they use the library, their personal experiences as a library user can in turn influence their library perception.

The connections between users' behaviour, library utilisation and level of library environment fitted well with the method of corresponding determinism proposed by Bandura (1977) as part of his social learning or moreover called social cognitive hypothesis (Bandura, 1977). Bandura contended that behaviour, individual variables such as behavioural, environmental and personal factors and the environment all works as interlocking determinants of each other

(Bandura, 1977, pp. 9-10). Bandura's social learning theory demonstrates a system that covers all three perspectives which concur with what Ewen (2003, p.367) states, that contemplations, inclinations, desires, self-perceptions and client recognitions are the conduct of library clients and the library environment, and their complementary impacts.

1.6.1 Social Learning Theory

Human learning and the importance of social structure have long intrigued theorists such as Miller and Dollard (1941) According to these authors, there are four essential factors involved in learning: cue, response, drive, and reward. In simple terms, in the presence of an appropriate signal (the cue), the person responds with a particular behaviour, if there is an adequate reward (based on learning). Dewey (1916) and Lindeman (1961) stated that the social environment is educative, individuals share conjoint activities and adult education is the route via a situation. In 1961, Albert Bandura conducted a Bobo doll experiment and concluded that children learn social behaviour through the process of observational learning, in other words by watching the behaviour of others and sharing their behaviour accordingly (Nabavi, 2014). Bandura and Walters (1963) later added the effect of personality development on behaviour. Lou (2013) supported this theory by stating that much of the development in human cognition is explained by the interplay of internal personal factors in the form of cognitive, affective, biological and environmental events.

Bandura also stated that human learning is derived from social engagement (Bandura, 1977) and that people can learn new behaviours by watching others (Banyard & Grayson, 2000). Shaffer (2005) agreed with Bandura and added that people learn from one another via observation, imitation and modelling. The social learning theory suggests therefore that people can learn new behaviours by observing behaviour of others, from their interactions with other people in a social context or by developing similar behaviours (Nabavi, 2014).

1.6.2 Reciprocal determinism

Bandura (1986) developed as part of the social learning theory, reciprocal determinism, which implies that a person's behaviour influences others' and is influenced by personal or cognitive factors or by the 'outside' social environment. The principle factor of determinism is the changing of a person's behaviour by permitting subjective thoughts, cognitive, natural, and outside social occasions. According to the reciprocal determinism theory, behaviour is shaped and controlled either by environmental influences or by internal dispositions. People similarly activate different social reactions depending on their social status. Thus, by their social status and observable characteristics, people can affect their social environment before they say or do anything. This was also reflected in the work by Snyder (1981), who stated that social reactions displayed, affect the recipients' conceptions of themselves and others in ways that either strengthen or alter the environmental bias.

1.6.3 Social cognitive theory

When Bandura developed his Social cognitive theory (Bandura, 1986), he favoured a model of reciprocal causation which predicts that behaviour, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bi-directionally. It allows for interaction between thought, affect and action. Expectations, beliefs, self-perceptions, goals and intentions give shape and direction to behaviour. What people think, believe, and feel, affects how they behave (Bandura, 1986; Bower, 1975; Neisser, 1976). The natural and extrinsic effects of their actions, in turn, partly determine their thought patterns and emotional reactions.

Reciprocal causation is also concerned with the relationships between personal characteristics and environmental influences. Greenough et al. (1987) emphasise the influence of stored experiences, as environmental information will be unique to individuals. Human expectations,

beliefs, emotions and cognitive competencies are developed and modified by social influences that convey information and activate emotional reactions through modelling, instruction and social persuasion (Bandura, 1986). People's physical characteristics like age, body size, race, gender and physical attractiveness will influence reactions from their social environment (Lerner, 1982). People similarly activate different social reactions depending on their social status. Thus, by their social status and observable characteristics, people can affect their social environment before they say or do anything.

The Social cognitive theory also allows for the fact that the environment is not a fixed entity that inevitably encroaches upon individuals (Bandura, 1989). When mobility is constrained, for example, some aspects of the physical and social environment may encroach on individuals whether they like it or not. Scholars such as Durkheim (1984) and Vygotsky (1978) developed similar theories, emphasising the influence of social structure on human behaviour.

For the purpose of this study, Bandura's theory will be applied to a library situation like Chen (2012, p. 13) did. The library users' perceptions of the library profession and services can be regarded as individual or personal factors or variables, their library usage, their behaviour, the library services and the library environment. These factors are inter-related. This created a hypothetical framework, which is outlined in Figure 1.1:

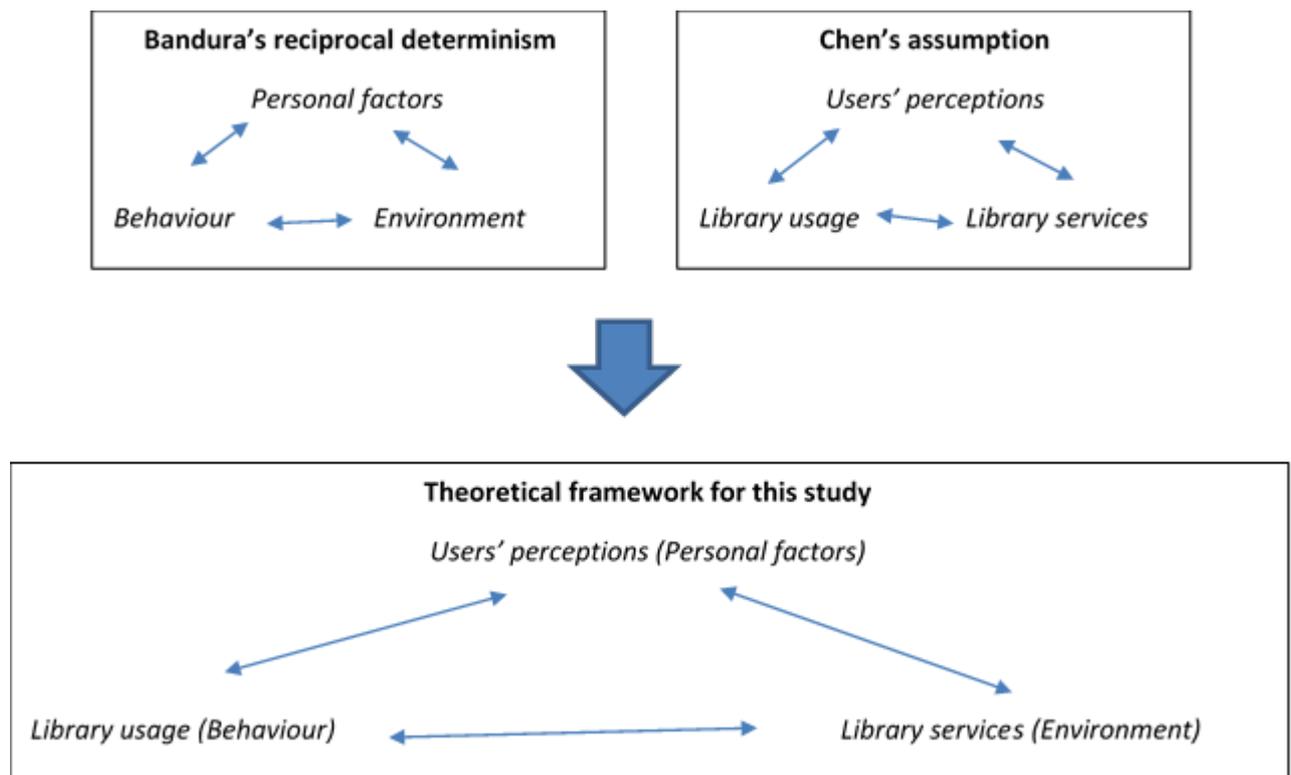


Figure 1.1: Theoretical framework (Chen, 2012, p.13)

As perception is a cognitive process involving expectations, beliefs, thoughts and preferences, it ties in with the theory of Fawcett et al. (2005) that perceptions are people's beliefs, values, prejudices, expectations, and life experiences, as well as with Mathiesen (2014, p.606) and Mathiesen (2015) that an individual has access to information when s/he has the freedom or opportunity to obtain, make use of, and benefit from that information. A key feature of this definition is that it makes information access a relation between persons and information services or systems. Whether information is available, findable, reachable, comprehensible and usable depends both on the state of the information and on the state of the person who seeks to access it.

Based on this theoretical framework and on work done by Chen (2012, pp. 14-15), the following guided the current study and the collection of empirical evidence:

1. The users' personal perceptions of a public library and librarians will influence their library usage (their behaviour) and levels of services provided by their libraries (the environment).
2. In return, the users' library usage (behaviour) and the levels of library services (environment) will also influence the users' perceptions.
3. A reciprocal influence also exists between library usage (behaviour) and levels of library services (environment).
4. The value or performance of a library is measured by its utilisation – in particular circulation statistics. Although the latter is not a true reflection of the library's use, it can be assumed that users' perceptions will influence their library usage, thus affecting the performance and achievement of a library.

1.6.4 Critique for the theory

Although Bandura's theory has been used extensively, there are critiques for the theory to be considered.



Albert Bandura conducted a Bobo doll experiment in 1961 and came to the conclusion that children acquire social behaviour through the process of observational learning, or by seeing other people's behaviour and modelling their own behaviour in line with it (Nabavi, 2014). Humans are learning to behave like someone else because social learning is predicated on the idea of adapting what is seen as successful and positive behaviour in others. If you employ this strategy too frequently and passionately, it may cause inner conflict if the new behaviours run counter to personal beliefs. Over time, this may result in persistent internal resistance and obstructs to all learning (Nabavi, 2014).

While Bandura's Social Learning theory contends that youth learn behaviours through imitation (Bandura & Huston, 1961), there are other genetic conditions, specifically psychiatric disorders, that may contribute to antisocial, maladaptive, or aggressive behaviour in kids and teenagers (DiLalla & Gottesman, 1991). These conditions may have a greater impact than social learning. Few people truly understand their boundaries, strengths, and shortcomings. It is frequently impossible to mimic another person's behaviour because unforeseen challenges may appear. Frustration over this might lead to resignation.

Through encounters with the diversity of socializing agents to which one is exposed, behaviours are taught. These exchanges are where behaviours are either modified or eliminated (Brown et al., 2005). Rewards encourage behaviour adoption, reinforcement encourages behaviour maintenance, while punishment discourages behaviour (Brown et al., 2005). Most people are unable to distinguish between self-reflection and comparison and observation or imitation. In order to compare ourselves to others, we typically look at outward manifestations of our performance and results. In most circumstances, this results in frustration and disappointment. We frequently contrast our abilities with those of others in order to learn from them. Therefore, such a comparison will always be unfavourable to us.

The above limitation might have an impact on this study as various participants might have perceptions which have been formed by following the example set by parents. This is confirmed by Willenberg (2018) in which he states that most low literacy and low income South African parents do not read to their children or take them to visit public libraries. A learning through imitation behavior which might have been transferred from parent to child resulting in the lacking of the creation of a reading environment as well as a routine of visiting the library. Several studies have proven that children growing up in a literacy environment and exposed to books tend to become readers. (Zadeh et al., 2010).

1.7 Research design

The method employed was a case study as the study focused on one public library in a developing community. Since this case study aimed to acquire in-depth, rich information and insight into users' as well as non-users' perceptions with regard to public library services, a qualitative research approach was adopted. The main method of data gathering was focus group discussions as the advantage of focus groups was the fact that detailed information about personal and group feelings, perceptions and opinions was obtained. For the population of the study, current and potential library users living in Kleinvlei, where the Melton Rose Public Library is situated, were targeted. According to the 2011 Census (South Africa. Statistics, 2011), the number of people living in Kleinvlei aged five (5) to 33 were 3 064. It is thus estimated that the current population nine years later and potential library users aged fourteen (14) to 42 will be around 3 064. The reason for focussing on this age group was because younger people will not have formed perceptions and older people will be to set in their ways to change. Focus groups were used to gather information. Convenience sampling and purposive sampling were employed respectively to obtain twenty-one participants each from library and non-library users to partake in the focus group discussions. Interviews were conducted with focus group participants willing to be interviewed. Both the focus group discussions and interviews were, with the consent of the participants, audio recorded. Written notes on observations were also be made. Data was transcribed to Atlas.ti for capturing and analysing to identify themes based on the research questions. To obtain triangulation, data gathered from focus group discussions and follow-up interviews was compared to circulation and membership statistics. Detailed discussions of the research design and methodology are supplied in Chapter 3.

1.8 Significance of this study

The reasons for the underutilisation of libraries in disadvantaged communities are not known. It was expected that the study would provide insights into both users and non-users' perspectives of libraries in disadvantaged communities as reasons for not using the local public library. Findings should enable Melton Rose Public Library and perhaps other public libraries in disadvantaged communities to develop additional strategies and services to attract more users and as such address information poverty.

1.9 Limitation of this study

The limitation of the study was that it focused only on users of the Melton Rose Public Library and non-users in the Kleinvlei area. As communities differ, perceptions identified could not be claimed to be representative of all communities in South Africa. Additionally, the Melton Rose Public Library is unique in pertaining to collection, personnel and services offered, thus could not be perceived as representative of all Cape Town City Libraries. Therefore, no generalisations were made.

1.10 Ethical considerations

The researcher adhered to UWC's ethical code of conduct and did not harm (physically or emotionally) any participants. The researcher ensured that participants were constantly aware that participation was voluntary and that they could withdraw at any time. The researcher obtained informed consent from all participants and ensured participants' privacy and

anonymity were protected. Participants were allowed to talk freely about their feelings and experiences during the research study (De Vos et al., 2011).

The researcher first obtained ethical clearance from UWC (Appendix A) to conduct the research. As the research site is the Melton Rose Public Library, which forms part of the Cape Town City Library and Information services, permission to conduct the research at the Melton Rose Public Library was gained from the Cape Town City Library and Information Services (Appendix B).

1.11 Chapter outline

The research thesis was structured as follows:

Chapter One Introduction: introduces the study by highlighting the rationale behind the study and discussing the theoretical framework underpinning the study.

Chapter Two Literature review: critically discusses relevant literature pertaining to the development and social role of and services offered by South African public libraries, perceptions of public libraries, and reasons for underutilisation of public libraries.

Chapter Three Research design and methodology: describes in detail and motivates the research design and methodology adopted for the study.

Chapter Four Data presentation: presents and analyses data collected during focus group discussions, interviews and document analysis.

Chapter Five Interpretation of findings: provides detailed interpretation of data findings by relating it to existing literature and to an adaption of Bandura's model of reciprocal determinism, the theoretical framework underpinning the study.

Chapter Six Conclusion and recommendations: concludes the study by answering the research questions, drawing a final conclusion, providing recommendations and identifying further areas to be studied.

1.12 Definition of Terms

Developing community: people that require needed skills to empower themselves to combat social issues and improve their quality of living (Green & Haines 2002, vii).

Disadvantaged community: a community that suffers from economic, health, and social burdens such as poverty, high unemployment and a high crime rate (Barnes, 1994).

Library member: can be seen as a library patron, library customer or a library user that is in possession of a library card (Carvanagh, 2015; Wehmeyer, 2006).

Library services: a service to the general public that provides reading, educational and recreational audio-visual materials as well as community upliftment programs (IFLA, 2017).

Library user: a member of the public who visits the library with the purpose of making use of its resources to satisfy their information needs (Nwalo, 2003).

Public library: a facility containing an organised collection of printed books that is accessible by the general public and is usually funded from public sources (IFLA/UNESCO Manifesto, 2021; Nageswari & Thanuskodi, 2021; IFLA, 2010).

User perceptions: how users of a public library understand the library services as a result of their interaction with the library staff, its services and its resources.

1.13 Concluding summary

This chapter provided a rationale for the study by providing a historical overview of disadvantaged communities and public library services in South Africa as well as stating the problem of the underutilization of public libraries in disadvantaged communities. The study's objective and research questions were stated and an adaption of Bandura's model of reciprocal determinism, the theoretical framework underpinning the study, was discussed and motivated. A brief summary of the research design and methodology was supplied. Although the study has limitations, attention was drawn to the significance thereof. Ethical considerations were stated and an overview of the thesis chapters was provided. The next chapter presents a critical review of relevant literature.



Chapter 2: Literature review

2.1 Introduction

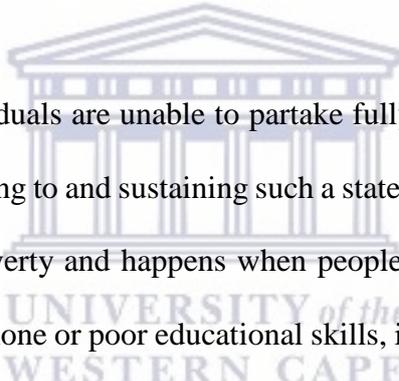
Chapter 1 provides the rationale and an overview of the study. This chapter provides a critical discussion of recent, relevant and significant scholarly research based studies on the research topic. The literature review in general focuses on the social role of South African public libraries, addressed library users' perceptions of public libraries, emphasising images and stereotypes of librarians in general, the lack of appreciation for public library services as well as the utilisation of public libraries in disadvantaged communities.

The objective of this literature review is to obtain an understanding of the perceptions of a disadvantaged community regarding services of the Melton Rose Public Library. Relevant concepts are explained, areas already researched are identified to prevent duplication, gaps in research pertaining to the topic were identified and how this study fits in with existing, larger field of study is demonstrated (Rozas & Klein 2010). Randolph (2009) stated that conducting a literature review informs the student of the influential researchers and research groups in the field as well as that the literature review provides a framework in which new findings of the research study can be fitted.

This literature review addresses public library services, perceptions and reasons for non-use of public libraries and the new role of public libraries internationally but in particular in South Africa.

2.2 Public Library Services

Both Mkeni-Sautombe and Zimu (2015) and Barnes (1994) indicated that a public library contributes significantly to the improvement and development of South African communities and impacts greatly in combatting information poverty and inequality. South African public libraries do not only provide information resources for educational and recreational purposes, but also offer many programs to enhance the educational as well as recreational needs of library members. There is, however, general consensus that South African libraries are underfunded (Barnes 1994). A possible reason thereof might be the general lack of understanding of their social and educational position.

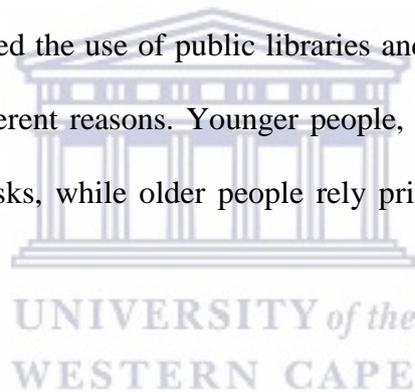
The logo of the University of the Western Cape is centered in the background of the text. It features a classical building facade with a pediment and columns, rendered in a light blue color. Below the building, the text 'UNIVERSITY of the WESTERN CAPE' is written in a serif font, with 'UNIVERSITY of the' in a smaller size and 'WESTERN CAPE' in a larger, bold size.

Social exclusion is when individuals are unable to partake fully in economic, social, political and cultural life, and when leading to and sustaining such a state (United Nations, 2016). Social exclusion is often linked to poverty and happens when people suffer from social disabilities such as unemployment, crime, none or poor educational skills, improper housing conditions as well as poor health conditions due to lack of good affordable health service. These problems create circumstances, which lead people to be socially excluded from information, which could improve their quality of living as well as access thereto. Whilst poverty mainly emphasises on people whose standard of living falls below a threshold, inequality is related to variations in living standards across a whole population (Soudien et al., 2018; McKay, 2002). In 2015, 55.5% of the South African population could not afford to meet their basic needs – down from 66.6% in 2006, but up from 53.2% in 2011 (Zizzamia et al., 2019, StatsSA, 2017).

Public libraries are perceived as safe places where besides library material, computers and internet access, water, air conditioning in the summer, and heat in the winter are provided. These libraries offer opportunities for learning, entertainment, and healthy socialisation in a safe haven. Many therefore appreciate the protective factor of the library (Otoló, 2022; Lloyd, 2018).

2.3 Utilisation of public libraries

A non-user of a library is someone who has the right to use it, but does not do so for a set length of time. According to Goulding (2006), there is universal recognition that public libraries must address the issue of non-use as they represent their customers and have to make an effective service. Goulding (2006) studied the use of public libraries and concluded that different age groups use the library for different reasons. Younger people, for example, use it mainly to access resources for school tasks, while older people rely primarily on public libraries for leisure reading and socializing.



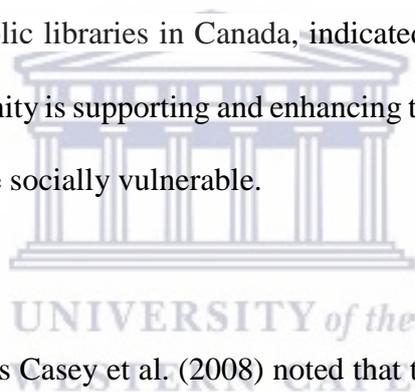
Fernández-Ardèvol et al. (2018) used the user experience framework to determine the perceptions of non-users of public libraries in Spain. They distinguished between ex-users and never-users. In general, the public library was seen as an institution of culture or as a place to study. Findings indicated that the majority of ex-users are male and stopped using the public library after they completed their education. Never-users were found to be totally disengaged from the public library with no reason to visit the library regardless of resources and services offered.

The Western Cape Government Cultural Affairs and Sport annual review revealed that merely 22% of the Western Cape population was registered as public library members (Western Cape Government Cultural Affairs and Sport, 2012, p. 1). A more recent report by the Western Cape Government. Cultural Affairs and Sport (2014 - 2018, p. 5-9) reflected a total population in 2018 in the Western Cape of 6 844 272 of which 46% were coloured, 33% black, 17% white, 1% Indian with 3% were unspecified. Only 843 876 (12.3%) of the population were registered as public library members. In addition, a decrease of 8.17% in an annual circulation report for the year was recorded for public libraries. Formal membership and circulation statistics do not however measure library use and value as many members as well as non-members use the library without borrowing material. For example, many school learners rely heavily on public library collections and information services for school tasks. It can therefore be concluded that library use is marginal with only a small part of dedicated users making full use of the public library's resources and services.

Many years ago, Line (1974, p.53) as well as Grose (1974, p. 10) noted that there is a need to explore the 'un-served', 'underserved' or disadvantaged users due to the negligence of library systems in order to determine who they are, what they need and how to reach them.

Edwards et al. (2013) pronounced that libraries are continually involved in building the community in which it is established in and plays an important role in narrowing the information gap between the high and the low-income users by, for example, offering access to computers and various electronic media. Because librarians are at the forefront of assisting emerging communities, it places them in the best position to collaborate with local government to address those needs.

Anderson et al. (2012) were of the opinion that librarians should become familiar with the needs of the socially vulnerable and address issues such as social exclusion and assistance with employment searches. Low membership statistics motivated some actions by librarians to address non-user issues. One such an effort made by modern public libraries to address non-user includes enhancing the capacity of staff to positively engage with the socially vulnerable communities. The study by Richter et al. (2019) on usage of a public library found that library member usage ranged from attending library programs, reading for leisure, studying, doing research and making use of the public computers. Non-library members did visit the library for activities like librarian queries and socialising. The study found that 69% of respondents reported “browsing” as the most popular library activity. The Edmonton Public Library (2013), which is one of the largest public libraries in Canada, indicated that one of its four strategic goals in transforming a community is supporting and enhancing the success of the whole patron community – thus including the socially vulnerable.



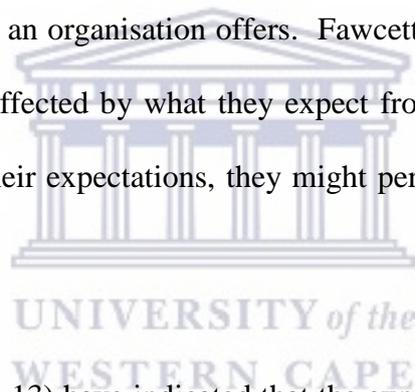
Crawford (1995, p. 7) as well as Casey et al. (2008) noted that tension arise in the library due to a specific standard of behaviour set by libraries. If library patrons do not adhere to or obey these required behaviours, problematic situations might occur and might lead to those patrons being removed from the library.

In contrast Anusha et al. (2020) conducted a recent case study at the Central City Library of Shimoga in India and concluded that the library is used to the maximum extent, and the library is making its best efforts in providing various types of resources and services to satisfying the information needs of users ranging from students to business men and the physically disabled.

In the same vein, Nageswari and Thanuskodi (2021) found that public library users in Long Beach City, California were aware of library services offered, were highly satisfied with services and utilized the services effectively.

2.4 Perceptions of public libraries

Fawcett et al. (2005) believe that perceptions are people's beliefs, values, prejudices, expectations, and life experiences. Scholars like Wells et al. (2015) use the social psychology theory of stereotyping to explain why and how perceptions are formed. Hinson and Amidu (2006) as well as Kim-Soon et al. (2013) state that user perceptions are determined by the services, material and facilities an organisation offers. Fawcett et al. (2005) agree by stating that people's perceptions are affected by what they expect from a public library, and if the public library does not meet their expectations, they might perceive it as something of non-value to them and not use to it.



Lilley and Usherwood (2000, p.13) have indicated that the experiences of users in general as well as past experiences coupled with future expectations influence perceptions of the present. Past learning therefore has a significant influence on current perceptions. Expectations are pre-trial beliefs about a product or service (Olson & Dover, 1976). Zeithaml et al. (1988) added to the statement by indicating that what customers hear from other customers, their individual characteristics and circumstances relating to personal needs, their experience with using a service and communications from service providers are all elements that determine expectations of customers.

Strand and Britz (2018) indicated that libraries internationally exist in a more evolving world than ever before. People are constantly questioning the need for and importance of libraries, calling for debating through focused systematic and evidence-based advocacy. Part of effective demonstration of library interest to stakeholders is their attitudes and perceptions of the libraries.

As pointed out by Cook and Heath (2001, p.581), library customers view libraries with varying standards. When expectations are not met because of aspects like inadequate collections or insufficient opening hours, perceptions of the quality of library services might change or be deemed inferior. In the present day, even more than in the past, librarians need to understand the mind-sets of their users in order to determine whether they are meeting or exceeding expectations.



User perceptions of the quality of library services is an appropriate instrument to examine the role of libraries in providing effective information services as it can be used to evaluate library services and identify required improvements (Bhatti et al., 2015, p.3). User satisfaction within the context of public libraries is a concept derived from service quality, which seeks to determine whether patrons are satisfied with the services and information resources offered to them. In the context of public libraries, user satisfaction is a service quality concept that aims to establish if users are content with the services and information resources provided. Aslib (1995) conducted a national study which revealed that people view a public library as mainly for middle class citizens, have not changed their image of a library and that the majority of individuals are either uninterested in books or do not consider libraries to be a part of their recreational activities.

Research by Harris (1998, p. 15) on public library perceptions concluded that perceptions of the library's social role are based on unchanged or established views that libraries offer only traditional services like the loan of fiction books resulting in many people regarding public libraries as not part of their leisure activities. More recent studies on vandalism of libraries during service delivery and fees-must-fall protests conducted by Laishley and Zinn (2015) and Van Onselen (2013), pointed to people undervaluing library services. Vandalism is seen as evidence of the undervaluing of libraries because of their apparent insignificance in the lives of ordinary South Africans and lends support to warnings by Lor (2013, p.371) that if the library is to become relevant to the vast majority of South Africans, the profession must address the social and political issues that underpin the everyday needs of ordinary South Africans.

2.5 Reasons for non-use of public libraries

Mostert (1999, p.73) stated that a public library in a black township is underutilised due to lack of awareness on the part of librarians about local information needs, library inaccessibility, and a complete lack of understanding on the side of community members about how the library might be utilised and what services are available. Researchers have focused on reasons people use libraries and not so much on reasons libraries are not used. According to Fourie (2007), librarians should determine whether libraries make it challenging for users to use it (e.g. denying services to certain racial groups), whether there are personal reasons for non-use (e.g. not recognising the importance of knowledge or literature) and how reasons for non-use can be identified. Fourie (2007) also indicated that reasons for non-use should be applied to a certain community that the library is attempting to reach out to.

2.5.1 Personal reasons for non-use

Fourie (2007) identified several personal reasons for people not using the library. One is that the user is barred from making use of library services due to unpaid fines or outstanding library material. Another is that, especially in South Africa, some people might be illiterate or do not understand the language in which resources are published.

2.5.2 Social inequality

When looking into social inequality in modern-day South Africa, one must consider the legacy of the apartheid era (Handmaker & Berkhout, 2010, p.2). According to Von Broembsen and Davis (2008), the expectations of many of a country's poor and marginalised have not been met and the "constitutional protections" in this regard have generally not been achieved. As a result, the link between social injustice and poverty is highlighted. This resulted in sentiments of betrayal and irritability arising from the perception of being treated unfairly. The objective of long-term poverty reduction will consequently be impossible to attain unless social justice is prioritised (Von Broembsen & Davis, 2008, pp.1-2).

2.5.3 Local municipalities

In South Africa, libraries had been set alight because they accommodate municipal facilities, which were targeted by protesters. Here, libraries may be seen as collateral damage (De Wet, 2012a). Van Onselen (2014) quoted Ujala Satgoor, a previous president of the Library and Information Association of South Africa, condemning the burning of libraries during protest

actions and attributing the reasons for the actions to “libraries became symbols of local government's inability to resolve local issues”.

2.5.4 Undervaluing public libraries

The lack of understanding the role and importance of public libraries in South Africa has led to the burning down of a public library on 19 March 2012 during S.A Library Week (De Wet, 2012a; De Wet, 2012b). These violent attacks on public libraries are nothing new. According to Van Onselen, (2014), since 1994, at least twenty public libraries have been burnt down when South Africa experienced community protesting.

The undervaluing of public libraries on the Cape Flats was seen in the burning down of libraries - the Langa Public Library in 1960 (Varley, 1961), the Gugulethu Public library in 1976 (Hermer, 2001, p.12) and the Rocklands Public Library in Mitchell's Plain on 20 October 1988 (Morris, 1989/90). In addition to damaging civic halls and community centres in Cape Town from August to September 1976, fifteen incidents of damage to libraries were recorded (Western Cape Government. Cultural Affairs and Sport, 2012, p. 267). Similarly, the Winifred Holtby Memorial Library in Soweto was destroyed in the unrest of 1976 (Berry & Bishop, 1985, p.23) and the Randfontein Public Library on 15 December 1988 (Morris, 1989/90).

2.5.5 Invisibility of public libraries

In order to survive and to positively contribute to the development of the community in which the library is established in, a public library should be visible and relevant. This in turn will

lead to a wider appreciation and usage from the community it is serving and if threatened, will obtain the support of the community in its defence. The burning down of South African libraries in townships are rarely mentioned in the media in South African. The reason for this is that in many countries, public libraries are invisible (Lor, 2013). In developing countries which consist of low levels of literacy and various social circumstances such as unemployment and crime, libraries are unrecognised and poorly resourced and play a minimal role in society (Lor, 2013). If a library plays a minimal role in a society, it runs the risk of becoming extinct and of ultimate closure. Lor (2013) also stated that a public library might receive negative attention due to mismanagement, which may lead to public controversy.

According to Zaaiman and Roux (1989), Dick (2007a, 2007b, 2002) as well as Lor (2013) community outreach programs contribute to a public library becoming visible, highlight the library's role as development agencies and narrow the gap between the information rich and the information poor. ICTs, social media and mobile access to information have great potential for increasing the visibility of libraries.

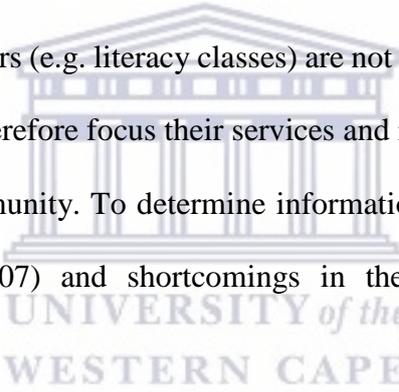
2.5.6 Structural bias

Structural bias refers to the institutional patterns and practices that confer advantage to some and disadvantage to others based on identity (McIntosh 1988; Rosette 2006). In England and Wallis, Roach and Morrison (1998) researched the ethnic diversity and citizenship of public library members and concluded that public libraries have long been underutilised by working-class and disadvantaged readers. Cultural remoteness and structural bias were identified as serious concerns and substantial barriers to library use in one of their case studies. In the South

African context, the exclusion of black people in the South African society during Apartheid may have influenced their library usage and at the same time, because the library does not reflect the group's identity, black individuals may not associate with the library (Roach & Morrison, 1998).

2.5.7 Information needs and library service

Harris (1998, p. 15) noted in his research on a “community’s perceptions of the social benefits of public libraries”, that people’s perceptions of the social role of libraries are based on traditional services such as the loan of fiction books. Fourie (2007) was of the opinion that if services needed by potential users (e.g. literacy classes) are not offered, people will not use the library. Public libraries must therefore focus their services and initiatives on the real and often unexpressed needs of the community. To determine information needs, a community survey might be needed (Fourie, 2007) and shortcomings in the library services established (Devadason & Lingam, 1997).



The low prioritisation of South African public libraries may be attributed to what Anderson (2005, p.3) described as a misinterpretation of them as “a service that does not generate income, and therefore provinces tend to regard them as a liability and not a national asset”. Dewey (1916) is of the opinion that people’s perceptions of the library arise from actual use of the library and how well the library has met their needs and expectations. If perceptions are negative, promoting libraries utilisation will be problematic (Khoza, 2009, Ocholla, 2002). Goulding (2006) studied the use of public libraries and concluded that different age groups use the library for different reasons. Younger people, for example, use it mainly to access resources

for school tasks, while older people rely primarily on public libraries for leisure reading and socializing.

According to Mostert (1997), there is a great need for adequate development of library services for all races. South African library services were created with a system for privileged white minority and on the Western library model. Emerole and Ogugua (2007) evaluated the use of library resources and services by students of the Federal University of Technology in Nigeria and contributed low patronage of library services to many users not fully realising the potential of the library. Public library efforts have been criticised as ineffective, weak, and 'take it or leave it' methods. Libraries should not just be superficially 'open to all', but should truly cover all fundamental demands of information requirements and access. The basic need of reliable, relevant, current and accurate information must be provided (Goulding, 2006).

Sridhar (1994) identified the three variables of use and non-use of libraries as the need, the user and the source (library). The strength, urgency, clarity and certainty of the information need subsequently contribute towards the use or non-use of a source of information.

2.5.8 Bureaucratic aspects of libraries

Traditionally, libraries have many regulations and procedures that result in restrictions/limitations when it comes to the usage of the library and its resources. Examples of these restrictions are the restricted number of books per user allowed to circulate, proof of address to become a member, restricted opening hours and fines for late return of library items. In addition, many users experience the library's classification system, shelving and catalogue

as fearful barriers in locating and accessing information (Katabalwa & Mnzava, 2020, p.98). Many users may not value being library literate and use the law of least effort (Sridhar 1994). Seymore and Lane (1979, p.105) pondered on how to make library services available to people who are not motivated to use or display characteristics of conventional library users and concluded that many non-users, if they think about their community library at all, view it as an alien and fearful world accessible only to school children.

2.5.9 Conceptions of librarians

Xie and Chen (2021, p. 43) made the bold statement that ‘public opinion shapes the image of organizations’ and relate it to libraries stating that ‘librarians play a role in shaping the images of libraries’. Their study on the media images of librarians in China and Taiwan newspapers found that in China, librarians are regarded as history experts whose key functions are protecting, preserving, and studying ancient materials. In Taiwan, librarians are regarded as people providing various high-quality services for readers. In both regions it was agreed that librarians are the bridges between patrons and resources.

Both studies by Land (1988) and Luthmann et al. (2007) concluded that librarians are faced with negative stereotypes and images, low social status, and a lack of public recognition as a professional worker. Pupeliene (2004, p. 81) noted in a paper on the image of University Libraries in Lithuania that libraries and librarians have always had a poor standing. Since the very beginning of the library profession, librarianship has been exposed to stereotypical perceptions of mostly negative characteristics. Stereotyping of librarians can influence library use, as people will associate the library with the librarian (Schuman, 1990). Bobrovitz and

Griebel (2001) argued that the Canadian general public and even dedicated library customers fail to make the connection between technology and the professional librarian resulting in them still seeing librarians as 'mousy'. The perception of librarians as professionals is influenced mainly by representations that exist in the media and in the public opinion, but also by their own understanding of the professions (Jacimovic & Petrović, 2014).

Negative images of librarians might drive library users away from using the library or cause them to refrain from asking questions to or assistance from the librarians. The study by Langridge et al. (2014) researched the formulated impressions of appearance and non-verbal behaviour of librarians at the library's reference desk by young library users. The study concluded that young users, especially children of primary school age, tend to think that librarians have the same character trends as their school teachers.

A more recent study by Borchard et al. (2018) investigated whether undergraduate students at the California State University Northridge still hold the same stereotype of academic librarians as portrayed in the literature and how it affects the use of the library services. The study concluded that regardless of the stereotypical image of librarians, students still interacted frequently with the academic librarians.

2.5.10 Geographical distance

The American Library Association (2014) identified reasons for non-membership. Reachability may be problematic due to lack of transportation and library service hours not providing for working patrons to use the library after work or over weekends. Accessibility

may be another problem as acquiring a library card policy requires a permanent address. Fourie (2007) identified amongst others living in remote areas or being housebound as reasons for people not being able to visit a library.

2.5.11 Socio-economic conditions and needs

People living in disadvantaged communities deal with socio-economic issues on a daily basis such as drug abuse, high levels of school drop outs, low literacy, high levels of domestic and other violence, high crime rates and gangsterism (Mullagee & Bruce, 2015; Goldin, 1987). A public library has a significant role to play in improving socio-economic conditions in a community. However, according to Stilwell (2016), since the 1994 community libraries have been destroyed by the community they are meant to serve, which raised questions on how these communities perceive their public libraries. Community libraries, particularly in the disadvantaged rural communities, are not getting sufficient support from the local governments (municipalities). Outdated policies and flawed legislation currently governing community libraries are a testimony that they are not yet taken seriously in a democratic South Africa (Stilwell, 2016).

According to Bowers Du Toit (2014, p.4), in public libraries on the Cape flats, gangsters impede communities from enjoying a healthy environment and easily and safely travelling about to use public libraries. Due to the risk of gang violence, crimes as well as vandalism to public libraries, many library patrons living in these areas are not able to go to or make use of their local public libraries. On 28 March 2021, seven (7) public libraries in Cape Town have

been targeted by criminals and vandalised. This in turn led to library closures for a period and prohibited that community from making use of the library.

2.5.12 Reading culture

Creating a reading environment at home has been seen as a positive influence on a child's reading ability in countries all over the world (Park, 2008). Several studies have proven that children growing up in a literacy environment and exposed to books tend to become readers and perform well academically (Zadeh et al., 2010). The study by Willenberg (2018), however, indicated that despite public libraries providing opportunities for high-quality home reading environments to all families, the majority of low literacy and low income South African parents do not read to their children or take them to visit public libraries.

2.6 New roles of public libraries

Books may have been the stock in trade of librarians for generations, but public libraries need to improve society 'through facilitating knowledge creation in their communities' (Lankes, 2011, p.15). The library is also one of the many institutions drastically affected by the fourth industrial revolution (4IR) (Bongomin et al. 2020). Noh (2015) stated that Lib 4.0 is characterized by technological environments with virtual spaces for library services resulting in intelligent libraries. Library services offered meet the varying information needs and demands of library users (Gleason, 2018) by adopting emerging technologies (IFLA, 2017).

2.6.1 Computers and internet services

According to Modiba and Bopope (2017) as well as Mojapelo (2020) a public library focuses on the needs of the underprivileged in society, the economically poor, and the technologically excluded. However, they are primarily linked in the public imagination with the lending of printed books (BiblioCommons, 2015, p. 9).

Ikolo (2015) emphasised the 21st century library needs to provide internet facilities. Whilst computers and internet access are now available to all users of public libraries, there are still needs to train users of disadvantaged communities to make use of computers and to access and obtain relevant information.

Mojapelo (2020) conducted a study on internet access and use in three public libraries in Limpopo, South Africa. Findings were that there were inadequate numbers of computers providing internet access resulting in queuing, unstable internet connectivity, technical and troubleshooting issue and lack of physical space. All three public libraries lacked resources for people with visual and/or auditory challenges.

2.6.2 Adoption of Public Library 4.0

Libraries were encouraged to embrace new online technologies to improve user services and serve as a conduit between knowledge providers and the local community. The library would like to be where its users are (Bell, 2008), and young adult users are individuals who are digitally savvy. The deployment of a variety of Web applications to provide online services and information delivery tailored to user demands has been sluggish in public libraries. According to Kelly and Glaser (2013, p. 27), academic libraries have embraced social media as it assisted them to manage social media channels through platforms that can reach their

student community instantaneously. Tripathi and Kumar (2010, p. 205) stated that a Lib 4.0 tool provides traditional services that address the information requirements of techno-savvy users. However, studies by Khalid and Richardson (2011), Kwanya et al. (2012) as well as Muhammad and Khalid (2012) indicated the adoption of Lib 4.0 by academic libraries were quick, but slow in public and school libraries.

2.7 Concluding summary

This chapter reviewed relevant studies on the social role, the utilisation, reasons for non-use and new roles of public libraries in general, but focusing on the South African situation. From the literature review, it is clear that there are various reasons for South African public library membership comparing unfavourably with countries in the developed world. The literature review also demonstrated that past segregated government actions and past library services had affected people living in disadvantaged communities resulting, amongst others, in lasting negative perceptions and usage of the public library. The chapter concludes with agreeing with Fawcett et al. (2005) that people's perceptions of public libraries are affected by what they expect from such a public library.

The next chapter explains and motivates in detail the research design and methodology employed for the study.

Chapter 3: Research methodology

3.1 Introduction

The previous chapter analysed literature pertaining to this study. This chapter returns to the research design and methodology described briefly in the Introduction. The research design and methodology and the reasons why the methodology was considered appropriate for gathering the data required to answer the research questions were discussed. When defining a research design, one can highlight what Creswell and Plano Clark (2011) stated that a research design is a form of collecting, analysing, interpreting and reporting data in a research study. Burns and Grove (2001, p.223) defined a research design as a structure in which a study is implemented. Mouton (2001, p.56), on the other hand describes a research design as a blue print of a research project and the execution of the design which gains insight and explore the depth, richness, and complexity inherent to the phenomenon and which describes in-depth experiences of one person, family, group, community or institution whilst examining the uniqueness of the individual's lived situations.

3.2 Research philosophy

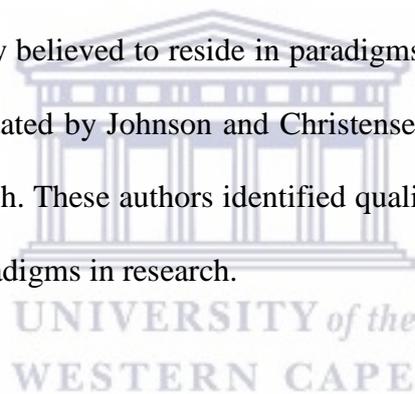
A research paradigm or worldview can be positivist, constructivist, transformative or pragmatic (Creswell & Creswell, 2018). A constructivist research theory was employed as this study investigated how public library members experience the real world of public libraries. Not only does constructivist study the context or setting of participants, it is also, as Honebein (1996) described it, a philosophical paradigm in which people construct an understanding and knowledge of how they experienced things in the world and reflecting on those experiences.

This is in line to what Hein (1991) described constructivism as people constructing what they learn through experience. As such, constructivism focuses on how people made sense of a situation at a particular point in time.

The research design or strategies of inquiry associated with the constructivist research theory can be qualitative, quantitative or a mixed method combining the latter and that the research method is the forms of data collection (Creswell & Creswell, 2018; Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009).

3.3 Research Approach

Method of research is generally believed to reside in paradigms and communities of scholars (Cohen et al., 2011, p.4). As stated by Johnson and Christensen (2012, p.31), paradigms are approaches when doing research. These authors identified qualitative, quantitative and mixed research as the three major paradigms in research.



According to Bryman (2008, pp.22-23), qualitative and quantitative research differs in their paradigmatic approaches with respect to their epistemological (ways of knowing and enquiry in nature of reality) and ontological (what is to be known and assumptions about the nature of reality) foundations. An advantage of qualitative research is that it brings meaning, a concept, a definition, metaphors, symbols and a description of things (Berg & Howard 2012). Methods employed when collecting data provide a full description of the research with respect to the participants involved. Qualitative research approach also provides abundant data about real life people and situations (De Vaus, 2014, p.6; Leedy & Ormrod, 2014). One disadvantage is to what Johnson and Christensen (2012, pp.32-36) found that qualitative researchers view the

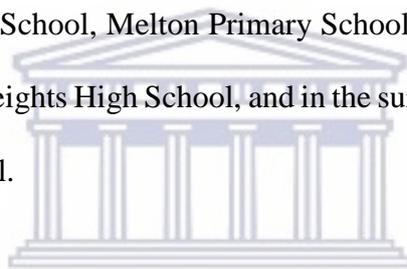
social world as being dynamic and not static. Due to this, the findings are limited to the particular group of people being studied instead of generalising (De Vaus, 2014). Since this research study aimed to acquire insight into users' perceptions with regard to the public library services in a developing community, a qualitative research approach was found more suitable and therefore adopted for this research study. A qualitative approach is also typically employed to gather data related to a case study. From a qualitative approach, the richness and depth gained from a qualitative research design provides a unique richness of the reality of the lived situation (Munhall, 2001, p.106).

3.4 Research method

Scholars such as Rossouw (2003) defined a research method as a research model used by a researcher in a particular project aimed at outlining what research methodologies are used. This study employed a descriptive case study design. A case study can refer to an individual, family or other group, organisation, or community. Creswell and Creswell (2018) stated that a case study is an exploration over a period of time collecting data using multiple tools. A case study method was chosen for this research project as the study focused on one public library in a disadvantaged community to gain in-depth and rich information about user perspectives of the library. The most common use of the term 'case' associate the case study with a location, such as a community. This was in accordance to the research study that was conducted in a public library in a community. The emphasis tended to be upon an intensive examination of the setting. A case study design also favours qualitative methods of data gathering, such as observation, focus group discussion and interviews, as these methods generate data to intensive, detailed examination of the case.

3.5 Population

Bless and Higson-Smith (2006, p.84) defined a population as an entire set of people which are the focus of the research and about which the researcher wanted to determine some characteristics. For this study, the population consisted of current library members as well as non-library users living in Kleinvlei, the suburb in Eerste Rivier where the Melton Rose Public Library is situated. The Kleinvlei area is plagued with social ills such as unemployment, crime, poverty, drug and alcohol abuse, back yard dwellers etc. Kleinvlei consists of an Afrikaans speaking community in which the majority of the residents are coloured people. Schools in the area include Forest Heights Primary School, Palm Park Primary School, Stratford Primary School, Tuscany Glen Primary School, Melton Primary School, Helderkruin Primary School, Tuscany High School, Forest Heights High School, and in the surrounding areas Kleinvlei High School and Malibu High School.



According to STATSSA (2011) formal census, the number of people living in Kleinvlei aged five (5) to 33 were 3 064. It is thus estimated that the current population nine years later and potential library users aged fourteen (14) to 42 will be around 3 064. The reason for focussing on this age group was because younger people will not have formed perceptions and older people will be too set in their ways to change.

The population consisted of two groups. The first group consisted of community members who are library members of Melton Rose Public Library. According to the current membership statistics, the library had in 2020 1 628 members in the age group 12 years and older. The second group consisted of Kleinvlei community members, not members of the library which has a total library membership of 2 584 in 2020. This research study focused on both library

and non-library members to obtain insight into reasons for not being members of the library, their non-use as well as their perception of the library.

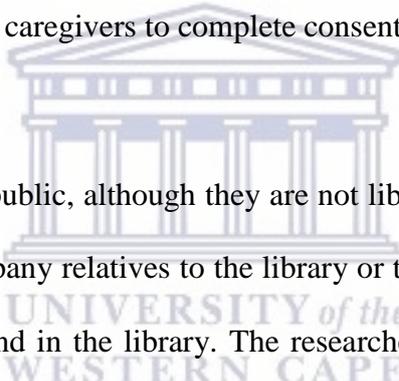
3.6 Sampling Method

Since it was not feasible to obtain the perceptions of all members of the Kleinvlei population, a sample was required. The convenience sampling method was adopted for selecting participants – both members and non-members of the Melton Rose Public Library. When using this sampling technique, the researcher randomly identified and selected individuals or groups of individuals as they entered the Melton Rose Public Library that were proficient and well informed with the phenomenon of interest (Creswell & Plano Clark, 2011). As defined by Rappaport (1987, p.129), phenomena of interest is “what we want our research to understand, predict, explain, or describe” which was to obtain the perceptions of a disadvantaged community regarding services of the Melton Rose Public Library. Both Dörnyei (2007) and Bernard (2002) indicated that the convenience sampling technique is used to choose respondents who are available at a given time, willing to participate and willing to share knowledge or experience.

Before the planned focus group discussions, the researcher obtained library user participants by randomly approaching users as they entered the Melton Rose Public Library. The researcher explained the research project to the potential participants in order to gain their consent to partake in the focus group discussions and their willingness to be interviewed afterwards. Participants younger than 18 years of age were requested to ask their parents or caretakers to complete consent letters. After obtaining their names, their ages were checked by scanning their library cards or by requesting them to supply their ages if they did not have a library card.

The exercise of scanning potential participants' library cards was to check that the date of birth was the same on the library system as provided by the potential participants.

For non-library users, the researcher approached Kleinvlei community members by visiting and spending an hour a day at places such as grocery stores, shopping malls, tuck shops, sport facilities and playgrounds which are places frequently visited by the Kleinvlei communities. The researcher randomly approached various members of the public that he identified as potential participants falling into his research age category and explain his research project to them. The researcher then obtained the informed consent of those interested in partaking in the focus group discussions and interviews. Participants younger than 18 years of age were requested to ask their parents or caregivers to complete consent letters.

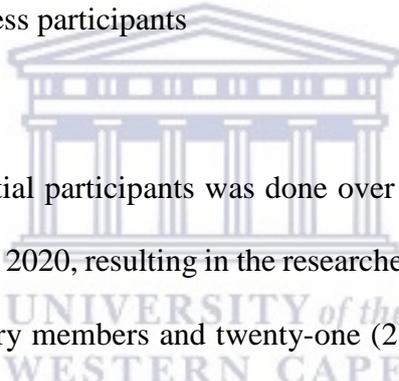
The logo of the University of the Western Cape is centered in the background of the text. It features a classical building with a pediment and columns, with the text 'UNIVERSITY of the WESTERN CAPE' overlaid on it.

Many members of the general public, although they are not library members, visit the library to make photocopies, to accompany relatives to the library or to ask general questions. Non-library members were also found in the library. The researcher observed that many parents accompanying children to the library were not library members. Since these parents visit the library often and were aware of the library, the collection and services offered, they were regarded as rich sources of information about perceptions and usage of the library. These non-library members visiting the library were approached and asked to partake in the focus group discussions and subsequent interviews after the research project was explained to them.

Refer to Appendix C for information letters, Appendix D for Consent letter (Focus groups) and Appendix E for Consent letter (Interviews).

3.7 Sample size

Johnson and Christensen (2004) surmised that focus groups usually contain 6 to 12 persons, while Creswell (2002) recommended that qualitative researchers should interview 15 to 20 people. As the researcher wanted to determine the perceptions of various age groups, focus groups with ages 12-17, 18-35 and 40+ were arranged. For each group, twenty-one library users and twenty-one non-library users were invited to act as participants. After the focus group discussions, the researcher asked volunteers to be interviewed later. The researcher ensure that the sample was representative by selecting participants from both genders, participants of school going ages were selected regardless whether they are still at school or dropped out as well as both employed and jobless participants

The logo of the University of the Western Cape, featuring a classical building with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

The process of obtaining potential participants was done over a period of four weeks during the month of October in the year 2020, resulting in the researcher having the names and contact details of twenty-one (21) library members and twenty-one (21) non-members of who seven (7) each fell in three ages groups of 12-17 years, 18-35 years and 40 years and older.

3.8 Data collection methods

Participants from a variety of perspectives have the potential to enhance the credibility of findings (Rubin & Rubin, 2005). Therefore, two data collection tools were used for this study namely focus group discussions and interviews. To obtain triangulation, circulation statistics of the Melton Rose Library were analysed.

3.8.1 Focus group discussions

According to Morgan (1997, p.4), the purpose of a focus group discussion is for the researcher to listen and gather information in order to understand how people feel or think about an issue, product, or service. Focus groups are a useful method because it investigates the complex behaviour, discover how different groups think and feel about a topic and why they hold certain opinions, identify changes in behaviour and investigate the use, effectiveness and usefulness of particular library collections and services. One of the main advantages of focus group discussions is that they obtain perceptions on a defined area of interest in a permissive, non-threatening environment (Krueger & Casey, 2000, p. 5). Although Smithson (2000) warned that focus groups might be difficult to control, difficult to analyse and respondents might be too dominant or not participating, respondents were encouraged to share their experience and perceptions about Melton Rose Public Library.

The Focus group discussions questions were aligned with the research objective and created to provide data to answer the research questions. Questions focused on opinions of the library collection, resources, programs, services and staff, user social, information and reading needs as well as reasons for either using or not using the library. See Appendix F for focus group and interview questions.

3.8.2 Interviews

Interviews can be described as a form of consultation where the researcher seeks to know more about an issue as raised by the individual being interviewed. As such, interviews can either be formal or informal, in which informal interviews is part of the daily lives people experience and formal interviews are carried out by a lead analysis. The most utilised interview techniques

include face-to-face and telephonic interviews (Vogi, 2013). Lambert and Loiselle (2007) stated that interviews are used as a research strategy to gather information about participant's experiences, views and beliefs concerning a specific research question. Gray (2014) confirmed this by stating interviews provide in-depth information pertaining to participant's experience and views of a particular topic. Scholars like Sandelowski (2002) stated that one-on-one interviews are the most commonly used data collection tools in qualitative research. However, Denzin and Lincoln (2005, p.12), regarded interviews as being "unreliable and impressionistic" and not objective. For them, interviews are regarded as nothing more than casual everyday conversations. Aliyu et al. (2014) stated that interviews are based on the principle of exploring the reality and the truth of a given phenomenon. The interviews were semi structured as it contained open-ended question, which, according to Bridges et al. (2008), guides the interview process and reflects the interviewee's personal experience of the topic in question. This facilitates the collection of richer data from the participants than formally structured scheduled questions (Bridges et al., 2008). In addition, open-ended questions can be employed to both gather information and to motivate respondents (Porst, 2011).

Participants were selected for the interviews based on the need to interview people who can offer knowledge and insight that are relevant to the research questions posed (Bryman, 2008). Interview questions asked focused on the perceptions of the Melton Rose Public Library and public libraries in general, factors influencing these perceptions and factors influencing the utilization of the Melton Rose Public Library and public libraries in general. See Appendix F for focus group and interview questions.

3.8.3 Document analysis

Corbin and Strauss (2008) explained that document analysis interpret data in order to elicit meaning, gain understanding and to develop empirical knowledge. The qualitative researcher is expected to draw upon multiple (at least two) sources of evidence, that is, to seek convergence and corroboration using different data sources and methods. Apart from documents, such sources include interviews, participant or non-participant observation, and physical artefacts (Yin, 1994). To obtain triangulation, data obtained from focus group discussions and follow-up interviews was compared to circulation and membership statistics as well as from the library policy documents. See Appendix G for membership and circulation statistics.



3.9 Reliability and Validity

Joppe (2000) as well as Denzin and Lincoln (2005) stated that the most important issue in research, including qualitative research, is to ensure reliability and validity.

Stenbacka (2001) viewed reliability as ‘generating understanding’ in qualitative approach to research while Joppe (2000) and McFarland (2020) defined reliability as the extent to which data obtained is consistent and stable over time and an accurate representation of the population under study. Data gathering should yield the same results under similar conditions and methodology, hence, there should be a high level of consistency (McFarland, 2020; Creswell & Plano-Clark, 2011).

Joppe (2000) indicated that validity determines whether the data gathering tools truly measured that which it was intended to measure. Gray (2014) emphasises that an instrument is said to have a high level of validity if a construct/variable measured is actually what it was intended to do. Validity refers to the extent to which a research instrument measures what it is supposed to measure (Creswell & Creswell, 2018).

Reliability and validity were reached from the focus group and interview questions as these questions resulted in consistent and similar answers from both the library users and non-users. Participants used their knowledge and experience to answer questions on user perceptions, social issues and library programs required.

3.10 Conducting the focus group discussions and interviews

Each focus group participant and interviewee were given the date, time and place where the discussion or interview were to be conducted. To ensure participation, selected participants were reminded via WhatsApp messaging about the focus groups or interviews a day prior to these interviews.

The focus group discussions for library members as well as library non-members for all the age groups were held in the Melton Rose Public Library hall from the 1st to 17th October 2020. The follow-up interviews also occurred at Melton Rose Public Library hall from 19th to 31st October 2020. Before the focus group discussions and interviews, information consent was obtained from each participant (See Appendices C -E).

Because of the COVID-19 pandemic, precautions were strictly adhered to during the conducting of the focus group discussions as well as interviews. The researchers as well as all participants wore masks at all times, hands were sanitised prior to entering the venue and participants sat 1.5 metres apart from each other and from the researcher. The researcher sanitised all surfaces before and after use.

3.11 Capturing and analysing of data

The focus group discussions as well as the interviews were, with the consent of the participants, audio recorded. Written notes on observations were also made. Data was transcribed to Atlas.ti for capturing and analysing. Themes based on the research questions were identified.

3.12 Concluding summary

The research design and research methodology used in this research study were explained in detail in order to clarify the processes involved in obtaining and validating data. Underlying assumptions of the research philosophy and approach were provided in a conceptual overview. Data gathering methods and tools were explained and motivated. The populations, sampling technique and sample sizes were recorded. The next chapter presents the data obtained from the focus group discussions, interviews and document analysis.

Chapter 4: Data Presentation

4.1 Introduction

Chapter 3 explained in detail the research design and methodology employed for this study. This chapter will present the data gathered from focus group discussions, interviews as well as document analysis.

4.2 Focus group discussion

Focus group discussions were held for the researcher to listen and gather information in order to understand how people feel or think about the Melton Rose Public Library, its services, its resources, its programs and its staff. As the researcher wanted to determine the perceptions of various age groups in light of the topic in question, focus groups discussions with ages 12-17, 18-35 and 40+ were arranged with both library users as well as non-library users. For each group, twenty-one library users and twenty-one non-users were invited to act as participants. The focus group discussions for all the age groups, library users as well as non-library users identified, were held in the Melton Rose Public Library hall from 1 to 17 October 2020. Although age was not a research variable, data is presented according to age groups as the focus group discussions were done in age groups.

4.2.1 Focus group discussions - library users

Data obtained from the focus group discussions with library users will be presented in the order that focus group discussion questions were asked. The responses of the three age groups are presented separately in each table.

4.2.1.1 Perspective of the library

The first question asked was what the focus group members thought about the library.

Responses are recorded in Table 4.1.

Table 4.1: Perception of the library

Age group	Theme	Responses of library
12 – 17	Space	<ul style="list-style-type: none"> - To provide a safe space where people can gather and read - A place of comfort where the community gathers - A quiet place where people can go, to study and do homework
	Reading needs	<ul style="list-style-type: none"> -to help the public with their reading needs and to assist people to register on the public computer - A place that provides books to satisfy ones reading needs
	School tasks	<ul style="list-style-type: none"> - A quiet place where people can go, to study and do homework - A place where learners can go to do their homework on the computer and browse the internet
	Internet	<ul style="list-style-type: none"> -to help the public with their reading needs and to assist people to register on the public computer - a place where people can go to use Wi-Fi - A place where learners can go to do their homework on the computer and browse the internet
18 - 35	Space	<ul style="list-style-type: none"> - To provide programs and facilities that can uplift the community
	Reading needs	<ul style="list-style-type: none"> - To provide reading material for people that loves reading - To provide reading material for children for them to adopt a love for reading
	School tasks	<ul style="list-style-type: none"> - To provide resources in a variety of formats - To provide books and computer facilities that can assist school learners to do their school projects

	Provide programs	- To provide programs and facilities that can uplift the community
	Internet	- To provide books and computer facilities that can assist school learners to do their school projects - a place where people can go to use Wi-Fi - A place where people can go to look for jobs on the internet, check your mail and go on social media
Age group 40+	Space	- To provide a safe space where people can gather and read - To provide a space where people can read the newspaper and study - A quiet place where people can gather and read - A place that provides books to satisfy ones reading needs
	Reading needs	- To provide a safe space where people can gather and read - To provide a space where people can read the newspaper and study - A quiet place where people can gather and read - A place that provides books to satisfy ones reading needs

4.2.1.2 Social and information needs

The second question asked focus group members to mention their social, information and reading needs. Responses are recorded in Table 4.2.

Table 4.2: Social and information needs

Age group	Theme	Responses
12 – 17	Social needs	<ul style="list-style-type: none"> - To feel safe - To one day find a good job - To avoid social issues such as drugs, gangsterism and teen pregnancy - To pass grade 12/ Complete grade 12 (fail grade 12)
	Information needs	<ul style="list-style-type: none"> - To find books and information in the library when doing schoolwork - To study further - To find a variety of series books in the library
	Reading needs	<ul style="list-style-type: none"> - To find complete series of books in the library – some series in the library are incomplete - To find latest copies of books in the library - To find a more variety of books in the library
Age group 18 - 35	Social needs	<ul style="list-style-type: none"> - To find a job – (public computer user) - To put food on the table and care for my parents/family - To study further - to relocate to a better area for my children - a quiet place to relax and read
	Information needs	<ul style="list-style-type: none"> - To obtain resources and material s in all formats that can help complete assignments - To find latest copies on fiction reading material - Information on how to obtain a bursary and study further - To get up to date books when doing assignments and not outdated books as well as recent published fiction books
	Reading needs	<ul style="list-style-type: none"> - a quiet place to relax and read - To get up to date books when doing assignments and not outdated books as well as recent published fiction books
Age group 40+	Social needs	<ul style="list-style-type: none"> - Information on getting in contact with community leaders, upliftment organizations and reporting community faults and crime
	Information needs	<ul style="list-style-type: none"> - Information on getting in contact with community leaders, upliftment organizations and reporting community faults and crime
	Effectiveness of library programs	<ul style="list-style-type: none"> -In some areas YES, such as storytelling for children, teaching school children in primary school how to use the library and its books and teaching people how to use the computer -In other areas NO, such as too little people know what the library offers

		<p><i>-Programs are provided for people that is at home, what about people that is working</i></p> <p><i>-Library hours are preventing many people from coming to the library</i></p> <p><i>-Programs should be aimed at what the community needs such as unemployment workshops, rehabilitation workshops, workshop with ex gangsters etc.</i></p>
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4.2.1.3 Satisfying social and information needs

The next question asked respondents to indicate whether the Melrose Public library satisfy their social and information needs and to elaborate on their answers. Table 4.3 reflects the responses.

Table 4.3: Satisfying social and information needs

Age group	Theme		Responses
12 – 17	No	Computers	<i>-Broken public computers is a major concern resulting too long queues' and us leaving the library and not getting a chance to use the computer resulting in incomplete school work</i>
		Incomplete school work	<i>-Broken public computers is a major concern resulting too long queues' and us leaving the library and not getting a chance to use the computer resulting in incomplete school work</i>
18 - 35	No	Programs	<i>-Library lacks program that help students to make career choices</i>
		Staff	<i>-Too little staff to attend to all students attending the library, resulting in many learners leaving the library without needed information</i>
		Collection	<i>-Outdated and lack of needed and updated library material also do not help school and university students when attempting to obtain information</i>
		Safety	<i>-Safety in and around the library is a big issue</i>
40+	Yes	Programs	<i>-In some areas YES, such as storytelling for children, teaching school children in primary school how to use the library and its books and teaching people how to use the computer</i>
	No	Programs	<p><i>-In other areas NO, such as too little people know what the library offers</i></p> <p><i>-Programs are provided for people that is at home, what about people that is working</i></p>

			<i>-Programs should be aimed at what the community needs such as unemployment workshops, rehabilitation workshops, workshop with ex gangsters etc.</i>
		Hours	<i>-Library hours are preventing many people from coming to the library</i>

4.2.1.4 Library programmes

The next question discussed was whether the Melton Rose Public Library provides enough programs to satisfy community needs. Focus group members were asked to elaborate on answers. Responses are summarised in Table 4.4.

Table 4.4: Library programs

Age group	Theme	Responses
12 – 17	School work	<i>- Helping school learners do to homework</i>
	Careers	<i>- Career exhibitions</i>
	Reading program	<i>- Reading programs</i>
Age group 18 - 35	Library literacy	<i>- Helping people how to use the library, so many categories, one gets lost</i>
	Careers	<i>- employment programs</i>
	Computer literacy	<i>- Computer Literacy program</i>
	Promoting the library	<i>- programs that attract people to the library</i>
Age group 40+	Adult reading	<i>- Adult programs – helping more adults to read and teaching people how to use a computer</i>
	Computer literacy	<i>- Adult programs – helping more adults to read and teaching people how to use a computer</i>
	Promoting the library	<i>- Marketing the library services and programs</i>
	Rehabilitation	<i>- Rehabilitations workshops</i>
	Skills development	<i>- Arts and crafts workshop leading to skills development</i>

4.2.1.5 Library resources

The next question required the focus group members to list library resources they would like to find in the Melton Rose Public Library. Responses are summarised in Table 4.5.

Table 4.5: Library resources

Age group	Theme	Responses
12 – 17	Computers	- <i>More public computers</i>
	Digital resources	- <i>Digital library sources where a person can make use of your cell phone to access</i>
	Study material	- <i>Updated library materials for school and University learners</i>
Age group 18 - 35	Space	- <i>Study space</i>
	Digital resources	- <i>Unemployment sites on the public computers</i> - <i>Bursary application sites on the public computer</i>
	Reading material	- <i>Recent published reading materials for Adults</i>
Age group 40+	Space	- <i>Various sections is required in the library for various age groups</i>
	Digital resources	- <i>Online reading material</i> - <i>Rehabilitation sites on the public computer</i> - <i>More technological resources is required</i> - <i>Online library material</i>
	Reading material	- <i>More variety of library material to choose from is required</i>

4.2.1.6 Library staff

The next question required the focus group members to give their opinion on the staff of Melton Rose Public Library.

Table 4.6: Library staff

Age group	Theme	Responses
12 – 17	Friendly	- Staff are generally friendly, always helpful and have a smile on their face
	More staff required	- Sometimes I have to wait when the teacher(librarian) is busy helping some-one else
18 - 35	Friendly	- Always helpful, grew up in the library, never had a bad experience in the library. The librarian treated us like we her own children
	More staff required	- When the library is busy, we have to wait on assistance when wanting to make a photo copy - We wait in a queue sometimes to return our books when the library is busy - Waiting on assistance when you go to the library with your child to do their assignments - When on Smartcape (public computers) sometimes have to wait to be assisted or to print a page
Age group 40+	Friendly	- Staff always greet politely and treat me as one of their own
	More staff required	- Generally no complain, use the library in the morning when it is quiet so staff are allays available to assist

4.2.1.7 Reasons for not using the public library

Focus group members were asked to provide reasons for community members not using the Melton Rose Public Library. Reasons are reflected in Table 4.7.

Table 4.7: Reasons for non-use

Age group	Theme	Responses
12 – 17	Location	<i>Social issues such as crime, vandalism and gangsterism Safety Library situated in dangerous areas</i>
	Collection	<i>- Incomplete series and lack of updated book -Library is too static, too many rules</i>
	Programs	<i>- Lack of youth programs</i>
	Rules	<i>-Library is too static, too many rules</i>
Age group 18 - 35	Collection	<i>Outdated library material – using another library Do not get the right kind of books that you people are looking for</i>
	Space	<i>No places to sit and relax</i>
	Computers	<i>Public computers are always full, waiting period is too long</i>
Age group 40+	Location	<i>Distance is sometimes a problem, travelling to the library Safety of vehicles</i>
	Computers	<i>Photocopy or public computers that is out of order can become a problem</i>
	Library rules	<i>Paying for damaged or lost books Unnecessary fines obtained after the book was already returned</i>

4.2.1.8 Promoting usage

Focus group members were asked for suggestions in order to get community members to use the Melton Rose Public Library more often. Suggestions are summarised in Table 4.8.

Table 4.8: Promoting usage

Age group	Theme	Responses
12 – 17	Computers	<i>-More public computers</i>
	Resources	<i>-More variety of books – especially up to date books</i>
	Safety	<i>-Safety – securities at the library -Safe spaces and different spaces for different age groups</i>
	Rules	<i>-Longer loan periods of books -Limit of 7 books too little</i>
18 - 35	Computers	<i>-More computers – queues are very long with limited time</i>
	Resources	<i>-Library materials in the communities’ mother tongue (Afrikaans)</i>
	Staff	<i>-More staff to assist the patrons</i>
	Finding books	<i>-Easier sections in which library material can be identified -List displayed of new books received and notifications</i>
Age group 40+	Computers	<i>- More computers and longer sessions - Digital services</i>
	Resources	<i>-Variety of reading material in English and Afrikaans which are regularly updated -Variety of newspaper and magazines in English and Afrikaans</i>
	Safety	<i>-Safety of patrons and their vehicles – sufficient parking</i>
	Staff	<i>More staff</i>
	Programs	<i>-Computer literacy classes</i>
	Rules	<i>-Extending loan period and more books to take out</i>
	Space	<i>-Spaces to sit and read where noise are limited</i>

4.2.2 Focus group discussion – Non-library users

Data obtained from the focus group discussions with non-library users will be presented in the order that focus group discussion questions were asked. The responses of the three age groups are presented separately in each table.

4.2.2.1 Perspective of the library

The first question asked was what the focus group members thought about the library.

Responses are recorded in Table 4.9.

Table 4.9: Perception of the library

Age group	Theme	Responses
12 – 17	Render service	<ul style="list-style-type: none"> - To help people, to help people read books, to help people work on the computer - Help people find jobs, help people to read and take books, help people on the computer, free newspaper and magazines, free Wi-Fi
	School tasks	<ul style="list-style-type: none"> - A public library are for people that read books and for school children to do homework -Libraries are for school children doing projects and people who read
	Reading	<ul style="list-style-type: none"> - A public library are for people that read books and for school children to do homework -Libraries are for school children doing projects and people who read
	Render service	<ul style="list-style-type: none"> - To help people, to help people read books, to help people work on the computer - Help people find jobs, help people to read and take books, help people on the computer, free newspaper and magazines, free Wi-Fi
	Boring	<i>Library is a boring place to be in</i>
	Don't use	<ul style="list-style-type: none"> <i>Library is a waste of time, I do not read so what do I do in the library</i> <i>Library to far, so don't use the library</i> <i>Owe the library money for late books so don't use the library</i> <i>Don't go to the library because I lost a book years ago</i>

		<i>Public Computers are always full so I use my phone</i>
Age group 18 - 35	Reading needs	<i>- A public library are for people that read books and for school children to do homework Libraries are for school children doing projects and people who read</i>
	School tasks	<i>- A public library are for people that read books and for school children to do homework Libraries are for school children doing projects and people who read</i>
	Rules	<i>don't go to the library because I lost a book years ago Owe the library money for late books so don't use the library</i>
	Boring	<i>Library is boring</i>
Age group 40+	School tasks	<i>- To help children with school work, help children to read and assist people on the computer - The library is for my child, not for me - Library is for children</i>
	Reading needs	<i>- To help children with school work, help children to read and assist people on the computer</i>
	Computers	<i>- To help children with school work, help children to read and assist people on the computer</i>
	Don't use	<i>- Library too far, so many elder people without transport cannot go to the library</i>

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4.2.2.2 Social and information needs

The second question asked focus group members to mention their social, information and reading needs. Responses are recorded in Table 4.10.

Table 4.10: Social and information needs

Age group	Theme	Responses
12 – 17	School tasks	- <i>To finish school</i> - <i>Need access to information to do my school work</i> - <i>Need access to a computer to do homework</i>
	Wi-Fi for information	- <i>Need access to a computer to do homework</i> - <i>Need Wi-Fi to be able to access information from my phone</i>
	Social needs	- <i>Avoid social issues such as drugs, gangsterism and teen pregnancy</i>
18 - 35	School tasks	- <i>To pass grade 12/ Complete grade 12 (fail grade 12)</i> - <i>To study further</i>
	Wi-Fi for information	- <i>Need Wi-Fi to be able to access information from my phone</i>
	Social needs	<i>Avoid social issues such as drugs, gansterism and teen pregnancy</i> - <i>To get a job</i>
40+	Social needs	- <i>To get a job</i> - <i>To get a better job</i> - <i>Find out where to go or how to apply for jobs</i>
	Information needs	- <i>Information on how to assist a child improve in school</i>
	Don't read	- <i>Don't have time to read. Have to work</i>

4.2.2.3 Satisfying social and information needs

The next question asked respondents to indicate whether the Melrose Public library satisfy their social and information needs and to elaborate on their answers.

Table 4.11: Satisfying social and information needs

Age group	Theme		Responses
12 – 17	No	Computers	- <i>Computer programs</i>
		Don't know	- <i>Do not know what programs the library has</i> - <i>Do not use the library, so I do not know</i>
18 - 35	No	Not readers	- <i>Library services are for people that read, what about people that do not read? What programs do the library have for them?</i>
		Programs	- <i>No, If it did, than we would have been using the library</i> - <i>The library programs and resources must cater for people that are looking for jobs, want to re-do matric, people that struggle with drugs and alcohol abuse and school drop outs and teenage pregnancy</i>
40+	No	Not readers	- <i>Many of us had to start working from an early age, there were no time for reading,</i> - <i>We have to work for our families. So we do not have time for the library or bring our children to the library.</i>
		Programs	- <i>We do not know what programs, services or resources the libraries have.</i>

4.2.2.4 Library programmes

The next question discussed was whether the Melton Rose Public Library provides enough programs to satisfy community needs. Focus group members were asked to elaborate on answers. Responses are reflected in Table 4.12.

Table 4.12: Library programs

Age group	Theme	Responses
12 – 17	Library Programs	- <i>Do not know what programs the library has</i>
	Reading Programs	- <i>Do not use the library, so I do not know</i>
	Computer Programs	- <i>Computer Literacy Programs are needed</i>
Age group 18 - 35	Library Programs	- <i>Library services are for people that read, what about people that do not read? What programs does the library have for them?</i>
	Awareness of Library Programs	- <i>No, If it did, than we would have been using the library</i>
	Computer literacy	- <i>Too little computers available to serve such a big community. Many times, the computers are not working. Not aware of any computer literacy programs</i>
	Promoting the library	- <i>The library programs and resources must cater for people that are looking for jobs, want to re-do matric, people that struggle with drugs and alcohol abuse and school drop outs and teenage pregnancy</i>
Age group 40+	Adult reading	- <i>Many of us have to start working from an early age, there were no time for reading, and we have to work for our families. So we do not have time for the library or bring our children to the library. We do not know what programs, services or resources the libraries have.</i>
	Computer literacy	- <i>Many of us have to start working from an early age, there were no time for reading, and we have to work for our families. So we do not have time for the library or bring our children to the library. We do not know what programs, services or resources the libraries have.</i>
	Promoting the library	- <i>Many of us have to start working from an early age, there were no time for reading, and we have to work for our families. So we do not have time for the library or bring our children to the library. We do not know</i>

		<i>what programs, services or resources the libraries have.</i>
	Rehabilitation	- <i>Many of us have to start working from an early age, there were no time for reading, we have to work for our families. So we do not have time for the library or bring our children to the library. We do not know what programs, services or resources the libraries have.</i>
	Skills development	- <i>Many of us have to start working from an early age, there were no time for reading, we have to work for our families. So we do not have time for the library or bring our children to the library. We do not know what programs, services or resources the libraries have.</i>

4.2.2.5 Library resources

The next question required the focus group members to mention library resources they would like to find in the Melton Rose Public Library. Table 4.13 reflects the responses.

Table 4.13: Library resources

Age group	Theme	Responses
12 – 17	Computers/Wi-Fi	- <i>More Computers and longer Wi-Fi time</i>
	Digital resources	- <i>More Library materials in digital format than one can access via mobile devices</i>
	Study material	- <i>More update study material and a variety of study material. Library study material is very limited</i>
	Library Programs	- <i>Career exhibitions and helping people how to use the library, so many categories, one gets lost</i>
Age group 18 - 35	Space	- <i>How to use the library – programs on what services the library has on offer and programs that assist with employment</i>
	Social Issues in the community	- <i>Programs that address social issues in the community and how to learn to address and overcome these social issues</i>
	Marketing	- <i>Marketing programs that attract people to the library</i>

Age group 40+	Abet and digital literacy	- Adult programs – helping adults to read and teaching people how to use a computer
	Digital resources	- Teaching people how to use a the library's digital resources
	Library assistance	- Assistance with reading for adult and children and assistance for learners doing homework
	Reading Material	- Providing reading material in a variety of formats for all type of people especially for those who want to improve on reading

4.2.2.6 Library staff

The next question required the focus group members to give their opinion on the staff of Melton Rose Public Library. Opinions are listed in Table 4.14.

Table 4.14: Library staff

Age group	Theme	Responses
12 – 17	Not Supportive	- Sometime they are helpful and sometimes they send you to the shelf and say look over there and then we look for the book and cannot find it, this was a let off for me - They gave me a book but did not show me where to look for the information in the book, then I left the book and went on my phone - I used the library once and the staff member could not find the book on the shelf
	More staff needed	- The library requires more staff. I went to the library to go on the computer and had to wait a long time because people that were on the computer were struggling and the staff were busy helping other people. Then I just left - Staff were too busy to assist me with my project, I had to look for the information myself and ended up asking my mother to download the information for me
	Local	- Staff must be from the area
Age group 18 - 35	Friendly	- Once I went to the library and the staff member that assisted me was so serious and I just left. I never went back again - My son got thrown out of the library by staff because they said he made a noise, I banned him from the library and me myself never went to the library again

		<ul style="list-style-type: none"> - Staff do not assist the children with their school work, they just say here's the book and leave, then my child come home from the library with no information - Staff must assist, and not direct people to where to go (previous experiences)
	More staff needed	- The library requires more staff because sometimes you have to wait a long time for assistance (when wanting to make a copy) and that put me off from using the library again.
Age group 40+	Friendly	<ul style="list-style-type: none"> - Library staff are sometimes too serious and there look chases you away - The staff sit on their back side behind the counter and seldom walk on the floor and help people - The one staff member told me that I had a book on my card which I know I returned, the manner that they handled me is like a never returned the book - Staff must assist, and not direct people to where to go (previous experiences)
	More staff needed	- Sometimes, when you go to the library, there's only one staff helping and you wait a long time for assistance.

4.2.2.7 Reasons for not using the library

Focus group members were asked to provide reasons for community members not using the Melton Rose Public Library. Table 4.15 reflects the reasons.

Table 4.15: Reasons for non-use

Age group	Theme	Responses
12 – 17	Location	- Library is too far and sometimes safety is s concern as gang members hang around the library and threaten and rob the people coming to the library
	Bullying	- Sometimes we get bullied in the library especially when one do not live in the surrounding area where the library is build
	Programs	- The library is too boring – not attractive enough
	Rules	<ul style="list-style-type: none"> - Too many rules in the library - Staff is too serious and this scares a person off
Age group 18 - 35	Location	- Safety is s concern as gang members hang around the library and threaten and rob the people coming to the library. Ones car is not safe as it parks outside and gets broken into

	Collection	- <i>Do not get the right kind of books that you are looking for</i>
	Space	- <i>The place is too quiet – very boring – can't even talk</i> - <i>Must have a place that can attract people such as food court, colour – the place is too dull</i>
	Computers	- <i>Too few computers in the library – have to wait a long time – computers take too long to get fixed</i>
	Rules	- <i>Past offences – owing a library book or a fine – too afraid to use the library again</i>
Age group 40+	Library Resources	- <i>Photocopy or public computers is always out of order</i>
	Computers	- <i>Cannot use a computer and do not read</i>
	Library rules	- <i>Proof of address when opening a library card – many people do not have proof of address – back yard dwellers</i>

4.2.2.8 Promoting usage

Focus group members were asked for suggestions in order to get community members to use the Melton Rose Public Library more often. Suggestions are summarised in Table 4.16.

Table 4.16: Promoting usage

Age group	Theme	Responses
12 – 17	Computers	- <i>More public computers and fixing of computers more quickly</i>
	Resources	- <i>Playing games in the library – PlayStation</i> - <i>Longer Wi-Fi sessions</i> - <i>Computer downloading facilities and access to social media</i> - <i>Digital Service where one can use one's phone</i>
	Safety	- <i>More security guards especially in and outside the library that is in a gang infected area</i>
	Rules	- <i>Friendly and attractive atmosphere – less rules</i>

Age group 18 - 35	Computers	<ul style="list-style-type: none"> - <i>More public computers</i> - <i>More computer lessons</i>
	Resources	<ul style="list-style-type: none"> - <i>More digital services where one can use a cell phone to access</i> - <i>Something that keeps the children busy whilst the parents search for books</i> - <i>Computer downloading facilities and access to social media</i> - <i>Faster Wi-Fi</i> - <i>Better library hours</i> - <i>Library to be more attracting, various spaces for various age groups</i>
	Staff	<ul style="list-style-type: none"> - <i>More friendlier staff</i>
	Finding books	<ul style="list-style-type: none"> - <i>Assistance when searching for library material</i> - <i>Digital resources to read from home or access the library catalogue even if you are not a library member</i> - <i>Easier categories that can guide people in the library</i>
	Rules	<ul style="list-style-type: none"> - <i>Removal of all past offences – old library fines and long overdue books (lost or damaged)</i> - <i>ID required to open a card and not proof of address as many live with family and do not have proven of address</i>
Age group 40+	Computers	<ul style="list-style-type: none"> - <i>Faster connection and more computers resulting in shorter queues</i> - <i>Computer downloading facilities and access to social media</i> - <i>Computer assistance and classes</i>
	Resources	<ul style="list-style-type: none"> - <i>Faster Wi-Fi</i> - <i>Up to date library materials for school learners and University Students</i>
	Safety	<ul style="list-style-type: none"> - <i>Securities at the libraries</i>
	Staff	<ul style="list-style-type: none"> - <i>Friendly staff</i>
	Programs	<ul style="list-style-type: none"> - <i>ABET classes</i>
	Rules	<ul style="list-style-type: none"> - <i>Removal of all past offences – old library fines and long overdue books (lost or damaged)</i> - <i>ID required to open a card and not proof of address as many live with family and do not have proven of address</i>
	Space	<ul style="list-style-type: none"> - <i>Must have a place that can attract people such as food court, colour – the place is to dull</i>

4.3 Interviews

Follow up Interviews with willing participants were conducted after the focus group discussions in October 2020 at Melton Rose Public Library hall. The researcher obtained six (6) willing library users to participate. Four (4) were between the ages of 18-35, while two (2) were forty years and older. Four (4) non-library users agreed to be interviewed. One was aged between 18-35 years, while three (3) were older than 40 years. Although age was not a research variable, data is presented according to age groups as the focus group discussions were done in age groups.

4.3.1 Follow up interviews – Library users

The data obtained from semi-structured open-ended questions by library users will be presented in the order of the questions.



4.3.1.1 *Perspective of the library*

The first question asked was what the interviewee's views were about the library. Responses are recorded in Table 4.17.

Table 4.17: Perception of the library

Age group	Theme	Responses of library
18 – 35	Space	<ul style="list-style-type: none"> - A place where families can come and spend time together looking for books - A place of comfort where the community gathers or a place to relax - A quiet place where people can go, to study or read the news paper
	Reading needs	<ul style="list-style-type: none"> - A place that provides books to satisfy ones reading needs - A place where students can go to obtain study guides to study
	Internet	<ul style="list-style-type: none"> -to help the public register and make use of the library's computer - the library have Wi-Fi – it would have been of the communities benefit if the library had longer and faster Wi-Fi sessions - A place where learners can go to do their homework on the computer and browse the internet - It is a big problem for our child and learners when the library's computers are not working – especially if it is off-line for a long time
40+	Space	<ul style="list-style-type: none"> - To provide programs and facilities that can uplift the community - To provide a safe space where people can gather and read - To find nice books to read – have been reading since I have been a child – always loved reading
	Reading needs	<ul style="list-style-type: none"> - To provide reading material for people that loves reading - To provide reading material for children for them to adopt a love for reading
	Programs	<ul style="list-style-type: none"> - Programs required would be reading programs, especially for adults that cannot read - Marketing more the library services and resources, sometimes, people do not know what the library has on offer - Reading competitions for children - Computer Programs that teaches people how to use the computer
	Internet	<ul style="list-style-type: none"> - Faster internet service - a place where people can go to use Wi-Fi - A place where people can go to look for jobs on the internet, check your mail and go on social media - More Computers for the people to make use off. Too few computers in the library
	Space	<ul style="list-style-type: none"> - To provide a space where people can read the newspaper and study

		<ul style="list-style-type: none"> - A quiet place where people can gather and read - A place that provides books to satisfy ones reading needs, sometimes the children makes a lot of noise
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4.3.1.2 Social and information needs

The second question asked interviewees to mention their social, information and reading needs.

Responses are recorded in Table 4.18.

Table 4.18: Social and information needs

Age group	Theme	Responses
18 – 35	Social needs	<ul style="list-style-type: none"> - To feel safe - To avoid losing my job - To be able to take care of my family - To avoid social issues such as drugs, gangsterism and teen pregnancy etc.
	Information needs	<ul style="list-style-type: none"> - To find books and information in the library when relating to self-development or self-improvement - To study further - To find a variety of series books in the library
	Reading needs	<ul style="list-style-type: none"> - To find complete series of books in the library – some series in the library are incomplete - To find latest copies of books in the library - To find a more variety of books in the library
Age group 40+	Social needs	<ul style="list-style-type: none"> - To be able to provide for my family - I wanted to study further, but could not, I would like my children to study further and not fall in the traps of this society - to relocate to a better area for my children - a quiet place to relax and read
	Information needs	<ul style="list-style-type: none"> - To obtain resources and materials in all formats that can help me when I am struggling with a situation or for entertainment - To find latest copies on fiction reading material - Information on getting in contact with community leaders, upliftment organizations and reporting community faults and crime

		- <i>Information on starting a business or becoming an entrepreneur, something that can assist a person that is trying to make a living</i>
	Reading needs	- <i>a quiet place to relax and read</i> - <i>To get up to date books when doing assignments and not outdated books as well as recent published fiction books</i>
	Social needs	- <i>Information on getting in contact with community leaders, upliftment organizations and reporting community faults and crime</i>
	Effectiveness of library programs	<ul style="list-style-type: none"> - <i>In some areas YES, such as storytelling for children, teaching school children in primary school how to use the library and its books and teaching people how to use the computer</i> - <i>In other areas NO, such as too little people know what the library offers</i> - <i>Programs are provided for people that is at home, what about people that is working</i> - <i>Library hours are preventing many people from coming to the library</i> - <i>Programs should be aimed at what the community needs such as unemployment workshops, rehabilitation workshops, workshop with ex gangsters etc.</i>

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4.3.1.3 Satisfying social and information needs

The next question asked interviewees to indicate whether the Melrose Public library satisfy their social and information needs and to elaborate on their answers in Table 4.19.

Table 4.19: Satisfying social and information needs

Theme		Responses	
Age group 18 - 35	No	Computers	<i>-Broken public computers is a major concern resulting too long queues' and us leaving the library and not getting a chance to use the computer resulting in incomplete school work</i>
		Programs	<i>-Library lacks program that help students to make career choices</i>
		Staff	<i>-Too little staff to attend to all students attending the library, resulting in many learners leaving the library without needed information</i>
		Collection	<i>-Outdated and lack of needed and updated library material also do not help school and university students when attempting to obtain information</i>
		Safety	<i>-Gangsters and thieves targeting people in and around the library is a big issue</i>
Age group 40+	Yes	Programs	<i>- YES, I am on the library's Facebook page and I can see the good work the library is doing when it comes to storytelling for children, teaching school children in primary school how to use the library and its books and teaching people how to use the computer</i>
		No	Programs
	No	Hours	<i>-Library hours are preventing many people from coming to the library</i>

4.3.1.4 Library programmes

The next question discussed was whether the Melton Rose Public Library provides enough programs to satisfy community needs. Interviewees were asked to elaborate on answers. Responses are recorded in Table 4.20.

Table 4.20: Library programs

Age group	Theme	Responses
12 – 17	School work	- <i>Helping school learners do to homework</i>
	Careers	- <i>Career exhibitions</i>
	Reading program	- <i>Reading programs</i>
Age group 18 - 35	Library literacy	- <i>Helping people how to use the library, so many categories, one gets lost</i>
	Careers	- <i>employment programs</i>
	Computer literacy	- <i>Computer Literacy program</i>
	Promoting the library	- <i>programs that attract people to the library</i>
Age group 40+	Adult reading	- <i>Adult programs – helping more adults to read and teaching people how to use a computer</i>
	Computer literacy	- <i>Adult programs – helping more adults to read and teaching people how to use a computer</i>
	Promoting the library	- <i>Marketing the library services and programs</i>
	Rehabilitation	- <i>Rehabilitations workshops</i>
	Skills development	- <i>Arts and crafts workshop leading to skills development</i>

4.3.1.5 Library resources

The next question required the interviewees to list library resources they would like to find in the Melton Rose Public Library. Table 4.21 reflects the responses received.

Table 4.21: Library resources

Age group	Theme	Responses
18 - 35	Computers	- <i>More public computers for school learners and adults. This should be separated such as adults one side and children the other side of the library</i>
	Digital resources	- <i>Digital library sources where a person can make use of your cell phone to access library resources or new library material</i>
	Study material	- <i>Updated library materials for school and University students</i>
	Space	- <i>Study space</i> - <i>More reading space, especially between some of the shelves</i> - <i>Space where a library users can sit, read and relax before selecting their library material</i>
	Reading material	- <i>Recent published reading materials for Adults</i> - <i>More Reading material in the community's home language</i>
Age group 40+	Space	- <i>Various sections is required in the library for various age groups</i>
	Digital resources	- <i>Online reading material</i> - <i>Rehabilitation sites on the public computer</i> - <i>More technological resources is required</i> - <i>Online library material</i>
	Reading material	- <i>More variety of library material to choose from is required</i>

4.3.1.6 Library staff

The next question required the interviewees to give their opinion on the staff of Melton Rose Public Library. Responses are summarised in Table 4.22.

Table 4.22: Library staff

Age group 18 - 35	Friendly	- Staff are generally friendly and helpful and assist me when I need help
	More staff required	- Yes, they do so much in the library and carry a big workload helping the people and doing programs
Age group 40+	Friendly	- Yes, always a smile and willing to help. They make the library easier to use with their new signs and displays
	More staff required	- Definitely, they do so much in the community that it becomes so much for a group of people to handle

4.3.1.7 Reasons people do not use the public library

Reasons provided by library users for community members not using the Melton Rose Public Library are reflected in Table 4.23.

Table 4.23: Reasons for non-use

Age group	Theme	Responses
18 - 35	Location	-Social issues such as crime, vandalism and gangsterism -Safety -Library situated in dangerous areas -Robbing the people when coming to the library
	Collection	- Incomplete series and lack of updated book - Too few variety of books too select from - Library requires more Afrikaans Adult Fiction books
	Programs	- Do not actually know what programs the library has, just come to the library to select my books
	Space	-More space required -Children and youth make a noise and sit everywhere leaving no place to sit and relax and read for adults
	Computers	Public computers are always full, waiting period is too long
Age group 40+	Location	Distance is sometimes a problem, travelling to the library Safety of vehicles
	Computers	Photocopy or public computers that is out of order can become a problem

	Library rules	<i>Paying for damaged or lost books Unnecessary fines obtained after the book was already returned</i>
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4.3.1.8 Promoting usage

Interviewees were asked for suggestions in order to get community members to use the Melton Rose Public Library more often. Suggestions are summarised in Table 4.24.

Table 4.24: Promoting usage

Age group	Theme	Responses
18 - 35	Computers	<i>-More computers – queues are very long with limited time</i>
	Resources	<i>-More variety of books – especially up to date books --Library materials in the communities' mother tongue (Afrikaans)</i>
	Safety	<i>-Safety – securities at the library -Safe spaces and different spaces for different age groups</i>
	Rules	<i>-Longer loan periods of books -Limit of 7 books too little</i>
	Staff	<i>-More staff to assist the patrons</i>
	Finding books	<i>-Easier sections in which library material can be identified -List displayed of new books received and notifications -Sign post and clear library notices required to direct library users of various sections in the library</i>
	Age group 40+	Computers
Resources		<i>-Variety of reading material in English and Afrikaans which are regularly updated Variety of newspaper and magazines in English and Afrikaans</i>
Safety		<i>-Safety of patrons and their vehicles – sufficient parking</i>
Staff		<i>More staff</i>
Programs		<i>-Computer literacy classes</i>
Rules		<i>-Extending loan period and more books to take out</i>
Space		<i>-Spaces to sit and read where noise are limited</i>

4.3.2 Follow up interviews – Non-library users

The data obtained from semi-structured open-ended questions by library non-users will be presented in the order of the questions.

4.3.2.1 Perspective of the library

The first question asked was what the interviewee’s views were about the library. Responses are recorded in Table 4.25.

Table 4.25: Perception of the library

Age group	Theme	Responses of library
18 – 35	Space	<ul style="list-style-type: none"> - <i>A place where people go to read books</i> - <i>A place where children go to do their school work</i> - <i>A place where people go to make copies</i>
	Reading needs	<ul style="list-style-type: none"> - <i>There are a lot of school children in our community that struggle to read.</i> - <i>Many children cannot take out books to read because they either lost a book or was rude in the library and got band from the library</i>
	Internet/Computer	<ul style="list-style-type: none"> - <i>to help people to look for jobs</i> - <i>Children play games</i> - <i>People download movies and songs</i> - <i>To sit and use the library’s Wi-Fi</i>
Age group 40+	Space	<ul style="list-style-type: none"> - <i>To provide a safe space where people can read Newspaper</i> - <i>A study space where one can sit on one’s laptop</i>
	Reading needs	<ul style="list-style-type: none"> - <i>Children and Adults in our community struggle to read. Some of them are not interested in reading</i> - <i>No reading culture in our community. Do not have the time or the ability to read to our children</i>

	Programs	<ul style="list-style-type: none"> - Upliftment programs – such as how to find a job, how to become an entrepreneur, how to address social issues - Marketing more the library services and resources, sometimes, people do not know what the library has on offer - Computer Programs that teaches people how to use the computer -Skills development programs
	Internet	<ul style="list-style-type: none"> - a place where people can go to use Wi-Fi - A place where people can go to look for jobs on the internet, check your mail and go on social media - A place where people go to download movies and games
	Social Needs	<ul style="list-style-type: none"> - Jobs, Skills development, crime prevention education and information, rehabilitation information -Skills development and jobs -Women and child abuse awareness programs

4.3.2.2 Social and information needs

The second question asked interviewees to mention their social, information and reading needs.

Responses are recorded in Table 4.26.

Table 4.26: Social and information needs

Age group	Theme	Responses
18 – 35	Social needs	<ul style="list-style-type: none"> - Secure/permanent Job - Become educated - To be able to take care of my family - To ensure that my children become educated and avoid the social traps in the community
	Information needs	<ul style="list-style-type: none"> - To find information in the library when a person is looking for a job such as a book on C.Vs, interviews etc.

		<ul style="list-style-type: none"> - <i>Information on family care</i> - <i>Information or books on how to succeed in life</i> - <i>Self-help books</i> - <i>Rehabilitation information</i>
	Reading needs	<ul style="list-style-type: none"> - <i>Easy to read books</i> - <i>Do not read books</i> - <i>Newspaper and magazines</i>
Age group 40+	Social needs	<ul style="list-style-type: none"> - <i>To be able to provide for my family</i> - <i>I would like my children become something in life</i> - <i>To have opportunities</i> - <i>Secure Job</i>
	Information needs	<ul style="list-style-type: none"> - <i>To obtain resources and materials in all formats that can help me when I am struggling with a situation or for entertainment</i> - <i>Information on getting in contact with community leaders, upliftment organizations and reporting community faults and crime</i> - <i>Where and how to find a job</i>
	Reading needs	<ul style="list-style-type: none"> - <i>Mail and Guardian Newspapers and sports magazines</i> - <i>Reading materials in all formats especially in Afrikaans that is easy reads</i>

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4.3.2.3 Satisfying social and information needs

The next question asked interviewees to indicate whether the Melrose Public library satisfy their social and information needs and to elaborate on their answers in Table 4.27.

Table 4.27: Satisfying social and information needs

Theme		Responses	
Age group 18 - 35	No	Computers	<i>-Broken public computers is a major concern resulting too long queues' and us leaving the library and not getting a chance to use the computer resulting in incomplete school work</i>
		Programs	<i>-Library lacks program that help students to make career choices</i>
		Staff	<i>-Too little staff to attend to all students attending the library, resulting in many learners leaving the library without needed information</i>
		Collection	<i>-Outdated and lack of needed and updated library material also do not help school and university students when attempting to obtain information</i>
		Safety	<i>-Gangsters and thieves targeting people in and around the library is a big issue</i>

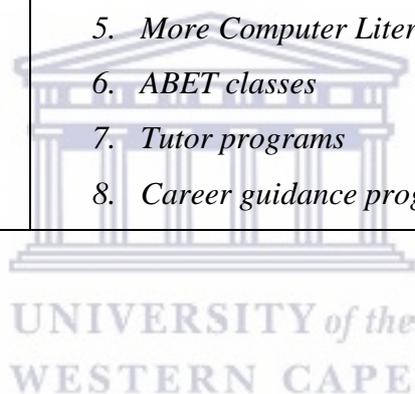
4.3.2.4 Library programmes

The next question to interviewees was to state whether the Melton Rose Public Library provides enough programs to satisfy community needs.

Table 4.28: Library programs

Theme		Responses
Age group 18 – 35 &	Programs	<i>- YES, I am on the library's Facebook page and I can see the good work the library is doing when it comes to storytelling for children, teaching school children in primary school how to use the library and its books and teaching people how to use the computer</i>

	Need for promoting the library	- Too little people know what the library offers
	Hours	- The library can perhaps select days where most parents are off from work to do their programs
Age Group 40	Hours	-Library hours are preventing many people from coming to the library
	Programs	<p>Programs required in the library was mentioned as follows:</p> <ol style="list-style-type: none"> 1. Dealing with lost and grieve 2. Rehabilitation 3. Employment Programs 4. Health Programs 5. More Computer Literacy Programs 6. ABET classes 7. Tutor programs 8. Career guidance programs for school learners



4.3.2.5 Library resources

The next question required the interviewees to list library resources they would like to find in the Melton Rose Public Library.

Table 4.29: Library resources

Age group	Theme	Responses
18 - 35	Computers	- More public computers for school learners and adults. - Faster and longer computer sessions
	Digital resources	- Digital library sources where a person can make use of your cell phone to access library resources or new library material
	Study material	- Updated library materials for school and University students

	Space	<ul style="list-style-type: none"> - Study space - More reading space, especially between some of the shelves - Space where a library users can sit, read and relax before selecting their library material
	Reading material	<ul style="list-style-type: none"> - Recent published reading materials for Adults - More Reading material in the community's home language
Age group 40+	Space	- Various sections is required in the library for various age groups
	Digital resources	<ul style="list-style-type: none"> - Online reading material - Rehabilitation sites on the public computer - More technological resources is required - Online library material
	Reading material	- More variety of library material to choose from is required

4.3.2.6 Library staff

The next question required the interviewees to give their opinion on the staff of Melton Rose Public Library.



Table 4.30: Library staff

Theme		Responses
Age group 18 - 35	Friendly	- friendlier Staff required, there are so many rules in the library that the moment you talk too loud they come to you like policemen's too quiet you down
	More Staff required	- Yes, more friendlier staff and staff that knows what they are in the library for
Age group 40+	Friendly	- one or two staff are generally friendly and helpful, the other are so serious and unhelpful that's why I don't use the library
	More Staff required	- More friendlier staff are required in the library

4.3.2.7 Reasons people do not use the public library

Interviewees were asked to provide reasons for community members not using the Melton Rose Public Library. Reasons provided are summarised in Table 4.31.

Table 4.31: Reasons for non-use

Age group	Theme	Responses
18 - 35	Location	-Social issues such as crime, vandalism and gangsterism -Library situated in dangerous areas -Robbing the people when coming to the library
	Collection	- Too few variety of easy reading books too select from fro adults - Library requires more Afrikaans Adult Fiction books
	Programs	- Never hear about library programs - Do not visit the library that much too know what programs the library has -Programs are not for all, only children programs
	Space	-More space required -Children and youth make a noise and sit everywhere leaving no place to sit and relax and read for adults
	Computers	Public computers are always full, waiting period is too long
Age group 40+	Location	Distance is sometimes a problem, travelling to the library Safety of vehicles
	Computers	Photocopy or public computers that is out of order can become a problem
	Library rules	Paying for damaged or lost books: do not want their children to join the library as books are expensive and are afraid that their children might damage the books and they can't afford to pay for it. Unnecessary fines obtained after the book was already returned

4.3.2.8 Promoting usage

Interviewees were asked for suggestions in order to get community members to use the Melton Rose Public Library more often. Suggestions provided are recorded in Table 4.32.

Table 4.32: Promoting usage

Age group	Theme	Responses
18 - 35	Computers	-More computers – queues are very long with limited time -Less rules what a person can do on the computer - longer sessions
	Resources	-Mobile access resources - Up to date resources such as TVs and games in the library - Faster Wi-Fi
	Safety	-Safety – more securities at the library -Safe spaces and different spaces for different age groups
	Rules	-Less rules -Clearing of old fines - Unbanning of our children
	Staff	-More staff to assist the patrons
	Finding books	-Easier sections in which library material can be identified -List displayed of new books received and notifications -Sign post and clear library notices required to direct library users of various sections in the library
	Age group 40+	Computers
Resources		-Variety of reading material in English and Afrikaans which are regularly updated Variety of newspaper and magazines in English and Afrikaans
Safety		-Safety of patrons and their vehicles – sufficient parking
Staff		More staff
Programs		-Computer literacy classes
Rules		-Extending loan period and more books to take out
Space		-Spaces to sit and read where noise are limited

4.4 Document analysis

Corbin and Strauss (2008) explained that document analysis interpret data in order to elicit meaning, gain understanding and to develop empirical knowledge. To obtain triangulation, data obtained from focus group discussions and follow-up interviews was compared to circulation and membership statistics. In an attempt to answer the research questions which were that of factors, perceptions and services that influences the utilisation of the public library, the researcher obtained the below statistics which highlighted the drop in Melton Rose public library's membership and circulation statistics over an eighteen-year period.

Library membership statistics of Melton Rose Public Library in the category of twelve years and older in an eighteen-year period are summarized in Table 4.33:

Table 4.33: Membership Melton Rose Public library 2002 - 2020

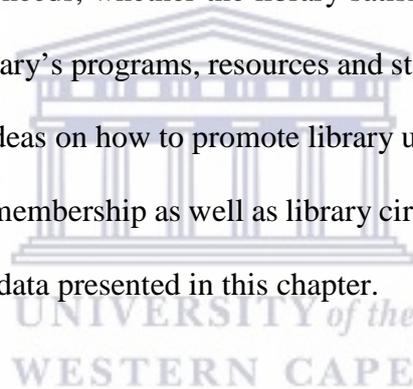
Year	Membership	Year	Membership	Increase/decrease
2002	4 489	2006/7	4 491	Increase 2
2006/7	4 491	2011	5 319	Increase 828
2011	5 319	2015	2 002	Decrease 3 317
2015	2 002	2020	1 628	Decrease 389

From Table 4.33 it can be seen that from 2002 to 2011 membership numbers for the Melton Rose Public library increased. However, from 2011 to 2020 library membership decreased from 5 319 to 1 628 resulting in 3 791 less people making use of Melton Rose Public Library.

Circulations statistics for Melton Rose Public library in the same eighteen-year period from 2002 to 2020 decreased from 137 725 in 2002 to 14 346 in 2020. The resulting decrease in circulation of 123 379 implies that 123 379 less library items were borrowed from the library.

4.5 Concluding summary

This chapter presented the data gathered from focus group discussions, interviews as well as document analysis. Data gathered from focus group discussions and interviews reflect both library users (members) and non-users' perceptions of the Melton Rose Public Library as well as their social and information needs, whether the library satisfy their social and information needs, their opinions on the library's programs, resources and staff. Reflected also are reasons for non-use of the library and ideas on how to promote library usage. Data from the document analysis indicated how library membership as well as library circulation decreased since 2002. The next chapter interprets the data presented in this chapter.



Chapter 5: Interpretation of data

5.1 Introduction

This chapter interprets the results obtained from the study. A researcher must be aware and acknowledge that all forms of qualitative data analysis require interpretations. Patton (2002, p.434) explains that the final phase of the analysis process is interpretation and it involves the explanations of the findings which attach importance to the results. Corbin and Strauss (2008, p.60) highlighted that a researcher should put his opinions and views about what he perceives the study will produce, aside and allow the data and interpretation to guide the analysis. This chapter interprets data from both the focus group discussions and interviews.

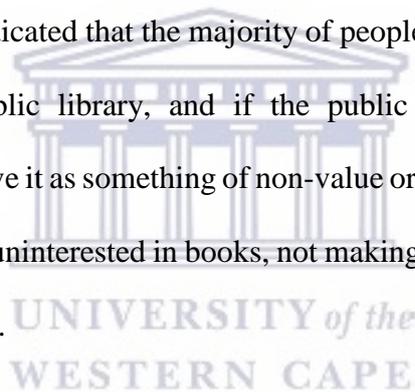


5.2 Perception of the Melton Rose Public Library

According to both Hinson and Amidu (2006) as well as Kim-Soon et al. (2013), user perceptions are determined by the services, material and facilities an organisation offers. The majority of library users as well as non-library users indicated that their perception of a public library is a quiet place where people can gather and read. Library users aged 12 to 17 indicated that the library is a place where learners can sit to do homework, where books are provided to do the homework and where people are assisted to use the library computers. A fair number of non-library users between the ages of 18 and 35 years indicated that a public library provides material for people who love reading, and where people can browse the internet to connect with others via social media or to search for jobs. A number of non-library users aged 12 - 17 indicated that a public library is a place that provides free Wi-Fi, and where community developmental projects are provided. Both library users and non-users aged 18 to 35 years

regarded the library as a place for people who love reading and where their reading needs are satisfied. A few library users older than forty years stated the library is the place to go do when you want to read the newspaper.

The responses reflected that the majority of non-library users and even library users were not aware of the various other library services offered by the library resulting in them not utilising those services. This is in line with research by Harris (1998, p. 15) which concluded that perceptions of the library's social role are based on unchanged or established views resulting in the general public thinking that public libraries offer only traditional services like the loaning of fiction books. Findings also correspond with those of Aslib (1995), Harris (1998) and Fawcett et al. (2005), which indicated that the majority of people's perceptions are affected by what they expect from a public library, and if the public library does not meet their expectations, they might perceive it as something of non-value or not something to use resulting in them, especially individuals uninterested in books, not making the public library part of their leisure or recreational activities.



The study by Willenberg (2018), concurred to these finding by stating that despite public libraries providing opportunities for high-quality home reading environments to all families, most low literacy and low income South African parents do not read to their children or take them to visit public libraries. The lack of a reading culture in a developing community usually results in public libraries being underutilised. Seymore and Lane (1979, p.105) in pondering on how to make library services available to people who are not motivated to use or display characteristics of conventional library users and concluded that many non-users, if they think about their community library at all, view it as an alien and fearful world accessible only to school children. The fact that both library users and non-users acknowledge the important role

played by the public library in providing a place for reading and doing homework and providing resources for school tasks indicate that the general public realises this important aspect of public library services in South Africa today.

5.3 Social and information needs

The most common social and information needs identified by non-library users in both 12 to 17 and 18 to 25 age groups are linked to social issues experienced daily. These aspects include feeling safe in the community and avoiding social elements such as drug and alcohol abuse, gansterism and teenage pregnancy, which have plagued this community for decades. The Cape Flats communities are characterised by racial and economic dispossession (Salo, 2018) as well as socio-economic issues such as drug abuse, high levels of school dropouts, low literacy, high levels of domestic and other violence, high crime rates and gangsterism (Goldin, 1987; Mullagee & Bruce, 2015). Due to unemployment, many residents face poverty, depend on government support grants (Lambrechts, 2012) and are prevented from enjoying dignified existences in healthy environments (Bowers Du Toit, 2014, p.4).

According to Bowers Du Toit (2014, p.4), gangsters impede communities from enjoying a healthy environment as well as easily and safely moving around to use, amongst other organisations, public libraries. Due to the risk of gang violence, crimes as well as vandalism to public libraries, many community members and even library patrons find it too risky and dangerous to make use of local public libraries. Otolu (2022) also emphasised the public library as a safe place for patrons. Lor (2013) also reflected on the low library usage due to the low levels of literacy as well as various social circumstances such as unemployment and crime in developing countries.

Numerous library users as well as non-users in the age groups 12 to 17 as well as 18 to 35 identified social and information needs in order to improve their lives. A strong need identified by this age group was information on bursaries and options to study further in order to find a good job, which will ultimately lead to them being able to take care of their families and to relocate to a better area for their children to grow up safely. Older (40+) non-users indicated the need for information and contact details of local community leaders to report community faults and crime as well as organisations for support to achieve a better quality of life. This corresponds to past research by Von Broembsen and Davis (2008) which indicated that the expectations of many of South African poor and marginalised people have not been met and the "constitutional protections" in this regard have generally not been achieved. It also links to the trend identified years ago by Grose (1974) highlighting disadvantaged users, the lack of suitable information for them and the negligence of library systems. It seems that after years of debates, not much has been done for many underprivileged, un-served, underserved and deprived South African library users resulting in library non-use. The 2017 South African statistical report (StatsSA, 2017) indicating that in 2015, 55.5% of the South African population could not afford to meet their basic needs as well as the emphasis on poverty and inequality in South Africa by Zizzamia et al. (2019) reflect that many South African social issues are still to be addressed.

With regards to their information and reading needs, library users aged 12 to 17 as well as 18 to 35 indicated that they would like to find complete series, more variety, the most recent editions of books and resources in all formats in the library as they become uninterested when finding the same material already read on the library shelves. They emphasised the need for up-to-date information, full sets of reference resources, multiple copies of books and a variety of books to assist them when doing their homework or assignments. A few library users aged

18 to 35 also expressed the need for recently published fiction books and a quiet place in the library to relax and read.

5.4 Satisfying social and information needs

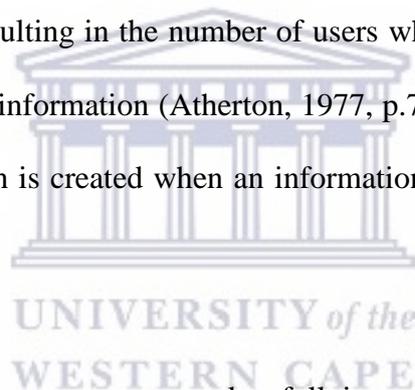
As mentioned previously, people living in disadvantaged communities deal with socio-economic issues on a daily basis (Goldin, 1987; Mullagee & Bruce, 2015). Many scholars like Mkeni-Saurombe and Zimu (2015) and Anderson et al. (2012) are of the opinion that librarians should become familiar with the needs of the socially vulnerable and address issues to prevent social exclusion. The third question posed in the focus group discussion and follow up interviews was therefore on whether the public library satisfied the social and information needs.

A small number of the non-library users older than forty years highlighted the effectiveness of the library satisfying their social and information needs. According to them, some library programs such as storytelling for children, teaching primary school children library and information literacy and teaching people basic computer skills work well for the community. These findings reflected that even non-library users were aware of library activities.

Areas identified as problematic were people not being aware of programs offered by the library as well as library hours not allowing full time employed people to visit the library or to attend programs. Both library users and non-users aged 12 to 17 indicated that the library lacks career choice programs, which can provide information when making career choices. Library programs should also be aimed at what the community needs, such as workshops on

unemployment and rehabilitation for ex-gangsters. Library users indicated that the library lacks updated library material in order to assist school and university students to effectively complete academic work. If these needs are not addressed, it will create circumstances leading to information poverty and social exclusion influencing quality of life.

Lor (2013) stated that if libraries are poorly resourced, they would play a minimal role in society. This also corresponds to Cook and Heath (2001, p.581) who concluded that when expectations are not met because of aspects like inadequate collections or insufficient opening hours, perceptions of the quality of library services might change or be deemed inferior. Library use is also believed to be marginal in that only small parts of dedicated patrons really make full use of the library resulting in the number of users who have information needs far exceed those who actually use information (Atherton, 1977, p.7). Kochen (1976, p. 150) also predicted that an ideal situation is created when an information system like a library is both useful and used.



The need for extended library hours to accommodate full time employed community members was recorded. The American Library Association (2014) identified library services hours as a reason for non-membership as these hours do not provide for working patrons to use the library after work or over weekends. Lor (2013, p.371) also indicated that if the library is to become relevant to the vast majority of South Africans, the profession must address the social and political issues that underpin the everyday needs of ordinary South Africans. Safety measures for staff members and security personnel as well as patrons do not allow for many libraries on the Cape Flats to be open after dark or over weekends.

Linked to problematic library hours was that both library members and non-members, especially those aged 12 to 17 years, identified faulty computers as one of the major deterrents for visiting the library. Faulty computers lead to limited computers available and long waiting queues. Often by closing time, learners and students have not retrieved needed information or completed school and academic work resulting in frustration and often angry parents. Public library efforts have been criticised as ineffective, weak, and "take it or leave it" methods (Goulding, 2006).

Numerous adult library non-users (18 to 35 years) indicated the lack of assistance by library staff members. Reasons for lack of assistance were mainly given as faulty computers and not providing needed information for learners to complete school tasks. Because most South African schools do not have school libraries, learners flock to public libraries for information to complete school tasks and library staff members are flooded with queries (Hart, 2004; Hart, 2006). When the library becomes too busy for individual attention and/or library or information literacy education, library staff members tend to direct learners to library shelves where books containing needed information can be found. Due to lack of library and information literacy skills, needed information is often not found and learners leave the library without completing school tasks.

Another reason for librarians being accused of not assisting library users might be the negative stereotypical perceptions of librarians, which due to assumed negative characteristics, result in users not having the confidence to approach them or ask questions. Stereotyping of librarians can influence library use, as people will associate the library with the librarian (Schuman, 1990). The perception of librarians as professionals is influenced mainly by representations that exist in the public opinion, but also by their own understanding of the professions

(Jacimovic & Petrović, 2014). Fourie (2007) indicated that many library rules like library hours and fines attributed to individual librarians instead of the library service. This might contribute to negative images of librarians resulting in non-use of the library.

5.5 Library Programmes

When asked about library programs, library users as well as non-users of all age groups indicated a need for various library programs not provided sufficiently or continuously by the library. These programs relate to participants' various social and educational needs.

Several library users aged 12 to 17 identified the need for careers, schoolwork and reading programs. Programs related to or exhibitions about careers are needed in order to make correct subject choices at school in order to pursue qualifications or experience for specific careers. Programs to assist with schoolwork and to understand what are required from educators are needed for effective educational progress. According to participants, reading programs are essential, especially for school learners, to improve reading skills, reading with understanding and to understand what is required to be done when educators pose questions. In general, it will result in better schoolwork. Several studies have proven that children growing up in a literacy environment and exposed to books tend to become readers and perform well academically (Zadeh et al., 2010). Howie et al. (2017, p.11) revealed that 78% of South African Grade 4 children were found unable to reach the lowest literacy benchmark, that learners from disadvantaged backgrounds achieved significantly lower reading scores and that lack of access to resources like libraries was an influencing factor. The study by Willenberg (2018) indicated that despite public libraries providing opportunities for high-quality home reading environments to all families, most low literacy and low income South African parents do not

read to their children or take them to visit public libraries. Although a mission of public libraries is to play a significant role in improving socio-economic conditions in a community, libraries in South Africa are unrecognised, poorly resourced and play a minimal role in society (Lor, 2013).

A number of non-library members aged 18 to 35 using the library, identified the need for information and library literacy programs. They indicated that the vast volume and categories of information available in the library as well as the arrangement of books on library shelves often result in them not finding the needed information. This corresponds with low library and information literacy levels recorded by Hart (2006). It also relates to findings by Richter et al. (2019) who found that non-public library members visit the library for activities like librarian queries, socialising and for browsing the library shelves.

When asked about the effectiveness of the library programs, a few participants felt that the only people who benefit from library programs are those that can afford to go to the library during the day – thus excluding full time employed community members. They also stated that many library programs are not relevant to their needs. Many acknowledged that they only heard about programs offered after they were completed. This corresponds to Anderson et al. (2012) as well as Fourie (2007) who were of the opinion that librarians must assess community needs and base library programs and activities on those identified needs.

A number of unemployed adult participants aged 40 years and older stated that they were in need of skills development programs, as this would enable them to improve their chances of obtaining employment. Other adult participants mentioned, like the younger participants, the need for literacy, library literacy and computer literacy programs. They acknowledged that

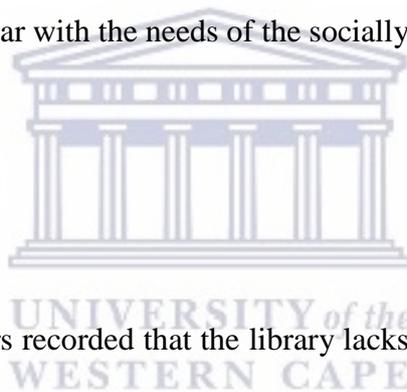
knowing the layout of the library would make searching for information much easier. Being computer literate will enable them to search the internet for jobs, create a Curriculum Vitae as well as to send and receive emails about job applications. They strongly believed that acquiring such skills could contribute to independent information searching, applying for jobs as well as to countering unemployment in the community. Ikolo (2015) emphasised that whilst computers and internet access are available in public libraries, there is still a need for computer and information literacy education in disadvantaged communities for effective computer use and searching to obtain relevant information.

From participant responses, it became clear that the majority of participants were not aware of what programs the library offered and that a few participants were prevented from attending any library programs due to work commitments. The Melton Rose Public Library needs to advertise library programs widely and timeously in order for the whole community to be aware of them. The programs need to attempt to cater to all the needs of all community members. Programs should also be offered in time slots to accommodate full time employees. This will enhance the library's visibility and relevance. Dick (2007a, 2007b, 2002), Lor (2013) as well as Zaaiman and Roux (1989) stated that community outreach programs contribute to a public library becoming visible, highlight the libraries' role as development agencies and narrow the gap between the information rich and the information poor. ICTs, social media and mobile access to information have great potential for increasing the visibility of libraries.

Four adult participants aged 40 years plus identified ABET classes as a much needed program in the community as the majority of adults and especially the elderly can't read or write resulting in them being socially excluded when, for example, there is a need to apply for grants, rent deduction or library cards for themselves or their children. Fourie (2007) and Lor (2013)

were of the opinion that if services needed by potential users (e.g. literacy classes) are not offered, people will not use the library and the library will play a minimal role in a society, running the risk of becoming extinct. Public libraries must therefore focus their services and initiatives on the real and often unexpressed needs of the community (Fourie, 2007).

The need for drug and alcohol rehabilitation workshops was identified as many community members, especially the youth, are plagued with drug and alcohol abuse. As mentioned by Goldin (1987) as well as Mullagee and Bruce (2015), people living in disadvantaged communities deal with socio-economic issues such as drug abuse and high levels of domestic violence on a daily basis. This ties in with Anderson et al. (2012) who emphasised that librarians should become familiar with the needs of the socially vulnerable.



5.6 Library resources

Both library users and non-users recorded that the library lacks various resources to serve the community. All age groups identified that the library required more computers, digital resources, up to date books, and reference materials. The need for more computers stems from the large number of learners using the library after school for homework and school tasks as well as from adults doing research, creating CVs, searching for jobs and emailing. This is in line with Richter et al. (2019) conclusion that public library usage included doing research and making use of the public computers. Currently, Melton Rose Public Library has nine public computers allowing 45 minute sessions per user. Judging by the long waiting queues, these are not enough computers to accommodate community members. Due to technical problems, some of the computers are also not always functional and/or providing internet access

contributing too many users having to leave the library at closing time without having an opportunity to access a computer.

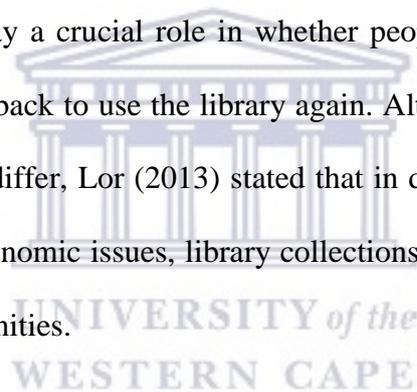
As mentioned already, the dated and unavailable library materials were identified as reasons for not being able to complete school and university tasks. Some participant in the age group 12 to 17 mentioned, for example, access to study guides as problematic. Another factor identified by both youths and adults was the need for accessing library resources via their cell phones. Years ago, Lor (2013) already pointed to the fact that if a public library wishes to enhance visibility and narrow the gap between the information rich and the information poor, ICTs, social media and mobile access to information must be utilised.

Both youth and adults also indicated the inability to access unemployment, rehabilitation and bursary application sites on the public library computers. Site icons would make access to these sites and obtaining relevant information much easier. Lankes (2011, p.15) emphasised that public libraries need to improve society ‘through facilitating knowledge creation in their communities’.

In addition, with regard to reading materials, quite a few non-library members in all age categories stated that it would be very beneficial if the library has a data-free online site where they can access reading materials online from the comfort of their homes. As both Bell (2008) and Ikolo (2015) indicated, to provide the demands of users and potential users, 21st century public libraries need to embrace new technologies to improve user services, provide internet facilities and serve as a conduit between knowledge providers and the local community information users.

A fair number of older adult library users suggested that the library should be remodelled into different sections containing various library materials dedicated to different age groups. These sections will not only serve as indicators that the library is catering for all users, but also provide more quite space for those who require it. Older users sometimes want to sit and relax while reading the newspaper or a library book. Currently, the younger library users move around in the library and are noisy. This corresponds with findings of Dewey (1916) indicating that perceptions of the library arise from how well needs and expectations are met and that younger people use the public library mainly to access resources for school tasks, while older people rely primarily on public libraries for leisure reading and socialising.

Available library resources play a crucial role in whether people use the library as well as whether they are being drawn back to use the library again. Although resources and services demanded by particular users differ, Lor (2013) stated that in developing countries with low levels of literacy and socio-economic issues, library collections need to be developed around the needs of individual communities.



5.7 Library staff

Staff capacity, staff etiquette, staff capability and the manner in which staff members deal with library users, can be perceived as a deterrent or attraction. A number of participants in all the categories rated the Melton Rose Public Library staff members as generally friendly and helpful. Alarming was that the majority of non-library users aged 18 to 35 indicated that the attitude of the staff was the reason for them not using the library anymore. These participants indicated that on various occasions their children have been removed from the library for some

reason and that when they did accompany their children to the library, had to wait in long queues to be assisted by staff or to use the computers for printing. Anderson et al. (2012) were of the opinion that modern public libraries should address non-use by increasing staff capacity and enhancing positive engagement with the socially vulnerable communities.

Various non-library users suggested that local members of the community should be encouraged to apply for library positions at Melton Rose Public Library, as they would be able to directly relate to community issues and serve the community members who make use of the library effectively.

5.8 Reasons for not using the public library



Scholars know less about why people are not using libraries than reasons for using them (Fourie, 2007). Public librarians should consider if they are making libraries difficult or impossible for people to use or if there are personal reasons for community members not using libraries. Factors identified in the literature are insufficient or irrelevant collections, people not realizing a need for information or literature, needed or relevant services not being offered, people not being able to come to the library due to remote areas or being housebound (Fourie, 2007), illiteracy, computer illiteracy or foreign language issues. Fourie (2007) also identified several other personal reasons for people not using the library. One is that the user is barred from making use of library services due to unpaid fines or outstanding library material. Another is that especially in South Africa; some people do not understand the language in which sources are published. Furthermore, reachability may be problematic due to lack of transportation and library service hours not providing for working patrons to use the library

after work or over weekends (American Library Association, 2014). Accessibility may be another problem as acquiring a library card requires a permanent address. Cultural remoteness and structural bias may also be considered as substantial barriers as one of the case studies by Roach and Morrison (1998) concluded that the exclusion of black people in society might have influenced their library usage and at the same time, because the library didn't reflect the group's identity, black individuals might not associate themselves with the library.

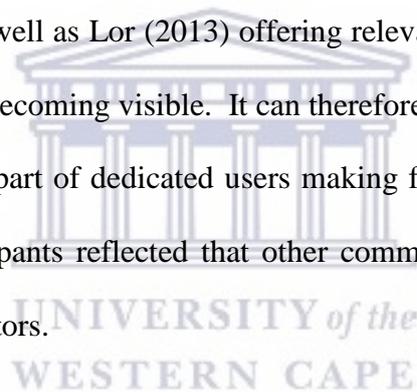
Many years ago, Line (1974, p.53) as well as Grose (1974, p. 10) noted that there is a need to explore the 'un-served', 'underserved' or disadvantaged users due to the negligence of library systems in order to determine who they are, what they need and how to reach them.



In order to determine reasons applying to a particular community, participants were asked to provide reasons for community members not using the Melton Rose Public Library. Both library members and non-members in all the age categories identified various factors as reasons for not using the library. Non-library users aged 18 to 35 identified the location of the library as well as the surrounding area in which the library is situated as reasons for not using it. The distance to travel as well as the risks of encountering rival gang members in the area were identified as not conducive to visit the library. This corresponds with Bowers Du Toit (2014, p.4) who recorded that gangsters impede communities on the Cape Flats from enjoying a healthy environment and to travel easily and safely to use public libraries. Due to the risk of gang violence, criminal activities as well as vandalism to public libraries, many library patrons living in these areas are not able to go to or make use of their local public libraries.

Lack of an up-to-date collection, insufficient computers and not enough relevant programs were identified as factors that have led to participants aged 12 to 17 not using the library.

According to a report by the Western Cape Government. Cultural Affairs and Sport (2014 - 2018, p. 5-9), school learners rely heavily on public library collections and information services for school tasks. Edwards et al. (2013) pronounced that libraries plays an important role in narrowing the information gap between the high and the low income users by, for example, offering access to computers and various electronic media. Anderson et al. (2012) were therefore of the opinion that librarians should become familiar with the needs of the socially vulnerable and address issues such as social exclusion and assistance with employment searches. The study by Richter et al. (2019) on usage of a public library found that library member usage ranged from attending library programs, reading for leisure, studying, doing research and making use of the public computers. According to Zaaiman and Roux (1989), Dick (2007a, 2007b, 2002) as well as Lor (2013) offering relevant services to the community contributes to a public library becoming visible. It can therefore be concluded that library use is marginal with only a small part of dedicated users making full use of the public library's resources and services. Participants reflected that other community members not using the library also identified these factors.

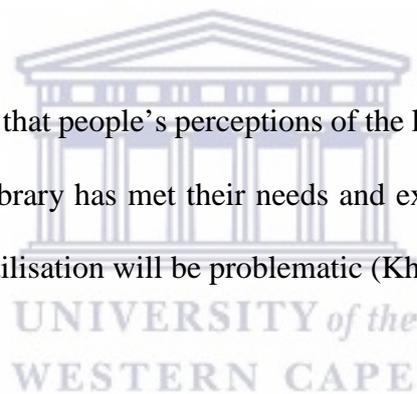


Many of the non-user participants aged 40 years or older, especially those that were not employed, acknowledged that they are afraid to let their children join the library due to library fines for late library materials or payment of lost library books. They also acknowledged that the decision devastated many children, as their friends are library members. They also realised the value of having a library card to take out books to complete assignments or use the library computers. This is in line with Fourie (2007) concluding that personal reasons for people not using the library is the fear of being banned from using the library services due to unpaid fines or outstanding library material.

The same group of participants also highlighted the bureaucratic nature of the library due to various rules and limitations to join and use the library. Traditionally, libraries have many regulations and procedures resulting in restrictions or limitations when it comes to the usage of the library and its resources. Examples of these restrictions are proof of address to become a member and fines for late return of library items (Katabalwa & Mnzava, 2020, p.98). Many people in disadvantaged areas like Kleinvllei are backyard dwellers without documentation to prove addresses or physical residence, making it impossible for them or their children to join the library.

5.9 Promoting usage

Dewey (1916) is of the opinion that people's perceptions of the library arise from actual use of the library and how well the library has met their needs and expectations. If perceptions are negative, promoting libraries utilisation will be problematic (Khoza, 2009; Ocholla, 2002).



In order to determine how the library can improve their quality of services to draw more people in visiting and utilising the library, participants were asked to list ideas to promote usage. Various responses obtained from both library users and non-users in all the age categories indicated that library resources and services were regarded as draw cards to lure people to the library. The majority of suggestions by participants included that more computers, longer computer use sessions, speedy fixing of faulty computers as well as a better library layout will promote the use of the library. Additional pointers to promote the use of the library were better signposting, up-to-date library material and resources, improved programs relating to the social needs of the community as well as safety and security measures for library users and their

vehicles when visiting the library. It should be noted that these questions resulted in lively and enthusiastic discussions and it was deduced that participants were not against making use of the library; they just felt that the library and its services do not cater for their needs.

In order to survive and to positively contribute to the development of the community in which the library is established, a public library should be visible and relevant. This in turn will lead to a wider appreciation and usage from the community it is serving and if threatened, will obtain the support of the community in its defence. Zaaiman and Roux (1989), Dick (2007a, 2007b, 2002) and Lor (2013) stressed the importance of addressing the social and political issues that underpin the everyday needs of ordinary South Africans.

5.10 Concluding summary

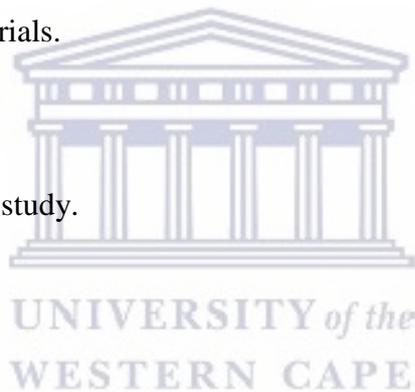
Interpretation of results obtained from this study has identified various deterrents from both library members and non-members to use Melton Rose Public Library. The main objective was to identify and address the needs of both library members and non-members and to identify and create services, programs and resources that is relevant to the community.

The main perceptions identified were that the library services are only for people who read books, do school work, work on computers whilst looking for jobs and that the library not being an attraction for people.

Barriers highlighted were the limited Smartcape computers and limited time period for Smartcape computer usage, past offences such as fines for overdue library materials, outdated library stock made people use other libraries or not using the Melton Rose library at all,

incomplete stock such as series were also seen as deterrents, outdated and limited study materials discouraged students from making use of the library, limited digital services, lack of knowledge regarding library services, lack of community based programs and resources, library rules and regulations limiting library usage, safety concerns when visiting the library, library hours that are not tailor made for working parents, ethics and assistance from library staff, community members not being digital literate to make use of the library's digital resources, many of the community members not having a culture of reading, lack of sign posting – people get lost, people using the library being unfamiliar with the library system, travelling constrains such as lack of travelling fairs, the requirements when trying to open a library card such as proof of address as well as the fear for library fines due to late return or children damaging library materials.

The next chapter concludes the study.



Chapter 6: Conclusion and recommendations

6.1 Introduction

Not so long ago, reading and learning, whether done for pleasure or study, used to be closely related to attendance and use of public libraries. According to Ross et al. (2006), this is no longer the case. In challenging times, public libraries need to be proactive about understanding and attracting non –users as well as satisfying current library users. Scholars such as Amaral (2008) states that libraries should listen to users, understand their point of view and organise their services according to that knowledge.

6.2 Research questions

In order to conclude the study, the researcher evaluated the findings of the data obtained to see if the research questions were answered. The research questions identified were:

What are the user perceptions of the Melton Rose Public Library?

From this research study, it emerged that perceptions do play a role with regards to the underutilisation of a public library in a developing community of Cape Town, as seen in Chapter 4 (Table 4.1 & 4.2). This is further strengthened by what Bandura's theoretical framework (1989) highlights that people's behaviour are influenced by their personal perceptions and levels of services provided by their libraries (the environment) as well as the value or performance of that library.

Data obtained from participants, which is highlighted in chapter 5, indicated that people's perceptions of a public library which ranged from a place where learners can sit to do homework to a place where books are provided and where people are assisted to use the library computers indicate to the researcher that the majority of non-library users and even library users were not aware of the various library services offered by the public library which resulted in them underutilising the library and its services.

This is in line with research by Harris (1998, p. 15) which concluded that perceptions of the library's social role are based on unchanged or established views resulting in the general public thinking that public libraries only offer traditional services like the loan of fiction books.

Non-usage is a serious problem for public libraries in disadvantaged communities as it impacts on the amount of budget allocated to the library to obtain library resources to satisfy the community needs in which the library is situated. The less budget the library received, the fewer resources the library can buy such as books DVDs and Periodicals.

What influences the user's perceptions of Melton Rose Public Library?

Bandura contended that behaviour, individual variables and the environment all works as interlocking determinants of each other (Bandura, 1977, pp. 9-10). Ewen (2003, p.367) stated that, contemplations, inclinations, desires, self-perceptions and client recognitions are the conduct of library clients and the library environment, and their complementary impacts. From the data obtained, participant's perceptions were influenced by various factors such as stereotyping of librarians, which, according to Schuman (1990), can influence library use, as people will associate the library with the librarian. Also, the perception of librarians as

professionals were influenced mainly by representations that exist in the participant's opinion, but also by their own understanding of the professions, which is also confirmed by (Jacimovic & Petrović, 2014).

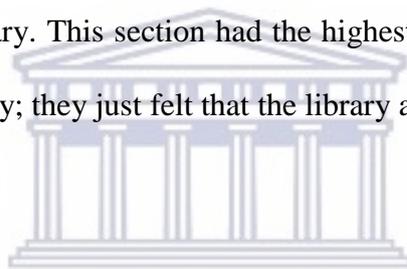
Library rules, library hours and library fines contributed to negative perceptions, which, according to Fourie (2007), impact negatively on library services. This might contribute to negative images of libraries. Participants view the library as a place with too many rules and difficult to navigate. Many non-library users and even library users are also not aware of the various library services offered resulting in them not utilising the library and its services.

How do user perceptions influence the utilisation of the Melton Rose Public Library?

Participants indicated that it is too difficult to obtain a library card referring to specific document requirement such as proof of address as many of them are back yard dwellers. They perceive public library services as a service that do not cater for their social needs. Some non-users mentioned that they do not want their children to join the library, as books are expensive and are afraid that their children might damage the books and they cannot afford to pay for it. Furthermore, past offences (lost and overdue material as well as fines) is a deterrent as this also keeps non-users away from the library and prohibit them from joining their children to the library. Due to this, they perceive the public library as non-value to them and not use it. Dewey (1916), who is of the opinion that people's perceptions of the library arise from actual use of the library.

Which library services would attract more users to the Melton Rose Public Library?

In order to determine how the library can improve their quality of services to draw more people in visiting and utilising the library, both library users and non-users in all the age categories indicated that library resources and services were regarded as draw cards to lure people to the library. The majority of suggestions by participants included that more computers, longer computer use sessions, speedy fixing of faulty computers as well as a better library layout will promote the use of the library. Additional pointers to promote the use of the library were better signage, up-to-date library material and resources, improved programs relating to the social needs of the community as well as safety and security measures for library users and their vehicles when visiting the library. This section had the highest response, as people were not against making use of the library; they just felt that the library and its services do not cater for their needs.



Learners and students were concerned about the lack of appropriate and up to date material when doing projects. Some library users pointed out the lack of digital services that the library has on offer and the long queues when wanting to use the public computers (especially when some are faulty). Some acknowledged the current library programs but stated more programs are required to reach the masses. Safety was also a major concern as well as the lack of effectively checking in returning library materials properly from a patron's library account, resulting in unnecessary library fines.

6.3 Concluding the theory

Maxwell and Loomis (2003, p. 245) stated that the theories and beliefs guiding a study may be drawn from the literature or personal experience. The theoretical grounding of this study was drawn from the experience and observation of the researcher as a librarian at Melton Rose Public Library as well as Bandura's social cognitive hypothesis (Bandura, 1977). The theoretical grounding of this study focused on the experience and observation of the researcher as a librarian on the relationships between user expectations or perceptions of library services and library use, suggested that these relationships were not unidirectional and instead interconnected. Such expectations or perceptions interacted with each other, contributing to the perceptions of libraries by users influencing how they use the library, their personal experiences as a library user can in return influence their library perception.

The connections between users' behaviour, library utilisation and level of library environment fitted well with the method of corresponding determinism proposed by Bandura as part of his social learning or moreover called social cognitive hypothesis (Bandura, 1977). Bandura (1977, pp. 9-10) further contended that behaviour, individual variables and the environment all works as interlocking determinants of each other.

Based on this theoretical framework and on work done by Chen (2012, pp. 14-15), the study was underpinned by the assumptions that community members' personal perceptions of a public library and librarians will influence their library usage (their behaviour) and levels of services provided by their libraries (the environment). Library usage (behaviour) and the levels of library services (environment) will in turn, influence the users' perceptions that a reciprocal

influence exists between library usage (behaviour) and levels of library services (environment) and that a library's value is measured by its utilisation.

The perceptions of the majority of both library member and non-member participants were that a public library provides books for people who love reading and is a place for doing homework. Findings also reflect that the majority of participants were unaware of the other services the library offers. It can therefore be concluded that although the Melton Rose Public Library provides information and services, perceptions of the library and access thereof reflects a connection between perspectives, expectations and personal experience. User behaviour, library utilisation and the library environment as proposed by Bandura (1977) and applied by amongst others Harris (1998), Lilley and Usherwood 2000, Fawcett et al. (2005), Chen (2012), Mathiesen (2014) and Willenberg (2018).

The Cape Flats communities are characterised by racial and economic dispossession (Salo, 2018) as well as socio-economic issues such as drug abuse, high levels of school dropouts and low literacy. These external or environmental factors influenced library utilisation directly as community members feel unsafe to travel to or visit the Melton Rose Public Library. Shorter library hours as safety measures prevent full-time employed community members to utilise the library.

If Bandura's theory is applied to a library situation like Chen (2012, p. 13) did, the library users' perceptions of the library profession and services can be regarded as individual or personal factors or variables, their library usage, their behaviour, the library services and the library environment. These factors are inter-related. The perception of librarians as professionals is influenced mainly by representations that exist in the public opinion, but also

by their own understanding of the professions (Jacimovic & Petrović, 2014). Fourie (2007) indicated that many library rules like proof of address and fines are enforced by individual librarians instead of the library service. This might contribute to negative images of librarians resulting in either fear to use or non-use of the library.

6.4 Concluding the study

South African public libraries in disadvantaged communities are underutilised compared to public libraries in other communities. Underutilisation can be seen from membership numbers as well as from circulation statistics. Underutilised libraries are not cost effective and influence the role of public libraries to address social injustice and information poverty. This study aimed to identify the reasons for underutilisation by determining the perceptions of users as well as non-users of the Melton Rose Public Library and whether those perceptions influenced their utilisation of the library. The study identified some reasons for underutilisation and determined that perceptions of users as well as non-users of the Melton Rose Public Library influenced their utilisation of the library.

6.5 Recommendations

From the findings, recommendations have been made in order to enable Melton Rose Public Library and perhaps other public libraries to develop additional strategies and services to attract more users and to satisfy current ones. Various commentators have suggested that in order to limit the spread of disinterest in public libraries, librarians must take measures to maintain a visible presence and role and constantly work towards customer satisfaction (Bowlby, 2012).

It is therefore suggested that the Melton Rose Public Library should provide information on rehabilitation centres and workshops, bursaries and options to study further as well as providing information and contact details of local community leaders. The library should also enhance its collection by providing a complete series of books, a wider variety of stock, most recent editions of books, resources in all formats, up-to-date information, full sets of reference resources, multiple copies of books needed for homework and assignments, recent published fiction books, updated library material needed for school and university tasks and a wider variety of digital resources.

The library should also provide more library computers with longer sessions, site icons for easy information retrieval, access to data-free online sites.

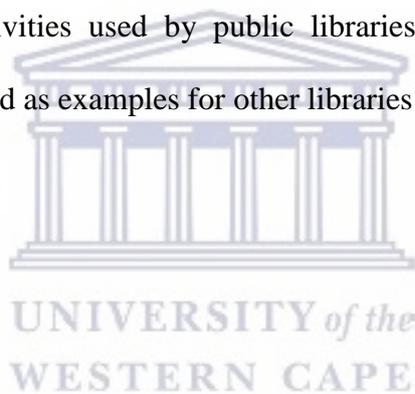
Finally, it is recommended that the library increases the staff with preferably community members, promotes the library programs and services in the community through local newspaper, extend its library hours for working individuals, create block loans for the house-bound or those living in old age homes, clearing all old fines and allowing an affidavit to be used as proof of address to open library cards.

The library's programs should be tailor made for the communities needs in which it provides skills development workshops, computer literacy training, ABET classes, workshops on gangster, drug and alcohol rehabilitation as well as offering programs on career choices, unemployment, schoolwork, reading, information and library literacy.

Limitations would be the lack of funding and the lack of skilled staff.

6.6 Recommendations for future studies

Additional studies on the underutilisation of public libraries in a disadvantaged community in Cape Town are needed in order to generate additional insights from library users and non-users. It will provide factors influencing library usage to be addressed by City of Cape Town and the Western Cape Library Services to enhance utilisation of library services and collections. Low library membership and circulation statistics in disadvantaged communities such as Kleinvelei, Manenberg, Heideveld, Hanover Park, Gugulethu and Nyanga should also be investigated to determine reasons that these areas compare unfavourably to membership and circulation statistics in the more “developed communities” such as Brackenfell, Durbanville and Parow. In addition, methods and activities used by public libraries with high membership and circulation should be determined as examples for other libraries to employ.



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Appendices

APPENDIX A: UWC Ethical clearance form



UNIVERSITY of the
WESTERN CAPE



16 September 2020

Mr A Lewis
Library and Information Science
Faculty of Arts

Ethics Reference Number: HS20/7/13

Project Title: Perceptions of a public library in a developing community: The case of Melton Rose Public Library.

Approval Period: 14 September 2020 – 14 September 2023

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 by 30 November each year for the duration of the project.

The permission to conduct the study must be submitted to HSSREC for record keeping purposes.

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

Director: Research Development
University of the Western Cape
Private Bag X 17
Bellville 7535
Republic of South Africa
Tel: 427 21 959 4111
Email: research-ethics@uwc.ac.za

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

APPENDIX B: Permission to conduct research

Melton Rose Public Library
Cnr Melkbos and Fynbos Streets
Melton Rose
7100
15 July 2020

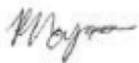
Dear Ashley

Request for permission to conduct research in Meltonrose Public Library, City of Cape Town

I hereby concur and support the conducting of research at Melton Rose Public Library in respect of the research project titled "Perceptions of a disadvantaged community regarding services of the Melton Rose Public Library".

In concurring, kindly note that you are still expected to fulfil your daily tasks as adult librarian and the research project should not obstruct your daily work.

Kind Regards



(P.P) Eleanore Pietersen
Librarian in Charge



Dear Patron

My name is Ashley Lewis

The purpose of this correspondence is to invite you to participate in a research project, which will lead to my Master Degree in Library and Information Studies, titled "Perceptions of a disadvantaged community regarding services of the Melton Rose Public Library". I am currently working in the Public Library Department for the past 19 years. The purpose of this research is to establish reasons for people not utilizing the public library. If you agree to participate, you would be asked to participate in a focus group discussion or open ended interview at the Melton Rose Public library. You will be asked to give your opinion (s) of the library's collection, services and programs. The focus group discussion or interview will take about 30 – 45 minutes.

I also wish to assure you that all of your responses will be kept strictly anonymize (no names will be used) and confidential. Participation in this research would be completely voluntary (out of free will), you may refrain not to 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 any questions about this research, you may contact Ashley by email at Ashley.lewis@capetown.gov.za or by phone 076-032-1763. You may also contact my research supervisor, Dr. L. King at king@uwc.ac.za at the Department of Library and Information Science, University of the Western Cape, Tel: (021) 959-2535 or the HSSREC, Research Development at research-ethics@uwc.ac.za or phone (021) 959 4111

Thank you for considering this request.

Yours sincerely,

Ashley Lewis

Department of Library & Information Science
University of the Western Cape
Private Bag X17 Bellville 7535
T: +27(0)219692137/2349
jcalverwood@uwc.ac.za/king@uwc.ac.za



APPENDIX D: Consent letter – Focus Group Discussion



Consent Form – Focus group Discussion

University of the Western Cape

Perceptions of a disadvantaged community regarding services of the Melton Rose Public Library

Researcher: Ashley P. Lewis

Please initial box

1. I confirm that I have read and have understood the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. (If I wish to withdraw I may contact the lead researcher at any time)
3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.
4. As a focus group discussion participant, I will not discuss or divulge information shared by other in the group, or the researcher, outside of this group.
5. I understand that I may decline to be audio-recorded at any point.
6. I agree that the data collected from me may be used in future research.
7. I agree to take part in the above research project.

Name of Participant (or legal representative) Date Signature

Name of person taking consent Date Signature
(if different from lead researcher)

Lead Researcher Date Signature
(To be signed and dated in presence of the participant)

Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only. [Enter full names and contact details in the blocks below.]

Researcher:
Ashley P. Lewis

Researcher:
Ashley P. Lewis
078 632 1783
ashley.lewis@uwc.ac.za
14779812@uwc.ac.za



Supervisor:

Dr Lizette King
Tel: (021) 959 2535
king@uwc.ac.za



HOD:

Dr Lizette King
Tel: (021) 959 2535
king@uwc.ac.za



APPENDIX E: Consent letter – Interviews



Consent Form – Interviews

University of the Western Cape

Perceptions of a disadvantaged community regarding services of the Melton Rose Public Library

Researcher: Ashley P. Lewis

Please initial box

1. I confirm that I have read and have understood the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. (If I wish to withdraw I may contact the lead researcher at any time)
3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.
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5. I understand that I may decline to be audio-recorded at any point.
6. I agree that the data collected from me may be used in future research.
7. I agree to take part in the above research project.

Name of Participant (or legal representative)	Date	Signature
Name of person taking consent (if different from lead researcher)	Date	Signature
Lead Researcher (To be signed and dated in presence of the participant)	Date	Signature

Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only. [Enter full names and contact details in the blocks below.]

Researcher:
Ashley P. Lewis

Researcher:
Ashley P. Lewis
078 032 1763
Ashley.Lewis@pacechiro.com
AP.Lewis@uwc.ac.za

Supervisor:

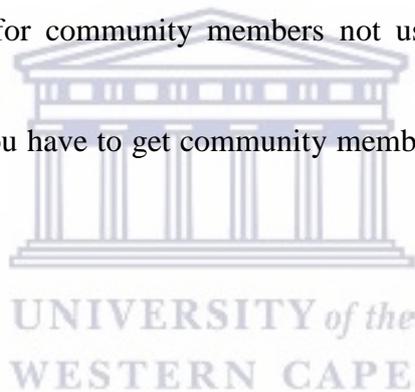
Dr Lizette King
Tel: (021) 959 2535
King@uwc.ac.za

HOD:

Dr Lizette King
Tel: (021) 959 2535
King@uwc.ac.za

Focus Group and Interview questions:

1. What do you think about the Melton Rose Public library?
2. What are your social, information and reading needs?
3. Does the Melton Rose Public library satisfy your social and information needs? Provide reason(s) for your answer.
4. Does the Melton Rose Public library provide enough programs to satisfy community needs? Provide reason(s) for your answer.
5. What library resources would you like to find in the Melton Rose Public library?
6. What is your opinion of the staff of Melton Rose Public library staff members?
7. What are the reasons for community members not using the Melton Rose Public library?
8. What suggestions do you have to get community members to utilize the Melton Rose Public library?



APPENDIX G: Library membership & circulation statistics 2002

12. Valsbaai / False Bay

MUNISIPALITEIT EN BIBLIOTHEKE MUNICIPALITY AND LIBRARIES	Totale boek-sirkulasie 2001 Total book circulation	LEDETAL 2002 MEMBERSHIP			BOEKSIKULASIE 2002 BOOK CIRCULATION								Tyd-skrifte Periodicals	TOTAAL TOTAL	Gemiddelde sirkulasie per lid Average circulation per borrower	AUDIOVISUEEL 2002 AUDIOVISUAL		
		Vol-wasenes Adults	Kinders Children	Totaal Total	VOLWASSENES / ADULTS				KINDERS / CHILDREN							Klan- opnames Sound recordings	Video's Videos	
					Afrikaans	Engels English	Xhosa	Vak- literatuur Non-fiction	Afrikaans	Engels English	Xhosa	Vak- literatuur Non-fiction						
Kaapstad / Cape Town Oostenberg:																		
Brackenfell	453 444	10 266	5 547	15 813	173 413	127 557	11	72 493	60 642	43 902	60	22 721	10 863	511 662	32	4 125	5 563	
Eersterivier / River	160 493	5 830	4 056	9 886	69 421	20 169	0	13 516	21 006	22 198	231	8 931	2 119	177 611	18	204	2 572	
Eikendal	109 448	1 568	681	2 249	56 616	14 116	162	7 385	9 767	9 139	214	1 908	1 171	100 476	45	411	1 326	
Kraaifontein	245 272	5 856	1 766	7 622	128 082	66 883	0	22 683	25 689	21 421	0	10 417	4 281	279 456	37	1 935	8 139	
Kuilsrivier / River	275 036	7 618	2 354	9 972	122 667	56 725	0	35 736	23 216	23 099	0	17 029	7 136	287 608	29	1 977	4 776	
Melton Rose	115 990	4 489	3 117	7 606	63 215	16 060	5	9 545	23 033	19 669	26	5 105	1 067	137 725	18	993	3 654	
P.D. Paulse	99 396	2 641	3 959	6 600	42 797	22 741	0	7 513	9 305	18 834	0	5 250	1 614	108 054	16	1 308	4 821	
Scottsdene	82 034	1 983	2 861	4 844	35 610	11 140	108	6 698	11 180	11 103	153	3 105	1 326	80 425	17	658	1 448	
Helderberg:																		
Gordonsbaai / Bay	62 661	1 712	534	2 246	19 583	25 493	0	7 058	4 628	5 785	0	2 105	1 014	65 666	29	336	1 593	
Helderzicht	7 976	141	231	372	4 756	831	0	158	933	1 375	0	433	516	9 002	24	0	0	
Hector Peterson	33 637	1 294	532	1 826	3 285	3 255	3 306	2 816	2 236	2 821	2 912	2 131	304	23 064	13	29	56	
Macassar	116 507	1 850	1 416	3 266	46 539	7 739	0	5 560	25 318	9 917	8	3 278	6 205	104 564	32	1 412	2 305	
Somerset Wes / West	420 969	9 879	1 742	11 621	71 841	159 236	55	64 636	30 073	60 713	30	19 634	12 180	416 796	36	3 232	7 111	
Strand	280 141	5 043	1 255	6 298	132 285	74 140	0	20 851	22 277	17 156	0	5 614	5 995	278 318	44	1 788	2 521	
Suidel-Strand	70 067	932	943	1 875	22 840	9 496	0	8 788	15 858	6 432	0	5 746	845	70 005	37	371	2 076	
TOTAAL / TOTAL	15	2 533 071	61 102	30 994	92 096	1 012 946	617 601	3 647	285 636	285 161	273 564	3 634	113 605	56 636	2 652 434	29	18 759	47 763
DEPOTS	1	8 372	411	188	599	2 142	187	0	255	2 447	914	22	2 398	8 445	14	0	0	
GROOTTOTAAL GRAND TOTAL	16	2 541 443	61 513	31 182	92 695	1 015 090	617 788	3 647	285 891	287 608	274 478	3 656	116 003	56 716	2 660 879	29	18 759	47 763

2020/21

CONTROL AREA: METROPOLE										PERIOD: APRIL 2020 TO MARCH 2021														
LIBRARY	Total book circulation	MEMBERSHIP						BOOK CIRCULATION										CIRCULATION OF AUDIOVISUAL MATERIAL					Circulation of ICT computers	
		Adults		Children		ICT only		ADULTS				CHILDREN				Periodicals	Total	CDs	Videos	DVDs	Audiobooks	Cassettes		
		Male	Female	Male	Female	Male	Female	Afrikaans	English	isiXhosa	Non-fiction	Afrikaans	English	isiXhosa	Non-fiction									
Brackenfell	556862	0	5466	0	1656	0	0	7122	54868	38163	9	8498	20450	17141	52	4399	2134	145714	152	73	1736	213	72	0
Eerste River	71041	0	2157	0	1312	0	0	3469	5030	1950	11	633	1966	1868	33	517	385	11593	56	15	147	2	18	0
Eikendal	44291	0	1710	0	533	0	0	2243	5057	2540	139	955	550	1453	113	437	564	11808	14	34	230	4	0	0
Gordons Bay	93748	0	1222	0	262	0	0	1484	3170	5329	15	165	3331	3971	1	1092	321	18395	3	20	257	10	0	0
Hector Peterson (Luvuvhu)	8594	0	528	0	288	0	0	816	15	47	10	134	26	21	20	49	0	512	10	4	9	0	0	0
Kraaifontein	140143	0	2645	0	761	0	0	3406	16183	11663	15	2801	3731	6971	20	1251	793	43428	21	69	749	5	1	0
Kuils River	105825	0	2465	0	936	0	0	3401	6117	5676	0	1379	1548	4472	7	742	1007	20948	11	43	336	2	0	0
Macassar	37434	0	969	0	604	0	0	1573	5697	1143	2	430	1281	816	13	213	265	9860	14	4	663	0	0	0
Melton Rose	69926	0	1628	0	966	0	0	2584	6315	3187	2	662	1418	2334	18	403	7	14346	6	0	81	0	0	0
PD Paulse	31461	0	776	0	555	0	0	1333	2484	1757	4	165	347	1109	31	51	44	5992	2	2	141	2	0	0
Scottsdene	30216	0	839	0	510	0	0	1349	2948	727	0	411	922	999	1	139	260	6407	13	24	545	0	3	0
Sir Lowry's Pass	16546	0	305	0	261	0	0	566	1887	328	3	221	1544	2086	15	410	244	6738	7	16	197	7	0	0
Somerset West	384674	0	4864	0	1470	0	0	6334	5824	15570	12	4316	7328	1636	13	2949	640	48288	235	30	801	444	2	0
Strand	248367	0	3247	0	886	0	0	4133	29684	18759	9	5878	12714	11593	7	3626	1595	83865	115	175	1931	83	52	0
Suidel-Strand	37102	0	824	0	415	0	0	1239	3147	2024	2	427	700	1023	0	236	388	7947	3	11	318	1	0	0
TOTAL	15	1876230	0	29647	0	11405	0	41052	148426	108863	233	28075	57056	67683	344	16514	8647	435841	662	520	8203	773	148	0
Jan Kriel	2100	0	98	0	410	0	0	508	125	68	0	95	103	109	0	236	0	736	0	0	0	0	0	0
DEPOTS	1	2100	0	98	0	410	0	508	125	68	0	95	103	109	0	236	0	736	0	0	0	0	0	0
GRAND TOTAL	16	1878330	0	29745	0	11815	0	41560	148551	108931	233	28170	57159	67792	344	16750	8647	436577	662	520	8203	773	148	0

2002

MUNISIPALITEIT EN BIBLIOTHEKE MUNICIPALITY AND LIBRARIES	Totale boek-sirkulasie 2001 Total book circulation	LEDETAL 2002 MEMBERSHIP			BOEKSIKULASIE 2002 BOOK CIRCULATION								Tyd-skrifte Periodicals	TOTAAL TOTAL
		Vol-wasenes Adults	Kinders Children	Totaal Total	VOLWASSENES / ADULTS				KINDERS / CHILDREN					
					Afrikaans	Engels English	Xhosa	Vak- literatuur Non-fiction	Afrikaans	Engels English	Xhosa	Vak- literatuur Non-fiction		
Melton Rose	115 990	4 489	3 117	7 606	63 215	16 060	5	9 545	23 033	19 669	26	5 105	1 067	137 725

2006/7

11463341	72 702	2 353	3 320	370	37 277	7 131	0	7 337	13 073	0 231	0	3 087	1072	73 737
Melton Rose	91 657	4 491	3 524	8 015	39 907	7 410	11	3 726	8 991	9 031	11	1 370	981	71 438

2011

Melton Rose	88 251	5 319	3 377	8 696	41 960	12 434	2	5 550	10 650	13 066	94	2 585	951	87 292
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2015

Melton Rose	67 749	2 002	1 055	3 057	34 624	12 975	17	5 619	12 074	13 569	31	1 795	1 177	81 881
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2020

Melton Rose	69926	0	1628	0	956	0	0	2584	6315	3187	2	662	1418	2334	18	403	7	14346	6	0	8	0	0
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