

**EXPLORING THE IMPACT OF MANAGEMENT OF PUBLIC  
LIBRARIES TOWARDS COMMUNITY DEVELOPMENT IN GA-  
MOLEPO, LIMPOPO PROVINCE**

Student Name

Letjoba Abigail Chuene

Dissertation submitted in partial fulfillment of the requirements for the  
degree of

**MASTER OF DEVELOPMENT**

In the

**FACULTY OF MANAGEMENT & LAW**  
(Turfloop Graduate School of Leadership)

at the

**University of Limpopo**

**SUPERVISOR: Dr. K S Milondzo**

2018

## DECLARATION

I, Letjoba Abigail Chuene, hereby declare that this mini dissertation submitted by me for Masters in Development Studies at the University of Limpopo is the result of my investigation and research conducted under skillful guidance and supervision and that this has not been submitted, in part or full, to any other university

---

Mrs. L A Chuene

Date

## **DEDICATION**

This dissertation is dedicated to my late Father, Thakamangana Frederick; my late brother, Leobu Caiphus Mphahlele; my mother – Pheladi a’Mogale; and my children Tebatjo, Reabetswe, Bonang and Atlegang!

## **ACKNOWLEDGEMENTS**

This mini - dissertation would have been a futile exercise if it was not because of the help, guidance, strength and wisdom of God Almighty. It would be impossible to acknowledge adequately all the people who have influenced this study.

I appreciate the splendid insights, world class leadership and assistance of my supervisor, Dr. K S Milondzo for his patience, expert advice, professional guidance and mentorship throughout the study.

Special gratitude goes to my mother for her extraordinary support, patience, prayers, inspiration and encouragement in her blindness.

My children Tebatjo, Reabetswe, Bonang and Atlegang for their unshakable love and courage. They are my pillar of support and strength.

To all my family and friends for their concerted support and encouragement during the period of study.

I would also like to thank the survey participants who took the time to provide valuable information on the library.

I wish to thank Polokwane Municipality for granting me time to pursue my studies. Special words of appreciation goes to Seshego and Mankweng Library staff for their patience, support and ensuring that the library continues to operate effectively in my absence.

How can I forget my house helper—Sejabaledi Phala for taking care of my children in my absence; ensuring that they write their homework before sleeping; doing all house chores while I was busy with my studies.

## **ABSTRACT**

Recent transformation in the new democratic South Africa has impacted negatively on the management of public libraries. Before 1994, public library services was the responsibility of the municipality. After 1994, the Provincial government was compelled to render the services. Most of the public libraries are still funded by their municipalities as unfunded mandate. The uncertainty about a clear definition of the relationship between municipalities and provincial library service impacts negatively on the management of public libraries in Limpopo Province. The study intended to investigate the impact of the management of public library towards community development in Molepo. The dynamic nature of the functions of management namely planning, organising, delegating, marketing, policy making and implementation were discussed in full to show the importance of leadership in the public library arena. In order to achieve intended objectives of the study, the researcher employed both qualitative and quantitative research designs. The researcher collected qualitative data through semi structured interviews while quantitative data was collected through questionnaires. Target population was librarians working in Molepo library and members of school management teams. The sample of the study comprised of fifty school management team and ten librarians. In order to achieve the objective of the study, the researcher has employed both random and stratified sampling to collect data from 60 participants. According to the findings, most of the people believed that the management should be transformed and innovate so as to achieve the intended objectives of the public library at Ga Molepo. Based on the findings, it is clear that the success of public library management towards community development in Ga Molepo depends solely on a visionary leader who has participatory and consultative style of leadership. In order to achieve the above process, all stakeholders should be consulted and involved towards the management of the public library. The study further recommended that the library management needs to adopt the latest business management strategies.

## TABLE OF CONTENTS

<b>Contents</b>	<b>Pages</b>
Declaration	i
Dedication	ii
Acknowledgements	iii
Abstract	iv
Table of contents	v
List of tables	vii
List of figures	xii
List of abbreviations	xiii
List of Appendices	xiv

### **CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY**

1.1. Introduction	1
1.2. Background to the problem	2
1.3. Research problem	3
1.4. Aims of the study	4
1.5. Research objectives	4
1.6. Research questions	4
1.7. Significance of the study	5
1.8. Chapter organisation	6
1.9. Conclusion	7

### **CHAPTER TWO: LITERATURE REVIEW**

2.1. Introduction	8
2.2. Management as a concept	8
2.3. Management functions	9
2.3.1 Planning	9
2.3.2 Management by objectives (MBO)	10

2.3.3	SWOT analysis	11
2.3.4	Levels of management	13
2.3.5	Policy making and implementation	15
2.3.5.1	Policy	15
2.3.5.2	Implementation	16
2.3.5.2.1	5C's protocol	16
2.3.5.2.2	Content	16
2.3.5.2.3	Context	17
2.3.5.2.4	Commitment	18
2.3.5.2.5	Capacity	18
2.3.5.2.6	Client and coalitions	18
2.3.6	Organising	18
2.3.7	Leadership	19
2.3.7.1	Transformational leadership	21
2.3.8	Marketing	22
2.3.9	Delegation	24
2.3.9.1	Advantages of delegation	25
2.3.9.2	Obstacles to delegation	25
2.3.10	Management roles	26
2.3.11	Public participation	27
2.4	Categories of libraries	29
2.4.1	National libraries of South Africa (NLSA)	29
2.4.2	South African library for the blind	30
2.4.3	Libraries serving the needs of higher education institutions	30
2.4.4	School libraries	30
2.4.5	Special libraries	30
2.4.6	Public libraries	30
2.5	The role and the purpose of the public libraries in the development agenda	32
2.5.1	Information role	33
2.5.2	Educational role	34
2.5.3	Promoting lifelong learning	36

2.5.4	Recreational role	36
2.5.5	Cultural role	37
2.5.6	Connecting people with the global world	38
2.5.7	Advancing human development	39
2.5.8	Supporting small, medium and micro Enterprises (SMMEs)	39
2.6	History of public libraries in South Africa	41
2.7	The current status of public libraries	44
2.8	Legislative framework for public libraries	45
2.8.1	Constitution of the Republic of South Africa (1996)	45
2.8.2	The role of National government	47
2.8.3	The role of Provincial government	48
2.8.4	The role of Local government	49
2.8.5	National Council for Library and Information Services (NCLIS) Act no. 6 of 2001	50
2.9	Conclusion	51
<b>3. CHAPTER THREE: RESEARCH METHODOLOGY</b>		
3.1.	Introduction	52
3.2.	Rationale for research methodology	52
3.3.	Research design	53
3.3.1.	Qualitative research design	54
3.3.2.	Quantitative research design	54
3.4.	Research paradigms	55
3.4.1	Positivism	55
3.4.2	Phenomenology	56
3.4.3	Combined research approaches (Hermeneutics)	56
3.5.	Population	57

3.6. Sampling	57
3.6.1 Probability sampling	58
3.6.2 Non probability sampling	59
3.7. Data collection and research instruments	59
3.7.1. Literature review	60
3.7.2. Questionnaire	60
3.7.3. Semi Structured interviews	61
3.8. Data analysis	62
3.9. Validity and reliability	62
3.9.1 Validity	63
a) Face validity	63
b) Content validity	63
c) Criterion validity	63
d) Construct validity	64
3.9.2 Reliability	64
3.10. Elimination of biasness	64
3.11 Trustworthiness	64
3.12 Ethical consideration	65
3.12.1 Voluntary participation	65
3.12.2 Avoidance of harm	66
3.12.3 Confidentiality and anonymity	66
3.12.4 Deception of subject and/or respondents	66
3.13 Limitation of the study	66
3.14 Conclusion	67

## **CHAPTER FOUR: DATA COLLECTION**

4.1. Introduction	68
4.2. Presentations and data analysis	68
4.3. Data obtained through questionnaires	69
4.4. Data obtained through interviews	79

4.5. Conclusion	80
-----------------	----

## **CHAPTER FIVE: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION**

5.1. Introduction	81
5.2. Overview	81
5.3. Findings from the study	82
5.3.1. Findings from literature review	82
5.3.2. Findings from empirical research	82
5.3.3. Findings from structured interviews	83
5.4. Recommendations	84
5.6. Limitations	85
5.7. Conclusion	85
5.8 Recommendations for further study	85
<b>6. References</b>	<b>87</b>

## **7. Appendices**

Appendix 1	92
Appendix 2	94
Appendix 3	95
Appendix 4	96
Appendix 5	97

## **LIST OF TABLES**

### **CHAPTER TWO: LITERATURE REVIEW**

2.1. Advantages and disadvantages of Management by objectives	11
---	----

### **CHAPTER FOUR: STAMENT OF RESULTS, DISCUSSION AND INTERPRETATION**

4.3.1. Public library management and gender	69
4.3.2. Public library management and relevant resources	70
4.3.3. Public library management and marketing	71
4.3.4. Public library management and transformation	72
4.3.5. Public library management and management by objectives	73
4.3.6. Public library management and community empowerment	74
4.3.7. Public library management and delegation	76
4.3.8. Public library customer relation management and alternative strategy	78

## **LIST OF FIGURES**

### **CHAPTER TWO: LITERATURE REVIEW**

2.1. Levels of management	14
2.2. Five protocols of policy implementation	17
2.3. Library organogram	19
2.4. The balance of the components of leadership	20
2.5. The overlapping roles of management	26
2.6. Various types of participation	28

### **CHAPTER FOUR: STATEMENT OF RESULTS, DISCUSSION AND INTERPRETATION**

4.3.1 Public library management and participation	75
4.3.2 Public library management, monitoring and evaluation	77

## **LIST OF ABBREVIATIONS**

IDP – Integrated Development programme

IFLA- International Federation of Library Association

KPMG – Klynveld Peat Marwick Goerdeler

MBO- Management by objectives

NLSA – National Library of South Africa

SMME's- Small Medium and micro enterprises

SMT – Senior Management Team

SWOT – Strength, Weakness, Opportunities and Threats

UNESCO- United Nations Educational Scientific and Cultural Organisation

ZCC –Zion Christian Church

## LIST OF APPENDICES

Appendix 1. Questionnaire	92
Appendix 2. Semi structured interview schedule	94
Appendix 3. Letter requesting a permission to conduct research in Molepo Library	95
Appendix 4. Approval letter from the manager cultural services	96
Appendix 5 Letter from the editor	97

## **CHAPTER ONE: INTRODUCTION AND BACKGROUND**

### **1.1 Introduction**

Recent changes in the new democratic South Africa requires the majority of people who were previously disadvantaged to know more about their socio-economic lives. This process requires them to have relevant information that will empower them in various aspects of life. The library has a key position in the information world. It collects, organises, exploits and operates as a guide and a trusted source of access to information for all. It is one of the institutions whereby people in local district municipalities can get relevant, update and reliable information from various sources. In the past, public libraries were known to be situated in the cities, serving the excluded few.

In the former homelands and townships, there were little libraries to empower local people. Those areas where they used to have libraries donated by other sympathetic organisations did not have resources. From the above statement, it is clear that in the past, public libraries were indeed exclusively meant for few people who had the right to stay in those cities. They were regarded as special breeds by the apartheid government. These challenges have necessitated the new government to establish more public libraries in rural areas.

To reinforce the process, the government identified public libraries as the nodes connecting the local community with global resources of information and empowered people to gain some measure of control over their lives, and to obtain resources to meet their basic needs. Public libraries are aimed at developing people intellectually, politically, culturally, economically and to promote lifelong learning, which is a deliberate progression throughout the life of an individual. They play a major role in advancing literacy and making the basic human right of freedom of access to information a reality.

A successful public library is a dynamic organisation working with other institutions and with individuals to provide a range of library and information services to meet the varied and changing needs of the community (Saur 2001:71). To be effective and efficient, it needs experienced, flexible and well trained managers and staff. The management, according to Okiy, is able to interact closely with the populace not just

to publicise the library service but also to collect firsthand information (2003:130). The public library in rural areas must serve as an agent for accelerating rural development.

After 1994, in an attempt to rectify the inherited mistakes of the past, the South African government put more emphasis on building local economies (National Framework for Local Economic Development 2006-2011). Public libraries are then erected in rural areas where there is a dire need for development. The challenge is that their value and role is not recognised by the community.

## **1.2 Background to the problem**

Limpopo Province is South Africa's northerly province which shares its borders with Botswana, Zimbabwe and Mozambique. The population of 5.2 million living on 123 910 square kilometers is largely rural (Limpopo Business 2011: 13). The province has got five district municipalities, namely Capricorn, Mopani, Waterberg, Vhembe and Greater Sekhukhune District.

Capricorn district is a home to the provincial capital city – Polokwane and has the largest tertiary institution in Limpopo which produced various eminent personalities in the field of library and information services, Prof. Manaka, Prof. Ralebipi Semela – the present CEO of the National Library of South Africa, former CEO of the National Library of South Africa Mr. John Tsebe, Dr. Maepa and the list is endless - University of Limpopo. The district is the economic hub of Limpopo with five local municipalities namely; Polokwane, Aganang, Blouberg, Lepelle Nkumbi and Molemole.

Molepo public library is situated in Capricorn district about 45km East of Polokwane in the community of Ga Molepo. The area of the study, Ga Molepo falls within the jurisdiction of Polokwane municipality. The name 'Molepo' means a place or a moment of relaxation. Ga Molepo is the home to Bapedi tribe and is made up of more than fifteen villages. It is a rural area which falls under Chief Molepo who passed away at the beginning of August 2016. Its residents are mainly black. The area is also home to the biggest church in Africa, ZCC, which is situated in Boyne Village. Its residents mainly depend on subsistence farming for their living.

Molepo Library is one of the libraries which were built with conditional grant for public libraries in the 2010/11 budget year by the Department of Sport, Arts and Culture. The library was handed over to Polokwane Municipality as the seventh branch of Polokwane municipal Libraries. This number includes the newly added library from the former Aganang municipality. The library was opened officially by Mme Joyce Mashamba and the former executive Major of Polokwane Cllr. Fready Greaver in 2011.

The main focus of this study is that the library has the ability to contribute towards development of its community. This can only be possible if the management is able to address issues head-on and to provide leadership and direction to support and encourage the reading culture, which will liberate people from poverty, unemployment and ignorance. The power of information in upgrading the standard of living in communities has been proven in developed countries like the Republic of Korea and USA. The right to information is further emphasised by the Constitution of the Republic of South Africa. The Constitution clearly states that individuals have the right of access to information which they need to satisfy their basic human needs (Bill of rights 1996).

The public library is the vehicle to unlimited access to the wealth of knowledge. It provides the basic condition for lifelong learning, independent decision-making and cultural development of individuals and groups. It is against this background that the study is made. The main idea around this study is to explore the impact of management of Molepo Library in the development of its community.

### **1.3 The Research Problem**

Access to information is a right not a privilege. The library is a new concept in the remote rural and previously disadvantaged communities. Communities are not using the library as envisaged by the government, whose intention is to improve the quality of life in the rural communities. Some view the library as a book shop. They only visit it around November when a child has lost the prescribed/study book. This is yet another problem because it delays the government's plan to achieve most of the objectives as stipulated in the National Development Plan 2030, that is, fighting poverty, inequality, unemployment, two divided economies and improving the quality of education.

There are few learners who are using the library for study purpose and not for lifelong learning and recreational purposes. The library was officially opened in 2010 but its registered members are few. The situation is further emphasised by Hart (2010: 82), who propounded that “The contribution of libraries to social cohesion and development is not widely understood and that libraries are probably viewed by most South Africans as irrelevant collections of books for the educated, middle class and students”.

#### **1.4 Aim of the Study**

The aim of this study is to explore the impact of management of Molepo Library on the development of the community.

#### **1.5 Research objectives**

- To explore the impact of library management on the development of communities.
- To identify factors that hampers the management of the library to develop the community.
- To identify the strategies that can be used by the library management to empower members of the community.

#### **1.6 Research Questions**

The study will be guided by the following questions:

- How is the library currently used?
- Which factors hamper the management of the library to empower members of the community in the area of the study?
- What are strategies that can be used by the library management to empower members of the community in Ga Molepo?
- What recommendations can be made to inform policy and practice?

## 1.7 Significance of the study

- Most public libraries are a new phenomenon in previously disadvantaged communities. The study on the impact of the library management on the development of its community will assist the stakeholders in the following ways:
- Assist the library management to empower members of the community on how to use the library for their own benefit.
- Assist the library management to identify factors that hamper the management to develop members of the community.
- Help the community to appreciate the value of libraries in their development and make recommendations on how the community could effectively use the library.
- The study will further be of benefit to various stakeholders both in the short, medium and long run. Above all, policy makers will also benefit from the study because recommendations will help in guiding and reshaping people's perception of the library.
- The study will assist the management to develop relevant strategies that will support community empowerment.
- The study will help in exposing grey areas of library programmes thereby picking out those areas which need improvement and revamping.
- The study is an eye opener to the residents since the library is a catalyst of development which will lead to sustainable local economic development.
- Librarians working at Molepo Library will also benefit from the study because if the information needs of the community are clearly defined, then it will be easy for librarians to provide relevant resources. Most services offered by the library

will be known to the community. In that way, the community shall develop, and that the absence of public libraries will be things of the past.

- The study will narrow the knowledge gap in the field of library and information service (LIS) management.

## **1.8 Chapter organisation**

The study consists of five chapters which are outlined as follows:

### **Chapter 1**

This is an introductory chapter of the research whereby the researcher introduces the topic and the contents of the study. It further provides the background to the problem, aims, objectives, significance of this study to the community, research questions, preliminary framework for the study and finally, concluding remarks.

### **Chapter 2**

The chapter centres around the literature review on the impact of management of public libraries towards community development. The chapter includes the study and analysis of legislations, acts and policies governing the management of public libraries. Various libraries are defined, but emphasis is on the public library as the area of study. Included in this are different levels, roles and functions of management.

### **Chapter 3**

This chapter encompasses the research design and methodology, the research paradigm adopted in the study, data collection techniques and research instruments, ethical considerations observed in the study, sampling and sampling designs used by the researcher.

### **Chapter 4**

Chapter four dwells on the analysis, presentation and interpretation of the collected data in line with the research objectives.

## **Chapter 5**

In this chapter the researcher pays particular attention to the summary of the research findings, the major findings of the study, and the recommendations for further study, and to various stakeholders based on the findings of the study. It encompasses the generalisations, limitation of the study and the conclusion.

### **1.9 Conclusion**

The study explores the impact of Molepo Library management on the development of its community. It takes a case study approach and studies the community served by the library. Chapter one, as the introductory section of the study, incorporates the preamble of the study which seeks to investigate the impact of library management on the development of Molepo community. The rationale of the study as well as the objectives and research questions are alluded to. The chapter also clarifies the key concepts and concludes with the preliminary framework of the study in the chapter outline.

In the next chapter, the researcher concentrates on literature in the context of the research study.

## **2. CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

Chapter one introduced the study and presented the objectives of the study, the research questions and the significance of the study. The chapter also conferred the preliminary framework of the study. This chapter will deal with literature review on the role of public library management in the development of communities. Brynard and Hanekom attest that successful research depends on a well-planned and thorough review of the available and relevant literature (2006:38). It is a critical analysis of what other scholars have written as well as central debates surrounding the research topic.

Libraries have adopted business management principles to operate effectively and efficiently in this competitive environment. This chapter explains the basic concepts of management. It then explores the levels at which management fulfils their functions and the tasks that they perform. Different types of libraries are also be defined. However, emphasis is placed on the public library as the area of study. The history of public libraries and its role in the development of communities is also examined.

According to Saur (2001: 71), management of a public library involves a number of different skills: leadership and motivation, maintaining effective relationships with stakeholders, building and maintaining networks with other organisations, budget negotiations, planning and policy development, management of library resources, staff management, planning and development of library systems, the management of change, marketing and promotion, community liaison and lobbying. Finally, we will consider legislative framework governing libraries and the role of library management in different spheres of the government.

### **2.2 Management as a concept**

Management is an important part of the running of a business, whether it is a profit or nonprofit organisation. Literature abounds with definitions of management. Strydom (2013:56) and Robbins (2008:10) define management as the process of coordinating and overseeing work related activities so that the people performing them complete these activities effectively and efficiently. Adding to the above definitions, Brevis view management as a process of utilising an organisation's resources to achieve specific

objectives through the functions of planning, control, organising, leading and motivating (2007:6). Management can also mean a team of managers working for a particular company

For the library to function properly, managers must be conversant with management tasks that are involved in the running of the library as an institution. Gehrke and Britz in Mousaion declare that libraries are under pressure to increase the quality of services and products that they render both to external and internal clients (2004:15). Responding to this challenge, Okiy has noted that a growing number of libraries and information services has implemented management practices that had previously been used only within the commercial business environment (2003:167). The researcher will therefore focus on the following aspects of management: functions, levels, roles, MBO, policy formulation and implementation and lastly, leadership as the most crucial factor determining the success of any business.

## **2.3 Management functions**

A further description of management functions will elucidate the concept of management and the nature of the management process. Management functions refer to all the management activities in the organisation namely: planning, controlling, organising, leading and delegation. For each of these tools to succeed, effective communication is pertinent.

### **2.3.1 Planning**

Planning is the starting point of the management process. It is concerned with setting objectives and devising means of achieving them. It determines the mission and goals of the organisation. Erasmus, Strydom and Rudansky - Klopper declare that planning incorporates determining the future position of the business and guidelines on how that position is to be reached (2013:172). An operational plan is necessary to ensure that the activities of the library service are focused on achieving the priorities and goals identified in the strategic plan (UNESCO 1994:74). This concept is further defined by Strydom (2013:60) as some means of deciding in advance what to do, how to do it and who is supposed to do it.

Jones, George and Hill believes that there are four main reasons why planning is important:

- Planning is a useful way of getting managers to participate in decision-making about the appropriate goals and strategies for an organisation.
- Planning is necessary to give the organisation a sense of direction and purpose.
- A plan helps to coordinate managers of different functions and divisions of an organisation to ensure that they all pull in the same direction.
- A plan can be used as a device for controlling managers within an organisation (2000:236).

From the above reasons, it is evident that the concepts of plans and goals are interrelated. Goals provide guidance and agreement on direction of the organisation. The following is a goal setting technique designed to achieve the integration of individual and organisational goals in organisations called management by objectives.

### **2.3.2. Management by Objectives (MBO)**

Management by objectives is defined by Jones et al as a goal setting process in which a manager and his or her subordinates negotiate specific goals and objectives for the subordinates to achieve and then to periodically evaluate the extent to which the subordinate is achieving those goals (2000:720). To support this definition, Erasmus et al defines MBO as a technology designed to achieve the integration of individual and organisational goals in organisations (2013:174).

The concept of management by objectives was introduced by Peter Drucker in 1954 as a means of using goals to improve people rather than to control them ([www.mbaofficial.com](http://www.mbaofficial.com)). It suggests that objectives should not be imposed on subordinates but should be decided by both the management and employees. According to Jones et al, MBO involves three specific steps:

**Step 1:** Specific goals and objectives are established at each level of the organisation. The top management first establishes overall organisational objectives, then

objectives setting cascades down throughout the organisation as managers at divisional level set their objectives to achieve corporate objectives.

**Step 2:** Managers and their subordinates together determine the subordinates' goals. MBO is a participative and democratic style of management which encourages the subordinates to communicate freely and honestly. It is based on the notion that people perform better when they know what is expected of them and can relate their personal goals to organisational objectives.

**Step 3:** Managers and their subordinates periodically review the subordinates' progress towards meeting goals. Continuous monitoring is an essential feature of MBO (2000:327-328).

Erasmus et al (2013:197) tabulate management by objectives advantages and disadvantages as follows:

**Table 2.1 Advantages and disadvantages of MBO**

Advantages of MBO	Disadvantages of MBO
<ul style="list-style-type: none"> <li>• The efforts of managers and employees focus on attaining organisational goals</li> <li>• The organisation's performance can improve</li> <li>• Employees are motivated</li> <li>• Individual goals align with organisational goals</li> </ul>	<ul style="list-style-type: none"> <li>• Constant change in the environment can cause frequent changes in organisational goals, thereby disrupting MBO</li> <li>• Poor relations between managers and employees reduce the effectiveness of MBO</li> <li>• Operational goals may displace strategic goals</li> <li>• The organisational culture may discourage effective use of MBO</li> <li>• MBO can result in too much paperwork</li> </ul>

Source: Erasmus et al (2013:197)

### **2.3.3 SWOT analysis**

When formulating plans to achieve the organisation's goals, managers consider several alternative plans of action and ultimately select the best alternative to achieve the goals. Various factions influence managers when they develop alternative plans. According to Jones et al, SWOT analysis is a planning exercise in which managers identify organisational strengths(S) and weaknesses (W), and opportunities (O) and threats (T). Through SWOT analysis, libraries can consider features of the library services which should be changed, improved, extended or abandoned. The following is a possible SWOT analysis for the public library.

#### **Strengths**

- The service is valuable to community because it creates opportunities for individuals to engage and to enhance their overall wellbeing through access to a wide range of information sources, and to participate in lifelong learning activities.
- Latest computer systems for circulation and Internet café for the public use.
- Create opportunity for the family to socialise together in a safe environment where trained staff help to nurture a love of reading and learning. They are important for children's development and formal education.
- The library provides copies and scan them to the public at affordable prices.
- Promote and restore indigenous knowledge through indigenous games.
- The building is spacious and there is room for extension.
- Good communication skills
- The library is managed by a qualified librarian.
- Fare collection of books for school projects and the community at large.

#### **Opportunities**

- The library is placed next to schools.
- The library has a good working relationship with Ga Molepo Tribal Office.

#### **Weaknesses**

- The library systems are very slow.
- Membership policy favours people residing in town not at Ga Molepo.

- Joining fees is expensive.
- Library books are mostly written in English and there are no books about the history of the place.
- Irrelevant collection.
- Poor marketing plan.
- Poor financial support.
- No signage in the library.

### **Threats**

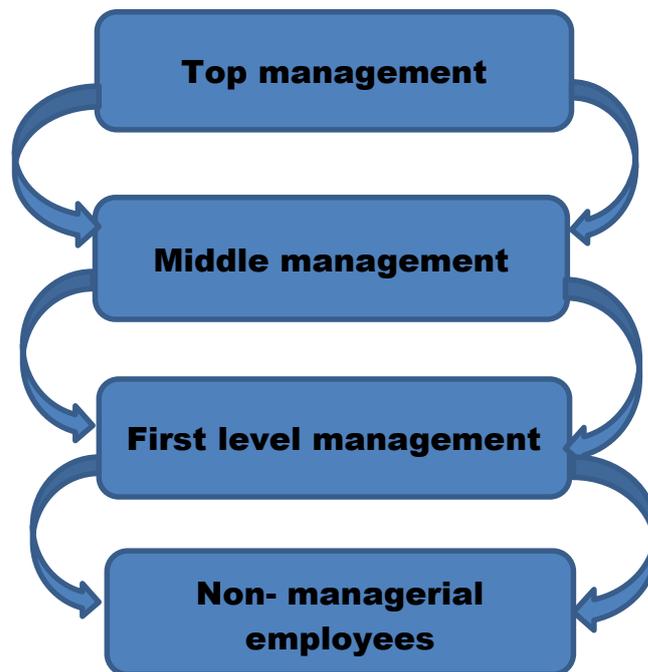
- Establishment of Internet café in the community.
- Constitution schedule 5.
- Political forces.
- Cultural changes.
- Economic forces.

Through SWOT analysis, managers take cognisance of both internal and external environment of the library.

### **2.3.4 Levels of management**

Planning takes place at all levels in an organisation, and the final responsibility for it rests with the top management. Strydom (2013:58), Robbins (2009:9) and Brevis (2007:7) distinguish different levels of management. The following figure gives a clear picture of how the levels follow each other.

**Figure 2.1: Levels of management**



Source: Strydom 2013:58

A manager is someone who coordinates and oversees the work of other people so that organisational goals can be accomplished (Robbins 2009:8). This means coordinating the work of a departmental group.

First line managers are the lowest level of management, and they manage the work of non-managerial employees who are directly involved with servicing the organisation's customers. They are mostly called supervisors, office managers or sales manager (Brevis 2007:8). In the public library setting, they are called senior librarians managing branches. They are implementing plans and strategies formulated by middle managers.

Middle management incorporates all levels of management between the first line level and the top of the organisations. They are responsible for creating a link between top management and first level management. Middle management focuses on tactical plans to achieve strategic objectives. Jones et al state that to increase efficiency, middle managers try to find ways to help first line managers and non-managerial

employees better utilise resources in order to improve the way services are provided to customers (2000:12). Strydom (2013:59) assert that they are usually responsible for ensuring that all organising tasks are conducted and they do operational planning.

Top management is directors and chief executive officers (CEO) responsible for making organisational decisions. Van der Waldt declares that the main responsibility of top management is to draw up corporate strategic plans which enable them to see the institution as a whole system in which the objectives of the different functions are reconcilable with one another and with the main goals and objectives of the entire institution (2016:186). They develop and communicate the organisation's vision, its mission statement and goals. Top management, according to Jones et al, are responsible for the success or failure of an organisation and their performance is continually scrutinized by people inside and outside the organisation (2000:12).

Planning ensures that the library responds to the needs of the community. Public funds are spent in an effective and responsible manner, the library expands the expectations of the community as new services are developed and it is able to respond effectively to change (UNESCO 1994:73).

### **2.3.5 Policy Making and Implementation**

There are many policies in existence in the library that cover basic directions towards the achievement of the library's stated goals. These include collection development, personnel, circulation, membership and etc. Stueart and Moran attest that lack of policy means that questions may be considered time after time by a number of different individuals with the result that energy is wasted, conflicting decisions are made and confusion develops (1987:43). Policy ensures some degree of consistency in the operation of any organisation. The following are definitions of policy and implementation.

#### **2.3.5.1 Policy**

Policy is defined by Easton in Cloete et al (2007:14) as the authoritative allocation through a political process of values to groups or individuals in society and a principle

of behaviour, conduct or thought to be desirable or necessary especially as formally expressed by a government or other authoritative body. There are national policy and operational policy.

According to van der Waldt, national policy is the policy made by the legislative authority and devolved to administrative policy level (2016:214). Operational policy should be done by managers or head of different sections within the frame work of the national policy. The process includes formulating objectives, planning and programming. Policy helps to ensure that the activities of the section or the organisation are executed smoothly.

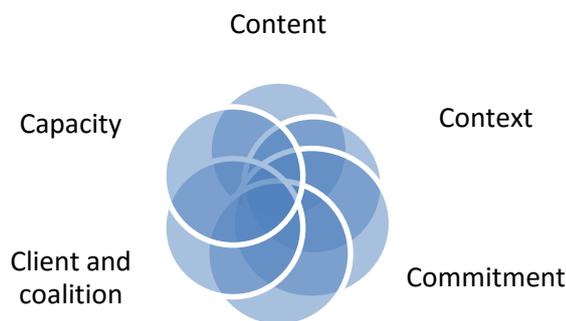
### **2.3.5.2 Implementation**

After the completion of the policy, it has to be carried out. The process of moving an idea from concepts to reality is called implementation. Cloete et al believe that implementation is the conversion of mainly physical and financial resources into concrete service delivery outputs in the form of facilities and services or into other concrete outputs aimed at achieving policy objectives (2007:183). In business, engineering and other fields, implementation refers to the building process rather than the design process. For better understanding of policy implementation, Cloete et al (2007:194) identify 5 – C protocol. The five C's include the content of the policy, the context in which the policy is implemented, commitment from those implementing the policy, the role of clients and coalitions, and the capacity of those tasked with implementation.

#### **2.3.5.2.1 5 C Protocols**

Over the years during which the policy implementation debate became more known, scholars from different fields have agreed on the number of key variables in policy implementation. Each of the five variables is linked to and influenced by the other, depending to a varying extent, on the specific implementation situation (Cloete et al 2007:196). The following diagram explains how the variables are interlinked.

**Figure 2.2. Five protocols of policy implementation**



Source: Paul 2010: 193

What follows is a brief description of each of the variables.

#### **2.3.5.2.2 Content**

Lowi in Cloete characterises policy as either distributive, regulatory or redistributive (2007:196). Regulatory policies specify rules of conduct, distributive policies create public goods for the general welfare and are non-zero sum in character while redistributive policies attempt to change allocations of wealth or power of some groups at the expense of others (Cloete et al 2007:196). The content of a policy has an impact on whether it achieves its goal or not.

#### **2.3.5.2.3 Context**

According to Collins English dictionary, context means circumstances that are relevant to an event (2006:345). The context of the policy refers to the specific environment that influences the policy. According to Fox et al, there are internal and external environments that influence policy-making and implementation (2006:30). In the library situation, the internal environment includes the library management and staff, while the external one includes the social, economic, cultural, technological and political environment of the community. The goodwill of individuals or groups involved in implementing the policy can enhance or limit policy success. No policy is introduced into a devoid of values or norms. The environment has to be conceptualised and

scanned to ensure the correct implementation of the policy. Informal agreements, deals and coalitions may be the lifeblood that makes a policy work.

#### **2.3.5.2.4 Commitment**

Commitment of those entrusted with carrying out the implementation is very important. A key factor in this is that it is necessary to put the responsibility of implementation into the hands of responsible management which is passionate towards the goals of the policy.

#### **2.3.5.2.5 Capacity**

The capacity of the public sector is seen in terms of general systems thinking as the structural, functional and cultural ability to implement the policy objectives of the government (Cloete et al 2007:199). In the library setting, there should be enough personnel to carry out the policy.

#### **2.3.5.2.6 Client and coalitions**

The support of clients and coalitions are enhanced or threatened by the policy and the strategies they employ in strengthening or deflecting its implementation. Support from key sectors of society can either make or break the implementation of a policy. Identifying the most relevant and influential actors and actively seeking out their support for a policy can augment the policy and increase its chances of success (Brynard and Coning 2006:203). Community engagement is the key in ensuring that the community is informed.

Policy making and implementation does not take place in a vacuum. The environment has to be conducive. There is a need for committed people who will take the mandate and it has to be communicated.

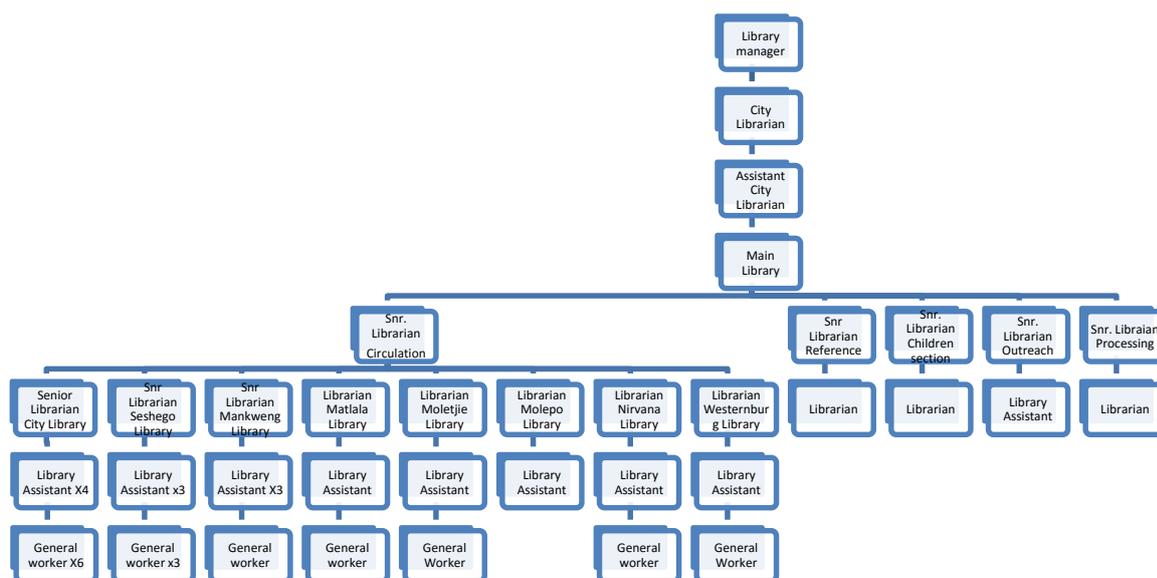
### **2.3.6 Organising**

After the completion of the planning process, the manager is able to start the function of organising. It is the second step following planning, which includes determining the

specific objectives necessary to accomplish planned goals and grouping activities into a logical structure. Brevis defines organising as the process of delegating and coordinating tasks and allocating resources to achieve the set objectives (2007: 6). It is the process of establishing formal relationships among people and resources in order to reach organisational goals. Erasmus proves that organising includes developing a framework to indicate how people, equipment and materials should be employed to reach predetermined goals (2013:172).

According to Erasmus et al, the organising process leads to the creation of an organisational structure which defines how tasks are divided and resources are deployed. The following is the organisational structure of Molepo Library.

**Figure 2.3: Library organogram**



Source: IDP 2016/17

### 2.3.7 Leadership

The most crucial factor determining the success of any business activities while maintaining a happy and committed workforce is the type of the leadership. Smit et al assert that it is people who in the age of the knowledge society constitute the intellectual value of the organisation (2007:270). People, however, are not only the

most important resources of the organisation, but the most complex resource because they are unpredictable and they differ.

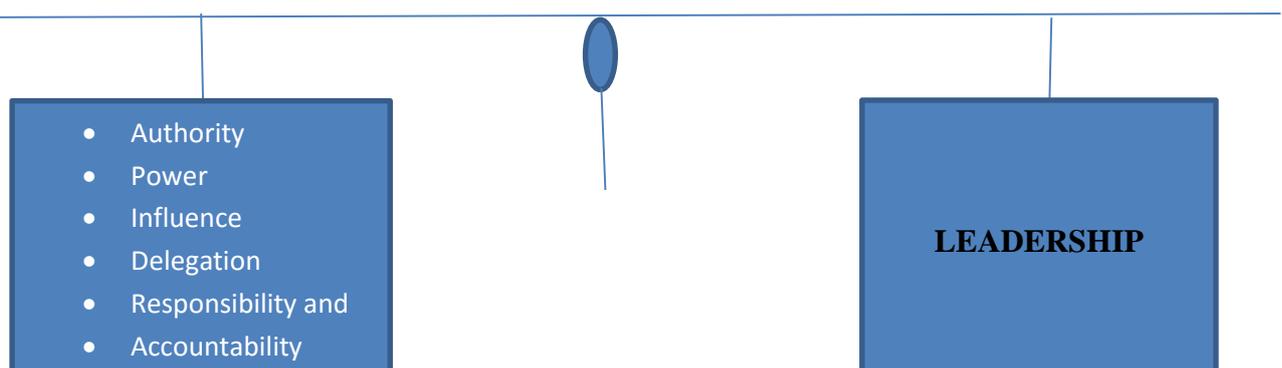
Leading employees of an organisation towards its goals require leadership. Smit et al define leadership as a complex phenomenon involving the leader, the follower and the organisation (2007:270). Leadership is also defined by Gibson et al as an interaction between members of the group (2009:312). Adding to Gibson, Strydom endorses that leadership has two definitions namely:

- The process by which a person exerts influence over other people, inspires them and directs their activities to help them reach group goals.
- The process of influencing employees to work willingly towards reaching their goals (2013:116).

A leader is a person who exerts influence over organisational members to help meet organisational goals. Leading is directing, motivating and guiding other employees. Leaders are not only assistants to CEO's, but play an important role in the organisation. Whenever an organisation experiences difficulties, it can relate to leadership as a possible cause of the problem. If it reaches the goals, someone must set certain activities in motion and keep them going. That is leadership.

Smit et al have identified the following components of leaders: authority, power, influence, delegation, responsibility and accountability. According to Smit et al, the delicate balance between the different components should be maintained (2007:273). This means that excessive authority may mean an autocratic leadership style which could undermine the motivation of subordinates. Figure 2.4 depicts the five components of leadership.

**Figure 2.4: The balance of the components of leadership**



**Source: Smit, Cronje, Brevis and Vrba 2007:273**

The library manager, like any other business leader, has to balance the above components of leadership and further advocate the value of the library to politicians and stakeholders at all levels, motivate the staff and ensure that staff are continually trained to meet the changing needs of the environment. Libraries need leadership which is responsive to the potentials, talents and needs of both the library, staff and the community.

Hennington in Mullins and Linehan argue that the effectiveness or success of a library director depends on the leadership, charisma and the ability to mobilise constituency. There is a need for effective and proactive leadership. There are different approaches of leadership. Mullins and Linehan believe that library leaders must adopt a transformational leadership approach which supports and develops staff through genuine consideration of individual and organisational needs as followers are inspired to transcend self-interest motives to achieve high standards in all activities (2008:246). The following is a brief description of transformational leadership as proposed by Mullins and Linehan.

**2.3.7.1 Transformational leadership**

Transformational leadership is defined by Jones et al as a leadership that makes subordinates aware of the importance of their jobs and performance in the organisation, aware of their own needs for personal growth and that motivates subordinates to work for the good of the organisation (2000:482). When managers have such dramatic effects on their subordinates and on an organisation as a whole, they are engaging in transformational leadership.

Schwella (1996:54) claims that transformational leadership is a useful approach for public sector leadership as it emphasises visionary leadership linked to democratic organisational structures. According to Jones et al, transformational leadership occurs when managers change their subordinates in the following three important ways:

1. Make subordinates aware of how important their jobs are for the organisation, and how necessary it is for them to perform those jobs as best they can so that the organisation can attain its goal.

2. Make their subordinates aware of their own needs for personal growth, development, and accomplishment.
3. Motivate their subordinates to work for the good of the organisation as a whole, not just for their own personal gain or benefit (2000:482).

According to van der Waldt, public institutions need strong leadership to survive and grow (2016:204). Transformational leadership is identified as the most desirable because it improves satisfaction, trust and commitment and employees will be motivated to go the extra mile.

### **2.3.8 Marketing**

Marketing is a central part of any business. Erasmus et al argue that marketing consists of management tasks and decisions directed at successfully meeting opportunities, and effectively developing and transferring a need satisfying market offering to consumers in such a way that the objectives of the business, the consumer and society will be achieved (2013:376). It is the bridge between a business and its environment. There are various definitions of marketing. Kotler (1997:9) defines marketing as a social and managerial process by which individuals and groups obtain what they need and want through creating, offering and exchanging products of value with others.

Van der Waldt argues that a distinction should be drawn between competitive marketing (as in the private sector) and the marketing (e.g. raising public awareness of services and products in the public sector) (2016:401). Public libraries are public institutions. Services and products in public libraries address national issues as listed in the National Development Plan 2030 namely: unemployment, poverty, quality education, closing the economic gap between the poor and the rich and ensuring that people have access to information technology.

According to Cilliers et al, marketing involves a number of variables called four Ps of marketing namely:

**Product:** This refers to the product or service on offer. In the library, product is whatever the user needs. For example, the latest series of sweet valley dreams or new books.

**Place:** This refers to the place where a product is sold. In the context of the library, the place will mean the physical library building. But it is gradually becoming a challenge because the technology has brought dramatic changes with regard to information provision. People can now access the library in the comfort of their home.

**Price:** This refers to the price that the user pays for the product. According to the library and information Services Transformation Charter, public library services should be free of charge (2014:53). Most public libraries are already providing services for free. Then the price element of the marketing mix will be the most difficult to consider.

**Promotion:** This refers to the ways in which the product is presented to the public. This is the area which library management needs to be more proactive about amidst all financial constraints.

Library promotion ensures optimum usage of the library. The library manager should write a marketing and promotion policy that will enable the library to undertake planned promotion of its services to the public. There are a number of ways which the library management can use to promote the library services and, among others, the following can be considered:

- Making displays in the library, malls or shopping centres.
- Retaining current users by providing proper services.
- The library manager can request a slot in the community IDP meeting.
- Visiting schools with the library package and mascot.
- Establishing and facilitating reading programmes to all ages
- Liaising with the Department of Education regarding reading competitions.
- Introducing and facilitating debates and book reviews.
- Visiting your local old age homes.
- Using social media like tweet, Facebook, Instagram, blogs and what's up.

The library marketing strategy should be carried out within the framework of the organisational mission and resources.

### **2.3.9 Delegation**

According to Smit et al, delegation is the process of assigning responsibility and authority for attaining goals (2007:194). Responsibility and authority are delegated down the chain of command from a person at a higher level to a person at a lower level of the organisation. Adding to the above mentioned statement, section 59(1) of Municipal System Act states that the municipal council must develop a system of delegation that will maximise administrative and operational efficiency and provide for adequate checks and balances (2000:60).

In the library, delegation will mean that the library manager distributes part of his work to subordinates at lower level. It should, however, be noted that delegation does not involve the signing of important agreements that might impact negatively on service delivery. The core responsibility of the management is to ensure that the work is done through the efforts of others. Delegation is therefore the process through which managers assign part of their workload to others. For effective delegation to take place in an organisation, Marx et al have identified the following guidelines:

- The objectives, standards and controls which will apply in the execution of the task must be agreed with the employee.
- The employee should have the required training and insight of the task in order to satisfactorily complete the task. In addition to the training, employees should have the necessary resources which will help in executing the task.
- Authority and responsibility should be clearly defined. Subordinates must understand the tasks and authority assigned to them, recognise their responsibility and be held accountable for the results.
- The employee should be entrusted to control the process and to make the required adjustment.

- Timely and accurate feedback should be given to subordinates on a regular basis. The feedback should include both positive and negative feedback regarding the subordinate's performance.
- Provide performance training. The effectiveness of delegation depends on employees' ability to perform tasks. Evaluation should be on a continual basis.

### 2.3.9.1 Advantages of delegation

When applied properly, delegation has several important advantages in the library. Managers who train their subordinates are in a good position to accept more responsibilities from the higher level of management. Delegation provides an opportunity for professional development, improves job satisfaction and prepares staff for promotion when opportunities arise. Adding to the above benefits, Cassidy and Kneiner in Awuah agree on the following benefits of delegating:

- **Best use of time** – successful delegation is only possible if there is enough capacity to get more work done in less time and improve the process of communication.
- **Training and development** – skills such as planning, communication, self-management and transfer of technical skills can be developed through delegation.
- **Strength of the workforce** – delegation can lead to improved morale, motivation and job satisfaction of workers (2015:28).

### 2.3.9.2 Obstacle to delegation

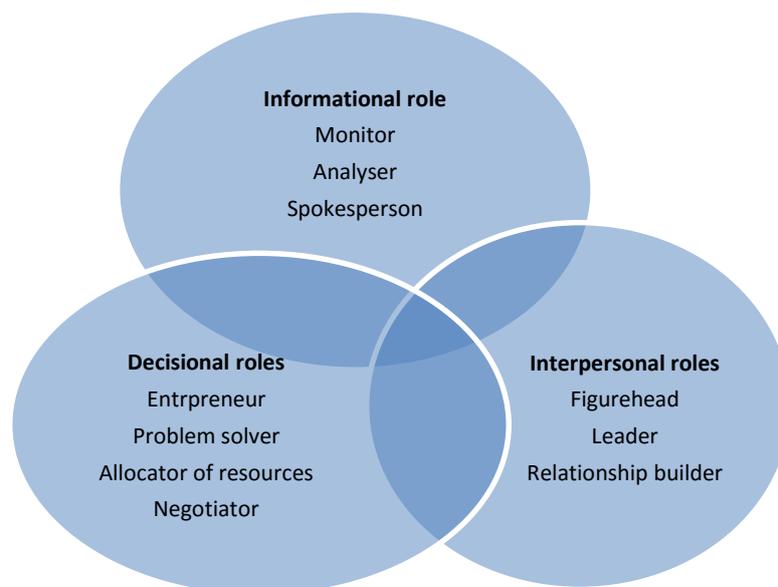
There are number of personal and psychological barriers that impede the delegation process for managers (Smit et al 2007:209).

- Sometimes employees are reluctant to learn and feel they need to be paid for everything they do.
- Fearing of failure which might expose them to disciplinary actions.
- Managers may fear that their performance may suffer.
- Managers may fear that subordinates may do the work better that they can.
- Delegating by giving the necessary training support and resources.

### 2.3.10 Management roles

An alternative way of defining management is to think of it as the role played by people holding management positions. In addition to the traditional functions of management, Henry Mintzberg, a prominent management researcher, in Robbins (2008:13), Robert (1987:15) and Brevis (2007:5) identify ten roles of management. Henry Mintzberg observed what managers did over a period of time. From these observations, he then described and categorised the various roles played by managers into ten different roles namely: interpersonal roles, informational roles and decisional roles. The following figure gives a summary of these roles:

**Figure 2.5: The overlapping roles of managers**



**Source: Erasmus et al (2013:179)**

**Interpersonal roles** – managers are required to perform roles that involve people and other duties that are ceremonial and symbolic in nature. According to Erasmus et al, managers must act as representative figures who attend charity dinners, meet visitors

and attend colleagues' weddings. They further have to play a leading role in the appointment, training, performance, promotion and motivation of subordinates. Lastly, they must maintain good relations within the organisation.

**Informational roles** – managers collect, receive and disseminate information. This role focuses on monitoring information about change, threats and opportunities. They have to analyse the collected information. They act as spokesperson of their organisations.

**Decisional role** – decision-making involves the gathering and analysis of information. They oversee new projects that will improve the performance of their organisations.

### **2.3.11. Public participation**

Oakley in Theron defines participation as a means of empowering people by developing their skills and abilities so that they can negotiate with the development delivery system and make their own decisions in terms of their development needs and priorities (2008:110). The concept participation is two-folds. It can mean participation between library management and its staff component. This participation is closely related to delegation but more on involving, motivating nature and creating opportunities for staff development. If subordinates participate in management activities, they develop an element of commitment to their work and this increases efficiency. We will then call it internal participation.

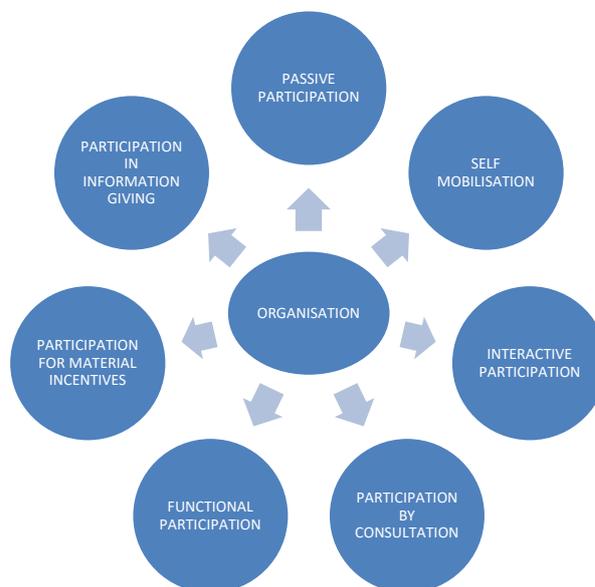
In addition to internal participation, the focus of this study is about the involvement and the engagement of the community in making decisions regarding public services. Public participation is linked to the Reconstruction and Development Programme, (RDP) which states that development and empowerment is not about the delivery of services or goods to a passive citizenry, but about the active involvement and growing empowerment of communities and citizens (1994:5). It reinforces democratic, transparent and participatory processes.

According to section 16(ii) of the Municipal System Act 32, councillors and staff must foster community participation in the affairs of the municipality (2000: 30). The act is

specific on the need for public participation, which requires that municipalities must involve community organisations and communities in municipal matters. Adding to the Act, Theron believes that development is about change for the better in the lives of those who have previously been excluded from development initiatives (2008:103). According to Theron, public library service should be people-centred.

Theron believes that there are seven types of participation. The following diagram illustrates these different types:

**Figure 2.6: Various types of participation**



Source: Theron 2008:109

Public participation has been rated as the most effective promotional strategy for the library. Saur (2001:85) believes that the following examples can help the library management to involve the community:

- Presenting a book and activity reviews on radio and television
- Working with adults and children’s literature and actual groups
- Writing a newspaper column
- Supporting literacy organisations and campaigns
- Participating in the activities of local organisations
- Assisting with school-based initiatives

- Participating in local history and genealogy societies
- Being a member of service organisations
- Visiting organisations to promote the library service.

The process of participation is beneficial to both the community and the management. It fosters a sense of community pride, ownership and responsibility for services rendered. The community will raise their expectations and will comment on policies that will directly affect them while management identifies the needs, and notes expectations and attitudes of the community.

## **2.4 Categories of libraries**

There are different types of libraries in South Africa namely:

**2.4.1 National library of South Africa (NLSA).** This library is established under the National Library of South Africa Act no.92 of 1998. Its core functions are:

- to build a complete collection of published documents emanating from or relating to South Africa;
- to maintain and extend other collections of published and unpublished documents with emphasis on documents emanating from or relating to Southern Africa;
- to promote the optimal management of collections of published documents held in South African libraries as a national resource;
- to render a national bibliographic service and to act as the national bibliographic agency;
- to promote optimal access to published documents, nationally and internationally;
- to provide reference and information services, nationally and internationally;
- to act as the national preservation library and to provide conservation services on a national basis;
- to promote awareness and appreciation of the national published documentary heritage; and
- to promote information awareness and information literacy ([www.nlsa.ac.za](http://www.nlsa.ac.za)).

The library has two campuses. The first one is in Tshwane, formerly Pretoria, and acts as the national bibliographic and preservation urgency, and the other branch is called Centre for the book in Cape Town.

**2.4.2 South African library for the Blind.** The library provides free library and information service to the blinds and print handicapped users. Its mandate is to operate in accordance with the South African Constitution and the South African Library for the blind Act 91 of 1998 ([www.salb.org.za](http://www.salb.org.za)). The library works closely with the organisation of the blind located in Johannesburg.

**2.4.3 Libraries serving the needs of higher education institutions.** These libraries include TVETS, universities and university of technologies. They are academic libraries. They look at the needs of registered students of that particular institution.

**2.4.4 School libraries.** These libraries are governed by the Department of Education, and their core objective is to support teaching and learning by:

- Providing learners with access to a wide variety of curricular support resources
- Exposing learners to diverse ideas, experiences and opinions
- Instilling a culture of reading and writing
- Promoting respect for intellectual property
- Supporting the acquisition of information literacy skills to access, process and use information resources in various formats, including digital formats (National Guidelines for School Library and Information Services 2012:3).

**2.4.5 Special libraries.** These are departmental libraries which focus on the information needs of the employees of that specific department. Under this category, we also have research libraries which support research and development work of their companies (WLIC 2007: 33). There are also correctional service libraries, which concentrate on the inmates and Correctional Service Department staff.

**2.4.6 Public libraries.** These libraries are also called community libraries due to their nature of being serving the community. They are accessible to the general public regardless of age, religion, nationality, political affiliation and race and is most funded by public money. Adding to the definition, Malekabadizadeh believes that the public

library in broader term is the local centre of information, making all kinds of knowledge and information readily available to its users (2009:9). The UNESCO manifesto of 1995 defines public library as the local gateway to knowledge that provides basic conditions for lifelong learning, independent decision-making and the cultural development of the individual and social groups. Public libraries are different from special libraries and school libraries in that their mandate is to serve the information needs of the general public.

Public library is further defined by Saur as an organisation established, supported and funded by the community, local, provincial or national through some form of community organisation. She explicates that they have a crucial role in the development and maintenance of a democratic society by giving individual access to a wide and varied range of knowledge, ideas and opinions (Saur 2001: 2).

Public libraries receive first priority in the government agenda. Phaahla asserts that they are local centres of information responsible for making all kinds of knowledge and information readily available to its users (2013: iii). The information that is available in community libraries is there to empower citizens and to assist them in improving their educational and socio-economic status by equipping them with new skills that could help them find jobs.

Public libraries are fascinating places where users come across reading materials that introduce them to new creative ideas, where computer technology is available, where information on cultural heritage is stored and where literacy for all is addressed.

Raju holds that public libraries are managed by active agents of change who inculcate the philosophy that all knowledge is valuable to the seeker (2010:3). There is therefore a strong need to leverage the knowledge and to build the capacity of public librarians to support developmental initiatives in their local communities. If public libraries can actively be involved in the local community and its developmental efforts, both the library and the community will reap the benefits.

In this study a public library means a building initiated by the local authorities for the community with a purpose of empowering and creating informed citizens who, through the help of information, will be able to take innovative and informed decisions on things that are affecting their development. Due to the nature of the study, the researcher will put more emphasis on the public library and its role on development.

## **2.5 The role and purpose of public libraries in the development agenda**

The concept 'development' is defined by Todaro (2008) as a multidimensional process involving major changes in social structures, popular attitudes and national institutions as well as the acceleration of economic growth, the reduction of inequality and the eradication of absolute poverty. In simple terms, it is a change for better, which is also ongoing. It therefore entails much more than an increase in income or employment. It is the improvement of general standard of living, be it socially, economically, politically or culturally.

In this study, development focuses on the realisation of the role of public libraries in bringing changes, and in contributing to the development of Molepo community. According to the UNESCO manifesto, the following key missions relating to information, literacy, education and culture should be at the core of public library services:

- Creating and strengthening the reading habits in children from an early age.
- Supporting both individual and self-conducted education as well as formal education at all levels.
- Providing opportunities for personal creative development.
- Stimulating the imagination and creativity of children and young people.
- Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations.
- Providing access to cultural expressions of all performing arts.
- Fostering intercultural dialogue and favouring cultural diversity.

- Supporting the oral tradition.
- Ensuring access for citizens to all sorts of community information;
- Providing adequate information services to local enterprises, associations and interest groups.
- Facilitating the development of information and computer literacy skills.
- Supporting and participating in literary activities and programmes for all age groups and initiating such activities if necessary (UNESCO manifesto in Saur 2001:88).

The primary purpose of the public library, according to the International Federation of Library Association (IFLA), is to provide resources and services in a variety of media in order to meet the individual and group needs for education, information and personal development, including recreation and leisure (Saur 2001:2). They play a crucial role in the development and maintenance of a democratic society by giving people access to information in different formats.

Adding to the democratic role of public libraries, Raju is of the view that public libraries are essential pillar of democracy, a pillar that will ensure that citizens have resources to develop the information literacy skills necessary to participate in the democratic process (2010:3). There is a plethora of information written on the role of public libraries in development. More emphasis will be on its role on developing and empowering communities.

### **2.5.1 Informative role**

Information is a crucial tool to development. It is a basic human right to be able to have access to and understanding of information (Saur 2001:4). Raju advocates that empowerment is the eradication of deprivation, and a significant tool in the empowerment process is information (2010:2). For any nation to be developed, it needs to have and provide relevant and enough information on, for example, food security, democracy, health, education, gender equality etc. (Karki 2006). Libraries in communities provide the space by which people achieve free access to information

and knowledge that would enable them to lead gainful lives as they are skilled at acquiring, organising and offering for the use or for preservation.

The power of information in fighting poverty, unemployment, illiteracy and inequality is also confirmed by Raju (2010:2). Malekabadizadeh (2009:8) maintains that the strengthening of libraries in developing countries forms the most efficient weapon in the struggle against the digital divide and provide access to global information via the Internet. This is further listed in the National Development Plan 2030 as one of the challenges - "South Africa remains a divided society" (RSA: 25). That is, the main focus of the South African government around the establishment of public libraries in particular, is to take services to people who really need them, and to close the gap between the information rich and the information poor.

### **2.5.2 Educational role**

The development of any country is based on a sound education system, and public libraries in particular, play a critical role in this education system. According to Manjarrez (2007), in Urban libraries council, public libraries are an essential part of child literacy development, which is the most cost effective strategy for a long term economic development. In South Africa we are faced with the challenge of schools without libraries.

The challenge of schools without libraries was further supported by Nsingwane (2011:16) in her unpublished dissertation. According to Nsingwane, more than 50% of the schools in rural areas of South Africa do not have a library, and over half of the schools are about 60 kilometers away from the public library. Hart in Raju (2010:8) differs with Nsingwane in terms of the percentage of schools without libraries. She argues that more than 70 percentages of South African schools do not have functional libraries. This places more pressure on public libraries. They have to play a much broader role at school and home as a provider of relevant information for research projects.

The Department of Basic Education in the National guideline for School library and Information services notes the concern, and has developed a document that will offer useful guidelines to all role players, and will further provide information and ideas that

are fundamental to the provision of school library and information services for learners and educators at schools. The guidelines address a number of audiences who work with schools, including district and provincial education offices (2012:1).

Public libraries in South Africa play a dual role. Most school libraries are dysfunctional, and as a result, more pressure is on public libraries. There are lots of debates about the re-establishment of school libraries in South Africa. The Library and Information services (LIS) Transformation Charter (2009: 45) indicates that all provinces have an education LIS service within their education departments but the services is constrained by their rather low status within their parent education departments and small size of their staffs. The LIS charter further proposed collaboration between school and public LIS (2009:48). The collaboration is also hindered by the fact that schools and public libraries fall under different departments. The situation at present is, most Model C schools have well-functional libraries while schools situated in the rural areas are disadvantaged.

Public libraries indeed play a dual role. They provide materials to support formal education, literacy and the development of basic life skills. Saur (2001:6) believes that if children can be inspired by the excitement of knowledge and by works of imagination at an early age, they are likely to benefit from these vital elements of personal development throughout their lives, and this will enhance their contribution to society. There is a correlation between early literacy service and economic development of the community.

The Annual National Assessment (ANA) results for 2012 were below expected grade level in literacy and numeracy ([www.timeslive.gov.za](http://www.timeslive.gov.za)). ANA is a vital instrument intended to measure progress towards the targets set by President Zuma in his 2009 state of the nation address.

The South African school curriculum is in essence, a resource based curriculum, and libraries are indeed a requirement. Underperformance in rural schools is a widely acknowledged problem. Clearly, there is a need for a serious intervention. Public libraries as one of the main stakeholders have to play a vital part in improving the situation.

UNESCO has identified the following key missions which are related to information, literacy, education and culture which should be at the core of public library:

- Creating and strengthening reading habits in children at an early age;
- Supporting both individual and self-conducted education as well as formal education at all levels.
- Providing opportunities for personal creative development.
- Stimulating the imagination and creativity of children and young people.
- Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovation and etc.

### **2.5.3 Promoting lifelong learning**

Lifelong learning means learning from childhood to pre death. The concept of public libraries as a promoter of lifelong learning was first introduced in the UNESCO manifesto for public libraries in 1994. Authors like Mcmenemy (2009:95), Randal (2013:40) and Raju (2010:6) also establish that lifelong learning is a concept that learning is not something that is only undertaken within formal structures such schools, FET's or universities, but that humans learn throughout their lives, often informally such as through reading a book, attending a meeting or a seminar, in addition to the formal learning that they undertake at key stages of their lives.

The UNESCO manifesto further purports that public libraries should provide the materials on different topics and formats which will allow people to follow their interests and support literacy. Students who are doing distance learning, studying at home are likely to make use of the public library as their primary source of information.

### **2.5.4 Recreational role**

Looking at the history of public libraries in South Africa, more focus was on meeting the recreational needs of the educated elite living in urban communities (Raju 2010:6). This was further supported by Hayes and Morris (2005:76). They used the word 'leisure' to explain the recreational role played by the public library, meaning that in the public library, people have freedom to choose any book based on their needs. It can be work related information, fiction books, physiological needs or home responsibilities like cooking and gardening.

Brotherton in Morris and Hayes (2005:77) argue that if people could borrow library books and read at home with their families, they would have little or no time to idle in the streets. So public libraries can be a force against crime and the cheapest police that could possibly be established to curb crime. The recreational role of public libraries includes story-telling for children, facilitating indigenous games like morabaraba, lute, chess and activities for young adults.

### **2.5.5 Cultural role**

People need information to support their leisure time interests. Public libraries must be aware of the cultural, social and economic changes in the community, and must develop services that are flexible to adjust to these changes. Saur emphasises the point that it should also help to preserve the culture, history and traditions of the local community and make it available when needed (2001:30).

In emphasising the cultural role of public libraries, Ugwoke and Omekwu (2014:17) opine that civilisation gradually eroded the culture of Nigerians, resulting in cultural alienation, hostility and inferiority complex among the people. Culture is part of heritage. People are identified by their culture. It is therefore the responsibility of public libraries to acquire, preserve, restore and promote the cultural information of the community that they serve. This was further enunciated in the 1995 UNESCO public library manifesto, which says the following about culture:

- Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations
- Supporting the oral tradition
- Providing access to cultural expressions of performing arts
- Fostering intercultural dialogue and favouring cultural diversity.

Language is also part of culture. South African Community Library and Information Services Bill (2010:7) provides that a community library should promote the official languages and must include the availability of library materials in indigenous languages. This will entice people to visit the library often and to move away from Eurocentric type of library services.

### **2.5.6 Connecting people in the global world**

New drivers on information superhighway brought positive changes to the provision of information services. In addition to the traditional responsibilities of the public library, which entails the purchasing, circulation and processing of library materials, database maintenance and ensuring that there is no noise in the library, the public library has now evolved to more sophisticated and innovative ways of serving the communities (Randall 2013:40). People could now access global information using library computers, careers, educational information or government information.

South African Community Library and Information Services Bill (2010:8) clearly indicates that public libraries must provide communication technology, which includes the availability of computers and electronic equipment and electronic access to library materials. Information technology is broadening the role and impact of the library. Children can freely access the internet guided by a professional reference librarian who knows how to match relevant and reliable information sources on the web to their assignments.

The internet can further transform and enrich citizen interaction with the global world by opening up more avenues of communication. The community can be taught how to type their curriculum vitae, use the free Internet to look for employment globally and further email their profiles. In this way, the library will be helping in a fight against unemployment and poverty. The library provides a space for reading which promotes intellectual enrichment.

There are many debates around the role of public libraries in providing information technology. It closes the gap between information poor and information rich communities. But Randall (2013:40) believes the ability of libraries to survive and to thrive in the future will depend on the ability of the librarian to adapt, innovate and lead their noble institutions beyond traditional models into a new world of civic service delivery. He further states that librarians should be helpful in making libraries centres for civic engagement. The advent of the information society has brought fundamental changes which need dynamic management. Gallimore (1999:386) concludes that the

management of change has become one of the principal management issues for public libraries.

### **2.5.7 Advancing human development**

Access to information and its effective use as knowledge are critical elements of successful living today. Moreover, this fact is increasingly recognised as equally true in rural communities. Rural areas tend to have small dispersed populations living in relative remoteness from large metro areas. Maepa (2006:3) confirms that the geographical location makes it difficult for rural communities to access information and to translate that information into useful knowledge

Hart (2007:14) argues that public library plays a crucial role in advancing human development at local level, creating social change, and providing a platform for inclusion and social cohesion within communities. If we had to build educated and literate populations, public libraries should be ranked high on the government agenda.

### **2.5.8 Supporting small, medium and micro enterprises (SMMEs)**

Small businesses play a crucial role in the development of any country. In South Africa, small and medium enterprises are some of the ways in which budding entrepreneurs can fulfill their dreams to be independent and to create wealth (Strydom 2013:10). This is also echoed by Small Business Development Minister Lindiwe Zulu in her opening speech of the National SMME's Policy Colloquium (2014:3). She further quoted a research by Global Entrepreneurship Monitor which showed that small businesses created more than 50 percent of all employment opportunities in South Africa, and contributed more than 45 percent of the country's gross domestic product (GDP).

The importance of SMME's in the development of the economy is also mentioned in the National Development Plan. It envisages that by 2030, 90 percent of new employment will be made by small, medium and micro enterprises (NDP 2030). The right enabling environment is needed if small businesses are to realise their huge potential for transforming the South African economy.

There are many views regarding the role of public libraries in local economic development initiatives. Almeida Junior in Ferreira dos Santos (2009:2) believes that public libraries need to demonstrate their social usefulness in order to increase their

share in the distribution of funds. Hamilton-Pennell (2008:1) emphasises the fact that there is a strong need to create a nurturing and information-rich environment where new entrepreneurs can flourish.

Public libraries should indeed be partners in local economic development efforts. For the SMMEs to be successful, they need information. It can be about markets, customers and competitors. Hamilton-Pennell confirms that public libraries like Lancaster in Illinois, has business corners where upcoming entrepreneurs can learn more about how to draw business plans and well established businesses can also find information on how to survive in the business world (2008 :3).

Ferreira dos Santos (2009:6) propounds that the concept of public libraries is being redefined, and therefore, it is the ideal time to introduce added value to the services and to target them to specific groups of citizens, small businesses, entrepreneurs and local organisations, with the aim of contributing towards economic development in its area. The return on investment in the public library not only benefits individuals, but also strengthens the community's capacity to address challenges related to development.

Public libraries are indeed logical partners for local economic development initiatives that focus on people and quality of life (Urban library council 2007:2). They provide a wide range of information services. In this era characterised by massive changes and economic transformation, public library services should not be underestimated and the librarians have to be proactive as well.

Witmooi (2005:69) establishes that provinces like Western Cape and Free State already have initiated an idea of Library Business Corners in their libraries to entice small and medium businesses. This project provides suitable small business and entrepreneurial materials to complement the business information collection in the library.

An active participation of the library in local and economic development of the community depends on the librarian's personality. To add on that, Hamilton- Pennell (2008:2) believes that librarians often lack expertise in business research, they are reluctant to leave their comfort area and to shift their mindset toward outreach to the business community.

Hart (2010:81) confirms that other emerging and fast growing economies like Brazil, India and China, South Africa aspired to join the global knowledge society. The Human Development(HDI) of the United Nations adds two factors to households income in its assessment of the quality of life of the country's citizens namely; life expectancy and education. South Africa was ranked 123<sup>rd</sup> in 2011 out of 187 countries in terms of HDI. This status forced the country to be engaged in a number of activities aimed at achieving improvement of the quality of citizen's life in the social, political and economic aspects.

## **2.6 History of public libraries in South Africa**

It is very important to understand the history of public libraries in South Africa as it lays the foundation for the future. The first public library in South Africa was established in 1818 by the Governor of the Cape colony, Lord Charles Somerset (Ellis n.a:5). He used his money derived from taxation on wine to start a public library, which gradually evolved to the present National Library of South Africa.

Shillinglaw and Thomas listed the chronological development of public libraries as follows:

**1874.** John C Molteno, the colonial secretary, issued regulations in terms of which substantial assistance was provided to subscription libraries which were also open to the public in small towns as well as to subscribers.

**1928.** The era of subscription library was closing. The librarians Fergusson and Pitt, under the auspice of Carnegie Corporation, organised a conference in Bloemfontein aimed at encouraging the use of public libraries, library provision for all racial groups and the formation of coordinated service.

**1936.** Interdepartmental committee on the libraries of the Union of South Africa was appointed to enquire into aspects of library provision.

**1949.** Provincial library services were established.

**1950.** Public library services which had been reserved for use by whites began to be made available to other races (1988:270-271).

According to Witbooi (2005:61), from 1980 public libraries were open to all South Africans but the challenge was that geographical and economic conditions surrounding blacks denied them an opportunity to benefit like their counterparts.

The provision of public libraries before 1994 was the primary responsibility of local authorities, but governance and funding were complicated as both the provincial government and local government were involved (Witmooi 2007:61). After 1994, the Constitution of 1996 indicates that it is the competency of the provincial government. The province should either transfer funds to municipalities or take a full ownership of public libraries.

Public libraries are seriously affected by the continuous transformation from 1994 in an attempt to address issues related to equal access to information, departmental alignment, governance and funding. There is therefore a contradiction as to who should take the ownership of public libraries. These contradictions have a negative impact on the library service delivery, and adversely affect staff morale. The main challenge facing public libraries now is that there is a policy gap, lack of technical support and inadequate funding.

The previous government failed to advance South Africa's rural communities and only the elite benefited in the social, economic and political growth. In an attempt to address the imbalances, the government has set aside a conditional grant for community libraries aimed at building and refurbishing libraries in previously disadvantaged communities.

The National Department of Arts and Culture announced that R1 billion would be allocated to public libraries over a limited period (Witmooi 2005: 6). The main purpose of the grant was to address specific inequalities in the delivery of public library services to all communities, and to close the gap between information-rich and information-poor communities. It was further aimed at improving coordination and collaboration between national, provincial and local government on library services, and to reach the following target:

- Transformed and equitable library and information services delivered to all rural and urban communities;

- Improved library infrastructure and services that reflect the specific needs of the community that they serve;
- Improved staff capacity at urban and rural libraries to respond appropriately to community knowledge and information needs; and
- Improved culture of reading (Directory of Public Libraries in South Africa 2012/2013).

According to the Directory of Public Libraries in South Africa 2012/13, the National Department of Arts and Culture, in collaboration with the provincial Departments of Sport, Arts and Culture, are coordinating the implementation of the community library conditional grant in the development of library facilities in the country with the goal to enable all communities' access to knowledge and information.

In 2006, the National Department of Arts and Culture awarded a tender to KPMG to develop a funding model for public and community libraries. The findings were:

- Areas in need of funding are library materials, information technology, maintenance of buildings and equipment.
- Lack of clarity about who has the legal mandate to fund public and community libraries.
- There is fear that municipalities which are under financial disparities might utilise additional funds.

The recommendations were:

- Provinces should be allocated funds based on their needs.
- Funding should be handled as conditional grant to ensure that it is used for the intended purpose (KPMG & Jacaranda 2006:1).

Provinces were then allocated their equitable shares from the grant, and Limpopo Province was amongst the provinces with dire need. There was no budget for infrastructure development. There was shortage of capital and skills, poor marketing and distribution of infrastructure, relatively low levels of literacy and reading culture and absence of enabling policies (Insight 2014:33). Due to these challenges, Limpopo was given the highest amount of money from the conditional grant.

The unfortunate part about our province is that the sudden injection of the grant funding came when the province was unprepared to manage such large amount of funds. The province did not have the capacity to implement the plans and failed to spend the allocated funds (Insight 2014:34). The grant is performance-based. In the following financial year, the province was given lesser amount of money but still failed to spend it.

## **2.7 The current status of public libraries**

According to the KPMG report, Section 175 of the 1993 Constitution, section 10(c) and schedule 2 of the Local Government Transition Act provides that metropolitan councils are responsible for the establishment, management and control of libraries serving the metropolitan area (2007:9). The provision of public library services was the competency of municipalities. After 1994, the present Constitution of 1996 provides that library services are the competency of the provincial government but does not indicate the ownership of the present infrastructures of public libraries.

Most municipalities continue to provide library service as ‘unfunded’ mandate resulting in budget cuts. In support of the above statement, Basdeo and Sibanda in the LIS Transformation Charter argue that experts in public administration who have studied the issue of the so called unfunded mandate in South Africa conclude that municipalities continue to exercise the function which is not legally theirs because it is unacceptable for municipalities to close their libraries knowing that the provincial government may not take over or provide adequate compensation for this function (2014:54).

There are various reasons that deter the province to provide the services. Amongst others, the province does not have enough capability to take over library services from municipalities because they do not get enough funds from their equitable share. Furthermore, the salary levels of municipal staff are higher than the provincial staff and the maintenance of library infrastructures also need additional funds.

Since the inception of the library grant, the equitable share has been cut to zero in Limpopo in particular. The provincial library services, therefore, operate with the conditional grant. This is against the main objectives of the grant which are, amongst others, infrastructure, training, revamping and not security. The security budget,

according to the National Department of Arts and Culture, should be from the library equitable share. The community library grant should be treated as a supplementary budget. It should help the provincial equitable share.

Indeed, public libraries are currently facing a number of problems which have developed gradually over the last ten years. The Constitution states that libraries should be the competency of the provincial government. The uncertainty about a clear definition of the relationship between municipalities and the provincial library service is impacting on the provision of library service in the province. The following is the legislative framework for public libraries and management.

## **2.8 Legislative framework for public libraries and management**

There is a plethora of legislation guiding and informing the management of public libraries in the Republic of South Africa. Among others, we have the constitution of the Republic of South Africa (1996), the Local Government Municipal System Act (2000), the Local Government Municipal Structure Act (1998), the Library and Information Services Act (1991), the Limpopo Provincial Library and Information Services Act (2001), the National Library Act (1998), the South African Library for the Blind Act, the National Council for Library and Information Services (2001) and the South African Community Library and Information Services Bill (2010). The legal framework will be examined in detail.

### **2.8.1 The Constitution of the Republic of South Africa (1996)**

Section 195 of the Constitution sets the specific requirements for the public administration. Public administration must be governed by democratic values and principles enshrined in the Constitution, including the following principles:

- a. A high standard of professional ethics must be promoted and maintained.
- b. Efficient, economic and effective use of resources must be promoted.
- c. Public administration must be development-oriented.
- d. Services must be provided impartially, fairly, equitably and without bias.
- e. People's needs must be responded to, and the public must be encouraged to participate in policy-making.

- f. Public administration must be accountable.
- g. Transparency must be fostered by providing the public with timely, accessible and accurate information.
- h. Good human resource management and career development practices, to maximise human potential, must be cultivated.
- i. Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation (Constitution 1996:111).

Since public managers are responsible for the country's administration, and have to make sure that national policy is executed, the above requirements are crucial for their activities.

According to the Public Service Act, Proclamation 103 of 1994, the national Public Service performs various functions, namely:

- Maintaining law and order, stability and safety.
- Defending the sovereignty of the state.
- Gathering intelligence.
- Providing products and services in all spheres of government managing resources, including finances and infrastructures.
- Establishing and maintain sound foreign affairs.
- Regulating the status of women.

Section 32 of the Constitution provides that everyone has the right of access to any information held by the state and any information that is held by another person and that is required for the exercise or protection of any rights (RSA 1996). During the apartheid era, libraries were situated in cities serving white minorities. Adding to the statement, Smit attests that the inclusion of the fundamental right to information is of great democratic significance because it breaks from the past authoritarian system (2013:247). The public library should fulfil its function of providing citizens with access

to information which will in turn empower them economically, educationally, socially, recreationally and politically.

Section 32(2) provides that parliament must enact a national legislation to give effect to this right, and may provide for reasonable measures to alleviate the administrative and financial burden on the state. This section then laid the foundation for the Promotion of Access to Information Act 2 of 2000.

Chapter three (section 40) declares that government is constituted as national, provincial and local spheres of government. These spheres should be distinctive, interdependent and interrelated. Section (41) (2) of the Constitution requires parliament to enact legislation to establish structures and institutions to promote and facilitate intergovernmental relations, and to provide for mechanisms and procedures to facilitate the settlement of intergovernmental disputes. Section 41(1) (h) (VI) requires the spheres of the government to avoid legal proceedings against one another. The primary objective of the Intergovernmental Relations Framework Act is to establish a series of intergovernmental forums from the national to local level.

The role that different spheres of the government should play in terms of rendering library services is discussed below.

### **2.8.2 The role of National government**

Section 100(I) of the Constitution provides that when the province cannot or does not fulfill an executive obligation in terms of the Constitution or legislation, the National executive may intervene by taking any appropriate steps to ensure the fulfillment of that obligation (RSA 1996:510). The National government therefore does not provide library services, but can pass legislation that sets national standards regarding library services. The standards will also help the national government in terms of overseeing and monitoring.

Section 44 (2) provides that parliament may intervene by passing legislation in accordance with section 76(i) with regard to a matter falling within a functional area listed in Schedule 5 when it is necessary:

- a. To maintain national security
- b. To maintain economic unity

- c. To maintain essential national standards
- d. To establish minimum standards required for the rendering of services or
- e. To prevent unreasonable action taken by a province which is prejudicial to the interests of another province or to the country as a whole.

In an attempt to promote cooperative government and coordination for the responsibility of public libraries, the national government enacted the Public Library and Information Services Bill of 2010. The primary objectives of the Act are to:

- Provide for essential national minimum norms and standards for the rendering of community library and information services;
- Promote public access to community library and information services;
- Provide for the determination of national policy and principles for community library and information services;
- Promote cooperative governance and the coordination of responsibilities for community library and information services;
- Provide measures to redress inequality in the provision of community library and information services;
- Promote transformation in the provision of community library and information services; and
- Encourage a culture of reading to create a nation of readers.

### **2.8.3. The role of the Provincial government**

Schedule 5 part A places the legal mandate and responsibility of the public library services with the provincial government. The province is therefore responsible for budgeting, funding, staffing and everything related to the rendering of library services.

Section 104(i)b)ii) provides that the provincial legislature has the power to pass legislation for its province with regard to any matter within a functional area listed in schedule 5. In support of the Constitution, Chapter 3(8a) of the Public Library and Information Services Bill provides that every MEC must prepare and initiate provincial

legislation on public library and information services. Limpopo, Free State and Eastern Cape are the provinces that have Library and Information Services Act.

#### **2.8.4 The role of local government**

Section 84 of the Local Government Municipal Structures Act of 1998 lists the powers and duties of municipalities. The provision of library services is not included in the list. It is listed in schedule 5 Part A as the exclusive provincial competency. Section 99 and 126 of the constitution provides that cabinet members may assign any power of function that is to be exercised in terms of an Act of Parliament to a member of a provincial executive council or to a municipal council in a form of an agreement between the relevant cabinet members and the executive council member or municipality.

Section 238 allows an executive organ of the state to delegate any power or function that is to be exercised. Therefore, the provincial government can either delegate or have a service level of agreement with the municipality to render library services.

The South African public Library and Information Services Bill (2010:9a) provides that the municipality must take all reasonable steps to:

- provide community library and information services in accordance with any assignment of powers and functions under any applicable provincial legislation or any other assignment contemplated in section 126 or 156(1)(b) of the Constitution;
- provide community library and information services that comply with the minimum national norms and standards contemplated in this Act;
- provide law enforcement measures to ensure compliance with this Act;
- regularly report and provide information to the committee on matters relating to library and information services;
- prepare and implement relevant plans and budgets for library and information services;

- execute its functions in accordance with the national norms and standards for library and information services; and
- Ensure sustainable library and information services through effective and efficient management and adherence to the national minimum norms and standards contemplated under this Act.

### **2.8.5 National Council for Library and Information Services (NCLIS) Act no. 6 of 2001**

The aims and objectives of the Act are:

- To support and stimulate the socio-economic, educational, cultural, recreational, scientific research, technological and information development of all communities in the country.
- To provide optimal access to relevant information to every person in an economic and cost effective manner.
- To inform and advise the Minister of Arts and Culture of the following:
  - ❖ The development and coordination of library and information services (LIS).
  - ❖ The promotion of cooperation among LIS.
  - ❖ Legislation affecting LIS.
  - ❖ Policies, principles and criteria that should govern the allocation of public funds for existing adequacies and deficiencies of library and information resources.
  - ❖ The effectiveness of education and training in library and information science.
  - ❖ Promotion of basic and functional literacy, information literacy and a culture of reading.

- ❖ Ways in which new information and communication technologies should be harnessed to achieve improved integration, equity, cost effectiveness and quality in LIS.
- ❖ Any other matter relating to LIS which the Council deems necessary (WLIC 2007:170).

## **2.9 Conclusion**

The preceding section offered a brief overview of the literature on the role of public library management in the development of its community. Various types of libraries were discussed even though emphasis was on the public library as the area of the study. History of public libraries in South Africa and the legislative framework governing public libraries were also addressed. In terms of Schedule 5 (a), the public library function is the competency of the provincial government.

This chapter has made a contribution to the study since it gave an exposition and deeper understanding of the role of public libraries in the development agenda. It showed factually that the government has a challenge in defining the ownership of public libraries. Municipalities classify libraries as 'unfunded mandate' while the Provincial government label them as 'un prioritised mandate'.

The following chapter gives a detailed exposition of the research design and methodology utilised in the study.

### **3. CHAPTER THREE :RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The previous chapter provided a review of related literature on the impact of management of public libraries in the development of its community. This chapter will present the research methodology, design and approaches that were used to collect and analyse the data obtained during the study. Research design enables the researcher to use data collection techniques that suit the research problem.

The purpose of this chapter is therefore to outline and clarify the research design, the research paradigm adopted, the target population, the sample, data collection techniques used in this study and the rationale for choosing them. Validity and reliability types, limitations and elimination of bias and ethical considerations will also be alluded to in this chapter.

#### **3.2 Rationale for Research Methodology**

According to Brynard and Hanekom, research methodology is about collecting and processing data within the framework of the research process. They further concede that the research methodology necessitates a reflection on the planning, structuring and execution of the research in order to comply with demands of truth, objectivity and validity (2006:28). The methodology outlines the research approach and instruments used to collect data. Struwig and Stead (2001:25) point out that there are two basic research approaches used by researchers to collect, analyse and interpret information: the qualitative and the quantitative research methods. In this study, the qualitative research method was used.

Blanche, Durrheim and Painter define the qualitative research method as a method that tries to describe and interpret people's feelings and experiences in human terms rather than through quantification and measurement (2009:272). According to Struwig and Stead (2001:11), qualitative research does not describe a single research method but relates to many research methods. Mukherji and Albon examine the characteristics of qualitative research as follows:

- The focus is on gaining detailed information often about a small population as opposed to being able to make generalisations about large numbers of people or phenomena.
- There is usually a focus on words and/or images as opposed to numbers.
- There is often an emphasis on the research being carried out in a naturalistic setting as opposed to a more experimental situation as used in positivist research.
- It tends to be based on inclusive reasoning as opposed to deductive reasoning.
- There is an acknowledgement of the self of the researcher (2015:30).

Qualitative research methods include observations, in depth interviews, focus groups and the analysis of personal documents. Saunders point out that data collection and analysis must be systematic and in a well-planned manner to ensure sound and efficient data analysis (2003:380). This qualitative research revealed in depth understanding of people's perceptions and opinions about the impact of public library management towards community development.

### **3.3 Research design**

A research design is defined by Mkherji and Albon as a strategy or a plan that is used to investigate a research question or hypothesis (2015:300). It is the roadmap which focuses on the end product of the study. Mouton views a research design as the 'blueprint' of the research project that precedes the actual research process (1996:107).

Blaikie in de Vos et al maintains that a research design is an integrated statement of, and justification for, the more technical decisions involved in planning a research project and a process "analogous to the activities of an architect designing a building" (2011:142). It outlines comprehensively the path of the study which was followed by the researcher towards achieving the research objects.

The following is the distinction between the two main research designs - quantitative and qualitative research approaches. These methods are designed to help the

researcher to understand the meaning that people assign to social phenomena and to elucidate the mental processes underlying behaviours.

### **3.3.1 Qualitative research design**

Qualitative research can be construed as a research strategy that usually emphasises words rather than quantification in the collection and analysis of data and that:

- Predominantly emphasises the inductive approach in the relationship between theory and research, in which the emphasis is placed on the generation of theories;
- Has rejected the practices and norms of the natural scientific model and of positivism in particular in preference for an emphasis on the ways in which individuals interpret their social world;
- Embodies a view of social reality as a constantly shifting emergent property of individual's creation (Bryman 2008:22).

Creswell (2007:50) identifies the following as main strategies applied in qualitative research. These can be used individually or as combinations in order to improve the validity and reliability of findings:

- Biography
- Ethnography
- Phenomenology
- Grounded theory

The study utilised phenomenology as the basis of the qualitative research method. The researcher adopted the said strategy of qualitative research design due to the need to understand human behaviour and feelings towards certain phenomena which occur within Ga Molepo.

### **3.3.2 Quantitative research design**

Quantitative research can be construed as a research approach that emphasises quantification in the collection and analysis of data and that:

- Entails a deductive approach in the relationship between theory and research in which accent is placed on the testing of theories;
- Has incorporated the practices and norms of the natural scientific model and of positivism in particular; and
- Embodies a view of social reality as an external, objective reality (Bryman 2008:22).

In the context of this study, the researcher applied the quantitative research paradigm in exploring and examining the physical characteristics of the target population. This covered the physical and demographic characteristics of Molepo community and the library management. Quantitative data approach helped ascertain the feelings of the sampled participants through objectively designed questionnaire items.

The approach ensured that the researcher gain a deeper picture of the classes and demographic make-up, especially of those individuals who participated in the study of exploring the impact of library management of public libraries towards the community development of Molepo Library.

Every effective research design depends on the type of philosophy that the researcher has used. In the next section, the researcher describes three important paradigms that have assisted him to collect data in the study.

### **3.4 Research paradigms**

There are various paradigms within which research can be constructed. Amongst others, the following research paradigms will be discussed: positivism, phenomenology and combined research approaches (hermeneutics).

#### **3.4.1 Positivism**

Bryman (2008:697), du Plooy-Cilliers (2014:24) and Neuman (2009:81) define positivism as an epistemological position that advocates for the application of methods of the natural sciences in the study of social reality and beyond. Positivists believe that

knowledge is the result of empirical observation only, and they therefore see clear separation between science and non-science. Adding to the above statement, Du Plooy-Cilliers advocates that they further obtain knowledge through careful and meticulous observation and the testing of assumptions against the real world (2014:24).

The researcher used the survey method, experiments and statistics. De Vos maintains that the positivist position is based on the belief that there is no place for phenomena that cannot be observed either directly through experiences and observation, or indirectly with the help of instruments (2011:6).

### **3.4.2 Phenomenology**

Bryman defines phenomenology as a philosophy that is concerned with the question of how individuals make sense of the world around them, and how in particular the philosopher should bracket out preconceptions in his or her grasp of the world (2008:15). Bentz and Shapiro in de Vos indicate that at the root of phenomenology is the intent to understand the phenomena under study on their own terms, and therefore, to provide a description of human experience as it is experienced by the subject (de Vos et al 2011:316).

The researcher therefore applied a phenomenological approach when conducting face to face informal interviews during the course of data collection. This enabled her to turn away from the respondents' personal perceptions and try to understand how the world appears to others. By following this design, the researcher tries to understand the meaning of the interactions people experience every day.

### **3.4.3 Combined research approaches (hermeneutics)**

Neuman defines hermeneutics as a method associated with interpretative social science that originates in religious and literary studies of textual material, in which an in depth inquiry into text and relating its parts to the whole can reveal deeper meanings (2006:87). According to Bryman, the term mixed methods is increasingly employed to

describe research that combines the use of both qualitative and quantitative research (2008:695).

Aubrey et al in Mukherji and Albon argue that quantitative and qualitative research should not be seen as in opposition with each other. They are complementary to one another (2015:37). Some research uses structured questionnaires and semi structured interviews. Bryman (2008:611) uses the word triangulation to describe the use of more than one method.

The application of the above paradigms depends on the size of the population that the researcher has chosen.

### **3.5 Population**

According to Brynard and Hanekom, population does not refer to the population of the country but objects, subjects, phenomena, cases, events or activities which the researcher wishes to research in order to establish new knowledge (1997:43). Adding to the above definition, De Vos, Strydom, Fouche and Delport admit that population is the totality of persons, events, organisational units, case records or other sampling units with which the research problem is concerned (2011:223). According to Dumisa (2010:39), population is a full group of participants from whom the researcher wants to generalise the findings of the study.

In the current study, the target population is librarians working in Molepo Library, members of schools management teams and library users. Due to time constraints on the side of the researcher, the researcher drew a sample from the population using the statistical sampling methods to generate a fairly representative sample of the entire population group.

### **3.6 Sampling**

Sampling is the selection of research participants from an entire population, and involves decisions about which people, settings, events, behaviours, and/or social processes to observe (Blanche, Durrheim & Painter 2009:49). It involves selecting a

relatively small number of elements from a larger defined group of elements and expecting that the information gathered from the small group allows judgments to be made about the larger group (de Vos & Fouche 2011: 127).

The sample of the study was fifty respondents comprising 10 school management team, 10 library management team and 30 library users. The researcher used random and stratified sampling to select the participants who are familiar with the impact of the public library in the development of the community. Blatchford in Mukherji and Albon (2015:238) suggest that sampling methods can be split into two types namely: probability sampling and non-probability sampling.

### **3.6.1 Probability sampling**

This type of sample is designed to be representative of the whole population and includes:

- **Simple random sampling**

In a random sample, every person or element in a sampling frame is given the same chance of being selected for inclusion (Mukherji & Albon 2015:238).

- **Stratified random sampling**

Brynard and Hanekom (1997:44) submits that a population should be divided into different, clearly recognisable subpopulations or strata. For example, first year, second year and third year students. Bryman (2008:699) defines stratified sampling as a sample from a population that has been divided into categories.

- **Systematic sampling**

According to Mukherji and Albon (2015:239), systematic sampling happens when the participants are chosen from a list at fixed intervals.

- **Cluster sampling**

Jackson in de Vos (2011:230) states that cluster sampling is used in cases where the population is too large for random sampling.

### 3.6.2 Non-probability sampling

Non-probability sampling is used when there is no requirement for the sample to be representative of the whole population or when the sample is chosen to include specific categories of individuals (Mukherji & Albon 2015: 238). This include:

- **Haphazard sampling**

Haphazard sampling is where you try to create a random sample by haphazardly choosing items in order to try and recreate true randomness ([www.statisticshowto.co](http://www.statisticshowto.co)).

- **Accidental sampling**

With accidental sampling, members of the population that are readily available from the research purpose can become participants. If the research is about teachers in general, then the sample will comprise those learners who happen to show up.

- **Snowball sampling**

Snowballing involves approaching a single case that is involved in the phenomenon to be investigated in order to gain information on other similar persons (de Vos 2011:33).

- **Purposive sampling**

Purposive sampling is what the name suggests. Members of a sample are chosen with a 'purpose' to represent a type in relation to key criteria (Ritchie, Lewis, Nicholls & Ormston 2014:113).

### 3.7 Data collection and research instruments

A research instrument is pretty much anything that you use to get the data you are going to analyse (Hofstee 213:115). The researcher used literature review, questionnaire and semi structured interview.

### **3.7.1 Literature review**

Reviewing the accumulated knowledge about a question is an essential early step in the research process (Neuman 2006:110). Hofstee elucidates that a good literature review shows:

- That you are aware of what is going on in the field and thus your credentials
- That there is a theory base for the work you are proposing to do
- That your work fits in with what has already been done
- That your work has significance
- That your work will lead to new knowledge (213:115).

### **3.7.2 Questionnaire**

Bless et al (2006:120) define a questionnaire as an instrument of data collection consisting of a standardised series of questions relating to a research topic to be answered in writing by the participants. This opinion does not deviate much from that of Maepa (2006:37), who asserts that it is a research tool which entails responding to a list of printed questions. It is a written list of questions, the answers to which are recorded by the respondents.

Kumar in Mukherji and Albon differentiate between closed and open questions as open questions are ones that encourage the respondents to answer the question in any way they want, using the language that they want. Closed questions are ones where the respondents have to choose from a number of answers that the researcher has chosen beforehand (2015:168).

Questionnaires have several advantages which make them ideal for gathering data. Maepa (2006:37) holds that they save a great deal of time, as mailed questionnaires can be sent to all respondents simultaneously, as compared to interviews which are performed sequentially and may take months to complete. There is also a great assurance of anonymity as the researcher is not present to identify the respondents or attribute certain comments to them.

In this study the researcher employed questionnaires to collect demographic information from the population such as ages, employment status, educational qualifications, marital status and gender. Questionnaires will further help to solicit information on the attitudes, beliefs and opinions of the population regarding the impact of public library management in the development of Molepo community.

### **3.7.3 Semi structured interviews**

To augment the above research technique, the researcher also used structured interviews to collect and assess data in the area of study. Both members of the school management team, library managers, librarians and users were interviewed to get clarity on the impact of library management on the development of the Molepo community.

Semi-structured interviews were conducted to gather valid and reliable data. This method involves the use of predetermined questions and interview schedule, which are posed to every participant in a systematic and consistent manner (Stuwig & Stead 2010:98).

A draft of the interview schedule was developed and administered on librarians and few school management teams for the pilot study. The respondents, as a pretest of the interview schedule, were asked to comment on the relevance of the questions and on their clarity. The contents of the responses were evaluated in terms of relevance, non-ambiguity, and general validity and interpretability.

The semi-structured interview schedule began with the biographical data of the respondents in order to understand their backgrounds. The schedule was made up of both open and closed-ended questions. The purpose of these questions was to allow the participants to expand more on the topic to the extent whereby they were able to reveal even more information than those that could be manipulated by the thrashed questions in the semi-structured interview schedule.

### **3.8 Data analysis**

During the process of data collection, the researcher is engaged in what can be referred to as a preliminary analysis of the data (Brynard & Hanekom (1997:48). The researcher discards that which is not relevant to the research project and retains only the relevant data. The primary goal of data analysis is to determine whether the observation supports a claim about behaviour (Shaughnessy et al 2000:413). In this study, the objectives of the study is to explore the impact of management of public libraries towards community development in Ga Molepo. A selected sample of participants were involved in generating data that assisted the researcher to identify problems, factors and issues related to the management of the library.

The get the reliability and validity of information desired from the data collected, the researcher used the Statistical Package for Social Sciences (SPSS) to analyse and interpret quantitative data. The data was coded using univariate or bivariate statistics. The attitudes, belief, values, opinions and expectations of the respondents towards the library was analysed. Concepts, the relationships among concepts and assumptions were also looked at. Descriptive analysis, frequencies and graphs were used for data presentation.

The researcher maintained an openness and honesty in unpacking the analysis and interpretation of the data. Koonin in du Plooy-Cilliers argue that none of the above processes have any merit if your research design and the research methods you use to collect your data are not reliable and valid (2014:253). The following is a brief description of validity and reliability in research.

### **3.9 Validity and reliability**

Shaughnessy et al (2000:354) opine that validity and reliability are central concepts in any discussion of generation because they are concerned with the robustness and credibility of the original research evidence, and by implication, whether any wider inferences can be sustained. Adding to the above statement, Koonin in du Plooy-Cilliers (2015: 252) concedes that reliability and validity in research are much like the

way in which human beings develop feelings of trust in certain people. The following is a brief description of validity and reliability.

### 3.9.1 Validity

According to Bryman, validity refers to the issue of whether an indicator or a set of indicators that is devised to gauge a concept really measures that concept (2008:151). It is about the truthfulness of a measure. Shaughnessy et al understand that a valid measure of a concept is one that measures what it claims to measure (2000:15). Adding to the above statement, Struwig and Stead (2010:136) claim that validity is the extent to which a research design is scientifically sound or appropriately conducted.

According to Koonin in du Plooy-Cilliers, validity is divided into internal and external validity (2015:257). Internal validity refers to whether the research method will answer your research question, while external validity focuses on the ability of the researcher to generalise the findings from a specific sample to a larger population. Adding to the above statement, Koonin (2015:256) further notes that there are different forms and types of validity. To ensure validity of this study, the following tests were conducted:

- a. **Face validity:** This validity check was conducted to ensure that the instrument conforms to the common agreement. The questionnaires used for the study was checked by the researcher with the help of the supervisor and other registered students doing masters in development to ensure that the wording and syntax of the questions were of meaning to the respondents.
- b. **Content validity:** This was carried to ensure that the questionnaires cover range and meaning of the research in the study area to ensure that correct measures for the impact of management of public libraries towards community development are adequately covered. To achieve this, some former MDEV and library science graduates were invited to review the data against the research objectives.
- c. **Criterion validity:** According to Bryman, criterion validity endorses the researchers to use future criterion measures (2008:152). To ensure criterion

validity, the measuring instruments were developed by comparing other questionnaires that had been made by other researchers in the same field of study.

- d. **Construct validity:** In Bryman's opinion, the researcher is encouraged to deduce hypotheses from a theory that is relevant to the concept (2008:152). It represents the extent to which a measure assesses the theoretical construct it is designed to assess. To ensure construct validity in this study, descriptive analysis was employed.

### **3.9.2 Reliability**

Reliability is defined by Shaughnessy et al as the consistency of measurement and is frequently assessed using the test-retest reliability method (2000:141). It is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. Reliability of measurement is indicated by its consistency. Brynard and Hanekom concur with Shaughnessy, and define reliability as the accuracy and consistency of measures. This implies that when the same instrument is used again under similar conditions and standards, it will produce the same results.

### **3.10 Elimination of biasness**

The researcher tried to eliminate biasness by not permitting the personal biasness of the participants to influence how they respond to questions and analysed information. An equal number of both males and females were used in the sample. The sample was made irrespective of a region or country of origin, age and colour or race. All the respondents were given equal time and chance to respond on their own.

### **3.11 Trustworthiness**

Du Plooy et al (2014:253) believe that trustworthiness is made up of four dimensions, namely credibility, transferability, dependability and confirmability. To ensure trustworthiness of this study, each interview session was digitally recorded and

transcribed. This was done to present an accurate account of what the participants spoke during the interviews.

### **3.12 Ethical considerations**

There are codes of ethics to which all researchers are obliged to adhere to. These codes of ethics have intrinsic value in protecting the rights of humans and animals, who may become involved in research, but they also serve a professional and organisational function (Welman 2007:181). The researcher identified the following ethical issues as applicable to this study:

#### **3.12.1 Voluntary participation**

Bryman in Ritchie et al propounds that it has become an established practice within social science for researchers to ask for signed, informed consent from the participants (2014:91). The advantage of such forms is that they give respondents the opportunity to be fully informed of the nature of research and the implications of their participation at the outset (Bryman 2008:122).

In this study, the researcher obtained informed consent before obtaining any information from the respondents. Participation in this study was voluntary. The participants participated willingly and those who felt that they needed to withdraw at any stage of the research process were accorded a chance. There was no promise of any incentive or money compensation. People were not forced to divulge certain information about them. Informed consent was achieved by explaining the positive and negative implications of participating in the study, and the participants agreed to participate by signing a consent form to indicate their understanding of the research.

### **3.12.2 Avoidance of harm**

Swanepoel and de Beer (2016:218) argue that members of the community must be treated with respect and consideration because in a study, people may be exposed to physical danger, emotional discomfort, emotional stress, embarrassment or humiliation. The researcher avoided emotional harm during the interviews with the respondents by applying the necessary professional techniques.

### **3.12.3 Confidentiality and anonymity**

According to Babbie (2010:67), a research project guarantees confidentiality when the researcher can identify a given person's responses but promises not to do so publicly. Every individual has the right to privacy, and it is his or her right to decide when, where, to whom and to what extent his or her attitudes, beliefs and behaviour will be revealed (de Vos, Strydom, Fouche & Delport 2011:119). In this study, the true names and location of participants were not used, and in terms of interviews, the participants were assured that the data will only be used for academic purpose and that no other person will have access to interviewed data. The participants were assured of anonymity.

### **3.12.4 Deception of subject and /or respondents**

Deception is defined by Struwig and Stead in de Vos et al (2011:118) as misleading the participants, deliberately misrepresenting facts or withholding information from the participants. It occurs when researchers represent their work as something other than what it is (Bryman 2008: 124). The researcher fully informed all the respondents about the study and what it encompasses. The researcher should be as open and honest with the subjects as possible. This involves a full disclosure of the purpose of the research. There was no deception in this study.

### **3.13 Limitation of the study**

The study focused on the impact of management of public libraries towards community development of Ga Molepo in the Limpopo Province. Therefore, the study did not include other communities outside Ga Molepo. In addition, due to time and financial constraints, the focus was on Ga Molepo.

### **3.14 Conclusion**

In this chapter, different research philosophies, methods and techniques employed in collecting data for the study were discussed. The population of the study and the sampling methods used were also described. The choice of research designs and their applicability to the area of the study were outlined.

From the above discussion, it is evident that there is no approach or method that can be regarded as a panacea for all in collecting data. All approaches, methods and techniques are good as long as they are used appropriately.

In the next chapter, the researcher discusses data collection, analysis and interpretation of results. The applicability and relevance of the data collected in the study will ascertain the impact of management of public libraries towards community development.

## **CHAPTER FOUR: STATEMENT OF RESULTS, DISCUSSION AND INTERPRETATION**

### **4.1. Introduction**

The study sought to explore the impact of management of public libraries towards community development in Ga Molepo. The study is categorised into five chapters. Chapter one is the preamble of the study because it introduced the study by covering the background to the study, research questions and problem statement. Chapter two covered literature review on the impact of management of public libraries towards community development. Chapter three presented the research blue print under the research design and methodology. The researcher employed both primary and secondary sources of data in the study methodology. This included questionnaires, literature review and interviews.

This chapter is concerned with the empirical research and strategies employed in collecting, assessing and interpreting data to indicate the impact of management of public libraries towards community development. In this chapter, the researcher gives a detailed description of the empirical investigation.

Due to the number of villages in Ga Molepo, the researcher opted for stratified random sampling methods to select the participants who are familiar with the management of public libraries in the area of the study. The objectives of the analysis were to identify and appraise factors that hinder the management of public libraries to deliver its mandate of developing the community of Ga Molepo. Factors that assist the librarians to empower the local community were also investigated. Data analysis and interpretation enabled the researcher to arrive at a suitable conclusion and recommendations that answered the research questions in chapter one.

### **4.2. Presentation and data analysis**

Data was obtained from 50 participants comprising of 25 male and 25 female school managers through semi – structured questionnaires. The results from the participants have been analysed and tabulated in the next section.

### 4.3 Data obtained through questionnaires

The researcher received hundred percent of the data from the target population in Ga Molepo. The researcher used Linkert scale to check the degree in which the participants understand the management of public library in the community. Responses were analysed by means of questions (Q), frequency (f), percentage (%) and total frequency (fx), which reflect the number of responses at the end of the table. The following analysis could be made from the table data below.

**Table 4.3.1: Public library management and gender**

ITEM	Frequency (F)	Percentage (%)
Q.1 What is your gender?		
Female	25	50
Male	25	50
Total Frequency	Fx = 50	100

The researcher obtained data from all the respondents requested to participate in the study. The respondents consisted of fifty (50) participants, that is, twenty five (50%) female and twenty five (50%) male school managers.

The data gathered in the study was indicative of a fair distribution across the gender divide. Equal distribution of gender was done to avoid bias in the study. Adding to the above statement, Saur (2001:23) believes that the services of the public library are provided on the basis of equality of access for all regardless of age, race, sex, religion, nationality, language or social status.

**Table 4.3.2 Public library, management and relevant resources**

<b>ITEM</b>	<b>F</b>	<b>%</b>
Q.2 There is no enough relevant resources in Molepo public library.		
Agree	30	60
Strongly agree	10	20
Disagree	3	6
Strongly disagree	2	4
Uncertain	5	10
Total	Fx = 50	100

Question two reveals that forty (80%) of the respondents agreed with the statement. Five (10%) of the respondents disagreed with the statement. Only five (10%) of the respondents were recorded uncertain.

From the above information, it is evident that there are no relevant resources in the public library at Ga Molepo. This lack of relevant resources in the library impacted negatively on the management of public library in the area of the study. Saur advised that the culture of the local community and society must be reflected in the resource collection (2001:52).

**Table 4.3.3 Public library, management and marketing**

<b>ITEM</b>	<b>F</b>	<b>%</b>
Q3. Does the library management have enough marketing programmes?		
Agree	3	6
Strongly agree	1	2
Disagree	30	60
Strongly disagree	12	24
Uncertain	2	4
Total	Fx = 50	100

Question three showed that forty two (84%) of the respondents disagreed with the statement. Three (6%) of the respondents agreed with the statements, while two (4%) were recorded uncertain.

From the above analysis, it is clear that most of the respondents believed that there are no enough marketing programmes in the area of the study to attract new library users. This lack of marketing programmes impacted negatively on the management of the library in the area of the study.

**Table 4.3.4. Public library, management and transformation**

ITEM	F	%
Q.4. Do you need a transformed and innovative manager in your library?		
Agree	20	40
Strongly agree	24	48
Disagree	3	6
Strong disagree	2	4
Uncertain	1	2
Total	Fx = 50	100

Question number four indicated that forty-four (88 %) of the respondents agreed with the statement. Five (10%) of them did not agree with the statement. Only one (2%) of the respondents was recorded as uncertain.

From the above data, it is evident that most of the respondents believed that Molepo Library, if led by an embedded, innovative, flexible, experienced and transformed management with technical knowledge of the library, it would be able to provide a range of library and information services to meet the different and changing needs of the community. In support of this statement, Schraber and Shannon in Mullins and Linehan insist that transformation in library and information services demands intrepid leadership (2006:238).

**Table 4.3.5 Public library and management by objectives (MBO)**

<b>ITEM</b>	<b>F</b>	<b>%</b>
Q.5. Do librarians use MBO to enhance the quality of service delivery?		
Agree	5	10
Strongly agree	6	12
Disagree	15	30
Strongly disagree	22	44
Uncertain	2	4
Total	Fx = 50	100

Question five (5) reveals that thirty seven (74%) of the participants believe that librarians are not using management by objectives to enhance the quality of service delivery. Eleven (22 %) agree that librarians used MBO to enhance the quality of services, and only two (4%) are recorded uncertain.

From the above information, it is clear that the library management does not combine individual and institutional objectives to enhance the quality of service delivery. This impacted negatively on the management of the library.

**Table 4.3.6. Public library, management and community empowerment**

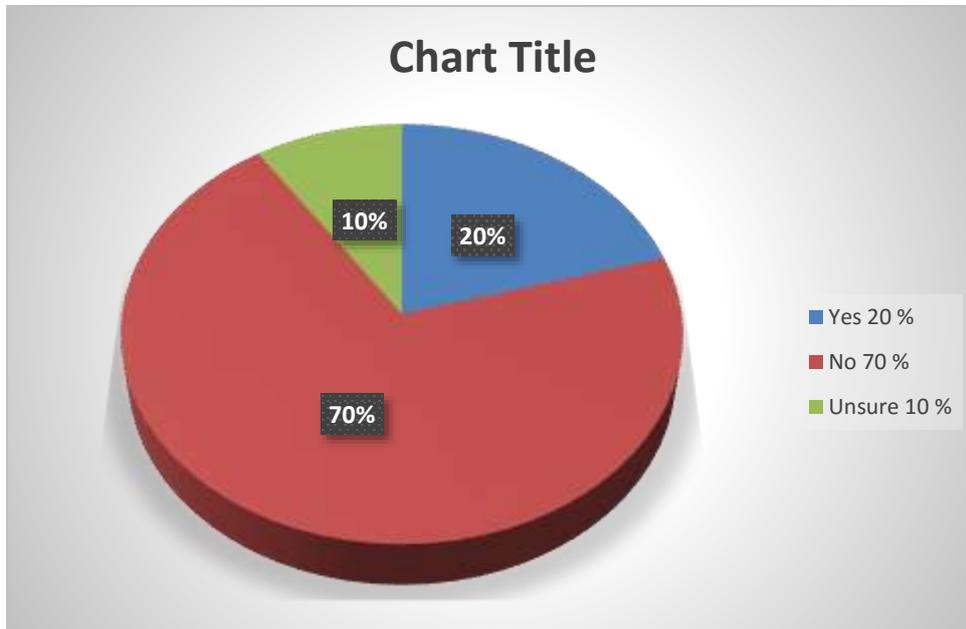
<b>ITEM</b>	<b>F</b>	<b>%</b>
Q.6. The managers of the public library do not empower the local community to use the facility		
Agree	15	30
Strongly agree	16	32
Disagree	5	10
Strongly disagree	7	14
Uncertain	7	14
Total	Fx = 50	100

Question six indicates that thirty-one (62%) of the respondents believe that the library management does not empower the community to use the library, and twelve (24%) disagree with the above statement. Seven (14%) of the respondents are recorded uncertain.

The findings reveal that the library management does not empower the local people to use the library. The fundamental principle of the public library is that its services should be available to all. This includes SMME's, school children, different NGO's in the area and the community at large.

### Figure 4.3.1 Public library management and participation

Q.7 Do managers involve the community in policy-making and implementation?



Question number seven indicates that thirty-five (70%) of the respondents believe that the library management does not consult the community when formulating and implementing policy. Ten (2%) of the respondents say that their community is consulted, while five (10%) is recorded unsure.

The above graph clearly indicate that the community is not consulted when formulating and implementing policy. Membership policy of the library is a true reflection of poor community participation. The policy was last reviewed in 1939 by the former Pietersburg City council, and it is still used today for new members. According to section 17(2) of the Municipal System Act 32, the municipal service should have an appropriate mechanism, processes and procedures to enable the local community to participate in the affairs of the municipality (2000:30).

**Table 4.3.7 Public library, management and delegation**

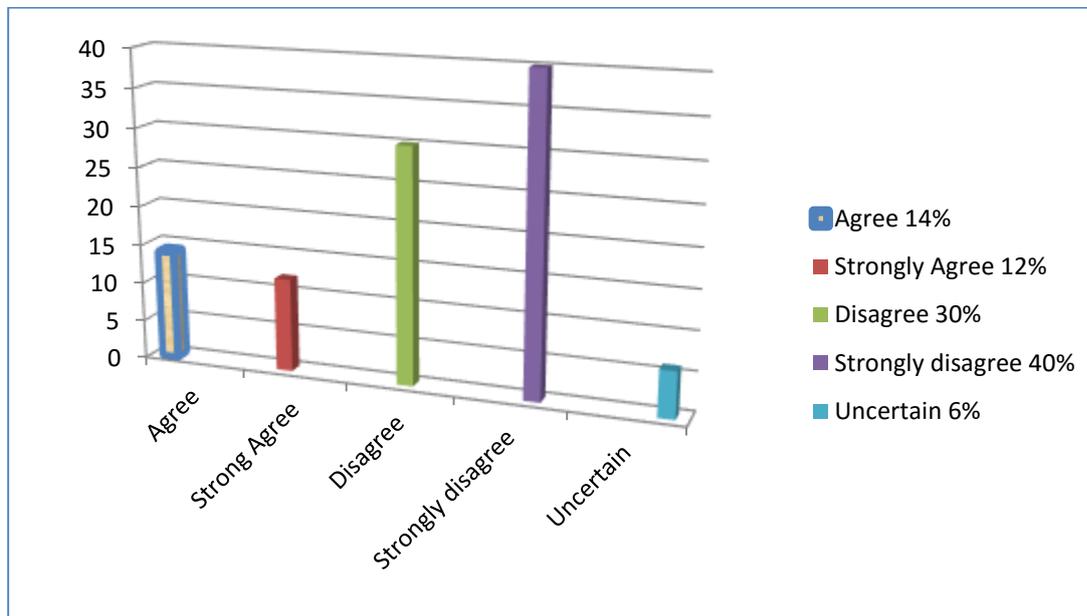
ITEM	F	%
Q.8. Does the department delegate competent leaders to manage facilities in the local library		
Agree	7	14
Strongly agree	5	10
Disagree	16	32
Strongly disagree	20	40
Uncertain	2	4
Total	Fx = 50	100

Question eight indicates that thirty-six (72%) respondents reveal that the library management does not have a planned system of delegation. Thirteen (26%) of the respondents believe that the department delegates competent leaders to manage the library. Only two (4%) are recorded uncertain.

From the above data, it is clear that the delegation of incompetent library management impacts negatively on the service delivery and on the picture of the department as well. The findings of the study clearly indicate that there is no planned system of delegation which makes best use of the skills and experience in a wide range of library activities. To reinforce the statement, the Municipal System Act 32 encourages the municipal council to develop a system of delegation that will maximise administrative and operational efficiency, and provide checks and balances (2000:60).

### Figure 4.3.2 Public library, management, monitoring and evaluation

Q.9 Does management provide effective monitoring and evaluation?



Question 9 reveals that thirty (70%) of the participants believe that there is a minimal monitoring and evaluation of the library services in the study area. Thirteen (26%) of the respondents believe that there is monitoring and evaluation, and three (6%) are uncertain.

The above findings indicate that there are no techniques developed to measure the quality of services provided by the library. Lack of monitoring and evaluation can negatively hinder the effective management of the public library in the area of the study. The results further suggest that monitoring and evaluation can enhance management in Molepo Library. According to Saur (2001:79), community needs, satisfaction surveys and performance indicators are valuable tools in monitoring the achievements of the library. Based on the above statement, all programmes and services of the library should be evaluated on a regular basis to ascertain whether they are in need of improvement, cost effective, meet the needs of the community or achieve the objectives of the library management.

**Table 4.3.8 Public library, customer relation management and alternative strategy**

<b>ITEM</b>	<b>F</b>	<b>%</b>
Q.10. Do senior leaders have an alternative strategy to enhance customer relation management?		
Agree	2	4
Strongly agree	3	6
Disagree	17	34
Strongly disagree	25	50
Uncertain	3	6
Total	Fx = 50	100

Question ten indicates that forty-two (84%) of the respondents agree with the statement that senior management does not have an alternative strategy to enhance customer relation management. Five (10%) of the respondents believe that the senior management of the library is using an alternative strategy, and only three (6%) is recorded uncertain.

From the above analysis, it is evident that the library needs innovative measures to manage existing services more efficiently in order to continue to develop and deliver library services that meet the information, learning and cultural needs of the community. This analogy also feature in the literature review.

#### 4.4. Data obtained through interviews

The data collected through interviews with librarians are presented. The responses from the above participants have given the researchers a clear picture about the situation and the challenges that deter the library management to develop the community of Ga Molepo. The following were identified by the researchers as the main challenges that impacted negatively on the performance of the library management in Ga Molepo Library:

- **Lack of relevant resources**

Out of ten (10) respondents that were interviewed by the researcher, nine (9) confirmed that lack of relevant library resources impacted negatively on service delivery in the area of the study.

These were some of the responses from librarians on lack of resources:

*Community needs latest books on distance learning and local authors.*

- **Marketing**

Out of ten (10) respondents, seven (7) agreed that library services are not known to the community at large. There is an urgent need for rigorous marketing of library services.

Some of their comments were:

*“IDP meetings can be used to market the library services”.*

*“There is no signage from the main road”.*

- **Delegation**

Out of ten (10) respondents, eight (8) confirmed that there is no proper plan for the delegation in the area of study.

Some of their comments made included:

*“How can you expect us to delegate our subordinates if there is no clear policy on delegation?”*

*“Lack of succession plans in the library management discourage young upcoming managers to take the lead”*

- **Public participation**

Out of ten (10) respondents, six(6) confirmed that the library management does not engage the community regarding the library policy in the area of the study.

Some of the responses from the interviewees were:

*“Molepo is a rural community. How can you expect residents of Ga Molepo to produce assessment rate letter as proof of residents to join the library?”*

#### **4.5. Conclusion**

The success of public libraries management towards community development in Ga Molepo depends solely on a visionary leader who is able to consult with relevant stakeholders regarding the library policy, marketing of library services and relevant library resources.

These factual findings were sound, valid and reliable since they made a great contribution towards the achievement of all the research objectives as outlined in the preliminary sections of the study. The findings established that there is indeed a serious challenge with the management of Molepo Library which impacted negatively on the library usage.

There are various suggested solutions aimed towards minimising the effects of these challenges in service delivery.

The next chapter is the last section of the research, and therefore, sum up the study by giving the conclusion and implementable recommendations aimed at achieving maximum usage of the library, and the proper management for effective service delivery.

## **CHAPTER FIVE: OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS**

### **5.1. Introduction**

The purpose of this chapter is to present a summary of the key findings, recommendations and limitations of the study in line with the research topic and the objectives of the study. Accordingly, the chapter will first present the chronological summary of all the chapters, and then proceed to recommendations. It is the final chapter of the study, and therefore, looks at the achievement of the research objectives and the responses to the research question. Hence, it is in this chapter that the researcher will factually prove that the study was able to achieve its objectives entirely. And such proof is based on the findings on the data analysed in chapter four.

The conclusion provides an overview of the study, and recommendations during the study are highlighted and future research directions are suggested. The chapter concludes with limitations of the study.

### **5.2. Overview**

Competing demands that result from rapidly changing environments placed huge challenges on the management of public libraries. It is these challenges that forced the researcher to explore the impact of management of public libraries towards community developmental in Ga Molepo. To understand these challenges well, relevant literature has been reviewed so as to locate the study in appropriate contexts. The research design and methodology was used to collect, analyse and assess data in chapter three and four. In this chapter, the researcher has summarised the information provided in the previous chapters. The findings and recommendations are also outlined in this chapter.

The targeted population of the study was the management of Molepo Library and school management teams around Ga Molepo.

### **5.3. Findings of the study**

The finding from the literature review, primary study and structured interviews indicated crucial notions and strategies that can be employed by library leaders in the management of public libraries.

#### **5.3.1. Findings from literature review**

Public library management is affected by present changes which give the locus responsibilities of public library services to the provincial government. These changes give the library management difficulties in terms of adapting and running the library effectively. The literature indicated that for the library to function smoothly, the following should be taken into consideration: alternative strategies, marketing and monitoring system. All these processes need funding.

The library management needs to adopt the latest business management strategies, which include planning and organising. Management by objectives has been identified as the philosophy which encourages goal formulation at the individual level. This will enhance organisations to achieve their goals.

#### **5.3.2. Findings from empirical research**

- Eighty percent (80%) of the respondents declared that the library does not have relevant resources which impact negatively on service delivery and the management.
- Eighty-four percent (84%) of the respondents revealed that the library does not have a plan for marketing programmes to promote the library.
- Eighty-eight (88 %) of the respondents revealed that the library in the area of the study needs a transformed and innovated library management.

- Seventy four percent (74%) of the participants believe that library management does not use management by objectives to enhance the quality of service delivery.
- Sixty two percent (62%) of the respondents believe that the library management does not empower the community to use the library.
- Seventy percent (70%) of the respondents believe that the library management does not consult the community when formulating and implementing policy.
- Seventy two percent (72%) of the respondents reveal that the library management does not have a planned system of delegation in the area of the study.
- Seventy percent (70%) of the participants believe that there is a minimal monitoring and evaluation of library services in the study area
- Eighty-four percent (84%) of the respondents confirmed that senior management of the library do not have an alternative strategy to enhance customer relation management in the area of study.

### **5.3.3. Findings from structured interviews**

The interviews conducted amongst library managers and the school management team were designed to get the general feeling and factors that deter Molepo Library management to develop its community. The following findings were derived from the interviewees' responses in the area of the study.

#### **The need for public participation**

The findings of this research indicate that there is no community engagement regarding library policy formulation and implementation. This impacted negatively on the management of the library in the area of the study.

#### **The need for relevant resources**

Lack of relevant library resources impacts negatively on the management of the library in the area of the study.

#### **The need for monitoring and evaluation**

Lack of monitoring and evaluation hampers service delivery by the library management in the area of the study.

### **5.4. Recommendations**

On the basis of the findings from the empirical investigation and structured interviews, the following recommendations are made:

- Library management should develop techniques used to measure the quality of library services and to further their impact on the community.
- Library management should revisit all library policies and, amongst others, customer care policy should be introduced.
- The library should have a marketing and promotion policy to enable it to undertake a planned promotion of its services to the community.
- Library management should continually monitor and evaluate the performance of the library service to ensure that strategies are achieved as organised, and to enhance the effective management of public library in the area of the study.
- Library management should communicate managerial responsibility to the staff, and staff should be trained to carry out their responsibilities.
- The senior library management should be encouraged to develop an alternative strategy that can accelerate the management and implementation of library policies.
- Library management should involve stakeholders in management.

- Library management must ensure that policies and procedures of the library are based on the needs of the users.
- The library management must participate in literacy campaigns to market the library.

## **5.6. Limitations**

The concept of limitations is described by du Plooy et al as constraints or limits in your research study that are out of your control, such as time, financial resources, access to information and so on (2014:275). This study would have been completed a long time ago. The contract of the first supervisor was terminated before I could finish the study. People perceive and interpret the world differently. The new supervisor had to start adapting to my study and that was time-consuming. This study cannot claim to have covered all library management challenges. This is impossible since management challenges are dynamic and complex. Due to time and financial constraints, the study focused only in Ga Molepo area.

## **5.7. Conclusion**

The purpose of the study was to explore the impact of management of public libraries towards community development. The above mentioned recommendations conclude this study. This was done after an extensive literature review and rigorous empirical research. It is the researcher's belief that this study achieved its principal aim and that it will trigger more discussions and research in exploring the impact of management of public libraries towards community development in Ga Molepo.

## **5.8 Recommendations for further study**

Every research is intended to suggest further research. The following topics are suggested for further research:

As this research was done only in Ga Molepo, the results cannot be generalised. There is, therefore, a need to carry out further research in other public libraries in rural areas on the topic.

- Exploring the impact of management of public libraries towards community development in semi-rural areas.
- The impact of non-existing intergovernmental relations between the Department of Sport, Arts and Culture and municipalities in Limpopo Province.
- The possibility of transferring community library conditional grant to the municipality.
- The impact of delegation on leadership succession.
- The role of strategic leadership management training.
- The impact of monitoring and evaluation on managers' performance.

## REFERENCES

- Awuah, E. 2015. *An investigation into the management of expatriate health workers in South Africa*. Durban: Unpublished.
- Babbie, E. 2010. *The practice of social research*. 12<sup>th</sup> edition. USA: Wadsworth.
- Blanche, MT, Durrheim, K & Painter, D. 2009. *Research in practice*. Cape Town: University of Cape Town.
- Bless, C, Higson-Smith, C & Kagee, A. 2006. *Fundamentals of social research methodology: An African perspective*. Cape Town: Juta & Co Ltd.
- Brevis, T. 2007. *Basics of management*. Pretoria: Red Pepper Books.
- Bryman, A. 2008. *Social research methods*. 3<sup>rd</sup> edition. New York: Oxford.
- Brynard, P & De Coning, C. 2006. *Policy implementation*. Pretoria: Van Schaik.
- Brynard, PA & Hanekom, SX. 2006. *Introduction to research in management related fields*. 2<sup>nd</sup> ed. Pretoria: Van Schaik.
- Brynard, PA & Hanekom, SX. 1997. *Introduction to research in public management related fields*. Pretoria: Van Schaik.
- Child, K. 2013. *South African education gets an F mark*. 06 December 2013. Retrieved from [www.equaleducation.org.za](http://www.equaleducation.org.za)
- Cilliers, A, de Lang, JE, Nicholson, V & Goss, R. 2007. *Marketing communication*. Pretoria: Macmillan
- Cloete, F, Wissink, H & de Coning, C. 2007. *Improving public policy*. 2<sup>nd</sup> edition. Pretoria: Van Schaik.
- Collins English dictionary*. Concise edition. 2006: Habber Collins.
- Creswell, JW. 2007. *Qualitative inquiry and research design: choosing among five approaches*. London: SAGE.

*Debate on school libraries in South Africa.* 23 June 2011. Retrieved from [www.timeslive.gov.za](http://www.timeslive.gov.za).

De Vos, AS, Strydom, H, Fouche, CB & Delpont, CSL. 2011. *Research at grass roots: for the social science and human service professions.* 4<sup>th</sup> ed. Pretoria: Van Schaik.

*Directory of public libraries in South Africa 2012/2013 National Library of South Africa.* Pretoria: Department of Arts and culture

Dumisa. PC. 2010. *An investigation of the impact of teacher retention and performance with special reference to selected private colleges in Mpumalanga.* Unpublished MBA Dissertation. Durban: MANCOSA.

Du Plooy–Cilliers, F, Davis, C & Bezuidenhout, R. 2015. *Research matters.* 4<sup>th</sup> edition. Cape Town: Juta & Company Ltd.

Ellis, Z. (n.d.) *Public library.* Durbanville: Kinderpers

Erasmus, BJ, Strydom, JW & Rudansky-Klopper, S. 2013. *Introduction to business management.* 9<sup>th</sup> ed. Cape Town: Oxford

Fairer- Wessels, FA. 1990. Basic information needs of urban black women in Mamelodi, Pretoria, South Africa. *South African Journal of Library and Information Science*, 58(4):359-369.

Gallimore, A. 1999. *Managing the networked public library.* *Library management.* 20 (7): 384-392.

Gehrke, L & Britz, JJ. 2004. *The application of benchmarking as a tool to improve the management of quality in information services.* *Mousaion* 22(1)2004.

Gibson, JL, Ivancevich, JM, Donnelly, JH & Konopaske, R. 2009. *Organisations behavior, structure, processes.* New York: Mac Graw- Hill.

Hamilton-Pennel, C. 2008. Public libraries and community economic development: Partnering for success. Illinois, *Rural Research Report Winter*, 18(10).

Hart, G. 2010. New vision, new markets? Reflection on a South African case study of community library services. *South Africa. South African Journal of Library and Information (2).*

- Hofstee, E. 2013. *Constructing a good dissertation*. Johannesburg: EPE.
- Jones, GR, George, JM and Hill, CWL. 2000. *Contemporary management*. 2<sup>nd</sup> ed. USA: McGraw – Hill.
- KPMG. 2007. *Legal and accountability framework*. South Africa. Department of Arts and Culture. June 2007.
- Limpopo Business. 2011. *The guide to business and investment in Limpopo Province*. Polokwane: Global Africa Network
- Maepa. E. 2006. *Information needs and information seeking behavior of rural communities in Northern Province*. Unpublished thesis.
- Malekabadizadeh, F. 2009. *The role of library and information science education in national development*. Accessed: 2010/05/18. <http://unllib.unl.edu/LPP/malekabadizadeh->
- Manjarrez, CA. 2007. *Making cities stronger: public library contributions to local economic development*. United States of America: Urban library council. 17<sup>th</sup> March 2014. Retrieved from: [www.urban.org](http://www.urban.org)
- Mcmenemy, D. 2009. *The public library*. London: Facet.
- Mouton, J. 1996. *Understanding social research*. Pretoria: Van Schaik.
- Nsingwane, NT. 2011. *Budgeting constraints for school libraries: a study of selected schools in the Nkangala region, Mpumalanga*. Unpublished.
- Neuman, WL. 2006. *Social research methods*. 6<sup>th</sup> edition. United States of America: Pearson education.
- Okiy, RB. 2003. *Information for rural development: challenge for Nigerian rural libraries*. 52(3):126-131.
- Raju, R. 2006. The Feasibility of unionizing LIS workers: A case study of the tertiary education sector in South Africa. *South African Journal of Libraries and Information Science*, 72(3).
- Raju, R. 2010. The public library as a critical institution in South Africa's democracy: A reflection. LIBRES ISSN 1058-6768, 20(1).
- Randall, HR. 2013. Community libraries: Lets us praise the last great civic place. *National Civic review*. DOI:10.1002/ncr.21090. Winter 2012.
- Republic of South Africa. 1996. *The constitution*. Pretoria: Government Printers.

Republic of South Africa. 2009. The library and Information Services (LIS) Transformation Charter. Department of Arts and Culture and National Council for Library and Information Services (NCLIS).

Republic of South Africa. *Local government*. Pretoria: Government Printers.

Republic of South Africa. *Municipal structures act*. Pretoria: Government Printers.

Republic of South Africa. *National development plan 2030*. Pretoria: Government printers.

Republic of South Africa. 2012. *National guideline for school library and Information services*. Pretoria: Department of Basic Education.

Republic of South Africa. 2010. *South African community library and Information services Act*. Pretoria: Government printers.

Ritchie, JL, Nicholls CM & Ormston, R. 2014. *Qualitative research practice: A guide for social students and researchers*. London: Sage.

Robbins, S P. 2008. *Management*. Australia: Pearson Education.

Sanders, M, Lewis, NK, Philip & Thornhill, A. 2009. *Research methods for business students*. 3<sup>rd</sup> edition. London: Prentice Hall.

Saur, KG. 2001. *The public library service: IFLA/UNESCO for development*. Netherlands: International federation of library Association.

Schwella, E, Burger, J, Fox, W & Muller, JJ. 1996. *Public resource management*. Cape Town: Juta & Co, Ltd.

Shaughnessy, JJ. Zechmerster, EB & Zechmerster, JS. 2000. *Research methods in psychology*. 5<sup>th</sup> edition. USA: McGraw – Hill.

Shillinglaw, N & Thomas, W. 1988. *The information society*. Johannesburg: Paper books.

Smit, M & Oosthuizen, IJ. 2013. *Fundamentals of human rights and democracy in education a South African perspectives*. Pretoria: Van Schaik.

Smit, PJ, Cronje, GJ, de GJ, Brevis, T & Vrba, MJ. 2007. *Management principles: A contemporary edition for Africa*. 4<sup>th</sup> Edition. Cape Town: Juda.

Struwig, FW & Stead, GB.2001. *Planning, designing and reporting research*. Cape Town. Maskew Miller.

Strydom, J. 2012. *Introduction to marketing*. 4<sup>th</sup> edition. Cape Town: Juta & Company.

Strydom, J. 2013. *Principles of business management*. 2<sup>nd</sup> edition. Cape Town: Oxford.

Stueart, RD & Moran, BB. 1987. *Library management*. Colorado: Libraries unlimited.

Swanepoel, H & de Beer, F. 2016. *Community development: breaking the cycle of poverty*. 6<sup>th</sup> edition. Cape Town: Juda & Co.

Theron, F. 2008. *The development change agent: micro – level approach to development*. Pretoria: Van Schaik.

*The Reconstruction and Development programme: A policy framework*. 1994. African National Congress.

Ugwoke, BU & Omekwu, I. 2014. Public libraries and Nigerian cultural development. *International Journal of Information Management* 2014, 34 (17-19).

Welman, K & Mitchell. 2007. *Research methodology*. Cape Town: Oxford.

*What is management by objectives and what are the steps involved in it?* ([www.mbaofficial.com](http://www.mbaofficial.com)) date accessed 26/04/2017

Witbooi, SL. 2005. *Current development in the public libraries in South Africa*. Western Cape: University of the Western Cape.

World Bank. 2014. *Local economic development*. Washington. [www.worldbank.org](http://www.worldbank.org). Date accessed: 15/05/2014

World Library and Information Congress. 2007. *Libraries for the future: Progress and development of South African Libraries*. Pretoria: LIASA.

[www.statisticshowto.com](http://www.statisticshowto.com) date accessed 18/04/2017

APPENDIX 1

**TURFLOOP GRADUATE SCHOOL OF LEADERSHIP (TGSL)  
QUESTIONNAIRE: Exploring the impact of  
management of public libraries towards community  
development in Ga Molepo, Limpopo Province**



Questionnaire number

Thank you for participating in a study aimed at exploring the impact of management of public libraries towards community development in Ga Molepo. The researcher is a qualified librarian and is doing a masters degree in development studies with the University of Limpopo – Edupark School of Leadership in the Faculty of Management and Law. The purpose is to assist Molepo Library management to improve the quality of its service to its users and to help users to realise the value of the library in development.

Your participation will involve completing this survey and should take approximately 5 – 10 minutes of your time. Please complete this questionnaire and return it to the librarian.

Your participation in this study is voluntary. The questionnaire is anonymous.

**Section A: Background**

This section collects demographic information that will help the library in the provision of relevant information sources to different user groups.

- 1. Age:.....
- 2. Gender:

Female	
Male	

**Section B:**

**(Mark with 'X' in an appropriate box)**

2.1 There is not enough relevant resources in Molepo Library. Yes  No

2.2 Does the library management have enough marketing programmes? Yes  No

*For the following questions, please place 'X' in the appropriate boxes to indicate your preference for each question. The numbers in the various boxes represent the following: 1=strongly disagree; 2=disagree; 3=Uncertain 4= Agree; 5=strongly agree.*

	1	2	3	4	5
1.3. Do you need transformed and innovative managers in your library?					
1.4. Do librarians use MBO to enhance the quality of service delivery?					
1.5. The managers of the public library do not empower the local community to use the facility?					
1.6. Do managers involve the community in the policy making and implementation process?					
1.7. Does the department delegate competent leaders to manage facilities in the local library?					
1.8. Does the management provide effective monitoring and evaluation?					
1.9. Do senior leaders have an alternative strategy to enhance customer relation management?					

**Section C: General outputs of the library**

5.1 What are the most important benefits that you have received from this library?

Please be as specific as possible.

---



---

5.2 What do you think should be done to improve the library service?

---

**Thank you for your time and opinion**

## APPENDIX 2

### Semi structured interview Schedule

Thank you for participating in a study aimed at exploring the impact of management of public libraries towards community development in Ga Molepo. The researcher is a qualified librarian and doing a masters degree in development studies with the University of Limpopo – Edupark School of Leadership in the Faculty of Management and Law. The purpose of the semi structured interview schedule is to assist Molepo Library management to improve the quality of its service to its users and to help users to realise the value of the library in development.

Kindly note that the information obtained will be used only for research purposes and no names or any identifying data regarding the participants will be revealed. Furthermore, participation is voluntary. The interview will take approximately 5 – 10 minutes of your time.

1) Are you satisfied with the present library collection?

Yes	No
-----	----

If no, what additions would you appreciate to get from the library collection?

.....

2) In your opinion, are the library services known to the community?

Yes	No
-----	----

If no, what do you think should be done?

.....

3) Have you ever engage the community regarding any library related decisions?

Yes	No
-----	----

If no, what is hindering you?

.....

4) Is delegation important?

Yes	No
-----	----

If no, why?

.....

### APPENDIX 3

#### Letter requesting permission to conduct research in Ga Molepo

04 Andrea Street  
African Jewel Ext. 65  
Polokwane  
0699  
13 June 2017

Manager: Cultural Services  
Polokwane municipality  
Box 111  
POLOKWANE  
0700

#### **REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MOLEPO LIBRARY**

Dear Mr. Bosman

My name is Abigail Chuene, and I am doing Masters in Development with the University of Limpopo –Edupark. The title of the research I wish to conduct for my Masters mini dissertation is “**Exploring the impact of management of public libraries towards community development in Molepo Library**”. This project will be conducted under the supervision of Dr K S Milondzo (Programme Coordinator). Upon completion of the study, I undertake to provide the municipality with a copy of the full research report.

Thank you for your time and consideration in this matter.

Yours sincerely

Abigail Chuene  
University of Limpopo - Edupark

## APPENDIX 4

### Approval letter from the Manager Cultural services



Enq: R.E Bogatsu  
Tel: 015 290 2096

Dear Madam

13 June 2017

**Re: LETTER OF AUTHORIZATION TO CONDUCT RESEARCH AT POLOKWANE MUNICIPALITY**

Your request dated 13 June 2017 refers

This letter serves as authorisation for Abigail Chuene to conduct the research project entitled "Exploring the impact of management of public libraries towards community development in Molepo Library".

Permission to conduct the research as requested is subject thereto that a copy of the research report be provided to Polokwane Municipality.

If you have any concerns or require additional information, feel free to contact the unit.

Yours faithfully

**H.S BOSMAN**  
**MANAGER CULTURAL SERVICES**

**COMMUNITY DEVELOPMENT  
CULTURAL SERVICES**

- P.O. BOX 111 POLOKWANE, 0700
- DIVISIONAL OFFICE, CNR LANGBOOS MARÉ & BUDENSTEIN STREETS
- POLOKWANE, 0699, SOUTH AFRICA
- TEL: +27 15 290 2209
- FAX: +27 15 290 2150



## Appendix 5

Enq. Kubayi SJ  
Email. kubayij@yahoo.com  
Cell No. 079 484 8449

Po Box 29  
Khomanani  
0933  
05 July 2017

### **COPY EDITING MASTERS DISSERTATION**

This serves as proof that the research proposal entitled 'Exploring the impact of management of public libraries towards community development in Ga- Molepo, Limpopo Province' by Letjoba Abigail Chuene has been copy edited and proofread, and that unless further tampered with, I am content that all grammatical errors have been eliminated.

Yours faithfully



Dr SJ Kubayi (DLitt et Phil)  
Senior Lecturer (Department of Translation Studies and Linguistics – UL)