

Enabling and constraining factors in the management of four City of Cape Town public libraries

Rethabile A. Nkhahle

NKHRET 001

Supervisor: Mr Richard Higgs



A minor dissertation submitted in *partial fulfilment* of the requirements for the award of the degree of Master of Library and Information Studies

Department of Knowledge and Information Stewardship

Faculty of the Humanities

University of Cape Town

2021

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

PLAGIARISM DECLARATION

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

Rethabile Nkhahle

ACKNOWLEDGEMENTS

There are many people who have contributed towards the completion of this study. I would like to pass my great gratitude to my supervisor, Mr Richard Higgs, for his guidance, patience and understanding. His experience and expertise made it very easy for me to work through this study.

More gratitude goes to my family at large, especially my husband, for the support I got and the encouragement. His experience with academic writing helped me structure this piece of work. My two young sons also gave me a reason to work hard and complete my studies so that I could spend more time with them.

My helpers played an imperative role towards completion of this study. The sacrifices they made helping me with children are highly appreciated. On many occasions I had to arrive late at home due to work pressure.

I would also like to thank all of my friends and colleagues for encouraging me to carry on when I was on the verge of giving up, and also for their help whenever they could.

ABSTRACT

The world has changed rapidly due to advances in technology. This changing environment has affected the way the libraries are managed. Some public library managers run libraries with little or no management experience. These managers might well struggle to perform their duties effectively and efficiently due to the lack of the necessary skills such as human resources management, conflict management, communication, problem solving and leadership skills needed for the job.

This study aimed at finding out the practices which constrained and enabled the management of four City of Cape Town public libraries. The study further looked at ways to improve the management practices in areas where they were doing well and also how to address some of the challenges that were faced by the managers. This was a qualitative study which included four library managers and four assistant librarians based in four City of Cape Town libraries situated in the southern suburbs of Cape Town. Semi-structured interviews were conducted in trying to find out what those practices were. The theory of practice architectures was used to look into these practices. The NVivo computer application was used in the analysis of the results and this helped in identifying the themes in accordance with what the research question and sub-questions required. Practices constraining the managing of the sampled public libraries were found to be: inadequate provision of resources and infrastructure, staffing issues, poor communication and weak conflict management. Practices enabling the management of these public libraries were: staff training and development, providing opportunities for teamwork, following library policies and plans, and commitment to meeting the needs of the communities served. Some of the recommendations made are that the City of Cape Town libraries should look into increasing funding for these libraries so that they can buy more stock for the clients, offer more training for all the employees, support both employees who want to pursue further studies at undergraduate and postgraduate levels, and increase staffing. The study has introduced a new way of looking into practices affecting public library management and that is in terms of the sayings, doings and relatings in the practice architectures model.

TABLE OF CONTENTS

PLAGIARISM DECLARATION.....	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
LIST OF FIGURES.....	viii
LIST OF TABLES.....	viii
LIST OF ACRONYMS AND ABBREVIATIONS.....	ix
CHAPTER 1: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the study.....	1
1.3 Statement of the problem.....	4
1.4 Research objectives.....	4
1.5 Research questions.....	4
1.6 Research methodology.....	5
1.7 The scope and the limitations of the study.....	5
1.8 Definition of terms used.....	6
1.8.1 Management.....	6
1.8.2 Public library.....	6
1.8.3 Leadership.....	6
1.8.4 Constraints.....	6
1.9 Summary.....	7
1.10 Research outline.....	7
CHAPTER 2: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.2 Theoretical framework.....	8
2.2.1 Sayings as practice characteristics.....	9
2.2.2 Doings as practice characteristics.....	9
2.2.3 Relatings as practice characteristics.....	9
2.2.4 Practice architectures.....	10
2.3 The conceptual focus of the research study.....	11

2.3.1	Public libraries.....	11
2.3.2	Management.....	12
2.3.3	Management and leadership compared.....	13
2.3.4	Public library management.....	14
2.3.5	Public libraries' roles and opportunities.....	15
2.3.5.1	Public libraries in education.....	15
2.3.5.2	Information and communication technology infrastructure improvement and usage.....	18
2.3.5.3	Community building.....	19
2.3.6	Public library management challenges.....	20
2.3.6.1	Staff-management in public libraries.....	20
2.3.6.2	Financial challenges.....	21
2.3.6.3	Inadequate skills possessed by the librarians and their managers.....	22
2.3.6.4	Service delivery protests in South Africa.....	24
2.4	Conclusion.....	24
CHAPTER 3: METHODOLOGY.....		26
3.1	Introduction.....	26
3.2	Research design and methodology.....	26
3.3	Research gathering technique/tool.....	26
3.4	Data analysis.....	27
3.5	Population and sampling.....	28
3.6	Validity.....	29
3.7	Ethical consideration.....	30
3.8	Summary.....	31
CHAPTER 4: DATA ANALYSIS AND FINDINGS.....		32
4.1	Introduction.....	32
4.2	Description of participants.....	32
4.3	Presentation of findings and data analysis.....	33
4.3.1	Practices and practice arrangements enabling the smooth running of the sampled public libraries.....	34

4.3.1.1	Staff training.....	39
4.3.1.2	Conflict management.....	40
4.3.1.3	Working together as members of a team.....	41
4.3.1.4	Networking.....	42
4.3.1.5	Adherence to the public library policy.....	42
4.3.1.6	Providing public library services.....	43
4.3.1.7	Performing public library duties.....	44
4.3.1.8	Good management.....	45
4.3.2	Practices and practice arrangements constraining the smooth running of the public libraries.....	46
4.3.2.1	Access to, and use of, inadequate resources and infrastructure.....	48
4.3.2.2	Increasing work-load due to staff shortage.....	49
4.3.2.3	Some staff members working in silos.....	49
4.3.2.4	Allocating little time for staff training and development.....	50
4.3.2.5	Funding.....	50
4.3.2.6	Multi-layered management.....	51
4.4	Conclusion.....	51

CHAPTER 5: DISCUSSION OF MAIN FINDINGS, RECOMMENDATIONS

AND CONCLUSION.....	52	
5.1	Introduction.....	52
5.2	Discussion of findings.....	52
5.2.1	Practices enabling the managing of the sampled City of Cape Town libraries and how they could be improved.....	53
5.2.1.1	Staff training and development as material-economic arrangement.....	53
5.2.1.2	Providing opportunities for teamwork as a social-political arrangement.....	54
5.2.1.3	Following library policies and plans as a social-political arrangement.....	55
5.2.1.4	Meeting the needs of the served communities as material- economic arrangement.....	56

5.2.2	Practices constraining the managing of the sampled City of Cape Town libraries and how they could be addressed.....	57
5.2.2.1	Inadequate provision of resources and infrastructure as material-economic arrangement.....	57
5.2.2.2	Staffing as material-economic arrangement and social-political arrangement.....	58
5.2.2.3	Communication and conflict management as cultural-discursive arrangement and social-political arrangement respectively.....	59
5.3	Conclusion.....	59
5.4	Recommendations.....	61
5.5	Summary and general conclusion.....	62
	REFERENCES.....	64
	APPENDICES.....	75
	Appendix A: Access letter.....	75
	Appendix B: Ethical clearance letter.....	77
	Appendix C: Interview questions/schedule.....	78
	Appendix D: Interview consent form.....	80

LIST OF FIGURES

Page

Figure 2.1 Theory of practice architectures..... 11

LIST OF TABLES

Page

Table 2.1 Differences between leadership and management..... 13
Table 3.1 City of Cape Town public library employee profile..... 29
Table 4.1 Enabling practices, their arrangements and characteristics..... 34
Table 4.2 Constraining practices, their arrangements and characteristics..... 46

LIST OF ACRONYMS AND ABBREVIATIONS

CAPS - Curriculum and Assessment Policy Statement

ECER - European Conference of Educational Research

IFLA - International Federation of Library Associations and Institutions

IPM - Individual Performance Management

LIS - Library and Information Science

SA- South Africa

UNESCO - United Nations Educational, Scientific and Cultural Organisation

CHAPTER 1: INTRODUCTION

1.1 Introduction

This study explores the management practices which unfold in the running of four City of Cape Town Public Libraries. It describes the challenges that the public library staff and in particular, the management, is facing and how they can be addressed. The study further looks into opportunities that are available for library staff to improve the library services of their public libraries. This chapter introduces the aims, objectives and research questions.

1.2 Background of the study

The researcher is currently working as a librarian at Wynberg public library, where from time to time she is faced with challenges that make it difficult for the library to run smoothly. These challenges might stem from the library management practices or they might be general operational challenges. The researcher's interest is to find out what these challenges are, and how their impact can be minimised or proactively dealt with in order to have public libraries that are running smoothly to fulfill their mandate. It is also the researcher's interest to know the areas in which the selected public libraries are doing well with regard to their management practices, and how these practices can be maintained and improved, if need be, all in the name of pleasing the library users while at the same time making the environment conducive for productive work. Ocholla (2009:21-22) indicates that the purpose of libraries is "... to inform, entertain, enlighten, educate, empower and equip individuals and communities with knowledge and information for self-reliance and for life-long learning." Well-run public library programs and activities that make a public library easily accessible can encourage people to use it (McCarty, 2010). Libraries are also important sources of current and up-to-date knowledge as knowledge changes continuously. Jarvis (2000) warns that the society that does not keep up with the changing knowledge is "at risk."

Emerging technology has changed the way libraries function, and as a result library managers are expected to work in such a way that embraces this ever-changing profession. All organisations strive to provide high quality service and it is through good management practices that this can be accomplished (Harer, 2012:72). Every organisation wishes to have a manager who can make it survive under any difficult situation; a manager who motivates and inspires staff towards accomplishment of the organisation's mission or goal. It is through

effective management approaches that the organisation can achieve its mission. However, public libraries, like other organisations, are faced with a challenge of finding suitably qualified managers to run them. The way the library is run has changed; therefore, some librarians with more years of experience lack current necessary skills such as computer skills, human resources management skills and systems management skills (to mention but a few) to help them cope with this ever-changing profession. Moran, Morner and Stueart (2013:1) acknowledge that all organisations have changed the way they operate due to the arrival of technology, but some such as library and information centres have been extremely transformed as they experience change in their everyday tasks and activities. This change is iterative, and as such managers should work in a way that allows them to adapt rapidly to this change so that their organisations are not left behind. They should see these changes as an opportunity to improve the service to their customers rather than as a threat. Moran, Morner and Stueart (2013:1) further stipulate that to achieve their objectives, “managers must be aware of organizational strengths, weaknesses, opportunities and threats – internal and external that influence information services.” Managers must be on the lookout to detect when change is needed in the early stages and act promptly before it is too late. The subject of leadership and management had rarely been taken seriously in the library and information environment until the 1980s (Fadehan, 2010:91).

Good leadership and management are a product of not a single individual but a group of people working together to execute the organisation’s mandate. As Sun (2008:86) advocates, it is not about the strength or the intelligence that individual leaders or managers have but the group as a whole, and “they cannot produce the desired results without the support of many people behind them and the more difficult the goal, the more support leaders will need.” Therefore, a good leader or manager believes in teamwork as it is of paramount importance towards the success of any organisation.

South Africa has made significant strides in providing library infrastructure since abolishing apartheid. During apartheid, libraries were not regarded as important in the townships, but in the post-apartheid era the government started building libraries for different communities in order for them to easily access information, thereby educating the people as it is everyone’s right to have access to education (South Africa. The Bill of Rights of the Constitution of South Africa, 1996). The libraries provide free information for the people, and as such public libraries

were established to bridge the wide knowledge gap in the education system created by the apartheid regime (South Africa. The Bill of Rights of the Constitution of South Africa, 1996).

This research study focuses on management practices within the City of Cape Town public libraries. The City of Cape Town has one hundred and nine public libraries which are distributed across four areas, namely A, B, C and D. Area A is the northern part of Cape Town; Area B is the east; Area C is the central region while Area D is in the south. Area A is divided into five sub-areas while Area B, C and D have three sub-areas each. The number of libraries in a sub-area ranges from five to eleven. This study was conducted in Area D which has three sub-areas, sub-area 12, 13 and 14. Sub-area 13, which has seven libraries, serves as the study site. The researcher works at one of the seven libraries in sub-area 13. This library is therefore not included in the pool for selecting the participating libraries as the researcher was the acting library manager when the data was collected. Four libraries were purposively selected from the remaining six in sub-area 13 such that two community libraries and two regional libraries were included. The City of Cape Town public libraries are also grouped into three: small public libraries called community libraries, medium sized public libraries called regional libraries and large public libraries called city-wide libraries (Denton, 2013:8). This grouping is based on the services offered by the library, its working hours and the number of staff it has, with a community library offering most limited services, having the shortest working hours and the smallest number of staff (Denton, 2013:8). The researcher's study site has three community libraries and three regional libraries excluding hers which is a regional library. There are no city-wide libraries in the sub-area. A total of eight participants which include one library manager and one assistant librarian from each of the four selected public libraries took part in this study.

This study investigates the enabling and constraining practices in the management of four City of Cape Town public libraries. It seeks to understand the challenges faced by the library managers as well as staff under their supervision, and to explore the areas in which the libraries are doing well, for the sake of improvement. The researcher believes that it is sometimes difficult for most of the library managers to cope with their work due to the challenging conditions under which they work and the need to be informed and skilled managers, able to manoeuvre through these challenges. The idea of describing the management of a public library as a practice is used in this study. Kemmis et al. (2014) put forward the idea that a practice unfolds through: the use of a language (or sayings), the use of objects and space in a given time

(or doings), and certain relationships existing among the participants (or relatings) while also considering the environment where the practice unfolds. These sayings, doings and relatings are grouped together and shaped by the conditions, called arrangements, that exist at the site which can hinder or enhance the development of the practice (Kemmis et al., 2014).

1.3 Statement of the problem

For the past seven years of working for the City of Cape Town public libraries, the researcher has observed that some of the library managers she worked with struggled to cope with the demands of their job. A possible reason for this could be the fact that they do not have the necessary skills and competencies to address the challenges they face. A former senior librarian who worked as the researcher's manager resigned, citing excessive pressure as one of the reasons. Library managers have to work as both administrators and managers. Some of these library managers assume these managerial positions without having been exposed to the relevant training, and they therefore face many challenges at work. The study seeks to explore these challenges thoroughly with the hope of making recommendations on how they can be addressed. Areas in which the library is doing well will also be explored to help it improve further.

1.4 Research objectives

The following are the research goals which guide the research:

1. To explore the management practices that enable the running of four City of Cape Town public libraries
2. To explore the challenges faced by four City of Cape Town public library management in running the libraries and make suggestions for addressing them.

1.5 Research questions

What (management) practices enable and constrain the running of City of Cape Town public libraries?

To answer this question, the following **sub-questions** are asked:

1. (a) What (management) practices, if any, enable the running of four City of Cape Town public libraries?

- (b) How do, if at all, the (management) **practices in Question 1** (a) above contribute to the running of these four City of Cape Town public libraries?
2. (a) What (management) practices, if any, constrain the running of four City of Cape Town libraries?
- (b) How do, if at all, the (management) **practices in Question 2** (a) above constrain the running of these four City of Cape Town public libraries?

1.6 Research Methodology

This is an interpretive qualitative research study in which semi-structured interviews were conducted with the participants to gain a deeper understanding of their management practices. An interpretive approach looks at the fine details of the research process to get a deeper understanding of the phenomenon (Creswell, 2013). The data collected were then thematically analysed. The theory of practice architectures was used in the data analysis. The participants were selected using a purposive sampling method in order to get a better understanding of issues relating to management practices, as outlined by Creswell (2013:156). The researcher decided to sample the participants in such a way that the two groups of the libraries (two community libraries and two regional libraries) are represented.

1.7 The scope and limitations of the study

Limitations refer to the problems or challenges that the researcher encounters in the process of doing the research. They are normally beyond the researcher's control but if listed they help to support the validity of the findings. All studies have limitations. It is however, the researcher's responsibility to convince the reader on the validity of the results by pointing out the limitations (Locke, Spirduso & Silverman 2007:16). This study was confined to sub-area 13 and it involved two community libraries and two regional libraries. These libraries were used in order to understand how public libraries are run within the City of Cape Town public libraries. The use of a qualitative methodology is a limitation as a small number of public libraries (four in this case), made up of a small number of participants (two from each of the four public libraries), was used to try to understand a bigger picture. The time scheduled for this research study was limited, as such, the researcher only concentrated on four public libraries and eight participants, as this research had to be completed in a limited period of time. The heavy reliance of the data obtained from the interviews only also is a limitation. Despite the limitations, this study would still hope to be able to contribute to knowledge production in this field.

1.8 Definition of terms used

1.8.1 Management

Management is getting things done through the work of other people in order to meet the demands of an organisation's clients. It is regarded as both art and science. It is art because it is a human activity. Each manager accomplishes his or her goals subjectively through individual styles, based on personality, attitudes and values. It is science because it is built on knowledge developed to help managers to perform their different tasks both effectively and efficiently (Shenhar & Renier, 1996:26).

1.8.2 Public Library

Dictionary.com states that a public library is "A nonprofit library established for the use of the general public and maintained chiefly by public funds." On the other hand, the Certified Public Library Administrator program (2015) advocates that a public library

is established under state enabling laws or regulations to serve a community, district, or region, and provides at least the following:

1. an organized collection of printed or other library materials, or a combination thereof;
2. paid staff;
3. an established schedule in which services of the staff are available to the public;
4. the facilities necessary to support such a collection, staff, and schedule, and
5. is supported in whole or in part with public funds.

1.8.3 Leadership

According to Sharma and Jain (2013:310) "Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent." The skills and knowledge that the leader has can be influenced by his or her attributes or traits; such as beliefs, values, ethics, and character (Sharma & Jain, 2013:310).

1.8.4 Constraints

Mullins (1999:192) refers to constraints as "internal or external factors which limit what the manager can do: for example, resource limitations, legal or trade unions constraints, the nature of technology, physical location, organizational constraints, attitude of other people."

1.9 Summary

This chapter introduced the outline of the research. It gave a brief overview of what the study entails. It started with an introduction which gave a brief summary of what intrigued the researcher to conduct this study. It also described the objectives as well as the significance of the study. The research methodology, the limitations and the scope of the study were discussed as well. The chapter to follow will deal with literature review so as to understand what other scholars have indicated about the topic under discussion. The theory which guided the study will be discussed in this chapter as well.

1.10 Research outline

This study consists of five chapters discussed below:

Chapter one entails an introduction and background of the study. It is in this chapter that the research problem, research objectives, research questions and significance of the study are discussed.

Chapter two consists of the literature review in which the researcher will show a clear understanding of what other scholars have already discussed about the topic under investigation. It is in this chapter that views of other scholars will be used to substantiate the researcher's own views and perceptions. The theoretical frame-work that underpins this study will be discussed in depth within this chapter.

Chapter three elaborates the research design and methodology. The methods used in data collection are clarified in detail in this chapter.

Chapter four presents data analysis and presentation of findings in the form of tables to clarify the data.

Chapter five as the last chapter of the study represents the conclusion as well as recommendations for future improvement. The study will be summarised in this chapter.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Denicolo & Becker (2012:127) refer to the literature review as “A critical evaluation of the most relevant documents (published and unpublished) on an issue in relation to a particular piece of research.” It is normally carried out in order for the researcher to have an understanding of what other scholars are saying about the topic under investigation and what research has been done. This will help the researcher to develop a claim or an argument on the basis of what is available in the literature and substantiate it with the results. It is in this light that the significance of the study is established leading to the contribution to the production of new knowledge. The theory which informs the study will be explained in this chapter. The chapter further explores the concept of library management as a practice to look at the conditions that enable and constrain the smooth running of the public library. The concepts of management and leadership are explained and contrasted, and management in the public library sphere is further explained. Public library roles, opportunities and challenges are also discussed.

2.2 Theoretical framework

This study is informed by the theory of practice architectures derived by Kemmis and Grootenboer (2008), in order to understand the public library management practice of four City of Cape Town public libraries. Kemmis and Grootenboer (2008) indicate that practices are characterised by:

- certain ideas and thinking prevalent in a site, and the language used (the **sayings**);
- the particular ways in which the activities and actions are carried out (the **doings**), and
- the particular ways of relating to the living and nonliving entities involved in these practices (the **relatings**).

These sayings, doings and relatings are modelled, enabled or constrained by their **arrangements**, also called **practice architectures** (Kemmis & Grootenboer, 2008). Kemmis et al. (2012:6) as cited by Hemmings, Kemmis and Reupert (2013:474) indicate that a practice is:

a coherent and complex form of socially established cooperative human activity in which characteristic arrangements of actions and activities (doings) are comprehensible in terms of arrangements of relevant ideas in characteristic discourses (sayings), and

when the people and objects involved are distributed in characteristic arrangements of relationships (relatings), and when this complex of sayings, doings and relatings “hangs together” in a distinctive project.

2.2.1 Sayings as practice characteristics

The sayings have to do with how the language is used when management practices unfold. One asks questions such as: What kind of language is used? Is it the language that can be understood by all? If there are many languages spoken at work-place due to the workers belonging to different racial groups, as it is the case with the City of Cape Town public libraries, what determines the choice of the spoken language? How do we address each other? What do we think about the management practices experienced at work-place? What is the tone of our talk when engaging one another in work-related matters? These are the questions that one needs to think about when looking at the aspect of the sayings as the characteristic of the practices enabling or constraining public library management practices.

2.2.2 Doings as practice characteristics

The doings refer to the activities being carried out as the practice unfolds. These doings refer to the actual ways of doing things which could include the way directives are conveyed from the managers to the ordinary workers; how the space in the manager’s office is arranged – whether the space is welcoming or intimidating; the allocation of resources (furniture, books, stationery, capital and human) to the different sections of the library – Who decides on allocating tasks to others? How is this allocation done? How is the time managed? Who manages the roster, and why? These questions help in looking at the doings aspect of the practices enabling or constraining public library management practices.

2.2.3 Relatings as practice characteristics

Relatings are the relationships developed among workers; among managers; between workers and managers; and between the people and their surroundings (space, furniture and other living or non-living entities). We tend to answer questions like: What kinds of relationships prevail at this place? Are these relationships healthy or unhealthy? How do we treat our resources? Are there rules, regulations and policies governing our daily routine? The answers to these questions characterise the relatings aspect of the practices that enable or constrain the running of a public library.

2.2.4 Practice architectures

These are the conditions or mechanisms that shape the unfolding practice. These conditions can provide a favourable atmosphere for the practice to be carried out efficiently, or they can act as hindrances to the unfolding practice. This is the reason the study is looking at the practices enabling or constraining the smooth running of the public libraries. The practice characteristics and architectures go hand-in-hand and they are bound together to form what are called practice bundles (Kemmis & Grootenboer, 2008). These practice bundles are specific to a particular practice. For example, management practices in the children section of the public library will need a certain type of furniture suitable for the children; the books needed are different from the adult section books; the money allocated to buy some items will also differ from section to section.

The sayings are shaped by the cultural-discursive arrangements; the doings shaped by the material-economic arrangements; and relatings being shaped by the social-political arrangements. These sayings, doings and relatings, together with their arrangements, happen in semantic space, physical space-time, and social space, respectively. As Kemmis and Heikkinen (2011:3) stipulate, practices are held together in three dimensions:

(1) The semantic dimension (in which it is possible to say things and be understood), (2) the dimension of physical space-time (in which it is possible to do relevant activities), and (3) the social-political dimension (in which it is possible to relate appropriately to others in the practice).

The theory of practice architectures is depicted in Figure 2.1.

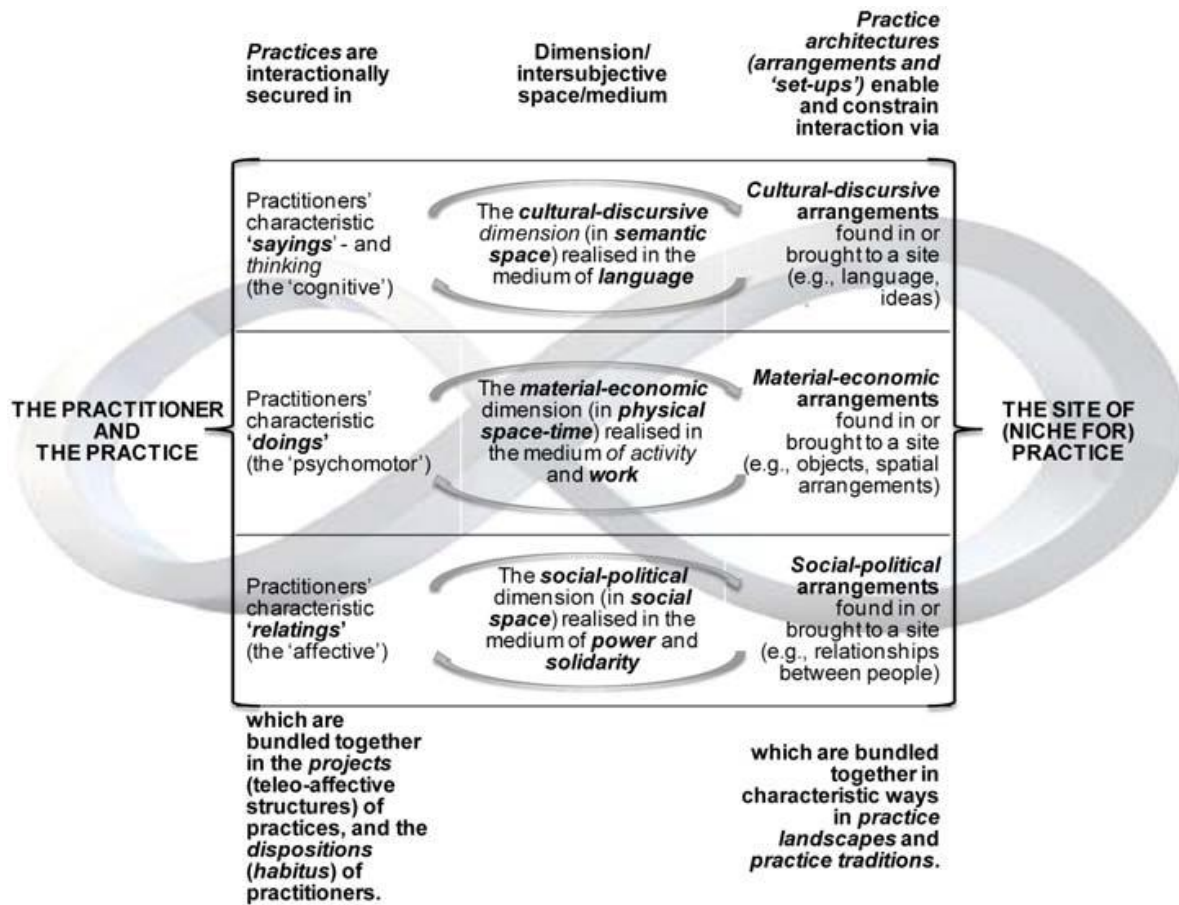


Figure 2.1. Theory of practice architectures, from Hemmings, Kemmis and Reupert (2013:475).

2.3 The conceptual focus of the research study

The research study focuses on the management practices enabling and constraining the running of four City of Cape Town public libraries. The concepts that are discussed below form the backbone of the study.

2.3.1 Public libraries

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (1994:3) describes the public library as “the local centre of information, making all kinds of knowledge and information readily available to its users.” It goes on to say that public library services “are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status” (UNESCO, 1994:3).

Dick (2007) states that Lord Charles Somerset, who was then the Cape Colony Governor, financed the first South African Public Library in Cape Town in 1818 so as to educate the youth. However, the idea of starting a library in South Africa was conceptualised in the rural area of the Cape Colony in 1803 by Johannes van der Kemp of the London missionary society for his school which was situated in Bethelsdorp (Dick, 2007). The demand for public libraries grew in the country resulting in the establishment of public libraries in the former provinces in South Africa which were the Transvaal, Natal, Orange Free State and the Cape (South Africa. Department of Arts and Culture, 2015). The development of the public libraries was, however, offset by apartheid, resulting in an unequal distribution of resources and funding across public libraries, while some public libraries in the townships were even closed (South Africa. Department of Arts and Culture, 2015). Prior to 1993 public library services were provided by municipalities in terms of the provincial ordinances of the old provinces, and services were provided mainly in urban centres, while the townships, informal settlements and homeland areas were poorly catered for (South Africa. Department of Arts and Culture, 2013). The dawn of democracy in 1994 saw drastic changes in public libraries some of which had to do with breaking the colonial nature of public libraries to serve all local people without any form of discrimination and to focus on democracy, education and empowering the people (Hart, 2007:15).

2.3.2 Management

It is a challenging task to define management as it applies to many different fields. However, different authors have managed to come up with various definitions pertaining to the term management in an attempt to clarify the matter. Management has become a matter of concern in different organizations as poor management practices may lead to their failure to successfully implement their plans. Therefore, Bennis and Nanus (n.d.) as cited by Ricketts (2009:2) stress that management is a process of “accomplishing activities and mastering routines.” Jonkar (2008) adds that management “is the process of reaching organisational goals by working with and through people and other organisational resources.” Robbins and Coulter (2012:9) further indicate that management is a coordinated effort by a range of people which ensures the smooth running of the activities. Management is characterized by many functions which include leading, staffing, planning, organising, influencing and controlling (Jonkar, 2008; Robbins & Coulter, 2012:9; Moran, Morner & Stueart, 2013:9-10). It is evident from these explanations that people are at the centre of management practices.

2.3.3 Management and leadership compared

Christie and Lingard (2001:1) assert that organisational “goals and central purposes” are achieved through management practices. On the other hand, leadership is regarded as “as an interpersonal process of inspiring and motivating followers with a focus on long term institutional aspirations and changes” (Taylor & Machado, 2006:142). Ricketts (2009:2) argues that leadership and management have some commonalities as both are goal-oriented and actively engage people. The challenge is how these two terms can be differentiated as they sometimes confuse some people. Robbins and Coulter (2003:458) agree that there is a difference between these two terms although authors and practitioners sometimes put them together. They further state that managers can be leaders but not all leaders can be managers as they may lack effective management skills (Robbins & Coulter, 2003:458). Even though leaders can influence others, it does not necessarily mean that they can also plan, organize and exercise control (Robbins & Coulter 2003:458). Haycock (2011:18) differentiates between the two terms by looking at their goal-oriented tasks which indicate that management goals are achievable within a shorter period of time than the leadership ones. It is further stressed that the role of a leader is to make the organisation fulfill its vision and achieve its goals, but the manager monitors the performance and the daily activities of the organisation while also providing supervisory support to all the staff (Haycock, 2011:18). Fadehan’s (2010:92) summary of the differences between leadership and management is presented in Table 2.1.

Table 2.1: Differences between leadership and management

Leadership	Management
A leader does the right thing.	A good manager does things right.
Leadership is about effectiveness.	Management is largely about efficiency.
Leading is about what and why.	Management is about how to do things.
Leadership is about trust and about people.	Management is about systems, controls, procedures, policies and structures.
Leadership is about innovating and initiating.	Management is about copying, about the status quo.
Leadership looks at the horizon, not just the bottom line.	Management is about the bottom line.

Source: Fadehan (2010:92)

2.3.4 Public library management

According to Moran, Morner and Stueart (2013:7), library management can be divided into three levels, namely: top-level management, middle-level management and low-level management, which is sometimes referred to as line-management. This study focuses mainly on line managers who are on the lowest rank of the library management hierarchy. Their work is to ensure that employees perform their everyday activities aimed at the accomplishment of the library's goals. The public library line managers' roles include giving directions on the running of daily activities, monitoring the general performance of the library, reporting on the outcomes, and general management of staff, finances and resources (Haider, 2007:173). This is a clear indication of how important the public library line managers' roles are and how they can negatively impact on the library performance if they are not carried out effectively and efficiently.

Line managers, being responsible for overseeing the work done by the people they manage, have the liberty to delegate managerial tasks to certain individuals under their supervision in order to relieve themselves of work pressure. In work environments where different people with different characters and capabilities come together, it is very important to cultivate the spirit of trust among them by giving them responsibilities. As Hosmer (1995:379) indicates: "trust is essential for understanding interpersonal and group behaviour, managerial effectiveness, economic exchange and social or political stability." Shared responsibility in which different tasks are assigned to individual employees can strengthen the element of trust among employees. Shared responsibility could also be equated to shared leadership as each employee takes charge of the role assigned to him or her. No matter how experienced and knowledgeable one is as a leader or manager he or she will always need other people's assistance for rational decisions (Kocolowski, 2010:22).

It has been very difficult to find studies based on public library management in general, let alone those based on opportunities or challenges faced by public library managers either internationally or locally. Though the researchers might be few in this field, this study forms an important element that opens the way for other potential researchers. As Leininger (2014:9) indicates, "there is a remarkable lack of research in public library management, particularly as it applies to managers." She further adds that most of the research on public library management she found dealt with management activities such as "budgeting, collection development, [and] community partnerships" and those that focused on managers would be

dealing with high level management such as directors and not the line managers (Leininger, 2014:9-10). This further stresses the valuable knowledge contribution this study hopes to make in this field as it looks at opportunities and challenges public library line managers are facing.

Fischer (2015) carried out a survey in 2015 in the rural and small towns of the United States of America in which seventy-eight librarians with management experience were asked to identify the challenges they were facing, including the managerial ones, and suggest how these could be solved. The research participants used an online platform to engage with the researcher and the common challenges they raised had to do with budget and staffing (Fischer, 2015:355). The top three managerial challenges found in Fischer's study are staffing, funding and marketing (Fischer, 2015:367). The suggested solutions to these challenges include establishing internship programmes; increasing the number of staff, training staff on different aspects of librarianship; using volunteers, websites and social media for marketing purposes, and strengthening fund-raising mechanisms, partnerships and collaborations (Fischer, 2015:369). She further indicates that in searching the little literature available on rural and small town library challenges, librarians seem to "struggle with such issues as funding, staffing, continuing education, and keeping technology up to date" (Fischer, 2015:355).

2.3.5 Public libraries' roles and opportunities

Public libraries are very important in society as they cater for people with different needs, whether they are job-seekers, students, professionals, readers or internet users (South Africa. Department of Arts and Culture, 2013:ii). Public libraries therefore play a pivotal role in fostering social and economic development (South Africa. Department of Arts and Culture, 2013), hence they need to be well managed in order for them to continue serving the communities around them. Public libraries play many different roles in society, but all these contribute to one main aspect which is the socio-economic development in the country (Hart, 2007; Mchombu & Beukes-Amiss, 2015; Mojapelo, 2017; Nassimbeni & May, 2006).

2.3.5.1 Public libraries in education

One of the indicators of the country's development is based on the number of people who can read and write, usually called the literacy rate (South Africa. Statistics South Africa (Stats SA), 2016:19). South Africa as a developing country can improve its literacy rate by providing more public libraries in the communities to encourage and improve the reading culture. The adult literacy rate in South Africa is 94.4% (Stats SA, 2016:20). The government needs to invest

more money in education to improve the level of literacy in the country, especially among poor people where a shortage of these public libraries impacts negatively on the literacy levels (Grobbelaar, 2010).

Public libraries play an essential role in education as they provide communities with free access to information and the technology associated with its use and dissemination (Hart, 2007). People sometimes refer to libraries to make informed decisions. Many people visit libraries every day for different reasons, but the important outcome of the visit is to improve knowledge. Chilekati (2016) advocates that libraries as sources of information are very important because free access to information is one of the indicators of economic development.

Even after gaining independence from colonialism, the lives of African people are still influenced by their colonists. These influences are prominent in almost all sectors of the society, whether in politics, economy, education and the way of life. However, education is the fundamental aspect of life upon which all other sectors depend, meaning that the type of education one gets will shape his or her future in terms of how he or she understands the world. There has been considerable debate and discussion on whether the education system in the country really serves the interests of the African people or if it still serves the interests of their colonists. This has resulted in people talking much about decolonising the curriculum or disciplinary knowledge, and this was also one of the major demands that students were raising during the #RhodesMustFall campaign, where students protested against the presence of colonial masters' statues or symbols at their universities.

The major talking point about decolonising the curriculum is that the knowledge that African people have is undermined and not being given enough time in the curricula, but people in the past have been able to live and sustain their lives with this knowledge for many years prior to their places being occupied by the people from the western part of the world. Gordon (2014) calls for the two knowledge forms: indigenous knowledge and western knowledge, to be regarded as complementary and not one being dominant over another, as the situation stands now. He indicates that this idea of the complete dominance results in what he calls disciplinary decadence, in which one knowledge form just dies (in this case the indigenous knowledge) because it is not taken seriously, while on the other hand the other form of knowledge (in this case the western knowledge) flourishes because of the proportionally larger amount of attention it is given (Gordon, 2014). The role of public libraries in promoting indigenous knowledge at

this time when it is taken for granted is very important. Public libraries are regarded as “people’s university” (Scott, 2011:195), indicating that they are places where different people meet and gain information. They should offer a warm welcome to everyone. Since people from different cultural groups meet at public libraries, they are a good place to showcase educational activities on different cultural groups and knowledge systems so that different people can understand, respect and tolerate each other. This could be a very important initiative, especially in South Africa where incidents of xenophobia and violent service delivery protests are common. As Scott (2011:201) indicates, providing opportunities for the community members to interact with each other in different ways will improve their understanding of their cultural differences and the world in which they live.

While the school curriculum and most of the university courses in South Africa are rigidly structured and offer teachers or lecturers little chance to address issues relating to indigenous knowledge systems, students have the freedom to explore this area in public libraries. This is a place where they can be offered support and be provided with opportunities to learn more about their own cultural practices and even those of other people (Scott, 2011). It is commonly agreed that these issues do not only apply to tertiary institutions: even the primary and secondary school curriculum is included (Mahapa, 2015). There is also a general consensus that African knowledge and Western knowledge go hand in hand, and they should be given equal consideration (Gordon, 2014; Sayed, 2015). Magubane (2015) talks of decolonisation as a process of critically looking at our academic, cultural and social practices and asking whose interests they serve. Public libraries can provide a platform to serve as a starting point for decolonising and transforming the curriculum.

About 92% of the schools in South Africa do not have school libraries, and some of the existing libraries are not well stocked (Paton-Ash & Wilmot, 2013). The absence of these libraries has a negative impact on the process of teaching and learning as learners find it difficult to supplement what they have learnt in class or to find information when working on their assessment tasks. Teachers also struggle to find information from different sources, leading to the teacher having a narrow range of information to be conveyed. As Kuhlthau (2010:19) indicates, “School libraries are an essential source of lots of information pertinent to the curriculum and good books to read.” But access to public libraries can offer a solution to this problem.

Public libraries are also a potential resource in times when the school curriculum changes, as in the case of South Africa where the school curriculum has undergone several revisions since the late 1990s. The present curriculum is called Curriculum and Assessment Policy Statement (CAPS). Hart (2004) carried out a study to investigate the role a public library could play during the time when a curriculum changes. The study involved 800 learners who were interviewed on how their two public libraries based just outside Cape Town helped them in their school work. The results of the study confirmed what other researchers who carried out similar studies found: the fact that public libraries contribute positively towards student learning (Hart, 2004). Hart (2004:10) further indicates that new curriculum usually means new ways of teaching and new ways of student learning; hence teachers make use of public libraries to equip themselves with this knowledge. New subject content knowledge is also normally introduced in the new curriculum to cater for the current challenges faced by society and this puts more pressure on the teachers to find more information when preparing lessons (Ramnarain & Fortus, 2013:1).

2.3.5.2 Information and communication technology infrastructure improvement and usage

Library services have drastically changed from just book collection and circulation (Anstice, 2014) to advanced services and technology use. Library managers should therefore see this as an opportunity to create necessary changes in the profession (Haider 2007:173) so as to ensure that libraries are still important and relevant in these changing times. Moran, Morner and Stueart (2013:5) add that, as libraries evolve, their managers should be well equipped with new knowledge and skills for them to compete in the global village.

Libraries are under pressure to justify their existence in the face of technology development that might make them appear less useful. As Rao and Babu (2001:25) stress, the internet “has revolutionized the way people access information, and has opened up new possibilities.” Some people believe that the physical structures of libraries might cease to exist due to an increase in the use of the latest technology for information access which it is believed gives rise to what are called “virtual libraries” (Rao & Babu, 2001:25). However, libraries are still functioning quite well due to the fact that they have moved from traditional libraries into modern ones in which these resources are being housed and made accessible to people free of charge. Rao and Babu (2001:25) further note that in the technological world, libraries and librarians have to change their “roles, paradigms, and organisational culture.”

Public library managers are the face of the libraries, as a result they have to exercise their skills to ensure that libraries remain visible even with the evolution of technology. Public library managers must always be on the lookout for new possibilities that will help the library to flourish in this ever-changing environment of business and organisation brought by technology. As public library managers are also leading the people they work with, they should strive to be good leaders. Blanchard (2012) suggests that a good leader must be a critical thinker and that strategic thinking requires a good leader to know the organisation very well in terms of its vision, its goals and objectives, and its strengths, weaknesses, opportunities and threats.

The changing landscape of technology brings possibilities that library managers can use to attract their clients. The future of libraries is exciting and vibrant with endless possibilities shaped by the changing technology. Without public libraries these technological resources will be unavailable to the economically disadvantaged citizens of this country. Without public libraries ordinary people would be spending their hard-earned money trying to access expensive technological devices, not mentioning the poor, who would not even afford to access the information if it could only be accessed through these devices outside of the library. Real, Bertot and Jaeger (2014:7) add that public libraries are the only source of internet in rural areas, where the majority of people are poor. It is therefore evident that a large number of people who have no internet access might not be able to access information without the public library.

2.3.5.3 Community building

Scott (2011:210) acknowledges that the library “has the potential to increase equity and promote a socially inclusive society by providing opportunities for people, particularly those who lack other avenues, to learn new things, access resources, and connect with others in their community and beyond.” Public libraries play a large role in the community by offering a platform for social engagement and dialogue. Different members of the community can use a public library to talk about issues affecting them. Young (2012:30) supports this idea by saying that public libraries can be able to connect the local community with different sectors of the society such as business, schools and government in order to solve the community problems.

Libraries play an important role in the development of the country’s citizens and its economy by promoting “equitable” democracy (Hart & Nassimbeni, 2014:2). Even though the government’s role is to ensure a proper life for all its citizens, the legacy of apartheid in South Africa is still responsible for the huge gap seen today between the rich and the poor (Mojapelo,

2017). Chutel (2017) points out that since 2011, “three million South Africans have been pushed below the poverty line 30.4 million south Africans - 55.5% of the population - live on less than 992 rand (about \$75) per person per month.” The services offered by the public libraries have the potential to “bridge wealth and societal disparities” (Lawson, 2016:32). It is further indicated that while some people are of the opinion that electronic space is taking over the physical space of public libraries, others strongly believe that public libraries are “a civic and cultural engagement space, a place for workforce preparedness and educational pursuits, a safe place, and a centre of community life” (Lawson, 2016:31). Southern African countries have in the past experienced incidents of civil unrest brought by liberation wars and apartheid (Mchombu & Beukes-Amis, 2015:115), meaning that the role of public libraries in enhancing social cohesion is imperative (Mojapelo, 2017:6).

One of the major challenges facing South Africa today is the high number of people without jobs, which was 25% of the total population in 2014 as opposed to 22% in 1994 (South Africa. StatsSA, n.d.) and this increased further to 27.7% in the third quarter of 2017 (South Africa. StatsSA homepage, 2018). Public libraries have the potential to curb these rates by deploying technological services to help the unemployed to search and apply for jobs. Lawson (2016:40) indicates that public libraries can serve as places where “job-seekers develop resumés and cover letters.” South Africa is also a host for many people from neighbouring countries who come here to search for jobs, residence or political asylum. Public libraries are places where these people can seek information they need, learn about South Africans and also be integrated into the communities. Mojapelo (2017:6) indicates that the libraries are the perfect places for these people “to meet, network and socialise with the local residents.”

2.3.6 Public library management challenges

One acknowledges that there are many challenges facing library managers and it would not be easy to discuss all of them. The following are the most common ones in the literature: management of staff, financial challenges, inadequate skills and resources, and service delivery protests.

2.3.6.1 Staff-management in public libraries

People are the most important assets of an organisation; therefore, they should be treated with courtesy. Managing people can be really difficult, especially because some managers might have never been trained on leadership and management skills. This might have a negative

impact on an organisation's growth. Good managers are aware that they will never make it without the assistance of other people around them. They rely on the team for the success of the company they run. They delegate and trust that people will do a proper job even in their absence. They are aware that their responsibility is to ensure that subordinates perform to the expected standard. If not, they find a way to deploy measures that will encourage good performance. They value each and every individual's contribution to the organisation accomplishing its mission. They do not work in isolation but believe in teamwork and always involve people in decision making. As Sun (2008:86) stresses, if people work together to achieve a certain goal, every person in the group feels empowered.

Managers should not entirely restrict information from the employees as this might hinder their performance. Berry (2015) states that organisations need to "recognise the value of information and knowledge as a key organisational asset which requires a cultural shift in the company." It is further stipulated that management must implement processes that allow employees to access existing knowledge so as to help employees to become more productive and proficient at their jobs (Berry, 2015). Knowledgeable employees are able to take part in decision making. They can also suggest valuable ideas that might contribute towards the development of the company. As Berry (2015) stresses, employees who do not have sufficient knowledge are not able to do their work effectively. However, there should be restrictions of information access to avoid leakage of confidential information into the wrong hands. It has been commonly accepted that communication is a critical skill for any manager as it enables people in an organisation to work harmoniously together towards the accomplishment of a given goal (Moran, Morner & Stueart, 2013:336). Clear information communication between the two parties helps to eradicate unforeseen problems. Information can be distributed to employees in the form of emails, newsletters and social media.

2.3.6.2 Financial challenges

South Africa has been faced with socio-economic challenges for a long time, some of which emanate from the apartheid era. Instead of the economy improving, it seems to be hovering at its lowest levels with the current economic downgrades from international rating agencies. These challenges are also affecting public libraries. Many public libraries, especially those situated in the rural areas are neglected, and they "do not have their own buildings" (Ghosh, 2017). Abdulkarim (2010) in Omotosho and Okiki (2012:3) indicates that the public library services in the developing countries have declined in the past years due to budget cuts and

political situations in developing countries such as South Africa. Public libraries are operating under limited resources and budgets, so managers should be on the lookout for more funds from the private sector and the friends of the libraries who normally raise funds for the libraries. Bartlett (2015:1) adds that “librarians are constantly in the process of fighting for scarce resources and deciding how best to allocate them in the face of widely varying demands and expectations from their user communities.” Haider (2007:172) also affirms that one of the greatest challenges faced by public libraries is “shrinking budgets combined with ever-rising inflation, which has obviously affected library growth and services.” It is clear that inadequate funding will negatively affect many developmental plans of the public library, which could include buying of furniture, buying of computers, expanding the library, ordering more stock, awareness campaigns, training of staff, and even employing new staff.

Dorrian (1998:2) states that “the customer has to see an organisation and its products not only as being different but also as being better than the competing one.” Nowadays libraries are faced with a dilemma of closing down due to the fact that information is no longer available in books only; therefore, it is only through good marketing strategies that libraries will survive this ordeal. There are competitors such as e-resources (internet, social media, tablets, phones, etc.) that people use to access information and different material for many purposes such as research, studying and entertainment. Identifying and making these competitors available in libraries will help libraries to always be at the forefront when it comes to meeting their patrons’ needs; hence the reason for most libraries housing these resources. Librarians need to make people aware that they can access high quality resources in libraries free of charge. Without necessary resources library managers might find it difficult to perform their duties effectively and this might also affect the general staff members as well.

2.3.6.3 Inadequate skills possessed by the librarians and their managers

Managers are also faced with the challenge of managing staff members who do not have adequate skills to perform their tasks in this digital age environment. It is therefore important for the library managers to identify employees’ training needs for them to acquire skills in order to provide good services to the clients. Krajc and Ortmann (2008:725) suggest that people who are unskilled might not know that they lack certain skills until they are exposed to such skills, and this makes them incompetent, hence unproductive, and this “robs them of meta-cognitive ability to realise it.”

Librarian skills will always be needed even with the developments in technology, meaning that staff members should be well equipped to assist their clients. They have to attend training to learn more about technology which has changed the way libraries function. Systems keep on changing, so managers should lead in a way that influences this never-ending journey of adaptation (Anderson, 1999:230). It is also very important to think of organisations and even our practices as systems in order to develop a holistic view of their actions. Ehlers and Lazenby (2010:62) insist that human capital is a very important element of any company, and it is because of it that the company is able to compete with others in the market. They further stress that it is very important to train staff members from time to time to improve their skills as companies change their operational tasks to cater for the changing needs of their clients (Ehlers & Lazenby, 2010:270). Meyer and Boninelli (2004:15) indicate also that effective leaders are able to foresee the challenges that their followers might encounter and then prepare them with relevant skills to overcome such challenges.

Some library users, particularly students, need information that is quickly available and accessible from the internet. Public libraries therefore have to ensure that internet access is available to these clients. It is sometimes a challenge for some librarians who lack skills to use the latest technology, the reason why staff training is important (Rao & Babu, 2001:27). It is even more difficult for ordinary staff members to realise how important it is to equip themselves with technological skills if the library managers themselves are unskilled. Some libraries, such as the City of Cape Town public libraries, provide bursaries to those staff members who do not have the necessary qualifications to ensure that they gain the skills required to provide good service to the community. The City of Cape Town public libraries have had some staff members trained in digital cataloguing to help in digitising information such as the history behind the establishment of communities in Cape Town. The City of Cape Town has also spent money on making other resources such as encyclopedias available online to meet patrons' information needs.

The changing landscape in accessing information means that librarians have to acquire more knowledge and new skills to be able to help clients, and this means that they need to work harder in achieving all of these. With so much information in the internet, much time could be wasted by the library users in trying to find the relevant information, if they do not seek help from the librarian (Rao & Babu, 2001:27). Gone are the days when a library would just house the written material or books.

Inadequate financial management skills are also a common feature in public libraries. It has been found that some of the allocated funds in some public libraries were either misused or the financed projects were never completed. The Department of Arts and Culture (2014) reports that some funds were allocated to some public libraries in the Limpopo Province for developmental purposes, but some of the funds were unused and re-allocated to other departmental activities which were not library-related due to lack of relevant skills. The skills shortage is exacerbated by the shortage of staff with the relevant skills that could otherwise curb the problem by training fellow workers.

2.3.6.4 Service delivery protests in South Africa

One of the major problems facing public libraries is the fact that they are being targeted by some community members when they protest against the municipalities' inefficiencies in service delivery. It is reported that in 2009, 20 public libraries were burned down as a result of these protests (van Onselen, 2014, as cited by Hart & Nassimbeni 2014:3). Dick (2013) in Bitso (2015) re-affirms that 15 libraries were destroyed within four years by protesters. These protesters sometimes forcibly close the libraries and vandalise them. It takes time to repair the damages caused by these protesters, let alone having to re-build the whole library which has burnt down. These cases are very worrying to the public library managers. As a result, Bitso (2015) suggests that educating communities about the value of libraries could be a solution to this problem, especially because the targeted libraries are normally in poverty-stricken communities where they are needed most. She further states that educating the librarians about risk management could also play a fundamental role towards solving this problem faced by public libraries (Bitso, 2015).

2.4 Conclusion

The theory of practice architectures which looks at the concept of management as a practice was discussed in this chapter. It emphasises that management can be described in terms of its characteristics, which are the sayings, doings and relating, and in terms of the conditions enabling or constraining development. The concepts that form the backbone of the study were also introduced and explained. Opportunities are available to public library managers to make use of them in order to develop their public libraries. These include community development through improving the literacy rate through education, helping in job-seeking initiatives, and technology use and advancement. Challenges facing public library managers include staff

management issues, lack of resources and relevant skills, financial constraints, and service delivery protests. Public library managers work hard to ensure that libraries survive in the ever-changing information environment. Moran, Morner and Stueart (2013:60) state that the roles of library managers change with time, and as such they are unpredictable. Library managers are therefore mandated to look for strategies that will sustain the future of the libraries in this changing environment. It is important for public library managers to reflect on their practices so that they can pro-actively react to the challenges. The next chapter discusses the methodology used in the collection and analysis of data for this study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter introduces the methodology, research design, research method, data gathering techniques, data analysis, population, sampling and validity followed. It also describes the ethical clearance procedure followed in carrying out this study.

3.2 Research design and methodology

Denicolo and Becker (2012:129) refer to research design as a “strategic procedural plan for a research project, setting out the broad structures and features of the research, each with justification.” Creswell (2009:5) articulates that research design is a plan or proposal from which the research is carried out. It encompasses strategies of inquiry and certain methods, which are described in this section in respect of the current study.

This study uses a qualitative research method because the researcher aims to have a deep understanding of the management practices of the four selected City of Cape Town public libraries and how these management practices impact on the running of these public libraries. Nieuwenhuis (2007:51) stipulates that qualitative research “typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations.” A qualitative study puts more emphasis on the quality of data obtained and not necessarily on the amount or quantity of such data, hence it does not necessarily involve a large number of research participants.

3.3 Data gathering technique/tool

This research study used semi-structured interviews to collect data. A set of questions targeting the responses that answer the research questions was developed, and these make what is called an interview schedule (Roberts-Holmes, 2005:109) attached to this study as Appendix C. Ludike et al. (2007:168) indicate that if “the problem is localized, affecting only a small number of employees, personal interviews may be the most effective method.” Interviews also enable one to ask questions and get answers through conversation. Semi-structured interviews give one a chance to probe further if the respondent gives an unclear answer. Roberts-Holmes (2005:109) indicates that in a structured interview, “the interviewer has a set of predetermined questions which he/she asks in a set order.” These questions lead the respondent into answering

the main research questions. Semi-structured interviews allow for broader engagement than contained in structured interviews. The interview questions were formulated such that they provided answers to the main research question which sought to find out what practices enabled or constrained the managing of the sampled public libraries (refer to section 1.5). Furthermore, the interview and research questions were informed by the theory used in the study which analysed these enabling or constraining practices into what the participants are saying and doing, and how they relate to each other, their available resources and their environment (see section 2.2.4). These enabling and constraining practices are the architectures of the unfolding practices in the running of the libraries, in theoretical terms (see section 2.2.4).

The interview responses were recorded, after the permission was granted by the participants, and these were transcribed. The recording of the interview was very helpful because one could play back the interview at any time when need arose, and the playback could be repeated for the purposes of transcribing. The interview responses helped the researcher gain a deeper insight into the respondents' answers.

3.4 Data analysis

Data analysis was done in such a way that the answers to the questions were grouped according to certain concepts or themes. According to Leedy and Omrod (2005:138), "The data are categorised according to their meanings. Patterns, regularities and critical events are identified." The themes to be identified were selected in order to address the questions asked.

Furthermore, the theory of practice architectures was also used as a data analysis tool to help ascertain what the data entailed. Practices which unfolded in the running of the four selected City of Cape Town public libraries in Area D had their own sayings, doings and relatings. In sayings, for example, one looked at the broad use of language in the work-place and the thinking and belief systems in managing a public library. In doings, for example, one looked at the availability and use of the library space and resources by the library employees. In relatings, for example, one explored the kind of relationships that existed among the library employees in general; between the library management and other employees; and between the human and nonhuman entities (or the living and nonliving entities).

Inductive and abductive approaches to data analysis were used. In an inductive approach, one looks for "similarities in a number of observations and draws the conclusion that these

similarities also apply to nonstudied cases” (Danermark, Ekstrom, Jakobsen & Karlsson, 2002). NVivo computer application was used in the identification of the themes relevant to answering the interview and research questions. In an inductive approach, themes were allowed to come out of the data collected, and an analytical table was used for this (refer to Tables 4.1 and 4.2 in section 4.3). In an analytical table, the columns represented the themes from the participants’ responses and constituting the fields are the participants’ identities. A table represents a broad theme and all the responses from the participants about this particular theme are presented on this table as sub-themes. The themes are developed from the participants’ responses in such a manner that they provided answers to the research questions asked and thereby addressing the research goals.

Danermark et al. (2002) indicate that in an abductive approach, one seeks to “to understand something in a new way by observing and interpreting this something in a new conceptual framework.” It is in this light that the theory of practice architectures has been used to analyse the raw data in terms of the sayings, doings and relating, and their arrangements. Data has been analysed through emerging themes that are organized according to these sayings, doings and relating, together with their arrangements as seen in Tables 4.1 and 4.2. This means that the sayings, doings and relating which characterise managing a public library, are looked at. The emerged practice arrangements in this context are the conditions which enable or constrain the management of the sampled public libraries. The theory of practice architectures as explained in section 2.2.4, was used as a framework in this study to analyse data using the abductive approach (refer to section 4.3).

3.5 Population and sampling

The research study was conducted in four City of Cape Town public libraries consisting of two regional libraries and two community libraries all of which are situated in the southern part of Cape Town. The researcher is a City of Cape Town employee working at one of the City of Cape Town public libraries in the southern region but her library was excluded from the study as she was acting as a library manager at the time of data collection. The selected libraries were therefore easily accessible. The researcher was fully aware of the ethical obligations when conducting this study. Research sampling is a process of selecting a group of people, objects or items that are taken from a larger population for measurements. The sampling frame is a list of the items or people forming a population from which a sample is taken. This study employed purposeful sampling which Creswell (2013:2170) stipulates “is used so that individuals are

selected because they have experienced the central phenomenon.” The participants were selected in this manner so that the managers themselves might be able to share their challenges and areas in which they are doing well but also hear from the people they manage what they experienced or saw happening.

In-depth semi-structured interviews were carried out with four library managers (two principal librarians from two regional libraries and two senior librarians from two community libraries), and four assistant librarians (one from each of the four libraries). This makes a total of eight, the number of participants I worked with in this study. These research participants were selected employees from the four sampled City of Cape Town libraries, based on their willingness to participate.

Table 3.1: City of Cape Town public library employee profile

	Designate	Identification
1	Principal librarian (manager 1)	ACM
2	Principal librarian (manager 2)	RRM
3	Senior librarian (manager 3)	LSM
4	Senior librarian (manager 4)	NTM
5	Assistant librarian 1	BRA
6	Assistant librarian 2	CCA
7	Assistant librarian 3	TSA
8	Assistant librarian 4	WTA

3.6 Validity

Validity refers to an indication of whether the instrument measures what it is expected to measure (Pietersen & Maree, 2007). Face validity and content validity was used to validate the research instrument (interview questions) before they were used. As Pietersen and Maree (2007:217) say, “face validity refers to the extent to which an instrument ‘looks’ valid.” Content validity is the measure of whether or not the instrument covers the content it is meant to cover (Pietersen & Maree, 2007:217). To ensure face validity, the research instruments were distributed to my supervisors and fellow masters students, for their comments. Their general comments on the research instruments (i.e. the language used and the questions themselves)

were acknowledged and necessary changes were made. The participants were asked the same questions which were derived from the research objectives and the research questions. Practice architectures theory was also used as a guiding tool in the design of the interview questions. As explained in sections 2.2, 3.3 and 3.4, the theory of practice architectures is about the conditions that enable and constrain the unfolding practice or practices in question and this theory is in alignment with the research goals, research questions and interview questions asked (refer to sections 1.4 and 1.5).

3.7 Ethical considerations

Denicolo and Becker (2012:125) describe ethics as “The study of code and principles of moral behavior, and in research, decisions about which courses of action are morally right or wrong, particularly in terms of their impact on participants/subjects and communities they belong to.”

The views of the participants on the issues relating to the running of City of Cape Town public libraries sampled here are not necessarily those held by all the members of their cultural groups, gender or libraries. Confidentiality and anonymity regarding the names of the participants and the public libraries where participants are working were strictly adhered to. An access letter (Appendix A) together with the summary of the study were submitted to the Departmental Research Ethics Committee on the 28th April 2018. Ethical clearance from the university’s (Faculty of Humanities) Research Ethics Committee to conduct this research study was granted on the 15th of May 2018, as Appendix B shows. The request to conduct interviews from City of Cape Town libraries was sent to the relevant department in May 2018. Permission was then granted to engage the participating employees in October 2018. Immediately after the request was approved, a consent letter and consent form attached here as Appendix D were also sent to participants to request their permission to participate in the study.

Christensen and Johnson (2000:71) warn researchers to acknowledge the differences existing among the research participants and to respect their right to be anonymous. The researcher made sure that the participants understood fully the purpose of the study by signing a consent form (attached as Appendix D) before they volunteered to take part in the interviews. They were made aware that they were not compelled to take part if they were not willing to. Punch (2006:56) points out that “a researcher’s ethical responsibility includes the overarching principles of academic integrity and honesty, and respect for other people.” Therefore, the researcher treated all the participants, irrespective of their age, with respect and dignity, and

their views were treated with confidentiality. The participants were informed that the information they provided was going to be used for this study only, and would not be used for other purposes without their permission. Though I might have interacted with some of the potential participants before, the relationship which might make it easy for them to take part in the study, I made them aware that I was coming to them purely as a researcher.

3.8 Summary

This chapter described the methods and processes followed in conducting this research study. The qualitative nature of the research study and the associated methods of sampling, in this case purposeful sampling, data collections methods (semi-structured interviews) and data collection tools (interview tool) were introduced and explained. The reasons why such methods and processes were used were provided. Nieuwenhuis (2007:51) indicates that “Qualitative research typically studies people or systems by interacting with and observing the participants in their natural environment and focusing on their meanings and interpretations.” The ways in which the data were analysed were described in order to explore the management practices unfolding in the daily running of the public libraries under consideration in this study. The use of NVivo to inductively analyse the data was explained. The abductive use of the theory of practice architectures in data analysis was also introduced and explained. The research participant selection process was also discussed, stating the issues relating to ethics which were considered. The next chapter is a presentation and analysis of the results from the data collected in this study.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 Introduction

The previous chapter presented the research methodology employed in this study. The processes involved in data collection, the tools used, the participants involved and the research sites were discussed. This chapter presents the qualitative data collected through semi-structured one-on-one interviews with the selected participants, and furthermore, how the analysis of the findings was carried out. Babbie (2014:10) advocates that data analysis should look for “patterns in observations and, where appropriate compare what is logically expected with what is actually observed.” The questions were sent to the participants by email in their respective libraries prior to the interviews so that they could have a chance to study them and prepare themselves for the interview. Interviews were conducted by visiting each of the selected libraries in arrangement with the managers of those particular libraries. The qualitative data was collected and analysed in order to explore the management practices which unfolded in the running of four selected City of Cape Town public libraries. The answers to the questions pertaining to opportunities and challenges faced by the line managers are presented in this chapter. As indicated in sections 1.2 and 2.3.6, the challenges that face managers are the challenges of the whole library.

The interviews were conducted from September 2018 to December 2018. Each interview was voice-recorded with permission from the participants. The interviews were then transcribed. The interview questions were formulated in such a way that addresses the research objectives and research questions. This study was meant to achieve the following objectives:

1. To explore the management practices that enabled the running of four City of Cape Town public libraries
2. To explore the challenges faced by four City of Cape Town public library management in running the libraries and make suggestions for addressing them.

4.2 Description of participants

The interviewees in the study have been assigned abbreviations for anonymity. These abbreviations were assigned such that the researcher could easily identify the names of the participants, the libraries they were based at and their designations or the positions they held at

work at the time the interviews were conducted. These research participants are BRA, RRM, LSM, TSA, WTA, NTM, CCA and ACM. The numbers written in brackets after these abbreviations indicate the paragraph numbers of the quotes from the respective interview transcript. Creswell (2009:91) emphasises the importance of anonymity in research as follows: “In qualitative research, inquirers use aliases or pseudonyms for individuals and places, to protect identities.” The research participants were asked similar questions for triangulation and comparison purposes. The research participants were two principal librarians and two senior librarians who were managers in their libraries and four assistant librarians. In each of the four sites where the study was carried out, a principal or senior librarian and an assistant librarian were interviewed. The two participants per site were chosen to compare the similarities and differences that might arise when answering the research questions. The researcher obtained a permission from the City of Cape Town to access the study sites and this also helped in contacting the selected participants. The participants voluntarily took part in the study after it was introduced to them, and the ethical obligation as discussed in section 3.7 was explained to them as well. The research sites selected were close to the researcher’s work-place for easy access.

4.3 Presentation of findings and data analysis

The findings are presented in different themes. The enabling and constraining factors in the management of the selected City of Cape Town public libraries were grouped together into themes in order to make it easy for the researcher to analyse the data. These themes were also developed from the responses obtained from the interview questions asked, which were also formulated such that they provided answers to the research questions. Every effort was made to probe and persuade the research participants to respond as comprehensively as possible to the interview questions but the interviews were allowed to flow as naturally as possible so that the participants would not feel pressurised to answer the questions in a certain way. As Creswell (2012:130) advises, the researcher should allow interviewees to set direction by being guided by the interview questions and avoid imposing her own views in the process.

The data were analysed in two steps: first by inductive approach using NVivo data analysis software and second, by an abductive approach using the theory of practice architectures guiding the research as explained in sections 2.2 and 3.4. During the first step of the data analysis, the inductive process, the data were grouped according to different themes that emerged during the process. The themes, which were about the factors enabling and

constraining management practices, were grouped together to make it easy for the researcher to analyse the data. This grouping also helped in answering the research questions as the themes were derived from the research objectives and the questions.

The second step of the data analysis, the abductive lens, looked at the practice of managing a public library in the context of the City of Cape Town libraries. The theory of practice architectures as proposed by Kemmis et al. (2014) was used during the analysis. This theory was explained in section 2.2 and its use in data analysis was also explained in section 3.4. The analysis in this section is based on the responses obtained from the semi-structured interviews conducted. One looked at the sayings, the doings and the relatings that were about the management of the sampled public libraries to further note the general conditions that either enabled or constrained the management of these libraries. These enabling and constraining conditions are referred to as the practice arrangements. The section that follows presents the data.

The data, using the two approaches, are presented and analysed below during which the texts, tables and figures are used.

4.3.1 Practices and practice arrangements enabling the smooth running of the sampled public libraries

Table 4.1 gives a summary of the practices enabling the smooth running of the sampled City of Cape Town libraries as derived from the participants’ responses. It also shows the roles that these practices played in the running of the respective libraries in terms of the sayings, doings and relatings.

Table 4.1: Enabling practices, their arrangements and characteristics

Participant	Practices enabling the running of the libraries and their arrangements		
	Practice	Arrangement	Practice characteristics
ACM	Teamwork	Social-political	Conflict resolution; maintain good work relations; holding meetings; acknowledging each other’s input (relatings)

	Networking	Social-political	Loaning books (relatings)
	Adhering to policy	Social-political	Following library policies and procedures (relatings)
	Performing library duties	Material-economic	Carrying out duties effectively; cashing up, buying books, book circulation; buying furniture (doings)
	Communication	Cultural-discursive	Using WhatsApp and emails (sayings)
	Management	Cultural-discursive	Listening skills; fairness; time management skills; being less strict (sayings)
BRA	Staff-training	Material-economic	New skill acquisition; minimise conflicts (doings)
	Performing library duties	Material-economic	Book shelving; cashing up; fines for overdue and lost library materials; buying books; training staff; book circulation (doings)
	Providing library services	Material-economic	Visiting old aged homes and schools (doings)
	Conflict management	Social-political	Conflict resolution; good working relationships; (relatings)
	Teamwork	Social-political	Achieving library goals; learning from each other; complementing each other; standing in for each other; loaning books (relatings)
	Networking	Social-political	Fundraising (relatings)
	Adhering to policy	Social-political	Following policies and procedures (relatings)
	Management	Cultural-discursive	Approachable; communication skills; flexible (sayings)
CCA	Conflict management	Social-political	Conflict resolution (relatings)

	Teamwork	Social-political	Supportive; learning from each other; working well together; holding meetings; (relatings)
	Adhering to policy	Social-political	Following library policies and procedures (relatings)
	Performing library duties	Material-economic	Book shelving; cashing up; collection development; training staff; buying furniture (doings)
	Providing library services	Material-economic	Free access to and use of internet and computers (doings)
	Staff-training	Material-economic	New skill acquisition (doings)
	Management	Cultural-discursive	Problem solving skills; fairness; time management skills (sayings)
LSM	Staff-training	Material-economic	Doing things correctly (doings)
	Conflict management	Social-political	Conflict resolution (relatings)
		Cultural-discursive	Communication (sayings)
	Teamwork	Social-political	Supporting each other; maintaining good work relations; acknowledging different inputs; owning decisions made; collective decision making (relatings)
	Networking	Social-political	Secure partnership; fundraising (relatings)
	Adhering to policy	Social-political	Following policy (relatings)
	Performing library duties	Material-economic	Collection development, weeding, buying books (doings)
	Providing library services	Material-economic	Free access to and use of internet and computers; offering free basic computer skills training; library space for knitting, chess

			club, pram jam, pyjama storytelling, meetings, samba classes, Saturday market; holiday programmes (doings)
	Management	Cultural-discursive	Approachable; delegating tasks; motivating staff; leadership skills (sayings)
NTM	Staff-training	Material-economic	Improving skills; gaining new skills; improving knowledge; better service delivery (doings)
	Performing library duties	Material-economic	Collection development; book circulation; using desk roster (doings)
	Conflict management	Social-political	Conflict resolution (relatings)
	Networking	Social-political	Secure partnership; holding meetings; maintaining good work relations; loaning books (relatings)
	Communication	Cultural-discursive	Information dissemination and sharing (sayings)
	Management	Cultural-discursive	Problem solving skills; delegating tasks (sayings)
RRM	Staff-training	Material-economic	Cultural tolerance; improve skills (doings)
	Performing library duties	Material-economic	Book shelving; cashing up; staff training; using desk roster; book discussions; book selection; buying books; book circulation (doings)
	Providing library services	Material-economic	Visiting old aged home and a day care centre every week; staff training; student discussion groups; engaging homeless people; provide internet connection; reading sessions for children (doings)

	Conflict management	Social-political	Conflict resolution (relatings)
	Teamwork	Social-political	Supportive; holding meetings; delegation of duties; loaning books (relatings)
	Reading	Cultural-discursive arrangement	Offering reading programmes in different languages (sayings)
	Management	Cultural-discursive	Time management skills; creativity; trust (sayings)
TSA	Staff-training	Material-economic	Skill acquisition; offering good service; improving library services (doings)
	Teamwork	Social-political	Stand in for each other; helping each other; maintain good work relations (relatings)
	Networking	Social-political	Loaning books (relatings)
	Adhering to policy	Social-political	Following the right procedure; following collection development policy; following internet usage policy (relatings)
	Performing library duties	Material-economic	Book shelving; shelf-reading; cashing up; book circulation (doings)
	Providing library services	Material-economic	Reading, provide internet connection; other library activities (doings)
	Communication	Cultural-discursive	Knowledge sharing (sayings)
	Management	Cultural-discursive	Listening skills; fairness; time management skills; communication skill; confidence (sayings)
WTA	Conflict management	Social-political	Conflict resolution (relatings)
	Teamwork	Social-political	Supportive (relatings)

			Good working relations (relatings)
	Adhering to policy	Social-political	Following the right procedure (relatings)
	Performing library duties	Material-economic	Book circulation (doings)
	Providing library services	Material-economic	Provide internet connection (doings)
	Management	Cultural-discursive	Listening skills; respect (sayings)

Some of the practices in **Table 4.1** above, that enabled the smooth running of the public libraries, are explained in the sections that follow.

4.3.1.1 Staff training

Most of the participants mentioned that the City of Cape Town libraries offered free training to its staff members whenever an opportunity arose. This enabled them to gain new skills which might potentially make it easy for them to perform their given tasks effectively and efficiently. BRA (37) referring to what they did in her library, indicated that:

The manager would sit down with the staff to identify training needs of each staff before they go to the trainings provided by City of Cape Town Libraries. She sometimes encourages some individuals to attend certain trainings to get new skills that will help them to do their work effectively.

LSM (24) indicated also that the many changes that were taking place at the libraries including the introduction and use of new systems warranted many training sessions and supervision so that things were done “correctly.” She further said that plans were developed and implemented every year for the development of staff (LSM: 46). The staff members were developed in areas such as collection development, weeding, stocking and customer care through in-house training (LSM: 48). She further mentioned that even the individual staff members were required to report back to others after attending workshops or trainings thereby educating others indirectly. Regular meetings during which the manager (principal or senior librarian) met each and every

employee (in what are called one-on-one meetings), were said to be very valuable as the employees were free to express their concerns and indicated areas where they needed to be developed.

BRA (40) went on to indicate that these trainings were also organised to sensitise the employees about appreciating and respecting each other's culture to minimise incidences of "conflicts" at work. This is an important element in the South African context as the country is still reeling from the undesirable effects of apartheid. RRM (53) acknowledged that they used internal trainings for staff and she used one-on-one meetings as well to establish training and development needs of each member of the staff. She reiterated that one can never say they were satisfied in a single training, meaning that trainings were run by the City of Cape Town libraries from time to time to improve the skills of the staff members (RRM: 53). Similar sentiments of using one-on-one meetings to identify training needs of staff were also echoed by NTM (35) who further indicated that she did monitor her staff and offered training to staff members that seem to lack certain skills or knowledge. She emphasised that trainings were necessary for the staff members to acquire new skills and knowledge as well (NTM: 35). TSA highlighted the importance of sending the staff to different trainings as being the acquiring of skills in order for staff members to "offer good service to the public" and also to improve the services that the library offered to the library users.

Several participants mentioned that as part of the staff-training and development, the City of Cape Town libraries offered support to its employees by assisting those who were studying at tertiary institutions at undergraduate level. This occurred in several ways, which included providing study leave and sometimes scholarships to those pursuing Library and Information Studies at undergraduate level (CCA: 40). The support was not available, however, for postgraduate studies as the researcher was experiencing during her studies.

4.3.1.2 Conflict management

Every work environment experiences conflict and as Vijayakumar and Manoj (2015:200) indicate: "It is quite common wherever there are people, there will always be conflict, may it be library professionals or others. Managers have to deal with conflict in the work place every day." BRA (28) acknowledged that they did have conflicts but they were able to solve some of them and those that they were unable to, were dealt with through the mediation by the library management. LSM (27) and RRM (34) specifically used the word "lot" to indicate the conflict

cases they normally had, and both as managers, allowed their fellow staff members to solve the conflict themselves and only intervened when necessary, the same strategy used by NTM. Better communication was identified as one of the tools used to solve conflicts by several participants (CCA, 28; WTA, 25; LSM, 27; and RRM, 34).

Communication was also attributed to easing tensions among staff members as they could express themselves in their home languages in cases where there were misunderstandings, and they were willing to learn different languages from each other. One participating library manager stated that in the meetings they allowed staff members to speak their own language with the help of a translator so that they could express themselves clearly. Put in her words, LSM (65) said *“Sometimes if somebody communicates in their language we translate it to English so that people who don’t speak English can understand. People should communicate in the language that they are comfortable with.”*

4.3.1.3 Working together as members of a team

Some of the participants indicated that they worked together as a team to meet the mandate of the City of Cape Town public libraries as BRA (28) stipulated that *“We work together as a team in order to meet the goals of the library.”* TSA (38), referring to the situation at her library, adds that *“We complement each other. There are some who are studying and when they are out of the library to attend classes, we help them with clerical so that they don’t fall behind with what they are expected to do. We have a very good working relationship I may say.”* LSM shared the same ideas by mentioning the fact that her staff members were very “supportive” and did *“work together as a team.”* RRM (34), CCA (28), WTA (31), ACM (31) and NTM (25) shared the same sentiments as LSM about the staff members’ work relations.

The participants indicated that they managed to buy the best resources for their communities because all staff members were involved when buying the library stock. Everyone got involved towards building the collection for the library and in many cases staff members that had little knowledge were made to work with the experienced ones for them to improve their knowledge (CCA: 30 & BRA: 31). LMS (27) as a manager believed that the way she managed her staff members made her work easier as she involved everyone in decision making and in that way people owned decisions made and therefore were able to follow those decisions thereafter. She cited an example in which library opening hours were to be extended, and that was made possible due to the fact that she put it to the staff as a suggestion for them to discuss it and come to a conclusion. It was not put as a directive to them.

4.3.1.4 Networking

Some participants mentioned that partnering with other organisations enabled them to run successful programmes for their communities and helped them raise funds for their libraries. LSM indicated that *“Sometimes we work in partnerships with private organisations, like recently we had a digital workshop with Bombana and they didn’t charge us.”* BRA also acknowledged that forming partnerships with businesses helped in getting some funds for the programmes run by the library. NTM further attested to the importance of partnerships by saying that

As the day goes along, my day can be very busy because we are also involved with many partners as well, not just that I also get partners either calling me or phoning me or authors that want to do a talk at the library. There is other interaction as well from the community on a daily basis because my door is always open for them.

The community members as well were brought into the fore by allowing them to have a say in what books they needed and how the library services could be improved in general through making the stock gap book and suggestions book available in the libraries. The libraries also shared resources through the Interlibrary Loan process (ACM: 28, NTM: 41, RRM: 35 & BRA: 46). This helped as the libraries lost too many books and other library materials due to theft (TSA: 42).

Some libraries publicised their activities through outreach programmes as one of the factors that enabled the success of the libraries. They visited schools and some private organisations either to deliver books to Old Age Homes or did storytelling to the children and visited the schools to do library awareness. They went out for membership drives to increase the use of the library. LMS (56) stipulated that *“We have to liaise more with the schools as well. For our library to improve, we need to be in touch with our community so as to cater for their needs. We can do this by a survey and questionnaire or question box at the desk.”*

4.3.1.5 Adherence to the public library policy

Participants stated that the City of Cape Town libraries have a clear policy which they used as guidance towards running the libraries effectively. TSA (46) attested to this point by saying that *“The libraries have clear policies to be followed.”* CCA (30) indicated that their actions

were guided by their policies and their manager reminded them from time to time to always follow the right procedure in their work. BRA (30) also adds that “*We always try to take our policies into consideration before we do anything.*” LMS (27) further said that as the employees of the City of Cape Town municipality, they were obliged to work in accordance with the policies of the municipality. ACM (35) as a manager also acknowledged the fact that her staff members adhered to the policies in their work, and she further sensitised them on new policies being implemented.

4.3.1.6 Providing public library services

The responses relating to the access to, and use of, the library resources and services as practices enabling the smooth running of the sampled public libraries are presented below under the identified themes.

Access to, and use of, technology

LSM indicated that her library provided free access to the internet and computers, and some library users were offered free training on basic computer skills. Some respondents believed that they had enough computers for people to use for various purposes such as looking for jobs and accessing social media. CCA (32) emphasised that the City of Cape Town libraries provided free internet services to the library users, and the availability of computers made it easy for them to access and use them the way they wanted to. Among the various uses people needed internet for, PressReader, international and national magazines, Britannica online and newspapers (LSM: 37, 39) were commonly mentioned. It was mentioned as well that the libraries had technicians who always tried to fix the internet connection problems onsite or remotely as soon as they arose, thereby increasing the reliability of the internet connection (LSM: 37 & TSA: 41). The computers also made it possible for the participants to carry out their duties effectively (ACM: 28).

Access to, and use of, library halls and other spaces

Two participants indicated that their libraries had just been renovated to accommodate the needs of the communities they served. An ample space created after the renovation in one of the libraries allowed it to run different activities to empower the community. As TSA (37) indicates, “*The library has huge space that people use for various activities such as reading, studying and other library activities. It also has a big hall.*” LSM (37) added that the library space was widely used, and the activities introduced included knitting club for the elderly,

chess club, pram jam, pyjama storytelling, meetings, samba classes for the ladies, Saturday market and holiday programmes. These were all held freely for the local community. The students also found these spaces quiet and used them for study purposes (LSM: 37).

4.3.1.7 Performing public library duties

The participants, as City of Cape Town employees, had an obligation to fulfil the requirements of their job descriptions so that their libraries could effectively service the communities. The library line managers had to carry out their management roles with the support of all other employees which included the assistant librarians participating in this study. Some of the roles and responsibilities enabling the smooth running of the libraries as mentioned by the participants include: buying books (ACM, BRA, LSM & RRM), book circulation (ACM, BRA, NTM, RRM, TSA & WTA), buying furniture (ACM & CCA), book-shelving (BRA, CCA, RRM & TSA), shelf-reading (TSA), cashing up (ACM, BRA, CCA, RRM & TSA), collection development (CCA, LSM & NTM), staff roster development (NTM & RRM) and managing the public libraries (LSM, RRM, CCA & WTA).

Elaborating on the buying of books, CCA (32) indicated that at her library, adult books were bought by a librarian responsible for the adult section, while the books for the children were bought by a librarian responsible for the children's section. This shows division of labour when it comes to buying books at this library. ACM (28) and BRA (31) talked about involving all the staff members in the buying of books by asking for their input on the booklist and asking them on a rotational basis to attend a book selection meeting at the provincial library. They also involved the community in the buying of the books in some cases during which a suggestions book was made available to the community to indicate their book preferences to be bought (ACM: 32 & BRA: 31). NTM (32) allowed librarians and assistant librarians to buy books in her library.

TSA (68) said that in her library, the assistant librarians were more experienced than the librarians some of whom had just completed their studies and were not familiar with the needs of the community served by the public library. This helped in developing the book collection that the community liked. RRM (43), BRA (31) and ACM (28) indicated that the provincial library supplied them with a list of books from which to select the books they wanted and then Provincial library sent these books to the libraries. These books were part of the special budget

provided by the provincial library to the public libraries. The Cape Town City Council also provided financial support to the public libraries to use in buying books locally (RRM: 43).

4.3.1.8 Good management

The participants attributed the smooth running of the library to certain qualities that public library managers should possess and these are mentioned below.

Managers are good listeners

TSA (65) says that a manager should *“Be a good listener instead of dismissing other people’s opinions, takes other people’s decision.”* WTA (57) also adds that managers *“must listen to what their staff say[s] to them.”* This is an attribute that ACM (54) also attested to.

Managers are problem solvers

Managers are required to have problem solving skills (NTM: 25), and as CCA (48) indicates, a manager *“should be able to solve problems immediately before they escalate.”*

Managers practice fairness

Managers are not supposed to display any favouritism (TSA: 65 & CCA: 48) and as ACM confirms, a manager is someone *“who is fair.”*

Managers have good time management skills

Managers are regarded as people who are able to manage their time effectively (CCA: 48 & ACM: 54) because if they are not able to, the people they manage would do the same (TSA: 65), so *“They must never be late to work”* (ACM: 48). RRM (63) says that *“You can’t work at the last moment, you need to be proactive, because if you are looking for the diamond you need to be proactive. You can’t do things just [at the] last minute, you can’t.”*

Other qualities

The other qualities of a good manager that participants mentioned included approachability (BRA: 49 & LSM: 73), good communication skills (BRA: 49 & TSA: 65), having confidence (TSA 65), ability to delegate tasks (LSM: 73 & NTM 52), flexibility to change (BRA: 49), less strict (ACM: 54), honesty (TSA: 65), integrity (TSA: 65), motivating staff (LSM: 73), not forcing matters on staff (TSA: 65), respect (WTA: 57), leadership (LSM: 73), creativity (RRM: 63) and trust (RRM: 65).

4.3.2 Practices and practice arrangements constraining the smooth running of the public libraries

Table 4.2 summarises the practices, including the practice arrangements, which the participants indicated constrained the smooth running of their public libraries. The analytical table gives a summary of these practices, their arrangements and their characteristics using the practice architectures' theoretical framework.

Table 4.2: Constraining practices, their arrangements and characteristics

Participant	Practices constraining the running of the libraries and their arrangements		
	Practice	Arrangement	Practice characteristics
ACM	Increasing work-load	Material-economic	Caused pressure and stress among staff (doings)
	Cutting budget	Material-economic	Not able to run some activities (doings)
BRA	Inadequate physical space	Material-economic	Not able to run some activities (doings)
	Cutting budget	Material-economic	Not able to run some activities (doings)
	Dissolution of Friends of the Library initiative	Social-political	Cuts on donations; decreased fund-raising activities (relatings)
CCA	No access to parking space	Material-economic	Losing clients (doings)
	Inadequate internet connection	Material-economic	Inability to offer some online services; slow internet connection (doings)
	Increasing work-load	Material-economic	Caused pressure and stress among staff (doings)

	Working in silos	Social-political	Lack of support for each other; no sharing of skills and ideas (relatings)
	Little time for staff training and development	Material-economic	Not enough time allocated for study; staff members take long time to complete studies; pressure on other staff members when others are absent or on leave (doings)
	Cutting budget	Material-economic	Not able to run some activities (doings)
LSM	Inadequate internet connection	Material-economic	Slow internet connection (doings)
	Accessing internet	Material-economic	Circulation negatively affected (doings)
	Increasing work-load	Material-economic	Caused pressure and stress among staff (doings)
	Cutting budget	Material-economic	Not able to run some activities (doings)
	Multi-layered management	Cultural-discursive	Messages not conveyed efficiently (time, mixed messages, confusion; working under pressure) (sayings)
NTM	Cutting budget	Material-economic	Not able to run some activities (doings)
RRM	Inadequate physical space	Material-economic	Not able to run some activities (doings)
	Inadequate internet connection	Material-economic	Inability to offer some online services (doings)
	Cutting budget	Material-economic	Not able to run some activities (doings)
	Multi-layered management	Cultural-discursive	Messages not conveyed efficiently (time, mixed messages, confusion)

TSA	Inadequate internet connection	Material-economic	Slow internet connection (doings)
	Increasing work-load	Material-economic	Caused pressure and stress among staff (doings)
	Working in silos	Social-political	Lack of support for each other; no sharing of skills and ideas; competition among staff members (relatings)
	Cutting budget	Material-economic	Not able to run some activities (doings)
WTA	Having little space	Material-economic	Inability to run children's activities (doings)
	Inadequate internet connection	Material-economic	Slow internet connection (doings)
	Increasing work-load	Material-economic	Caused pressure and stress among staff (doings)
	Cutting budget	Material-economic	Not able to run some activities (doings)

These practices in **Table 4.2**, their arrangements and characteristics, are explained in the sections below.

4.3.2.1 Access to, and use of, inadequate resources and infrastructure

The participants attributed some of the challenges they were facing in effectively running their public libraries to having no access or having little access to adequate space and suitable infrastructure, and technology.

Infrastructural challenges

Some participants indicated lack of or inadequate space to carry out library activities as one of the problems faced by the City of Cape Town libraries. Some public libraries functioned in buildings that were not designed for the library and this resulted in them not having enough space to run the activities for the patrons. RRM (48) confirmed this by saying that “*We [are]*

sitting in a building that is not designed for the library so the space is an issue.” BRA (34) also attested to the fact that the building housing her library was not designed to be used as a library. Some libraries did not own the parking spaces, and as a result their patrons are charged for parking their cars at places close to these libraries, thereby forcing the patrons to use the libraries within a short time span or in some cases use other libraries with free ample parking spaces (CCA: 34). WTA (31) mentioned that in her library, the children’s section is too small to accommodate children’s activities.

Technological challenges

One of the participants mentioned that she was worried that people might stop taking out the magazines and newspapers from the library now that they were available online and this might affect their circulation (LSM: 39). Other participants mentioned that they did not advertise PressReader because they did not have Wi-Fi at their libraries (RRM: 30 & CCA: 32). Half of all the participants indicated that their libraries did not have Wi-Fi and the internet connection they had was so slow that it negatively impacted on their work (CCA: 32, TSA: 41, LSM: 37 & WTA: 48).

4.3.2.2 Increasing work load due to staff shortage

Some participants stated the shortage of staff at the lower level as one of the challenges faced by the City of Cape Town libraries (ACM: 40, CCA: 32, WTA: 31, LMS: 32 & TSA: 40). This made them work under pressure as they were still expected to meet the monthly targets regardless of this problem. As BRA (34) adds, *“Staff is never enough but we are trying to cope even though sometimes it can be very stressful. There is a shortage of staff in this library.”* She went on to indicate that at times the library was forced to close due to this challenge (BRA: 59). While some participants mentioned that they did not experience staff shortages at their workplaces, they sometimes had to go and assist the libraries that were faced by this problem (CCA: 32).

4.3.2.3 Some staff members working in silos

Most staff members indicated that there was a spirit of teamwork in the workplace as explained in section 4.3.1.3, but in some cases some staff members did not work together as a team and hence they did not support each other (TSA & CCA). CCA (51) went on to say that she found it difficult herself to ask for help from her colleagues at times. This reluctance to work together negatively affected the delivery of service by the library as some staff members could not help

others in times of need or did not want to share their skills with others. TSA (38) felt that people no longer worked as a team due to the use of Individual Performance Management (IPM) system which was introduced some years ago to monitor the performance of individual staff members. She further elaborated by saying that some staff members had turned IPM system into a competition,

instead of working together. They want to shine, unaware that they are supposed to work together for a common goal. This has affected the service as well because if people work together they are able to help and share their skills amongst each other (TSA: 38).

4.3.2.4 Allocating little time for staff training and development

A complaint was raised that those who were studying were not given enough time for class attendance and preparation for examinations. As a result, they took too long to complete their degrees. These staff members worked under tremendous pressure in trying to balance their school work and the work they were employed to do. This also caused too much pressure on those who were not studying as they had to do extra work to cover for those who were studying while they attended classes and prepared for and wrote examinations (LSM: 59) (see section 4.3.1.1. as well). CCA (42), describing the situation at her library, indicated that *“It takes staff up to 10 years or more to just obtain the degree. They must be given more time to prepare for exams so that they can perform better.”*

4.3.2.5 Funding

All the participants mentioned that budget cuts affected the running of their public libraries as some of them were struggling to meet some of the patrons’ expectations due to the shortage of funds. Sometimes they could not afford to buy the latest popular books due to lack of funding. The problem of funding was compounded by the fact that there were not many fundraising activities at the City of Cape Town libraries due to the dissolution of Friends of the Library initiative which was assisting in raising funds for the libraries and seeking donations for them as well (BRA: 30). BRA (46) further explained that they used to run highly successful programmes and activities including buying library books through the Friends of the Library’s fundraising activities, but *“unfortunately due to [the]inflexibility of the library policy they don’t have them anymore.”* This affected some of the services the libraries used to offer to the community.

4.3.2.6 Multi-layered management

Some participants indicated that there were many layers of management in the City of Cape Town libraries management structure and this created a challenge when relaying messages from one level of management to another or even taking directives from their managers. RRM (57) pointed out that many levels of communication resulted in inadequate conveyance of messages as information was passed through many people before it got to where it was needed. This at times delayed the passing of important information or this information got stuck at one level *“and this prevents us from doing our work both effectively and efficiently. Sometimes we have to work under pressure and stress because we don't get information on time”* (RRM: 57). She further indicated that although she did have one manager she directly reported to, at times the same information would come to her from different persons at different managerial levels all at once and sometimes the information would have been interpreted differently, thereby creating mixed messages and confusion (RRM: 62). It was for the same reasons that LSM (57) believed that there should be fewer levels of management on the organogram.

4.4 Summary

In this chapter, participants' perceptions of the conditions that enabled and constrained the management of the sampled City of Cape Town public libraries were presented and analysed. The use of NVivo helped in identifying the themes from the data collected to answer the research questions. These themes were further collated in accordance with the theory of practice architectures to understand how the practice of public library management in the context of the sampled City of Cape Town libraries was characterised, enabled and constrained. The practices that enabled the running of the sampled public libraries include staff training, conflict management, teamwork, networking, following the library policies, providing services to the library users, performing duties in accordance with job designations and descriptions, and adhering to good management practices. Those practices on the other hand that constrained the sampled libraries are: accessing and using inadequate library resources and infrastructure, increasing work-load due to staff shortages, some staff members working alone, little time allocation for staff training and development, cutting budgets and many levels of management on the organogram. The chapter that follows presents discussion of findings, recommendations and conclusion.

CHAPTER 5: DISCUSSION OF MAIN FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter concentrated on the presentation and analysis of data collected from four sampled City of Cape Town public libraries. This chapter focuses on the discussion of the findings in relation to the research questions asked and the reviewed literature. Recommendations and conclusions are made based on the discussion. This study was conducted to explore enabling and constraining conditions in the running of four City of Cape Town public libraries.

The following sub-questions were asked in order to understand how the interpretation of data collected was carried out.

1. (a) What (management) practices, if any, enable the running of four City of Cape Town public libraries?
(b) How do, if at all, the (management) practices in Question 1 (a) above contribute to the running of these four City of Cape Town public libraries
2. (a) What (management) practices, if any, constrain the running of four City of Cape Town Public Libraries?
(b) How do, if at all, the (management) practices in Question 2 (a) above constrain the running of these four City of Cape Town public libraries?

5.2 Discussion of findings

The discussion of the findings is based on the main research question asked in chapter one, the reviewed literature and theoretical background in chapter two, the research methodology underpinning the study as explained in chapter three, and the analysed and presented data in chapter four.

5.2.1 Practices enabling the managing of the sampled City of Cape Town libraries and how they could be improved

The practices which enabled the smooth running and managing of the four sampled City of Cape Town public libraries and how they could be improved, are discussed below in terms of the sayings, doings, relatings and their arrangements, thus relying on the theoretical framework of practice architectures.

5.2.1.1 Staff training and development as material-economic arrangement

Krause (1995:11) emphasises the importance of training by indicating that “The success of organisation is built upon individual success of its members.” Krause (1995:115) further says that training is “an essential element in getting people to pull together. Good training leads to common understandings and perceptions”, and these are some of the essential elements in the management of people. The training of staff by the City of Cape Town libraries happens in two ways: ad-hoc in-service continuing professional development initiatives, and formal provision of study hours for undergraduate studies at tertiary institutions. The in-service continuing professional development initiatives are carried out in many forms on an ongoing basis in settings such as meetings and workshops (refer to section 4.3.1.1). The training covers many aspects such as collection development, customer care and weeding. The training of staff in library settings is also advocated by Gioiosa (2020) who indicates that managers do recommend the training to staff members as the training improves their competency while at the same time attempting to close knowledge gaps. The staff members see the training as promoting “strong connection between the work they perform in libraries and the commitment they have to their customers” (Gioiosa, 2020). Managers themselves have to attend the training to keep up to date with current information and to acquire the necessary skills to effectively run the libraries.

The other aspect of staff training entails the support given to the staff members who are studying undergraduate degree programmes. This support is in a form of free hours which managers provide to their fellow librarians who are studying and these staff members eventually use these hours as their study leave (refer to section 4.3.1.2). This is an indication that the City of Cape Town values continuing professional development of its employees and in this case the librarians. As discussed in section 2.3.6.3, these professional development initiatives are important in addressing the inadequate skills that the librarians and their managers possess, making these libraries function better. Moonasar and Underwood (2018:47) advocate for continuing professional development activities as “individuals have the

opportunity to keep up-to-date with trends and continuously learn and improve their subject and professional knowledge.” BRA (40) suggested that more training should be offered, more specifically to the library managers as this has a potential to minimise the conflicts among staff members. She further encouraged members of staff “to take advantage of the trainings available for them to develop themselves” (BRA: 40). CCA (42), however, recommended that the staff members who are studying be given more time off from work so that they can concentrate more on their studies and hence take a shorter time to complete their studies. It is evident therefore that staff training and development as a doing and part of material-economic development, serves as an important enabling factor in the management of public libraries. The broad nature of this enabling factor contributes to the holistic development of an individual and has a multiplier effect in positively influencing other aspects of the management practice such as the cultural-discursive arrangements and their sayings (communication and listening), and social-political arrangements and their relatings which include teamwork, work relations, conflict resolution and following library rules and regulations).

5.2.1.2 Providing opportunities for teamwork as a social-political arrangement

The participants and their co-workers at the sampled public libraries do work together as members of a team as alluded to in section 4.3.1.3. Working together and sharing responsibilities decrease the pressure emanating from the workload, making it easier for tasks to be completed at a quicker pace while at the same time improving relations among workers. Improving relations lowers tensions among workers resulting in fewer clashes or conflicts. This also has a potential to improve the staff morale that ACM (40) and NTM (61) attested to it being low among their colleagues. Leong (2014:108) advises that in the quest to train librarians “a variety of approaches, including experience-based learning and new opportunities, generate interest and motivation.” The supportive teamwork role played by the participants at their workplace goes further to even relieve each other when sick or when attending classes (LSM: 59 & RRM: 54). Teamwork as a relating factor and influenced by the social-political arrangement aspect of the management practice in discussion in this study has the potential to address some of the constraining factors in the running of the public library which include staff shortages (refer to section 4.3.2.2) as librarians can share responsibilities in such cases to decrease their work load, and to mitigate the refusal of some librarians to work together (refer to section 4.3.2.3).

5.2.1.3 Following library policies and plans as a social-political arrangement

The City of Cape Town libraries, like any other entities, are governed through rules, regulations and policies. These are put in place to enable the smooth running of the libraries as they provide services to the patrons (see section 4.3.1.5). The City of Cape Town Municipality is mandated by the Western Cape Government through the Department of Cultural Affairs and Sport to provide public library services to the communities in Cape Town (Western Cape Government: 2012). In the agreement entered into between the City of Cape Town Municipality and the Western Cape Government, “it is specifically recorded that in terms of this protocol, the Municipality shall be accountable for the rendering of the library services in accordance with the financial contribution from the Department and its annually approved budget” (Western Cape Government: 2012).

The employees and the library users adhere to these rules, regulations and policies. The managers are there to see to it that these are observed and followed at all times for the libraries to operate accordingly. LSM (54) as a manager, agreed by saying that “*We should ensure that all the people follow the library policy.*” To improve the effectiveness of policy usage, TSA (59) suggested that “*It should be ensured that staff follow the same and procedures because they all fall under City of Cape Town. There should be consequences for the people who break the rules and don’t follow the policy.*”

One of the guiding documents when it comes to collection development is the Collection Development Plan which explains the intentions and maintenance of the City of Cape Town libraries’ collection. Some of the purposes of this collection development plan are:

- It is a point of reference for staff to consult when deciding to acquire, discard or reject an item
- It is the basis for more selective purchasing, so that consistent and informed decisions can be made, in keeping with the limitations imposed by budget and space
- It allows better sharing of resources
- It informs the public of the principles guiding the development of our collections and is a source of reinforcement from challenges by users and communities
- It assists staff in anticipating and meeting the needs of the community we serve (City of Cape Town Library and Information Services: 2012).

Policies, regulations, job descriptions and plans, which form part of the relating aspect of the library management practice give direction and maintain order in the running of the public libraries. How librarians conduct themselves (relatings), how they use their resources and do their work (doings), and what they say and think about their work and how they say it (sayings), will affect the running of the public library. Developing and implementing strategic plans that address challenges such as inadequate resources and infrastructure (refer to section 4.3.2.1), and staff training and development challenges (refer to section 4.3.2.4), can positively impact on the management of the public library.

5.2.1.4 Meeting the needs of the served communities as material-economic arrangement

The basic responsibility of the public library is to render services to its patrons. These services range from book circulation to the use of library resources including infrastructure (refer to sections 2.3.5 and 4.3.1.6). Availability of public library halls and other spaces, computers and internet attract library patrons. Used properly, these can improve the efficiency and the public perception of the library. NTM (61) stressed that they as librarians “*have to provide ... good service to the community.*” Mugwisi, Jiyane and Fombad (2018:31) highlight the importance of public libraries to the communities as being centres for accessing information services. Scott (2011:197) also argues that public libraries improve the livelihood of communities they serve by:

1. serving as a conduit to access information and to learn
2. encouraging social inclusion and equity
3. fostering civic engagement
4. creating a bridge to resources and community involvement
5. promoting economic vitality within the community

Good and effective management ensures that members of staff do their work accordingly. While the employees are guided by their job descriptions to do their daily work as indicated in section 4.3.1.7, managers are there to oversee them. Ideally, good management is characterised by managers who have certain traits, some of which are good listening skills, problem solving, fairness, good time management, approachability, good communication skills, honesty, respect, motivating, delegating tasks and flexibility (refer to sections 2.3.4 and 4.3.1.8). This study did not intend to explore the traits possessed by the managers of the sampled public libraries. The participants were however asked to indicate the traits of a good manager in

general with the hope that they might use their context to answer the interview questions. These traits are what the participants think about good management practices and therefore they are the sayings controlled by the cultural-discursive arrangements which in this case are the enabling conditions.

The sampled public libraries' mandate was also advanced by them networking with organisations and businesses which shared common interests, and other prominent members of the society such as the authors (refer to section 4.3.1.4). This partnership or networking sometimes helped with funding the public libraries and improving their collection development. As BRA (40) mentioned, *“Libraries are going through budget cuts, therefore the libraries must find a way of raising funds to buy library material.”*

Meeting the needs of the served communities as a doing and influenced by the material-economic arrangement can be promoted by increasing budget allocations (doing) and this has the potential to improve relations between the public library and the community (relating) as services improve.

5.2.2 Practices constraining the managing of the sampled City of Cape Town libraries and how they could be addressed

This section discusses the practices which constrained the smooth running and managing of the four sampled City of Cape Town public libraries and how they could be addressed in relation to the doings, sayings, relatings and their arrangements.

5.2.2.1 Inadequate provision of resources and infrastructure as material-economic arrangement

The challenges with access to technology which includes computers, scanners, printers and internet connection, regarded as the doings, affect the smooth running of the public libraries as centres that provide access to information. These challenges make it difficult for the patrons to use the libraries the way they would like to as in some cases they are not functioning properly, they are not enough to accommodate the users, or simply they are not available. Mojapelo (2017:412) emphasises the role that technology plays in assisting communities by saying that *“Libraries serve as a place for free public internet access and support. They provide digital literacy and digital inclusion classes, support e-government, serve emergency response roles,*

and are increasingly involved in the provision of social services and education.” It is therefore imperative that the libraries be technologically well equipped. One of the possible solutions to some of these challenges as WTA (31) suggested is that the libraries should be equipped with more computers. Libraries that do not have Wi-Fi access should see to it that it is installed (TSA: 59, WTA: 51 & ACM: 43). In libraries where there is internet connection but it is slow, measures should be put in place to improve the speed (WTA: 51 & TSA: 59). Addressing these challenges will result in more people using the libraries (NTM: 46).

The constraints emerging from the inadequate (or lack of suitable) space (doing) can be addressed by injecting more funds (doing) into the budget of the libraries. This can be done through negotiating with the Western Cape Government through Department of Cultural Affairs and Sport and networking (relating) with other organisations and businesses for fundraising.

5.2.2.2 Staffing as material-economic arrangement and social-political arrangement

Matters relating to staffing include staff shortages and staff workloads as part of the doings influenced by the material-economic arrangements, and interpersonal relations as relating, influenced by social-political arrangements. Some of these challenges such as staff shortages are beyond the scope of library managers. They can only persuade their senior managers to table these shortages in their budget planning meetings for funding. The shortage of staff results in the work that would otherwise be done by someone else being distributed among other staff members, thereby increasing their workload. In some cases this puts heavy pressure on some members of staff who have to take this extra load, leading to unhappiness among them (refer to section 4.3.2.2). It is for this reason that LSM (69) recommended that more funding be secured for employing more staff members on the ground. WTA (66) further recommends that a post for teens librarian (also known as young adults’ librarian) be funded as this group of people is not really being catered for. This also creates a burden on a librarian who has to cater for teens as well as other groups. Braun et al. (2014:4) advocate for teens librarians by saying that teens “need widely different types of services, access, collections, space, and staff than ever before.”

RRM (34) agreed that “*Relationships are sometimes difficult if you are operating with a lot of people.*” Some people choose to work alone to avoid conflicts but working alone is not

productive at times as staff members may be needed to work in teams to complete tasks (refer to section 4.3.2.3).

5.2.2.3 Communication and conflict management as cultural-discursive arrangement and social-political arrangement respectively

The conveyance of messages from the top management down to the library managers seems not to be quick and clear at times (RRM: 57 & LSM: 57) due to a long chain of management levels. Sometimes the messages are received when little time is available for response or for taking action. Communication should be directed to the relevant managers so that the information can be disseminated quickly to other staff members.

Communication also plays a role in managing the conflict among staff members as indicated in section 4.3.1.2. As TSA (62) advised, *“It is everyone’s role to report whenever problems arise so that they can be solved. The management should listen to the concerns of the employees.”* Vijayakumar and Manoj (2015:200) stress that “Clear and open communication is the cornerstone of successful conflict resolution.” Communication is the saying aspect of the public library management practices influenced by the cultural-discursive arrangement. This has to do with the talk and the thinking regarding the constraining conditions in the management of the sampled public libraries. Communication from the management down to the ground level employees need to be unambiguous and straight to the point to avoid misinterpretation, and it has to be directed to the relevant authority to avoid this long channel.

5.3 Conclusion

On the basis of the main findings in the study, the following conclusions can be drawn:

- The sampled City of Cape Town libraries take the training and professional development of their staff as a fundamental contributor to their success. The participants point to the financial support provided by the service to employees to study towards their first degrees so that they can acquire the necessary skills needed to perform their duties effectively. The service also provide short term training for all the staff. These training and professional development initiatives help in reducing conflicts among staff as they have better knowledge and skills to enable them to do their work more efficiently. This could be a relief to library managers as they would now deal with fewer cases of conflict, resulting in a more peaceful work environment. Professional

development support offered to staff seems to focus more on those employees without degrees than on those who want to pursue postgraduate studies. This was reflected in my own experience when studying this masters programme. There is no dedicated time off for postgraduate studies and those pursuing these studies are sometimes forced to use their normal leave days to cater for their study needs.

- When it comes to accessing and using the library resources, the sampled City of Cape Town libraries do have resources that include computers and internet connection facilities. However, these are not adequate to cater for the needs of the library users. The internet connection is very unstable in some of the libraries and this negatively affects the users, some of whom turn away. These technological challenges affect the smooth running of the sampled public libraries.

Infrastructural challenges also negatively affect the management of the sampled libraries as some do not have bigger spaces such as halls to cater for the needs of the community such as holding meetings or workshops, or hosting large groups such as learners that visit as a class. Some of the buildings are not suitable for libraries. Lack of parking space as well forces some users to avoid some libraries even if they are closer to them due lack of parking space. It was suggested that these libraries should continue voicing these challenges to the higher management structures for future considerations in their budget allocation to see if they can expand their spaces, attend to structural problems, buy more computers, or improve internet connectivity.

- Staffing presents some challenges to the managers and the libraries at large for several reasons. There are staff shortages at their libraries and this has put pressure on them as they have to do more work. Managers face more challenges and resistance from staff as they are the ones allocating tasks to staff members. The suggested solution to this problem is to increase staff. This might also address the issue of some staff members being unhappy due to heavy workload. In the process of creating new posts for the libraries, a young adults' (or teens') librarian position should be included to cater for this age group as it does not have a dedicated librarian in the City of Cape Town libraries.

The staff members are encouraged to work in teams to complete their tasks and are also encouraged to openly talk if there are issues. This improves relations among them. Some participants preferred to work alone as they took IPM as a competition instead of an appraisal for development and therefore did not want others to know everything they were doing (refer to section 4.3.2.3). The City of Cape Town should clearly explain the purpose and importance of IPM to its employees as some participants seemed to have mixed feelings about it. Open and clear line of communication has the potential to minimise friction among staff members. Managers are encouraged to have patience when dealing with staff matters and treat all equally. Good management practices lead to the smooth running of the libraries. Managers ensure that policies and regulations relating to the running of the library are followed and the staff members adhere to their contractual work commitments as displayed in their job descriptions.

5.4 Recommendations

Methodologically, this study was based on interviews with only four City of Cape Town libraries, therefore the findings made in this research study cannot be generalised to all City of Cape Town libraries. On-site observations through participant action research can provide richer data. Larger studies than this can be carried out in which a larger sample of the libraries and participants is used to get a better understanding of the practices enabling and constraining the management of public libraries. The focus of the study can also be on the higher levels of management or the ordinary librarians and assistant librarians. Larger samples will also mean inclusion of quantitative methods and tools of data collection and analysis, thereby making it a mixed methods research study. Comparative studies can also be carried in a different context to establish if similar results will be obtained. From the findings, the City of Cape Town libraries will need to look into problem of inadequate space in some of the libraries as this according to the study's participants deters some library users from using them. Access to technology in a form of computer availability and reliable internet connection also needs to be improved to attract more library users. Wi-Fi should be installed in all the libraries to attract more people to the library. Staff training and development are also key during which many aspects can be looked at which can include improving technological skills of the employees, conflict resolution and management, communication skills, team building, leadership and general management skills. More support can be offered to employees enrolling for studies by offering a longer study leave so that they can have more time to focus on their studies and this might lead to them taking a shorter time to complete their studies. It is also recommended that

those enrolling for postgraduate studies be supported as well as the skills and the knowledge they acquire will improve the services of their libraries.

The closure and limited services of public libraries to manage the infection rate during COVID-19 pandemic impacted negatively and positively on the running of the public libraries. Some of the constraints include unpreparedness in operating under COVID-19 lock-down regulations (a relating, influenced by social-political arrangement); inability to effectively use technology (a doing, influenced by material-economic arrangement) (as indicated in section 4.3.2.1) as more entities were forced to service their clients using online platforms; and eroding of staff-to-staff and staff-and-client physical contact (a relating, influenced by social-political arrangement) due to COVID-19 restrictions. The potential enabling conditions include training more staff to equip them with technological skills (a doing, influenced by material-economic arrangement) as technological infrastructure is improved to cater for the shift to online provision of some services; and the potential increase in public libraries' funding to cater for this shift. Data collection was carried out prior to the onset of COVID-19 pandemic. It is therefore acknowledged that the pandemic has resulted in new conditions enabling and constraining the smooth running of the public libraries. Research into this aspect can provide insights into how COVID-19 pandemic enabled and constrained the public library management practices.

5.5 Summary and general conclusion

This chapter discussed the main findings in relation to literature and the theory guiding the study. The conclusions reached and recommendations made emanated from the presented discussions. There are many practices that affect the management of public libraries. Those that were found to constrain the smooth running of the sampled public libraries include inadequate provision of resources and infrastructure, staffing, communication and conflict management. The practices that enabled the smooth running of the sampled libraries include staff training and development, working together in teams, adhering to library policies and plans, and serving the needs of their communities. The library managers need to possess certain qualities such as honesty, respect, reliability, trust, fairness, good time management, good communication skills and be able to solve problems, for the public libraries to run smoothly. The managers and other staff members can improve their careers by studying further and attending training to equip themselves for the job. Staff training and professional development should be a priority if libraries are to stay relevant in this changing world. More funding should

be allocated towards assisting those studying (both at undergraduate and postgraduate level) and attending essential ad hoc trainings. Working together with other organisations such as university and school libraries can also assist in managing the public libraries and addressing some of the challenges they have.

This study shared a new way of looking into the practices enabling and constraining the running of the sampled City of Cape Town public libraries using the theory of practice architectures. The expectation is that more researchers in this field will also find it useful and hence use it to analyse and understand the practices of library practitioners.

REFERENCES

- Anderson, P. 1999. Perspective: Complexity of theory and organisation science. *Organisation Science*. 10(3): 216-232. Available: <http://doi.org/10.1287/orsc.10.3.216> [01/05/2017].
- Anstice, I. 2014. Key challenges for public libraries and their solutions: Library leaders speak. Available: <http://www.publiclibrariesnews.com/2014/01/key-challenges-for-public-libraries-and-their-solutions-library-leaders-speak.html> [21/03/2017].
- Babbie, E. 2014. *The practice of social research*. 14th ed. Mason: Cengage Learning.
- Bartlett, J. A. 2015. New and noteworthy – developing a strategic mindset: Librarians as politicians. *Library Leadership and Management*. 29(2): 1-4.
- Berry, D. 2015. Help employees to upskill with access to information. Available: www.data-informed.com [27/02/2016].
- Bitso, D. 2015. IFLA. Towards developing an accredited disaster management training course for LIS professionals in South Africa. Available: <http://library.ifla.org/1203/1/223-bitso-en.pdf> [01/05/2017].
- Blanchard, R. 2012. Five roles a leader needs to play. Available: <http://www.corpmagazine.com/executives-entrepreneurs/expert-advice/five-roles-a-leader-needs-to-play/> [16/05/2016].
- Braun, L. W., Hartman, M. L., Hughes-Hassel, S. & Kumasi, K. 2014. The future of library services for and with teens. Available: http://www.ala.org/yaforum/sites/ala.org/files/content/YALA_nationalforum_Final_web_0.pdf [01/05/2019].
- Certified Public Library Administrator Program. 2015. Definition of public library. Available: <http://ala-apa.org/certification/application/definition-of-public-library/> [18/07/2021].

- Chilekati, N. 2016. Zambia: Libraries - Lifeblood of Economic Growth. Available:
<http://allafrica.com/stories/201601160475.html> [16/05/2016].
- Christensen, L. & Johnson, B. 2000. *Educational research: Quantitative and qualitative approaches*. Boston: Allyn and Bacon.
- Christie, P. & Lingard, B. 2001. Capturing complexity in educational leadership. Paper presented at American Educational Research Association, Seattle, WA, 10-14 April.
- Chutel, L. 2017. Post-apartheid South Africa is failing the very people it liberated. Available:
<http://qz.com.africa.post-apar> [27/05/2020]
- City of Cape Town Library and Information Services. 2010. Collection Development Plan. Available:
<https://resource.capetown.gov.za/documentcentre/Documents/City%20strategies,%20plans%20and%20frameworks/COLLECTION%20DEVELOPMENT%20PLAN%20May%202014.pdf> [20/02/2020].
- Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and mixed methods approaches*. 3rd ed. London: SAGE Publications.
- Creswell, J.W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. New York: Pearson.
- Creswell, J. 2013. *Qualitative inquiry and research design: Choosing among five Approaches*. 3rd ed. Los Angeles: SAGE.
- Danermark, B., Ekstrom, M., Jakobsen, L. & Karlsson, J. 2002. *Explaining society: critical realism in the social sciences*. London: Routledge.
- Denicolo, P. & Becker, L. 2012. *Developing research proposals*. London: SAGE.
- Denton, T. L. 2013. *Leadership styles of senior librarians in the City of Cape Town*.

Unpublished masters thesis, University of the Western Cape, Bellville.

- Dick, A. L. 2007. The development of South Africa libraries in the 19th and 20th Centuries: cultural and political influence. Available:
<http://www.liasa-new.org.za/wp-content/uploads/2015/05/Development-of-South-African-Libraries.pdf> [07/04/2017].
- Dorrian, P. 1998. *Marketing magic: success stories from South Africa's top marketers*. Johannesburg: Zebra Press.
- Duren, P. 2013. *Leadership in academic and public libraries: A time of change*. Oxford: Chandos Publishing.
- Ehlers, T. & Lazenby, K. 2010. *Strategic management: Southern Africa concept and cases*. 3rd ed. Pretoria: van Schaik Publishers.
- Fadehan, O. A. 2010. Leadership in the library and information environment. *Ozean Journal of Social Sciences*. 3(1): 91-100.
- Fischer, R. K. 2015. Rural and small town library management challenges. *Public Library Quarterly*. 34(4): 354-371. Available:
<http://dx.doi.org/10.1080/01616846.2015.1106899> [11/11/2017].
- Flyvbjerg, B. 2006. Five misunderstandings about case-study research. *Qualitative Inquiry*. 12(2): 219-245.
- Ghosh, M. 2017. The public library system in India: challenges and opportunities. Available:
http://www.emeraldinsight.com/doi/full/10.1108/00242530510588935#_i7 [06/05/2016].
- Gioiosa, G. 2020. Why it's important to train library staff. Library training and learning hub. Available: www.librarylearn.org/important-training-library-staff/ [30-04-2021].

- Gordon, L. 2014. Disciplinary decadence and the decolonisation of knowledge. *Africa Development*. XXXIX (1): 81-92.
- Grobbelaar, R. 2010. Lack of school libraries is 'scandalous'. Available: <http://www.timeslive.co.za/local/2011/06/05/lack-of-school-libraries-is-scandalous> [20/05/2016].
- Haider, S. J. 2007. The library scenario and management problems in Pakistan libraries. *Library Administration and Management*. 21(4): 172-177. Available: <https://journals.tdl.org/llm/index.php/llm/article/download/1693/973> [03/02/2018].
- Harer, J. B. 2012. The prevalence of quality management system options in United States Academic Libraries. Available: UCT Libraries Ebscohost: <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=5e530207-8479-4a1e-b474-a50c28392404%40sessionmgr101&vid=16&hid=116> [13/03/2017].
- Hart, G. 2004. Public libraries in South Africa – agents or victims of educational change? *South African Journal of Libraries and Information Science*. 70(2): 110-120.
- Hart, G. 2007. Social capital: A fresh vision for public libraries in South Africa? *South African Journal of Libraries and Information Science*. 73(1): 14-39.
- Hart, G. & Nassimbeni, M. 2014. IFLA 2014 LYON: South Africa's LIS transformation charter: Policies, politics and professionals. Available: <http://library.ifla.org/834/7/200-hart-fr.pdf> [20/05/2016].
- Hartman, M. L., Hughes-Hassell, S. & Kumasi, K. 2014. The future of library services for and with teens: A call to action. *Institute of Museum and Library Services. Project Report*. Available: http://www.ala.org/yaforum/sites/ala.org.yaforum/files/content/Yalsa_nationalforum_Final_web.pdf [30-04-2021].
- Haycock, K. 2011. Exemplary public library branch managers: Their characteristics and

- effectiveness. *Library Management*. 32(4): 266-278. Available: <http://dx.doi.org/10.1108/0143121111132275> [23/11/2017].
- Hemmings, B., Kemmis, S. & Reupert, A. 2013. Practice architectures of university inclusive education teaching in Australia. *Professional Development in Education*. 39(4): 470-487.
- Hosmer, L.T. 1995. Trust: The connecting link between organizational theory and philosophical ethics. *Academy of Management Review*. 20(2): 379-403. Available <http://doi.org/10.5465/amr.1995.9507312923> [21/03/2017].
- Jarvis, P. 2000. Globalisation, the learning society and comparative education. *Comparative Education*. 36(3): 343-355.
- Jonkar, M. 2008. Management innovations: Define management & its functions. Available: <https://managementinnovations.wordpress.com/2008/12/03/define-management-its-functions/> [12/03/2017].
- Kemmis, S. & Grootenboer, P. 2008. Situating praxis in practice: practice architectures and the cultural, social and material conditions for practice. In *Enabling praxis: Challenges for Education*. S. Kemmis, & T. J. Smith, Eds. Rotterdam: Sense Publishers. 37-62.
- Kemmis, S. & Heikkinen, H. 2011, September 14. *Understanding professional development of teachers within the theory of practice architectures*. A paper presented in European Conference of Educational Research ECER 2011, Berlin, Germany.
- Kemmis, S. & Mutton, R. 2012. Education for sustainability (Efs): Practice and practice architectures. *Environmental Education Research*. 18(2): 187-207.
- Kemmis, S., McTaggart, R. & Nixon, R. 2014. *The action research planner: Doing critical participatory action research*. Singapore: Springer.
- Khan, S. A. & Bhatti, R. 2012. A review of problems and challenges of library

- professionals in developing countries including Pakistan. Available <http://digitalcommons.unl.edu/libphilprac/757/> [12/05/2017].
- Kocolowski, M. D. 2010. Shared leadership: Is it time for a change? *Emerging Leadership Journeys*. 3(1): 22-32.
- Krajc. M. & Ortmann. A. 2008. Are the unskilled really that unaware? An alternative explanation. *Journal of Economics Psychology*. 29: 724-738.
- Krause, D. G. 1995. *Sun Tzu: The art of war for executives*. London. Nicholas Brealey Publishing.
- Kuhlthau, C. C. 2010. Guided inquiry: School libraries in the 21st century. *School Libraries Worldwide*. 16(1): 17-28. Available: <https://comminfo.rutgers.edu/~kuhlthau/docs/GI-School-Librarians-in-the-21-Century.pdf> [20/05/2016].
- Kumar, R. 1999. *Research methodology: A step-by-step guide for beginners*. London: SAGE.
- Lawson, R. B. 2016. The role of the public library in today's world. *I/S: A Journal of Law and Policy for the Information Society*. 13(1): 29-45. Available: <http://moritzlaw.osu.edu/students/groups/is/files/2017/08/Lawson.pdf> [04/12/2017].
- Leedy, P.D. & Ormrod, J. E. 2005. *Qualitative research methodologies. Practical research. Planning and design*. 8th ed. New Jersey: Pearson.
- Leininger, M. A. 2014. *From librarians to proficient manager: The journey of public library front-line managers*. Unpublished PhD thesis, University of Pittsburgh, Pittsburgh. Available: https://d-scholarship.pitt.edu/23868/7/leiningerm_2014etd.pdf [15/12/2017].
- Leong, J. 2014. Purpose-driven learning for library staff. *The Australian Library Journal*. 63(2): 108-117. Available: <http://doi.org/10.1080/00049670.2014.898236> [30/04/2021].

- Locke, L. F., Spirduso, W. W., & Silverman, S. J. 2007. *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks: SAGE.
- Ludike, J., Meyer, M., Knoke, G., Katz, M. & Bushey, M. 2007. *Managing human resource development – an outcomes-based approach*. 3rd ed. Durban: Butterworth Publishers.
- Magubane, Z. 2015. Universities enmeshed in the fabric of colonialism: Policies, politics and professionals. *Monday Monthly: The University of Cape Town Newspaper* May. Available: https://www.uct.ac.za/downloads/news.uct.ac.za/monpaper/mp34_04.pdf [24/05/2016].
- Mahapa, R. 2015. A decolonised curriculum has space for European discourse. *Monday Monthly: The University of Cape Town Newspaper* May. Available: https://www.uct.ac.za/downloads/news.uct.ac.za/monpaper/mp34_04.pdf [24/05/2016].
- McCarty, A. 2010. *LIS 60612: Outreach services*. Available: <http://www.personal.kent.edu/~adietz4/outreach.pdf> [20/10/2016].
- Mchombu, K. & Beukes-Amiss, C. M. 2015. The role of libraries in contemporary African society. *Library Trends*. 64(1): 112-124. Available: <https://pdfs.semanticscholar.org/422b/defa40462afb030a63cf5c4fba9e738a3113.pdf> [18/11/2017].
- Meyer, T. & Boninelli, I. Eds. 2004. *Conversations in leadership: South African perspectives*. Randburg: Knowledge Resources.
- Mojapelo, S. M. 2017. Challenges faced by libraries in a democratic South Africa: A case of three community libraries in Limpopo Province. *Information Development*. XX(X): 1-14. Available: <http://0journals.sagepub.com.wam.seals.ac.za/doi/pdf/10.1177/0266666917712337> [18/12/2017].
- Moonasar, A. & Underwood, P. G. 2018. Continuing professional development opportunities

in information and communication technology for academic librarians at the Durban University of Technology. *South African Journal of Libraries & Information Science*. 84(1): 47-55. <http://sajlis.journals.ac.za> doi:10.7553/84-1-1759 [30-04-2021].

Moran, B. B., Morner J. M. & Stueart, R. D. 2013. *Library and information centre management*. 8th ed. Available: <https://books.google.co.za/books?id=WO5eBAAAQBAJ&pg=PA117&source> [06/03/2016].

Mugwisi, T., Jiyane, G. V. & Fombad, M. C. 2018. Public libraries as facilitators of information services: A case study of selected libraries in KwaZulu-Natal. *Information Development*. 34(1): 31-43. DOI:10.1177/0266666916672718 [02-05-2021].

Mullins, L. J. 1999. *Management and organisational behaviour*. 5th ed. London: Pitman Publishing.

Nassimbeni, M. & May, B. 2006. Adult education in South African public libraries: A profile of activities. *South African Journal of Libraries and Information Sciences*. 72(1): 12-26.

Nieuwenhuis, J. 2007. First steps in research. In *Introducing qualitative research*. K. Maree, Ed. Pretoria: van Schaik. 46-68.

Ocholla, N. D. 2009. Are African libraries active participants in today's knowledge and information society? *South African Journal of Libraries and Information Sciences*. 75(1): 20-27.

Omotosho, A. M. & Okiki, O. C. 2012. Challenges of public libraries patrons in the use of information services for attainment of health millennium development goals. *Library Philosophy and Practice*. 6(1): 179-186. Available: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1832&context=libphilprac> [21/03/2017].

- Paton-Ash, M. & Wilmot, D. 2013. The state of school libraries in South Africa. *Journal of Education*. 57: 127-162.
- Pietersen, J. & Maree, K. 2007. Standardisation of a questionnaire. In *First steps in research*. K. Maree, Ed. Pretoria: van Schaik Publishers. 214-223.
- Punch, K. F. 2006. *Developing effective research proposals*. 2nd ed. London: SAGE Publication.
- Ramnarain, U. & Fortus, D. 2013. South African Physical Sciences teachers' perceptions of new content in a revised curriculum. *South African Journal of Education*. 33(1): 1-15.
- Rao, K. N. & Babu, K. H. 2001. Role of librarian in internet and world wide web environment. *Information Sciences*. 4(1): 25-34.
- Real, B., Bertot, J. B. & Jaeger, P. T. 2014. Rural public libraries and digital inclusion: Issues and challenges. *Information and Technology Libraries*. 33(1): 6-24. Available: <https://ejournals.bc.edu/ojs/index.php/ital/article/viewFile/5141/pdf> [24/05/2016].
- Ricketts, K. G. 2009. Leadership behavior: Leadership vs. management: Available; <http://www2.ca.uky.edu/agcomm/pubs/elk1/elk1103/elk1103.pdf> [08/03/2017].
- Robbins, S. P. & Coulter, M. 2012. *Management*. 11th ed. Boston: Prentice Hall.
- Roberts-Holmes, G. 2005. *Doing your early years research project: A step-by-step guide*. London: SAGE.
- Sayed, A. 2015. Find the points of intersection. *Monday Monthly: The University of Cape Town Newspaper* May. Available: https://www.uct.ac.za/downloads/news.uct.ac.za/monpaper/mp34_04.pdf [24/05/2016].
- Scott, R. 2011. The role of public libraries in community building. *Public Library Quarterly*.

30(3): 191-227. DOI:10.1080/01616846.2011.599283 [02-05-2021].

Sharma, J. & Jain, S. 2013. Leadership management: Principles, models and theories. *Global Journal of Management and Business Studies*. 3(3): 309-318. Available: https://www.ripublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf [17/04/2017].

Shenhar, A. J. & Renier, J. 1996. Management development review: How to define management: A modular approach. *Management Development Review*. 9(1): 25-31. Available: <http://www.emeraldinsight.com/doi/pdfplus/10.1108/09622519610181748> [13/04/2017].

South Africa. Department of Arts and Culture. 2013. Project report for the costing the South African Public Library and Information Services Bill. Pretoria: Department of Arts and Culture. Available: <http://www.dac.gov.za/sites/default/files/Legislations%20Files/South%20African%20public%20library%20and%20information%20service%20bill.pdf> [08/05/2017].

South Africa. Department of Arts and Culture. 2014. The South African Libraries 20 Years Review. Available: www.nlsa.ac.za/nlsanews/2014/NLSA_Newsletter_Elec.pdf [04/05/2017].

South Africa. Department of Arts and Culture. 2015. The state of public libraries in South Africa. IFLA ed. Pretoria: Department of Arts and Culture.

South Africa. Statistics South Africa homepage. 2018. Available: <http://www.statssa.gov.za>. [01/02/2018].

South Africa. Statistics South Africa. 2016. *Statistical Release P0318: General household survey*. Pretoria: Statistics South Africa.

South Africa. Statistics South Africa. n.d. *Employment, unemployment, skills and economic growth: An exploration of household survey evidence on skills development and unemployment between 1994 and 2014*. Available:

https://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment_16%20September.pdf. [01/02/2018].

South Africa. The Bill of Rights of the Constitution of the Republic of South Africa. 1996. Government Gazette. (Vol.375, No. 45621).

Sun, T. 2008. *The art of war – spirituality for conflict: Annotated and explained*. Woodstock, Vermont: SkyLight Paths Publishing.

Taylor, J. S. & Machado, M. L. 2006. Higher education leadership and management: From conflict to interdependence through strategic planning. *Tertiary Education and Management*. 12(2): 137-160.

UNESCO. 1994. IFLA/UNESCO Public Library Manifesto 1994. UNESCO. Available: <http://unesdoc.unesco.org/images/0010/001030/103075mb.pdf> [20/10/2017].

Vijayakumar, M. & Manoj, K. 2015. Conflict management in management library professionals. *Journal of Library & Information Technology*. 35(3): 200-206.

Western Cape Government. 2012. Implementation protocol (concluded between the Western Cape Government via its Department of Cultural Affairs and Sport and The Municipality of Cape Town). Available: <https://resource.capetown.gov.za/documentcentre/Documents/Agreements%20and%20contracts/MISC%20WCP%20Library%20Services%20%20Implementation%20Protocol%20Signed%20190312.pdf> [20/04/2021].

Young, R. 2012. More than just books: The role of public libraries in building community and promoting civic engagement. *National Civic Review*. 101: 30-32.

APPENDICES

Appendix A: Access Letter

Research topic: **Enabling and constraining factors in the management of four City of Cape Town public libraries**

Library and Information Studies Centre
University of Cape Town
Private Bag X03
Rondebosch
7701

28-04-2018

The Director
City of Cape Town Public Libraries
Research Unit

Dear Sir/Madam

Re: Request to conduct research at four City of Cape Town public libraries

I am currently studying towards my master's degree in Library and Information Studies at the University of Cape Town. I am required to carry out a research study in order to be awarded this degree. I therefore request to carry out this research at four of the public libraries situated in Sub-Area 13 comprising of Claremont, Rondebosch, Tokai and Southfield public libraries. These four public libraries will be selected such that there are two regional libraries in which one principal librarian will participate from each; two community libraries in which one senior librarian will participate from each; and one assistant librarian from each of the four libraries. This means that the composition of the participants will be as follows:

2 Principal Librarians + 2 Senior Librarians + 4 Assistant Librarians = 8 Participants

This study aims to explore the management opportunities that are there to sustain and improve the selected public libraries. It further looks into the challenges faced by the line managers of these libraries and how these challenges can be addressed. The data will be collected by interviewing the participants and the interviews will be audio-recorded for the purpose of transcribing at a later stage if permission is granted. Each interview will take approximately 60 minutes.

The participants are asked to take part voluntarily in this study and they may withdraw at any time if there is a need to do so. The data collected will be used for the purpose of this study only and if the researcher plans to publish the results through research papers, permission will be sought from the participants. The information gathered and the participants' workplace will be kept anonymous and treated confidentially. All the participants will be treated with respect. The study has been cleared for ethics by the University of Cape Town Research and Ethics Committee (Reference: UCTLIS 201805-05). The ethics clearance letter is attached. This research is limited to only four public libraries as it is a minor dissertation. It is hoped that the results of this study will contribute new knowledge to the existing one in terms of identifying public library line managers' opportunities to develop their libraries, identifying and addressing the challenges they are facing.

Please find the attached consent letter to the participants. Thanking you in advance for the anticipated success of the request.

Yours sincerely

Signed by candidate

Rethabile A. Nkhahle

Cell: 083 576 4863

Email address: nkhret001@myuct.ac.za

Supervisor: Mr Richard Higgs (UCT)

021 650 4546

Appendix B: Ethical clearance letter



Library and Information Studies Centre

University of Cape Town
Upper Campus

Private Bag XI, RONDEBOSCH, 7701 South Africa
Level 5 Hlanganani, The Chancellor Oppenheimer Library
Tel: +27 (0) 21 650 4546
E-mail: lisc@uct.ac.za
Internet: www.lisc.uct.ac.za

UCTLIS201805-05

15 May 2018

Ms Rethabile Nkhahle
Library and Information Studies Centre
University of Cape Town

Dear Ms Nkhahle

I am pleased to inform you that ethical clearance has been granted by the Ethics Review Committee of the Library and Information Studies Centre on behalf of the Humanities Faculty of the University of Cape Town for your Master's study entitled: *Enabling and constraining factors in the management of four City of Cape Town public libraries.*

I wish you the very best with your study.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. Raju'.

A/Prof. J. Raju
Chair, Department (LISC) Research Ethics Committee

Appendix C: Interview Questions/Schedule

Title of the study: Enabling and constraining factors in the management of four City of Cape Town public libraries

Interview schedule

Date:

Time:

A brief introduction to the study and its rationale

The researcher is currently working as a librarian at a public library, where from time to time she is faced with challenges which make it difficult for the library to run smoothly. These challenges might stem from the library management practices or they might be general operational challenges. The researcher's interest is to find out what these challenges are, and how their impact can be minimised or proactively dealt with in order to have public libraries that are running smoothly to fulfil their mandate. It is also the researcher's interest to know the areas in which the selected public libraries are doing well, with regard to their management practices, and how these practices can be maintained and improved, if need be, all in the name of pleasing the library users while at the same time making the environment conducive for productive work.

Section A: Library profile

This is for record purposes only. The real names will not be used in the thesis to protect the identity and confidentiality of the participants. Aliases will be used.

Section B: Participant profile

The names will be used for record purposes only. To protect the identity and confidentiality of participants, aliases will be used rather than names in the research report. Gender and race will only be used to highlight areas where race and gender are perceived as influencing management practices

Your name (optional):

Gender (optional):

Race (optional):

Home Language:

Qualifications:

Position held:

Work experience in general and in the current position:

Section C: Interview questions

1. Think of any typical library day. What is the culture of the library like? (How do you begin and end your day?)
2. What are the areas in which your library is doing well (or best practices)?
 - Relationships / workers?
 - Implementation of policies / plans?
 - Resources / activities?
 - Other aspects?
3. How do these areas mentioned in Question 2 foster the smooth running of this library?
4. What managerial skills are driving these developments mentioned in Question 2?
 - Which role(s) in your library possess(es) these skills?
5. Is there any room for the library to improve, and if so, how can these practices mentioned in Question 2 be improved?
6. What challenges are faced by this library?
 - Relationships / workers?
 - Implementation of policies / plans?
 - Resources / activities?
 - Other aspects?

How are these challenges caused?

How do these challenges affect the running of the library?
7. Which of these challenges mentioned in Question 6 are faced by this library's management?
8. How do you feel that each of these challenges should be addressed?
9. What is your role in addressing these challenges?
10. What do you think are the qualities of a good library manager?
11. What support do you get from the colleagues in your workplace?
12. What support do you get from the City of Cape Town?
13. What more do you think needs to be done?

Appendix D: Interview consent form

Library and Information Studies Centre
University of Cape Town
Private Bag X03
Rondebosch
7701

28-04-2018

The director
City of Cape Town Libraries
Research Units
Cape Town

Dear Sir/Madam

I am currently studying towards my master's degree in Library and Information Studies at the University of Cape Town. I am required to carry out a research study in order to be awarded this degree. I have requested to carry out this research at your library from the City of Cape Town Public Libraries' Head Office. I intend to interview two participants from your library: a principal/senior librarian and an assistant librarian.

The topic of my research is: **Enabling and constraining factors in the management of four City of Cape Town public libraries.**

This study aims to explore the management opportunities that are there to sustain and improve the selected public libraries. It further looks into the challenges faced by the line managers of these libraries and how these challenges can be addressed. The data will be collected by interviewing the participants and the interviews will be audio-recorded for the purpose of transcribing at a later stage if permission is granted.

The participants are voluntarily asked to take part in this study and they may withdraw at any time if there is a need to do so. The data collected will be used for the purpose of this study only. The information gathered and the participants' workplace will be kept anonymous and treated confidentially. All the participants will be treated with respect. The study has been cleared for ethics by the University of Cape Town Research and Ethics Committee (Reference: UCTLIS 201805-05). The ethics clearance letter is attached. This research is limited to only four public libraries as it is a minor dissertation. It is hoped that the results of this study will contribute new knowledge to the existing one in terms of identifying public library line managers' opportunities to develop their libraries, identifying and addressing the challenges they are facing. If you are willing to participate in this study, please fill in and sign the consent form below. Thanking you in advance for your participation.

Yours sincerely

Signed by candidate

Rethabile A. Nkhahle

Cell: 083 576 4863

Email address: nkhret001@myuct.ac.za

Supervisor: Richard Higgs (UCT)

0216504546

CONSENT FORM FOR THE PARTICIPANT

I, _____(full name) have read the contents of the letter of consent and I voluntarily agree to participate in this research study. The procedure and aims of the research study have been explained to me by the researcher and I understand them. I do understand that I have liberty to withdraw from this study at any given time without been liable to any penalty. I also understand that although the data from this study may be published, my workplace or my identity will be kept confidential. I do have a copy of this consent form for my records.

Signature: _____

Date: _____