

Building a Collection for the School Library with Reference to Lyttelton Manor High School, South Africa

Daniëlle Celeste Claydon-Fink

<https://orcid.org/0000-0002-7502-7385>

University of South Africa

Lesiba Steve Ledwaba

<https://orcid.org/0000-0003-4470-4985>

University of South Africa

ledwal@unisa.ac.za

Abstract

The article attempted to discuss collection building at the Lyttelton Manor High School Media Centre (in Gauteng, South Africa) to support users' needs. The purpose of this study was to investigate the information needs of the Lyttelton Manor High School learners with a view of building a well-equipped collection. The collection housed in the media centre has become too large and mostly contain books that were donated decades ago and has subsequently become outdated. The study employed a quantitative approach to conduct research on the learners by implementing a survey method in the form of a questionnaire. A convenience stratified systematic sampling technique was chosen to select the sample size from the population. The findings showed unambiguous user preferences to specific materials and resources as well as a growing need for electronic resource inclusion. In addition, the findings showed that the majority of the participants felt that the media centre did not have sufficient materials that they need. It was recommended that the media centre staff use the specific genres and topics chosen by the participants to build and weed out their collection and also to focus on building an infrastructure for electronic resources to be implemented and used in the future.

Keywords: collection development, weeding out, user needs assessment, school media centre, user studies, collection mapping

Background and Introduction to the Study

“Libraries are synonymous with education and offer countless learning opportunities that can fuel economic, social and cultural development” (White 2012). This assertion encapsulates the importance of having libraries available to each and every individual in their everyday lives. It is crucial that all individuals have access to fully functional and well-stocked libraries, not only to assist with meeting their educational information needs but also to instil in them a love for recreational reading (IFLA 2018; Teravainen and Clark 2017). Libraries are not only necessary for the purposes of learning and educational development, but also for creating and building a sense of community and belonging among individuals (Lurie 2018). Therefore, to contribute to these factors it is vital that libraries have a well-coordinated and well-managed library collection to support users’ needs.

The main purpose of a school library collection is to support the learning and reading habits of learners. It is therefore crucial that schools establish a library that is well equipped with, among other things, materials and resources that meet the learners’ educational and recreational needs (Sanacore 2006, 25). Involving patrons when choosing resources and materials for the institution can therefore prove to be greatly advantageous to the development of library collections. In order to establish the specific needs and interests of patrons of a particular library, a needs assessment has to be carried out. Needs assessments allow for better collection development, identifying and filling gaps in the library as well as establishing the extent to which learners’ needs are being fulfilled (National Library of New Zealand 2019). In other words, by assessing the users’ needs, the librarian will gain a clear understanding of what users are missing in the library.

It is the goal of most libraries to have their institution regarded as the heart of their community, whether it be a school, or academic or public institution (IFLA 2018, 4). For this to be realised, librarians need to involve their patrons in decision-making and collection development aspects to ensure that their specific needs are met (Clayton 1997).

Contextual Setting

The media centre of the Lyttelton Manor High School is a large, fully functional facility that houses a considerable collection of books, reference materials, magazines, resources and sources. This media centre strives to provide learners with accurate and current material for recreational and educational purposes, to teach learners the importance of lifelong learning and to instil in them a love for leisure-time reading (Grange School Library 2019).

The media centre has a well-stocked collection of 19 079 items which includes non-fiction, folio, reference and fiction books as well as books in various languages that are available to the learners to use (Libwin Library Systems 2019). Furthermore, an assessment of the reports provided by the media centre's library system revealed that a substantial portion of these books was acquired by means of donations when the media centre was first established. In addition, most of the books were cumulatively added to the collection between 1960 and 1999 as reflected in Figure 1.

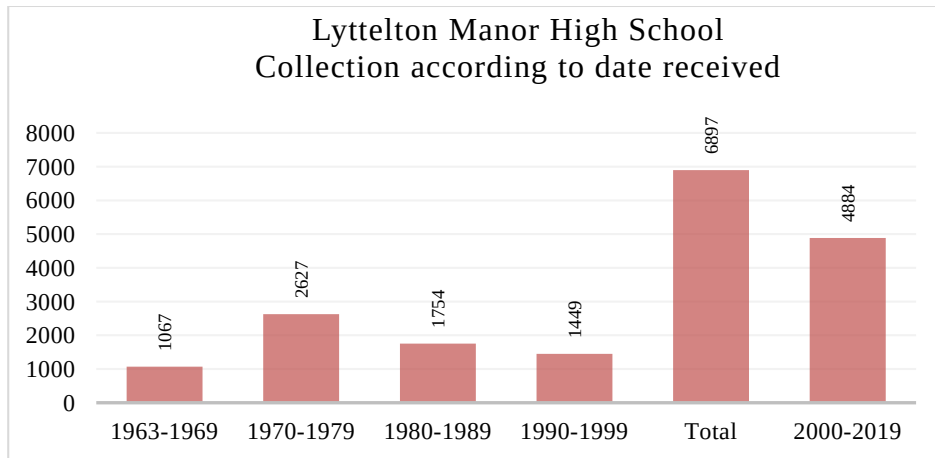


Figure 1: Comparison of books added to the media centre's collection 1960–2019

Literature Review

Unexplored Items and Materials which can be Incorporated into the Library

The studies by Reddy and Chandraiah (2017), Ntuli (2015), and Burke (2012) identified various innovations that could be incorporated into the library's collection. The findings of a study by Reddy and Chandraiah (2017) showed that there is a great need for e-resources such as e-books, e-journals and other electronic resources as well as resources in other languages. These items and materials were not previously included in the library's collection. This research project is similar to the study by Reddy and Chandraiah (2017) in that it sought to establish which new materials and resources the media centre can incorporate to ensure the satisfaction of its patrons.

Ntuli (2015) explored the need for new library support services in the form of e-learning at the University of Zululand. Her study aimed to establish whether the University of Zululand would be able to support the needs of its e-learners by means of embedded library support services. The study revealed that the University of Zululand does have the necessary embedded support services but that several factors prevent the successful implementation thereof. These factors include the unpreparedness of librarians as well

as unrestricted access to e-resources. In her study, Ntuli (2015) showed that there is a real necessity and demand for the inclusion of e-resources in the library.

The study by Burke (2012) identified comic books and graphic novels as new and exciting materials that could be considered when building a library's collection. The study aimed to establish whether these materials would prove successful in promoting reading literacy. The results showed that these materials indeed proved beneficial for promoting and improving literacy. Burke's (2012) research was greatly beneficial to this study as it provided the researchers with the knowledge of new and exciting materials that are not currently available at the media centre.

Recreational Reading Needs and Interests of Users

Various researchers (Du Toit 2001; Haring 2007; Smith 2006) conducted studies on the reading needs and interests of the patrons of a library. Haring (2007) based her research study on rebuilding the habit of reading for pleasure in seventh grade learners. She aimed to establish their recreational needs and interests by assessing the various items that they chose to read themselves. The findings of the study showed that learners do not have a preference with regard to genres of material as they enjoyed books on various topics of interest.

The topics and genres that interested sixth grade learners were studied in the research conducted by Smith (2006). The results of the study showed that the main genres learners were interested in were murder mystery, horror and the supernatural. In addition, learners tended to choose books based on their covers. Similar to this study, the researchers aimed to determine which book genres individuals are most interested in so that the correct stock for the media centre's collection can be purchased. A similar study conducted by Du Toit (2001) sought to establish the recreational reading needs and interests of adolescents, specifically grade 11 learners, by assessing their experiences, opinions and preferences of books. Results showed that 81 per cent of learners read for their assignments and homework purposes, and that 76 per cent read to obtain information on their specific hobbies and interests. Furthermore, the genres that were identified as the most enjoyable were adventure, romance and thrillers. Unlike Du Toit's (2001) study though, this research project included a wider range of learners (grades 8 to 11).

Curriculum-Based Educational Materials that Learners Need

The inclusion of relevant curriculum-based educational materials is crucial to a library's collection. The study conducted by Collins and Doll (2012) aimed to evaluate the curriculum-based needs of the regular users of the library with a focus on the teachers. The findings showed that teachers mostly needed print materials in the form of magazines, newspapers and periodical articles and maps, and access to the internet to find information on lessons and non-print materials such as videos and DVDs. Iwara's (2015) study on the other hand, indicates similar features and processes to this particular

study, such as the need to collect data for curriculum-based materials that learners need as well as the research approach and data collection tool. Benard and Dulle (2014) based their research study on the secondary school learners located in the Morogoro Municipality in Tanzania with regard to their access and use of school library information resources. The study showed that the learners were not satisfied with resources in the libraries' collection as they were outdated, and the learners did not have access to materials such as dictionaries, poetry books, novels and atlases.

Collection Mapping

Many researchers focus on the technological aspects of the library and identify digital resources and the internet as the most important means of finding information. In addition, learners identify computers with internet access as the most relevant feature of an academic library (Yebowaah 2017, 5). There are, however, studies that show that many learners who use academic libraries still regard print materials as important for a library's collection. Barfi, Afful-Arthur, and Agyapong (2018) centred their study on the relevance and extent of use of library materials of the lecturers at the University of Cape Coast instead of on the learners. The study revealed that resources such as textbooks, journals, research monographs, research reports, newspapers, indexes, abstracts, encyclopaedias and dictionaries were still regarded as valuable sources in the library's collection. The results obtained from the study by Barfi, Afful-Arthur, and Agyapong (2018) exposed many valuable materials that are also available in the media centre.

With the implementation of technology in many aspects of our daily lives, some individuals may feel that the library and its print materials may soon become irrelevant (Nunberg 1994). The study conducted by Bodomo, Lam, and Lee (2003) proved that this was not yet the case. A survey was carried out in which the participants were to select whether they prefer electronic resources to physical print resources. The results showed that an astounding 77 per cent of the participants preferred to use print materials over e-resources. A similar study was conducted by Gupta and Kumar (2017) on student preferences with regard to print or electronic means of searching for information for academic purposes at the Vasanta College for Women. As was the case with Bodomo, Lam, and Lee (2003), 65 per cent of learners still favoured print to electronic resources. From these studies we can deduce that in spite of the popularity that technology has gained over the past decades, most individuals nevertheless prefer to use print materials.

Hyödynmaa, Ahlholm-Kannisto, and Nurminen (2010) conducted a study on irrelevant materials in the Tampere University Library collection which had become uncontrolled over the past few decades. However, instead of obtaining the opinions of its users, they used the technique known as collection mapping by means of the Voyager software program. Information about various aspects such as patron usage and publication date was gathered by means of a data analysis on the Voyager system. The data were subsequently analysed which presented a list of books that may be weeded out from the library's collection by using the shelf-scanning technique. This method of collecting

data did not prove sufficient for the purposes of this study, as many of the older books in the media centre are classics and regarded as highly valuable. In addition, these books are housed in the reference section of the media centre and may not be taken out of the library by learners or teachers. This meant that there would be no circulation statistics for these books to establish the process of weeding out.

The importance of weeding out library collections was grasped in Dilevko and Gottlieb's (2003) research study that focused on the practises of weeding out of the public libraries in North America. A noteworthy result showed that 42.6 per cent of the respondents showed dissatisfaction of the processes of weeding out as the needs and interests of the public library users were not taken into consideration. Dilevko and Gottlieb's (2003) study emphasised the importance of taking users' needs into consideration when deselecting materials from the library's collection. Furthermore, it provided a foundation for this study which focused on the users' preferences when building a collection.

Based on these studies, it is crucial that librarians take users' needs and interests into consideration when weeding out their collections. Furthermore, by identifying the strengths and weaknesses of a library's collection, the librarian will ensure that the library resources remain relevant to the users.

Problem Statement

The media centre's collection at Lyttelton Manor High School has become too large and outdated and has led to the need for processes of weeding out to accommodate new and up-to-date materials and resources that need to be added to the collection. In order to build a collection that supports user preferences, the needs and interests of the learners needed to be investigated. Consequently, the need for developing and weeding out the collection was realised as many of the books were outdated and space needed to be made for new and up-to-date books and materials. Hence, these books and resources needed to be replaced. A needs assessment of learners was therefore crucial to ensure the collection is built and developed to their particular standards and requirements. This would ensure that the media centre is well prepared to answer any query, to assist with problem-solving and to provide materials to peak learners' recreational interests. For the Lyttelton Manor High School Media Centre to be well equipped with current and relevant materials and resources to meet their users' requirements effectively and efficiently, a needs assessment was necessary to facilitate successful collection development.

Purpose and Objectives of the Study

The purpose of this project was to investigate the information needs of the current learners of Lyttelton Manor High School in order to provide the correct resources that ensure a well-equipped media centre collection. The study was carried out through the following objectives:

- investigating new and previously unexplored items and materials for library use;
- determining recreational reading needs and interests of learners;
- establishing curriculum-based educational materials required by learners;
- identifying materials and resources that learners deem relevant in the media centre; and
- establishing which materials in the media centre the learners feel are irrelevant.

Research Methodology

A quantitative approach was used to conduct the investigation necessary for this research study. The population of the study was 1 207 learners of grades 8 to 11 who attended the Lyttelton Manor High School. The school consisted of 1 451 learners in total, ranging from age 13 to 19 throughout grades 8 to 12. There were 660 male learners and 791 female learners. The school consisted of 302 learners in grade 8, 304 learners in grade 9, 328 learners in grade 10, 273 learners in grade 11 and 244 learners in grade 12 (Lyttelton Manor High School administration office 2019). The grade 12 learners did not form part of the study as they were writing preliminary examinations during the time of study.

The sample size of 448 was obtained by using existing published tables which showed that 292 learners needed to be researched to reach the desired accuracy level for the study. The issue of non-response was taken into consideration and the sample size was subsequently increased by 50 per cent, which equalled a total of 438 learners. The distribution of this sample size was carried out by selecting 4 classes in each grade, as each class in the school consists of approximately 28 learners. This amounts to a total of 448 learners across 16 classes, which makes up just a fraction more than the calculated sample size.

A self-administered questionnaire was used to collect data from the sampled 448 participants. Two questionnaires were created for this study to obtain information from the grades 8, 9, 10 and 11 learners. A separate junior and senior questionnaire was created to ensure that information which illustrates precisely what type of collection each grade would need was collected. Each questionnaire was numbered by the researchers before it was given to the respondents to ensure that the number of questionnaires returned matched the number of consent forms that were returned. Prior consent from the teachers was attained in order to use learners from their classes to conduct the research and to collect the necessary data from the learners. Consent forms were provided to these teachers which they in turn handed out to all the learners in the chosen classes (four classes from each grade).

The data collected from the respondents were entered into an Excel spreadsheet that contained the categories in the questionnaire. This allowed the data to be counted quickly and easily, without having to manually calculate the totals. In addition, the percentages of the responses in each different category were calculated. Questionnaires that contained answers that were incomplete were not included in the study.

Presentation and Discussion of Findings

New and Previously Unexplored Items and Materials for Media Centre Use

The learners who took part in the survey were asked to consult a list of materials and items which is not currently available at the media centre and to choose the items they would like to have available in the future. In addition, they were also asked if they thought that curriculum-based video clips would be beneficial to them. As these video clips are not presently accessible in the media centre, they constitute new items that can be included in the media centre's collection. Table 1 gives the results of the learners' answers to these questions.

Table 1: Items or materials currently not available in the media centre that learners would like added to the collection

	Grade 8	Grade 9	Grade 10	Grade 11
Learners surveyed	98	73	93	92
Graphic novels	23 (23.5%)	21 (28.5%)	22 (23.7%)	16 (17.4%)
Comic books	44 (44.9%)	42 (57.5%)	45 (44.9%)	47 (51.1%)
Choose-your-own-ending books	21 (21.4%)	12 (16.4%)	15 (16.1%)	20 (21.7%)
E-readers	25 (25.5%)	18 (24.7%)	30 (32.3%)	27 (29.3%)

The study by Burke (2012) inspired the list of new and previously unexplored items or materials that was included in the questionnaire. Furthermore, in the study he provided advantages of having these materials available in an academic library environment. Therefore, the learners were allowed to choose the options that they felt needed to be included in the media centre's collection in the future. The results showed a unanimous first choice of comic books from all four grades (8 to 11) that were surveyed. The majority (44.9%–51.1%) of the learners chose this option. The grade 8 learners' second most popular choice was e-readers with 25.5 per cent. Graphic novels and choose-your-own-ending books were the least popular choices, but with totals of 23.5 per cent and 21.4 per cent, they were not far from the grade 8 learners' second choice. The second choice for the grade 9 learners was graphic novels, with 28.5 per cent of the learners choosing this option. In this group, e-readers (24.7%) and choose-your-own-ending books (16.4%) were deemed the least popular options. As was the case with the grade 8 learners, both the grade 10 and grade 11 learners showed that they were interested in e-readers as their next most popular choice for new items that they would like to see

implemented in the media centre. Graphic novels and choose-your-own-ending books fell in third and last place for both of these grades.

As was the case in the previously discussed studies by Bodomo, Lam, and Lee (2003) and Gupta and Kumar (2017), this study too showed that printed books are still preferred over electronic means of accessing reading materials. Even though a large number of individuals nowadays conduct numerous daily activities electronically, the results of this study showed that many learners still prefer print materials when it comes to reading, as there was a total of approximately 30 per cent difference between print and electronic books. Video clips are considered important in an academic environment, as they may be beneficial tools for training learners in their various subjects. Furthermore, it is said to improve learners' memory, visualisation and performance (Rajadell and Garriga-Garzón 2017, 906). It was based on these reasons that the researchers decided to include curriculum-based video clips as a future educational tool that can be implemented in the media centre. The answer to the question of whether or not learners felt it necessary to include curriculum-based video clips in the media centre was a unanimous "yes". The results showed a very high percentage in each individual group, with percentages ranging between 88.8 per cent and 93.2 per cent.

Recreational Reading Interests and Needs of Learners

To establish individuals' recreational reading interests and needs, the questionnaire included questions such as whether learners prefer to read fiction or non-fiction, their favourite fiction genres and their favourite types of non-fiction book, and whether they enjoyed reading magazines. To establish which magazines would be suitable to purchase for the media centre, the learners who answered "yes" to enjoying reading magazines needed to choose titles from a predetermined list provided to them. Table 2 gives a representation of the surveyed learners' answers to these specific questions.

Table 2: Number of learners who prefer to read fiction and non-fiction respectively

	Grade 8	Grade 9	Grade 10	Grade 11
Learners surveyed	98	73	93	92
Fiction	72 (73.5%)	58 (79.5%)	65 (69.9%)	59 (64.1%)
Non-fiction	26 (26.5%)	15 (20.5%)	28 (30.1%)	33 (35.9%)

As stated previously, one of the main goals of the Lyttelton Manor Media Centre is to create and instil in learners a love for recreational and leisure-time reading. In order to fulfil this goal, the media centre needs to build its collections based on books that learners will appreciate and enjoy reading. Thus, as with the study by Smith (2006), learners were asked to first choose whether they prefer fiction or non-fiction books for this purpose and then to select their favourite genres and types of book. The results showed that all four of the individual groups of learners preferred fiction over non-fiction with percentages ranging from 64.1 per cent to 73.5 per cent. The grade 8 and 9

groups both revealed comedy as their favourite genre of fiction books, with the totals presenting 45.9 per cent for the grade 8 group and 46.6 per cent for the grade 9 group. Both horror and romance fell in second and third position of favourite genres for these groups, albeit in reversed order.

Similarly, the grade 10 and 11 learners had identical first choices, this being romance (45.2% and 39.1%). Coming in second for both groups was comedy, showing 44.1 per cent for the grade 10 learners and 33.7 per cent for the grade 11 learners. Horror placed third for the grade 10 learners (37.6%), whereas the grade 11 learners chose action as their third favourite. The least popular genre across grades 8, 10 and 11 was thriller books, ranging from 9.8 per cent to 17.2 per cent. The least favourite genre for grade 9 learners was action (13.7%), which, paradoxically, placed second in the grade 11 group. As with Smith's (2006) study, horror placed in the top three positions of learners' favourite genres in this study. Alternatively, comedy and romance filled the other positions, instead of Smith's (2006) supernatural and murder mystery. The results gathered from this question proved useful when attempting to implement new items and materials in the media centre, for example, building a comic book collection, which was chosen by learners in the previous section for future implementation.

The learners were also required to select their favourite types of non-fiction material from the list provided in the questionnaire. The results showed that grade 10 and grade 11 learners' favourite type of non-fiction book was history which in turn was both the grade 8 and 9 groups' second highest selection. Recipe books were the favourite choice of the grade 9 group, and art books the favourite choice of the grade 8 group. Art books were furthermore deemed second favourites for the grade 10 group. We can therefore deduce that the top three choices for all four grades are history, art and recipe books. With this being said though, the grade 11 results showed a three-way tie between art, sciences and recipe books, with all three obtaining a result of 23.9 per cent of the votes. Hobbies showed a very low total of 6.8 per cent for grade 9 learners and conversely, the calculations for this particular group showed furthermore low percentages for biographies, art, sciences and how-to books. This evidently, includes two of the top choices of the grade 11 learners. The grade 11 learners' last choice does, however, parallel the grade 9 learners' least favourite choice.

How-to books were equally unpopular among all the groups, placing second last, with percentages ranging from 12.9 per cent to 17.8 per cent. Books on hobbies were furthermore viewed as least favourite for both grade 9 and 11 groups but were regarded as second favourite for the grade 8 learners. The results further showed that biographies scored a shockingly low total of 5.1 per cent among grade 8 learners. Grade 10 learners displayed a similar dislike for both biographies and how-to-books. In the previously discussed study by Du Toit (2001), which was conducted on grade 11 learners only, it was found that learners enjoyed reading books relating to their hobbies; however, this finding is contradicted in this research as hobbies was shown to be the least favourite of

this particular group of learners. Both studies though, showed romance as the favourite genre of reading books for grade 11 learners.

Learners were then asked to illustrate whether they enjoyed reading magazines, and based on their answers, had to choose two of their favourite topics. The outcome of this question revealed an overall enjoyment among learners with regard to reading magazines, as totals revealed that 76.5 per cent of grade 8 learners, 71.2 per cent of grade 9 learners, 74.2 per cent of grade 10 learners and 77.2 per cent of grade 11 learners answered “yes” to this specific question. When asked to choose their two preferred topics with regard to magazines, all four grades consistently chose fashion and world events as their top two choices. Cricket was revealed to be wildly unpopular, as it only managed to score between 0 per cent and 2.2 per cent among all the groups. Surprisingly, soccer and rugby scored low as well, with the highest percentage reaching only 19.4 per cent for soccer and 12.3 per cent for rugby. Arts and crafts placed third in both grades 8 (23.5%) and 9 (19.2%), and technology took third place for grade 10 learners (24.7%) and for grade 11 learners (22.8%). This study is in line with the one conducted by Haring (2007) as both revealed that learners view magazines as valuable sources for recreational reading purposes.

Curriculum-Based Reading Needs of Learners

In order for the media centre’s personnel to assist learners with achieving their academic needs, solving problems as well as procuring the correct items for this task, learners were asked to choose which curriculum-based materials they would like the media centre to focus on. Surveying learners in their respective grades are especially important with regard to this issue, as the needs of learners will differ vastly from one grade to another, especially among junior and senior learners. Table 3 illustrates the learners’ choices of curriculum-based materials that they need.

Table 3: Results of curriculum-based needs of learners

	Grade 8	Grade 9	Grade 10	Grade 11
Learners surveyed	98	73	93	92
Afrikaans	18 (18.4%)	17 (23.3%)	14 (15.1%)	4 (4.3%)
English	46 (46.9%)	29 (39.7%)	32 (34.4%)	32 (34.8%)
Life orientation	20 (20.4%)	9 (12.3%)	9 (9.7%)	10 (10.9%)
Mathematics	56 (57.1%)	40 (54.8%)	33 (35.5%)	38 (41.3%)
Natural sciences	37 (37.8%)	34 (46.6%)		
Social sciences	14 (14.3%)	12 (16.4%)		
Arts and culture	38 (38.8%)	23 (31.5%)		
Technology	18 (18.4%)	15 (20.5%)		
Economic and management sciences	15 (15.3%)	18 (24.7%)		
Mathematical literacy			4 (4.3%)	6 (6.5%)
Life sciences			33 (35.5%)	39 (42.4%)
Physical sciences			28 (30.1%)	34 (37%)

	Grade 8	Grade 9	Grade 10	Grade 11
History			17 (18.3%)	13 (14.1%)
Visual arts			13 (14%)	8 (8.7%)
Engineering and graphics design			16 (17.2%)	20 (21.7%)
Geography			7 (7.5%)	13 (14.1%)
Business studies			28 (30.1%)	18 (19.6%)
Computer applications technology			15 (16.1%)	8 (8.7%)
Information technology			16 (17.2%)	10 (10.9%)
Dramatic arts			12 (12.9%)	10 (10.9%)
Accounting			9 (9.7%)	8 (8.7%)
Consumer studies			12 (12.9%)	2 (2.2%)

It is crucial for academic libraries to not only focus on the recreational needs of their patrons, but also on their curriculum needs to acquire quality and relevant materials to contribute to the academic achievements of the learners (Brown and Malenfant 2017, 13–14). Therefore, the learners were asked to choose three subjects from the list provided in the questionnaires. Juniors and seniors were provided with two separate questionnaires, as their lists of subjects differ. From this it was established that both the junior grades' top two choices for curriculum-based materials that they need are Mathematics and English. Their third choice varied, however, as 38.8 per cent of grade 8 learners selected Arts and culture, and 46.6 per cent of grade 9 learners selected Natural sciences. The lowest scoring subjects among the grade 8 learners were Social sciences (14.3%) and Economic and Management Sciences (15.3%). Social Sciences once again landed in the bottom two in the grade 9 group with a total of 16.4 per cent, with Life orientation scoring a total of 12.3 per cent. The grade 10 answers resulted in a tie between Life sciences and Mathematics as the subjects for which learners need more materials, both scoring 35.5 per cent, with English in second place with a close result of 34.4 per cent. Similarly, grade 11 learners felt that the media centre needed to obtain more materials for Life sciences and Mathematics. A high percentage of both grade 10 and 11 learners selected Physical sciences, English, and Business studies as further important subjects that the media centre should focus on, with all three results ranging from 30 per cent to 34 per cent. When considering the subjects that were selected the least amount of times, the results varied between the two groups as Consumer studies (2.2%) and Afrikaans (4.3%) were deemed the least important among grade 11 learners, whereas the grade 10 learners felt they had the least need for Mathematical literacy (4.3%) and Geography (7.5%).

Relevant and Irrelevant Materials

For the media centre staff to be able to understand which sections in their collection they should prioritise (relevant) and which sections learners are not currently using

(irrelevant), a series of questions relating to the various sections of the media centre were asked. The learners were required to answer whether they use these sections and if they felt that the media centre had sufficient books that they were interested in, with regard to fiction books and reference materials. Table 4 provides a summary of their answers.

Table 4: Number of learners who use the various categories available in the media centre's collection

	Grade 8		Grade 9		Grade 10		Grade 11	
Learners surveyed	98		73		93		92	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Print encyclopaedias	58 (59.2)	40 (40.8)	27 (37)	46 (63)	48 (51.6)	45 (48.4)	51 (55.4)	41 (44.6)
Reference section	64 (65.3)	34 (34.7)	43 (58.9)	30 (41.1)	62 (66.7)	31 (33.3)	49 (53.3)	43 (46.7)
Print dictionaries	70 (71.4)	28 (28.6)	44 (60.3)	29 (39.7)	65 (69.9)	28 (30.1)	63 (61.8)	39 (38.2)
Traditional reading books	65 (66.3)	33 (33.7)	50 (68.5)	23 (31.5)	64 (68.8)	29 (31.2)	67 (74.4)	23 (25.6)
Easy reader books	59 (60.2)	39 (39.8)	41 (56.2)	32 (43.8)	68 (73.1)	25 (26.9)	61 (66.3)	31 (33.7)
Afrikaans books	30 (30.6)	68 (69.4)	12 (16.4)	61 (83.6)	23 (24.7)	70 (75.3)	18 (19.6)	74 (80.4)

The research questions associated with establishing relevant and irrelevant materials in the media centre have been combined in this section as questions in the research tool required users to answer whether or not they use specific collections or sections available at the media centre. The finding showed that approximately half of the grade 8, 10 and 11 groups use print encyclopaedias to complete school-related assignments or activities as totals fluctuated between 51 per cent and 59 per cent across these groups. The total for the grade 9 group, in contrast, only reached 37 per cent. Print dictionaries fared better than print encyclopaedias, as all four grades rated them as important resources when struggling with words while reading or performing academic tasks. Grade 9, once again, had the lowest score of all the grades with a total of 60.3 per cent which was just barely lower than that of the grade 11 group, which was 61.8 per cent. The grade 8 and 10 groups' total was considerably higher with 69.9 per cent of grade 10 learners and 71.4 per cent of grade 8 learners who were surveyed stating they do, in fact, use print dictionaries. These findings coincide with the study by Barfi, Afful-Arthur,

and Agyapong (2018), as they too found that dictionaries and encyclopaedias were still regarded as valuable resources to obtain in the media centre. As these items form part of the reference section, it is no surprise that high percentages were obtained when asked whether the media centre should expand their reference section. The totals ranged from 53.3 per cent to 65.3 per cent across the various groups.

Traditional reading books as well as easy reading books were also met with high score counts. A total of 74.4 per cent of grade 11 learners selected “yes” to adding more traditional books to the collection, with the lowest score for this specific resource being 66.3 per cent, which was attained from the grade 8 learners. The percentage for grade 9 and 10 learners equalled similar percentages, with grade 9 scoring 68.5 per cent and grade 10 reaching 68.8 per cent. With regard to easy reader books, the results revealed that the majority of the grade 10 learners voted for more easy reading books to be included in the media centre’s collection, with 66.3 per cent of grade 11 learners supporting this finding. The totals reached by grade 8 and 9 learners were slightly lower, but overall, the greater part of these learners also deemed this collection as important enough to build on. Contrary to these findings, Afrikaans reading books were met with astonishingly low percentages for all participants involved in the study. With the highest total being 30 grade 8 learners out of the 98 who were researched who claimed that they read Afrikaans books, this added up to a meagre total of 30.6 per cent. The lowest percentage was attained by the grade 9 learners, which totalled 16.4 per cent. Grade 10 and 11 learners did not score much higher, with 24.7 per cent and 19.6 per cent respectively. From this discussion, we can deduce that learners regard print encyclopaedias, print dictionaries, traditional books and also the easy reader section as relevant materials for the media centre and Afrikaans books as irrelevant to their needs and interests. Based on the results obtained from this study, it was realised that the majority of the participants felt that the media centre did not have sufficient materials available to them that they deemed interesting and that would help them with their academic performance. Merely 35.9 per cent to 45.2 per cent of the learners stated that they believed the media centre’s fiction collection was sufficient to meet their needs and interests, and between 76.1 per cent and 90.3 per cent of the learners felt the media centre needed to enlarge and update its reference section.

Recommendations

New and Previously Unexplored Items and Materials that can be Incorporated into the Media Centre

It is recommended that the media centre’s facilitator considers adding comic books to the media centre’s collection. This comic book collection may be built up by consulting the favourite genres selected by the learners with regard to fiction books. Furthermore, as e-readers were the learners’ second choice of new items to be added, the facilitator should make a concerted effort to ensure that the media centre’s technological infrastructure is set up as such so that these resources may be included for future use.

Recreational Reading Needs and Interests of Learners

It is recommended that the media centre concentrate on and expand the fiction section by including the top genres chosen by the learners. Magazines should be purchased for the media centre with the focus being on the topics that the learners are interested in. As new and exciting topics are frequently coming to the fore and all the various magazines were not covered in this survey, the media staff may find it beneficial to conduct regular surveys including a survey on a more in-depth list of magazines available to patrons which in turn will enable the media centre to stay up to date with new trends.

Curriculum-Based Educational Materials

It is recommended that the media centre collaborates with the teachers or heads of department with regard to the subjects related to those that were identified by the learners as difficult. Furthermore, with regard to educational video clips, the media centre staff should use this list of subjects as a foundation to base these specific resources on. The collection can subsequently be built on video clips related to various topics in each subject. In addition, media centre staff should foster close relationships with teachers and subject heads of department to ensure that all curriculum needs and interests of learners are met.

Resources Currently Available in the Media Centre which Learners still deem Relevant

As many of the media centre's books were donated and purchased decades ago, it is recommended that old dictionaries and encyclopaedias be updated to newer versions. The media staff should build their e-reader collection by installing dictionaries and encyclopaedias on the computers in the media centre for learners to use.

Materials or Areas in the Media Centre Learners feel are Irrelevant

It is recommended that the media centre staff refer back to the lowest ranking choices of fiction, non-fiction or even books related to subjects in the curriculum at the time of weeding out. These may assist the media centre staff in deselecting topics that learners have very little need for. These include, for example, biographies, hobbies, how-to-books, consumer studies and life orientation books.

References

- Barfi, K., P. Afful-Arthur, and M. Agyapong. 2018. "Utilization of Library Resources by Lecturers in University Cape Coast." *International Journal of Library and Information Science* 10 (1): 10–16. <https://doi.org/10.5897/IJLIS2017.0775>.
- Benard, R., and F. Dulle. 2014. "Assessment of Access and Use of School Library Information Resources by Secondary Schools Students in Morogoro Municipality, Tanzania." *Library Philosophy and Practice* 1107.

- Bodomo, A., M. Lam, and C. Lee. 2003. "Some Students still Read Books in the 21st Century: A Study of User Preferences for Print and Electronic Libraries." *Reading Matrix* 3 (3): 34–49.
- Brown, K., and K. Malenfant. 2017. "Academic Library Impact on Student Learning and Success: Findings from Assessment in Action Team Projects." Chicago: Association of College and Research Libraries.
- Burke, B. 2012. "Using Comic Books and Graphic Novels to Improve and Facilitate Community College Students' Literacy Development." PhD dissertation, University of Pennsylvania.
- Clayton, S. 1997. "Is the End-User now the Head of Collection Development? Distributed Computing Issues for Academic Libraries." Paper presented at the CAUSE Information Profession and the Information Professional Annual Conference, 1997.
- Collins, K., and C. Doll. 2012. "Resource Provision of a High School Library Collection." *Research Journal of the American Association of School Librarians* 12: 1–32.
- Dilevko, J., and L. Gottlieb. 2003. "Weed to Achieve: A Fundamental Part of the Public Library Mission?" *Library Collections, Acquisitions and Technical Services* 27 (1): 73–96. [https://doi.org/10.1016/S1464-9055\(02\)00308-1](https://doi.org/10.1016/S1464-9055(02)00308-1).
- Du Toit, C. 2001. "The Recreational Reading Habits of Adolescent Readers: A Case Study." Master's thesis, University of Pretoria.
- Grange School Library. 2019. "Aims and Objectives." Accessed 29 January 2020. <http://www.grange.bucks.sch.uk/Aims-and-Objectives>.
- Gupta, S., and S. Kumar. 2017. "From Ownership to Access: Leveraging the Digital Paradigm." Delhi: Synergy Books India.
- Haring, D. 2007. "The Impact of Peer Discussion Groups on the Recreational Reading of Seventh Grade Students." *Graduate Student Theses, Dissertations, and Professional Papers* 1021: i–119.
- Hyödynmaa, M., A. Ahlholm-Kannisto, and H. Nurminen. 2010. "How to Evaluate Library Collections: A Case Study of Collection Mapping." *Collection Building* 29 (2): 43–49. <https://doi.org/10.1108/01604951011040125>.
- IFLA (International Federation of Library Associations and Institutions). 2018. "Libraries and the Sustainable Development Goals: As Storytelling Manual." Accessed 28 January 2020. <https://www.ifla.org/files/assets/hq/topics/libraries-development/documents/sdg-storytelling-manual.pdf>.

- Iwara, F. 2015. "Information Needs, Library Resources and Services available to Postgraduate Students in the Institute of African Studies, University of Ibadan, Nigeria." *International Journal of Library and Information Science* 7 (4): 77–85. <https://doi.org/10.5897/IJLIS2014.0450>.
- Libwin Library Systems. 2019. *Library Catalogue*. Accessed 23 February 2020. <http://www.libwin.com/products.html>.
- Lurie, L. 2018. "The Importance of a School Library." Accessed 3 February 2020. <https://kidsreadnow.org/2018/04/12/the-importance-of-a-school-library/>.
- National Library of New Zealand. 2019. "Assessing Your School Library Collection." Accessed 28 May 2019. <https://natlib.govt.nz/schools/school-libraries/collections-and-resources/assessing-your-school-library-collection>.
- Ntuli, A. 2015. "E-Learning at the University of Zululand: An Exploration of Essential Embedded Library Support Services." Master's dissertation, University of Pretoria.
- Nunberg, G. 1994. "The Places of Books in the Age of Electronic Reproduction." *Representations* 42: 13–37. <https://doi.org/10.1525/rep.1993.42.1.99p0160t>.
- Rajadell, M., and F. Garriga-Garzón. 2017. "Educational Videos: After the Why, the How." *Intangible Capital* 13 (5): 903–23. <https://doi.org/10.3926/ic.1042>.
- Reddy, K., and I. Chandraiah. 2017. "Collection Development in University Libraries." *International Journal of Digital Library Services* 7 (3): 114–26.
- Sanacore, J. 2006. "Teacher-Librarians, Teachers, and Children as Cobuilders of School Library Collections." *Teacher Librarian* 22 (5): 24–29.
- Smith, A. 2006. "Recreational Reading Program for Sixth Grade Students." Master's thesis, Rowan University.
- Teravainen, A., and C. Clark. 2017. "School Libraries: A Literature Review of Current Provision and Evidence of Impact." London: National Literacy Trust.
- White, B. 2012. "Guaranteeing Access to Knowledge: The Role of Libraries." WIPO Intellectual Property Organisation. Accessed 8 February 2020. https://www.wipo.int/wipo_magazine/en/2012/04/article_0004.html.
- Yebowaah, F. 2017. "Comparative Study of Library and Internet Use as a Source of Information by Graduate Students of the University for Development Studies, Ghana." *Library Philosophy and Practice* 1606.