

**INFORMATION NEEDS AND INFORMATION SEEKING BEHAVIOUR OF
NAMIBIAN PASTORS**

**A THESIS SUBMITTED IN FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF INFORMATION SCIENCE**

OF

THE UNIVERSITY OF NAMIBIA

By

DAVID MATSVERU

STUDENT NO: 2007458830

March 2013

Main Supervisor: Dr. C. Nengomasha

Co-Supervisor: Mr. W. Yule

Abstract

This study investigated the information needs and seeking behaviour of pastors in Namibia. The purpose of the study was to establish the information required by pastors to carry out their work, how they seek information and the problems they encounter in doing so. A mixed-method approach research was used to meet the objectives of the study. A stratified quota sample of 200 pastors was used based on Walpole's formula for proportions. One hundred and thirty-eight (69%) participants responded to the questionnaire, while 16 pastors from different denominations in Windhoek, purposively selected as key informants, were interviewed. The Statistical Package for Social Sciences (SPSS) basic level descriptive statistics were used to analyse quantitative data from the questionnaires, while content analysis was used to analyse qualitative data from the interviews.

The findings of this research are that pastors need information for counselling, community development, administration, evangelism, preaching, teaching, public relations and leading a service. When pastors do not find information from formal sources (Bible concordances, Bible commentaries, Bible translations, etc.) in their personal libraries, they turn to informal sources of information (Holy Spirit and other experienced pastors). The respondents revealed that their information seeking behaviour is affected by the fact that existing information is either in languages they do not understand or is not relevant to their contexts. They also pointed out that they lack skills to search the Internet, and the majority have no money to buy computers or subscribe to the Internet.

Many organisations are involved in the provision of pastoral information services but they lack coordination to serve the pastors effectively. A framework for setting up pastoral information services has been proposed. The researcher recommends that the Council of Churches in Namibia (CCN), the Pastors' Book Set (PBS) programme, theological colleges, and local churches work together to systematically provide pastors with the necessary resources. They should periodically assess the information needs and information seeking behaviour of pastors. They need to jointly run workshops to make pastors aware of available sources of information, to encourage the sharing of information among pastors, and to equip pastors with computer and Internet skills. There is also need to repackaging information into local languages and in formats that pastors can access easily.

Table of Contents

List of tables	viii
List of figures	viii
Acknowledgements	ix
Dedication	x
Declaration	xi
Abbreviations and acronyms	xii
CHAPTER 1 : INTRODUCTION	15
1.1 Introduction.....	15
1.2 Orientation of the study	16
1.3 Statement of the problem	17
1.4 Objectives of the study.....	18
1.5 Significance of the study.....	19
1.6 Limitation of the study	19
1.7 Literature review	19
1.8 Theoretical framework	22
1.9 Definition of terms and concepts.....	24
1.10 Research design and methodology	26
1.10.1 Research design.....	26
1.10.2 Population	27
1.10.3 Sample	27
1.10.4 Data collection methods	28
1.10.5 Validity and reliability	29
1.10.6 Procedure.....	30
1.10.7 Data analysis.....	30
1.11 Research ethics.....	30
1.12 Structure of the thesis	31
1.13 Summary	33
CHAPTER 2 : LITERATURE REVIEW	34
2.1 Introduction.....	34
2.2 Information needs and seeking behaviour of pastors.....	35
2.2.1 Information	35
2.2.2 Information need.....	37
2.2.3 Information seeking.....	38
2.2.4 Information behaviour.....	41

2.3	Information sources used and how they are used	45
2.4	Factors affecting pastors' information seeking behaviour	47
2.5	Perceptions of pastors on their preparedness to meet their job demands	54
2.6	Pastoral information service	56
2.7	Information behaviour models	58
2.7.1	Ellis' (1989) behavioural model of information seeking strategies	59
2.7.2	Kuhlthau's (1991) model of the stages of information-seeking	61
2.7.3	Wilson's (1996) model of information seeking behaviour	64
2.7.4	Dervin's (2000) sense-making theory	66
2.8	Reasons for using Wilson's model and Dervin's theory	69
2.9	Summary	71
CHAPTER 3 : RESEARCH METHODOLOGY		73
3.1	Introduction.....	73
3.2	Research design	76
3.3	Survey research	77
3.3.1	Strengths of survey research	78
3.3.2	Weaknesses of survey research	80
3.4	Interviews.....	81
3.5	Research population.....	81
3.5.1	Sampling procedures	83
3.5.2	Stratified sampling.....	83
3.5.3	Purposive sampling.....	86
3.6	Reliability and validity	87
3.7	Data collection instruments.....	88
3.7.1	Questionnaire as a data collection tool	89
3.7.2	Interview guide as a way of collecting data	91
3.8	The pilot study.....	92
3.9	Data collection process.....	93
3.9.1	Administering the questionnaires	93
3.9.2	Existing church documents and interviews with key informants.....	94
3.10	Data analysis.....	95
3.10.1	Analysis of quantitative data	95
3.10.2	Analysis of qualitative data	97
3.11	Ethical considerations.....	97
3.12	Evaluation of the research methodology.....	99
3.13	Summary	100

CHAPTER 4 : DATA ANALYSIS AND PRESENTATION	101
4.1 Introduction.....	101
4.2 Information needs and information seeking behaviour of pastors	103
4.2.1 Information needs of pastors	103
4.2.2 Information seeking behaviour of pastors	105
4.2.3 Information sources used and how they are used	110
4.2.4 Factors affecting pastors' information seeking behaviour	115
4.2.5 Accessibility of pastoral information	121
4.2.6 Perceptions of pastors about their preparedness in carrying out their pastoral duties.....	123
4.2.7 Pastors' views on how to improve pastoral information services	127
4.3 Summary	128
CHAPTER 5 : DISCUSSION OF FINDINGS	130
5.1 Introduction.....	130
5.2 Information needs and information seeking behaviour of pastors	131
5.2.1 Information needs	131
5.2.2 Information seeking behaviour of pastors.....	134
5.3 Information sources used and how they are used	135
5.4 Factors affecting pastors' information seeking behaviour	137
5.5 Perceptions of pastors on their preparedness for carrying out their duties.....	143
5.6 Pastors' views on how to improve pastoral information services.....	144
5.7 Summary	146
CHAPTER 6 : FRAMEWORK FOR SETTING UP PASTORAL INFORMATION SERVICES	148
6.1 Introduction.....	148
6.2 Basis for the proposed framework	148
6.3 Analysis of context	150
6.4 Analysis of prevailing circumstances	152
6.5 Analysis of information seeking behaviour.....	152
6.6 Analysis of information use	153
6.7 Summary	155
CHAPTER 7 : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	156
7.1 Introduction.....	156
7.2 Summary of the findings.....	156
7.2.1 Information needs	157
7.2.2 Information seeking behaviour of pastors.....	158
7.2.3 Information sources used by pastors	158

7.2.4	Factors affecting pastors' information seeking behaviour	159
7.2.5	Level of information accessibility	159
7.2.6	Perceptions of pastors about their preparedness in carrying out their duties	159
7.2.7	Suggestions by pastors on improving information service provision	159
7.2.8	Framework for setting up pastoral information services	160
7.3	Conclusions.....	160
7.3.1	Information needs and information seeking behaviour.....	161
7.3.2	Information sources used and how they are used	161
7.3.3	Perceptions of pastors on their preparedness for their duties	162
7.3.4	Factors affecting pastors' information seeking behaviour	162
7.3.5	Pastors' suggestions for improving pastoral information services.....	162
7.4	Recommendations.....	163
7.4.1	Information needs and information seeking behaviour.....	163
7.4.2	Barriers to information seeking.....	164
7.4.3	Perceptions of pastors	165
7.4.4	Framework for setting up pastoral information services	165
7.4.5	Recommendations for further research	166
7.5	Conclusion	166
	References.....	169
	Appendices	184

List of tables

Table 1.1: Division of the thesis	32
Table 2.1: Biblical pastoral responsibilities	40
Table 3.1: Computed sample of pastors by denomination	85
Table 4.2: Information needed by pastors	104
Table 4.3: Comparison of information needs of pastors as revealed by pastors in the questionnaire and in the interviews	105
Table 4.4: Information seeking behaviour of pastors	106
Table 4.5: Comparison of information seeking behaviour of pastors as revealed by pastors in the questionnaire and in the interviews	109
Table 4.6: Information sources used by pastors.....	111
Table 4.7: Comparison of information sources used by pastors in Namibia as revealed in the questionnaire and in the interviews	115
Table 4.8: Main difficulties in obtaining pastoral information	117
Table 4.9: Comparison of factors affecting pastors' information seeking behaviour in Namibia as revealed in the questionnaires and in the interviews.....	121
Table 4.10: Level of information accessibility.....	122
Table 4.11: Perceptions on preparedness	124

List of figures

Figure 2.1: Ellis' behavioural model of information seeking strategies (Wilson, 1999).....	60
Figure 2.2: A comparison of Ellis' and Kuhlthau's models (Wilson, 1999)	63
Figure 2.3: Wilson's (1996) model of information behaviour (Case, 2006, p. 137)	65
Figure 2.4: Dervin's 'sense-making' theory triangle (Wilson, 1999)	67
Figure 2.5: Dervin's sense-making model (Wilson, 1999)	68
Figure 5.1: Wilson's model of information needs and seeking behaviour	133
Figure 6.1: Proposed framework for setting up pastoral information services.....	154

Acknowledgements

Thanks and glory to God for the grace He bestowed on me throughout this study. I would also like to thank the following people who assisted me to bring this thesis to completion:

Dr. C. Nengomasha - for patiently guiding me throughout this thesis.

Mr. W. Yule - for his insights and support throughout the writing of this thesis.

Mrs. F. Matsveru - for encouraging me and proofreading my thesis.

Namibia Evangelical Theological Seminary (NETS) - for supporting me financially.

Peter and Paula Ryan - for their prayers and financial support.

Dr. Noel I. Liddle and Mrs. Ann Liddle who not only introduced me to librarianship but also encouraged and supported me in many ways.

UNAM library staff - for helping me with the needed information sources.

All the pastors who participated, without whom this study would not have materialised.

Last but not least my mother (Lucia Matsveru) - for inspiring me not to give up when I set my heart on something.

Dedication

I dedicate this thesis to Florence (my wife), Laretta and Kundaimunashe (my children) in appreciation for their patience, support and understanding, which brought this thesis to completion.

Declaration

I, David Matsveru declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

I, David Matsveru, grant The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit, for any person or institution requiring it for study and research; providing that The University of Namibia shall waive this right if the whole thesis has been or is being published in a manner satisfactory to the University.

Signed
David Matsveru

Date:

Abbreviations and acronyms

AAC	-	Apostolic Assemblies of Christ
AACJM	-	African Apostle Church of Johane Marange
AC	-	Anglican Church
AFM	-	Apostolic Faith Mission
AIDS	-	Acquired Immune Deficiency Syndrome
AMEC	-	African Methodist Episcopal Church
AMI	-	Alleluia Ministries International
ANC	-	All Nations Church
AOG	-	Assemblies of God
APCG	-	Assembly's People Church of God
BCM	-	Back to Christ Ministry
BCs	-	Baptist Churches
CA	-	Church of Africa
CAG	-	Coastal Assemblies of God
CATC	-	Church at the Crossroads
CC	-	Catholic Church
CCN	-	Council of Churches in Namibia
CEC	-	Christ Embassy Church
CGWM	-	Church of God World Missions
CJCLS	-	Church of Jesus Christ of the Latter-day Saints
CN	-	Church of the Nazarene
COC	-	Church of Christ
CPC	-	Calvin Protestant Church
CPM	-	Camel Pentecostal Ministries
CRC	-	Christian Revival Church
DDE	-	Department of Distance Education

DLBC	-	Deeper Life Bible Church
DRC	-	Dutch Reformed Church
EBC	-	Evangelical Bible Church
EC	-	Emmanuel Church
ELCIN	-	Evangelical Lutheran Church in Namibia
ELCRN	-	Evangelical Lutheran Church in the Republic of Namibia
EMC	-	Evangelical Mission Church
FC	-	Followers of Christ
FFMI	-	Forward in Faith Ministries International
FGC	-	Full Gospel Church
FICG	-	Fuller Institute of Church Growth
GELC	-	German Evangelical Lutheran Church
GHFM	-	God's Healing Family Ministries
GMC	-	Gospel Mission Church
GOC	-	Gospel Outreach Church
GTM	-	Gospel Truth Ministries
HIV	-	Human Immunodeficiency Virus
HPCC	-	His People Christian Church
ICTs	-	Information Communication Technologies
JSTOR	-	Journal Storage
JW	-	Jehovah's Witnesses
KCC	-	Khomasdal Community Church
KFBMI	-	Kingdom Faith Builders Ministries International
KIM	-	Kingdom Identity Ministries
LISA	-	Library and Information Science Abstracts
LISTA	-	Library Information Science Technology Abstracts
MBC	-	Mennonite Brethren Church
MCSA	-	Methodist Church of Southern Africa

NAC	-	New Apostolic Church
NASB	-	New American Standard Bible
NETS	-	Namibia Evangelical Theological Seminary
NSFC	-	New Song Family Church
NWAHG	-	No Walls Apostolic House of God
OVC	-	Orphans and Vulnerable Children
PAC	-	Pentecostal Assemblies Church
PHCF	-	Potter House Christian Fellowship
PPC	-	Pentecostal Protestant Church
PUC	-	Protestant Unity Church
RC	-	Rhenish Church
RCCG	-	Redeemed Christian Church of God
RCI	-	Revival Centres International
RM	-	Restoration Ministries
SADC	-	Southern African Development Community
SDA	-	Seventh-day Adventist
SDI	-	Selective Dissemination of Information
SPSS	-	Statistical Package for Social Sciences
UCC	-	United Church of Christ
UCC	-	United Congregational Church
UMC	-	United Methodist Church
URC	-	Uniting Reformed Church
ZCC	-	Zion Christian Church

CHAPTER 1 : INTRODUCTION

1.1 Introduction

Pastors are trained people who have devoted their lives to serving God by imparting biblical wisdom and guidance to society. Their responsibilities include administration, evangelism, preaching, directing prayers or services, community development, public relations, youth services, accounting, member care, teaching and counselling, including HIV and AIDS counselling (Warren, 1995, p. 49). They give people emotional support and comfort in times of sadness or joy. Individuals, families and nations rely on them in relation to a number of problems ranging from social to religious issues.

The Namibian President Hifikepunye Pohamba in March 2007 called on religious leaders to consult on the issue of moral decay in Namibia, particularly the issue of HIV and AIDS (Isaacs, 2007). This shows the importance the Namibian government has placed on pastors. As pastors work with individuals, families, and nations, they definitely need information.

The word 'pastor' is a Latin word for herdsman (Harper, 2010). It is an official title for a priest or a preacher in a local church. Their qualifications and ordination vary from denomination to denomination. The biblical mandate for pastors is that they are to be above reproach, temperate, self-controlled, respectable, hospitable, able to teach, not given to drunkenness, not violent but gentle, not quarrelsome, not lovers of money, able to manage their own households well, not a new convert, but someone who enjoys a good reputation with those outside the church (1Tim 3:2-7).

This study seeks to establish the information needs and information seeking behaviour of pastors in Namibia. An information need is recognition that knowledge is inadequate to satisfy a goal (Case, 2002), while information seeking behaviour is that conscious effort to acquire information in response to that need (Eskola, 1998).

1.2 Orientation of the study

Research on information needs and information seeking behaviour of different information user groups has been carried out over the years on university students (Eskola, 1998), on theologians (Gorman, 1990), on women in small businesses (Mchombu, 2000) and recently on orphans and vulnerable children (OVC) (Mchombu, 2008). However, studies on information needs and information seeking behaviour of pastors are rare despite the fact that 91.44% of Namibians claim to be Christians (Mandryk, 2010) and as such, many pastors are serving them in one way or the other. In Namibia, pastors play a very important role in communities and as such, information service providers need to establish how pastors seek information and what problems they encounter. Verified information can then be used to tailor-make information services to meet pastors' information needs.

Few similar studies on pastors' information needs and information seeking behaviour have been conducted. Gorman (1990) carried out a quantitative survey on the information seeking behaviour of theologians. Theologians are people who study or have studied theology and are not necessarily pastoring or intending to pastor a church. While this group may fall within the category of pastors, the reality is that their setting is different from a person running a church on a day-to-day basis. Michels (2005) used a qualitative study with only seven participants on informal

information seeking behaviour of biblical studies scholars. As much as this researcher respects qualitative research because of its depth, he strongly feels that Michel's study was used narrowly and on a very limited population. A study of this nature also requires that participants be pastors who reside over a local congregation.

Limited access to contextual information sources to counsel, preach and teach is one of the challenges faced by pastors in carrying out their different roles. Pastors are limited in their capacity to access contextual information in many ways, for example lack of knowledge, technological limitations and non-availability of information sources in local languages. They may fail to perform their duties because they either do not understand what relevant information is needed and/or they do not know how to obtain it with efficiency (The Shams Group, 2005). For example, there is a general belief that fighting HIV and AIDS in Africa is not only a medical issue but also a religious issue and hence the need to involve pastors. African governments have often referred to it as a multi-sectoral approach (Isaacs, 2007). However, sometimes pastors are ignorant of relevant information in order to gain access to a wide range of resources.

1.3 Statement of the problem

Pastors train in different institutions and serve in denominations and congregations that vary socially, economically, politically and spiritually, and hence their information seeking behaviours could be affected by their different contexts (Ronald & Wicks, 2009). Although pastors in Namibia may be performing well in their pastoral roles, it is necessary to know how well equipped and informed they are to deal with these important issues. This researcher's personal discussions with some

pastors and church members before the study was carried out indicated that some pastors are inadequately informed to cope with their ministry demands. The researcher also noted that no studies have been done on information needs and information seeking behaviour of pastors in Namibia. This study explored the suitability of Wilson's (1996) model of information seeking behaviour and Dervin's (2003) sense-making theory in designing a suitable information service for pastors in Namibia after understanding their information needs and seeking behaviours in their endeavour to fulfil their different roles.

1.4 Objectives of the study

The main objective of this study was to establish the information needs and information seeking behaviour of pastors in Namibia. To attain this broad objective the research was guided by the following specific objectives:

1. To establish the information needs and information seeking behaviour of pastors;
2. To determine the perceptions of pastors on their preparedness for their pastoral duties;
3. To establish the information sources used and how they are used;
4. To investigate factors affecting pastors' information seeking behaviour; and
5. To come up with a framework for setting up pastoral information services in Namibia.

1.5 Significance of the study

Significance refers to the application and meaning of the study to ‘the real world’ (Berg, 1994, p. 34); in this case theological information providers, churches and Bible colleges in general and pastors in particular. The findings of this research are significant in that they:

- Lead to a better understanding of pastoral information needs;
- Identify the information sources pastors already have access to and the existing gaps in information access;
- Influence policy- and decision-makers (churches and theological institutions) and religious information service providers (theological libraries); and
- Contribute to academic knowledge on the subject of information needs and seeking behaviour of pastors.

1.6 Limitation of the study

Although a survey was conducted nationally, 110 (80%) out of the 138 respondents who returned the questionnaire were from Windhoek. Interviews that were conducted gathered qualitative data from 16 key informants (pastors) based in Windhoek. This was necessitated by the fact that all major churches are represented in Windhoek. The researcher recommends that further research on “information seeking behaviour of rural pastors in Namibia” be carried out, as rural and urban contexts are different.

1.7 Literature review

In preparation for this study, “information needs and information seeking behaviour of Namibian pastors”, a preliminary literature review was undertaken based on the

assumption that knowledge accumulates and that researchers learn from and build on what others have done (Neuman, 2011, p. 111).

A number of databases were searched (LISA, LISTA and JSTOR). The researcher noted that a number of studies have been conducted on information needs and information seeking behaviour in general. However, very little was found on information needs and information seeking behaviour of pastors. In their studies on information seeking behaviour of theologians, Gorman (1990) and Wicks (1999) found that theologians rely heavily on “invisible colleges”. An invisible college refers to a situation where theologians depend on each other for the exchange of ideas. This is the same concept Crane (1972) has referred to as a “social circle” or “social network”. When the social network theory is applied to information needs, the premise is that, “social networks to which individuals adhere affect the way in which they seek information” (Wicks, 1997, p. 156). By this, Wicks meant that social networks of which one is a member affect the individual’s information seeking attitude.

According to Wicks (1999) even though pastors use libraries, in most cases they build their personal collection during their time of training. When they go to a library, they tend to function independently of librarians. He goes further to say that pastors seek information by themselves, and enjoy browsing shelves and scanning journals. Wicks’ study does not give an exact setting of the pastor serving in a local church. It focuses on lecturers and students in a seminary setup. However, the researcher finds Wicks’ study helpful as it shows how information seeking behaviour is developed in the lives of pastors-to-be.

Tanner (1994) argues that it is congregational rules and regulations that govern the pastors' selection of information sources. In other words, Tanner is saying that before a pastor uses an information source he or she evaluates it to see if it does not contradict the doctrines and teachings of the denomination he or she is serving. Lauman (1987) has identified three components that can be used to determine network boundaries, namely actors, relations and activities. Actors in this case are pastors who serve in the same denomination. Relations refer to pastors serving in the same denomination but who have frequent purposeful contact with one another. Activities refer to a working together of pastors to lobby the government about a cause, for example, HIV and AIDS, under the Council of Churches in Namibia (CCN).

In wrestling with HIV and AIDS especially in the African context, issues of spirituality and religion cannot be ignored and this is why on several occasions the Namibian government has called on pastors to play a role. However, pastors differ in their approach to this issue. Some pastors say HIV is God's judgment on immoral people while others proclaim that AIDS is curable by faith (Dube, 2003, p. 3). Hence the importance of researching on how well equipped and informed they are to deal with these important issues.

Michels (2005) in his qualitative study focused on informal information seeking behaviour of seven biblical scholars. The participants turned to other professionals for confirmation and affirmation as they became more self-confident as researchers. Michels' research is very narrow since pastors are involved in numerous activities in the life of a community and not just biblical issues. How one behaves in a class setup

may be different from the way he or she behaves in the field. In research conducted in America by Fuller Institute of Church Growth (FICG, 1991), 70% of the 1500 pastors revealed that they did not have friends despite the fact that they belonged to a denomination.

While no studies were found on information needs and information seeking behaviour of pastors in Namibia or Africa, a few studies found on America (Wicks, 1999), Canada (Tanner, 1994) and Australia (Gorman, 1990) might have a bearing on Namibia in the light of globalisation. Studies conducted in America reveal that there are information gaps in the delivery of services by pastors. In the FICG study referred to above, 50% of the 1500 pastors indicated that they were not able to meet the demands of their jobs, while 90% revealed they were inadequately trained to cope with ministry demands, resulting in 33% of pastors resigning every month in America. The reasons for the failure by these American pastors to meet job demands could include lack of knowledge, technological limitations and possibly low levels of education. Awareness of, and access to, the right information is of major importance in carrying out pastoral duties.

1.8 Theoretical framework

The study of information needs and information seeking behaviour is known to scholars as “user studies” (Carr, 2006; Eskola, 1998; Mann, 2005). User studies have been the major subject of many studies. These studies have resulted in a number of information seeking models. A model in this case is a framework for thinking about a problem, which attempts to describe an information-seeking activity and the causes and consequences of that activity (Wilson, 1999). Some of these models are Wilson’s

model of information seeking behaviour (1996), Dervin's sense-making theory (2003), Ellis's behavioural model of information seeking strategies (1989) and Kuhlthau's model of the stages of information-seeking (1991). Behind these models is the belief that information seeking is a result of the recognition of some need perceived by the user.

Models are needed in research because they provide guidance in setting research questions. This research is based on Wilson's (1996) model of information seeking behaviour and partly on the sense-making theory developed by Dervin and others (2003). Wilson proposes that an information need is not a primary need, but a secondary need that arises out of needs of a more basic kind. In an effort to discover information to satisfy a need, the enquirer is likely to meet with barriers of different kinds. Wilson notes that the context of the needs may be the person himself/herself, or the role demands of the person's work or life.

The central idea of the sense-making theory is that as people move through time and space, they develop unique points of view from personal experiences and observations, and at some point they come to a gap, where sense runs out, which then needs to be bridged. It is this gap that also causes the information seeker to behave in a certain way in trying to bridge the gap. This implies that when pastors are confronted with demands in their different roles, they use the information they have accumulated over the years, but when that information becomes inadequate, they look for more information elsewhere.

The study's questionnaire and interview guide were designed taking into consideration the information-seeking activities, causes and consequences of the activities as outlined in Wilson's model of information seeking.

1.9 Definition of terms and concepts

This section endeavours to clarify the terms used in this study.

Church: According to Douglas (1978) the word "church" is derived from a Greek word "*kurikon*", which means "the Lord's" house or body. Douglas further defines this body as "people of God, called by the divine initiative into holy convocation" (p. 226). In this study the word church is used to refer to the body of Christians either in their local groupings or universally.

Congregation: A group of people assembled in a specific place for ecclesiastical purposes.

Contextualisation: According to Nicholls (1979) contextualisation is "the translation of the unchanging content of the Gospel of the kingdom into verbal form meaningful to the peoples in their separate culture and within their particular existential situations" (p. 647). In this study contextualisation is used to refer to indigenisation.

Denomination: A group of congregations united under a common theological doctrine and name and organised under a single administration or legal hierarchy.

Gap: A gap is an encounter with a discrepancy or lack of sense in a person's environment. Dervin (1983) defines gap as, "a state that arises within a person, that

might be filled by information or by some other kind of help or bridge (cited in Case, 2006, p. 332). In this study a gap refers to lack of information or skill to perform the desired duties.

Information behaviour: According to Case (2002) information behaviour “encompasses information seeking as well as the totality of other unintentional or passive behaviours ..., as well as purposive behaviours that do not involve seeking, such as actively avoiding information” (p. 5). In other words, information behaviour refers to what an individual does to fulfil an information need.

Information need: Wilson (1999) describes information need as “not a primary need, but, first, a secondary need that arises out of needs of a more basic kind; and second, that in an effort to discover information to satisfy a need, the enquirer is likely to meet barriers of different kinds” (p. 252). An information need according to this study is the information required by an individual to carry out a task.

Information seeking behaviour: These are strategies employed by individuals to acquire information, including a selection of sources and channels, to meet their need and preference for messages on particular subjects (Case, 2002; Wilson, 1999). In this study, information seeking behaviour is what a person does in pursuit of information to satisfy a need.

Pastor: A man or woman trained to take physical and spiritual care of a congregation irrespective of their denomination. The same word is used to refer to priests and elders.

Pastoral information: Data that can be used by pastors to enable them to carry out their pastoral duties effectively.

Pastoral information services: Those services that aim to provide pastors with relevant information for their specific duties. In this study, services refer to support given to pastors to enable them to carry out their pastoral duties.

1.10 Research design and methodology

A detailed discussion of the study's research design and methodology is given in Chapter 3. However, this section gives a brief overview of the research design and methodology of the study.

1.10.1 Research design

A mixed method approach (using quantitative and qualitative techniques) was preferred because of its numerous advantages that include ability to gather data from a dispersed and large number of subjects. The methodology can be used to get data on attitudes and behaviours as well as to find answers to the questions who?, what?, when?, and where?. Most importantly, the findings of a mixed method approach research can be generalised (Mouton, 2001, p. 153), thereby allowing the researcher to propose a framework for setting up pastoral information services that may be applicable to all Namibian pastors.

The quantitative approach was used to obtain personal data, while the qualitative technique was used to obtain data on knowledge, awareness, feelings, attitudes, and opinions relating to the information seeking behaviour of pastors. A questionnaire was hand delivered to pastors in different parts of the country through the Namibia

Evangelical Theological Seminary's (NETS) regional offices in Ongwediva, Gobabis, Mariental, Walvis Bay and Windhoek.

1.10.2 Population

There are approximately 173 denominations in Namibia (Mandryk, 2010, p. 614). It is not easy to know the exact number of denominations in Namibia since there are no requirements by the government for churches to be registered. Sixteen churches are affiliated with Council of Churches of Namibia (CCN) while others are affiliated with the Association of Pentecostals and Charismatic Churches in Namibia (APCCN). Some denominations are not affiliated with any church body. However, according to Brain (2011), there are approximately over 1400 trained pastors presiding over congregations in Namibia. This group was used as the research population for this study.

1.10.3 Sample

The most critical element of the sampling procedure is the choice of the sample frame which constitutes a representative subset of the population from which the sample is drawn (Pinsonneault, 1991). Selecting a sample was necessary as consulting all pastors in Namibia could not have been possible (Struwig & Stead, 2001, p. 109). A stratified quota sample of 200 pastors was taken from different denominations using Walpole's formula for proportions (Walpole, 1982) as explained below:

$$n_i = (N_i / N) n$$

Where: n_i represents Quota size required,

N_i represents Number of pastors in each denomination,

N represents Total study population,

n represents Total sample size used.

The formula helped to determine the number of pastors to be taken from each denomination to participate in the questionnaire survey, while purposive sampling was used to select 16 key informants to participate in the interviews. The participants were purposively picked for being pastors of influential denominations, knowledgeable on their denominations' policies and their ability to communicate fluently in English.

1.10.4 Data collection methods

The research was conducted with the aid of three data collection instruments. The researcher reviewed existing literature, sent out a structured questionnaire and conducted semi-structured interviews with 16 key informants to collect qualitative and quantitative data. Existing literature here refers to denominational policy documents that may prohibit pastors from using certain information sources. Interviews are a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from respondents. Interviews were used to obtain qualitative data about personal information, attitudes, perceptions and beliefs of the pastors regarding their information needs, information seeking behaviour and how prepared they think they are to deal with pastoral tasks. For quantitative data a questionnaire with open-ended and closed questions based on the concepts of Wilson's information seeking behaviour model and Dervin's sense-making theory

were used to gather data on context, information behaviour and difficulties encountered in seeking information.

The Likert scales are a widely used attitude scaling tool and in this study a four point scale was used. The scale measures the extent to which a person agrees or disagrees with the question; for example “strongly agree”, “agree”, “disagree” or “strongly disagree” (Albaum, 1997, p. 333). The scale was also used to gather data on demography, information needs and different roles played by pastors.

1.10.5 Validity and reliability

A semi-structured interview guide was used to collect qualitative data on perceptions from the sixteen pastors purposively selected from different denominations as key informants, while a questionnaire was used to obtain quantitative information from pastors throughout the country. The pastors were purposively selected to represent their denominations as most of them are represented in Windhoek. Triangulation (using different data gathering instruments) gives the desired confidence, or what Struwig and Stead (2001) refer to as “reliability and validity” to a study (p. 100).

Before the research was conducted, a pilot study was conducted with 5 pastors-in-training to test the validity of the instruments. The feedback from the pastors-in-training was that the level of English was a bit high and the researcher simplified the English. After simplifying the English, the researcher noted that the instruments were good enough to produce the desired objectives. This was done to ensure the validity of the instruments.

1.10.6 Procedure

A list of pastors in Namibia was created after consultation with the Council of Churches, Association of Pentecostals and Charismatic Churches in Namibia, theological colleges and heads of denominations. A self-administered questionnaire was handed to 200 pastors while semi-structured interviews were conducted with 16 key informants (pastors) based in Windhoek.

1.10.7 Data analysis

Data analysis is about how the researcher orders and presents the findings of this study. The purpose of the analysis is to “transform the unordered data into something meaningful” (Gillham, 2000, p. 25). In this study, a computer-based programme, SPSS (2010) was used. Basic level descriptive statistics were used to organise and analyse statistical data obtained using quantitative techniques. The data was placed into categories of objects for each variable that was measured by the different questions in the questionnaire. Qualitative data obtained through verbal and written responses (interviews) was analysed using content analysis.

1.11 Research ethics

Research ethics provide the researcher with a code of moral guidelines on how to conduct research in a morally acceptable way. It involves obtaining the informed consent of the participants. The participants need to agree to the use of the data and how its analysis will be reported and disseminated (Gillespie, 2008, p. 46). Before the study was carried out, written permission was sought from the Council of Churches and Heads of Denominations concerned. Informed consent was also sought

from the participants and confidentiality was protected by way of not requiring participants to give their names.

1.12 Structure of the thesis

This study presents the findings from the literature reviewed, questionnaires and interviews as outlined in Chapters 2 and 3. Chapter 4 presents and analyses the data, while Chapter 5 deals with the interpretation of the data presented and analysed in Chapter 4. Chapter 6 recommends a framework for setting up pastoral information services, while Chapter 7 gives an overall summary of the findings and conclusions of the study and giving recommendations based on those conclusions. Table 1.1 gives an outline of the thesis and a brief overview of the contents of each chapter.

Table 1.1: Division of the thesis

Chapters	Content overview
Chapter 1 Introduction	Chapter 1 includes the introduction to the study; orientation of the study; problem statement; objectives; research methodology; definition of terms; research procedure; significance of the study and the structure of the thesis.
Chapter 2 Literature review	In Chapter 2, literature that is relevant to the research objectives is reviewed.
Chapter 3 Research methodology	This chapter discusses how the survey research method was applied including its application of both qualitative and quantitative techniques in the collection and analysis of the data.
Chapter 4 Data analysis and presentation	This chapter presents the collected data on: information needs and seeking behaviour of pastors; perceptions of pastors on how well prepared they think they are to meet ministry demands; information sources used and how they are used and factors affecting pastors' information seeking behaviour in comparison to researches done elsewhere.
Chapter 5 Interpretation of the data	In Chapter 5, findings of the study are discussed in relation to the objectives of the study and the literature review.
Chapter 6 Framework for setting up pastoral information services	Chapter 6 highlights one of the recommendations of the study, which is also an answer to Objective 5: "To come up with a framework for setting up pastoral information services in Namibia".
Chapter 7 Summary, conclusions and recommendations	This chapter gives a summary, conclusions and recommendations on the findings of the study.
References	This section gives a list of all information sources cited in the study. The American Psychology Association (APA) style of referencing was used.
Appendices	This section includes a letter by the Supervisor to introduce the researcher, a letter of request by the researcher, data gathering protocol, questionnaire, informed consent form and interview guide.

1.13 Summary

This chapter has provided the overview of the study by discussing the orientation of the study, statement of the problem, objectives of the study, significance of the study, limitation of the study, literature review, theoretical framework, ethical issues, definition of terms, the design and methodology of the study and the structure of the thesis. Chapter 2 reviews the literature on information needs and information seeking behaviour of pastors, perceptions of pastors on their preparedness to meet ministry demands, information sources used by pastors and factors affecting their information seeking behaviour.

CHAPTER 2 : LITERATURE REVIEW

2.1 Introduction

This literature review was undertaken based on the assumption that knowledge accumulates and that we learn from and build on what others have done (Neuman, 2011, p. 111). Hart (1998) notes that without a review of literature one will not be able to acquire an understanding of his or her topic, of what has already been done on it, how it has been researched and what the key issues are (p. 1).

In an attempt to locate literature on the information needs and information seeking behaviour of pastors, the researcher searched a number of databases (LISA, LISTA, and JSTOR). Indications are that a number of studies have been conducted on information needs and information seeking behaviour in general. However, nothing was found on information needs and information seeking behaviour of pastors in Namibia or Africa. The review helped in conducting a survey on information needs and information seeking behaviour of pastors in Namibia and the findings assisted in proposing a framework for pastoral information service.

Since literature on information seeking behaviour of pastors in Namibia or Africa could not be found, the literature review was expanded to include similar studies such as information seeking behaviour of theologians and information seeking behaviour in general. The goal of the literature review was to meet the objectives of the study, which are:

- To establish the information needs and information seeking behaviour of pastors;
- To determine the perceptions of pastors on their preparedness for their pastoral duties;
- To establish the information sources used and how they are used;
- To investigate factors affecting pastors' information seeking behaviour; and
- To come up with a framework for setting up pastoral information services in Namibia.

These objectives, as outlined in Chapter 1 and information behaviour models, formed the basis of subtopics of the literature review.

2.2 Information needs and seeking behaviour of pastors

Before discussing the information needs and information seeking behaviour of pastors, it is imperative to define important words that make up this review. This section will define “information”, “information need”, “information seeking” and “information behaviour” as these terms are important in understanding the subject under study.

2.2.1 Information

The word “information” is sometimes confused with “data” and “knowledge”. Machlup (1983) points out that data is a “raw” type of information (p. 657) while “information” is the processed data. For Machlup, knowledge can be acquired through thinking whereas information is acquired by being told (p. 644). The word “information” is derived from the Latin word “*informare*” which means, “giving

form” or “to design” (Ryden, 2008). Reitz (2004) defines it as “data presented in a comprehensible form to which meaning has been attributed within the context of its use”. In other words, specific data can be considered as information if it conveys a meaning to the person who receives it.

Brenda Dervin (1992) defines information as “that which helps people to make sense of their world”. Dervin further notes that “the individual, in her time and space, needs to make sense She needs to inform herself constantly. Her head is filled with questions. These questions can be seen as her information needs” (p. 170).

Buckland (1991) defines information in three ways: as a “thing”, as “knowledge” and as a “process”. Information as a “thing” is used attributively to refer to objects, such as documents (books, DVDs, CDs) as they have the feature of imparting knowledge. Information as “knowledge” denotes that which is perceived in information as a “process”, that is the knowledge communicated. Information as a “process” refers to the act of informing, telling, or communicating knowledge. In this context, information will encompass all three: thing, knowledge and process.

In this study the terms “data,” “information” and “knowledge” will be used synonymously, because they are not clearly delineated in studies of information behaviour. In the past, knowledge was strictly viewed as something of the mind, while data and information were viewed as tangible physical objects. The new paradigm in information seeking is to view all three as something in someone’s mind and not primarily as a physical object (Case, 2005, p. 65).

2.2.2 Information need

Having defined information, it is also important to define what an information need is. Rertz (2004) defines information need as a gap in a person's knowledge that, when experienced at the conscious level as a question, gives rise to a search for an answer. If the need is urgent, the search may be pursued with diligence until the desire is fulfilled. According to Grunig (1989) needs are an "inner motivational state" that brings about thought and action (p. 209). This "inner state" may include wanting, believing, doubting, fearing, or expecting (Liebnau & Backhouse, 1990). Green (1990) has identified four general conclusions about needs. Needs are instrumental, usually contestable, necessary and are not necessarily a state of one's mind.

Needs, as Green points out, are instrumental in the sense that when they are pursued they help one to reach a desired goal. Hanson (1971) argues that real needs are neither always recognised nor precisely formulated and may not lead to positive steps being taken to secure the information (p. 50). According to Green, needs are usually contestable because they are different from wants. A need is a necessity without which one may not be able to satisfy primary needs while a want is something one can live without. Last but not least, needs are not necessarily a state of mind, for it is possible to be unaware of one's true need (pp. 65-67). Choo and Auster (1993) have echoed that information needs vary according to users' membership in professional or social groups, their demographic backgrounds, and

the specific requirements of the task they are performing (p. 284). In other words, it is the information need that leads to information seeking.

Pastors train in different institutions and serve in denominations and congregations that vary socially, economically, politically and spiritually. Their information seeking behaviours could therefore be affected by their different contexts. However, it is the “inner state” referred to above that drives the different pastors to different sources of information. Such sources could be personal libraries, public libraries or other pastors.

Now that information and information need have been defined, it is also important to also understand what information seeking means.

2.2.3 Information seeking

Spink and Cole (2005) define information seeking as, “a sub-set of information behaviour that includes the purposive seeking of information in relation to a goal” (p. 262). Information is not sought in a vacuum. This is why Wilson (1999) notes that purposive seeking for information is a consequence of a need to satisfy some goal. There is always a motivating factor behind all information seeking. The seeker exists in an environment that partially determines, constrains, and supports the types of needs and inquiries that arise. The seeker also has his or her own memories, pre-dispositions and motivations. According to Belkin and Croft (1992) the process is necessitated by a problem and a need to solve it. However, Sperber and Wilson (1995) have cautioned that it is not only because of problems or because of a need to

make decisions that people seek information. Sometimes people seek information out of the desire to have more information.

Information seeking is an implicit decision that people make in answering their questions. In making this decision, people make implicit assumptions about the cost of finding the information, its value and the cost of not having it. The amount of time people are willing to spend depends on the nature of the information needed and the value they place on their time (Clair, 1997, p. 72).

Information seeking therefore is an important step to problem solving. The process begins when someone perceives that the current state of knowledge is less than that needed to deal with some issues (Hayden, 2011). The process includes recognising and interpreting the information problem, establishing a plan of search, conducting the search, evaluating the findings and, if necessary, iterating through the process again (Hearst, 2009).

If information is located and is used, then the information seeking was successful. However if the located information fails to satisfy the original perceived need, the process of information seeking is likely to continue. Weberley and Jones (1998) have argued that information seeking is a basic activity in which all people participate, while Spink and Cole (2007) have reiterated that information seeking behaviour is a unique attribute that differentiates people from animals.

As pastors serve in their different duties of administration, Christian education, church discipline, community service, counselling, evangelism, prayer, sermon preparation, social action, teaching, preaching, home visitations, weddings,

premarital counselling, conducting funerals and visiting the sick in hospital, they definitely need information. The Bible has outlined a number of responsibilities that pastors should perform by as shown in Table 2.1 below.

Table 2.1: Biblical pastoral responsibilities

Responsibility	Passage (NASB)	Reference
Oversight of the church	Be on guard for yourselves and for all the flock, among which the Holy Spirit has made you overseers...	Acts 20:28
Share authority with others	Therefore, I exhort the elders among you... nor yet as lording it over those allotted to your charge...	1 Peter 5:1,3
Shepherd the church	Therefore, I exhort the elders ... shepherd the flock of God among you...	1 Peter 5:1-2
Teach the Word of God and pray	But we will devote ourselves to prayer, and to the ministry of the word. Let the elders who rule well be considered worthy of double honor, especially those who work hard at preaching and teaching.	Acts 6:4 1 Tim 5:17-19
Resolve doctrinal issues	And the apostles and the elders came together to look into this matter.	Acts 15:6
Godly example to the church	Therefore, I exhort the elders ... be examples to the flock.	1Peter 5:1-2
Pray for the sick	Is anyone among you sick? Let him call for the elders of the church, and let them pray over him...	James 5:14
Church Discipline	And if he refuses to listen to them, tell it to the church...	Matt. 18:15-17

Source: Like the Master Ministries (2011)

The Greek word translated as “pastor” literally means “shepherd”. In the context of the Bible, this refers to a spiritual shepherd rather than a literal one. Just as Jesus was described as the good shepherd, the pastor's duties include shepherding his church members, or those who attend the church and live in the surrounding community. The Apostle Peter in his epistle instructs elders to shepherd the flock of God, exercising oversight voluntarily and with eagerness (1 Peter 5:1-5). One of the major responsibilities of a pastor is to shepherd the church, caring for the members as one would do with sheep.

The major duties of the modern pastor are preaching and teaching, and most pastors will spend more time on preparing to preach and teach than on any single other task. Pastors must study the Bible and develop sermons in addition to teaching Sunday morning classes and sometimes evening Bible studies as well. This is how they “feed the flock.” Another important duty of a pastor is to counsel members of his or her congregation. This is often referred to as pastoral care. Pastoral counselling is not just for deep emotional problems; it can be as simple as meeting with people to see how they are and to answer questions about Christian life. Pastors also offer pre-marital counselling to engaged couples for whose weddings they will officiate. In carrying out all these responsibilities, pastors need information.

2.2.4 Information behaviour

Case (2006) states that information behaviour “encompasses information seeking as well as the totality of other unintentional or passive behaviours..., as well as purposive behaviours that do not involve seeking, such as actively avoiding information” (p. 5). Information behaviour takes place in a context. Dewey (1960)

defines context as “a selective interest or bias, which conditions the subject matter of thinking” (p. 90). According to Bateson (1978), context is “the pattern that connects ..., without context there is no meaning” (p. 13).

In their studies on information seeking behaviour of theologians, Gorman (1990) and Wicks (1999) found that theologians rely heavily on “invisible colleges” when they are in need of information. An invisible college is a set of informal communication relations among scholars or researchers who share a specific common interest or goal (Zuccala, 2011). The term was first used in seventh century Europe when the Royal Society of London was founded. Its members did not belong to a formal institution, and as such, they referred to themselves as an invisible college due to their geographical closeness and regular meetings based on shared scientific interests. This is the same concept Crane (1972) has referred to as a “social network.”

Lauman (1987) has identified three components that can be used to determine network boundaries, namely, actors, relations and activities. Actors are in this case pastors who serve in the same denomination. However, serving in the same denomination may not necessarily mean the pastors have a working relationship. Relations refer to pastors serving in the same denomination and who have frequent purposeful contact with one another, while activities refer to a working together of pastors to lobby the Government with regard to a cause, for example HIV and AIDS under the Council of Churches. These pastors may actually be coming from or serving in different denominations.

A survey by Barna Group (2006) of pastors in the United States revealed that pastors struggle to maintain friendships. In fact, 382 (61%) pastors out of the 627

participants admitted that they had no close friends. Wicks (1999) reiterates that, “when the social network theory is applied to information needs, the premise is that the particular social networks to which individuals adhere affect the way in which they seek information” (p. 156). This is a hypothesis this researcher will try to verify in this study.

According to Wicks, even though pastors use libraries, in most cases they build their personal collections during their time of training. Even when they visit a library, they tend to function independently of librarians. Wicks goes further to say that pastors seek information by themselves and enjoy browsing shelves and scanning journals. Wicks does not only see pastors as information seekers but as “gatekeepers”. A gatekeeper according to Crane (1967) is a person who controls the flow of information through a channel by shaping, emphasising, or withholding it. Pastors are not only information seekers but are also information sources. They give information not only to church members but also to each other.

Wicks’ study focuses on lecturers and students in a seminary setup rather than pastors serving in a local church setting. However, the researcher finds Wicks’ study helpful as it shows how information seeking behaviour is developed in the lives of the pastors-to-be.

In wrestling with HIV and AIDS especially in the African context, issues of spirituality and religion cannot be ignored and this is why on several occasions the Namibian Government has called on pastors to come on board. In addition, Ryden (2008) says that many people tend to listen to pastors more than they do to other people. Unfortunately, pastors differ in their approach with regard to different issues

of life. Even when they are from the same denomination, speaking on the same topic and at the same point in time, a certain lack of uniformity exists in their interpretation of the Bible (Wicks, 1999, p. 220). For example, concerning HIV and AIDS, some pastors say HIV is God's judgement on immoral people, while others proclaim that AIDS is curable by faith (Dube, 2003, p. 3). It is for this reason that the researcher thinks it is important to research how well equipped and informed pastors are to deal with these important issues.

Michels (2005) in his qualitative study focused on informal information seeking behaviour of seven biblical studies scholars. The findings show that participants turned to other professionals for confirmation and affirmation as they became more self-confident as researchers. Michels' research tends to be very narrow since pastors are involved in numerous activities in the life of a community and not just biblical issues. In addition, the way one behaves in a class setup may be different to the way he or she behaves on the job.

However, Wicks (1999) hypothesised that the behaviour of pastors is influenced by the interaction of their work worlds and work roles (p. 208). Pastors' worlds are of three categories: theological, denominational and congregational. There are also three roles that pastors undertake: preaching, care giving and administering. Wicks further reiterates that information seeking among clergy could be characterised as "open" or "closed" depending on the particular world in which the pastor is operating and the specific role he or she is performing at that time (p. 209). Understanding the process of pastors' information seeking behaviour can thus help the study to answer

the question: “What should the church and pastoral information service providers do to support the pastors?”

2.3 Information sources used and how they are used

An information need often leads the user to search for information, making demands upon a range of information sources. According to Hayden (2011) these information sources include information systems (university and public libraries); human resources (experts, professors, colleagues); and other resources (personal libraries and media). Ryden (2008) in his study noted that there were very few religious books in public libraries and this could probably explain why pastors gather their own information sources during their time of training (Wicks 1999). Case (2006) highlights information sources as being formal or informal. Formal sources refer to textbooks, encyclopaedias, or daily newspapers, while informal sources tend to be friends, colleagues, and family.

Pastoral work, like any other trade or profession, requires information sources (Anderson, 1985, p. 38). Anderson points out that for many years the principal sources of the pastorate have been books. These books include Bible translations, Bible study aids (Greek and Hebrew lexicons, word-study books, Bible dictionaries, atlases, encyclopaedias, and concordances), background information (Bible survey books and Bible history books), theological works, biographies, devotional books, books on church history, Christian education, missions, administration, counselling, music, pastoring and worship.

Lee and Cho (2011), in their study on factors affecting information seeking and evaluation in a distributed learning environment, note that the perceived quality of information and the information source is the main criterion that guides an individual's information seeking behaviour (p. 216). Different authors (Beebe & Beebe, 2005; Griffin, 1967) reiterate that the perceived expertise and trustworthiness of the source influence the acceptance of information. Sources perceived to offer the highest quality of information in terms of relevance are likely to be selected. Relevance, according to Reitz (2010), is the extent to which information retrieved in a search is judged by the user to be applicable to the subject of the query.

Sperber and Wilson (1995) see relevance as a key aspect of efficiency in information provision given the fact that because of the Internet, there is more information and information sources available than our senses can process (p. 47). The definition of relevance has changed over the years to being subjective (Ingwersen & Jarvelin, 2005). The definition is now based on the knowledge state and intentions of the user rather than a logical match of terminology by the information system. In judging relevance, a number of issues such as the background of time, place, persons, and recent ideas, statements and events have to be taken into consideration.

Harris and Dewdney (1994) developed six general principles of information seeking behaviour as stated below:

1. Information needs arise from the help-seeker's situation;
2. The decision to seek help or not seek help is affected by many factors;
3. People tend to seek information that is most accessible;

4. People tend to first seek help or information from interpersonal sources, especially from people like themselves;
5. Information seekers expect emotional support; and
6. People follow habitual patterns in seeking information (pp. 47-60).

These general principles apply to ordinary people and hence pastors may fit into these generalisations. The sixth principle states that people follow habitual patterns of seeking information. In other words, when an information source has been helpful in the past, users will revisit that source for another need. This has been confirmed by Ryden (2008) who points out that pastors tend to use the same resources time and again. A study by Staman, et al. (2010) revealed that pastors use different types of resources for each of the tasks they perform (administration, counselling, evangelism, sermons, directing prayers, community outreach, public relations, youth services, accounting, member care and teaching). They use official religious books and websites, other books on theology and doctrine, and scholarly journals for preparing sermons.

2.4 Factors affecting pastors' information seeking behaviour

A literature review on information barriers was undertaken. However, a comprehensive review of the literature was not possible in this study. The following sources have had an influence on the development of this study even though the studies focused on populations other than pastors.

Harris and Dewdney (1994) focused on the information barriers encountered by battered women. The findings were that women knew what kind of help they wanted,

even though they could not always define this help to match system terms. In a study, “Information barriers and Maori secondary school students”, Lilley (2008) reveals that the two most significant challenges to information service are locating and making contact with potential helpful sources and matching the type of help needed with the type of help available. In this study the researcher investigated whether the pastors knew what information they wanted and how to access it.

Accessibility of information sources is an important recurring theme in literature. Reitz (2010) defines accessibility as the ease with which a person may enter a library, gain access to its online systems, use its resources and obtain needed information regardless of format. A study by Pinelli, et al., (1991) on the information seeking habits and practices of engineers and scientists revealed that the relevance of sources was the most compelling reason for their use, followed by accessibility and technical quality or reliability. However, recent investigators have concluded that “accessibility is simply not the issue that it was 25 years ago” (Aguolu & Aguolu, 2002, p. 30).

According to Aguolu and Aguolu (2002), resources may be available and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. This may be because the information source is in a special collection which for some reasons can be closed to the user or may be unknown because no user education was conducted to inform the library user. True accessibility, according to Horrocks (1994), depends on many factors such as staff professionalism, customer orientation and energetic use of information

communication technologies. The study investigated these issues to see how they affect the information seeking behaviour of pastors in Namibia.

According to Heeks (1999), Information Communication Technologies (ICTs) are the 'electronic means of processing, capturing storing and communicating information (p. 3). ICTs are seen as being synonymous with the Internet, and they refer to opportunities offered by the coming together of data processing techniques, electronic media and telecommunications (Thionne, 2003). There is a distinction between old and new ICTs. Old ICTs refer to radio and television while new ICTs refer to computers, e-mail, Internet, word-processing and other data processing applications. ICTs are merely a technology-based means of transmitting information, enhancing knowledge, increasing productivity and creating new products and services. However, it must be noted that technologies have no intrinsic value for development in themselves. The use of ICTs by pastors will help in the capturing, processing, storing and communication of information. This study therefore investigated how often pastors use ICTs for pastoral information services.

Above all, accessibility of information requires a network of constructive partnerships among diverse individuals, institutions and interests. Wilson's (1996) Information Behaviour Model incorporates the concept of intervening variables into information seeking behaviour. These intervening variables can be classified as: personal, interpersonal, situational and information source characteristics. Wilson's concept of intervening variables agrees with Lilley's (2008) five characteristics that have an impact on information seeking:

- having relatively better education or higher language literacy;

- being mostly multilingual and multi-literate in a cross cultural environment;
- having greater social participation;
- being well known and liked in the community; and
- having more exposure to different kinds of information resources.

If pastors are not educated, if they cannot read, if they are not known or do not participate in community activities they may not access information even though the information may be available.

Personal barriers include education levels, knowledge base, demographic variables, and other factors (Wilson & Walsh, 1996). Formal education, both secondary and tertiary is an important facet in information seeking. Education is not only about knowledge and skills, but also the ability to seek information (Kristiansen, et al., 2005, p. 169). Wyne and Lyne (2004) identified low levels of education as barriers to assembling and interpreting information. Ryden (2008) testifies that before his study he had a misconception that pastors have a low level of education but findings proved him wrong. Findings showed that some pastors are well educated. The lack of awareness about where and how to obtain information due to illiteracy has been identified by Mchombu (2000) and Moyi (2003) as a major constraint to accessing information.

The situation in itself may also impose barriers of an economic, political, geographic, or other nature (Wilson & Walsh, 1996). Some of these barriers may be church policies or regulations (Beyene, 2002). Language is another situational barrier that can inhibit access to information. Namibia's population, though very small (slightly

over 2 million), is highly diversified in terms of language. Even though English is now the official language, many information sources are still in Afrikaans.

Another enemy of information accessibility is culture. Some cultures are known to favour reading while other cultures are strong in audio-visuals. This means that people who are stronger in audio-visuals rather than written information may not benefit from the available written information.

The more accessible information sources are, the more likely they are to be used (Meyer, Nathan & Saxton, 2007). Readers tend to use information sources that require the least effort to access. These observations have been validated by such empirical studies as conducted by Slater (1963), Allen (1968) and Rosenberg (1967). As the users access information sources, they may encounter conceptual, linguistic, critical, bibliographical, or physical inaccessibility. It is for this reason that Harris and Dewdney (1994) have argued that, "... information should be physically, psychologically, and intellectually accessible" (p. 22). If people cannot access information because of its language or level at which it was written, then it is as good as not having that information.

Harris and Dewdney (1994) in their fourth principle of information seeking state that people tend to seek help or information from interpersonal sources, especially from people like themselves. This principle works well with theories of collaborative learning such as the developmental and the cognitive theories, which state that peer interaction is a key mechanism in knowledge construction. While this can be viewed positively, Lee and Cho (2011) argue that such segregated communication and information sharing can degrade a group's ability to learn and perform. This was also

reiterated by Granovetter (1973) who thinks that social networks prevent group members from acquiring innovative and creative ideas from out-group members. When it comes to pastors' information seeking behaviour, Tanner (1994) argues that it is congregational rules and regulations that govern the pastors' selection of information sources. In other words, before a pastor uses an information source he or she evaluates to see if it does not contradict the doctrines and teachings of the denomination he or she is serving. This agrees with what Case (2006) calls "selective exposure and information avoidance." Case states that humans generally tend to seek information that is congruent with their prior knowledge, beliefs and opinions, and to avoid exposure to information that conflicts with what they already know (p. 97). However, Sears and Freedman (1967) disagree with this opinion and instead suggest that educated people have a tendency to be open to discrepant information.

Ryden (2008) talks about power and authority as factors that affect information seeking. According to him, power is something that comes from above while authority is something that is provided by the holders of the context. He goes further to give three different types of authority: charismatic, traditional and rational-legal. The charismatic authority depends on the leader's personality, the traditional on tradition while the rational-legal authority depends on the distinct role that the person has. Following Ryden's argument at a closer range, this implies that the pastor's personality, church tradition and role play a significant part in the pastor's information seeking behaviour. However, regardless of denomination or theological training, pastoral roles are generally similar (Anderson, 1985; Warren, 1995; Macarthur, 1995).

Wicks (1999) hypothesised that, “the information seeking behaviour of pastors is influenced by the role the pastor is playing at a particular time” (p. 209). The pattern of information seeking behaviour can be “open” or “closed.” An open information seeking behaviour is one in which the pastor is not restricted to consult from a certain source. On the other hand, a closed information seeking behaviour is one in which the pastor is restricted to consult from known information sources. In other words, the roles influence the sources of information to which pastors turn at a given time. The pattern of information seeking tends to be closed when pastors are acting as administrators and open when they are providing care. Wicks (1999), also notes that the size of the denomination influences how open the pastor is to outside information. Wicks suggests that larger denominations have more internal sources of information.

Lee and Cho (2011) believe one’s cultural linking is an important contingent factor that reinforces or mitigates the influence of interpersonal and group effects on information exchange. However, according to Harris and Dewdney (1994), information needs arise from the help-seeker’s situation and not so much in the demographic character of the user. In other words, it is context which drives an individual to seek information and not culture, age or race.

Finally, a survey by the Auckland City Libraries (1995) revealed that an unfriendly environment, lack of staff, difficulty of finding books and poor customer service by library staff were some of the reasons why people were not using libraries. The reviewed literature identified several barriers to information seeking. These range from personal, environmental, attitudinal, institutional, economic and social barriers.

However, given the fast growth taking place in Namibia in terms of economy and education some of these shortcomings might soon be a thing of the past. This study therefore investigated the reason why pastors use or do not use certain information services.

2.5 Perceptions of pastors on their preparedness to meet their job demands

Judging oneself is not an easy task. The Bible (Romans 12:3) encourages believers to evaluate themselves “not highly” but with “sober judgement”. Pastors are employed in one of society’s most demanding professions and many church members may place unrealistic expectations on them. The Barna Group (2006) conducted a study with a representative sample of 627 senior pastors of Protestant churches in America on how they think of themselves and the churches they serve. The study revealed that pastors are self-confident in many areas of their ministry (Bible teaching, leading, disciple-making, etc.). Age was also shown to influence self-perception. The “boomers” (aged between 41-59) said they had few close friends. Pastors above 60 years of age felt inadequately recognised for their efforts, while young pastors (aged between 22-40) described themselves as both introverts and risk-takers. In general, pastors struggle to maintain genuine friendships with others (Barna, 2006). This is in agreement with a research conducted by FICG (1991) in which 70% of the participants revealed that they did not have friends. The study revealed that risk taking decreased with the number of years in service. This shows that pastors are not different from people from other walks of life and that they do not view themselves as super humans.

In the Barna Group (2006) study mentioned above, findings showed that black pastors were more likely than white pastors to describe themselves as introverts and significantly more likely to feel under-appreciated. While the majority of pastors described their churches as theologically conservative and effective at disciple-making, the Barna Group argue that there are conflicts between pastoral self-perceptions and the condition of their congregations. They suggest that there is need for pastors to find tools and methods to evaluate themselves and their ministries.

Generally, one would assume that if pastors are doing well, then that should be seen in the transformed lives of their members. Thayer (1987) argues that knowledge does not always result in change of behaviour. Thayer could be right especially when one thinks of the advertisements on the Namibia Broadcasting Corporation (NBC) on HIV and AIDS and yet the country remains one of the leading countries in Southern African Development Community (SADC) in terms of infection (Avert, 2012). People are increasingly talking about the evils of rape and murder, but the country seems to be experiencing a rise as far as these issues are concerned. In other words, it could be true that information exposure does not necessarily translate into a changed life and therefore can be difficult to use in judging the effectiveness or readiness of pastors in the delivery of their messages. Another example is that many medical doctors know about the effects of tobacco and even teach others about it, but they themselves continue to smoke. They choose not to act upon what they know. The preparedness of pastors therefore may not be easily measured from the change in their congregants since the latter may choose not to act on what they hear from their pastors.

2.6 Pastoral information service

According to Helenius (1993), service design is about planning and organising people, infrastructure, communication and material components of a service in order to improve its quality and the interaction between the service provider and customers (p. 416). Different authors; Stuart and Moran (1987), Bryson (1990) and Bunch (1982), have agreed that an information service must be designed according to the needs of its customers or participants, so that the service is user-friendly, competitive and relevant to the customers. Service design may inform changes to an existing service or creation of new services.

Information service requires that the information needs of the users be assessed from time to time. The more denominations and pastors there are, the more varying information needs there are. Helenius (1993) points out that it is impossible to obtain information from all prospective users, but at least some representatives of each user group should be available (p. 419). In the Namibian context, groupings extend beyond denominations. They encompass such variables as race, gender and education. Bryson (1990) argues that the ideas of what constitutes needs change over time as influence increases (p. 62). However, when needs assessment is properly done, it enables information service providers to:

- identify the difference between current provision and desired level of service;
- forecast future needs;
- plan provision to meet such needs in good time; and
- ensure that the operational policies are effective in reaching real needs.

There are a number of means of examining needs which are of relevance to the information service. They include interviews, protocol analyses, brainstorming and the analysis of existing information services.

In carrying out needs assessment for an information service, Bunch (1982) has recommended a number of factors to be considered. These factors include: firstly, why information is important. Service providers have to consider the importance of information and the effects of not having information for pastors. Secondly, what the information needs of these people are? The information needs of pastors must be identified so that the right information is provided. Thirdly, who provides these people with information? These could be public libraries, theological libraries or personal libraries. The fourth important question to ask is, what type of information do they use? These could be informal or formal sources of information. Lastly, what information management techniques do they have? Here we are looking at what techniques pastors have to manage both internal and external information.

The above questions illustrate factors that several writers have recommended for the designing and implementation of an information service. This requires a clear understanding of what information is and its role in pastoral ministry. Users' needs assessment should include a review of the current services, their deficiencies or gaps, their limitations in terms of quality, relevance and up-to-dateness of the information (Bertot & Davis, 2004, pp. 189-190). It is one thing to start an information service and another thing to sustain the service. It is for this reason that continuous evaluation and impact assessment becomes necessary for an effective information service delivery. However, the ability to evaluate and assess impact depends on the

skills, tools and resources available to those engaging in the delivery of services (Bertot, 2004). Irrespective of one's skills or tools, the following questions need to be asked:

- how often was the service or source used?;
- what do users think about the quality of services or sources provided?; and
- what are the impact, benefits and changes in knowledge, skills or behaviour that users derive as a result of the service?

When this is done on a regular basis, it ensures that the services and sources provided meet user and customer needs.

2.7 Information behaviour models

Studies in information needs and information seeking behaviour are known to some scholars as “user studies” (Carr, 2006; Eskola, 1998; Mann, 2005). User studies have resulted in a number of information seeking models. These models help to explain human behaviour. They explain how information needs arise and how people seek and search for information. A model according to Wilson (1999) is:

... a framework for thinking about a problem and may evolve into a statement of the relationships among theoretical propositions. ... [Models] are statements, often in the form of diagrams, that attempt to describe an information-seeking activity, the causes and consequences of that activity, or the relationships among stages in information-seeking behaviour.

Some of these models are Wilson's (1996) model of information seeking behaviour; Dervin's (2003) sense-making theory; Ellis' (1989) behavioural model of information seeking strategies and Kuhlthau's (1991) model of the stages of information-seeking. Behind these models is the belief that information seeking is a result of the recognition of some need perceived by the user.

This study helps us to understand the information needs of pastors and how pastors seek information. The four models mentioned above are discussed in more detail below, beginning with Ellis and Kuhlthau and ending with Wilson and Dervin, the two models upon which this study is based.

2.7.1 Ellis' (1989) behavioural model of information seeking strategies

According to Ellis, information seeking involves different behaviours. Wilson (1999) recognises that Ellis does not claim that these different behaviours make up a single set of stages. Ellis' use of the term "features" and not "stages" affirms this fact. The strength of Ellis' model is that it is based on empirical research and has stood the test of time. Below is a list of Ellis' features as cited in Wilson (1999):

- Starting:** the means employed by the user to begin seeking information;
- Chaining:** following footnotes and citations in known material or "forward" chaining from known items through citation indexes;
- Browsing:** semi-directed or semi-structured searching;
- Differentiating:** using known differences in information sources as a way of filtering the amount of information obtained;
- Monitoring:** keeping up-to-date or current awareness searching;

Extracting: selectively identifying relevant material in an information source;

Verifying: checking the accuracy of information;

Ending: “tying up loose ends” through a final search.

Ellis points out that, “...the interaction of the features in any individual information seeking pattern will depend on the unique circumstances of the information seeking activities of the person concerned at that particular point in time” (p. 178).

Although these are meant to be “features” rather than “stages” of the information seeking process, Wilson sees a logical pattern from the first feature (Starting) to the last one (Ending). He however notes that while Browsing, Chaining and Monitoring are search procedures, Extracting is an action performed on the information sources and Differentiating is a filtering process. As a result, Wilson classifies Ellis’ features into micro-analysis of search behaviour (starting, chaining, extracting, verifying, ending) and macro-analysis of information behaviour (browsing, monitoring, differentiating).

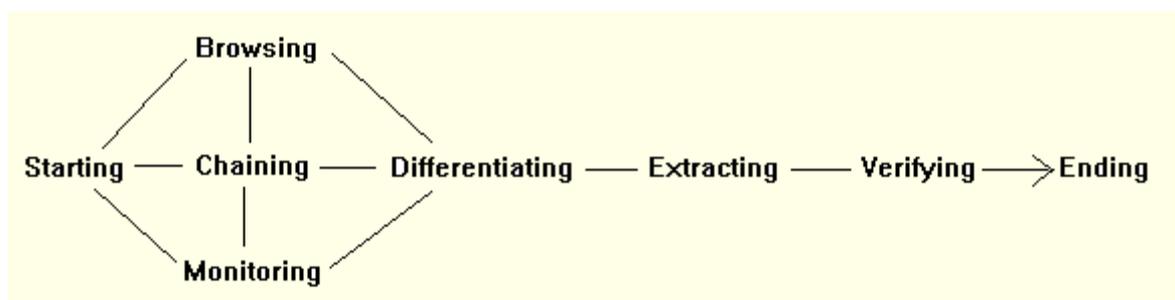


Figure 2.1: Ellis’ behavioural model of information seeking strategies (Wilson, 1999).

Jarvelin and Wilson (2003) have argued that though there are some strengths in Ellis' model (e.g. it is based on empirical research, it has been tested in a number of studies, its features relate to each other, thereby giving it some kind of order), its features may fall short because they are not explicitly related to external possible causative factors. The motivation for information seeking is from within unlike in Wilson's model where context or role-play influences information seeking. Ellis' 1989 model therefore is not best suited for this study. Accordingly, this study also investigated the roles or contexts that necessitate information seeking by pastors.

2.7.2 Kuhlthau's (1991) model of the stages of information-seeking

Kuhlthau's model is based on that of Ellis. Kuhlthau attached the associated feelings, thoughts, actions and information tasks to Ellis' eight information search process features, making Kuhlthau's model more phenomenological than cognitive (Wilson, 1999, p. 18). The stages of Kuhlthau's model are Initiation, Selection, Exploration, Formulation, Collection and Presentation.

During the Initiation stage, the information seeker recognises the need for new information to complete an assignment. As they think about the topic, they may discuss it with others. This stage of the information seeking process is filled with feelings of apprehension and uncertainty. In the Selection stage, individuals begin to decide what topic will be investigated and how to proceed. At this point some information retrieval may occur. The uncertainty experienced at the Initiation stage fades with the selection of a topic, and is replaced with a sense of optimism.

At the Exploration stage, information on the topic is gathered and new personal knowledge is created. Learners endeavour to locate new information and situate it within their previous understanding of the topic. At this stage, feelings of anxiety may return if the information seeker finds inconsistent information.

During the Formulation stage, the information seeker evaluates the information that has been gathered. A focused perspective begins to form and there is not as much confusion and uncertainty as in earlier stages. The information seeker will here formulate a personalised construction of the topic from the general information gathered at the Exploration stage. During the Collection stage, the information seeker knows what is needed to complete the assignment. Now presented with a clearly focused, personalised topic, the information seeker will experience greater interest and increased confidence in accomplishing the assignment.

At the Presentation stage, the individual has completed the information search. The information seeker will now summarise and report on the information that was found. The information seeker will experience a sense of relief and satisfaction if the search was successful, and disappointment if the search was not successful.

Kuhlthau's attention to the feelings associated with the various information seeking stages and activities makes it more general than that of Ellis. According to Kuhlthau, the need to search for information is associated with uncertainty, which is expressed in feelings of doubt, confusion and frustration. These feelings change as the searching proceeds and is increasingly successful. Finding relevant information increases feelings of confidence, relief, satisfaction and a sense of direction (Wilson 1999, p. 20). Wilson calls this "a process of the gradual refinement of the problem

area” (1999, p. 20). Kuhlthau's model has been applied in a series of longitudinal studies of high school students, and more recently, to the work of a securities analyst.

Ellis' and Kuhlthau's models appear to be similar at face value. Bringing them together shows their similarities, while at the same time bringing out the not so apparent differences. Wilson has done a diagrammatical comparison of the two models (Figure 2.2 below) to highlight the differences.

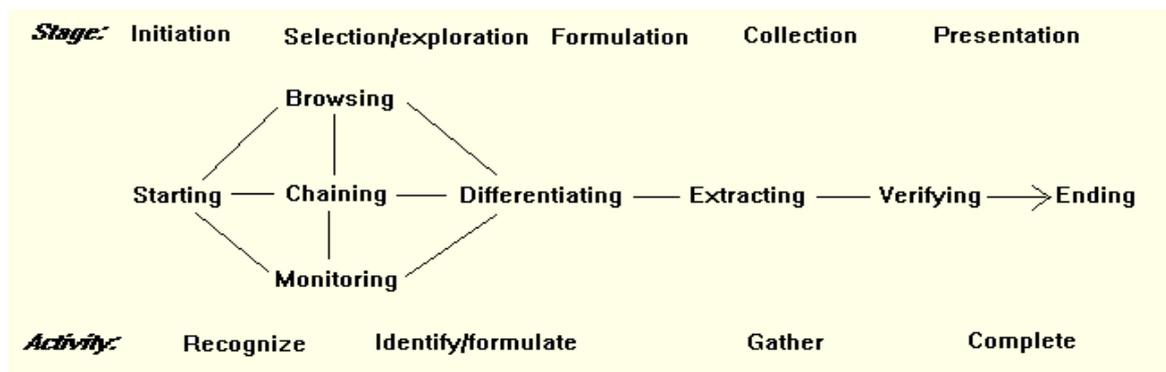


Figure 2.2: A comparison of Ellis' and Kuhlthau's models (Wilson, 1999)

Although they look similar on the surface, the major difference between the two models is that Ellis presents the elements of his model as “modes of exploration or investigation” that may vary in sequence depending on the searcher's situation, while Kuhlthau's stages are based on her analysis of behaviour (Wilson 1999, p. 21).

This research is mainly based on Wilson's (1996) model of information seeking behaviour and partly on the sense-making theory developed by Dervin and others (2003). The next two sections attempt to give a short analysis of Wilson's (1996) model of information seeking behaviour and Dervin's (2003) theory of sense-making.

2.7.3 Wilson's (1996) model of information seeking behaviour

Wilson's model begins with the "person-in-context", in which information needs arise. The needs are seen as secondary needs caused by primary needs, which are of a physiological, cognitive or affective nature. The rise of a particular need is influenced by the context, which can be the person himself/herself, or the role the person plays in work, life or the environment. Intervening variables such as psychological factors (tending to be curious, or averse to risk), demographic background (age or education), factors related to one's social role (manager or mother), environmental, and information source characteristics (accessibility and credibility), might motivate or hinder information seeking. The risk or reward involved may lead to an active or passive information seeking behaviour. The information obtained is then processed and becomes an item of the user's knowledge, and is used directly or indirectly, to influence the environment and, as a result, create new information needs (Case, 2002).

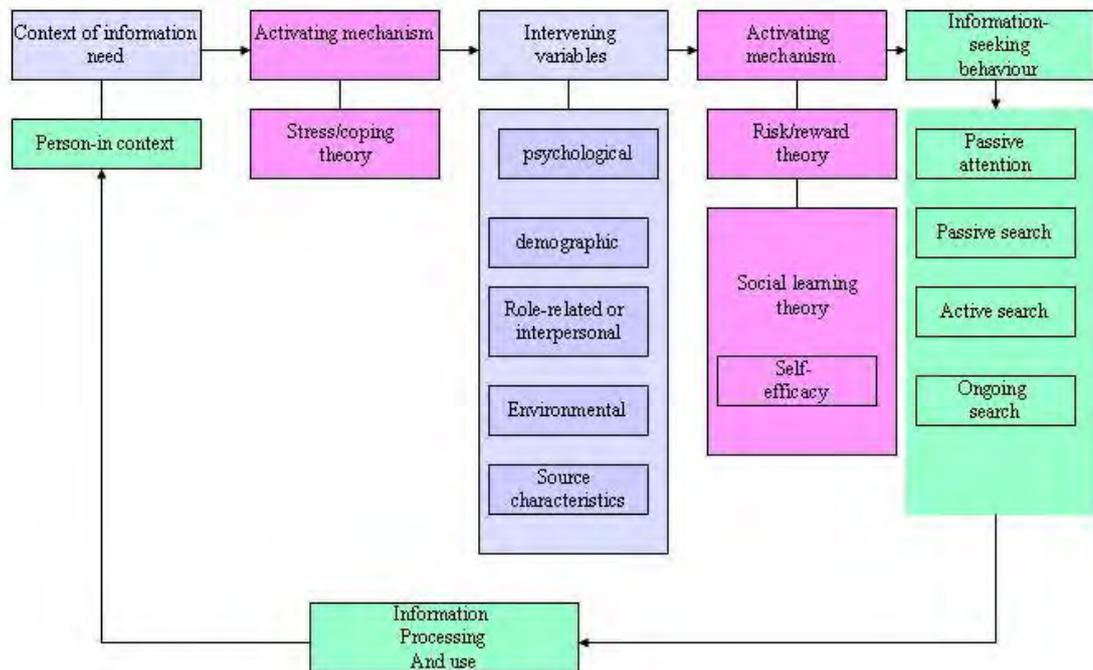


Figure 2.3: Wilson's (1996) model of information behaviour (Case, 2006, p. 137)

Wilson's (1996) Information Behaviour Model as shown in Figure 2.3 above pictures a cycle of information activities from the rise of an information need to information use. It includes intervening variables which have a significant role of influencing the information behaviour of the searcher. Between the levels of person-in-context and the decision to look for information is what Wilson calls the "activating" mechanism. Here he notes that not every need leads to information seeking. The model identifies not only potential personal variables and modes of seeking information, but also suggests relevant theories of motivations behind search behaviour. However, Niedwiedzka (2003) has criticised the model for separating the "context" from the intervening variables and from features of the information sources. However, despite the criticism by Niedwiedzka, Wilson's Information Behaviour Model gives the best framework for studying information behaviour.

Wilson has used the stress coping theory to explain what motivates and stimulates information seeking while also using the social learning theory to explain why people may not pursue a goal successfully based on their perceptions of their own efficacy (Case, 2006; Wilson, 1999).

Wilson's model attempts to describe information seeking activity, and its causes and consequences, or the relationships among stages in information behaviour. According to Case (2006), the model was intended to illustrate the broad scope of information behaviour and is more useful as a heuristic diagram for designing empirical studies of information seeking. The stages that the model outlines in information searching can be potentially relevant in exploring the information needs and seeking patterns of pastors in Namibia.

2.7.4 Dervin's (2000) sense-making theory

The central idea of the sense-making theory is that, as people move through time and space, they develop unique points of view from personal experiences and observations, and at some point they come to a gap, where sense runs out, and then needs to be bridged. It is this gaping that causes the information seeker to behave in a certain way in trying to bridge the gap. This implies that when pastors are confronted with demands in their different roles, they use the information they have accumulated over the years, but when that information becomes inadequate, they look for more information elsewhere. Sense-making theory is used to understand the thoughts, feelings and actions of pastors located in their different contexts of time and space.

Sense-making is implemented in terms of four elements: a situation in time and space (context); a gap (the difference between the contextual situation and the desired situation); an outcome (the consequences of the sense-making process); and a bridge (some means of closing the gap between situation and outcome). Dervin has presented these elements diagrammatically in terms of a triangle with a situation, a gap/bridge, and an outcome, as represented in Figure 2.4 below.

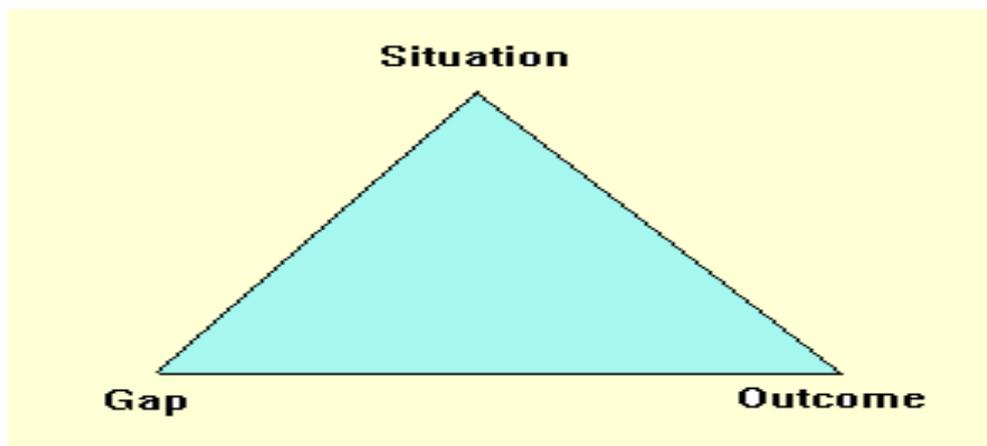


Figure 2.4: Dervin's 'sense-making' theory triangle (Wilson, 1999)

The same is also presented using the bridge metaphor as show in Figure 2.5 below.

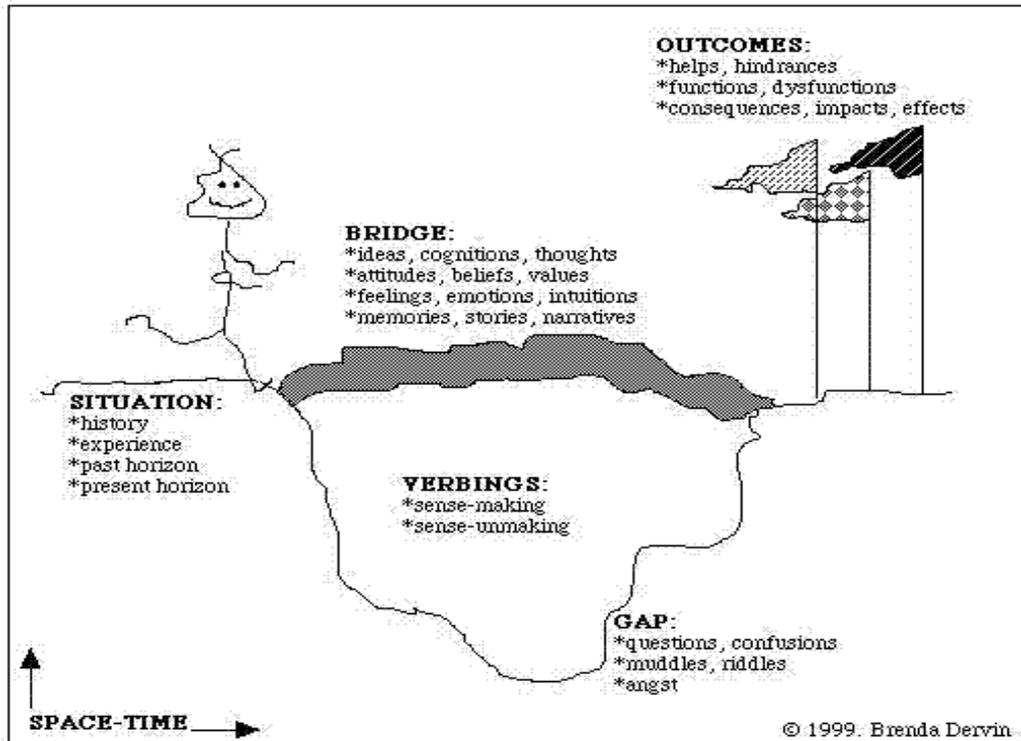


Figure 2.5: Dervin's sense-making model (Wilson, 1999)

According to Case (2006), the sense-making theory has incorporated the belief that life is “an encounter with problems and discontinuities in knowledge, and also the view that information is created as people interact with obstacles in life” (p. 159). It is through this active process that learning takes place or that the individual makes sense of his or her situation and thereby creates knowledge, opinions, institutions, evaluations and responses. Sense-making research produces detailed knowledge of the strategies by which individuals cope with problematic situations.

The metaphor of “gap bridging” (Figure 2.5) offers a helpful way to understand the characteristics of information use. In “gap bridging”, an individual draws on ideas, attitudes, emotions, cognitive and affective resources in order to cross the gap

(questions/ confusions) being faced in a problematic situation. The outcomes of the “gap-bridging” process are described as use, further specified as helps, functions, impacts and effects. Sense-making theory provides conceptual and methodological tools for approaching the process of information use.

2.8 Reasons for using Wilson’s model and Dervin’s theory

This study will use Wilson’s model and Dervin’s theory as a framework to establish the information needs and information seeking behaviour of pastors in Namibia. The reason why these were preferred for this study is that they are more fully developed than Ellis’ and Kuhlthau’s models. A major criterion for their selection is also that the models attempt to depict and explain a sequence of behaviour by referring to relevant variables, rather than merely indicating a sequence of events. Another reason why the researcher has chosen these two models is that they indicate something about information needs and sources, which is what this study is trying to investigate.

The strength of Dervin’s model, as Wilson (1999) points out, lies in its methodological consequences. The questioning in relation to information behaviour can reveal the nature of a problematic situation, the extent to which information serves to bridge the gap of uncertainty, confusion and the nature of the outcome from the use of information. When applied consistently in interviews, it can lead to genuine insights that can inform service design and delivery.

The models of search process by Ellis (1989) and Kuhlthau (1991) are universally applicable to any domain, each depicting a series of cognitive stages or behaviour

through which people are thought to move as they find and evaluate information. However, these models make no claim to consider many of the factors and variables generally considered in information seeking research. According to Wilson (1999), both Ellis' and Kuhlthau's models attempt a different level of analysis than the models in focus here.

Generally, models are focused along some task, discipline or job. For example, the model proposed by Ingwersen (1996) is to apply only to searching electronic information in databases or online library catalogues. The models of Menzel (1964) and Orr (1970) were intended to portray the information seeking behaviour of scientists. Hernon (1984) and Ellis' (1989) models were intended for social scientists and the latter was extended to some physical scientists in 1993. The model of Wilson and the theory of Dervin are applicable in multiple contexts, occupations, roles and knowledge domains.

Kuhlthau's research is based on psychologist George Kelley's 1963 theory of learning as a process of testing constructs. Uncertainty is a beginning in any search, and this is often accompanied by feelings of anxiety, which is a powerful motivator to either get on with the work, or to give up entirely. Kuhlthau's work was pioneering in several ways, particularly in its attention to the role of affect in information behaviour. She was concerned with stages of a Search Process; her research on students demonstrates how they reach a state of closure as regards their information needs. Uncertainty reduction is a key component in all of Kuhlthau's research. Kuhlthau's research is used a great deal in educational settings, at both high school and university levels.

Kuhlthau uses psychological theories of learning to advance the idea of uncertainty as a starting point in library research. She has also emphasised the importance of emotions in information behaviour. She suggests that information seeking is expressed in stages. This model may do well in academic settings. Kuhlthau (1991) references Dervin several times in elaborating the theoretical basis for her studies and models and the model is only applicable in certain ideal situations while Dervin's theory is useful in many contexts, both in and outside the field of information science.

The sense-making method of interviewing helps respondents to make sense of their own experiences instead of pinning users to a structural sequence of actions and emotions as Kuthlthau's model does. Sense-making allows users to express their individuality. This study attempts to explore the suitability of this theory in designing a suitable information service for pastors in Namibia after understanding their information needs and seeking behaviours in their endeavour to fulfil their different roles.

2.9 Summary

The literature reviewed has addressed all the research objectives posed in the study and what has emerged is that there is no research on information needs and information seeking behaviour of pastors in Namibia. The literature review also shows that very little has been published elsewhere on this topic. It also reveals that while service providers exist with an abundance of theological information, pastors still face many problems in either being aware of its existence or accessing it. The next chapter addresses the research methodology used to carry out the study on the

information needs and information seeking behaviour of pastors in Namibia as they carry out their different roles.

CHAPTER 3 : RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology and techniques used to conduct the study. A mixed-method approach applying both qualitative and quantitative techniques in data gathering and data analysis was used. A survey was used to gather quantitative data while interviews were used to gather qualitative data.

There are several reasons why this methodology was considered to be the most suitable for this research. The mixed method approach was found suitable because of its ability to employ a variety of data collection methods (Struwig & Stead, 2001, p. 100). This use of a variety of data collection methods minimises the weaknesses and draws from the strengths of an inclusively qualitative or quantitative research methodology. It recognises the value of knowledge as constructed through qualitative means such as perceptions as well as experience based on factual aspects of the world in which people live. The mixed method approach also rejects the dualism that sets quantitative or fact-based and qualitative or subjective methodologies as having value only in exclusivity from each other (Joffrion, 2010).

The aim of the study was to answer the main research question, “What are the information needs and information seeking behaviours of pastors in Namibia?” The information gathered was then used to contribute to a sustainable framework for pastoral information service. The following objectives as outlined in Chapter 1 were used to guide the study:

- To establish the information needs and information seeking behaviour of pastors;
- To establish the information sources used and how they are used;
- To investigate factors affecting pastors' information seeking behaviour;
- To determine the perceptions of pastors on their preparedness for their pastoral duties; and
- To come up with a framework for setting up pastoral information services in Namibia.

This chapter outlines the methods used in the selection of the population, instruments used and the procedures followed for data collection and analysis. Case (2006) notes that methodology “concerns how we *find out*. What kind of principles, logic, and evidence would best advance our goal of learning knowledge about an area or object of study?” (p. 174). According to Welman, Kruger and Mitchell (2005) a research methodology “considers and explains the logic behind research methods and techniques” (p. 5). This is confirmed by Haralambos (1991) when he says that, “without a systematic way of producing knowledge the findings of a study can be dismissed as guesswork made to sound complicated” (p. 698).

Case (2006) argues that methodologies are necessitated by seven common sources of human error:

- People are by nature poor observers.
- People tend to over generalise from small samples of evidence or opinion.

- People tend to notice those things that support their beliefs and ignore evidence that does not.
- People sometimes make up information to support their beliefs, no matter how illogical it might appear to another person.
- People's ego is often involved in what they "know" and profess to be true.
- In the extreme case of "prejudice", people may simply close their minds to any new evidence about an issue.
- People are prone to mystify anything they do not understand (p. 175).

To guard against these errors a research design is necessary. There are different elements that govern a research design. Lambert (2010) in his study of information-seeking habits of Baptist pastors, employed a multiple-case study design; while Michels (2009) in his study of a pastor's engagement with the Internet for preaching, used a micro-ethnographic case study. While Lambert looked at several pastors within a denomination, Michels focused on one pastor and his information behaviour regarding preparation of sermons. This kind of study makes known contextual meanings, cultural norms and social interactions that are not possible with other methods (Chatman, 1992, p. 3). Lacompte and Schesul (1999) argue that the intent of ethnography is to produce "a picture of cultures and social groups from the perspective of their members" (p. 27).

The literature reviewed on information needs and information seeking behaviour has shown that some researchers (Michels, 2009; Yousefi, 2007) have in the past used quantitative survey research methodology. According to Wilson (1999), the recent shift of user studies from a quantitative to a qualitative approach has resulted in a

number of theories and models in information behaviour (e.g. Dervin, 2003; Ellis, 1989; Kuhlthau, 1993; Wilson & Walsh, 1996). These are now widely used as a basis for other studies in the field. However, the choice of the research design and methodology of this study was influenced by the research objectives as stated in Chapter 2. Different research techniques were also implemented so that they could complement each other and increase the validity of the research (Struwig & Stead, 2001, p. 18-19).

3.2 Research design

The design of a mixed method approach is a pre-arranged programme for collecting and analysing the information needed to satisfy the study objectives at the lowest possible cost (Welman, Kruger & Mitchell, 2005). In other words, a research design is a specific outline detailing how the chosen method will be applied to meet the researcher's main objective.

The study used the mixed method approach to establish the information needs and information seeking behaviour of pastors in Namibia. According to Welman, Kruger and Mitchell (2005), the selection of a research methodology "depends to a large extent on the type of research questions the researcher is addressing" (p. 78). This study combined both qualitative and quantitative techniques to establish the information needs and information seeking behaviour of pastors in Namibia.

The quantitative facet of the research, because it allows for the selection of a sample from a much larger population, supports the generalisability that characterises surveys while the qualitative facet seeks to capture and discover meanings (Ader &

Mellenbergh, 1999; Black, 1999; Silverman, 2000). The quantitative aspect in this case helped to reassure the members of the policy-making bodies (denominations, CCN, theological institutions and other information service providers) who are interested in numbers, while the qualitative aspects helped the researcher to interpret the feelings and emotions of the participants (for example, in this study pastors who participated in the face-to-face interview were asked why they seek information or certain types of information).

In this study, the survey research method was found to be most suitable in addressing the issues of “information needs and information seeking behaviour of pastors”, as well as finding out the information sources being used by pastors.

The issues that will be dealt with in this study’s research design include: survey research, interviews, population, reliability and validity, data collection instruments, pilot study, data collection procedure, data analysis, ethical considerations and evaluation of the research methodology. These items are discussed below to give insight into the methodology of the study.

3.3 Survey research

Survey research is a set of orderly procedures specifying what information is to be obtained from whom and how. Its research provides numeric description (quantitative) of trends, attitudes or opinions (qualitative) of a population (Mouton, 2001, p. 153). The methodology differs from other research methodologies in that it follows a specific set of rules. It is formal and logical in its operations. It also selects units of the population without prejudice. If an appropriate sampling design is

implemented, survey research has the potential to be generalised to a larger population.

Although surveys can be generalised, they are inflexible in that they require the initial study design to remain unchanged throughout the data collection. Another challenge is that the researcher must ensure that the questionnaire is answered and returned on time (Neuman, 2011, p. 299). It is very easy for the respondents to simply ignore the questionnaire. The researcher therefore needs to do everything possible to ensure that the completed questionnaire is not only returned but returned on time. In this study it was not difficult to get the questionnaire completed and returned on time because the researcher used the NETS Department of Distance Education (DDE) staff who helped with the distribution of the questionnaire.

In addition, it may be hard for participants to recall information or to tell the truth about a controversial question. Fortunately, this study was not classified as controversial by participants and therefore it was not difficult to get the questionnaire back, apart from a few instances where some churches could not allow the researcher to talk with their pastors because of their church policies. Since participation was voluntary, the researcher respected these policies and moved on to other churches. Despite the few challenges mentioned above, the survey remained the best research method for this study because of its strengths as listed below.

3.3.1 Strengths of survey research

The survey research remains by far the cheapest and can be conducted by a single researcher (Neuman, 2011, p. 298). The researcher can send questionnaires to a wide

geographical area, leaving the respondents to complete the questionnaire at their convenience and can check personal records if necessary. Data from a survey can be quantified (Case, 2006, p. 205). Palmquist (2011) has added the following to the list of strengths of the survey research method:

- high measurement reliability if proper questionnaires are constructed;
- high construct validity if proper controls are put in place;
- relatively inexpensive;
- useful in describing the characteristics of a large population;
- can be administered from remote locations;
- very large samples are feasible, making the findings statistically significant;
- many questions can be asked about a given topic giving considerable flexibility to the analysis;
- a variety of techniques can be used (face-to-face interviews, telephonically, or electronically by e-mail);
- standardised questions provided for in surveys makes measurements more precise; and
- standardisation ensures that similar data can be collected from other groups then interpreted comparatively.

From the above list one can deduce that the survey research method has strong qualities and that it is a reliable tool for an information science research. The study confirmed that the method allows for different data collection techniques and

different ways of structuring the questions. Respondents, especially during the interviews, were able to answer from their personal life experiences.

Several authors (Czaja & Blair, 2005; Silverman, 2000; Simon & Burstein, 1985; Grove, et al., 2009) have agreed that even though surveys have several strengths they also have weaknesses.

3.3.2 Weaknesses of survey research

As a methodology that relies on standardisation, the survey research forces the researcher to develop questions that are general in their approach. However, these questions may be minimally appropriate for all respondents. It is possible that these questions will miss what is most appropriate to many respondents. According to Neuman (2011) another key weakness of the survey research method is that “it is very difficult to probe insights relating to the causes of a phenomena being measured” (p. 299). Referring to surveys, Case (2006) had this to say:

Questionnaires cannot easily capture the complexity of information seeking, nor can they observe the influence of context (e.g. place, time, and situation) in the actual use of information. In-depth interviews and participant observation may be strong on capturing context, but they have their own drawbacks as well (p. 205).

While the questionnaire helped with structured answers which were easy to analyse, the interviews helped with the capturing of pastors’ feelings. However, Black (1999) argues that it is not easy for respondents to express themselves in their own words

and that it is simply not possible in a questionnaire to have a large number of open-ended questions where respondents are free to answer in their own words (p. 224).

3.4 Interviews

There are basically two types of interviews: structured and unstructured. Structured interviews are those where “the questions and answer categories have been predetermined” by the interviewer (Gorman, 2005, p. 35). Written questions are read out, or asked using words that are as close to the written words as possible, and answers are coded into the predestined categories.

There are many benefits in using interviews as a methodology. Interviews allow researchers to obtain an immediate response to a question. They also allow the interviewee and interviewer to explore the meaning of questions posed and answers given, and to resolve any uncertainties. Interviews also enable researchers to explore causation. They also give a friendlier and more personal emphasis to the data collection process. Individuals who are reluctant to take part in a quantitative research study may agree to be interviewed. Interviews facilitate collection of a large quantity of rich data in a relatively short space of time. Those who cannot write are given an opportunity to express themselves verbally.

However, this study revealed that if respondents are not guided during interviews, they are likely to go off-topic.

3.5 Research population

Welman, Kruger and Mitchell (2005) define a population as the “study object and consists of individuals, groups, organisations, humans, products and events, or the

conditions to which they are exposed". Population encompasses "the total collection of all units of analysis about which the researcher wishes to make specific conclusions" (p. 52). According to Babbie (2005) the population of a study refers to a set of objects which are the focus of the research and about which the researcher wants to determine some characteristics.

The population for this study were all pastors in Namibia. While the word "pastor" refers to the one who takes care of the church and feeds it spiritually this term is not common in some churches or religious organisations. Some refer to them as bishops, apostles, priests or elders. In this study, the word "pastor" was used to refer to all these people.

There are only 173 denominations in Namibia (Mandryk, 2010, p. 614), of the 33,000 denominations worldwide (Barret, Kurian & Johnson, 2001, p. 16). However, many local churches did not have pastors at the time of the research. A denomination is defined in the World Christian Encyclopaedia (2001) as "an organized aggregate of worship centres or congregations of similar ecclesiastical tradition within a specific country" (p. 12).

According to Mandryk (2010), Namibia is a secular state with freedom of religion. It is for this reason that churches are not required to be registered and as a result, there are no records of the actual number of denominations in Namibia. Of the 173 denominations, only 16 are registered with Council of Churches in Namibia (CCN). Some churches are registered with the Association of Pentecostals and Charismatic Churches in Namibia (APCCN) while others are not affiliated with any organisation. Most of these denominations had one or two local churches throughout the country

and most were represented in Windhoek. According to Brain (2011), there are approximately over 1400 trained pastors presiding over congregations in Namibia and these were used as the research population for this study.

3.5.1 Sampling procedures

Welman, Kruger and Mitchell (2005) note that it is impractical and uneconomical to involve all the members of the population in a research project and hence the need to select a representative sample (p. 55). A representative sample implies that the sample has the exact properties in the exact same proportions as the population from which it is drawn. In other words, a representative sample is a miniature image or likeness of the population, which according to Struwig and Stead (2001), in the end legitimates the generalisation of research findings (p. 109).

The most critical element of the sampling procedure is the choice of the sample frame which constitutes a representative subset of the population from which the sample is drawn (Pinsonneault, 1991). Such a frame was necessary in this research as consulting all pastors in Namibia would not have been practical for a number of reasons, including limited time and resources.

3.5.2 Stratified sampling

The sampling technique used for the quantitative research was stratified sampling. It is a commonly used probability method that is superior to random sampling because it reduces sampling error. A stratum is a subset of the population that share at least one common characteristic. Examples of strata might be males and females, or managers and non-managers. The researcher first identifies the relevant strata and

their actual representation in the population. Random sampling is then used to select a sufficient number of subjects from each stratum. “Sufficient” refers to a sample size large enough for the researcher to be reasonably confident that the stratum represents the population. Stratified sampling is often used when one or more of the strata in the population have a low incidence relative to the other strata.

A stratified sample of 200 pastors was taken from different denominations using Walpole’s formula for proportions as explained below (Walpole, 1982):

Formula: $n_i = (N_i/N)n$

Where: n_i represents Quota size required,

N_i represents Number of pastors in each denomination,

N represents Total study population,

n represents Total sample size used.

Table 3.1 below shows the denominations from which the sample of pastors were taken, the number of pastors in each of the denominations (population), and the number of pastors used in the sample.

Table 3.1: Computed sample of pastors by denomination

	Denomination	No. of pastors	Sample
1	African Apostle Church of Johane Marange (AACJM)	[18/1400] x 200	3
2	African Methodist Episcopal Church (AMEC)	[46/1400] x 200	7
3	All Nations Church (ANC)	[13/1400] x 200	2
4	Alleluia Ministries International (AMI)	[2/1400] x 200	1
5	Anglican Church (AC)	[45/1400] x 200	7
6	Apostolic Assemblies of Christ (AAC)	[14/1400] x 200	2
7	Apostolic Faith Mission (AFM)	[45/1400] x 200	7
8	Assemblies of God (AOG)	[13/1400] x 200	2
9	Assembly's People Church of God (APCG)	[2/1400] x 200	1
10	Back to Christ Ministry (BCM)	[4/1400] x 200	1
11	Baptist churches (BCs)	[40/1400] x 200	6
12	Calvin Protestant Church (CPC)	[1/1400] x 200	1
13	Camel Pentecostal Ministries (CPM)	[2/1400] x 200	1
14	Catholic Church (CC)	[74/1400] x 200	11
15	Christ Embassy Church (CEC)	[5/1400] x 200	1
16	Christian Revival Church (CRC)	[13/1400] x 200	2
17	Church at the Crossroads (CATC)	[13/1400] x 200	2
18	Church of Africa (CA)	[2/1400] x 200	1
19	Church of Christ (COC)	[13/1400] x 200	2
20	Church of God World Missions (CGWM)	[13/1400] x 200	2
21	Church of Jesus Christ of the Latter-day Saints (CJCLS)	[14/1400] x 200	2
22	Church of the Nazarene (CN)	[13/1400] x 200	2
23	Coastal Assemblies of God (CAG)	[14/1400] x 200	2
24	Deeper Life Bible Church (DLBC)	[25/1400] x 200	4
25	Dutch Reformed Church (DRC)	[54/1400] x 200	8
26	Emmanuel Church (EC)	[14/1400] x 200	2
27	Evangelical Bible Church (EBC)	[25/1400] x 200	4
28	Evangelical Lutheran in Namibia (ELCIN)	[153/1400] x 200	22
29	Evangelical Lutheran Church in the Republic of Namibia (ELCRN)	[75/1400] x 200	11
30	Evangelical Mission Church (EMC)	[4/1400] x 200	1
31	Followers of Christ (FOC)	[3/1400] x 200	1
32	Forward in Faith Ministries International (FFMI)	[4/1400] x 200	1
33	Full Gospel Church (FGC)	[53/1400] x 200	8
34	German Evangelical Lutheran Church (GELC)	[9/1400] x 200	1
35	God's Healing Family Ministries (GHFM)	[3/1400] x 200	1
36	Gospel Mission Church (GMC)	[5/1400] x 200	1
37	Gospel Outreach Church (GOC)	[47/1400] x 200	7
38	Gospel Truth Ministries (GTM)	[2/1400] x 200	1
39	His People Christian Church (HPCC)	[2/1400] x 200	1
40	Jehovah's Witnesses (JW)	[35/1400] x 200	5
41	Khomasdal Community Church (KCC)	[1/1400] x 200	1
42	Kingdom Faith Builders Ministries International (KFBMI)	[4/1400] x 200	1
43	Kingdom Identity Ministries (KIM)	[2/1400] x 200	2
44	Mennonite Brethren Church (MBC)	[13/1400] x 200	2
45	Methodist Church of Southern Africa (MCSA)	[5/1400] x 200	1
46	New Apostolic Church (NAC)	[18/1400] x 200	3
47	New Song Family Church (NSFC)	[1/1400] x 200	1
48	NG Church (NG CHURCH)	[54/1400] x 200	8
49	No Walls Apostolic House of God (NWAHG)	[13/1400] x 200	2
50	Pentecostal Assemblies Church (PAC)	[5/1400] x 200	1
51	Pentecostal Protestant Church (PPC)	[4/1400] x 200	1
52	Potter House Christian Fellowship (PHCF)	[14/1400] x 200	2

53	Protestant Unity Church (PUC)	[60/1400] x 200	9
54	Redeemed Christian Church of God (RCCG)	[14/1400] x 200	2
55	Restoration Ministries (RM)	[1/1400] x 200	1
56	Revival Centres International (RCI)	[3/1400] x 200	2
57	Rhenish Church (RC)	[12/1400] x 200	2
58	Seventh-day Adventist (SDA)	[18/1400] x 200	3
59	United Church of Christ (UCC)	[14/1400] x 200	2
60	United Congregational Church (UCC)	[4/1400] x 200	1
61	United Methodist Church (UMC)	[11/1400] x 200	2
62	Uniting Reformed Church (URC)	[18/1400] x 200	3
63	Zion Christian Church (ZCC)	[11/1400] x 200	2
Total			200

The formula helped to determine the number of pastors that could be taken from each denomination to participate in the research. For churches that had ten pastors or less, one was taken for the sample size, while others had to be calculated using the Walpole formula.

3.5.3 Purposive sampling

Purposive sampling, a non-probability sampling technique was used for the qualitative research. According to Powell (1991, p. 64) purposive sampling is when the researcher chooses to include representatives from within the population being studied who have a range of characteristics relevant to the research project. The researcher conducted semi-structured interviews with the 16 key informants based in Windhoek. These informants were purposively selected from 16 different denominations across Windhoek. The participants were purposively picked for being pastors of influential denominations, knowledgeable on their denominations' policies and their ability to communicate fluently in English.

3.6 Reliability and validity

Reliability refers to the extent to which a scale produces consistent findings if repeated measurements are made on the characteristics (Welman, Kruger & Mitchell 2005, p. 145). This means that two researchers using the same participants and the same instruments will get the same findings.

An instrument does not only need to be reliable but also to be valid. “Validity is part of a dynamic process that grows by accumulating evidence over time, and without it, all measurement becomes meaningless” (Neuman, p. 192). Black (1999) notes that, “the validity of a scale is the extent to which it captures all aspects of the construct to be measured” (p. 35). Validity can be tested through content validation, construct validation, criterion validation and face validation (Black, 1999, pp. 193-194). Pilot testing of research instruments was done to test content validity. In this study, instruments were pilot tested using five student pastors from NETS. One of the comments from these student pastors was that the level of English might be too high for people. This comment was incorporated into the final research instruments by simplifying the English to make it understandable to the majority of people.

Construct validity is a type of measurement validity that uses multiple indicators and has two subtypes: how well indicators of one construct converge or how well indicators of different constructs diverge (Neuman, 2005, p. 193). Construct validity was ensured by using concepts in Wilson’s Information Behaviour model in the designing of the questionnaire. Criterion validity is a measurement validity that relies on some independent, outside verification (Simon & Burstein, 1985, p. 210). In this

study the design of the research instruments was based on Dervin's sense-making theory.

Reliability and validity of the data collected was also ensured through the use of qualitative and quantitative techniques; i.e., the structured questionnaires and the interview guide. During the interviews, the researcher did not provide personal opinions in order to avoid influencing participants towards a particular position as this would have affected the reliability of the study. This study was not biased as it allowed every participant to echo his or her opinion. The interviews helped to confirm some of the data collected through the structured questionnaires.

3.7 Data collection instruments

Two data collection instruments were used in this study: a questionnaire for the quantitative research and an interview guide for the qualitative research. Interviews allowed the researcher to have a deeper and fuller understanding of the feelings and attitudes of pastors in Namibia. The respondents were not limited; they could use their own words to describe their situation. The questionnaire was used to collect data from the 200 pastors scattered throughout Namibia, while the interview guide was used to gather information from sixteen key informants in Windhoek. The development of the questionnaire was also guided by concepts found in Wilson's Information Behaviour model (1996).

Wilson's model begins with the "person-in-context". The context can be the person himself or herself, or the role that the person plays in work, life or the environment. Intervening variables such as psychological factors, demographic background,

factors related to one's social role, environmental and information source characteristics might motivate or hinder information seeking. The risk or reward involved may lead to an active or passive information seeking behaviour. The information obtained is then processed and becomes an item of the user's knowledge, and is used directly or indirectly, to influence the environment.

3.7.1 Questionnaire as a data collection tool

Merriam (2011) defines a questionnaire as “a set of questions for obtaining statistically useful or personal information from individuals”. Questionnaires are used primarily in survey research but also in experiments, field research and other modes of observation. According to Smith (2008), well-prepared questionnaires can obtain data that describes reality and elicit the information that is required. Investigating what attitudes, beliefs and opinions, groups of subjects with common traits hold is of value simply because it is assumed that these attitudes will influence behaviour. Research on attitudes, opinions and beliefs can help to understand tendencies. While there will always be exceptions, the aim is to see if there are any traits or characteristics of specific identifiable groups. Surveys can use both open-ended and closed questions and structured interview schedules for data collection (Smith, 2008 p. 233).

A major challenge with the survey method as discussed above is to get the respondents to return the questionnaire on time. To overcome this challenge the questionnaire must be carefully worded, not be too long and the appearance must be professional to enhance face validity. In this case, only one questionnaire was designed to collect data on “information needs and information seeking behaviour of

pastors in Namibia” from 200 pastors scattered throughout the country. Concepts from Wilson’s (1996) Information Behaviour Model were considered in the designing of the questionnaire.

According to Case (2006), survey research can make use of a variety of question types and techniques. The questions are characterised as closed questions or open-ended questions. An open-ended question may ask the respondent to relate a “critical incident” that illustrates an important type of event or change in the life of the respondent or an organisation. Open questions allow respondents to answer in any way they wish, without prompting. The disadvantage of open-ended questions is that because answers vary greatly, tabulating is time-consuming (Smith, 2008, p. 235).

Closed questions are easy to use and code and they give the respondents the chance to choose from two or more fixed alternatives. Their main disadvantage is that they create artificially forced choices and rule out the possibility of unexpected responses by the participants. Smith (2008) says, “Sometimes the answers may not be correct. This may be caused by the fact that “I don’t know” is generally not offered as an answer choice” (p. 235). Most closed questions use scaling to ensure uniformity in response and one of the most widely used scales are the Likert scales.

A Likert scale measures the extent to which a person agrees or disagrees with the question. The most common scale is 1 to 5. Often the scale will be 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, and 5=strongly agree. The Likert scaling approach was widely used in the designing of the questionnaire. The scale allows for respondents to be asked to respond in one of the following ways: strongly agree, agree, disagree or strongly disagree or very often, often, not often and not at all (Bell,

2005, p. 219). The Likert scales are widely used for attitude scaling and in this study a four point scale was used.

Open-ended question items provide a frame for the respondent to answer without any restrictions. In other words they allow the respondents to write and explain their responses without limitation. Their inclusion in any questionnaire is critical because they cater for any lack of exhaustiveness and bias that might be in closed questions.

In this study, both open-ended and closed questions were used. The questionnaire was intended to establish the information needs and the information seeking behaviour of pastors in Namibia. The questionnaire consisted of six sections (A to F) with a total of thirteen closed questions and one open-ended question. The aim of Section A was to collect demographic data of the pastors such as age, gender, denominational background, length of service and level of education. Section B collected data on information needs and information seeking behaviour of pastors. Section C collected data on the information sources used by pastors and how often they are used. Section D collected data on difficulties being faced by pastors in obtaining pastoral information. Section E collected data on perceptions of pastors on their preparedness for their pastoral duties. The last question (Section F) was an open-ended question aimed at collecting data on an ideal way of helping pastors with pastoral information services.

3.7.2 Interview guide as a way of collecting data

An interview guide lists the issues that are to be explored during the course of an interview. The advantages of using an interview guide are that it makes interviewing

systematic and comprehensive. It also keeps the interview focused. The interview guide was designed in such a way that it addressed the following:

- information needs and information seeking behaviour of pastors;
- perceptions of pastors on their preparedness to perform their pastoral duties;
- information sources used and how they are used;
- factors affecting pastors' information seeking behaviour; and
- a framework for pastoral information services.

Appendix F gives details of the general structure of the interview guide.

3.8 The pilot study

In order to test the reliability of these research instruments, a pilot study was carried out before the final survey commenced. The testing of the research instruments was an important step in carrying out this study in order to identify deficiencies in the questionnaire and the interview guide and get ideas for improving them. This according to Smith (2008) provides the questionnaire, as a research instrument, with greater validity (p. 236).

The sample for the pilot study was drawn from the consolidated list of pastors-in-training at NETS, who did not form part of the main study. The sample size for the pilot study was five pastors. The final comments received from the pilot study were used to re-word and finalise the structure of the final research instruments.

3.9 Data collection process

In this section, the researcher describes the process of the study, which includes seeking permission to conduct the study, arrangement for interviews, up to data collection.

The research was carried out from 13 October to 13 December, 2011. A questionnaire was emailed to the NETS DDE regional co-ordinators. The co-ordinators printed the questionnaire and hand-delivered it to the pastors in their regions. Questionnaires were distributed in Windhoek, Gobabis, Walvis Bay, Okahandja, Rundu, Oshakati, Mariental, Swakopmund and Rehoboth.

A letter introducing the researcher and seeking permission to conduct the study (see Appendix A) was hand delivered to the pastors together with the questionnaire by the researcher or by NETS DDE staff. The data collection process for the study followed the two steps described below. One survey questionnaire was distributed to pastors scattered throughout the country while an in-depth interview was conducted with 16 key informants from 16 main churches in Windhoek.

3.9.1 Administering the questionnaires

A covering letter from the researcher (Appendix B) was included with the questionnaire describing the research project and motivating the respondents to participate in the survey. In order to ensure quick response the researcher decided to hand-deliver the questionnaire rather than use the conventional postal system which could take longer. Another alternative would have been to use e-mail, but the researcher felt that not all pastors would have access to the Internet. The researcher

was assisted in the distribution of the questionnaire by five NETS DDE Coordinators. The first two weeks in each district were used for distributing the questionnaire while the second two weeks were used for collecting the completed questionnaires.

3.9.2 Existing church documents and interviews with key informants

Where possible, the researcher asked if he could see and read existing church documents. Existing church documents refer to denominational policy documents and manuals that may prohibit pastors from using certain information sources. The positive thing about documents is that unlike people who change their character when they know that they are being studied, documents do not change. The only weakness as Patton (2002) pointed out is that they may be incomplete or inaccurate (p. 14). The researcher was given the opportunity to view church documents. However, nothing was found prohibiting pastors from using certain information sources. It is for this reason that the researcher did not include church documents in the data analysis.

The researcher personally conducted all the interviews with the 16 key informants. Before interviewing the pastors, the researcher either e-mailed or phoned the participants asking them to volunteer to take part in the study and to arrange venues, dates and times for the interviews. The researcher verbally promised the pastors that the information given to the researcher was for study purposes and would not be used outside the requirements of the University of Namibia. Another agreement was that the names of the participants would not be given or written in the report. The data

was captured through note taking and use of a voice recorder. The use of a voice recorder gave the researcher enough time to interact with the interviewees.

Interviews permit a deeper and fuller understanding of the attitudes of the respondents. The interviews were conducted to gather qualitative data. Sometimes pastors would not be available even after having promised that they would be available. Unexpected things like deaths of church members were sometimes given as reasons why they had to cancel interviews at short notice. However, the interviews enabled the researcher to discuss issues of interest with the respondents in depth and gain insights that could not be covered by the questionnaire despite the fact that they took a lot of time. Smith (2008) has pointed out that whereas a questionnaire may have room only for “agree” and “disagree” answers, an interview can tell the researcher why the person disagrees or agrees (p. 233).

3.10 Data analysis

Data analysis is about how the researcher orderly arranges and presents the findings of the study. The main reason for analysing data is so that unordered data is converted into something meaningful. The Statistical Package for the Social Sciences (SPSS) basic level descriptive statistics was used to organise and analyse quantitative data collected through the questionnaire. Qualitative data from the interviews and review of denominational documents was analysed using content analysis.

3.10.1 Analysis of quantitative data

To ensure high quality of the data collected, a process of data evaluation was carried out. This involved going through all the questionnaires and questions, checking for

errors in the responses and verifying them with the respondents, where possible. All the closed question responses were assigned code numbers while open-ended responses were not coded. All questionnaires were assigned a code to enable the cross checking of data entry in the SPSS programme.

In analysing the quantitative data, the researcher used a number of variables. A variable is a concept that varies (Neuman, 2011, p. 160). Variables can be classified into three broad types: attributes, behaviour and opinions. Attribute variables are concerned with characteristics such as age, sex, marital status, education, etc. Behaviour variables are concerned with questions such as what? when? how often?, while opinion variables are concerned with the respondent's point of view.

One of the main aims of quantitative research in the social sciences is the demonstration of causality. This, in other words, is to find out the impact of one variable upon another. The terms "independent variable" and "dependent variable" are often employed in this context. The independent variable denotes a variable that has an impact upon the dependent variable. In addition, when researchers are not able to actually control and manipulate an independent variable, it is technically referred to as a status variable (Neuman, 2011, p. 161).

In conducting this study, various types of independent variables (age, gender and levels of education) were considered. The dependent variables that were considered are: perceived information needs, seeking behaviour and use of various information sources. The responses from the questionnaire were coded. This data was then exported into the SPSS programme for analysis.

3.10.2 Analysis of qualitative data

According to Struwig and Stead (2001) content analysis is, “the gathering and analysis of textual content” (p. 11). The content refers to words, meanings, pictures, symbols, ideas, themes, or any message that can be communicated (Neuman, 2011, p. 322). The aim of content analysis is to transform and classify words so that links can be made between causes and effects. Content analysis has been used to analyse bias in news reporting, the content of newspapers, the extent of sexual or racial stereotypes in textbooks, the differences in black and white popular song lyrics and the nationalist bias in history textbooks (Bell, 2005, p. 128).

In this study, open-ended responses in the questionnaire were content analysed. The qualitative data from denominational documents were also analysed using content analysis. Content analysis was used in these two sections as the researcher found it to be the most suitable in analysing the open-ended responses in the questionnaire.

3.11 Ethical considerations

Neuman (2011) has pointed out that, because of the possible negative effects of research on those being studied, there is need to respect the research participants and sites (p. 131). Research ethics provide the researcher with a code of moral guidelines on how to conduct research in a morally acceptable way. It involves getting the informed consent of the participants and reaching agreements about the use of this data and how its analysis will be reported and disseminated (Gillespie, 2008, p. 46).

Ethical standards are based on “lessons learned through the history of research and on the experiences of professionals with the goal of minimising risk to research

participants” and hence they should “be the foundation for ethical decision making in research; wisdom and attention to detail complete the process” (Lapan, Marylynn & Quartaroli, 2009, p. 296).

It is in the light of these that a letter of introduction and approval (Appendix A) was sought from the Senior Lecturer and Head, Department of Information and Communication Studies before embarking on the study. The letter served not only to introduce the researcher but also to introduce the subject of the study to the participants. A consent form (Appendix D) was also sent out and the respondents were asked to indicate their willingness to participate in the survey.

In the analysis and interpretation of both qualitative and quantitative data, issues of good ethics are also considered and these include:

- Protecting the anonymity of individuals;
- Discarding of data after a given period of time so that it does not fall into wrong hands;
- Providing an accurate account of the data analysed.

In this study, the researcher took time to explain the research to the participants as explained in the data collection protocol (see Appendix C). This was done so that participants could make an informed decision on whether to take part or not (Denzin & Lincoln 2000, p. 138). The participants were asked to read and sign an informed consent form (Appendix D) and were given the option not to participate if they did not wish to do so. The participants were also asked not to write their names on the questionnaire.

3.12 Evaluation of the research methodology

This section seeks to evaluate the research methodology that was used to conduct the study. Every research methodology has its strengths and weaknesses (Bell, 2005) and thus the researcher reasoned that a survey employing both qualitative and quantitative (triangulation) techniques might benefit this study. Triangulation (using different data gathering instruments) gives the desired confidence to a study or what Struwig and Stead (2001, p. 100) refer to as reliability and validity. Struwig and Stead define reliability as “the extent to which test scores are accurate, consistent or stable” (p. 130).

Quantitative research collects facts and studies the relationship of one set of facts to another, while qualitative research is concerned with understanding individuals’ perceptions of the world around them (Bell, 2005, pp. 7-8). Triangulation was adopted for this study because the researcher was concerned about both facts and perceptions regarding pastors’ information needs and information seeking behaviour. Despite the few challenges cited with regard to the survey research methodology, this method was found to be the most suitable in carrying out this study because it is inexpensive and flexible. Also, the methodology allows for the use of a variety of data collection methods (qualitative and quantitative) which complement each other. Another advantage of the survey methodology is that it allows for the selection of a small sample from a much larger population and the findings can be applied to the larger population.

If the researcher were to carry out the same study, he would use the same research method. However, the only change would be to ensure that questionnaires are also in

local languages. Although the pastors indicated that they have attained a post-secondary education, most of them did so in Afrikaans and hence cannot read English language.

3.13 Summary

This chapter has outlined the methods and techniques that were used in investigating the information needs and information seeking behaviour of pastors in Namibia. The chapter has discussed the research design and the reasons for selecting the mixed method approach methodology over other enquiry techniques. The mixed method approach research methodology was described and its advantages and disadvantages were outlined. The questionnaires and interview guide instruments were fully outlined with regard to their content and use. The research population was also discussed and so were the statistical and content analysis procedures. The next two chapters present the findings of the survey as well as the analysis and interpretation of those findings.

CHAPTER 4 : DATA ANALYSIS AND PRESENTATION

4.1 Introduction

Chapter 3 outlined the research methodology used in carrying out the study. The purpose was to give a full understanding of the research procedures including selection of the population, research instruments used, the data collection process and data analysis techniques used. This chapter analyses the data collected from the survey of pastors across different church denominations in Namibia (Appendix E) and the interviews conducted with pastors (Appendix F) in Windhoek. The purpose of data analysis is to “transform the unordered data into something meaningful” (Gillham, 2000, p. 25). The quantitative data collected through the questionnaire was analysed using the Statistical Package for the Social Sciences (2010). Basic level descriptive statistics were used to organise and analyse statistical data obtained using quantitative techniques. Qualitative data from the interviews was analysed using content analysis.

The interview format followed the interview guide (Appendix F), which also sought to gather data on information needs and information seeking behaviour of pastors, information sources used, factors affecting pastors’ information seeking behaviour, perceptions of pastors on their preparedness for pastoral duties; and lastly to gather data on a framework for pastoral information services. In this chapter, questionnaire findings and the interview findings are integrated.

The findings from the questionnaire and the interviews are presented in tables in line with the research objectives as outlined in Chapter 1. The interviews took place in Windhoek between 27 October 2011 and 20 December 2011, while the questionnaire was distributed in Windhoek, Gobabis, Walvis Bay, Okahandja, Rundu, Oshakati, Mariental, Swakopmund, and Rehoboth during the same period.

Out of 200 questionnaires distributed to pastors, 138 were returned, giving a response rate of 69%. According to Babbie (1992), "... a response rate of at least 50 percent is adequate for analysis and reporting. A response of at least 60 percent is good. And a response rate of 70 percent is very good" (p. 267). This good response rate is partly attributed to the introductory letter provided by the Head of Department of Information and Communication Studies at the University of Namibia for the study (see Appendix A). Another contributing factor could have been the fact that the researcher and his assistants are also pastors and therefore known to many pastors in Namibia.

Recently, there has been bad publicity about the church in Namibia. According to Ashipala (2011) "while the Government goes to great lengths to provide anti-retroviral (ARV) drugs to people living with HIV and AIDS," some churches are encouraging their members to throw the tablets away. They claim that their members can be healed through prayer and faith alone. Because of these reports, some churches were initially reluctant to participate in the research project, thinking that the researcher was making a follow-up on the issue of ARV drugs. It was after this encounter that the researcher went to seek an introductory letter from the University.

4.2 Information needs and information seeking behaviour of pastors

Information seeking behaviour has to do with subjective motivations, feelings and convictions which are difficult to experiment or observe objectively. The aim of the study was to capture the pastors' thoughts and ideas about their information seeking behaviour.

4.2.1 Information needs of pastors

Pastors carry out a number of pastoral tasks such as preaching, presiding over weddings and funerals, hiring church staff, ministering to the sick, and marriage counselling. Each of these duties requires the pastor to search for information.

Pastoral information is important in the performance of pastoral duties. To find out what information pastors need and how that information is obtained, participants were asked to rank the type of information they highly required, moderately required, lowly required, or did not require in their pastoral ministries. Table 4.2 below shows the findings of the questionnaire with regard to information needs of pastors.

Table 4.1: Information needed by pastors

Pastoral Task	Highly required	Moderately required	Lowly required	Not required
Counselling	66 (47.83%)	46 (33.33%)	18 (13.04%)	8 (5.80%)
Community development	70 (50.72%)	51 (36.96%)	13 (9.42 %)	4 (2.90%)
Administration	63 (45.65%)	50 (36.23%)	14 (10.14%)	11 (7.97%)
Evangelism	120 (86.96%)	10 (7.25%)	5 (3.62%)	3 (2.17%)
Preaching	112 (81.16%)	13 (9.42%)	7 (5.07%)	6 (4.35%)
Directing prayers	104 (75.36%)	20 (14.49%)	5 (3.62%)	9 (6.52%)
Leading Bible study	103 (74.64%)	18 (13.04%)	9 (6.52%)	8 (5.80%)
Accounting	32 (23.19%)	47 (34.06%)	34 (24.64%)	25 (18.12%)
Member care	86 (62.32%)	35 (25.36%)	10 (7.25%)	7 (5.07%)
Teaching	106 (76.81%)	20 (14.49%)	7 (5.07%)	5 (3.62%)
Public relations	54 (39.13%)	51 (36.96%)	25 (18.12%)	8 (5.80%)
Leading a service	99 (71.74%)	24 (17.39%)	7 (5.07%)	8 (5.80%)
Running a youth programme	90 (65.22%)	31(22.46%)	12 (8.70%)	5 (3.62%)

During the interviews pastors were asked whether they were involved in research and, if so, what kind of information they were looking for. All 16 pastors affirmed that they did ‘research’ as a way of equipping themselves for their pastoral tasks. One pastor said, “Without research, forget you can be an effective minister of the Word!” As to the kind of information they were searching for, four areas of ministry were prominent: preaching, teaching, personal growth and counselling. The word research could have been understood by some pastors to mean information gathering rather than research as it is understood in academic circles. Only two out of the 16 pastors said that they did not counsel their church members because they had delegated this task to other members of the church who were qualified counsellors.

Preaching was regarded as the primary reason for information seeking. Although the pastors gathered information for specific tasks, they also gathered information for personal growth and future use.

The data in Table 4.2 indicates that pastors ranked counselling (47.83), community development (50.72%), administration (45.65%), evangelism (86.96%), preaching (81.16%), directing prayers (75.36%), leading Bible study (74.64%), member care (62.32%), teaching (76.81%), public relations (39.13%), leading a service (71.74%) and youth programmes (65.22%) as highly required in carrying out pastoral duties. It was only information on accounting that pastors indicated that they did not highly require. This correlates with the interviewed pastors who indicated that accounting was one of the few duties they asked their members to deal with. Table 4.3 below is a comparison of information needs of pastors as revealed by pastors in the questionnaire and in the interviews.

Table 4.2: Comparison of information needs of pastors as revealed by pastors in the questionnaire and in the interviews

Questionnaire	Interview
Counselling	Preaching
Community development	Teaching
Administration	Counselling
Evangelism	Personal growth
Preaching	
Directing prayers	
Leading Bible study	
Member care	
Leading a service	
Teaching	
Public relations	
Running youth programmes	

4.2.2 Information seeking behaviour of pastors

After establishing the information needs of pastors, the next important facet of this study was to establish their information seeking behaviour. As outlined in Chapter 1, an understanding of both the information needs and information seeking behaviour of pastors would help the churches and those involved in providing pastoral information services on how best to improve such services.

The respondents were asked to rank their use of all ten sources of information according to the phrases “very often”, “quite often”, “not very often”, and “not at all”, regarding where they went or turned to whenever they were in need of information. The following ten information sources were listed: church documents, other pastors, television, radio, newspapers, public libraries, university libraries, Internet, church members and personal libraries. Table 4.4 below indicates the pastors’ responses to this question.

Table 4.3: Information seeking behaviour of pastors

Information source	Very often	Quite often	Not very often	Not at all
Church documents	64 (46.38%)	54 (39.13%)	20 (14.49)	
Other pastors	21 (15.22%)	59 (42.75%)	54 (39.13%)	4 (2.90)
Television	13 (9.42%)	48 (34.78%)	58 (42.03%)	19 (13.77%)
Radio	18 (13.04%)	69 (50.00%)	41 (29.71%)	10 (7.25%)
Newspapers	23 (16.67%)	71 (51.45%)	32 (23.19%)	12 (8.70%)
Public libraries	7 (5.07%)	15 (10.87%)	68 (49.28%)	48 (34.78%)
University libraries	1 (0.72%)	23 (16.67%)	66 (47.83%)	48 (34.78%)
Internet	69 (50.00%)	50 (36.23%)	13 (9.42%)	6 (4.35%)
Church members	20 (14.49%)	41 (29.71%)	66 (47.83%)	11 (7.97%)
Personal library	106 (76.81%)	25 (18.12%)	3 (2.17%)	4 (2.90%)

The data presented in Table 4.4 show that 64 (46.38%) participants indicated that they turned to church documents, 69 (50%) indicated they turned to the Internet, and 106 (76.81%) indicated they turned to personal libraries “very often”. Fifty-nine (42.75%) participants indicated “quite often” to other pastors, 69 (50%) to radio, and 71 (51.45%) to newspapers. The table also reveals that 58 (42.03%) indicated “not very often” to television, 68 (49.28%) to public libraries, and 66 (47.83%) to university libraries.

In relation to information seeking behaviour, the interviewed pastors were asked, “What do you do when you do not have the information you need?” In response to this question, a number of alternatives were echoed. Three of the respondents said that they made use of the Internet. The pastors pointed to several information sources which helped them to keep abreast with current issues. Among them were websites, news outlets, blogs, radio and television. They also mentioned interaction with the community as a way of getting to know about new developments. They go to places where people meet, such as weddings and soccer stadiums. All sixteen pastors also pointed out that they always read the Bible as a way of equipping themselves for current issues. They said even though the Bible was written more than two thousand years ago, what is happening today is a fulfilment of the things the Bible said would happen.

Two pastors said they always worked with South African bookshops which sent them the required books. Four pastors said that they asked other pastors for information. In consulting other pastors, it became clear that they consulted more

experienced pastors and those whom they had known for a long time. All 16 pastors indicated that they looked for information in books, the Internet and other pastors, but when they could not find the information, they looked up to God for answers through prayer and fasting. It was interesting to note that the pastors prayed when they got information and they prayed if they did not get the information. They said that praying helped them to understand God's will and it gave their members clarity of mind and thought. Prayer, according to the pastors, gives wisdom as to what to do with the situation. God may convince them in their minds of an information source that may be helpful at this point. The wisdom may include being shown another pastor who may be helpful. In other words, the pastor may end up referring a church member to another pastor who has dealt with a similar situation before. In the case of a demon possessed member, the pastor ended up going to another experienced pastor who had dealt with demons before. In terms of information related to counselling, five of the sixteen pastors said that they asked their church members to go and come back later when they had enough information about their issues.

All sixteen pastors admitted knowing that there were public libraries in the city of Windhoek but they preferred their personal libraries because they knew their stock and they trusted their sources since they had been using them for a long time. Above all, they could turn to their personal libraries at any time whenever they needed the information. Table 4.5 provides a comparison of the information seeking behaviour of pastors in Namibia as revealed by pastors in the questionnaire and in the interview.

Table 4.4: Comparison of information seeking behaviour of pastors as revealed by pastors in the questionnaire and in the interviews

Questionnaire	Interview
Church documents	Internet
Internet	Bookshops
Personal libraries	Other pastors
	Personal libraries
	Prayer and fasting
	Church documents/libraries
	Radio and television
	Places of social gatherings

It can be noted from the questionnaires that the pastors used church documents, the Internet and personal libraries when they were in need of information. However, it can also be noted from questionnaire findings that pastors rarely turned to the television, university libraries, or public libraries when they were in need of information. During the interviews, pastors revealed that they did not trust public and university libraries because they tended to be too academic in their approach to spiritual issues. Their perception was that these libraries lacked the devotional aspect often needed in pastoral ministry. The researcher feels that this perception is based on the belief that these libraries serve academic institutions, which by nature do not accept statements at face value but are critical and always question the validity or authenticity of a statement. Some pastors are not comfortable with this kind of behaviour, especially questioning the Bible.

It can be concluded from the interviews and questionnaire data that pastors in Namibia need information for preaching, teaching, counselling, community development, administration, evangelism, directing prayers, leading Bible study, member care, public relations, leading a service, running youth programmes, and for personal spiritual growth. To satisfy this need they turn to church libraries/documents, Internet, personal libraries, bookshops, prayer and fasting, other pastors and places of social gathering.

4.2.3 Information sources used and how they are used

After establishing the information needs and information seeking behaviour of pastors in Namibia, the study attempted to establish what information sources pastors were using and the frequency of their use. A number of possible information sources were listed and pastors were asked to indicate the level at which they used each and every source. The sources included Greek and Hebrew lexicons, word-study books, Bible dictionaries, atlases, encyclopaedias, Bible concordances, Bible translations, theological works, Bible study aids, background information, biographies, devotional books, books on Church history, Christian education, missions, administration, music, pastoring and worship, and other pastors. The findings are indicated in Table 4.6 below.

Table 4.5: Information sources used by pastors

Information sources used	Frequency			
	Very often	Quite often	Not very often	Not at all
Greek and Hebrew lexicons	14 (10.14%)	9 (6.52%)	36 (26.09%)	79 (57.25%)
Word-study books	20 (14.49%)	54 (39.13%)	48 (34.78%)	16 (11.59%)
Bible dictionaries	41 (29.71%)	54 (39.13%)	38 (27.54%)	5 (3.62%)
Bible atlases	12 (8.70%)	36 (26.09%)	77 (55.80%)	13 (9.42%)
Bible encyclopaedias	25 (18.12%)	53 (38.41%)	49 (35.51%)	11(7.97%)
Bible concordances	90 (65.22%)	35 (25.36%)	11 (7.97%)	2 (1.45%)
Bible translations	94 (68.12%)	35 (25.36%)	4 (2.90%)	5 (3.62%)
Theological works	92 (66.67%)	36 (26.09%)	5 (3.62%)	5 (3.62%)
Bible study aids	92 (66.67%)	30 (21.74%)	11 (7.97%)	5 (3.62%)
Background information to the Bible	76 (55.07%)	46 (33.33%)	14 (10.14%)	2 (1.45%)
Bible biographies	30 (21.74%)	52 (37.68%)	41 (29.71%)	15 (10.87%)
Devotional books	70 (50.72%)	45 (32.61%)	14 (10.14%)	9 (6.52%)
Information sources on Church history	52 (37.68%)	53 (38.41%)	30 (21.74%)	3 (2.17%)
Information sources on Christian education	47 (34.06%)	64 (46.38%)	21 (15.22%)	6 (4.35%)
Information sources on Missions	86 (62.32%)	41(29.71%)	11 (7.97%)	
Information sources on Administration	25 (18.12%)	55 (39.86%)	46 (33.33%)	12 (8.70%)
Information sources on Music	42 (30.43%)	53 (38.41%)	36 (26.09%)	7 (5.07%)
Information sources on Pastoring	94 (68.12%)	34 (24.64%)	7 (5.07%)	3 (2.17%)
Information sources on Worship	85 (61.59%)	41(29.71%)	10 (7.25%)	2 (1.45%)
Other pastors	23 (16.67%)	74 (53.62%)	29 (21.01%)	12 (8.70%)

The data in Table 4.6 indicates that the pastors turned to the information sources as follows: Bible concordances (65.22%), Bible translations (68.12%), theological

works (66.67%), background information to the Bible (55.07%), devotional books (50.72%), missions books (62.32%), pastoral books (68.12%) and worship books (61.59%) “very often”. When it came to using Greek and Hebrew lexicons, 79 (57.25%), participants indicated “not at all”. The table also shows that 54 (39.13%) pastors turned “quite often” to word-study books, 53 (38.41%) to Bible encyclopaedias, 54 (39.13%) to Bible dictionaries, 52 (37.68%) to biographies, 53 (38.41%) to Church history books, 64 (46.38%) to Christian education materials, 55 (39.86%) to administration books, 53 (38.41%) to music books and 74 (53.62%) to other pastors. The respondents (55.80%) also indicated “not very often” to using Bible atlases as information sources.

During the interviews, the respondents emphasised formal sources in sermon preparation. Formal sources of information include different Bible translations, Bible dictionaries, Bible commentaries, and Bible concordances (Lambert, 2010, p. 9). One spoke about reading Church history textbooks, while three spoke about referring to church manuals. It also came out clearly that even though the pastors were not forbidden by their denominations to consult any information source, doctrinal orthodoxy was something they valued in the selection of information sources. Evangelicals would go with anything that is evangelical in approach while the “charismatics” and Pentecostals would prefer something pentecostal. In other words pastors consider consistency with their denomination’s theology in their choice of information sources.

The use of print sources dominated in all the interviews compared to the Internet or audio-visual sources. It also emerged again here that the pastors used the Holy Spirit

as a source of information on what, how and when to preach. In the preparation of sermons the Holy Spirit, according to the pastors, helped them to interpret the Scriptures. Through the Holy Spirit, they were able to understand the Holy Scriptures and to explain them to their people. While the pastors agreed that the information they needed could be found on the Internet, they raised issues of contextualisation. Some pastors argued that information on the Internet was sometimes published by people who had no idea about their contexts.

According to the interviewed pastors, it is the pastor's role that influences what information source he or she uses. Most of the pastors mentioned preaching as the main thing that occupied most of their time in pastoral ministry. Three of the pastors pointed out that they used lectionaries. Michel (2009) defines a lectionary as a calendar of Bible readings selected for each Sunday (selected by the denominational leadership) over a period three years or more (p. 173). When other pastors were asked about the use of lectionaries, some were surprised because they had never used or heard of such a tool.

All the pastors said that they used the Bible as the primary source of information. Two pastors added that it was the Bible plus the writings of their founders which were primary sources of information for sermon preparation. This did not go well with other pastors who felt that such materials (writings of church founders) should not be equated with the Bible, but rather should just serve as supplementary literature and not as authoritative literature.

Although Question 2 of the interview was intended to establish the information sources used by pastors, another question from another angle, "Where do you find

this information?” was posed to help establish the information seeking behaviour of pastors. Only one participant admitted to using a church library. The consensus emerging from the discussions with the pastors was that public libraries did not have relevant pastoral information sources. All 16 interviewees pointed out that they preferred using their personal libraries when they were preaching and church documents when they were performing administrative tasks. Personal libraries allowed the pastors quick access to the information they needed. Five of the pastors mentioned using the Internet for quick access to information. When the researcher suggested the use of university and public libraries, the response was that the collections in these libraries tended to be academic and not spiritual in approach.

The findings from the questionnaires were not very different from those of the interviews. The slight difference was caused by the fact that some of the information sources, for example the Holy Spirit, lectionaries and Bible commentaries, were not given as options in the questionnaires. Table 4.7 provides a comparison of the information sources used by pastors in Namibia as revealed in the questionnaires and in the interviews.

Table 4.6: Comparison of information sources used by pastors in Namibia as revealed in the questionnaire and in the interviews

Questionnaire	Interviews
Bible concordances	Church history
Bible translations	Church manuals
Theological works	Information sources that are in line with denominational theology
Bible study aids	Printed materials
Background information to the Bible	Holy Spirit
Devotional sources	Lectionaries
Information sources on missions	Bible translations
Information sources on pastoring	Founders' writings
Information sources on worshipping	Bible commentaries
	Radio
	Television

Data gathered from the questionnaires and interviews has shown that pastors use the following information sources: Bible concordances, Bible translations, theological works, Bible study aids, background information to the Bible, devotional sources, church history, church manuals, radio, TV, Bible commentaries, founders' writings, lectionaries, Holy Spirit, books on missions, books on worship, devotional books and other information sources that are in line with denominational theology.

4.2.4 Factors affecting pastors' information seeking behaviour

Just as scientific information is important to scientists, or business information to business people, pastoral information is important to pastors. Even in the most

information-rich contexts, one finds barriers to information seeking. While we often relate information barriers to physical limitations, for example lack of information sources, there are other factors that affect information seeking.

The issue of accessibility plays a very significant role because the success of pastors depends largely on their ability to access information. Several social, economic, political and environmental factors exist, which affect pastors' access to information. These factors pose a range of problems and if not adequately addressed, they can inhibit pastors from accessing relevant information. A question on difficulties faced by pastors in obtaining pastoral information was asked in the questionnaire as well as during the interviews. In the questionnaire the respondents were asked to rank fifteen difficulties using the following phrases, "major difficulty", "occasional difficulty", "not a major difficulty" and "not difficult at all". Table 4.8 below shows the pastors' responses from the questionnaires with regard to factors that affect their information seeking.

Table 4.7: Main difficulties in obtaining pastoral information

Main difficulties faced in obtaining information	Major difficulty	Occasional difficulty	Not a major difficulty	Not difficult at all
It takes too long to get the information I want	40 (28.99%)	32 (23.19%)	46 (33.33%)	20 (14.49%)
I do not know where to get the information I need	20 (14.49%)	38 (27.54%)	39 (28.26%)	41 (29.71%)
The process of getting the information is too complicated	18 (13.04%)	30 (21.74%)	56 (40.58%)	34 (24.64%)
I do not know if the required information exists	20 (14.49%)	38(27.54%)	39 (28.26%)	41(29.71%)
Information I want is too expensive	65 (47.10%)	23 (16.67%)	20 (14.49%)	30 (21.74%)
Information I get is of poor quality	26 (18.84%)	28 (20.29%)	37 (26.81%)	47 (34.06%)
Information is not available in my language	68 (49.28%)	15 (10.87%)	24 (17.39%)	31 (22.46%)
I do not know how to identify relevant information sources	17 (12.32%)	17 (12.32%)	39 (28.26%)	52 (37.68%)
The information I get is not always correct	17 (12.32%)	31 (22.46%)	43 (31.16%)	47 (34.06%)
I have no access to Internet or computer	77 (55.80%)	13 (9.42%)	14 (10.14%)	34 (24.64%)
The information is not always available when I want it	17 (12.32%)	31 (22.46%)	43 (31.16%)	47 (34.06%)
I do not like to ask people	58 (42.03%)	20 (14.49%)	24 (17.39%)	36 (26.09%)
I cannot find the information I want	12 (8.70%)	36 (26.09%)	41 (29.71%)	49 (35.51%)
I do not know what information is required	17 (12.32%)	30 (21.74%)	39 (28.26%)	52 (37.68%)
I do not know what information sources are available	15 (10.87%)	32 (23.19%)	33 (23.91%)	58 (42.03%)

The data presented in Table 4.8 show that a large number of the respondents indicated the following as their major difficulties in obtaining pastoral information: not having access to the Internet or computers (55.80%), cost of obtaining the information (47.10%), information not being available in local languages (49.28%) and their unwillingness to ask people (42.03%).

During the interview, the majority of the participants (12 out of 16) revealed that it was very difficult to get good theological books in Namibian bookshops. If one could be found, it would be expensive. This confirms the findings from the questionnaires, which revealed that the cost of obtaining information was affecting pastors' information seeking. Ten of the sixteen respondents revealed that there was "information overload" on the Internet. They pointed out that having a lot of information can be problematic because one ends up not knowing what to take and what not to take. Lack of computer skills to search and get the right information from the Internet was mentioned by seven out of the sixteen pastors as a factor affecting their information seeking. Five pastors pointed out that it was difficult to find information written in their mother language. Three pastors complained that even the Bibles which were translated into their languages were wrongly translated. They complained that the Bible in their vernacular languages did not have cross-references, commentaries, or footnotes.

Another pastor who was pastoring in Windhoek and had now started another church in his village had this to say, "My new location is a big disadvantage when it comes to information". He cited lack of public libraries and unavailability of information sources such as newspapers. He added that there were very few pastors and those few

had no libraries of their own. Some of the pastors in the rural areas were not theologically trained and there was very little exchange of information. The people were tribalistic and very reserved.

Five of the 16 pastors pointed out that even though information was available, their main challenge was that it was difficult to understand as they found the terms used by Bible scholars to be too technical. Another issue raised was that there were some books of the Old Testament which biblical scholars had not made commentaries on, especially the book of Song of Solomon. Lack of money to buy the newspaper or to visit Internet cafés was given as another difficulty that some pastors were experiencing in their desire to be informed.

When the researcher asked participants what encouraged or discouraged them when they were looking for information, most of them said that they were encouraged when they found hidden meanings in a text. When they read a passage of Scripture and they were able to find its meaning and apply it to the lives of their congregants, it brought joy to them. Also when they saw the lives of their church members changing positively because of the information they had given them, it also motivated them to do more and better. One said he was encouraged when he watched DVDs of pastors who were experienced in pastoral ministry, especially when they dealt with practical issues. Discouragement came when they could not find an explanation for some passages of Scripture.

Of interest was the discussion with pastors regarding their use or the role of computers and the Internet. Although all the pastors interviewed used the Internet in one way or the other, most of them categorised their access as very limited. They

admitted that the Internet was a good information source. This confirms the findings from the questionnaires. All commented that they could find all kinds of information from the Internet. Two pastors mentioned helpful online Bible study tools and sermon illustration sites. Those who could not use the Internet admitted that they got assistance from their children but it was expensive to get access to the Internet or even own a computer. One pastor mentioned that the big temptation with the Internet was pornography. Another one mentioned information overload and the ability to select relevant information as a challenge when using the Internet.

Given the data presented by pastors during the interviews, it can be concluded that factors affecting pastors' information seeking behaviour included: information overload; lack of computer skills; lack of money to subscribe to relevant Internet websites, buy books or newspapers; unavailability of information sources in local languages; and lack of good theological books in bookshops. It was also revealed that one's working environment was a contributing factor. Those serving in poor churches would not have the money and those in rural areas would not have access to the Internet. The information revealed during the interviews therefore confirms what the questionnaire revealed. Table 4.9 below provides a comparison of factors affecting pastors' information seeking behaviour in Namibia as revealed in the questionnaires and in the interviews.

Table 4.8: Comparison of factors affecting pastors' information seeking behaviour in Namibia as revealed in the questionnaires and in the interviews

Questionnaires	Interviews
Information wanted is expensive	Unavailability of good Christian books in Namibia
Information is not available in local language	Books are expensive
No access to Internet or computers	Information overload
Do not like to ask people	Lack of skills to evaluate authenticity of information on the Internet
	Unavailability of commentary on some Old Testament books
	Lack of information sources in vernacular languages
	Untrained pastors
	Tribalism
	Lack of libraries
	Lack of relevant and contextual information sources
	Lack of funds to buy the needed information sources
	Lack of computer skills

4.2.5 Accessibility of pastoral information

The importance of access to information is reflected by its recognition worldwide as a fundamental human right (United Nations, 2012). Access to information is key not only for one to participate in society, achieve in education or employment but also in pastoral ministry. The question of information accessibility was also central to this study. The pastors were required to rank the level of accessibility for each of the 13 areas of information needs (highly accessible, moderately accessible, lowly accessible and not accessible) of the information stated in Table 4.2. The findings are shown in Table 4.10 below.

Table 4.9: Level of information accessibility

Type of information need	Highly accessible	Moderately accessible	Lowly accessible	Not accessible
Counselling	53 (38.69%)	67 (48.91%)	14 (10.22%)	3 (2.19%)
Community development	39 (28.26%)	46 (33.33%)	49 (35.51%)	4 (2.90%)
Administration	36 (26.09%)	56 (40.58%)	39 (28.26%)	7 (5.07%)
Evangelism	61 (44.20%)	59 (42.75%)	14 (10.14%)	4 (2.90%)
Preaching	79 (57.25%)	48 (34.78%)	8 (5.80%)	3 (2.17%)
Directing prayers	68 (49.28%)	36 (26.09%)	25 (18.12%)	9 (6.52%)
Leading Bible study	65 (47.10%)	51 (36.96%)	17 (12.32%)	5 (3.62%)
Accounting	20 (14.49%)	41 (29.71%)	32 (23.19%)	45 (32.61%)
Member care	52 (37.68%)	58 (42.03%)	25 (18.12%)	3 (2.17%)
Teaching	65 (47.10%)	54 (39.13%)	16 (11.59%)	3 (2.17%)
Public relations	32 (23.19%)	56 (40.58%)	44 (31.88%)	6 (4.35%)
Leading service	76 (55.07%)	51 (36.96%)	9 (6.52%)	2 (1.45%)
Running a youth programme	55 (39.86%)	64 (46.38%)	18 (13.04%)	1 (0.72%)

The data in Table 4.10 shows that out of the thirteen types of information needed to perform pastoral duties, only six (evangelism, 44.20%; preaching, 57.25%; directing prayers, 49.28%; leading Bible study, 47.10%; teaching, 47.10%; and leading a service, 55.07%) were ranked as “highly accessible”. The table also shows that information on counselling (48.91%), administration (40.58%), member care (42.03%), public relations (40.58%), and running a youth programme (46.38%) were ranked as “moderately accessible”. Information on community development (35.51%) was ranked as “lowly accessible” and information on accounting (32.61%) as “not accessible”.

The same question on information accessibility was posed during the interviews and all 16 pastors acknowledged that information was available but the accessibility depended on the individual. They elaborated that those serving economically stable churches had no problems. Their churches could afford to buy them books or

subscribe to Internet sources. Those serving in economically challenged churches did not have the skills even to use the Internet. Some who could access the Internet found the information difficult to understand.

Findings from the questionnaires revealed that information was highly accessible in only six out of thirteen possible areas of ministry despite the fact that all had been rank as highly required in Table 4.2. In other words this shows that there is an information gap between what pastors need and what they are able to access. It is such a gap that studies like this seek to find a way or solution to close. These findings were confirmed by interview findings which also revealed that though information is available, not everyone has access to it. Only 2 out of the 16 pastors considered that they had no problems accessing what they wanted.

4.2.6 Perceptions of pastors about their preparedness in carrying out their pastoral duties

The next important facet of the study after establishing the information needs and information seeking behaviour of pastors was to examine their perceptions on how prepared they were in carrying out their pastoral duties. The question was intended to find out the impressions, attitudes or awareness pastors had about their different roles in terms of their preparedness to carry out the tasks. The responses are presented in Table 4.11.

Table 4.10: Perceptions on preparedness

Pastoral task	Highly prepared	Moderately Prepared	Somewhat prepared	Not prepared
Counselling	34 (24.64%)	60 (43.48%)	38 (27.54%)	6 (4.35%)
Community development	28 (20.29%)	47 (34.06%)	56 (40.58%)	7 (5.07%)
Administration	30 (21.74%)	57 (41.30%)	43 (31.16%)	8 (5.80%)
Evangelism	55 (39.86%)	75 (54.35%)	7 (5.07%)	1 (0.72%)
Preaching	94 (68.12%)	41 (29.71%)	2 (1.45%)	1 (0.72%)
Directing prayers	75 (54.35%)	12 (8.70%)	12 (8.70%)	2 (1.45%)
Leading Bible study	81 (58.70%)	47 (34.06%)	10 (7.25%)	
Accounting	14 (10.14%)	35 (25.36%)	32 (23.19%)	57 (41.30%)
Member care	48 (34.78%)	63 (45.65%)	26 (18.84%)	1 (0.72%)
Teaching	78 (56.52%)	52 (37.68%)	2 (1.45%)	2 (1.45%)
Public relations	32 (23.19%)	53 (38.41%)	45 (32.61%)	8 (5.80%)
Leading a service	80 (57.97%)	50 (36.23%)	7 (5.07%)	1 (0.72%)
Running a youth-group	53 (38.41%)	54 (39.13%)	25 (18.12%)	6 (4.35%)

Table 4.11 shows that the participants indicated “highly prepared” to preaching (68.12%), directing prayer (54.35%), leading a Bible study (58.70%) and teaching (56.52%). This is consistent with the participants’ responses on information accessibility, where the information on the areas in which the pastors reported to be “highly prepared” was ranked as “highly accessible” (Table 4.6). However, there is a discrepancy when it comes to evangelism and leading a service. Though the information is ranked as “highly accessible” in Table 4.6, in Table 4.7 participants

indicated that they were not highly prepared to carry out pastoral duties relating to these areas.

Data presented in Table 4.11 reveals that pastors were “highly prepared” for preaching (68.12%), directing prayers (54.35%), leading Bible study (58.70%), teaching (56.52%) and leading a service (57.97%). While data presented in Table 4.2 revealed that information on counselling, community development, administration, evangelism, preaching, directing prayers, leading Bible study, member care, teaching, public relations, leading a service and running a youth programme were “highly required,” Table 4.11 shows that pastors are not fully equipped to deal with their pastoral duties. This confirms the findings of the interviews. The participants were asked if they had ever been in a situation where they thought that they did not have enough information to deal with a problem. All the pastors confirmed that they had had such experiences. Three mentioned dealing with church members living with HIV and AIDS. One pointed out that he did not know whether to shake hands with such a church member. Another pastor spoke about difficult passages of Scripture which sometimes seemed to be contradicting each other, especially the synoptic gospels (Matthew, Mark and Luke). Issues of marriage, family and demon possession are some of the issues pastors admitted that they dealt with but did not have enough information on.

With regard to perceptions of pastors on their preparedness for carrying out their pastoral duties, it can be concluded from the interview data that pastors in Namibia acknowledge that it is not an easy task to evaluate oneself. They pointed out a number of issues that made this task difficult, which include the fact that this is a

spiritual matter and as such it may need spiritual judgement. However, they concluded that the fact that people were being saved and churches growing was a sign that the pastors were executing their pastoral duties well.

In the questionnaires pastors indicated that they were highly prepared for preaching, directing prayers, leading Bible study, teaching and leading a service. It can be concluded that the outcome of the interview was not in contradiction with the findings of the questionnaires but that the interviewed pastors had more time to explain their perceptions.

While most of the interviewed pastors pointed out that they had information to carry out their pastoral duties, they said it was very difficult to measure their effectiveness or even to say they had done a “good job” each time they preached. This was so because apart from information, there was also an art of presentation to be considered. The level of education and understanding of their people also affect their preparedness. People who come to church are from different backgrounds socially, economically, educationally and politically, thereby making it difficult for the pastor to know at what level of presentation he has to pitch his message or teaching.

Another recurring issue was that of contextualisation. All the pastors mentioned that it was not only about having information or the right information. The issue of practical and relevant information was agreed to be of paramount importance. The participants commented that it was God who helps people to understand the message. “You may preach well but if God does not impart that on people’s hearts, it amounts to nothing”, one of the pastors said.

4.2.7 Pastors' views on how to improve pastoral information services

The last section of the interview and questionnaire sought the pastors' comments and opinions on how to improve pastoral information services in Namibia. Several issues were raised in the open-ended question as to how pastoral information services could be improved. This section presents an analysis of the comments and opinions of the pastors.

When the questionnaire was returned, only five respondents out of the one hundred and thirty eight had responded to the question on improvement of pastoral information services. The content analysis of the comments by pastors reveals that pastors expected local churches and theological colleges to play more leading roles in the provision of pastoral information services to pastors. The comments indicated that the pastors expected churches to have a monthly budget to buy books for their pastors. While the interviewed pastors acknowledged that there were very few theological college libraries, they recommended that theological colleges should open their libraries to pastors in their communities. They also suggested that before graduation, pastors should be helped to build personal libraries that would help them in ministry and that theological colleges and churches should put in place systems of updating these information sources.

Pastors argued that if information is available but inaccessible for one reason or the other, it is useless to them and their service delivery will never improve. They pointed out that sermons or teachings could be recorded and be passed from one pastor to the other. A website could be created on which sermons preached by other Namibian pastors could be uploaded. Another pastor suggested that there should be a

programme that takes pastors from one place to another. For example, pastors in town could be taken to a rural setting as part of educating them. Those in the rural areas could also be brought to town for them to come to terms with the reality of the changing world.

4.3 Summary

Although other people were regarded as information sources, it should be noted from the interviews that trust and respect were major determinants in choosing who to approach for help. These sentiments were confirmed by the questionnaire when the majority pointed out that their major obstacle was that they did not want to ask people for help. Another obstacle that the pastors found in getting information was the absence of contextual information. The information they found was not in their language or the languages of the people they served. The information also did not speak to their given contexts or cultural settings.

In this chapter the researcher has presented the data collected from the field of survey - both from the questionnaires and the interviews. The data in this chapter shows that pastors need a broad range of information sources (Bible concordances, the Holy Spirit, Bible translations, Bible commentaries, theological works, Bible study aids, background information to the Bible, devotional literature, literature on missions, pastoring and worship) to deal with a broad range of pastoral duties (counselling, community development, church administration, evangelism, preaching, directing prayers, etc). The data also shows that pastors in Namibia rely mostly on church documents, the Internet, other experienced pastors, and personal libraries to access pastoral information. While this may be true in theory, the quality and depth of

information is compromised due to a number of factors such as cost, failure to get information in one's mother tongue, failure to have access to the Internet or a computer and the unwillingness of pastors to ask other people for information. The data also indicated that more resources (money, books, Internet) and training was needed to reduce the information gap between what the pastors had and their service delivery.

The next chapter deals with the interpretation and discussion of the data that has been presented in this chapter.

CHAPTER 5 : DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses and interprets the findings of the study. According to Welman, Kruger and Mitchell (2005), in the discussion chapter “the findings are not just repeated but their meaning and implication are explained in the light of the purpose of the study” (p. 253). This discussion is based on the findings of the quantitative analysis of the questionnaire data and the content analysis of the qualitative data from the interviews as presented in Chapter 4. The data presented addressed the research specific objectives drawn from the main objective of the study: “What are the information needs and information seeking behaviour of pastors in Namibia?”

The sections of the discussion are organised according to the specific objectives. The first section focuses on the information needs and information seeking behaviour of pastors in Namibia. The second section discusses data on the information sources used by pastors and how they are used. The third section deals with factors affecting pastors’ information seeking behaviour. The fourth section is about the perceptions of pastors on their preparedness in carrying out their pastoral duties. The final section discusses suggestions for setting up pastoral information services. The chapter discusses research findings and incorporates the literature review which also makes the basis of recommendations for the study.

5.2 Information needs and information seeking behaviour of pastors

The findings from questionnaires and interviews have shown that information is important for their pastoral duties. This confirms the opinions of many scholars that information is power when it is used and applied effectively (Boon, 1992; Martin, 1984). People need information to work properly in their different roles no matter how well versed they are (Tahir, Mahmood & Shafique, 2008).

5.2.1 Information needs

The data presented in Chapter 4 indicates that pastors in Namibia need information for counselling, community development, administration, evangelism, preaching, directing prayers, leading Bible study, member care, teaching, public relations, leading a service and running a youth programme. This discovery confirms several studies (Wicks, 1999; Staman, 2010; Lambert, 2010) which describe clergy as purveyors of information about everything.

Despite varying definitions of information needs, the consensus is that information needs arise when the present level of knowledge is too limited to deal with a new situation (Case, 2006; Dervin, 2003). Wilson (1996) proposes that an information need is not a primary need, but a secondary need that arises out of needs of a more basic nature. It is the environment or the role one plays that motivates an information need. Wilson (1981) further notes that the concept of information need can be divided into three categories:

- physiological needs; such as the need for food, water, shelter, etc.;
- affective needs; such as the need for attainment, for domination, etc.; and

- cognitive needs, such as the need to plan, to learn a skill, etc.

According to Harris and Dewdney (1994), information needs arise from the seeker's situation or the need to bridge or close a gap in information (Dervin, 2003). In the case of pastors, the situation could be the need for information to counsel an HIV and AIDs patient or to deal with mentally challenged people.

The data presented in Chapter 4 shows that pastoral duties or roles determine the type of information one looks for. Tanner (1994) argues that pastors' information seeking behaviour is caused by other congregational factors. However, denominational or congregational literature viewed during this study did not show that the pastors were restricted to using any type of information by their churches. This could be something pastors learned or developed during training in theological institutions. The findings of this study show that mostly, Roman Catholic priests need information on community development; the Pentecostal and Charismatic pastors need information on how to deal with spiritual warfare (e.g. demon possessed members); while pastors from Evangelical Churches are more concerned with doctrinal issues.

In a study on the information seeking behaviour of professionals, Yousefi (2007) concludes that information needs and information seeking behaviour differ depending on the roles or contexts in which individuals serve as shown in Wilson's model of information needs and seeking behaviour (Figure 5.1).

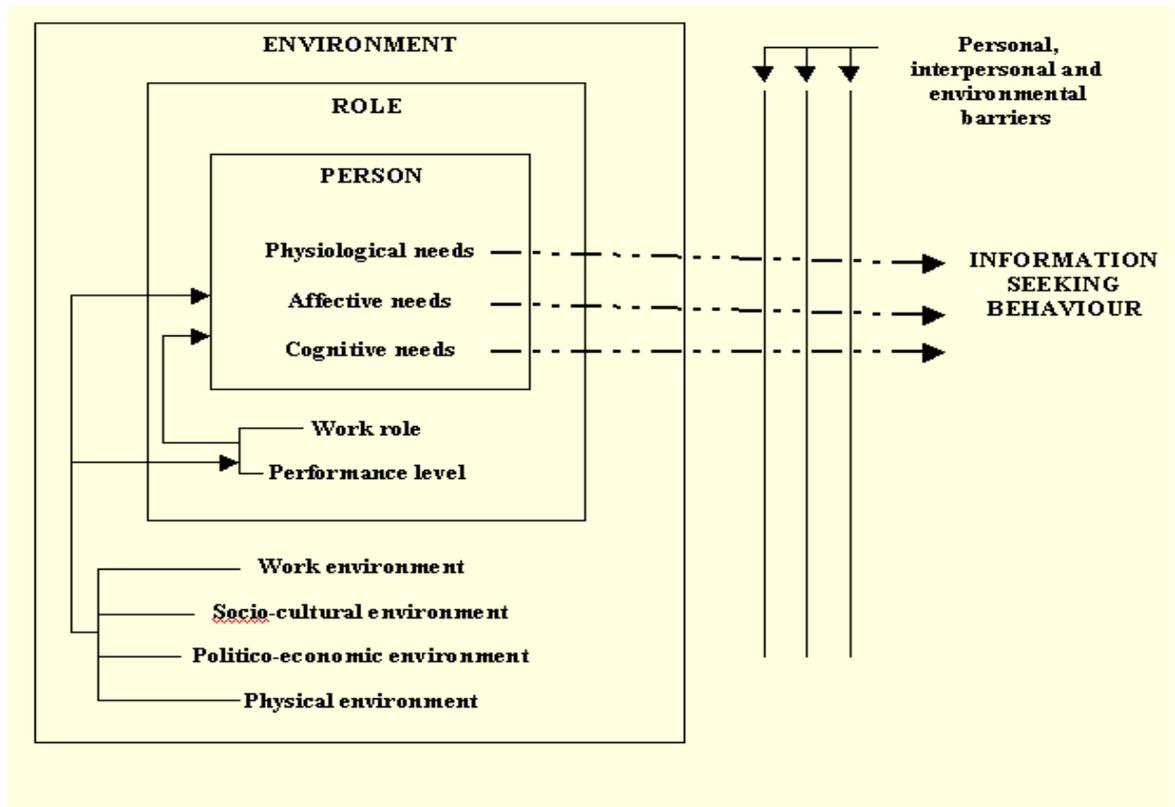


Figure 5.1: Wilson's model of information needs and seeking behaviour

Pastors indicated that they needed information to prepare for teaching, personal growth, current awareness and dealing with demon-possessed people. This confirms a study by Khan and Shafique (2011) which revealed that college teachers need information for lecture preparation, improvement of their personal competencies and current awareness. Information sought was not only to cover for current needs but also to cover an anticipated gap in information in the future. It was evident from the study that the roles of pastors in the United States are not very different from those of pastors in Namibia (Wicks, 1999) apart from the fact that churches in Namibia (Africa) are confronted more with spiritual issues than philosophical issues (Coertze, 2005). While the Westerner looks for answers to his or her philosophical questions

from books, the African tends to look for answers to his or her spiritual questions from the “shaman”, “inyanga”, “diviners” and “exorcists” (p. 42).

5.2.2 Information seeking behaviour of pastors

In this study, information seeking was seen as those actions that pastors pursue in order to obtain required pastoral information. The findings show that the majority of pastors are more inclined to the use of personal libraries. Wicks (1999) has commented that this behaviour may be a sign of information overload. He thinks that pastors are closed to outside information because they are overwhelmed by the quantity of information available in books and online. Wicks further notes that pastors may choose not to cross the boundaries of their congregations, denominations and theological worlds. When they do so it is not because of denominational rules and regulation as Tanner (1994) suggests. This study revealed that the information seeking behaviour of pastors is influenced by their roles. This is in line with Wick’s hypothesis that the information seeking behaviour of pastors is influenced by the roles they are playing at a particular time.

The findings of this study confirm Wicks’ study as pastors have pointed out that they use the same information sources because they trust the information sources and are able to access them at any given time without having to travel. This also confirms a study by Leckie, Pettgrew and Sylvain (1996), “Modelling the information seeking of professionals”. Leckie, et al.’s study revealed that while convenience is the most important factor when choosing a source, reliability, comprehensiveness, timeliness and cost are also considered (p. 172).

Another information behaviour highlighted in this study during interviews with the pastors is that pastors turn to printed sources and to the Holy Spirit for information. This confirms studies by Ryden (2008) and Wicks (1999) which have revealed that pastors turn to formal and informal sources of information. Another study by Rosenbloom and Wole (1967) has revealed that scientists depend more on published literature. Bokhari's (1976) study on information needs of engineers has also revealed that participants consulted both formal and informal sources of information to meet their information needs.

This study has revealed that pastors rely on personal knowledge, personal experience, and the experience of co-workers. They indicated that they do not use public libraries but instead rely on personal libraries. These findings confirm the findings on the study of engineers by Leckie, Pettgrew and Sylvain (1996) which revealed that engineers have little use of public libraries and instead, reliance is placed on internal sources of information.

5.3 Information sources used and how they are used

Pastors, like any other professionals, depend on information to perform their duties. Data presented and analysed in Chapter 4 has shown that pastors consult the Holy Spirit and use reference information sources such as Bible concordances, Bible commentaries, Bible translations, theological works, Bible study aids, background information to the Bible, devotional books, church history books, lectionaries and information sources on missions, pastoring and worshiping to perform their duties. The findings of the study also show that pastors consult other experienced pastors.

Pastors emphasised their need and dependence on the Holy Spirit as a source of information. Other researchers in information seeking behaviour of pastors found similar findings (Michels, 2009; Wicks, 1999). However, Ronald (2007) came up with an interesting argument in regards to this when he said:

... the Holy Spirit is something other than an information source because the clergy member cannot just pull the Holy Spirit off a bookshelf, turn to the proper page, and get the answer. The Holy Spirit is the active presence of God, mysteriously and timelessly at work in the world and in the informant's life (p. 137).

How pastors communicate with the Holy Spirit (though this aspect could be classified as a psychological aspect) was not the main objective of this study, and is therefore outside the scope of this study.

In their study of information needs and information-seeking behaviour of college teachers, Khan and Shafique (2011) concluded that college teachers use books and monographs. In another study of information needs and information-seeking behaviour of arts and humanities teachers, Tahir, Mahmood and Shafique (2008) discovered that teachers use reference books and consult knowledgeable persons, while a study by Lilley (2008) revealed that students ask someone they are close to. Although the above studies involved teachers and students, the findings are consistent with findings revealed by pastors in this study that they use both formal and informal sources of information. The preference for interpersonal sources is consistent with findings from other information seeking studies (Lilley, 2008;

Michels, 2009). People feel free to ask for information from people they already know and relate to.

Although other pastors were regarded as information sources, it was noted from the interviews that there are barriers associated with this source as trust and respect were highlighted as major contributors in determining who to approach for help. Wicks (1999) also concluded in his study of information needs and seeking behaviour that pastors, in their choice of information sources, may choose not to cross the boundaries of their congregational, denominational and theological worlds unless they are filling specific roles. For example, he says that they are most open to outside information in their roles as care-takers.

5.4 Factors affecting pastors' information seeking behaviour

Data from the questionnaires and the interviews has revealed that pastors did not have computers, they lacked computer skills, and that they did not have money to subscribe to relevant Internet resources or to buy books. This confirms a study by Khan and Shafique (2011) which revealed that major obstacles faced by college teachers are the lack of computer hardware and software. They further noted that another obstacle is that teachers never received any formal training on using online information sources.

It can be concluded that the success of the implementation of ICT is not dependent on the accessibility of one individual factor, but is determined through a dynamic process involving a set of interrelated factors (Mumtaz, 2000). Having the information sources but lacking the skills to use them is not good enough. Some

pastors had computers and money to connect to the Internet but they lacked the skills to use the computers. Markus (1987) in his study, "Toward a 'critical mass' theory of interactive media", argues that in order to expedite the use of ICTs, organisations need to provide training sessions for their employees to encourage their use of technology. Some studies (Sharma & Yetton, 2003; 2007) seem to support Markus' argument advocating that both management and training contribute to technology use in organisations.

Data from the questionnaires and the interviews with the pastors indicate that pastors found it difficult to understand information sources not written in their mother language. Language is another situational barrier that can inhibit free access to pastoral information. This confirms a study by Lilley (2008) which investigated the information barriers encountered by Maori secondary school students when seeking information in different cultural contexts. The study revealed that language barriers were identified as an issue. The information was not the same when it was translated into English. Some information was lost during translation. Information found on the Internet was generalised, and people who were not informed wrote the information without stipulating from which cultural group the information was taken or coming from.

The reference sources that pastors use to interpret the Bible are not written in their vernacular languages. It can be concluded that pastors do not use information services when the information is irrelevant and non-responsive. Information must be available, relevant, readable, and written in a language people understand. A study on access to health information by Eriksson-Backa (2008) revealed that the use of

some terms, especially medical terms, and unavailability of information sources in the mother tongue, were obstacles to information seeking.

Though Eriksson-Backa's study was about health information, pastors in this study have also indicated that they find it difficult to use the information sources they find because the information is not written in a language they understand. The information needed was not in their language or the languages of the people they served.

Another barrier that was identified is the environment. Environment is the context in which one is serving. Data from the questionnaire revealed that some pastors lived in rural areas where they did not have access to the Internet or the daily newspaper. According to Wilson and Walsh (1996), the environment may impose barriers of an economic, political, geographic, or other nature. Dike (1992) conducted research on the scarcity of books and the threat to academic excellence. She concluded that non-availability of information sources leads faculty and students to not using library services. When information sources are not available, users normally give up the search and go back home in frustration. A study by Marama and Ogunrombi (1996) confirmed that unavailability of information sources has a negative effect on the quality of university students without libraries. Without proper information sources pastors will not be able to perform their roles properly.

Data presented in Chapter 4 revealed that some people in rural areas were tribalistic and were not willing to share information with anyone who did not come from their tribe. A study by Wicks (1999) revealed that when the social network theory is

applied to information needs, the premise is that the particular social networks to which individuals adhere affect the way in which they seek information.

5.4.1 Contextualisation

A further issue is that the information did not speak to some pastors' given contexts or cultural settings. Hesselgrave (1980) defines contextualisation as, "the translation of the unchanging content of the Gospel of the kingdom into verbal forms meaningful to the peoples in their separate cultures and within their particular existential situations" (p. 209). In other words, contextualisation is making the Gospel meaningful to different people in their different situations and at the same time making it simple to explain the Bible with certainty. Contextualisation helps to relate the Bible to the contexts of the hearers. Dosa (1985) has argued that relevance of information sources and services increases chances for their acceptance and use.

5.4.2 Cost of information

Some pastors also pointed out that books were very expensive in Namibia and that their salaries were very low and so they could not afford to buy books. This is not a problem restricted to Namibia. In Arizona, students have gone on strike because of the prices of books (Butler, 2005) and in South Africa, the South African Book Development Council (2007) carried out a study on the factors influencing the cost of books because the cost of books was beyond the reach of the majority of people. Leckie, Pettigrew and Sylvain (1996) have argued that the cost involved with accessing a particular source will also affect whether a professional decides to use it or not.

5.4.3 Quality and relevance

The literature review (Chapter 2) has shown that the perceived quality of information and an information source are sometimes the main criterion that guides an individual's information seeking behaviour (Lee & Cho, 2010). Pastors also indicated that they did not use public and university libraries for a number of reasons. The first was that the information in these libraries was too academic while they needed more devotional material. The information sources tended to question the authority of the Bible and hence such materials could not be trusted. They also pointed out that the information sources in these libraries were not relevant to their work. Literature on relevance says that "the extent to which information is retrieved is judged by the user to be applicable to the subject of the query" (Reitz, 2010). Relevance also relates to such things as the background of time, place, persons and recent ideas, statements and events. Public and university libraries may have good pastoral information sources but unless pastors see them as relevant, they will be of no use to them.

5.4.4 Accessibility

Pastors in this study have revealed that they did not use theological college libraries. They also pointed out that these libraries were not easily accessible. In order to use theological libraries they had to travel long distances to get the information. However, the nature of their duties required them to have quick access to information.

Despite having been indicated as “highly required” in Table 4.2, data in Table 4.10 indicated that information on counselling, community development, administration, accounting, member care, public relations and running a youth programme were not “highly accessible” to pastors in Namibia. Rertz (2010) defines accessibility of information sources as the ease with which a person may enter a library, gain access to its online systems, use its resources, and obtain needed information regardless of format. Accessibility of information sources means that the user can identify and use the resources, while availability means ensuring that the information sources are presented in the library for their immediate use (Agulu & Aguolu, 2002). It can be noted that accessibility is a prerequisite for the use of an information source (Wakeham, 1992, pp. 133). Kuhlthau (1991) points out that the choice to seek information depends on its perceived accessibility. Iyoro (2004) examined the contribution of accessibility to learning processes and reported that information users make use of a library when information is easily and conveniently accessible to them. This analysis confirms what pastors pointed out that libraries are far away and sometimes closed at the time they need information.

5.4.5 Unwillingness to ask

Another barrier that was revealed is the fact that pastors did not like to ask people for information. This was indirectly echoed in Chapter 2 when pastors revealed that they struggled to maintain friendships (Barna Group, 2006), and where Wicks (1999) says that when pastors happen to use libraries, they tend to function independently of librarians. Generally, the consensus in the literature reviewed is that pastors rarely ask for information.

The findings of the study have confirmed what other studies have said about barriers to information seeking (Wilson & Walsh, 1996; Wilson, 1999; Wynne & Lyne, 2004), classifying them as educational, social, economic and environmental.

5.5 Perceptions of pastors on their preparedness for carrying out their duties

Perception can be defined as the way people judge or evaluate others and themselves. In other words, perception is a process by which people attach meaning and experience (Adediwura & Tayo, 2007, p. 165). Findings in Chapter 4 on the perceptions of Namibian pastors on their preparedness revealed that pastors think they are highly prepared for preaching, directing prayers, leading Bible study, teaching, and leading a service. A study by Barna Group (2002) echoed the same sentiments, where pastors in American churches stated that they considered themselves to be good preachers, teachers, shepherds, leaders, mentors, counsellors, and church administrators.

Pastors play important leadership roles in their parishes and communities. Every Sunday or Saturday, people from all occupations gather to listen to them articulate spiritual, political and social messages and opinions related to their lives (Cohall & Cooper, 2010, p. 27). Cohall and Cooper (2010) further note that the roles of pastors have evolved beyond preaching and counselling to becoming political strategists, social activists, economic advisors, and educators.

The perceptions of pastors in Namibia and those in America confirm what Cohall and Cooper (2010) have said that pastors are not only spiritual leaders but are also called to play complex roles. However, Cohall and Cooper (2010) have cautioned

that pastors often fail or quickly burn out because of inadequate preparation for leadership and administration within and beyond their denominational contexts. A study by Rediger (1997) in his book, "Clergy killers: guidance for pastors and congregations under attack", revealed that many churches now operate using the business model. Pastors are expected to function as Chief Executive Officers (CEOs) and parishioners begin to act like stockholders and consumers.

How pastors perceive their roles is a reflection not only of their church but also their professional training in seminary. This has implications for theological institutions who aim to improve the skills and leadership of pastors.

5.6 Pastors' views on how to improve pastoral information services

Pastors were asked how best they would want to be helped in order for them to have reliable pastoral information. Although only 5 pastors out of hundred and thirty-eight responded to this question in the questionnaire, data presented in Chapter 4 revealed that pastors would like local churches and their theological colleges to play a leading role in the provision of pastoral information. They indicated that they would appreciate it if their churches could have a monthly budget for them to buy books and that theological colleges should open up their libraries to pastors. The pastors expressed that before a theological student graduates, they should be helped to start their own library, and that theological colleges and churches should put a system in place for updating pastoral information sources for pastors.

Pastors expressed that pastors should be taught how to use computers in theological colleges and such skills should be updated periodically with the help of their

churches and theological colleges. Some pointed out that they should be assisted to record and repackage their teachings or even create a website of sermons by Namibians for Namibians. They also indicated that it would be helpful to record ministry experiences of older and experienced pastors. During interviews, some pastors expressed the need for a programme that would expose pastors to different life situations; for example having study tours.

For information services to be successful, the service providers must shift the focus from themselves to the information consumers. These sentiments were raised during the study by pastors. Kunneke (2001) in his study "The paradigmatic shift of service organisation" also argued that the consumers' needs must guide organisational frameworks. Most of the pastors expressed need for re-packaging information. Iwhiwhu (2008) defines packaging as the bundling of products and services to address specific needs. Repackaging can take many forms such as drama, storytelling, songs, abstracting, indexing, selective dissemination of information (SDI), translation services, bibliographies and special bulletins (Boadi, 1987 as cited in Iwhiwhu, 2008, para. 8).

Aina (1991) has also suggested that information providers should be willing to interpret, repackage and apply information to the user's situation and help communities act on the information they have received. It is therefore imperative that information be interpreted and converted into forms that the user can understand and assimilate. Iwhiwhu (2008) has reiterated that repackaged information gives an avenue for feedback to determine users' satisfaction. Iwhiwhu further noted that users will return to the library to use the available products and services.

Apart from repackaging, the respondents also indicated that exposing them to different contexts was valid education in itself. The World Education Program (WEP) (2011) has pointed out that student exchange propels students towards acceptance and understanding of different cultural and community perspectives. WEP further notes that student exchange enhances students' interest in global issues and increases their broader general knowledge. Student exchange helps with self-development and better awareness of cultural differences and leads to enhanced self-confidence and self-esteem. Such an activity should be encouraged among the pastors, as it will boost their self-confidence and self-esteem.

5.7 Summary

This chapter discussed the findings of the study. Though Niedwiedzka (2003) has criticised Wilson's model for separating the context from the intervening variables, the researcher found the model to be the most suitable because it incorporates both aspects of information needs and information seeking which formed the subject of the study. The separation of context (roles) from intervening variables (age, sex, education) helped the researcher to deal mainly with one component (roles) and left other variables of psychology and demography for future studies.

The aim of this study was to answer the question: "What are the information needs and information seeking behaviour of pastors in Namibia?" Using the research sub-objectives, all the findings of the study as presented in Chapter 4 were discussed. A better understanding of information needs and information seeking behaviour of pastors can contribute to a framework for setting up pastoral information services.

The study revealed that though there are several players in the provision of pastoral information services, their efforts are uncoordinated and for this reason a number of factors are affecting pastors' information seeking behaviour. The information pastors get is not relevant and is in English when they prefer something written in their mother language. They also lack the money to buy books and computers or to subscribe to relevant Internet sources. They also lack the training and skills to use ICTs.

Based on the findings in Chapter 4 and the discussion in this chapter, the next chapter proposes a framework for setting up pastoral information services.

CHAPTER 6 : FRAMEWORK FOR SETTING UP PASTORAL INFORMATION SERVICES

6.1 Introduction

This chapter presents a framework for setting up pastoral information services in Namibia. Clifton (2003) has described a framework as “putting together a bunch of discrete objects or components into something more useful”. In this chapter the findings of the study are put together to address the last objective of the study, which is to come up with a framework for setting up pastoral information services.

6.2 Basis for the proposed framework

A proposed framework for setting up pastoral information services should address the barriers to the effective provision of pastoral information services as identified in the Information Behaviour Model (Wilson 1999) and in this study. The barriers may be psychological, demographic, role-related, interpersonal, environmental or information source characteristics. Table 6.1 summarises the problems coming from the findings and what the framework will address.

Table 6.1 Problems coming from the findings and what the framework should address

	Problem/ issue coming from the findings	How the framework should address the problem
1	High cost of books	Lobby government for a free import duty on information sources
2	Information not contextual	Encourage informal sharing of information by experienced pastors
3	Lack of comprehensive and reliable information	Libraries need to make known to pastors the information sources they host
4	Lack of good theological books	Encourage pastors to write theological books in their own languages
5	Lack of skills to use computers and search the Internet	Organise conferences to equip pastors with computer and Internet skills.
6	Existing information is in foreign languages	Translate and repackage information into local languages and in formats that can be easily accessed by pastors
7	Internet information is published by people who have no idea about the Namibian context	Encourage local pastors to upload and publish information on the Internet
8	Bible translations in local languages lost original meaning of the Bible	Educated locals need to properly translate the Bible.

Before proposing a framework, there is need to define pastoral information services. Based on the established facts in this study and the literature review in Chapter 2, pastoral information services can be defined as pastoral support services that provide pastors with pastoral information. It is important that the goals and objectives of pastoral information services are defined before it is implemented. The objectives of pastoral information services should include:

- To co-ordinate the provision of pastoral information services

- To collect various types of pastoral information from external and internal sources and re-package them for pastors;
- To provide a range of pastoral information sources in both print and electronic forms;
- To create various print and electronic databases for use by pastors and their different churches;
- To provide an inquiry-and-answer service for pastors;
- To provide facilities for accessing the Internet to enable pastors to access relevant electronic databases;
- To promote the sharing of pastoral information among pastors; and
- To raise funds for the on-going development of the project.

The way forward to setting up pastoral information services is for the providers to analyse the context, motivating factors, prevailing circumstances, information seeking behaviour and information use.

6.3 Analysis of context

If an information service provider is going to supply pastors with good pastoral information, there is need for them to first analyse the context of information need. There is need to know the information gaps as well as the stakeholders. The presentation of data in Chapter 4 showed that pastors have problems in accessing good pastoral information. The analysis must identify information needs of pastors in every context. This will help to stay relevant in providing the information services.

The analysis should identify gaps in information supply and demand and the type of services that are required to support the effective delivery of pastoral information to pastors.

The analysis must focus on how pastors use ICTs to access and use pastoral information services. The literature review and data presented and analysed have shown that ICTs are growing in importance not only globally but also in Namibia. However, this study has shown that the utilisation of ICTs by pastors is very low, even though the pastors have ranked it highly as an information source. The assessment of the ICT requirements of pastors in Namibia must be made alongside the information seeking behaviour assessment. Their information seeking behaviour will influence or determine their use of ICT.

6.3 Analysis of motivating factors

User needs are essential for the existence of an information service (Cheunwattanna, 1998). There is need to know what motivates the user to want to look for information. Wilson (1995) states that information services should not happen by chance. They must not be put together in a haphazard fashion; they must be planned and designed around the needs of the information user and his or her information seeking behaviour. More importantly, Wilson (1995) believes that if information providers fail to understand users' needs and the process of satisfying those needs, information services are bound to fail, as the users will ignore them.

6.4 Analysis of prevailing circumstances

There is need to know prevailing circumstances around the information users. Prevailing circumstances could be age, education, one's social role, available resources and their characteristics. There is need to have guidelines to assist the information service providers to manage the development of the pastoral information services, and to identify the resources and facilities necessary for such services.

Specific implementation guidelines may include:

- Setting goals and objectives of the pastoral information service;
- Setting up of support infrastructure; and
- Financing pastoral information services.

The successful implementation of a pastoral information service will depend on the availability of infrastructure and financial resources.

6.5 Analysis of information seeking behaviour

The analysis of pastors' information seeking behaviour helps to know whether they are find out whether they are passive attention, passive search, active search or ongoing search. It also helps to find out what information sources are preferred by the pastors. This will also provide service providers with a way of learning from experiences, improving service delivery, planning and allocating resources and demonstrating findings as part of accountability to key stakeholders. The specific areas of focus should include the following:

- Are the services meeting the information needs of pastors?

- Has the information seeking behaviour of pastors changed?
- What factors are affecting pastoral information services?; and
- What is the level of ICTs use in the delivery of pastoral information services?

It is important that the information seeking behaviour of pastors is reviewed periodically. This will help to improve the services and to create a databank of information for future research on the subject.

6.6 Analysis of information use

For the services not only to survive but also to thrive, there is need for information service providers to not only know what information is need but also how and what it is used for.

What is needed is that in the end, pastors obtain comprehensive and reliable information at the right time. The process (shown in Figure 6.1) involves a series of steps. Although the diagram shows these steps as occurring in an orderly manner, they often overlap. Some of the stages may happen at the same time. However, understanding the process helps the information service providers to know how they can manage the services. The pastoral information service framework proposed above is summarised graphically in Figure 6.1.

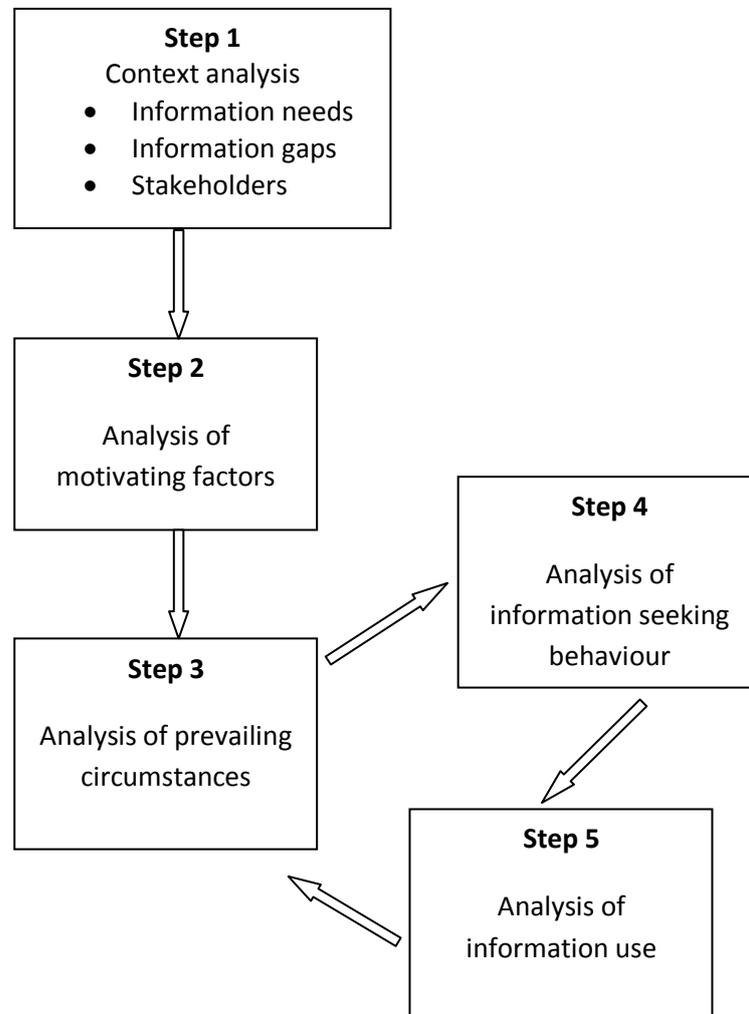


Figure 6.1: Proposed framework for setting up pastoral information services

6.7 Summary

This chapter proposed a framework for setting up pastoral information services in Namibia as outlined in Wilson's model. The last chapter provides the overall conclusions and recommendations for future research in pastoral information services in Namibia.

CHAPTER 7 : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter summarises and concludes the study, and makes recommendations based on those conclusions. The chapter is divided into three parts: summary, conclusions and recommendations. The summary is arranged according to the main thematic areas with which data was presented. The conclusions are organised according to the study's specific objectives. The recommendations include a framework for setting up pastoral information services in Namibia (explained in detail in chapter 6), a number of related recommendations as well as areas for further research.

7.2 Summary of the findings

This section contains summaries of the findings of the study on the information needs and information seeking behaviour of pastors in Namibia. According to Bell (2005) in the final chapter, the main conclusions of the report (Chapter 4) are “summarised briefly and simply” (p. 238).

The aim of this investigation was to answer the question: “What are the information needs and information seeking behaviour of pastors in Namibia?” With the many challenges of HIV and AIDS, social and moral decay and other challenges, the Government is turning to religious leaders for assistance. To handle these challenges, pastors need access to up-to-date, reliable, and relevant pastoral information.

The data collected from pastors throughout the country is assumed to be representative of all pastors in Namibia. Of great significance is the fact that the study has provided answers to questions relating to the information needs of pastors. The study has also provided information on the information seeking behaviour of pastors and the sources they use. All this information is important for the improvement of pastoral information services in Namibia.

The summary of findings is presented according to the following thematic areas:

- Information needs of pastors
- Information seeking behaviour of pastors
- Information sources used and how they are used;
- Factors affecting pastors' information seeking behaviour;
- Levels of information accessibility;
- Perceptions of pastors on their preparedness for their pastoral duties;
- Suggestions by pastors on improving information service provision; and
- Proposed framework for setting up pastoral information services.

7.2.1 Information needs

Pastors in Namibia need information for counselling, community development, administration, evangelism, preaching, directing prayers, leading Bible study, member care, teaching, public relations, leading a service, running a youth programme and for personal growth.

7.2.2 Information seeking behaviour of pastors

Pastors use church documents, the Internet, and personal libraries, as well as visit places of social gathering to get information about their communities.

7.2.3 Information sources used by pastors

Pastors use formal sources of information such as Bible concordances, Bible translations, theological works, background information to the Bible, devotional books, books on missions, books on pastoral theology, books on church history, books on worshipping and books that are in line with their denominational theology. If they fail to find information in formal sources, they turn to informal sources such as experienced pastors and the Holy Spirit (prayer and fasting). They also use church manuals, lectionaries, writings of their founders, radio and television.

7.2.4 Factors affecting pastors' information seeking behaviour

The study revealed that information sources are expensive; the information is not available in local languages; and many pastors have no access to the Internet or computers. Pastors generally find it difficult to ask other people for information. Other factors include unavailability of good Christian books, information overload, lack of skills to evaluate authenticity of information on the Internet, unavailability of commentaries on some Old Testament books, tribalism, lack of theological libraries, lack of relevant and contextual information and lack of funds to buy the needed information sources.

7.2.5 Level of information accessibility

The study revealed that only information on evangelism, preaching, directing prayers, leading Bible study, teaching and leading a service is highly accessible.

7.2.6 Perceptions of pastors about their preparedness in carrying out their duties

The study revealed that pastors are only highly prepared to preach, direct prayers, leading Bible study and teaching. During the interviews pastors indicated that it was difficult to measure their effectiveness.

7.2.7 Suggestions by pastors on improving information service provision

The study revealed that pastors suggest that existing information sources be contextualised, repackaged into local languages and into information sources that are

easily accessible. Pastors also indicated that there is need for them to be trained in the use of technology for easy access of pastoral information.

7.2.8 Framework for setting up pastoral information services

Based on the interviews and the questionnaire data, pastors want to see their local churches and the theological colleges from where they trained being involved in their pastoral information services. The pastors indicated that training was an on-going thing that goes beyond graduation. While the church and CCN take the financial responsibility, the theological institutions, since they are already involved in the training of pastors, should arrange regular workshops for pastors. The consensus was also that given this age of technology, pastors should record their own sermons or teachings in local languages and keep them for future use. The messages can also be passed to other pastors of the same denomination speaking the same language.

7.3 Conclusions

This section shows how the study's objectives have been met. The main objective of this study was to establish the information needs and information seeking behaviour of pastors. This was attained through the achievement of the following specific objectives:

1. To establish the information needs and information seeking behaviour of pastors;
2. To determine the perceptions of pastors on their preparedness for their pastoral duties;
3. To establish the information sources used and how they are used;
4. To investigate factors affecting pastors' information seeking behaviour; and

5. To come up with a framework for setting up pastoral information services in Namibia.

The section is organised according to these sub-objectives

7.3.1 Information needs and information seeking behaviour of pastors

Three primary pastoral duties that pastors need information for are preaching, teaching and counselling. They also need information on community development, administration, evangelism, directing prayers, leading Bible study, member care, public relations, leading a service, running a youth programme and for personal growth. The nature of the information seeking of pastors in this study varied depending on the duties that the pastor was carrying out.

7.3.2 Information sources used and how they are used

Pastors consult a variety of sources ranging from books to the Internet when they need information for duties related to teaching or preaching. They consult denominational sources when they need to carry out administrative tasks. They consult other pastors when it comes spiritual healing. The information sources used include reference books such as Bible translations, Bible concordances, Bible commentaries, and the Holy Spirit. The pastors use books, other pastors, and the Internet although they are sometimes limited by costs and lack of skills. Most of the time, the pastors turn to their personal libraries for two reasons: firstly, because they trust their information sources and secondly because they can easily access their libraries. In the absence of information in formal sources, most pastors turn to more mature and experienced pastors. They also resort to prayer and fasting as a way of finding information.

7.3.3 Perceptions of pastors on their preparedness for their duties

There are no systems in place for pastors to measure how well they are performing their duties. Out of the possible 13 duties, pastors indicated that they are highly prepared in only four duties (preaching, directing prayers, leading Bible study and teaching). This shows that there is a gap in pastoral information provision in Namibia.

7.3.4 Factors affecting pastors' information seeking behaviour

Information seeking behaviours of pastors are affected by their doctrinal views and the vision and mission statements of their denominations.

Namibian pastors face social and economic barriers to information, such as lack of money to buy computers, newspapers or access the Internet. Inability to ask other people for information is another factor affecting pastors' information seeking behaviour. Some pastors use their church members in the areas they are not qualified to deal with, for example finances and professional counselling. However, it can be concluded that pastors do not have sufficient reliable, up-to-date and relevant pastoral information for the duties that they perform.

7.3.5 Pastors' suggestions for improving pastoral information services

The findings have revealed that most existing information is not in local languages and is not contextual. Pastors feel that the existing information needs to be re-packaged into local languages that the majority of them can understand and in formats that they can easily access. Experienced pastors are trusted and relied upon for information on issues that may be difficult for the younger pastors.

While this study can be generalised to all pastors in Namibia, the researcher acknowledges that denominations in Namibia have different concepts of worship and as a result, pastors in different denominations have different information seeking behaviours. The churches are also serving different contexts and hence they have different objectives. Their information needs and information seeking behaviours differ greatly. It is for this reason that the researcher suggests that future research should focus on specific denominations or local churches in specific geographical areas as suggested in the recommendations below.

7.4 Recommendations

The aim of the study was to gain an understanding of what information needs pastors in Namibia have and how they seek information. The presentation and interpretation of data in Chapters 4 and 5 have shown that there is need for improved pastoral information services in Namibia. Based on the findings, the researcher makes some recommendations that attempt to address the current weaknesses in the supply of pastoral information services in Namibia. The following sections provide overall recommendations based on the research objectives of the study.

7.4.1 Information needs and information seeking behaviour of pastors

It is recommended that in order to keep pace with the dynamic nature of the pastoral environment and varying information needs, those involved in pastoral information services (CCN, Pastors' Book Set, theological colleges and church denominations) need to repeatedly examine and identify the needs of the pastors. Assessment of the

pastor and his or her congregation helps to evaluate the information sources available in the pastor's personal library or in any other library he or she might be using.

The use of informal sources needs to be supported by some formal information sources to ensure reliability and usability of the information. The use of formal information sources should be encouraged, keeping in mind that informal sources also have a role to play. Pastors should be encouraged to use more formal information sources as these provide tested and more reliable information compared to simply saying, "God, or the Holy Spirit told me".

There is no comprehensive website for sermons, teachings and life experiences of Namibian pastors. It is recommended that such a website be created for use as a pastoral information source by pastors in Namibia.

7.4.2 Barriers to information seeking

The researcher recommends repackaging English information sources into vernacular languages (Oshiwambo, Otjiherero, Afrikaans, Damara, Nama, Khoekhoegowab, Setswana, etc.). The information could also be repackaged in the form of, for example, drama, stories, or songs. Theological colleges could be tasked to help with the repackaging and translation of these sources into formats that are accessible to the pastors.

ICTs can also be taught to member pastors during workshops. Pastors will not only be taught how to use ICTs but to evaluate the authenticity and reliability of websites. In order to achieve consistency in the building of a pastoral information collection, the researcher recommends that churches and theological colleges should work

together and develop collection development guidelines that will provide the scope of collection as well as the depth of information coverage. This helps the pastors to focus on specific areas rather than collect any type of pastoral information that comes their way.

The researcher recommends that pastors, churches, CCN, PBS, and theological colleges work together and hold strategic planning workshops to determine suitable approaches and the development of pastoral information. A coordinated approach to pastoral information services would greatly enhance pastoral information services in Namibia. Concerning costs, it is recommended that a unified group of churches or CCN could approach the Government for rebate on all pastoral information sources imported into the country, thereby easing the cost and accessibility of pastoral information sources in Namibia.

7.4.3 Perceptions of pastors

The researcher recommends that pastors should put in place an evaluation system to guide them. In the context of this study, their congregants should be able to give them feedback on how knowledgeable they are instead of just assuming that they are meeting the needs of their congregations.

7.4.4 Framework for setting up pastoral information services

The findings have shown that pastors would greatly appreciate relevant, timely and reliable information. The researcher recommends that those who are involved in providing pastors with pastoral information (Bible colleges, CCN and local churches) should repackage the information to suit the needs of the pastors. To do this, a

pastoral information service framework that brings together and coordinates the information services by all stakeholders as detailed in Chapter 6 is recommended.

7.4.5 Recommendations for further research

A research work on the information needs and information seeking behaviour of pastors is the first of its kind in Namibia. When this study was being conducted, several issues emerged that require further investigation regarding pastoral information services in Namibia. Further research on pastoral information services in Namibia should focus on the following:

- Information needs and information seeking behaviour of pastors in specific denominations so that denominational information delivery strategies can be more effective.
- Information needs and information seeking behaviour of pastors in specific cultures. This will also enhance the effectiveness of information service delivery.
- Information needs and information seeking behaviour of pastors by gender.
- Information needs and information seeking behaviour of pastors by level of education.
- Information needs and information seeking behaviour of pastors by age.
- The role of ICTs in enhancing pastoral information services.

7.5 Conclusion

This study has achieved its aim of examining the information needs and information seeking behaviour of pastors in Namibia. It has shown the importance of gaining a

fuller understanding of pastors' information needs and seeking behaviour. The study has demonstrated the importance of reviewing pastoral duties and the information sources pastors have access to in order to identify gaps in information provision.

Recommendations on how to improve the present state of pastoral information services have been made, including recommendations for further research.

The provision of pastoral information services to pastors is one of the important areas that theological colleges and churches in Namibia should consider if pastors are to be successful in the execution of their pastoral duties. Sometimes pastors fail to execute their pastoral duties because of lack of information. Literature reviewed (Chapter 2) showed that some pastors advised their members that HIV and AIDS is a result of witchcraft. They encouraged their members to throw away anti-retroviral tablets and receive their healing through prayers alone. Access to pastoral information is very important in that it opens pastors' understanding. However, the issue of accessibility of information should not be discussed in isolation. There are other issues that need to be considered; for example, training in the use of computers, costs and the repackaging of information.

While information is important for pastoral duties, information service providers need to know the contexts in which the pastors are serving and their levels of education.

Pastoral information service provision can be enhanced when pastors, local churches, CCN, Pastors' Book Set, and theological colleges work together so that the services are well coordinated. With a coordinated approach, pastors can be constantly

provided with the information and training necessary for accessing pastoral information.

Pastors are well respected and many people - church members and non-church members - seek advice from them. Sometimes government leaders seek their advice on the social, moral and/or spiritual life of a nation. If these pastors are equipped with the right information, they will become more effective in their ministry to the church and the Namibian population at large. In other words, the nation will benefit since most people use pastors as sources of information.

References

- Ader, H. J. & Mellenbergh, G. J. (1999). *Research methodology in the life, behavioural and social sciences*. London: Sage Publications.
- Agoulu, C. C. (1989). Libraries, knowledge and development. [Inaugural lecture Series No. 45 University of Maiduguri in 1988/89 Session].
- Aina, L. O. (1991). Information for successful agriculture. *Third World Libraries*, 2(1), pp. 49-53.
- Albaum, G. (1997). The Likert scale revisited: an alternative. *Journal of the Market Research Society*, 39(2), pp. 331-348. Retrieved from [http://www.wedb.net/download/quanti/escalas/albaum_\(1997\).pdf](http://www.wedb.net/download/quanti/escalas/albaum_(1997).pdf)
- Anderson, R. C. (1985). *The effective pastor*. Chicago: Moody Press.
- Ashipala, P. (2011, 16 August). Government issued ARV drugs dumped in Katutura. In: *The Namibian*. Retrieved from [http://www.namibian.com.na/index.php?id=28&tx_ttnews\[tt_news\]=85874_&no_cache=1](http://www.namibian.com.na/index.php?id=28&tx_ttnews[tt_news]=85874_&no_cache=1)
- Avert (2012). HIV and AIDS in Africa. Retrieved from <http://www.avert.org/hiv-aids-africa.htm>
- Babbie, E. (2005). *The practice of social research*. (10th ed). Belmont: Wadsworth Publishing.
- Barna Group (2001). A profile of protestant pastors in anticipation of "pastor appreciation month". Retrieved from: <http://www.barna.org/barna-update/article/5-barna-update/59-a-profile-of-protestant-pastors-in-anticipation-of-pastor-appreciation-month>

- Barna Group (2002). Pastors rate themselves highly, especially as teachers. Retrieved from: <http://www.barna.org/barna-update/article/5-barna-update/65-pastors-rate-themselves-highly-especially-as-teachers>
- Barna Group (2006). Pastors feel confident in ministry but many struggle in their interaction with others. Retrieved from <http://www.barna.org/leadership-articles/150-pastors-feel-confident-in-ministry-but-many-struggle-in-their-interaction-with-others>
- Barrett, D. B., Kurian, G. T., & Johnson, T. M. (2001) *The World Christian Encyclopedia: a comparative survey of churches and religions in the modern world* (2nd ed.) Oxford: Oxford University Press.
- Bell, J. (2005). *Doing your research project: a guide for first-time researchers in education, health and social science*, (4th ed). Bershire: Open University Press.
- Berg, K. E. (1994). *Essentials of modern research methods in health, physical, education and recreation*. New Jersey: Prentice Hall.
- Berk, R. A. (1989). *Starting, managing, and promoting the small library*. London: M. E. Sharp.
- Bertot, J. C. & Davis, D. M. (2004). *Planning and evaluating library networked services and resources*. London: Libraries Unlimited.
- Bible. (2008). *Zondervan NIV study Bible*. Grand Rapids: Zondervan.
- Black, T. R. (1999). *Doing qualitative research in the social sciences: an integrated approach to research design, measurement and statistics*. London: Sage Publications.
- Bokhari, S.A. M. (1976). Information needs of engineers of heavy complex Texila. Unpublished master's thesis. University of the Punjab, Lahore.

- Boon, J. A. (1992). Information and development: some reasons for failure. *Information Society*, 8(3), pp. 227-241.
- Brain, C. (2012). Pastors' book set. Retrieved from: <http://facebook.com/calvin.brain>
- Bryson, J. (1990). *Effective library and information centre management*. Brookfield: Gower.
- Bunch, A. (1982). *Community information services; their origin, scope and development*. London: Clive Bingley.
- Butler, L. (2005). Students protest high cost of books. *The Arizona Republic* (September). Retrieved from <http://www.azcentral.com/arizonarepublic/tempe/articles/0930t-textbooksZ10.html?&wired>
- Buys, G. L. & Nambala, S. V. V. (2003). *History of the church in Namibia, 1805-1990: an introduction*. Windhoek: Gamsberg Macmillan Publishers.
- Carr, R. (2006). *What users want: an academic 'hybrid' library perspective*. Retrieved from <http://www.bodley.ox.ac.uk/librarian>.
- Case, D. O. (2006). *Looking for information: a survey of research on information seeking, needs, and behaviour*, (2nd ed). Bingley: Emerald Group Publishing.
- Chatman, E. A. (1992). *The information world of retired women*. Westport: Greenwood Press.
- Clair, G. (1997). *Total quality management in information services*, London: Bowker-Saur Collins.
- Coertze, S. V. (2005). Challenges facing the African Church: South African theologians speak out. Unpublished thesis. University of Pretoria.

- Cohall, K. G. & Cooper, B. S. (2010). Educating American Baptist pastors: A national survey of church leaders. *Journal of Research on Christian Education*, 19, pp. 27-55.
- Crane, D. (1967). The gatekeepers of science: some factors affecting the selection of articles for scientific journals. *American Sociologist*, 2(4), pp. 195-201.
- Crane, D. (1972). *Invisible colleges: diffusion of knowledge in scientific communities*. Chicago: University of Chicago Press.
- Czaja, R. (2005). *Designing survey: a guide to decisions and procedures*. (2nd. ed.) London: Pine Forge Press.
- Dervin, B. (1992). From the mind's eye of the user: the sense-making qualitative-quantitative methodology. In J. D. Glazier & R. R. Powell, (eds.). *Qualitative research in information management*. Englewood: Libraries Unlimited, pp. 61-84.
- Dervin, B. (2003). From the mind's eye of the user: The sense-making qualitative quantitative methodology. In B. Dervin, L. Foreman-Wernet & E. Launterbach (eds.). *Sense-making methodology reader: selected writings of Brenda Dervin* (pp. 269-292). Cresskill: Hampton Press.
- Dike, A. (1992). Scarcity of tertiary books in Nigeria: A threat to academic excellence and suggestions for action. *Journal of Librarianship and Information Science* 24(2): 79-85.
- Douglas, J. D. (ed). (1978). *The new international dictionary of the Christian church*. Grand Rapids: Zondervan Publishing House.
- Dube, M. W. (2003). *HIV/AIDS and the curriculum: methods of integrating HIV/AIDS in theological programmes*. Geneva: WCC Publications.

- Ellis, D. (1989). A behavioural approach to information retrieval design. *Journal of Documentation*, 45(3), pp. 318-338.
- Ellis, D. A. (1993). Modelling the information-seeking patterns of academic researchers: a grounded theory approach. *Library Quarterly*, 63, pp. 469-486.
- Eriksson-Backa, K. (2008). Access to health information: perceptions of barriers among elderly in a language minority. *Information Research*, 13(4), paper 368. Retrieved from <http://InformationR.net/ir/13-4/paper368.html>
- Eskola, E. (1998). University students' information seeking behaviour in a changing learning environment. *Information Research*, 4(2), Retrieved from <http://www.shef.ac.uk/~is/publications/infres/isic/eeskola.html>
- Fuller Institute of Church Growth (1991). *Survey of pastors*. Retrieved from <http://smallchurch.com/resources/statistics/>
- Gillespie, D. F. (2008). *Ethical issues in research*. Retrieved from http://www.uncp.edu/home/marson/ethical_issues.html
- Gillham, B. (2000). *The research interview*. London: Continuum International Publishing Group.
- Gorman, G. E. (1990). Patterns of information seeking and library use by theologians in seven Adelaide theological colleges. *Australian Academic & Research Libraries*, 21(3), pp. 137-156.
- Gorman, G. E. & Clayton, P. (2005). *Qualitative search for the information professional: a practical handbook*. (2nd.ed.) London: Facet Publishing.
- Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey methodology*. (2nd. ed.) New Jersey: John Wiley and Sons.

- Haralambos, M. (1991). *Sociology: themes and perspectives* (3rd ed). London: Collins Educational.
- Harper, D. (2010). *Online etymology dictionary*. Retrieved from <http://dictionary.reference.com/browse/pastor>
- Harris, R. M. & Dewdney, P. (1994). *Barriers to information: how formal help systems failed battered women*. Westport: Greenwood.
- Hart, C. (1998). *Doing a literature review: releasing the social science imagination*. London: Sage Publications.
- Hayden, K. A. (2011). *Information seeking models*. Retrieved from <http://people.ucalgary.ca/~ahayden/seeking.html>
- Heeks, R. (1999). The tyranny of participation in information systems: learning from development projects. *Development Informatics: Working Paper Series*. Paper No. 4) Manchester: University of Manchester, Institute for Development Policy and Management.
- Hesselgrave, D. J. (1980). *Planting churches cross-culturally: a guide for home and foreign missions*. Grand Rapids: Baker Book House.
- Horrocks, D. A. (1994). Access and accessibility at Gerald R. Ford library. *Government Information Quarterly: An International Journal of Policies, Resources, Services, and Practices*, 11(1), pp. 47-65.
- Ikoja-Odongo, R. (2006). Information seeking behaviour: a conceptual framework. *South African Journal of Library and Information Science* 72(3), pp. 145-158.
- Isaacs, D. (2007, March 15). Pohamba consults church leaders. *The Namibian*. Retrieved from http://www.namibian.com.na/index.php?id=28&tx_ttnews

- Iwhiwhu, E. B. (2008). Information repackaging and library services: A Challenge to Information professionals in Namibia. *Library Philosophy and Practice (e-journal)*. Paper 178. Retrieved from <http://digitalcommons.un.edu/libphilprac/178>.
- Järvelin, K. & Wilson, T. D. (2003). On conceptual models for information seeking and retrieval research. *Information Research*, 9(1), paper 163. Retrieved from <http://InformationR.net/ir/9-1/paper163.html>
- Joffrion, C. (2010). *Mixed method research defined*. Retrieved from <http://www.cythia-joffrion.biz>
- Kamba, M. A. (n.d.). Access to information: the dilemma for rural community development in Africa. Retrieved from http://smartech.gatech.edu/jspui/bitstream/1853/36694/1/1238296264_MA.pdf.
- Khan, S. A. & Shafique, F. (2011). Information needs and information-seeking behaviour: a survey of college faculty at Bahawalpur. *Library Philosophy and Practice* (January). Retrieved from http://findarticles.com/p/articles/mi_7005/is_2011_Jan/ai_n57120574/pg_5/?tag=content:coll
- Kristiansen, S. et al. (2005). Information flows and adaptation in Tanzanian cottage industries. *Entrepreneurship and Regional Development*, 17(5) pp. 365-388.
- Kuhlthau, C. (1991). Inside the search process: information seeking from the user's perspective. *Journal of the American Society for Information Science*, 42(5), pp. 361-371.
- Kuhlthau, C. (1993). *Seeking meaning: a process approach to library and information services*. Norwood: Ablex.

- Kunneke, K. J. (2001). The paradigmatic shift of service organisations: A proposed marketing model for South African university libraries. (M-Inf thesis), University of South Africa, Pretoria.
- LaCompte, M & Schensul, J. (eds.). (1999). *Designing and conducting ethnographic research*. London: Alta Mira.
- Lambert, J. D. (2010). The information-seeking habits of Baptist ministers. *Journal of Religious & Theological Information*, 9, pp. 1-19.
- Lapan, S. & Quartaroli, M. (eds.). (2009). *Research essentials: an introduction to designs and practices*. San Francisco: Jossey-Bass.
- Laumann, E. O., Marsden, P. V. & Prensky, D. (1989). The boundary specification problem in network analysis. In L. C. Freeman, D. R. White & A. K. Romney (eds). *Research methods in social network analysis*. pp. 61-87. Fairfax: George Mason University Press.
- Leckie, G. J., Pettigrew, K. E. & Sylvain, C. (1996). Modeling the Information seeking of professionals: A general model derived from research on engineers, health care professionals, and lawyers. *The Library Quarterly*, 66(2) pp. 161-193.
- Lee, J. S. & Cho, H. (2011). Factors affecting information seeking and evaluation in a distributed learning environment. *Educational Technology and Society*, 14(2), pp. 213-223.
- Like The Master Ministries (2011), Bible questions and answers. Retrieved from www.neverthirsty.org

- Lilley, S. C. (2008). Information barriers and Maori secondary school students. *Information Research*, 13(4). Retrieved from <http://informationr.net/ir/13-4/paper373.html>
- Machlup, F. (1983). Semantic quirks in studies of information. In F. Machlup & U. Mansfield (eds.). *The study of information: Interdisciplinary messages* (pp. 641-672). New York: Wiley.
- Mandryk, J. (2010). *Operation world: the definitive prayer guide to every nation* (7th ed). Colorado Spring: Biblica Publishing.
- Mann, T. (2005). Survey of library user studies. Retrieved from <http://www.guild.2910.org/google.htm>.
- Marama, I. D., & Ogunrombi, S. A. (1996). Availability of library and information science collections in Nigerian university libraries. *Library Bulletin*. Nigerian University Library System 1:2.
- Markus, M. L. (1987). Toward a “critical mass” theory of interactive media: Universal access, interdependence and diffusion. *Communication Research*, 14, pp. 491-511.
- Martin, W. J. (1984). The potential for community information services in a developing country. *IFLA Journal*, 10(4), pp. 385-392
- Mchombu, C. (2000). Information needs of women in small businesses in Botswana. *International Information and Library Review*, 32(1), pp. 39-67.
- Mchombu, C., Mostert, J. & Ocholla, D. (2008). Information needs and information seeking behaviour of orphans and vulnerable children and their caregivers: a case study of Okahandja, Namibia. *Africa Journal of Library, Archives and*

- Information Science*, 19(1). Retrieved from
<http://www.ajol.info/index.php/ajlajs/article/view/42875>
- Merriam, W. (2011). *Merriam Webster dictionary*. Retrieved from
<http://www.merriam-webster.com/dictionary/questionnaire>
- Meyers, E. M., Nathan, L. P. & Saxton, M. L. (2007). Barriers to information seeking in school libraries: conflicts in perceptions and practice. *Information Research* 11(2). Retrieved from <http://informationr.net/ir/12-2/paper295.html>
- Michels, D. H. (2009). Dipping into a shallow pool or beginning a deeper conversation: A case study of a minister's engagement with the internet for preaching. *Journal of Religious and Theological Information*, 8, pp. 164-178.
- Michels, D. H. (2005). The use of people as information sources in biblical studies research. *The Canadian Journal of Information and Library Science*, 29(2), pp. 91-109.
- Mouton, J. (2001). *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.
- Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: a review of the literature. *Technology Pedagogy and Education*, 9(3) pp. 319-342.
- Mutula, S. M. (2005). Assessment of the e-readiness of small and medium enterprises in the ICT sector in Botswana, with special reference to information access. (Unpublished DPhil thesis). Johannesburg: University of Johannesburg.
- Neuman, W. L. (2011). *Social research methods: qualitative and quantitative approaches*. Needham Heights: Ally & Bacon.

- Nicholls, B. J. (1989). *Contextualization: a theology of gospel and culture*. Downers Grove: Inter-Varsity Press.
- Niedźwiedzka, B. (2003) A proposed general model of information behaviour. *Information Research*, 9(1) paper 164. Retrieved from <http://InformationR.net/ir/9-1/paper164.html>
- Pinelli, T., Barclay, R., Glassman, N., Kennedy, J., & Demerath, L. (1991). The relationship between seven variables and the use of U.S. government technical reports by U.S. aerospace engineers and scientists. In J. Griffiths (ed.), *ASIS' 91: (Proceedings of the 54th ASIS Annual Meeting, Washington, DC), October 27-31, 1991*, vol 28, pp. 313-321). Medford, NJ: Learned Information.
- Pinsonneault, A. (1991). *Survey research methodology in management information systems: an assessment*. Retrieved from <http://www.crito.uci.edu/research-archives/pdf/urb-022.pdf>
- Powell, R. R. (1991). *Basic research methods for librarian*. (2nd.ed.) Norwood: Ablex Publishing.
- Rediger, G. L. (1997). *Clergy killers: guidance for pastors and congregations under attack*. Louisville: Westminster John Knox Press.
- Rertz, J. M. (2004). *The online Dictionary for library and information science*. Retrieved from http://www.abc-clio.com/ODLIS/odlis_i.aspx
- Ronald, D. & Wicks, D. A. (2009). *A conversational model for qualitative research: a case study of clergy and religious knowledge*. Retrieved from http://faculty.kent.edu/drolad1/RAILS_5_2009.pdf

- Ryden, P. (2008). *How faith finds its anchor's hold: pastors' information searching behaviour in the spiritual service*. Retrieved from <http://bada.hb.se/handle/2320/3655>
- Sharma, R. & Yetton, P. (2003). The contingent effects of management support and task interdependence of successful information systems implementation. *MIS Quarterly*, 27, pp. 533-555.
- Sharma, R. & Yetton, P. (2007). The contingent effects of training, technical complexity, and task interdependence of successful information systems implementation. *MIS Quarterly*, 31, pp. 219-238.
- Silverman, D. (2000). *Doing qualitative research: a practical handbook*. London: Sage Publications.
- Simon, J. L. & Burstein, P. (1985). *Basic research methods in social sciences*. (3rd ed.) New York: Random House.
- Smith, K. G. (2008). *Academic writing and theological research: a guide for students*. Johannesburg: South African Theological Seminary Press.
- South African Book Development Council (2007). Factors influencing the cost of books in South Africa. Retrieved from http://www.saccd.org.za/objects/sabdc_cost.pdf
- Sperber, D., & Wilson, D. (1995). *Relevance: communication and cognition*. (2nd ed.). Cambridge: Harvard University Press.
- Spink, A. & Cole, C. (2005). Human information behaviour: integrating diverse approaches and information use. *Journal of the American Society for Information Science and Technology*, 57, pp. 25-35.

- Spink, A. & Cole, C. (2007). Information behaviour: a socio-cognitive ability. *Evolutionary Psychology*, 5(2), pp. 257-274.
- SPSS (2010). *Using SPSS for social statistics and research methods*, (2nd ed). London: Pine Forge Press.
- Staff Reporter, (2011, 20 September). Sixty two to collect Namibian skulls. In: The Namibian. Retrieved 30 October, 2011 from http://www.namibian.com.na/index.php?id=28&tx_ttnews%5Btt_news%5D=87484&no_cache=1
- Staman, L. (2010). Lo and behold: the information world of clergy. Retrieved from <http://students.washington.edu/taander/590/classification.html>
- Struwig, F. W. & Stead, G. B. (2001). *Planning, designing and reporting research*. Cape Town: Longman.
- Tahir, M., Mahmood, K. & Shafique, F. (2008). Information needs and seeking behavior of arts and humanities teachers. *Library Philosophy and Practices*. Retrieved from <http://digitalcommons.unl.edu/libphilprac/227>
- Tanner, T. (1994). *What ministers know: a qualitative study of pastors as information professionals*. Metuchen: Scarecrow Press.
- The Shams Group (2005). The new generation EIS system. Retrieved from <http://www.shamsgroup.com>
- Thioune, R. M. (ed). (2003). *Information and communication technologies for development in Africa: (Vol.1). Opportunities and challenges for community development*. Ottawa: International Development Research Centre.
- United Nations (2012). *The universal declaration of human rights*. Retrieved from <http://www.un.org/en/documents/udhr/index.shtml#a1>

- Voltmer, E., Thomas, C., & Spahn, C. (2010). Psychosocial health and spirituality of theology students and pastors of the German Seventh-Day Adventist Church. *Review of Religious Research*, 51(4), pp. 290-305.
- Wakeham, M. (1992). The information seeking behaviour of nurses in the UK. *Information Services and Use*, 12, pp. 131-140.
- Walpole, R. E., (1982). *Introduction to statistics*, (3rd ed). New York: Macmillan.
- Warren, R. (1995). *The purpose driven church: growth without compromising your message and mission*. Grand Rapids: Zondervan Publishing House.
- Welman, C., Kruger, F. & Mitchell, B. (2005). *Research Methodology*. 3rd ed. Cape Town: Oxford University Press.
- Wicks, D. A. (1997). *Defining worlds for information needs and uses research: methodological issues*, pp. 155-168. Retrieved 6 July, 2011 from www.caais-aci.ca/proceedings/1997/Wicks_1997.pdf
- Wicks, D. A. (1999). The information-seeking behaviour of pastoral clergy: a case study of the interaction of their work worlds and work roles. *Library and Information Science Research*, 21(2), pp. 205-226.
- Wilson, T. D. & Walsh, C. (1996). *Information behaviour: an interdisciplinary perspective*. Sheffield: University of Sheffield.
- Wilson, T. D. (1981). On user studies and information needs. *Journal of Librarianship*, 37(1), pp. 3-15.
- Wilson, T. D. (1999). Models in information behaviour research. *Journal of Documentation*, 55(3), pp. 249-270.
- World Education Program (2011). Benefits of student exchange. *WAP Australia*. Retrieved from <http://wep.org.au/info/student-exchange-benefits>

- Wynne, A. T. & Lyne, M. C. (2004). Rural economic growth linkages and small scale poultry production: a survey of producers in Kwazulu-Natal. *Agreko*, 43(1) pp. 1-22.
- Yousefi, S. (2007). Information need and information seeking behaviour of professionals at Iranian company. *Library Student Journal* (October). Retrieved from <http://librarystudentjournal.org/index.php/lmj/article/view/65/124>
- Zhang, W. (1998). Analysing faculty and staff's needs and use of electronic technologies: a liberal arts college's experience. *Journal of Education, Media and Library Sciences*, 35(3) pp. 218-241.

Appendices

APPENDIX A: LETTER OF INTRODUCTION AND APPROVAL

50



P.O. Box 99522
Windhoek
Namibia

26 October 2011

To Whom It May Concern

Dear Sir/Madam

RE: REQUEST TO CARRY OUT RESEARCH ON INFORMATION NEEDS AND INFORMATION SEEKING BEHAVIOUR OF NAMIBIAN PASTORS

We wish to introduce Mr David Matsveru, a Masters student conducting research on the information needs and information seeking behaviour of Namibian pastors. The research will involve interviewing some pastors and requesting others to complete a questionnaire.

Although the study is in fulfilment of the requirements of an MA in Information Science at the University of Namibia, there is no doubt that the findings of the study will go a long way towards enhancing the planning and design of information systems for Namibian pastors.

We therefore seek your assistance with this study in one form or other but most importantly, by taking part in the study as a respondent.

We can assure you that as part of the University's ethical requirements, all information will be confidentially treated.

If you need further clarification please contact the undersigned, who is the student's supervisor.

Thank you for your consideration.

Yours Faithfully

C. Nengomasha

Dr C T. Nengomasha
Senior Lecturer and Head, Dept. of Information and communication Studies
Tel: 2063641, Fax 2063806, cell 0812787617, e-mail cnengomasha@unam.na

APPENDIX B: LETTER OF REQUEST

Namibia Evangelical Theological Seminary
P. O. Box 158
Windhoek

25 September 2011

Dear Pastor

Request for your participation in a survey on: “Information needs and information seeking behaviour of pastors in Namibia”.

I am a Master of Information Science student at the University of Namibia and I am conducting a research on, “Information needs and information seeking behaviour of pastors in Namibia.”

I am requesting your participation in my study by answering the attached questionnaire. Please respond to all the questions and provide me with any helpful information concerning this research. This research will not only be used for academic purposes but to give ideas to those wanting to help pastors with reliable pastoral information on how they can do so.

You can also send information to my e-mail (davidmatsveru@yahoo.com). You can also send me a free call-me-back to 0813235680 then I will phone you as soon as I can. You do not have to write your name on the attached questionnaire.

Thank you for your assistance.

David Matsveru

APPENDIX C: DATA GATHERING PROTOCOL

Instructions to the researcher

This protocol will be followed strictly as written. Italicised indicates instruction to the interviewer.

Researcher self-introduction

My name is David Matsveru. I am conducting this research in partial fulfilment of the requirements for the degree of Master of Information Science. My aim in conducting this study is to establish the ‘Information needs and information seeking behaviour of pastors in Namibia’.

Consent

I am seeking your consent to be interviewed, and request you to show your consent by signing a consent form. *(Hand the consent form for signing if they consent. If not, do not force them; instead, move to another pastor).*

(If they consent, proceed)

Do you have any questions about this study you would want me to answer before we start the interview? *(Wait for response).*

I kindly request you to answer questions in this interview to the best of your ability. However, do not worry if you cannot give details. If possible, refer me to anyone in your church whom you think will be in a position to give more details.

I am planning to be taking notes as well as tape recording our discussion. Do you mind if I tape-record our discussion?

(Wait for response. If the respondent is not comfortable, proceed without recording).

Interview

Can we start the interview now *(Wait for response. Switch on the tape if they have agreed. Ensure the tape is working).*

APPENDIX D: INFORMED CONSENT FORM

TITLE OF THE STUDY: Information needs and information seeking behaviour of pastors in Namibia.

RESEARCHER: David Matsveru
 Namibia Evangelical Theological Seminary
 Telephone: 061-222885
 Fax: 061-222945
 Cell: 081-3235680
 E-mail: davidmatsveru@yahoo.com

This research aims to establish the information needs and information seeking behaviour of pastors in Namibia.

All responses will be treated with confidentiality and privacy. Participation is voluntary.

The study will benefit the pastors, churches and those seeking to provide pastoral information services. The findings of the study will be made available to you upon request.

If you have any question or contribution in regards to this research, you are welcome to inform or ask me or my supervisor (Dr C. T. Nengomasha – 0812787617).

If you agree to participate in this study, would you please indicate your consent by signing the form?

NAME

SIGNATURE

DATE

APPENDIX E: QUESTIONNAIRE**SURVEY TO INVESTIGATE THE INFORMATION NEEDS AND
INFORMATION SEEKING BEHAVIOUR OF PASTORS IN NAMIBIA***(Your name is not required)***SECTION A: DEMOGRAPHIC INFORMATION**

Q1. Please indicate whether you are:

1) Male	
2) Female	

Q2. Please indicate your age range:

1) under 30	
2) 31-40	
3) 41-50	
4) 51-60	
5) Over 60	

Q3. What is your highest level of education?

1) Primary	
2) Secondary	
3) Graduate	
4) Post Graduate	

Q4. Please indicate your Denomination:

1) Evangelical Lutheran Church in Namibia	
2) Catholic Church	
3) Evangelical Lutheran Church in the Republic of Namibia	
4) Evangelical Reformed Church in Africa	
5) Uniting Reformed Church of Southern Africa	
6) Protestant Unity Church	
7) Seventh-day Adventist	
8) Full Gospel Church of God	
9) Anglican Church	
10) Dutch Reformed Church	
11) Rhenish Church in Namibia	
12) Evangelical Bible Church	
13) AoG (Back to God)	
14) African Methodist Episcopal Church	
15) Baptist Churches	
16) Others (please specify)	

Q5. How long have you been serving as a pastor?

1) Below 10 years	
2) Above 10 years	

SECTION B: INFORMATION NEEDS AND INFORMATION SEEKING BEHAVIOUR OF PASTORS

Q6. Please indicate the type of information you need in your ministry:

Type of information needed	Highly required	Moderately required	Lowly required	Not required
a) Counselling HIV/AIDS members				
b) Community development				
c) Administration				
d) Evangelism				
e) Preaching				
f) directing prayers				
g) Leading Bible study				
h) Accounting				
i) Member care				
j) Teaching				
k) Public Relations				
l) Leading a service				
m) Running a youth programme				
Others (please specify)				

Q7. How often do you refer to the following for information sources for your pastoral information?

Information source	Very often	Quite often	Not very often	Not at all
a) Church documents				
b) Other pastors				
c) TV				
d) Radio				
e) Newspapers				
f) Public Libraries				
g) University Libraries				
h) Internet				
i) Church members				
j) Personal library				
k) others (please specify)				

SECTION C: INFORMATION SOURCES USED AND HOW THEY ARE USED

Q8. What information sources do you use and how often?

Information source	Very often	Quite often	Not very often	Not at all
a) Greek and Hebrew Lexicons				
b) Word-study books				
c) Bible dictionaries				
d) Atlases				
e) Encyclopaedias				
f) Bible concordance				
g) Bible translations				
h) Theological works				
i) Bible study aids				
j) Background information				
k) Biographies				
l) Devotional books				
m) Church history				
n) Christian education				
o) Missions				
p) Administration				
q) Music				
r) Pastoring				
s) Worship				
t) Other pastors				
u) Others (please specify)				

SECTION D: FACTORS AFFECTING PASTORS' INFORMATION SEEKING BEHAVIOUR

Q9. What difficulties are you facing in obtaining information?

Main difficulties faced in obtaining information	Major difficulty	Occasional difficulty	Not a major difficulty	Not difficult at all
a) It takes too long to get the information I want.				
b) I do not know where to get the information I need.				
c) The process of getting the information is too complicated.				
d) I do not know if the required information exists.				
e) Information I want is too expensive.				
f) Information I get is of poor quality.				
g) Information is not available in my language.				
h) I do not know how to identify relevant information sources.				
i) The information I get is not always correct.				
j) I have no access to Internet or computer.				
k) The information is not always available when I want it.				
l) I do not like to ask people.				
m) I cannot find the information I want.				
n) I do not know what information is required.				
o) I do not know what information sources are available.				
p) others (please specify)				

Q10. How accessible is the information for the following areas of your ministry?

Type of information needed	Highly accessible	Moderately accessible	Lowly accessible	Not accessible
a) Counselling HIV/AIDS members				
b) Community development				
c) Administration				
d) Evangelism				
e) Preaching				
f) Directing prayers				
g) Leading Bible study				
h) Accounting				
i) Member care				
j) Teaching				
k) Public relations				
l) Leading a service				
m) Running a youth programme				
n) Others (specify)				

SECTION E: PERCEPTIONS OF PASTORS ON THEIR PREPAREDNESS FOR THEIR PASTORAL DUTIES

Q11. How prepared are you in dealing with the different tasks?

Type of information needed	Highly prepared	Moderately prepared	Somewhat prepared	Not prepared
a) Counselling HIV/AIDS members				
b) Community development				
c) Administration				
d) Evangelism				
e) Preaching				
f) directing prayers				
g) Leading Bible study				
h) Accounting				
i) Member care				
j) Teaching				
k) Public relations				
l) Leading a service				
m) Running a youth programme				
n) Others (please specify)				

SECTION F: FRAMEWORK FOR SETTING PASTORAL INFORMATION SERVICES

Q12. How would you like to be helped in order for you to have reliable pastoral information?

.....
.....

APPENDIX F: INTERVIEW GUIDE**SURVEY TO INVESTIGATE THE INFORMATION NEEDS AND
INFORMATION SEEKING BEHAVIOUR OF PASTORS IN NAMIBIA****1. Information needs and information seeking behaviour of pastors**

- (a) How long have you been working as a pastor?
- (b) Do you do research when preparing for your sermons, etc.?
- (c) What kind of information do you need to carry out your pastoral duties?
- (d) What do you do when you do not have the information you need?

2. Information sources used and how they are used?

- (a) What information sources do you use to meet your various ministry demands?
- (b) Where do you find these information sources?
- (c) Is the information readily accessible?

3. Factors affecting pastors' information seeking behaviour

- (a) What problems do you face when you want to get information for your pastoral duties?
- (b) What encourages/discourages you when you are looking for information to do your work?
- (c) Do you know how to use ICTs?

4. Perceptions of pastors on their preparedness for their pastoral duties

- (a) How prepared are you in dealing with your various ministry demands, e.g. Sermons, teaching, counselling, etc.

- (b) Have you ever been in a situation where you thought you did not have enough information to deal with the problem(s) your people were facing? If yes, how did you deal with the situation?
- (c) The world is constantly changing, how do you equip yourself to keep abreast with the times?

5. A framework for setting up pastoral information services

- (a) What external assistance would be desirable for you to access the best pastoral information to play your different roles?
- b) Do you have any suggestions on how the distribution of pastoral information services/activities can be improved?