

**Table 1. Questionnaire Items and Referenced Literature**

QUESTIONNAIRE ITEMS (NUMBER)	REFERENCED LITERATURE
<b>Demographics</b>	
<ul style="list-style-type: none"> <li>- Gender (1)</li> <li>- Age (2)</li> <li>- Education (3)</li> <li>- Formal SPED qualification (4)</li> <li>- Teaching Experience (6)</li> </ul>	Berliner, 1986 Bitso & Fourie, 2011 Case, 2012 Fourie, 2006 Leckie et al., 1996 Wilson, 1981 Whitaker, 2001
<b>Work Roles</b>	
<ul style="list-style-type: none"> <li>- Designation: Main Teacher (5)</li> <li>- Co-Teacher (5)</li> <li>- Teacher assistant (5)</li> </ul>	Leckie et al., 1996 Wasburn-Moses, 2005 Wilkinson, 2001 Wilson, 1981
<b>Organizational Context</b>	
<ul style="list-style-type: none"> <li>- Disability-type of students being serviced (7)</li> </ul>	Perrault, 2011
<b>Work Tasks</b>	
<ul style="list-style-type: none"> <li>- Administrative work (9a)</li> <li>- Assessment (9b)</li> <li>- Behaviour management (9c)</li> <li>- CCA management (9d)</li> <li>- External agency collaborations (9e)</li> <li>- Individualized Education Programs (IEPs) (9f)</li> <li>- Lesson-planning (9g)</li> <li>- Multi-disciplinary collaboration (9h)</li> <li>- Parent communication (9i)</li> <li>- Professional development (9j)</li> <li>- Subject teaching (9k)</li> </ul>	Leckie et al., 1996 Perrault, 2011 Wasburn-Moses, 2005 Wilkinson, 2001 Wilson, 1981
<b>Information Needs</b>	
<ul style="list-style-type: none"> <li>- Assistive Technology (10a)</li> <li>- Behaviour Management (10b)</li> <li>- Curriculum and framework (10c)</li> <li>- Disability Characteristics (10d)</li> <li>- IEPs (10f)</li> <li>- Interdisciplinary collaboration (10g)</li> <li>- Lesson Planning (10e)</li> <li>- Professional Development (10h)</li> <li>- SPED Pedagogy/ Methodology (10i)</li> <li>- Teaching techniques (10j)</li> </ul>	Laloo & Buhiril, 2013 Perrault, 2011 Wasburn-Moses, 2005
<b>Awareness of Information Source Characteristics in Selection</b>	
<ul style="list-style-type: none"> <li>- Accessibility &amp; ease of use (11g)</li> <li>- Applicability to local context (11e)</li> <li>- Prior experience of success (11a)</li> <li>- Relevance (11d)</li> <li>- Strengths &amp; shortcomings (11c)</li> <li>- Supports current practice (11f)</li> <li>- Trusted sources (11b)</li> </ul>	Bitso & Fourie, 2011 Fourie, 2006 Williams & Coles, 2007a Williams, & Coles, 2007b

QUESTIONNAIRE ITEMS (NUMBER)	REFERENCED LITERATURE
<b>Information Sources</b>	
<p><u>Locations:</u></p> <ul style="list-style-type: none"> <li>- Books (12a)</li> <li>- Colleagues (12g)</li> <li>- Domain expertise (12h)</li> <li>- Website articles (12c)</li> <li>- Public libraries (12k)</li> <li>- Newspaper articles (12e)</li> <li>- Radio/TV broadcasts (12i)</li> <li>- Parents of SPED Students (12f)</li> <li>- Personal collections (12l)</li> <li>- Scholarly journals (12b)</li> <li>- Social media postings (12m)</li> <li>- Syllabus Documents (12d)</li> <li>- Training courses/Workshops (12j)</li> </ul> <p>- Use of information sources provided by in-house resource centre (13)</p> <p><u>Formats:</u></p> <ul style="list-style-type: none"> <li>- Audio-visual (14c)</li> <li>- Verbal (14a)</li> <li>- Print (14b)</li> <li>- Electronic (14d, 14e)</li> </ul>	<p>Al-Suqri, 2011                      Bitso &amp; Fourie, 2011                      Jordan, 2001                      Laloo &amp; Buhril, 2013                      Landrum, Cook, Tankersley, &amp; Fitzgerald, 2002                      Mokhtar &amp; Majid, 2005                      Rupp-Serrano &amp; Robbins, 2013                      Williams &amp; Coles, 2007a                      Williams, &amp; Coles, 2007b</p>
<b>Barriers to Information-Seeking</b>	
<ul style="list-style-type: none"> <li>- Limited range of in-house resources (15a)</li> <li>- Inadequate in-house resource centre staff support (15d)</li> <li>- Limited accessibility to in-house resources (15g)</li> <li>- Non-currency of in-house resources (15j)</li> <li>- Difficulty in finding resources relevant to disability (15m)</li> <li>- Lack of available time during work hours (15b)</li> <li>- Lack of guidance from supervising colleagues (15e)</li> <li>- Limited access privileges to information resources (15h)</li> <li>- Lack of support to efforts in information-seeking (15k)</li> <li>- Lack of info literacy (15c)</li> <li>- Lack of self-motivation (15f)</li> <li>- Lack of experience in teaching SPED (15i)</li> <li>- Lack of SPED training (15l)</li> </ul>	<p>Bitso &amp; Fourie, 2011                      Fourie, 2006                      Jordan, 2001                      Laloo &amp; Buhril, 2013                      Leckie, Pettigrew, &amp; Sylvain, 1996                      Mokhtar &amp; Majid, 2005                      Wasburn-Moses, 2005                      Williams &amp; Coles, 2007a                      Williams &amp; Coles, 2007b</p>
<b>Needs Satisfaction</b>	
<ul style="list-style-type: none"> <li>- Satisfaction with information source utility (16)</li> <li>- Successful fulfilment of information need (17)</li> </ul>	<p>Wilkinson, 2001</p>

**Table 2.1: Gender, Age Group and SPED Teaching Experience**

	Frequency	Percentage (%)
<u>Gender</u>		
Female	85	77.3
Male	25	22.7
<u>Age Group</u>		
< 25 years old	14	12.7
25-34 years old	31	28.2
35-44 years old	38	34.5
45-54 years old	17	15.5
> 54 years old	10	9.1
<u>SPED Teaching Experience</u>		
< 6 years	40	36.4
6-10 years	33	30.0
11-15 years	26	23.6
> 15 years	11	10.0

**Table 2.2: Education and SPED Qualifications**

	Frequency	Percentage (%)
<u>Education</u>		
O-Levels and below	4	3.6
NITEC/Higher NITEC	4	3.6
A-Levels	4	3.6
Diploma/Higher Diploma	29	26.4
Degree	51	46.4
Postgraduate	18	16.4
<u>SPED Qualifications</u>		
None	14	12.7
Certificate	23	21.0
Diploma	47	42.7
Degree	13	11.8
Postgraduate	13	11.8

**Table 2.3: Work Roles of SPED Teachers**

	Frequency	Percentage (%)
<u>Designation</u>		
Main Teacher	73	66.4
Co-Teacher	24	21.8
Teacher Assistant	9	8.2
Other	4	3.6

**Table 2.4: Nature of Students' Disability and Class Size**

	Frequency	Percentage (%)
<u>Nature of Students' Disability</u>		
Autism	94	85.4
Multiple Disabilities	41	37.3
Mental Retardation	26	23.6
Speech of Language Impairment	21	19.1
Hearing Impairment (including deafness)	18	16.4
Specific Learning Disability	16	14.5
Emotional Disturbance	11	10.0
Visual Impairment (including blindness)	9	8.2
Traumatic Brain Injury	4	3.6
Deaf-Blindness	4	3.6
Orthopedic Impairment	3	2.7
<u>Class Size</u>		
< 5	9	8.2
5-8	76	69.1
9-12	19	17.3
13-16	6	5.4
> 16	0	0.0

**Table 2.5: Frequency of Work Tasks performed by SPED Teachers**

Work Tasks	Mean	SD	Gender		Kendall Tau-b	Age Group (years)					Kendall Tau-b	Teaching Experience (years)				
			Pearson's r	Mean		Mean	Mean	Mean	Mean	Mean		Mean				
				Male									Female	< 25	25 - 34	35 - 44
Lesson-planning	4.49	0.90	.055	4.40	4.52	.198*	3.29	4.77	4.63	4.47	4.80	.177*	4.15	4.79	4.54	4.73
Behaviour management of students	4.43	0.76	.048	4.36	4.45	-.014	4.00	4.74	4.45	4.18	4.40	-.038	4.47	4.52	4.15	4.64
Individualized Education Programs (IEPs)	4.32	0.95	.091	4.16	4.36	.016	3.50	4.55	4.61	3.76	4.60	.039	4.20	4.36	4.42	4.36
Teaching of subjects to students	4.25	1.04	-.018	4.28	4.24	.159	3.57	4.29	4.34	4.35	4.50	.214*	3.83	4.61	4.35	4.45
Assessment of student progress	4.23	0.92	.183	3.92	4.32	.120	3.57	4.19	4.50	4.12	4.40	.049	4.05	4.30	4.38	4.27
Parent-teacher communication/discussion	4.07	0.84	.125	3.88	4.13	.188*	3.50	4.16	4.05	4.18	4.50	.099	4.05	3.85	4.27	4.36
Administrative work	3.91	1.03	-.027	3.96	3.89	.200*	3.07	3.74	4.32	3.88	4.10	.129	3.50	4.27	4.08	3.91
Working with other professionals	3.77	1.06	.068	3.64	3.81	.174*	2.79	3.97	3.84	3.82	4.20	.196*	3.48	3.82	4.00	4.18
Professional development and self-improvement	3.47	0.75	-.092	3.60	3.44	.133	3.43	3.42	3.37	3.47	4.10	.042	3.52	3.27	3.54	3.73
Co-curricular activity (CCA) management	3.10	1.24	-.114	3.36	3.02	.077	3.00	2.97	3.16	3.12	3.40	.101	3.00	2.85	3.46	3.36
Corresponding with external agencies	2.41	0.97	.095	2.24	2.46	.122	1.64	2.65	2.34	2.76	2.40	.276**	2.00	2.48	2.85	2.64

Notes. N = 110. \*p < .05. \*\*p < .01.

**Table 2.6: Frequency of SPED Teachers' Information Needs**

Information Needs	Mean	SD	Gender		Kendall Tau-b	Age Group (years)					Kendall Tau-b	Teaching Experience (years)				
			Pearson's r	Mean		Mean	Mean	Mean	Mean	Mean		Mean				
				Male									Female	< 25	25 - 34	35 - 44
Planning and preparation of lessons	4.36	0.81	-.105	4.52	4.32	.235**	3.57	4.52	4.39	4.47	4.70	.078	4.22	4.48	4.35	4.55
Handling of student behaviour	4.30	0.86	-.038	4.36	4.28	-.011	4.07	4.68	4.03	4.35	4.40	-.159	4.47	4.39	4.12	3.82
Planning and carrying out IEPs	4.04	0.99	.042	3.96	4.06	.125	3.43	4.13	4.16	3.82	4.50	.129	3.83	4.03	4.27	4.27
Teaching techniques for classroom management	3.95	0.84	-.035	4.00	3.93	.228**	3.29	3.97	4.03	4.06	4.30	.007	3.85	4.15	3.92	3.73
Specific disabilities of student	3.75	0.84	.153	3.52	3.82	.099	3.43	3.74	3.87	3.71	3.90	-.006	3.77	3.70	3.69	4.00
SPED pedagogy and methodology	3.55	0.90	-.057	3.64	3.52	.313**	2.71	3.39	3.79	3.76	3.90	.053	3.48	3.61	3.54	3.64
Professional development and self-improvement	3.47	0.89	-.029	3.52	3.46	.178*	3.14	3.39	3.47	3.65	3.90	.047	3.45	3.39	3.50	3.73
SPED curriculum and framework	3.47	0.96	.041	3.40	3.49	.159*	2.71	3.68	3.39	3.82	3.60	.023	3.45	3.42	3.69	3.18
Working with other professionals	3.45	1.05	.008	3.44	3.46	.141	2.86	3.68	3.18	3.65	4.30	.170*	3.27	3.33	3.69	3.91
Use of assistive technology	3.39	1.12	-.063	3.52	3.35	.243**	2.86	3.06	3.68	3.59	3.70	.170*	3.13	3.42	3.58	3.82

Notes. N = 110. \*p < .05. \*\*p < .01.

**Table 2.7: Frequency of Awareness in Information Source Characteristics in Selection**

Awareness of Information	Mean	SD	Gender		Age Group (years)					Teaching Experience (years)						
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Its relevance to my students' needs	4.36	0.75	.003	4.36	4.36	.091	4.14	4.35	4.47	4.24	4.50	.006	4.38	4.39	4.35	4.27
Its accessibility and ease of use	4.21	0.77	.092	4.08	4.25	.165*	3.93	4.19	4.29	4.24	4.30	.015	4.22	4.18	4.27	4.09
Its trustworthiness, based on reputation/recomm	4.03	0.81	-.090	4.16	3.99	.098	3.71	4.06	4.11	3.94	4.20	.084	3.95	4.06	4.04	4.18
Its previous success in meeting my needs	3.96	0.86	-.074	4.08	3.93	.159	3.64	4.00	4.00	3.76	4.50	.134	3.90	3.91	3.85	4.64
Its applicability to local contexts	3.95	0.87	-.028	4.00	3.94	.244**	3.43	3.65	4.37	4.06	3.90	.106	3.83	4.00	4.12	3.91
Its strengths and weaknesses	3.89	0.75	-.021	3.92	3.88	.137	3.79	3.84	3.87	3.88	4.30	.129	3.83	3.85	3.92	4.18
Its alignment with my school's practices	3.78	0.88	.013	3.76	3.79	.173*	3.43	3.61	4.00	3.76	4.00	.111	3.60	3.82	4.12	3.55

Notes. *N* = 110. \* *p* < .05. \*\* *p* < .01.

**Table 2.8: Frequency of Information Sources Used**

Information Sources	Mean	SD	Gender		Age Group (years)					Teaching Experience (years)						
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Colleagues	4.17	0.66	.010	4.16	4.18	.001	4.29	4.19	4.03	4.35	4.20	-.112	4.33	4.06	4.08	4.18
Syllabus documents (e.g. baselines, frameworks)	3.90	0.94	-.035	3.96	3.88	.360**	3.00	3.68	4.21	4.18	4.20	.127	3.63	4.12	4.12	3.73
Website articles	3.86	0.96	.013	3.84	3.87	.076	3.79	3.71	4.00	4.06	3.60	-.065	3.95	3.85	3.85	3.64
Training courses/Workshops	3.80	0.80	.000	3.80	3.80	.028	3.79	3.90	3.63	3.76	4.20	-.005	4.00	3.42	3.85	4.09
Personal resource collection	3.51	0.96	-.166	3.80	3.42	.140	3.43	3.16	3.79	3.35	3.90	.024	3.45	3.67	3.27	3.82
Subject experts and authorities (e.g. HoD)	3.44	0.94	-.118	3.64	3.38	.093	3.36	3.45	3.29	3.59	3.80	.036	3.45	3.36	3.42	3.64
Parents of SPED students	3.37	1.01	.114	3.16	3.44	.020	3.14	3.52	3.34	3.12	3.80	-.004	3.42	3.27	3.27	3.73
Books	3.22	0.84	-.123	3.40	3.16	.216**	3.07	3.00	3.18	3.71	3.40	.052	3.05	3.58	2.96	3.36
Newspaper articles	2.73	0.84	-.073	2.84	2.69	.076	2.43	2.77	2.76	2.88	2.60	-.014	2.67	2.94	2.46	2.91
Social media postings (e.g. Facebook, Twitter)	2.67	1.01	.104	2.48	2.73	-.069	3.00	2.58	2.74	2.53	2.50	.006	2.77	2.45	2.81	2.64
Public libraries	2.62	0.85	.012	2.60	2.62	.114	2.86	2.35	2.61	2.71	3.00	-.034	2.73	2.55	2.35	3.09
Radio/Television broadcasts	2.49	0.94	.006	2.48	2.49	.075	2.57	2.32	2.55	2.47	2.70	-.077	2.63	2.48	2.23	2.64
Scholarly journals	2.48	0.86	-.049	2.56	2.46	-.095	2.50	2.26	2.63	2.41	2.70	.038	2.52	2.27	2.54	2.82

Notes. *N* = 110. \* *p* < .05. \*\* *p* < .01.

**Table 2.8.1: Frequency of Information Sources Used vs Frequency of Information Needs**

Information Sources	Information Needs									
	1	2	3	4	5	6	7	8	9	10
Colleagues	.121	.407**	.213*	.263**	.177	.071	.079	.302**	.376**	.255**
Syllabus documents (e.g. baselines, frameworks)	.387**	.162	.378**	.480**	.144	.443**	.102	.296**	.234*	.256**
Website articles	.288**	.028	.264**	.307**	.323**	.139	.184	.090	.190*	.366**
Training courses/Workshops	.227*	.208*	.067	.228*	.077	.203*	.316**	.183	.241*	.314**
Personal resource collection	.209*	-.031	.183	.274**	.169	.259**	-.059	.135	.014	.293**
Subject experts and authorities (e.g. HoD)	.211*	.153	.178	.307**	.114	.363**	.135	.205*	.206*	.159
Parents of SPED students	.135	.133	.223*	.153	.282**	.277**	.150	.297**	.168	.105
Books	.285**	.235*	.185	.328**	.175	.351**	.227*	.244*	.099	.190*
Newspaper articles	.213*	.038	.165	.185	.138	.220*	.248**	.148	.152	.153
Social media postings (e.g. Facebook, Twitter)	-.055	.008	.040	.130	.100	-.024	-.165	.057	.143	.205*
Public libraries	.111	.121	.115	.061	-.069	.035	.047	.100	.105	.101
Radio/Television broadcasts	.210*	.157	.128	.290**	.097	.179	.116	.137	.154	.350**
Scholarly journals	.311**	.026	.374**	.225*	.228*	.411**	.251**	.329**	.151	.269**

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Planning and preparation of lessons (2) Handling of student behaviour (3) Planning and carrying out of IEPs (4) Teaching techniques for classroom management (5) Specific disabilities of student (6) SPED pedagogy and methodology (7) Professional development and self-improvement (8) SPED curriculum and framework (9) Working with other professionals e.g. therapists, psychologists, etc (10) Use of assistive technology

**Table 2.9: Frequency of Information Sources Used from In-House Resource Centre**

In-House Information Sources	Mean	SD	Gender			Age Group (years)					Teaching Experience (years)					
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Syllabus documents (e.g. baselines, frameworks)	3.59	1.11	.035	3.52	3.61	.349**	2.71	3.42	3.66	4.00	4.40	.050	3.45	3.79	3.54	3.64
Materials from training courses/workshops	3.51	0.93	.064	3.40	3.54	.133	3.21	3.52	3.45	3.53	4.10	.031	3.55	3.30	3.69	3.55
Books	3.02	1.04	-.032	3.08	3.00	.172*	2.86	2.74	3.05	3.35	3.40	.086	2.88	3.15	3.00	3.18
Newspaper articles	2.24	0.99	.086	2.08	2.28	.152	2.14	1.97	2.26	2.41	2.80	.041	2.15	2.33	2.12	2.55
Scholarly journals	2.24	0.94	-.049	2.32	2.21	.113	2.36	1.94	2.32	2.29	2.60	.003	2.25	2.27	1.92	2.82
Radio/Television broadcasts	1.98	0.95	.059	1.88	2.01	.173*	1.86	1.68	2.11	2.06	2.50	-.030	2.08	1.97	1.65	2.45

Notes. *N* = 110. \* *p* < .05. \*\* *p* < .01.

**Table 2.10: Frequency of Preferred Information Formats**

Information Formats	Mean	SD	Gender			Age Group (years)					Teaching Experience (years)					
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Print	4.35	0.61	-.013	4.36	4.34	-.124	4.43	4.45	4.29	4.29	4.20	-.234**	4.55	4.27	4.23	4.09
Web-based electronic (i.e. Internet connection)	4.05	0.94	.096	3.88	4.09	.051	3.93	3.97	4.34	3.59	4.10	-.110	4.25	3.91	3.88	4.09
Locally-stored electronic (e.g. hard disk)	3.76	1.12	.080	3.60	3.81	.085	3.43	3.71	3.95	3.53	4.10	-.086	3.90	3.73	3.65	3.64
Verbal	3.64	0.91	-.026	3.68	3.62	-.137	3.50	4.13	3.34	3.47	3.70	-.168*	3.88	3.61	3.31	3.64
Audio-visual	3.58	1.03	.097	3.40	3.64	.000	3.57	3.71	3.42	3.53	3.90	-.195*	3.90	3.48	3.19	3.64

Notes. *N* = 110. \* *p* < .05. \*\* *p* < .01.

**Table 2.11: Frequency of Barriers Faced in Information-Seeking**

Barriers faced	Mean	SD	Gender			Age Group (years)					Teaching Experience (years)					
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Lack of available time during work hours	4.06	0.90	.014	4.04	4.07	.020	3.71	4.16	4.16	4.06	3.90	-.063	4.00	4.33	3.96	3.73
Limited range of in-house resources	3.12	1.00	-.044	3.20	3.09	.139	2.93	2.81	3.34	3.24	3.30	.021	3.02	3.21	3.08	3.27
Lack of knowledge and ability to find needed info	2.95	1.07	.156	2.64	3.04	-.100	3.21	2.97	2.89	3.12	2.40	-.146	3.13	2.94	2.88	2.45
Limited access privileges to info resources	2.70	1.05	.114	2.48	2.76	.090	2.43	2.55	2.89	2.65	2.90	.090	2.58	2.58	3.00	2.82
Difficulty in finding resources relevant to disability	2.69	0.93	-.135	2.92	2.62	.003	2.71	2.61	2.84	2.41	2.80	-.089	2.85	2.52	2.77	2.45
Inadequate in-house resource centre staff support	2.65	1.20	.079	2.48	2.71	.104	2.57	2.45	2.68	2.82	3.00	.038	2.63	2.61	2.88	2.36
Existing in-house resources not being up-to-date	2.65	0.98	.047	2.56	2.67	-.002	2.29	2.77	2.84	2.12	2.90	.061	2.52	2.67	2.92	2.36
Lack of guidance from supervising colleagues	2.61	1.17	-.052	2.72	2.58	.101	2.29	2.45	2.76	2.71	2.80	.109	2.40	2.67	2.85	2.64
Lack of support to efforts in information-seeking	2.49	1.06	.129	2.24	2.56	.039	2.50	2.32	2.61	2.41	2.70	-.023	2.48	2.42	2.77	2.09
Limited accessibility to in-house resources	2.47	1.02	.039	2.40	2.49	.133	2.36	2.06	2.76	2.53	2.70	.071	2.33	2.45	2.69	2.55
Lack of teaching experience in SPED	2.39	1.00	-.027	2.44	2.38	-.302**	3.29	2.48	2.26	1.94	2.10	-.428**	2.95	2.33	2.00	1.45
Lack of SPED training	2.37	0.95	.053	2.28	2.40	-.266**	3.29	2.39	2.26	2.00	2.10	-.353**	2.88	2.24	1.96	1.91
Lack of self-motivation	2.24	0.93	-.026	2.28	2.22	-.232**	2.93	2.39	2.00	1.94	2.20	-.079	2.35	2.24	2.12	2.09

Notes. *N* = 110. \* *p* < .05. \*\* *p* < .01.

**Table 2.11.1: Frequency of Barriers to Info-Seeking vs Frequency of Information Needs**

Barriers faced	Information Needs									
	1	2	3	4	5	6	7	8	9	10
Lack of available time during work hours	.157	.070	.171	.210*	.021	.070	.031	.060	.027	.012
Limited range of in-house resources	.139	-.169	.217*	.094	.199*	.485**	.195*	.397**	.202*	.343**
Lack of knowledge and ability to find needed info	-.030	-.082	.158	-.034	.047	.079	-.109	.168	.113	.041
Limited access privileges to info resources	-.075	-.193*	.037	-.049	.009	.163	.026	.168	.125	.132
Difficulty in finding resources relevant to disability	.078	-.021	.192*	-.069	.244*	.104	.090	.206*	.118	.162
Inadequate in-house resource centre staff support	.140	-.085	.180	.072	.079	.361**	.181	.364**	.119	.150
Existing in-house resources not being up-to-date	.152	-.057	.154	.065	.128	.220*	.184	.227*	.015	.069
Lack of guidance from supervising colleagues	.162	-.138	.171	.006	.117	.256**	.163	.280**	.162	.245**
Lack of support to efforts in information-seeking	.036	-.153	.114	-.052	.034	.197*	.054	.238*	.137	.131
Limited accessibility to in-house resources	.057	-.215*	.146	.052	.148	.265**	.126	.246**	.141	.174
Lack of teaching experience in SPED	.027	.108	.069	.026	.171	.016	.090	.035	.074	.010
Lack of SPED training	.001	.109	-.015	-.135	.151	-.100	.083	.177	.003	-.018
Lack of self-motivation	-.189*	.174	-.029	-.218*	-.102	-.100	-.003	.079	-.093	-.099

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Planning and preparation of lessons (2) Handling of student behaviour (3) Planning and carrying out of IEPs (4) Teaching techniques for classroom management (5) Specific disabilities of student (6) SPED pedagogy and methodology (7) Professional development and self-improvement (8) SPED curriculum and framework (9) Working with other professionals e.g. therapists, psychologists, etc (10) Use of assistive technology

**Table 2.11.2: Frequency of Barriers to Info-Seeking vs Frequency of Information Sources Used**

Barriers faced	Information Sources												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Lack of available time during work hours	-.034	.138	.253**	-.046	.005	-.108	-.237*	.044	.131	.084	.020	.006	-.099
Limited range of in-house resources	.052	.257**	.179	.053	.406**	.129	.209*	.240*	.223*	-.184	.205*	.241*	.431**
Lack of knowledge and ability to find needed info	-.078	-.061	.199*	-.196*	.010	-.140	-.092	-.146	.055	.060	-.084	-.028	-.071
Limited access privileges to info resources	-.057	-.003	.158	.037	.126	-.070	-.023	-.095	.021	.123	.045	.067	.261**
Difficulty in finding resources relevant to disability	-.047	-.004	.168	-.047	.128	-.128	.075	-.081	.196*	.156	.012	.198*	.142
Inadequate in-house resource centre staff support	-.051	.026	.157	-.101	.123	-.076	.069	.041	.033	.096	.059	.071	.259**
Existing in-house resources not being up-to-date	-.173	.001	.094	.026	.087	-.099	.143	-.075	.004	.086	-.076	.041	.235*
Lack of guidance from supervising colleagues	-.150	-.036	.173	-.144	.090	-.210*	-.101	-.006	.040	.046	-.116	-.058	.179
Lack of support to efforts in information-seeking	-.044	-.024	.076	.030	-.023	-.097	.025	-.149	-.034	.144	-.014	-.060	.161
Limited accessibility to in-house resources	-.041	.059	.216*	-.052	.278**	-.073	.023	.030	-.041	.143	-.012	.081	.364**
Lack of teaching experience in SPED	.022	-.095	.075	.018	.011	.002	-.191*	.018	-.079	.037	-.170	.019	.046
Lack of SPED training	.175	-.257**	.026	-.046	-.029	-.132	.036	-.011	.059	.187	.237*	.071	.081
Lack of self-motivation	.023	-.299**	-.241*	-.097	-.209*	-.266**	.081	-.045	-.210*	-.133	-.106	-.198*	-.086

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Colleagues (2) Syllabus documents (e.g. baselines, frameworks) (3) Website articles (4) Training courses/Workshops (5) Personal resource collection (6) Subject experts and authorities (e.g. HoD) (7) Parents of SPED students (8) Books (9) Newspaper articles (10) Social media postings (e.g. Facebook, Twitter) (11) Public libraries (12) Radio/Television broadcasts (13) Scholarly journals

**Table 2.12: Level of Satisfaction with Information Sources**

Satisfaction with Information Sources	Mean	SD	Gender		Age Group (years)					Teaching Experience (years)						
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Colleagues	4.17	0.76	-.048	4.24	4.15	-.142	4.50	4.29	3.95	4.35	3.90	-.113	4.28	4.09	4.15	4.09
Training courses/Workshops	3.99	0.66	.158	3.80	4.05	-.092	4.07	4.03	4.03	3.76	4.00	-.095	4.05	4.00	3.92	3.91
Personal resource collection	3.93	0.70	-.181	4.16	3.86	.144	3.93	3.58	4.18	4.06	3.80	.114	3.85	3.97	3.85	4.27
Website articles	3.88	0.67	.131	3.72	3.93	.079	3.93	3.65	4.08	3.94	3.70	-.009	3.98	3.70	3.96	3.91
Syllabus documents (e.g. baselines, frameworks)	3.85	0.86	.080	3.72	3.88	.055	3.71	3.77	3.92	4.12	3.50	.070	3.65	4.12	3.81	3.82
Books	3.76	0.77	-.111	3.92	3.72	.112	3.79	3.52	3.84	4.06	3.70	.124	3.65	3.76	3.77	4.18
Parents of SPED students	3.70	0.74	.074	3.60	3.73	.006	3.57	3.74	3.68	3.76	3.70	.094	3.65	3.64	3.73	4.00
Subject experts and authorities (e.g. HoD)	3.61	1.00	-.104	3.80	3.55	-.004	3.79	3.58	3.53	3.94	3.20	.008	3.55	3.61	3.88	3.18
Social media postings (e.g. Facebook, Twitter)	3.37	0.78	.037	3.32	3.39	.005	3.43	3.13	3.63	3.47	2.90	.027	3.42	3.18	3.50	3.45
Scholarly journals	3.35	0.89	-.033	3.40	3.33	-.022	3.50	3.00	3.71	3.24	3.00	.007	3.35	3.24	3.42	3.45
Public libraries	3.26	0.65	-.014	3.28	3.26	-.109	3.64	3.16	3.29	3.18	3.10	-.123	3.40	3.27	3.04	3.27
Newspaper articles	3.20	0.67	-.097	3.32	3.16	-.040	3.36	3.13	3.18	3.41	2.90	-.002	3.17	3.27	3.23	3.00
Radio/Television broadcasts	3.10	0.70	.046	3.04	3.12	.001	3.21	3.03	3.11	3.18	3.00	-.076	3.17	3.12	3.04	2.91

Notes. *N* = 110. \* *p* < .05. \*\* *p* < .01.

**Table 2.12.1: Level of Satisfaction with Info Sources vs Frequency of Info Needs**

Satisfaction with Information Sources	Information Needs									
	1	2	3	4	5	6	7	8	9	10
Colleagues	.001	.088	.040	-.014	.038	-.190*	.027	-.025	.222*	-.048
Training courses/Workshops	-.011	.118	.127	.082	.129	-.007	.213*	-.022	.153	.105
Personal resource collection	.225*	-.131	.241*	.273**	.188*	.338**	.204*	.079	.121	.341**
Website articles	.113	.030	.239*	.231*	.257**	.137	.125	.016	.337**	.257**
Syllabus documents (e.g. baselines, frameworks)	.068	.001	.146	.229*	.151	.133	.145	-.011	.120	-.013
Books	.244*	-.031	.349**	.150	.095	.267**	.221*	-.009	.124	.077
Parents of SPED students	.154	-.160	.291**	-.071	.207*	.220*	.220*	.124	.214*	.021
Subject experts and authorities (e.g. HoD)	-.095	.031	.042	.051	.027	.086	.118	-.035	.137	-.092
Social media postings (e.g. Facebook, Twitter)	-.028	-.251**	-.006	-.039	.086	.061	.048	-.005	.140	.222*
Scholarly journals	.078	-.172	.234*	.062	.151	.332**	.209*	-.021	-.013	.093
Public libraries	-.062	.054	-.044	.060	-.083	.050	.053	-.099	.066	.148
Newspaper articles	.067	.022	-.025	.100	-.010	.150	.163	-.006	.091	.078
Radio/Television broadcasts	.032	.041	-.005	.040	.026	.130	.056	-.016	.224*	.125

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Planning and preparation of lessons (2) Handling of student behaviour (3) Planning and carrying out of IEPs (4) Teaching techniques for classroom management (5) Specific disabilities of student (6) SPED pedagogy and methodology (7) Professional development and self-improvement (8) SPED curriculum and framework (9) Working with other professionals e.g. therapists, psychologists, etc (10) Use of assistive technology

**Table 2.12.2: Level of Satisfaction with Info Sources vs Frequency of Info Sources Used**

Satisfaction with Information Sources	Information Sources												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Colleagues	.430**	.037	.095	.207*	-.042	.238*	.224*	-.047	.003	.146	.188*	-.068	-.044
Training courses/Workshops	.215*	.073	.056	.364**	-.007	.125	.143	-.170	.062	.065	.109	.022	-.025
Personal resource collection	.245**	.282**	.298**	.105	.618**	.326**	.233*	.370**	.292**	.135	.154	.349**	.422**
Website articles	.293**	.301**	.513**	.075	.094	.140	.011	.014	.104	.322**	.113	.166	.114
Syllabus documents (e.g. baselines, frameworks)	.128	.379**	.185	-.005	.097	.163	.056	.235*	.093	.100	-.019	-.076	-.022
Books	.154	.388**	.093	.012	.216*	.246**	.103	.427**	.183	-.090	.214*	.087	.229*
Parents of SPED students	.220*	.129	.084	.084	.206*	.203*	.594**	.065	.221*	.077	.109	.096	.229*
Subject experts and authorities (e.g. HoD)	.131	.203*	-.008	.074	-.020	.369**	.182	-.041	.014	-.001	-.059	-.107	-.046
Social media postings (e.g. Facebook, Twitter)	.124	.077	.056	.151	.212*	.164	.218*	.015	.212*	.545**	.205*	.327**	.167
Scholarly journals	.084	.283**	.013	.098	.340**	.331**	.293**	.200*	.175	.015	.103	.158	.424**
Public libraries	.322**	.120	.073	.157	.197*	.307**	.256**	.206*	.301**	.134	.354**	.209*	.116
Newspaper articles	.230*	.220*	.113	.160	.196*	.409**	.253**	.240*	.483**	.273**	.215*	.410**	.242*
Radio/Television broadcasts	.337**	.238*	.034	.150	.210*	.293**	.385**	.204*	.371**	.332**	.204*	.566**	.192*

Notes. Pearson correlation coefficients.  $N = 110$ . \*  $p < .05$ . \*\*  $p < .01$ .

(1) Colleagues (2) Syllabus documents (e.g. baselines, frameworks) (3) Website articles (4) Training courses/Workshops (5) Personal resource collection (6) Subject experts and authorities (e.g. HoD) (7) Parents of SPED students (8) Books (9) Newspaper articles (10) Social media postings (e.g. Facebook, Twitter) (11) Public libraries (12) Radio/Television broadcasts (13) Scholarly journals

**Table 2.12.3: Level of Satisfaction with Info Sources vs Frequency of Barriers to Info-Seeking**

Satisfaction with Information Sources	Barriers faced												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Colleagues	-.242*	-.230*	-.180	-.197*	-.248**	-.314**	-.174	-.366**	-.242*	-.153	.055	.012	-.110
Training courses/Workshops	.110	.016	-.145	.023	.071	-.144	.066	-.172	.006	-.048	.356**	.168	.049
Personal resource collection	-.138	.235*	-.116	.057	-.063	.014	.016	-.024	-.150	.151	.028	-.069	-.270**
Website articles	.088	.021	.132	.014	.014	-.040	-.119	-.036	-.047	.069	.097	-.002	-.160
Syllabus documents (e.g. baselines, frameworks)	.060	-.053	-.029	-.183	-.303**	-.284**	-.131	-.281**	-.250**	-.125	.018	-.233*	-.126
Books	-.071	.109	-.151	-.282**	-.208*	-.060	-.198*	-.135	-.264**	-.114	.026	-.118	-.089
Parents of SPED students	-.164	.173	-.009	-.046	-.003	.048	-.009	-.020	-.116	.044	-.026	.070	-.016
Subject experts and authorities (e.g. HoD)	-.166	-.155	-.193*	-.156	-.192*	-.245*	-.105	-.251**	-.208*	-.078	.146	-.146	-.108
Social media postings (e.g. Facebook, Twitter)	-.113	.226*	-.064	.048	.072	.080	.006	-.010	.077	.135	-.060	.134	-.263**
Scholarly journals	-.153	.200*	-.125	-.035	-.080	-.076	.005	-.072	-.113	.061	.032	-.110	-.066
Public libraries	-.203*	.022	-.086	-.179	-.154	-.095	-.155	-.252**	-.071	-.149	.052	.078	-.059
Newspaper articles	-.157	.005	-.100	-.070	-.032	.007	.011	-.110	-.062	-.032	.005	-.003	-.208*
Radio/Television broadcasts	-.169	.165	-.054	-.120	.090	-.002	-.094	-.176	-.104	-.003	.048	.068	-.149

Notes. Pearson correlation coefficients.  $N = 110$ . \*  $p < .05$ . \*\*  $p < .01$ .

(1) Lack of available time during work hours (2) Limited range of in-house resources (3) Lack of knowledge and ability to find needed info (4) Limited access privileges to info sources (5) Difficulty in finding resources relevant to disability (6) Inadequate in-house resource centre staff support (7) Existing in-house resources not being up-to-date (8) Lack of guidance from supervising colleagues (9) Lack of support to efforts in information-seeking (10) Limited accessibility to in-house resources (11) Lack of teaching experience in SPED (12) Lack of SPED training (13) Lack of self-motivation

**Table 2.13: Frequency of Success with Information Needs**

Success with Information Needs	Mean	SD	Gender		Age Group (years)						Teaching Experience (years)					
			Pearson's <i>r</i>	Mean		Kendall Tau-b	Mean					Kendall Tau-b	Mean			
				Male	Female		< 25	25 - 34	35 - 44	45 - 54	> 54		< 6	6 - 11	11 - 15	> 15
Planning and preparation of lessons	3.94	0.78	-.100	4.08	3.89	.092	3.64	4.10	3.76	4.12	4.20	.139	3.73	4.09	3.96	4.18
Handling of student behaviour	3.89	0.72	.038	3.84	3.91	-.051	3.79	4.03	3.89	3.71	3.90	.144	3.77	3.88	4.00	4.09
Teaching techniques for classroom management	3.80	0.76	.114	3.64	3.85	.147	3.50	3.94	3.61	4.12	4.00	.175*	3.67	3.85	3.77	4.18
Planning and carrying out IEPs	3.79	0.79	.021	3.76	3.80	.136	3.29	3.90	3.84	3.71	4.10	.188*	3.63	3.85	3.81	4.18
Specific disabilities of student	3.67	0.72	.116	3.52	3.72	.108	3.50	3.71	3.63	3.88	3.60	.115	3.60	3.64	3.62	4.18
Professional development and self-improvement	3.46	0.71	-.104	3.60	3.42	.037	3.43	3.45	3.47	3.47	3.50	.108	3.42	3.39	3.46	3.82
Working with other professionals	3.39	0.93	-.005	3.40	3.39	.151	2.86	3.52	3.29	3.59	3.80	.178*	3.20	3.33	3.54	3.91
SPED pedagogy and methodology	3.38	0.81	-.039	3.44	3.36	.278**	3.14	3.06	3.47	3.76	3.70	.193*	3.20	3.39	3.46	3.82
SPED curriculum and framework	3.37	0.86	.034	3.32	3.39	.008	3.29	3.39	3.34	3.65	3.10	.108	3.17	3.48	3.50	3.45
Use of assistive technology	3.34	0.92	-.180	3.64	3.25	.151	3.14	3.13	3.50	3.41	3.50	.244**	3.08	3.30	3.50	4.00

Notes.  $N = 110$ . \*  $p < .05$ . \*\*  $p < .01$ .

**Table 2.13.1: Frequency of Success with Info Needs vs Frequency of Info Needs**

Success with Information Needs	Information Needs									
	1	2	3	4	5	6	7	8	9	10
Planning and preparation of lessons	.341**	.029	.192*	.189*	.158	.179	.322**	.028	.193*	-.034
Handling of student behaviour	.257**	.112	.108	.201*	.274**	-.049	.053	-.123	.115	-.095
Teaching techniques for classroom management	.297**	.120	.179	.396**	.195*	.226*	.250**	.067	.448**	.157
Planning and carrying out IEPs	.335**	-.015	.453**	.299**	.185	.276**	.169	.107	.271**	.031
Specific disabilities of student	.191*	.145	.030	.182	.277**	-.005	.101	.040	.066	.001
Professional development and self-improvement	.309**	.100	.015	.164	.177	.102	.435**	-.028	.219*	.162
Working with other professionals	.236*	.104	.292**	.238*	.042	.268**	.197*	.273**	.665**	.152
SPED pedagogy and methodology	.373**	-.139	.300**	.218*	.166	.513**	.423**	.142	.366**	.167
SPED curriculum and framework	.173	-.004	.135	.117	.026	.268**	.117	.196*	.096	.086
Use of assistive technology	.216*	-.070	.217*	.177	.049	.108	.197*	.108	.344**	.646**

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Planning and preparation of lessons (2) Handling of student behaviour (3) Planning and carrying out of IEPs (4) Teaching techniques for classroom management (5) Specific disabilities of student (6) SPED pedagogy and methodology (7) Professional development and self-improvement (8) SPED curriculum and framework (9) Working with other professionals e.g. therapists, psychologists, etc (10) Use of assistive technology

**Table 2.13.2: Frequency of Success with Info Needs vs Frequency of Info Sources Used**

Success with Information Needs	Information Sources												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Planning and preparation of lessons	.004	.204*	.086	.024	.105	.175	.100	.255**	.001	-.108	-.093	-.020	.073
Handling of student behaviour	.098	.174	.084	.137	.188*	.178	.169	.026	-.064	.014	-.069	-.001	.070
Teaching techniques for classroom management	.196*	.330**	.362**	.174	.116	.351**	.121	.236*	.185	.129	.037	.190*	.106
Planning and carrying out IEPs	.175	.343**	.179	.078	.227*	.357**	.201*	.101	.106	.063	.126	.004	.189*
Specific disabilities of student	.178	.142	.068	.141	.098	.118	.094	.283**	.003	.079	.019	-.004	.094
Professional development and self-improvement	.101	.139	-.001	.374**	.095	.228*	.140	.126	.166	-.042	.053	.220*	.111
Working with other professionals	.381**	.172	.152	.205*	.084	.295**	.107	.081	.114	-.019	.157	-.054	.140
SPED pedagogy and methodology	.081	.388**	.208*	.203*	.185	.319**	.149	.292**	.073	-.104	.014	.077	.323**
SPED curriculum and framework	.015	.367**	.018	.110	.024	.160	.039	.440**	-.010	.026	-.080	-.001	.202*
Use of assistive technology	.235*	.124	.259**	.242*	.179	.220*	.061	.209*	.036	.159	.049	.094	.232*

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Colleagues (2) Syllabus documents (e.g. baselines, frameworks) (3) Website articles (4) Training courses/Workshops (5) Personal resource collection (6) Subject experts and authorities (e.g. HoD) (7) Parents of SPED students (8) Books (9) Newspaper articles (10) Social media postings (e.g. Facebook, Twitter) (11) Public libraries (12) Radio/Television broadcasts (13) Scholarly journals

**Table 2.13.3: Frequency of Success with Info Needs vs Frequency of Barriers to Info-Seeking**

Success with Information Needs	Barriers faced												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Planning and preparation of lessons	-.098	-.084	-.258**	-.268**	-.344**	-.180	-.113	-.249**	-.362**	-.123	-.074	-.203*	-.283**
Handling of student behaviour	-.074	-.261**	-.271**	-.176	-.257**	-.277**	-.029	-.313**	-.315**	-.154	-.132	-.195*	-.263**
Teaching techniques for classroom management	.072	-.029	-.115	-.030	-.244*	-.116	-.144	-.202*	-.218*	-.019	-.186	-.340**	-.425**
Planning and carrying out IEPs	-.058	-.050	-.144	-.153	-.289**	-.154	-.073	-.259**	-.228*	-.104	-.245*	-.287**	-.395**
Specific disabilities of student	.004	-.239*	-.119	-.143	-.305**	-.313**	-.166	-.286**	-.343**	-.163	-.256**	-.237*	-.131
Professional development and self-improvement	-.203*	-.180	-.256**	-.241*	-.240*	-.283**	-.143	-.288**	-.293**	-.229*	-.128	-.190*	-.264**
Working with other professionals	-.052	.078	.105	.065	-.103	.023	-.068	.049	.046	.055	-.018	-.084	-.193*
SPED pedagogy and methodology	-.052	.078	.105	.065	-.103	.023	-.068	.049	.046	.055	-.018	-.084	-.193*
SPED curriculum and framework	-.245**	-.009	-.058	-.119	-.305**	-.186	-.049	-.184	-.133	-.067	-.043	-.230*	-.124
Use of assistive technology	-.081	.195*	-.037	-.027	-.028	-.002	-.080	.072	-.011	.054	.005	-.008	-.062

Notes. Pearson correlation coefficients. *N* = 110. \* *p* < .05. \*\* *p* < .01.

(1) Lack of available time during work hours (2) Limited range of in-house resources (3) Lack of knowledge and ability to find needed info (4) Limited access privileges to info sources (5) Difficulty in finding resources relevant to disability (6) Inadequate in-house resource centre staff support (7) Existing in-house resources not being up-to-date (8) Lack of guidance from supervising colleagues (9) Lack of support to efforts in information-seeking (10) Limited accessibility to in-house resources (11) Lack of teaching experience in SPED (12) Lack of SPED training (13) Lack of self-motivation

**Table 3.1: Summary of results for RQ 1.1**

Table	Variable	Gender	Age Group		Teaching Experience	
4.5	Frequency of work tasks	No significant pairs & No significant correlations	36.4% significant (4 of 11 pairs)	Mild positive correlations	36.4% significant (4 of 11 pairs)	Mild positive correlations
4.6	Frequency of information needs		60.0% significant (6 of 10 pairs)	Mild to moderate positive correlations	20.0% significant (2 of 10 pairs)	Mild positive correlations
4.7	Frequency of awareness of information source selection		42.9% significant (3 of 7 pairs)	Mild positive correlations	No significant pairs	No significant correlations
4.8	Frequency of information sources used		15.4% significant (2 of 13 pairs)	Mild to moderate positive correlations	No significant pairs	No significant correlations
4.9	Frequency of information sources from in-house resource centre		50.0% significant (3 of 6 pairs)	Mild to moderate positive correlations	No significant pairs	No significant correlations
4.10	Frequency of preferred information formats		No significant pairs	No significant correlations	60.0% significant (3 of 5 pairs)	Mild positive correlations
4.11	Barriers faced in information-seeking		23.1% significant (3 of 13 pairs)	Mild to moderate positive correlations	15.4% significant (2 of 13 pairs)	Moderate positive correlations
4.12	Level of satisfaction with information sources used		No significant pairs	No significant correlations	No significant pairs	No significant correlations
4.13	Frequency of success in meeting information needs		10.0% significant (1 of 10 pairs)	Mild positive correlation	50.0% significant (5 of 10 pairs)	Mild positive correlations

**Table 3.2: Summary of results for RQ 1.2**

Table	Variables		Summary of correlation results	
4.8.1	Frequency of information sources used	Frequency of information needs	43.8% significant (57 out of 130 pairs)	Mostly mild to moderate positive correlations

**Table 3.3: Summary of results for RQ 1.3**

Table	Variables		Summary of correlation results	
4.11.1	Barriers to Information-seeking	Frequency of information needs	20.0% significant (26 out of 130 pairs)	Mostly mild to moderate positive correlations
4.11.2	Barriers to Information-seeking	Frequency of information sources used	17.8% significant (30 out of 169 pairs)	Mostly mild to moderate positive correlations

**Table 3.4: Summary of results for RQ 1.4**

Table	Variables		Summary of correlation results	
4.12.1	Level of satisfaction with information sources	Frequency of information needs	23.8% significant (31 out of 130 pairs)	Mostly mild to moderate positive correlations
4.12.2	Level of satisfaction with information sources	Frequency of information sources used	46.7% significant (79 out of 169 pairs)	Mostly mild to strong positive correlations
4.12.3	Level of satisfaction with information sources	Barriers to Information-seeking	18.9% significant (32 out of 169 pairs)	Mostly mild to moderate negative correlations
4.13.1	Frequency of success in meeting information needs	Frequency of information needs	44.0% significant (44 out of 100 pairs)	Mostly mild to strong positive correlations
4.13.2	Frequency of success in meeting information needs	Frequency of information sources used	27.7% significant (36 out of 130 pairs)	Mostly mild to moderate positive correlations
4.13.3	Frequency of success in meeting information needs	Barriers to Information-seeking	37.7% significant (49 out of 130 pairs)	Mostly mild to moderate negative correlations