

# Sali trust article

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FILE	FINAL_SALI_TRUST_ARTICLE_30_JAN_2017.DOCX (63.36K)	WORD COUNT	5813
TIME SUBMITTED	30-JAN-2017 01:47PM	CHARACTER COUNT	36080
SUBMISSION ID	764266642		

## IDENTIFYING THE INFORMATION NEEDS OF PUBLIC LIBRARY AND INFORMATION SERVICES USERS IN LIMPOPO PROVINCE<sup>1</sup>

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### SUMMARY

*Public libraries are indispensable institutions that contribute towards the socio-economic development of every citizen in every country by providing access to information. In South Africa, the provision of access to information through public libraries was tainted by the inequalities of the past apartheid laws. However, in order to address past injustices regarding access to information, the government of today is committed to allocating an annual library conditional grant to all the nine provinces to build and develop new and already existing public libraries respectively, through the Department of Arts and Culture. This study investigated the information needs of people who use these newly built and developed public libraries and information centres in Limpopo Province. The questionnaire was distributed to the library users of selected public libraries in Limpopo Province to collect information about their basic information needs and expectations. The results showed that the majority of public libraries and information services users in Limpopo Province are predominantly the youth and young adults, who specifically*

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<sup>1</sup> This paper reports part of the findings of a study sponsored by the South African Library and Information (SALI) Trust. Every year, the SALI Trust offers a grant in the field of research and development of librarianship and information work in South Africa. In 2016, the research grant was awarded to the Programme of Information Studies, University of Limpopo.

*use these libraries and information services for study space and accessing the internet. The kind of information required by these youth and young adults revolves around health matters, education programmes, career guidance and crime prevention. It is therefore recommended that library users should be made aware of other services offered by public libraries and that user needs-analysis studies be conducted from time to time in order for public libraries to always meet the ever-changing needs of library users.*

## **INTRODUCTION**

Several organisation and individuals share the same sentiment regarding the importance of public libraries and their role in the improvement of quality of life for citizens in every country. Along these lines, Davis (2009:131) contends that “the public library should contribute towards the improvement of the quality of life, play a role in education, the promotion of moral values, the eradication of illiteracy, the alleviation of poverty and the promotion of democracy in society”. In its public library manifesto (1994), the International Federation of Library Associations and Institutions (IFLA/UNESCO) believes in public library as “a living force for education, culture and information”. “Libraries and librarians can play a prominent and successful role in developing informed and educated, as well as empowered nations” (Fourie & Meyer 2016). In the Libraries and Information Services (LIS) Transformation Charter (2014:53), a public library is renowned to be “an essential component of a modern democracy, an enduring agency tasked with providing opportunities for education, culture, literacy, and information provision to reach all citizens free of charge”. Ocholla (2006) notes that “essentially the role of public libraries is to inform, entertain, enlighten, educate, empower and equip individuals and communities for lifelong learning in order that they can know their rights and responsibilities in the society to fulfil their social roles knowingly and responsibly.”

Despite the recognition of the importance of public libraries by several organizations and individuals in the socio-economic development of citizens, the provision of access to information through public libraries and information centres has been tainted by a number of challenges that are manifested more acutely in rural areas of South Africa.

In the light of this, Davis (2009:131) notes that “ever since 1994 there seems to be a worrisome aspects and uncertainty regarding the place of public libraries within South African local and provincial governments”. Rodrigues, Jacobs and Cloete (2006:212-213) outline the past, unequal and segregated cultural context within which public libraries developed in South Africa.

In Limpopo Province, the situation is aggravated by the fact that public libraries in the province are doing their business in areas where a greater percentage of the population is predominantly based in rural areas without wider access to basic library and information services, and where poverty, illiteracy and unemployment are prevalent (Mokgaboki 2002:78). However, recently, the democratic government in South Africa, through the Department of Arts and Culture (DAC), has made available the Community Library Services Conditional Grant to redress the imbalances and inequalities in the LIS sector by improving and refurbishing existing library and information services, establishing new libraries and purchasing new books for public libraries. This conditional grant is allocated to all the nine provinces in South Africa annually by the Department of Arts and Culture (Malotle & Selwana 2016:11). As one of the recipients of this condition grant, it is assumed that the provincial Department of Sport, Arts and Culture in Limpopo was also able to build a number of new public libraries, refurbish already existing public libraries and purchased new books for public libraries<sup>2</sup>. Following the distribution of the DAC conditional grant aimed at building new libraries and developing existing libraries, it has become essential to assess how these new libraries are relevant to the information needs of the communities they serve. However, this can only be achieved if the information needs of library users are first identified, assessed and analysed.

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<sup>2</sup> The Limpopo Department of Sport, Arts and Culture, through its Library and Information services unit, plays a vital role in promoting public libraries and archives in the province through the improvement of access to library facilities and the promotion of a sustainable reading culture. Currently, the Department is managing a total of 68 libraries through approved service level agreements with the municipalities. Included in the 68 libraries are 10 recently built libraries spread through all the Provincial Districts. This development will provide the necessary after-hours reading facility that previous designs failed to accommodate. However, the reduction in the current year's conditional grant allocation to the Province had a negative impact on planned projects. The Department was compelled to reduce to two (2) from the initial four (4) new library projects that were planned (Annual Performance Plan 2014/15).



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It has been constantly lamented that the public Library and Information Services (LIS) sector in South Africa is rooted in its colonial past. Most of South Africans' understanding of the LIS is derived from the public library backgrounds of other countries that are based on Anglo-American and Eurocentric library practices (Stilwell 1989; and Witbooi 2007). "Public libraries in Africa have for a long time operated without fully taking into consideration the needs and interests of the people expected to use them" (Davis 2009:132). Each of the nine provinces in South Africa should therefore develop the LIS model of its own that will be suitable to the information needs and expectations of its communities. Maepa (2000) emphasises that "in order for public or community LIS to respond to the daily needs and expectations of villagers, they need to know what their information needs and interests are".

The Mzansi Libraries Online project also provides "pilot libraries an opportunity to redefine the public library services based on free internet access to information; introduction and incorporation of new technologies in existing and new services; re-designed spaces and technology infrastructure; and training and development of library end-users and staff, based on identified training needs" (Matolong 2014). Efforts of this nature from the government are set to guarantee more access to an uninterrupted use of internet services in community and public libraries across the country. The introduction of internet access in public libraries also calls for the systematic analysis and understanding of the information needs of the communities served by the new and improved libraries and information centres in Limpopo Province. Perhaps, research on identifying the current basic information needs of the communities could be of assistance to future planning of library and information services centres in Limpopo Province. Therefore, the aim of this study was to investigate the users' needs and expectations of community libraries in Limpopo Province.

The study sought to:

- Establish the primary users of public libraries and information services in Limpopo Province;

- identify the major reason for visiting the public library and information services by members of the community in Limpopo Province;
- establish information resources and services sought by public library users in Limpopo Province; and
- measure how important are different kinds of information sources and services to users of library services in Limpopo Province.

Bothma and Begenholtz (2013) remark that:

Information needs change from time to time and further that in as much as there are stable information needs that public libraries base services and programmes on, there are also unstable information needs that must be determined, by libraries, librarians and LIS researchers. Instability implies change; therefore, information needs may change from time to time.

Therefore, this study looks into what are the information needs of the communities in these changing times. By studying the information needs of the community to be served, the public libraries and information services in Limpopo Province will be able to provide the right information to the right people at the right time. "Community needs analysis offer librarians a means to develop and review their own current services and programmes, and then use the results to plan for new library services and programmes" (Worcester & Westbrook 2004:102). Mkeni-Saurombe (2010:92) also notes that "needs are prioritised, [and] products and services are tailor made to address the needs".

## LITERATURE REVIEW

The concept 'information needs' has proven to be an elusive one, difficult to define, isolate and measure, because information needs are affected by many factors (Kumar 2008). Nicholas (2000:19) states that "when definitions of the concept information needs are provided, they are often vague or highly complex, and further that people often talk about information needs when, in fact they are referring to information wants

and demands". Evans and Saponaro (2012:41); and Chowdhury and Cowdhury (2011:27-28) provide the definitions of and differentiate between these three terms, viz., needs, wants, and demands. However, in this study, emphasis is placed more on the term 'need'.

According to Wilson (1981), a need is "a subjective experience that occurs only in the mind of a person in need". Morgan and King (1971, in Wilson 1997:553) also propose that needs emerge from three kinds of motives, namely, physiological motives such as hunger and thirst, unlearned motives such as curiosity of sensory stimulation, and social motives such as desire for affiliation, approval or status. These motives as described by Morgan and King (1971, in Wilson 1997:553) are also identifiable in Maslow's Hierarchy of Needs model. Dorner, Gorman and Calvert (2015) suggest that Maslow's Hierarchy of Needs provides a structure that can be used by information professionals to conceptualise varieties of information needs that library users may have as a result of their needs as human beings. This model holds that there are basic needs that must be met by individuals before they can devote their energy to the fulfilment of the ideal, such as physiological needs; safety and security needs; love and belonging needs; self-esteem needs; and self-actualisation needs (Maslow 1954).

Physiological needs come in a form of the need for water, food, sleep. In respect of food, people may need information on consumer education, nutrition and diet; whilst for water, people may need information on nature conservation, saving water, environmental care. Safety or survival information needs include security of body, security of employment, security of resources, security of property etc. These may include needs such as shelter, stability and success, in the form of housing and job opportunities, as well as for coping with chaos such as trauma and crisis because of fire, floods, accidents, deaths, divorce, hijacks, loss of jobs and drug abuse, which are also part of safety and survival information needs. Love and belonging include need for belonging to work groups, family, peer group etc. Esteem information need in Maslow's Hierarchy of Needs results in self-esteem; confidence and achievement; independence;

self-actualisation and self-fulfilment; and being able to solve problems or make decisions based on the information that is available and seeking personal development.

Looking from Maslow's Hierarchy of Needs, <sup>16</sup> an information need is therefore not a primary need, but a secondary need that arises out of another need (Chowdhury & Chowdhury 2011:26). When a person experiences a problem or wants to accomplish a particular task or to go somewhere, an information-need arises when that person does not know how to tackle that problem or how to accomplish that task or does not know the direction for going somewhere. It is only when they obtain and use information that their needs will be fully or partly met.

The analysis of users' information needs should therefore also include an overview of the users themselves in order to understand their experiences, problems, backgrounds, their tasks, and their expectations so that librarians should be able to determine what information they are likely to require. Demographic characteristics such as age and gender distribution; educational levels; sources and levels of incomes; occupation; and other characteristics of the population being served by the library must also be assessed or analysed in order to identify what their information needs are. Evans and Saponaro (2012:55) acknowledge that demographic data are essential for formulating an effective library collection development programme and further that such information helps <sup>26</sup> to identify the population distribution changes and trends that will affect library service needs.

<sup>8</sup> Several classes of users consume different kinds of information for different purposes. Aina (2004) emphasises that <sup>2</sup> every individual, whether literate or not, has information needs, and further alludes that the information need could be for recreation, leisure or meeting tasks that are considered critical for survival or information that could meet day-to-day activities. <sup>2</sup> Wilson (1994) also noted that information needs vary in relation to the subject fields of users, their educational background, and years of experience or function performed. Accordingly, users of public libraries make use of libraries for



various reasons, hence library users were asked to show their reasons for visiting public libraries.

In Kebede (2002:14), it is noted that information needs are also stimulated by the information resources and services that are available in the library. The knowledge of what facilities and materials are available to them is among the factors that influence information needs of users. Wilson (1997:561) also identified information-source characteristics such as accessibility and credibility as some of the factors that influence information needs in the information-seeking process. Therefore, in order to identify the information needs of library users, they should also be asked to show the information services and resources that they go for in their public libraries.

## **METHODOLOGY**

The study adopted a quantitative research approach through the use of a questionnaire comprising mainly of closed-ended questions. Limpopo Province is divided into five districts, namely, Mopani, Vhembe, Capricorn, Waterberg, and Greater Sekhukhune. According to the National Directory of Public and Community Libraries in South Africa (2012:68-75), there are ninety-four public and community libraries in all five districts of Limpopo Province. Based on the fact that no study can study everything or the entire population, the present study selected the libraries using Convenience Sampling Method whereby the researchers visited only the libraries that were easily accessible and known to them. In total, seventeen (17) libraries participated in the study. In each of the libraries, fifteen to twenty questionnaires were given to the librarians to distribute to library users who were in those libraries at that time. A maximum of 211 (84%) out of 250 questionnaires were completed and returned to the researchers. The response rate of this nature was sufficient to enable generalising the results to the target population (Fincham 2008:1).

## **RESULTS AND DISCUSSION**

The results cover demographic data of respondents; library membership; main reasons for visiting the libraries; as well as the degree of importance attached to different kinds of information resources and services.

### *Demographic data*

In this section, the study sought to assess the demographic data of the communities served by the public libraries and information services in Limpopo Province. Evans (1992:16) emphasises that, for a library to develop its collections and services, its librarians need to know who their constituencies are, as well as their interests; their levels of interests in reading and information resources; and their literacy or educational levels. Furthermore, librarians should also assess the circumstances in which members of the communities live, as these trigger them to seek information in one way or another. Knowledge of the information needs of the communities served by public libraries can only be obtained through analysing their demographic data. This study accordingly started by analysing the demographic data of the users, such as gender, age, educational level, sources of income, etc.

**Table 1: Demographic data of library users**

Variable	Distribution	Number	Percentage
<b>Gender (N=211)</b>	Male	120	57%
	Female	91	44%
<b>Age (N=211)</b>	15- 18	32	15%
	19 -30	113	53%
	31 – 40	38	18%
	41 – 50	16	07%
	51 -60	8	04%
	61 yrs. Above	4	02%
	<b>Education (N= 204)</b>	No education	3
Primary education		4	02%
Secondary Education		30	15%
Matriculation		60	29%
Diploma		60	29%
Bachelor's degree		35	17%
Postgraduate Dip		9	04%
Honours		3	04%

	Masters	0	0
	Doctoral Degree	0	0
Source of income (N= 211)	No income	95	45%
	Social Grant	25	12%
	Pension grant	6	03%
	Salary	51	24%
	Self-employed	27	13%
	Other	7	03%
	Occupation (N = 211)	No occupation	30
Student /learner		101	54%
Teacher		9	04%
Nurse		4	02%
Domestic Worker		1	00%
Farm Worker		1	00%
Police man / woman		3	01%
Retired / pensioner		5	02%
Other		45	21%

The results depicted in Table 1 showed that, out of 211 questionnaires that were received, 120 (57%) respondents were males, while 91 (43%) were females. With regards to age, the highest age group of all respondents ranged from 19 to 30 years of age, represented by 113 (53%) respondents; followed by 38 (18%) respondents whose age group fell between 31 and 40 years; and then follows those who age group fell between 15 to 18 years represented by 32 (15%) respondents. Sixteen (7%) respondents were those whose age group was between 41 and 50 years. The lowest age group of all the respondents was that of those who are above 61 years old, represented by 4 (4%) respondents; followed by those whose age group ranged between 51 and 60 years, represented by 8 (4%) respondents. This reveals that most of the respondents in this study were predominantly the youth and young adult males.

With regards to the educational level, the majority of the respondents had Matric and Diploma (either from a University of Technology or Technical and Vocational Education and Training (TVET) College, represented by 60 (29%) respondents each; followed by those with a bachelor's degree and secondary education, represented by 35 (17%) and 30 (15%) respondents respectively. None of the respondents had either a Masters or a

Doctoral degree. The lowest number, at 3 (04%), had an Honours degree, followed by 9 (%) respondents who had a Postgraduate Diploma.

Table 1 further shows that the majority of respondents, at 95 (45%), had no stable income, while 51 (24%) depended on a salary for a living. This is followed by 27 (13%) who were self-employed and 25 (12%) who depended on social grant. The respondents whose source of income is pension fund were 6 (03%), while 07 (03%) depended on other sources of income. When asked about their occupations, it was found that the majority of the respondents, at 101 (54%), were students or learners, while 30 (14%) had no occupation at all. The other remaining respondents were 9 teachers (4%), 5 pensioners (2%), 4 nurses (2%), 3 police men /women (1%), as well as a domestic worker and a farm worker, represented by 1 (0%) each. Forty-five (21%) respondents' occupations were other than the ones listed, which were not specified.

This study seems to have revolved among the youth and young adults<sup>3</sup>. Perhaps one of the main causes for more youth and young adults is the time during which data were collected for this study, that is, during the examination period. Public libraries are therefore regarded as neutral and safe public spaces that provide opportunities for the youth to grow intellectually and socially; to develop new literacies for learning and expression; and to gain workplace preparedness (Braun 2014). A study by Hart (2004) also found out that a high number of learners use township public libraries, more especially in the afternoons. Probably, this is because of the general shortage of school libraries in South Africa. In addition, for the schools that have libraries in their premises, such are closed after school hours.

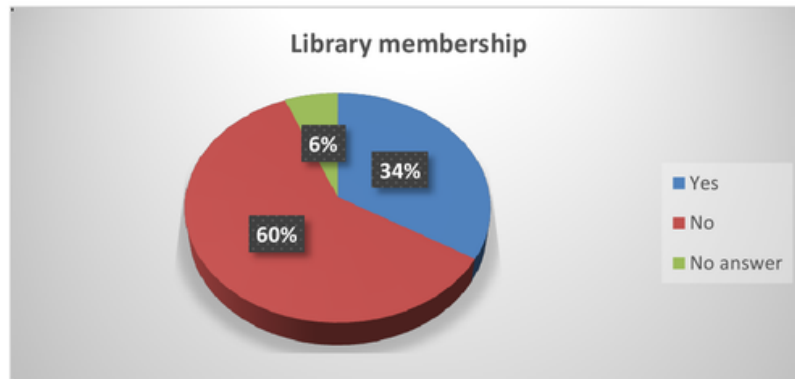
#### *Library membership*

Figure 1 shows that 71 (37%) respondents have been registered as members of the library as opposed to 124 (64%) who were not. Thirteen (6%) did not answer this question. The results reveal that most of the participants were not registered as

<sup>3</sup> The South African National Youth Policy 2009-2014 defines youth as any persons between the ages of 14 and 35 years, whereas the *White Paper on Social Welfare* (1997) defines a young person as a woman or man aged between 16 to 30 years.



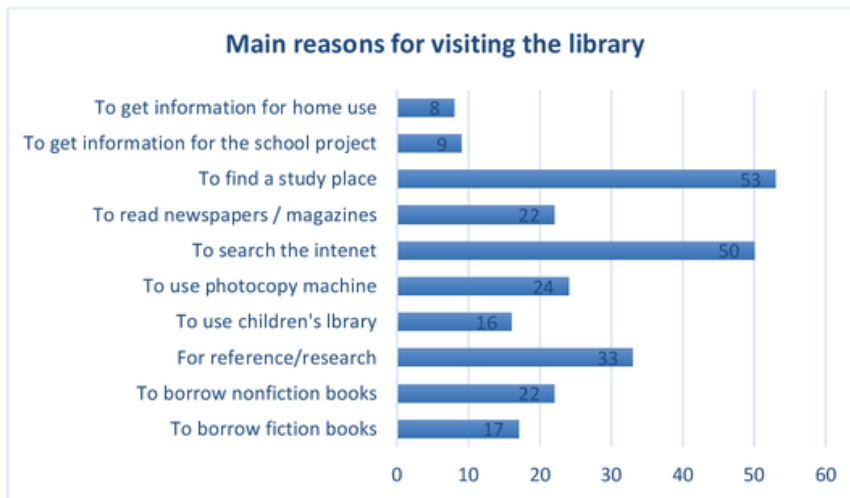
members of library users, probably because membership requires parent's signatures (Hart 2004:115).



**Figure 1: Library membership**

*Reasons for visiting the library*

In this section, the respondents were requested to choose from a number of options on the main reasons for coming to the library on the day on which they received the questionnaire. The results indicated the main reasons that trigger people to visit the public libraries as follows: to find a study place with 53 respondents, followed by those who visit for the purpose of searching the internet with 50 respondents. Other reasons that most respondents showed are, namely, for reference and research purposes; reading newspapers; and non-fiction books.



**Figure 2: Main reasons for visiting the library**

Finding a conducive place to study is the main reason why most people visit the public libraries. Most of the users dwell in rural-based households, where they do not have conditions at home that are conducive to study (Hart 2004:15). Therefore, a library is a quiet space where these students can study. Wishart (2012) commented that Africans who live in one-room mud brick homes have a great need for a quiet place to read. Sturges and Neil (2004:180, in Wilshart 2012) state that “for many people it is the struggle for quiet that is most important”. Raseroka (1986:288–291, in Wilshart 2012) also notes that “students’ need for public libraries stem from ... the need for an environment which is supportive of studying ... a quiet area of study, a well-lit place of study....” Most people in the developed world have comfortable homes that provide quiet spaces; in underdeveloped countries, homes have no place for quiet study, and a library can fill that need.

When studying, students are also obliged to make references and refer to materials for writing assignments and school projects. According to Fourie (2007); and Hart and Nassimbeni (2013), it has been discovered in several studies that youth and young adults are drawn to libraries to access the library's internet or computers, use the library's research resources, study, read, and write assignments for their school projects. Kebede (2002:15) argues that the current changes from print to electronic forms in which information is made available has brought about changes in the

information needs of users. Eventually, the majority of library users today visit the libraries to search information from the internet. There are several purposes for which the internet can be used in public libraries, including, social networking, open distance learning or education, employment searching and e-government self-help services.

*Importance of different kinds of information*

As shown in Table 2 below, the respondents were further asked to indicate the degree of importance they attach to different kinds of information.

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**Table 2: Degree of importance attached to different kinds of information (N= 211)**

Kind of information	Not important at all	Not Important	Important	Very important
Business matters	16 (8%)	38 (18%)	60 (28%)	95 (45%)
Career guidance	15 (7%)	10 (5%)	64(30%)	122(58%)
Educational programmes	19 (9%)	25 (12%)	28 (13%)	139(66%)
Entertainment	24 (11%)	24 (11%)	68(32%)	91(43%)
Family planning	38 (18%)	14(6%)	58(27%)	100 (47%)
Food and nutrition	22 (10%)	36 (17%)	63 (30%)	90 (43%)
Health matters	6 (3%)	10 (5%)	48(23%)	147 (70%)
Legal matters	44(21%)	37(17%)	59 (28%)	71(34%)
Local community events	48 (23%)	73 (35%)	42 (20%)	48(23%)
Local History	34 (16%)	47 (22%)	52(25%)	78(37%)
Local news	27(13%)	44 (21%)	59 (28%)	81 (38%)
Local social services	34 (16%)	44(21%)	52(25%)	78 (37%)
Money loans	75(35%)	90(43%)	12(5%)	13(6%)
Politics	28 (13%)	97 (46%)	20(9%)	62(29%)
Religion	18 (9%)	30 (14%)	80(38%)	66 (31%)
Sports	26 (12%)	44 (21%)	56 (27%)	78 (37%)
Weather	19(9%)	10(5%)	61 (30%)	121(57%)

The results show that all kinds of information is important, but most of the respondents view the information on health matters, educational programmes, and career guidance

as very important with 147 (70%), 139 (66%), and 122 (58%) respondents respectively. Poor health services in Sub-Saharan Africa is one of the enormous challenges that the region faces. Hart (2010:83) mentions child mortality, maternal health complications among women, HIV/AIDS and malaria as some of the health issues that both sub-Saharan Africa and South Africa need to eradicate as part of their Millennium Development Goals. On HIV/AIDS, Schoombee, Cloete and Jacobs (2008:17) lament that “the pandemic already affects South Africa in various sectors, such as economic development, education, welfare spending health and labour”. Therefore, health information is regarded as being the most important by the respondents who participated in this study. The provision of educational programmes is regarded as the basic service that each public library should provide. Arko-cobbah (2005:349) emphasises that the traditional role of public libraries has been to support self-education of citizenry in order that they may participate fully in a democratic society. Hart (2004:110) argues that the educational transformation in South Africa, since 1994, offers the library profession an opportunity to take a more prominent role in education and social development. It is for this reason that most users of public library services also view educational programmes information as being the most important.

With regards to career guidance, Fourie (2007:51) acknowledges that young people in South Africa face a number of serious problems in terms of educational system and employment. High rates of unemployment among the economically active youth; wrong subject choices at school; and poor examination results, are the results of lack of career guidance. For this reason, they need and expect information on career guidance in the libraries as the educational support services of the Department of Education are hampered by financial constraints and low teacher ratios (Fourie 2007:51). Crime also appears to be one of the problems in Limpopo Province<sup>4</sup>. Eighty-nine (55%)

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<sup>4</sup> The Minister of Police, Nkosinathi Nhleko, announced the national crime statistics as reported between 1 April 2015 and 31 March 2016. According to the statistics, crime in the country overall decreased between 2015 and 2016, with 2,1 million crimes reported in the 12 months measured compared with 2,206 million in the previous year. However, Limpopo is one of the two provinces in which crime has increased while all other provinces have shown a decrease, according to the crime statistics report. Murder has increased by 121 cases – from 777 in 2015 to 898 in 2016. Crimes such as common assault, sexual offences, murder, attempted murder, aggravated robbery and hi-jacking increased significantly. Comparing last year’s statistics to that of 2016, crimes in the three major categories,



respondents regard crime prevention information as "very important" also. This is contrary to the findings of the study by Mnkeni-Saurombe (2010) wherein it was discovered that information relating crime prevention was the least ranked.

## CONCLUSION

In conclusion, there are two main areas of information, also identified by Stilwell (1989:261), that people need, namely, survival and citizen action information. Survival information includes information needed for health, housing, job security and security of resources, whilst citizen action information include the need for information for effective participation in social, political and economic processes. Looking at the model on which this study is based, it is revealed that users of libraries and information services in Limpopo Province use them for safety and survival information, as well as information for belonging, self-esteem and actualisation. <sup>10</sup> Public libraries play an important role in providing such information for developing the lives of people, <sup>12</sup> whether economic, educational, cultural or social aspects of their lives. Therefore, access to information through the use of public or community libraries for the improvement of the economic conditions of citizens of every country cannot be over emphasised.

In South Africa, access to information was slanted by the inequalities of the past. However, the new democratic government in South Africa deemed it fit to the revitalise the provision of access to information through the establishment of the Community Libraries Conditional Grant for the establishment and development of new and old library and information services in the country. <sup>6</sup> This is also augmented by the provision of internet access for library users in most of the public libraries. Limpopo Province is no exception to these new developments. Identifying the information needs of people

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murder, sexual offences, and attempted murder, have all increased. Contact crimes, including murder, sexual assault and attempted murder have gone up by 6, 4% in Limpopo in the last year with an overall increase of 40 391 crimes reported. Cases of attempted murder have increased by 82 cases from 793 in 2015 to 875 in 2016. Most crimes in Limpopo are of a sexual nature and although this figure has decreased nationally, it has increased in Limpopo from 4 312 cases in 2015 to 4 396 in 2016. Robbery with aggravating circumstances saw a 9, 8% increase in the province while theft of motor vehicles and motorcycles saw a 16, 5% increase (*The Citizen* 02-09-2016).

served by these improvements serves as a point of departure for establishing how well these new and developed libraries meet the ever-changing information needs of the communities to be served. The study found that the users of these libraries are predominantly youth and young adults who use them for study space and internet access. The most basic information that users of these public libraries need include career guidance, educational programmes, health information and crime-prevention information. Education seems to be the most predominant factor that triggers people to use public libraries.

Based on these findings, it is recommended that users need to realise that public libraries are not only meant to provide reading space and internet access to youth pursuing their studies. Public libraries may also be used to inform, educate and entertain users of all age groups through various sources and services available in these libraries. Therefore, public libraries should embark on awareness programmes educating community members about services that they offer and encouraging users of all age groups to use library services. Users' studies of this nature; where information needs of users are identified and analysed, should also be conducted from time to time, so that library services and programmes should be tailor made to meet the ever-changing basic information needs of library users.

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