CHAPTER 4

Research methods selected to investigate the information needs of Damonsville and Onverwacht communities

4.1 Introduction

This section contains an introduction to the profile of both Damonsville and Onverwacht communities. Methods to research information needs are also outlined in this section because the researcher's understanding is that the content of the literacy materials should be designed considering the adult needs. Adult education is mainly concerned with the information education and should fulfil the need for self employment. Data collected through the use of questionnaires is analysed by counting a number of responses to the questions (see Chapter five in this regard), in order to identify the information needs of the identified communities.

4.2   Purpose of the investigation and motivation

The purpose of investigating the information needs of the communities of Damonsville and Onverwacht was to determine their different information needs in relation to ABET so that these needs could be tailored to match the content used in designing literacy programmes for them. Furthermore, to discuss the importance of the programme requirement in terms of ABET.

4.3   Location of study-communities of Damonsville and
Onverwacht

The communities of Onverwacht and Damonsville were chosen because of their close proximity to Pretoria and the high level of illiteracy in these two predominantly coloured Afrikaans-speaking communities.   The communities previously disadvantaged in terms of lack of houses, proper sanitation, improper roads and lack of schools including ABET classes.

For the purpose of understanding the term community, a few definitions follow. According to Kaniki (1999:198), De Beer and Swanepoel (1998:17), Stoecker (2005:41), a community is "any geographical (location) or neighbourhood definable by race, social unity, body of men (persons) living in the same locality, or with common race, religion, pursuits, etc. not shared by those among whom they live, common character or identity, people sharing common practices, a body of common or equal rights". Rankin (1982:1) refers to the term "community" as "a group of people who share common gaols, values and aspirations". Kaniki's definition of the term "community" is preferred in this study since it includes all possible aspects of the term.

The communities of Damonsville and Onverwacht are both coloured communities as such a short discussion of the term coloured is done hereunder. The term "coloured" is defined by Alessandro (2003:12) as "anyone falling into the following categories; Cape Coloured, Malay, Griqua other coloured who are in fact a residual category of persons, whose common feature is negatively defined as legally neither white nor legally black".

Still (2004:1) states the following in respect of coloured people "The origin of coloured people lie in the mixed-race of early white settlers, Hottentots slaves and the African inhabitants of South Africa. Their language is a hybrid Afrikaans or English. Their way of life and social position reflect ambivalence between white and black society". "Coloured identities were formed in the colonial encounters between Dutch and British colonists, slaves from South and East India and from East Africa, and conquered indigenous people, such as the Khoi and San. Due to the process of cultural dispossession, borrowing and transformation mixture comprising Dutch, British, Malaysian, Khoi and other forms of African cultures (Erasmus, 2001:21)".

Since 1994 the coloured community has seen an improvement in their lives since they were given the right to vote in national elections and occupy important positions in the government of today. The communities of Damonsville and Onverwacht have not seen an improvement in their lives since 1994 since their lives are characterized by poverty and high rate of illiteracy.

4.3.1   Damonsville community

Here follows a discussion on the origin of the community of Damonsville as repoted by word of mouth.

4.3.1.1   Geographic Location

Damonsville lies to the west of Brits and the east of Mothotlung. The distance from Brits to Damonsville is approximately 10 kilometres. Damonsville lies 50 kilometres West from Pretoria on the R 566 (freeway).

4.3.1.2   Origin of the community of Damonsville

Damonsville was named after the late priest, Isaac Benjamin Damons of the Dutch Reformed Church in the Northern Camp (name of the area where the coloureds are living), which was situated in the Old Location in Brits. According to the community of Damonsville (by word of mouth) Isaac Damons was also a well-known political activist. Most of the community members come originally from Cape Town.

4.3.1.3   Profile of the community of Damonsville

The community was essentially nomadian - their life was characterised by moving around from one place to another. In 1948 they moved from Cape Town to Rooikoppie in Brits and for 25 years lived in a squatter camp a kilometre from Old Location in Brits. Thereafter they moved to Newtown which is also in the vicinity of Brits. Later they were moved to Noordkamp in Old Location (popularly known as Oukasie) also in Brits.   They were finally moved to Damonsville (where they are now living permanently). This had a direct influence on the low literacy level. They were also subject to adaptation problems.   The Department of Local Housing and Agriculture built houses in 1990. The community living in this area is Afrikaans-speaking whereas the Old Location community is predominantly Tswana speaking. Old Location is a residential place in Brits which consist of the coloured Afrikaans speaking communities and black Tswana speaking communities.

4.3.1.4 Infrastructure

Social and health services are managed from Brits municipality, which is the nearest town. There occurs a shortage of housing and land for building of houses. Lack of services and facilities (clinics) are experienced by the community.

4.3.1.5 Status of education in Damonsville

Education poses a serious problem since parents cannot afford the transport costs to the nearby Indian High School, which is situated in Brits. There is one combined lower- and senior primary school in the area. Children in the community are experiencing higher dropout rates. Furthermore the medium of instruction, which is English, exacerbates the problems experienced by learners because Afrikaans is their mother tongue. The medium of instruction should be Afrikaans. These factors contribute to the urgent need for a high school in the area. It was also noted that there are so many illiterate people in the area because of the nomadic life they led in the past.

4.3.1.6 Social and economic conditions

The community living in this area is also facing social problems, for example shortage of jobs, high rate of crime, lack of services and facilities, education and economic problems. This history was told by word of mouth because they could not write what they experienced by then.

4.3.2. Onverwacht community

Here follows a discussion on the origin of the community of Onverwacht.

4.3.2.1 Geographic location

Onverwacht lies 39 kilometres from Pretoria on the R513 and 10 kilometres northeast of Cullinan (which is the nearest town) in a rural corner of Gauteng.

4.3.2.2   Origin of community of Onverwacht

Onverwacht was established in 1886 and was named after an unexpected "onverwachts" announcement by the then president Paul Kruger to the effect that the communiyu of Onverwacht could remain on the land unconditionally. The community had arrived with the "Voortrekkers" from the Cape and had been slaves. During the Anglo-Boer War the Afrikaans speaking citizens were looking for place to settle. On finding the land belonging to the English-speaking community they promptly confiscated it. After the Anglo Boer War Paul Kruger, who was President gave them land to occupy.

After 1910 the white Afrikaans speaking community departed while the coloured community of Onverwacht remained there permanently. Members of the community were working in the diamond mines at Cullinan and on farms in the surrounding area.

4.3.2.3   Profile of the community

The Onverwacht community is predominantly Afrikaans speaking. According to De Vries (2005:27) the community of Onverwacht is proud to speak Afrikaans because they have survived difficult times.

4.3.2.4   Infrastructure

On entering Onverwacht one sees dilapidated old houses, poor roads and vandalised public telephones.   There appear to be quite a number of well-built churches in the area, for example a Dutch Reformed Church, a Lutheran Church and Wessel Church. The buildings which were erected to server as a clinic or community hall have also been vandalised - windows, doors, lights, ceilings and water taps have been damaged. There are no municipal services provided to the community.

4.3.2.5   Status of education of Onverwacht

There is one old school which had used to cater for Grade 1-7 learners in Afrikaans. Since 1990 the school had become dual medium. Sotho speaking students who live in the nearby plots (some cluster houses build for the workers by the owner of the farm) attend school there. After Grade 7 Afrikaans learners are supposed to travel to either Cullinan or Eersterust in Pretoria because they cannot be accommodated in the Refiloe High School since it does not cater for Afrikaans-speaking learners. Refiloe is the name of a well-established Sotho-speaking community between Cullinan and Onverwacht. The distances between Refiloe, Cullinan and Eersterust poses a major financial problem since the unemployed parents cannot afford the school fees and transport.

4.3.2.6   Social and economic conditions

Socio-economic problems and unemployment are rife, and present serious difficulties with which the growing community has to contend. The community also encounters problems in obtaining child grants or disability grants since the nearest Home Affairs Department is in Cullinan.

The only possible job opportunities available to the community involve working on farms, but the prevailing water shortages restrict these opportunities. As a result there is alcohol and drug abuse, and vandalism in the area, for example of public telephones and electric wires.

This background was provided by word of mouth.

4.4   Methods to research information needs

Information needs cannot be understood as mere questions that are asked of information provided rather put needs to be placed within their context that is:

- To understand the information needs of the identified communities of Damonsville and Onverwacht (See chapter 5 and 7 in this regard)
- To use the identified information needs in the development of literacy materials.

Various methods are proposed in literature to assess and determine the information needs of a selected group. Kaniki (1999) used critical instances of information seeking and instances of need to research information needs. He used open-ended questions to ask respondents to describe their most important need or to identify critical incidents. Johnson, Meiler, Miller and Summers (1987) suggest surveys as a technique to assess the information needs of a community, as this technique is useful for measuring the degree to which any segment of a population recognizes a problem. Babbie (2004:243) refers interviewing survey research as a technique for studies that involve individual people as the unit of analysis, that is, where groups or individuals must serve as respondents.

Survey research using questionnaires enables the researcher to collect original data to describe a population which is too large to observe directly and to construct carefully standardised questionnaires to provide data in the same form for all respondents (Babbie, 2001:238). According to Du Plooy (1997:120), surveys may be typically used to obtain data that is to be subjected to statistical analyses.

4.4.1 Research approach followed during the investigation

The use of open-ended type of questions qualifies the study as qualitative to a minimal extent (see questionnaire under Appendixes) and predominatly quantitative as most questions in the questionnaire are closed-ended type of questions (see also questionnaire under Appendixes). The fundamental models or frames of references to organise our observation and reasoning signifies paradigms (Babbie, 2007:31), and can also mean ways of making sense of things in daily lives, whereby societies could be studied scientifically rationally and objectively, which is termed positivism (Thorpe and Holt, 2008:155 and Clough and Nutbrown, 2006:16). Even though is has been argued that people could behave rationally and that some contemporary researchers could suggest subjectivity as the most preferable in some situation. Positivism brings the material world into confined codified and tidy structures (Thorpe and Holt, 2008:154).

On the other hand, Humanistic approach also played an important role within the scope of this study since the approach concerned the study of people`s culture, customs and habits of another human group (Denzil and Lincoln, 2008:2).

An explanation of objectives of research would suggest a two-tiered research design which is the information needs assessment of the identified communities of Damonsville and Onverwacht and content analysis of the selected Afrikaans literacy materials.

4.4.1.1 Strategies appropriate to the conduction of information needs assessment

According to Collins (1991:60), needs assessment encompasses a variety of approaches that shows the way the concept of need is defined. However all the possible approaches that can be used can allow for some degree of participation by prospective learners in specifying their educational needs. Survey questionnaires are according to Silverman (2006:121) and Steward, Shamdasani and Rook (2009:591), prevalent as the instrument means to collect data for need assessment strategies.

Combination of quantitative research methods whose aim is to provide data for community profile and qualitative research methods for provision of community profile and information needs using questionnaires are used as methods of assessing information needs in this study (Struwig and Stead, 2001; Denzil and Lincoln, 2000; Babbie 2001). Qualitative research is an approach to inquiry into the research problem exploring the meanings individuals/group ascribe to a social human problem (Babbie and Mouton, 2001:271; Creswell, 2007:50 and Tashakkori and Teddlie, 2009:286). Mason (1996:4) writes that qualitative research is concerned with how the social world is interpreted and understood. Hittleman (1997:43) mentions that different studies used in Schurink (1998: 243), regard qualitative research as a method that involve the collection of a variety of empirical material in order to describe the problematic moments and meaning in individual lives.

4.4.1.2 Strategies related to the qualitative research approach

According to Babbie and Mouton (2001:270) types of studies normally included under qualitative research are ethnographic studies, case-studies and life histories/ narratives action research. Qualitative research includes field notes (see also Appendixes under Field notes in this regard), interviews and attempts to make sense of the interpreted phenomenon in terms of the meanings people bring to them (Denzil and Lincoln, 2008:5). For the purpose of this study the types of studies applicable are ethnographic and case-studies. Life Histories and action research does not fit this study as according to Babbie and Mouton (2001:283) "life histories" is a research of full length book account of one person's life in his/her own words and action research on the other hand is concerned with the enlargement of the stock of knowing science of community. It is both aspects mentioned of life histories and action research that distinguish it from applied social sciences. Here follows the characteristics of Ethnographic and Case studies compared since they are applicable within the scope of this study:

Ethnographic studies	Case-Studies
Describe and interpret culture-sharing groups (Lindlof and Taylor, 2002:16	Developing an in-depth description and analysis of a case/multiple cases or to describe a research method (Stark and Torrance, 2005:36).
A common way to do qualitative study (Denzil and Lincoln, 2008:7)	A choice of what is to be studied in a more humane way (Silverman, 2010: 137)
Studying a group that shares the same culture.	Studying an event, a program, an activity or more than one individual.
Using primary observation and interviews.	Using multiple sources, such as interviews, observation, documents and artefacts.
Analysing data through description of the culture sharing group, themes about the group.	Analysing data through description of the case and themes of the case as well as cross-case themes.

General structure of study is as follows: • Introduction (Problem statement) • Research procedure • Description of culture • Analysis • Interpretation Ethnography can also be a method whereby multiple perspectives can be incorporated in a research design.	General Structure of the study is as follows: • Introduction (Problem, Questions, • Case-study, • Data collection • Analysing • Development about selected issues Case studies can be positivist, interpretive, or critical, depending on the underlying assumption assisting the researcher.

Adapted from Creswell, 2007

Both Ethnographic studies and Case-studies are useful in this study as their outlined characteristics will yield detailed information as required by the researcher. According to Siverman, 2010:430), ethnographic study observes history through field work.

Struwig and Stead (2001); Denzil and Lincoln (2000) and Babbie (2001) makes mention of phenomelogical studies as type of qualitative methods where human experiences are examined through detailed description of the people studied with an aim of understanding the lived experiences of the individuals being studied. This approach involves researching a small group of people intensively over a long period of time.

4.4.1.3   Strategies related to quantitative research methods

According to Creswell (2007: 82) and Mason (1996:40), quantitative research is an inquiry into an identified problem, based on testing a theory, measured with numbers, analized using statistical techniques. Furthermore Denzil and Lincoln (2000:35) mention the goal of quantitative methods as determining whether the predictive generalization of a theory hold true. The most common methods used to conduct

quantitative research are exploratory, descriptive, experimental and quisi-experimental (Struwig and Stead, 2001; (Denzil and Lincoln, 2000). Quantitative research method which, according to (Du Plooy, 1997:3; Mouton, 2001:148; De Vos and Fouché, 2005:133; Neuman, 1997:228 and Babbie, 2001:238) means "most widely used data collecting technique in sociology, and its use in many fields which use questionnaires as instruments for collecting data during a structured/unstructured interview. Barbour (2008:82), further states that quantitative research method excels at identifying statistical significant relationship between variables, such as social class, health status and frequently prodused diagrams which shows distribution and strength association for people (see chapter 5 in this regard). Thus qualitative analysis can explain how the social class, gender located sites can be translated into everyday practices and interaction.

Three general types of quantitative methods are according to Mouton (2001:149); Creswell (2007:83); Babbie and Mouton (2001:112), the following:

- Experimental designs: True experiments are characterized by random assignment of subjects to experimental conditions and the use of experimental controls.

- Quasi-Experimental designs: Quasi-experimental studies share almost features of experimental designs except that they involve non-randomized assignment of subjects to experimental conditions.

- Surveys: Surveys include cross-sectional and longitudinal studies using questionnaires or interviews for data collection with the intention of estimating the characteristics of a large population of interest based on a smaller sample from that population. The survey which is a type of quantitative method, given its description, qualifies for inclusion of the quantitative research method in this study.

4.4.1.4 Features of Qualitative and Quantitative research compared

The following is the discussion of comparison of the qualitative and quantitative research methods as applied in this research:

107

4.4.1.4.1   Qualitative research methods

Qualitative research methods involve analysis of data such as words (e.g. interviews), pictures (e.g., video), or objects (e.g. an artefact) because according to Silverman (2006:6), Bryman (2004:267) and Mason (2007:2), qualitative research seems to promise that we will avoid statistical techniques. Furthermore, this research approach focuses on meaning of people in a specified historical cultural context (Lindlof and Taylor, 2002:122). Researchers may only know roughly in advance what he/she is looking for. The design emerges as the study unfolds.

The questionnaire is the data gathering instrument. Data is, according to Mason (2007:3), Punch (2006:247) and Schwandt (2007:39) in the form of words, pictures or objects. In qualitative research the approach is unstructured so that the possibility of getting at meanings and of concepts emerging out of data collection is enhanced (Godard and Taylor, 2004:5; Teddlie and Tashakkori, 2009:24). Qualitative researcher investigates people in their natural environments. Qualitative researcher seeks an understanding of behaviour, values and beliefs in terms of the context in which the research is conducted. Qualitative researcher claims that their contextual approach and their prolonged involvement in a setting engender rich data (Welman, Kruger and Mitchell, 2005:6, Bryman, 2004:268 and Schwandt, 2007:248).

4.4.1.4.2   Quantitative research methods

According to Bryman (2004:267) and Mason (2007:4), quantitative research involves analysis of numerical data since the aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed (see chapter 5 in this regard). On the other hand Teddlie and Tasshakori (2009:343), state that qualitative research deals with the gathering, analysis and presentation of numerical information. Researcher knows clearly in advance what he/she is looking for. Researcher uses tools, such as questionnaires or equipment to collect numerical data. According to Godard and Taylor (2004:15), data is in the form of numbers and statistics. It is argued that, objective-seeks precise measurement and analysis of target concepts, e.g. uses surveys etc in qualitative research. In quantitative research the approach is typically structured so that the investigators are able to examine precise

concepts and issues that are the focus of the study. Quantitative researcher conducts research in a contrived context (Teddlie and Tashakkori, 2009:344). Quantitative researcher wants their findings to be applied to the relevant population. Qualitative data are often depicted as hard in the sense of being robust and ambiguous, owing to the precision offered by measurement (Bryman, 2004:267-268).

Both qualitative and quantitative methods were used by the researcher in the study because qualitative method was applied to open-ended questions during interview to give meaning to words and opinions (see questionnaire under appendixes), and investigation of contents of existing literacy materials (see chapter 6 in this regard) (Barbour, 2008:16). Quantitaive approach was used by the researcher in closed-ended type of questions included in the qustionnaire because qualitative studiea emphasizes the measurement and analysis of causal relationships between variable (see chapter 5 in this regard) (Denzil and Lincoln, 2008:14).

4.4.2 Data collection methods and procedures

According to Mouton (2002:110) data collection implies "the collection of various kinds of empirical information or data for instance, historical, statistical or documentary data". Data collection is carried out through a variety of techniques such as observation, document analysis and interviews, with the aim of producing reliable data. According to Greef (2005:286), the researcher must collect relevant information at the data resource through observation and interviewing respondents using questionnaires.

The following were the data collection methods used in this study:

4.4.2.1 Interviews (in general) as information collection method

Interviews is according to Greef (2005:287) and Denzil and Lincoln (2000:47), "the predominant mode of data or information collection in qualitative research, whereby participants are interviewed". Information was gathered by consulting one person so as to try out the questionnaire (see appendix 10.2). The person consulted was from Damonsville and is a community leader with a highly social responsible position, and

was active in community events and therefore had wide contact with people in the community.

4.4.2.2 Pre-testing the questionnaire

De Vos (2005:375) and McMillan and Schumacher (1993:427) agree that persons taking part in the pilot study should be individuals that have high expertise in the relevant area of service, should provide the researcher with the knowledge about the problem under research and should be willing to share knowledge and skills with the researcher. He also played a role in decision-making in his community.

Structured interviews using questionnaire (see appendix 10.2) containing both closed and open ended questions (both qualitative and quantitative data) were used to gather information needs for the purpose of this research.

The researcher interviewed the person at his home on the 21 August 2009. A tape recorder was used as a data collection tool in this regard. The questionnaire was aimed at finding out about what they knew about the information needs of their communities. The questions covered a range of topics –knowledge about ABET, various activities they are involved with, willingness to attend ABET classes and preferred information that could be included in the programmes. Below were the answers to the questions derived from the investigation conducted.

Reasons for pre-testing the questionnaire can amongst other be identified as follows:
- To check on the objectiveness of the questionnaire
- To ensure the correctness and relevance of the content areas
- The ensure the appropriateness of the level of difficulty of the questions
- To determine the amount of time , on average , the questionnaire can afford to take to complete
- To revise the questionnaire
  (Creswell, 2008).

Name of the respondent: John Pieter Titus (not his real name)

The respondent was a male, whose home language was Afrikaans and who was a resident of Damonsville. He was 44 years old and divorced. His highest qualification was standard 2 which is equivalent to Foundation phase Grades 1-3 and ABET level 2 respectively. He was presently unemployed.

On the issue of whether he had any dependents, the respondent "in other words children and/or adults for whom you care financially and or physically", he responded by saying "yes" though he was not working.

About the issue of the ages of the dependents the respondent could not give the ages thereof but mentioned that the girl was born in 1983 and the boy in 1988 which qualifies their ages from 26 (girl) and 21 (boy).

On the issue pertaining to which of the following languages was he fluent, Afrikaans was his first choice followed by a minimal knowledge of English as his second choice.

The researcher introduced the respondent to the issue pertaining to the information needs by showing the respondent the icons as reflected on the large chart. He smiled because he could easily identify the icons that he was familiar with. He was asked to show by way of pointing at the icons the different environments and also tell about the amount of time he spends in the chosen environment. (A bit tricky question because I had to mark the choice of the respondent and the level of spending time at the specified environment).

The following were the preferred environments and times spend on the environments:
- He spends most of the week at home, with families, and friends, with the community, at the place of worship, visiting the clinic and sport/recreational activities.
- He spends half of the week doing shopping
- He travels seldom during the week.
- He does not visit the post office, (reason being that no one writes him letters and he has no accounts), he does not receive any pension because he is not yet

60 years of age, neither does he visit an ATM because he does not have money and thus have no banking account and does not even know how to use an ATM.

After successfully listing and indicating the frequency on different environments, he had to now list some activities within each of the identified environments. I prompted the respondents to list his activities giving my example of activities that I am involved with as I read it from my research questionnaire.

The following were some of the listed activities at the identified environments.

Environment	Activities
Home	Cooking food for myself
	Cleaning the house
	Doing some washing
	Cleaning the yard
Family	Chatting to families
	Having a family 'braai'
	Sharing some drinks "heldedrank'
Friends	Sitting and chatting
	Discussing possibilities of working
	Sharing a drink
	Helping with some chores, if requested to do so
Shopping	Shopping for groceries in Brits
Community Service	Singing in church
	Listening to the pastor
Place of worship	Cleaning the church

	Selling vegetables during the church Bazaar
Clinic	Visiting the clinic whenever he does not feel well
	Collecting the medicine
Travelling	Traveling to Upington when there was death in the family or just to visit the family.

There occurred some misunderstanding within some activities mentioned under community services since some seemed more applicable to the activities classified under the place of worship.

Have you ever heard about Adult Basic Education and Training (ABET)? (Inquiry into ABET matters). The respondent has never heard about ABET and as such he did not know what it was.

The researcher had to read the paragraph from the questionnaire which referred to what ABET was which read "ABET refers to both the ability to read advertisements, notices and newspapers, to write letters, to fill in forms and count, deposit or withdraw monies from banks. The aim of ABET is to reduce illiteracy in South Africa".

When asked about whether he is currently attending classes, his preferred choice to the question was 'no', the reason being that he did not know about ABET.

Would you like to attend ABET classes?
He responded by saying 'yes' as his preferred choice because he would like to learn Tswana and also to learn how to count money.

With regard to the question whether he thinks that ABET classes would help him in his daily life, he responded by indicating 'yes' as the preferred choice, with the reason mentioned as wanting to learn something.

The researcher explained that ABET classes cost more or less R50-00 per month and that he has to attend classes once a week for approximately an hour. The following question read "Would you still be able to attend classes?" The respondent chose 'yes' because he would like to learn.

If you could attend classes during the week, how many days could you attend or cannot attend during the week?

The respondent indicated that he would prefer 1(one) day and also indicated that he preferred one evening per week as the time that would suite him during the week.

In the following question, the respondent was asked to list three things that he would like to learn on such a course that would improve his daily activities or work.
The following were his responses:

- I would like to learn how to count money
- I would like to be taught how to solve the problem of alcoholism in the area
- I would like to be taught how to use an ATM.

When asked about the best ways he could learn new skills/knowledge, his preferred choices were the following:

- By physically doing something
- When someone explains what is to be done
- By observing activities done by others
- By asking questions
- By having a conversation
- By working together in a team/group
- By playing games

- By participating in sports.

The researcher used the above-mentioned information to do the following:

- The identified three ambiguous worded questions were reworded by the researcher.
- It was important that the questions be well formulated and structured, as the questionnaire was the main tool for sourcing my research data.

The information discussed above also increased the reliability and validity of the research questionnaire. This exercise also helped the researcher to check the time taken to complete the questionnaire. I also made an attempt to to cade/classify system for data analysis.

4.4.2.3   Unobtrusive observation

Unobstructive observation is the researchers` own subjective observation which was triggered by the appearance of the two places on entering the locations (see field notes under appendixes, where I have listed the data taken during the observation). Teddlie and Tashakkori (2009:223) and Greef (2005:288), argues that unobtrusive observation or nonreactive measures allows investigation to examine aspects of a social phenomenon without interfering with or changing it. This mode of observation focuses on the examination or direct observation of people in their natural setting (Babbie, 1992:338; Greef, 2005:288; Teddlie and Tashakkori, 2009:223 and De Vos, 2005:376)).

The researcher observed the communal environment, for example schools, libraries, clinics, community centres and other available community services. Field notes which involved what the researcher noticed were taken immediately after feedback session so as to avoid recording wrong information later. This technique assisted the researcher in gaining an understanding of the environment so as to determine the quality of infrastructure from both Damonsville and Onverwacht respectively that would in turn influence the quality of ABET.

4.4.3 Sampling

Researchers are seldom able to study a whole population; whence they usually draw a sample from the population using various sampling techniques (Babbie, 2001:107). The sample of information was drawn from the pre-literate and illiterate people as needs applied to all people and from there the needs of illiterate would also apply. A research population is defined by Strydom (2005:198); Ferman and Levin (1975:48), Babbie (2004:181), Neuman (1997:204) and Mason (2007:90), as a set of elements/entities/whole/units/individuals in the universe which possess specific characteristics, or as a sampling frame on which the researchers focus and to which the obtained results should be generalised.

Furthermore, sampling allows the researcher to feel confident about the representativeness of the sample chosen and such representativeness allows the researcher to make broader inferences (Silverman, 2010:438 and Cohen, Manoin and Morrison, 2007:40).

A sample is "a smaller number of individuals who are in some way representative of a population" (Ferman and Levin, 1975:42). Strydom (2005:195), Huysamen (1994:37) and Henry (2009:80), define a sample not only as restricted to individuals but includes objects and events that can comprise the subjects of the study. Samples are studied in an effort to understand the population from which it was drawn as a means of helping us to explain some facet of the population as the coverage of the total population is seldom possible due to time and costs (Neuman, 1997:204; Merriam, 1998:61; Chirico, 2010:27). When a sample is being developed a distinction is made between probability and non-probability sampling.

4.4.3.1 Types of sampling

It was not possible to interview all the pre-literate and illiterate people in the chosen areas of study, and therefore I selected respondents by using non-random, purposive sampling to draw a sample of the population so that each member of the population

had an equal chance of being selected (Strydom, 2005:201 and Uys and Puttergill, 2003:108).

4.4.3.1.1 Non-probability sampling

According to Babbie (2004:182), Wysocki (2004:155) and Schwandt (2007:269), non-probability sampling is "any technique in which samples are selected in some way not suggested by randomisation" Examples thereof are accidental samples, purposive samples, quota samples, dimensional samples and target samples. Furthermore, Uys and Puttergill, 2003: 113), suggest that non-probability sampling can also be used where statistical analyses, representation and generalisation are not used.

Purposive (judgemental) sampling is defined by Babbie (2004:183) as "a type of non-probability sampling in which you select the units to be observed on the basis of your own judgement or purpose about which one will be the most useful or representative". Strydom (2005:202) and Berg (2001:32),defines purposive samples as the type of sample based on the judgement of the researcher, in that a sample is composed of elements that contain the most representative characteristics or attributes of the population. Most qualitative studies are guided by purposeful sampling.

4.4.3.1.2 Probability sampling

Probability sampling is a sample that will provide us with the variation in the population and includes four different types identified as simple random sample, systematic sample, stratified sample and cluster sample (Uys and Puttergill, 2003: 109, Woodhouse, 2007:63).

Systematic sampling is a quick and convenient method of sampling. It follows the principle of systematically drawing elements of the sample from a complete list of the elements of a population. Systematic sampling was used to select the respondents for this research because the method the case of this population can be found in a limited geographic area. Systematic sampling involves according to Strydom (2005: 200); Babbie (2005:210) and Berg (2001:31), cases that are selected according to a particular interval, for an example, each fifth or tenth case on a list of names, depending on the

percentage sample needed. According to Babbie (2004:85) systematic sampling is considered as having a higher value than simple random sampling.

I decided to use systematic sampling in this study since it systematic sampling is more convenient because individuals do not have to be numbered and it does not require random number tables.

The systematic sampling process of cases of Damonsville and Onverwacht were chosen in an ordered manner by, selecting each fifth house in the population as follows:

Damonsville consisted of 102 houses and since 30 percent of 132 is equal to 39, 6; this meant that 40 houses had to be visited. In order to obtain the interval of houses to be visited the researcher divided 132 by 40 = 3, 3 which is then rounded off to 3 - every third house in the Damonsville community.

There are approximately 120 houses in Onverwacht, and, since 30 percent of 184 = 55, 2 this means that 55 houses had to be visited. The interval of houses to be visited in the Onverwacht community was 184 divided by 55 = 3, 02, which is then rounded off to 3 – every third house (Berg, 1998:228).

Respondents, both male and female between the ages of 15 and 60+ were interviewed. In the first house the oldest person in the house was interviewed, while, in the second house, the person of intermediate age was interviewed and in the third house, the youngest person. The process was then repeated.

The questionnaire which was designed for determining the information needs was used to collect data from the Onverwacht community on Thursday and Friday the 10 and11 September 2009 and from the Damonsville community on the 17 and 18 September 2009 respectively. A carefully constructed standardized questionnaire played an important role (Hewins, 1990: 145; De Vos, Strydom, Fouché and Delport, 2005:137) as the norm for qualitative studies.

4.5 The content validity of the questionnaire

4.5.1 Introduction

As validity is seen as strength of qualitative research, the researcher used pilot study to validate the questionnaire (see 4.4.2.2 in this regard). Content validity was also used by the researcher to evaluate the content by examining the plan and procedure used in constructing the questionnaire based on the following aspects:

- The objectiveness of the questionnaire
- The content areas
- The level of difficulty of the questions (Creswell, 2008:170).

A questionnaire is according to Kaniki (1995:11) and De Vaus (2004:94), "a document containing questions and other types of items designed to solicit information appropriate for analysis". On the other hand, Babbie (2001:240) views a questionnaire as "a collection of questions". The information needs of the community were assessed using well-structured face to face type of interviews. The researcher first conducted a polit test and thereafter the structured interviews with the respondents using questionnaires to obtain all the information needed to support the purpose of the research. This technique, according to Babbie (2001:23), Bryman (2004:130) and Ratcliff (1999:12), involves presenting a schedule in accordance with which the residents are asked questions.

4.5.2 Content validation of the questionnaire

Since a questionnaire was used as a tool to collect data, well-formulated open- and close-ended questions were used in questionnaire in order to gather data. In the case of open-ended questions the respondent is asked to provide his or her own answer, (Babbie, 2004:245 and De Vaus, 2004:102), while in close-ended questions the respondent is asked to select an answer from a list of answers provided by the researcher. Both open-ended and close-ended questions were used in this study because while qualitative interviewing relies almost exclusively on open-ended

questions close-ended questions provide a greater uniformity of responses and are more easily processed.

In order to achieve the aims of this study, and to ensure the co-operation of the persons interviewed before filling in the questionnaires the following two issues had to be dealt with - an explanation of the nature of the investigation so that there would not be any false hopes or expectations concerning a possible or likely improvement in any condition, and the reason for investigation had to be fully understood. Questionnaires were completed by the researcher in the presence of the respondents because they could not read or write. In order to be selected as respondents the following criteria had to be met:

- They would be able to participate in a literacy programme by indicating their willingness to participate in the questionnaire
- They should be permanent community members of the selected areas.

The researcher read out a set of questions to the respondents, and the answers/responses recorded. The completed questionnaires were checked by the researcher and stored safely for analysis and future reference.

4.5.3   Main sections or components of the questionnaire

According to Freeboy (2003:137) and Maxwell (2009:227) questions are central part of the questionnaire and aim at shaping the ground which the participants can and should respond. Questions were grouped into categories relying on the nature of information the researcher was trying to draw from the respondents (The questionnaire is available as the Appendix 10.2).

The questionnaire consisted of three different sections which were divided as follows; demographic questions (questions 1-10) (see Appendix 10.2) that included aspects like gender, age, qualification, occupation and language-related issues marital status, dependents and their ages. These questions were asked by the researcher so as to gain the respondents` background. These types of questions were necessary as they enable

the researcher to have a clear direction in terms of conducting the research by knowing the number of female and male respondents, their age and their grades.

Questions 11-12 focused on the information needs of the respondents from the selected communities of Damonsville and Onverwacht. The researcher assessed respondents` needs with the intention of determining their information needs. These sets of questions were included in the questionnaire so as to gather sufficient information that would assist in providing possible answers to the research question "What are the information needs of the communities in Damonsville and Onverwacht?" (See chapter 1 of this study).

The responses to these questions were used to compile the information needs of the identified communities of Damonsville and Onverwacht so as to match them with the content of the existing selected Afrikaans literacy materials in order to find out whether the content matched their information needs.

The icons were used to draw the relevant information from the respondents. This was done by the use of a chart containing different icons (see under Appendices, 11.3). This icons included amongst others pictures of activities performed around the home, family, with friends, shopping, work-related activities, community services related involvements, sport/recreational activities, place of worship, clinic, post-office, pension paypoint, bank.ATM and travelling. The respondents had to choose the relevant icon by pointing to the suitable icons that occupied most of his/her time with an aim of determining the activities around the listed icons and the time spend on that environment/activity (most of the week, half of the week, seldom during the week or never). According to Arbuckle (2004:445), the ability to understand or read pictures/icons, are widely used in educational material aimed at readers with minimal reading skills because non-verbal visual images are a universal language that every sighted person can interpret.

Arbuckle (2004:446) identified the following as advantages of using icons/pictures:
- to support, reinforce or illustrate meaning in texts

- to provide additional information that gives the reader a deeper understanding of a choice of words
- to capture attention.

This set of questions were included in the questionnaire since in some homes, family practices actively forster the literacy development of children through the creation of particular sets of experiences and opportunities (Machet, 2000:55). Furthermore possible information that could be used in instructional design could be formulated around the identified environments/activities.

Questions 13-20 consisted of inquery into Adult Basic Education and Training. The questions asked were based on whether the respondents heard or knew about ABET. A paragraph explaining what ABET was and meant was read out to those respondents who had no idea about wht ABET was. Furthermore issues on the respondents` availablility to attend classes and whether they thought ABET would help them was also part of the investigation. This section was included in the questionnaire as it was an important attempt to determine which information could be used in ABET literacy programmes (see 1.2 Research aim).

4.5.4 Measures to ensure validity and reliability

Struwig and Stead (2001:130) defines reliability as "the extend to which test scores are accurate, consistent or stable. Validity refers to "the extend to which a research is scientifically sound or appropriately conducted" (Uys and Puttergill, 2003:123; Gray, 2009:51).

The following measures were used and dealt with during the interview as an attempt to insure the validity and reliability in the study:
- The researcher realised that the respondents did not guess the answers when responding to the items in the questionnaires
- No distracting elements occurred during interview
- The respondents were motivated to complete the questionnaire

The construction of the questionnaire involved communities in the selected two communities and was characterised by being appropriate to measure what it was supposed to measure, and that questionnaire items were representative of the information needs under investigation. The questions which were included in the questionnaire were drawn from the respondents` daily activities which were guided by the purpose/aim of the investigation (see chapter 1 in this regard). Furthermore, the researcher had to read the questions and explain what the questions meant so that the respondents could answer questions appropriately. Icons depicting various environments and activities were used by the researcher to help the respondents to understand the questions (see list of icons used under Appendixes)

A possibility exists of obtaining the same results should a re-test occur.

4.5.5 Statistical application applied to the data

The individual scores in the distribution was tabulated according to how many respondents achieved each score, or gave each response, or fell into each category. Numbers and or percentages were calculated and arrived at. Deapnding on overall score ranges, some scores were grouped and distributed in frequencies (see chapter 5 in this regard).

4.6 Summary

Chapter Four provided the researcher with the information on the identities of the communities of Damonsville and Onverwacht. Researcher also attempted to define the terms "community" and "coloureds". Furthermore the researcher also discussed the methodology of information needs assessment applied in the study. Data collection methods and procedures were also explained. Discussion of the components of the questionnaire was done to allow respondents to tell about themselves and also to allow the researcher to know what people considered the most important information needs that could be included in the instructional design of the literacy materials. This chapter also included the discussion of the validation of the contents.