



The role and value of special library services in the information age: a case study of the South African Broadcasting Corporation (SABC)

Athena Rajagopaul

(NDip.LIS, BTech.LIS *cum laude*, MTech.LIS *cum laude*)

216076008

Submitted in fulfilment for the Degree of Doctor of Philosophy in the School of Social Sciences,

College of Humanities, University of KwaZulu-Natal, Pietermaritzburg,

Republic of South Africa

2022


Declaration

I, Athena Rajagopaul, declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original work.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
- (iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) Their words have been re-written but the general information attributed to them has been referenced;
 - b) Where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) Where I have reproduced a publication of which I am an author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
- (vi) This dissertation does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation and in the references section.

Athena Rajagopaul

Date: 09 January 2023


Prof Ruth Hoskins

(Supervisor)

Date:

Dedication

My Father's Prayers

For you, Daddy



Acknowledgements

The joy of the Lord is my strength (Nehemiah 3: 10)



I thank my **Lord and Saviour Jesus Christ** for bestowing on me the wisdom, knowledge and understanding. I thoroughly enjoyed this study despite all the administrative challenges. Being a chronic migraine sufferer since 2003 (throughout my tertiary education) was not easy but I persevered. It was only through the grace of God that I manage. Indeed I live by the verse *“the joy of the Lord is my strength”*

A heartfelt appreciation goes to my precious father, **Walter Rajagopaul**. I am where I am today because of all your sacrifices and never-ending support. Thank you for always believing in me, encouraging me, sharing my joys, frustrations and anxieties throughout this study. This was my goal and your anticipation that has been fulfilled. Thank you for all your prayers and for always being there for me.

Thank you to both my parents, especially my prayerful mother, **Joyce Rajagopaul** for instilling a reading culture and the love of studying in me. I appreciate both your prayers so that I could persevere through my studies despite my health challenges.

Sharing all my concerns, frustrations and happiness in this study, **Eduard Savkin**, thank you. Your ongoing support, concern and care made it easier for me. You were a blessing throughout this journey.

My gentle, calm and kind-hearted supervisor, **Professor Ruth Hoskins**, thank you for accepting my request to be my supervisor and allowing me to be creative and giving me the confidence with your angelic nature in this study.

Special libraries have always been special to me, and the SABC has always held a special place in my heart as I did my internship there. My sincere thanks to all staff in the Port Elizabeth and Nelspruit branches for participating in the pre-test of this study. Data collection was a struggle and my utmost gratitude goes to all the **SABC staff** for participating in this study even when I became a nuisance. This end is only because of all of you. I appreciate each one of your responses.

I am ever so thankful to **Francois de Villiers, Aasra Bramdeo** and **Benny Jacobs** for going beyond with such kindness to assist me in this study. A special thank you to **Ashok Ramsarup, Bonisiwe Buthelezi, Chanal Padayachee, Dhanraj Adjodapersad, Elisa Molaba, Gwen Maphike, Hudson Mafumo, Issac Ishmael, Karin du Toit, Michelle Rees, Monica van Deventer, Musa Dlamini, Steve Paradaz, Shabba Mavuso, Thembekile Maleba** and **Vuyo Nyembezi** for all your assistance and kind gestures.

A special thank you to **Steve Casburn**, data analyst for Multnomah County Library, in Portland, Oregon, United States of America for access to your pivotal article. A special appreciation to my friend, **Dr Smangele Moyane** for your encouragement.

This study is a testament of God's favour in my life, that despite my health challenges, I could complete my academic desire with a spirit of perseverance. Thank you to my friend, **Snenhlanhla Ngcobo** for taking my requests to *Fasting and Prayer*. My heartfelt appreciation to my humble and caring spiritual father, **Pastor Rooplal Harridutt** for your continuous prayer.

Abstract

With technological advancements and the rise of the information age, this study investigated the role of special library services in the information age specifically in the South African Broadcasting Corporation (SABC). While observations reveal that other special libraries have closed or down-sized, the SABC libraries have been in existence since 1961 and continue to function. For this reason, the aim of the study was: 1) To ascertain the value and role of the special library service in the information age at the SABC; 2) To determine the extent to which the SABC libraries have been influenced by ICTs; and 3) To draw on possible best practices and trends that can be implemented by the SABC libraries. The study's population was the SABC staff in the hub cities of South Africa, namely, Cape Town, Durban and Johannesburg. Mixed methods approach was employed for the study. Two different web-based questionnaires targeted the SABC library staff and library users. Interviews were conducted with selected managers. The study was underpinned using the Organization Theory (Systems Approach), Technology Acceptance Model, The Embedded Librarianship, Librarian/Library 2.0, Blended Librarian models. *Microsoft Excel* was utilized for data analysis and to extract quantitative results. Triangulation was done within each case and across populations holistically to provide in-depth and rich data. The study was rooted in the interpretivist and pragmatism paradigms. Qualitative content analysis and thematic analysis together with hermeneutic phenomenology methods were employed for qualitative responses. Electronic analysis using *Microsoft Excel* was used as the nature of the case study allowed the researcher to engage thoroughly with the findings for better reporting. The study revealed a general satisfaction with the SABC library services with digitization being a necessity for the library service. A refreshing practice trending was that of benchmarking LIS graduates for employment in the special library services.

List of tables

Table 2.1:	Predictive Model reasons and solution	69
Table 4.1:	Mapping objectives, research questions with sources of data	109
Table 4.2:	Elements of a paradigm	113
Table 4.3:	Choice of case study	128
Table 4.4:	Benefits of mixed methods research and importance of triangulation	136
Table 4.5:	Population	146
Table 4.6:	Sample sizes	146
Table 4.7:	Distribution and collection of the pre-test of instruments	150
Table 5.1:	Data collection statistics	166
Table 5.2:	Distribution to and return of questionnaires from participating SABC libraries (Library users)	169
Table 5.3a:	Job titles/designation of library users and Library usage	170
Table 5.3b:	Job titles/designation of library users and Library usage	170
Table 5.3c1:	Job titles/designation of library users and Library usage	171
Table 5.3c2:	Job titles/designation of library users and Library usage	172
Table 5.3c3:	Job titles/designation of library users and Library usage	173
Table 5.4a:	Time and reasons for library usage (Cape Town)	180
Table 5.4b:	Time and reasons for library usage (Durban)	181
Table 5.4c1:	Time and reasons for library usage (Johannesburg)	182
Table 5.4c2:	Time and reasons for library usage (Johannesburg)	183
Table 5.4c3:	Time and reasons for library usage (Johannesburg)	184
Table 5.4c4:	Time and reasons for library usage (Johannesburg)	185
Table 5.5:	Effectiveness of the library services	210

Table 5.6:	Library services' effectiveness	211
Table 5.7a:	Weaknesses and strengths of the SABC Library services	211
Table 5.7b:	Weaknesses and strengths of the SABC Library services	212
Table 5.7c1:	Weaknesses and strengths of the SABC Library services	213
Table 5.7c2:	Weaknesses and strengths of the SABC Library services	214
Table 5.7c3:	Weaknesses and strengths of the SABC Library services	215
Table 5.7c4:	Weaknesses and strengths of the SABC Library services	216
Table 5.8:	Return rate for library staff questionnaire	224
Table 5.9a:	Designation, qualification/s and duration of employment of the SABC Library staff	224
Table 5.9b:	Designation, qualification/s and duration of employment of the SABC Library staff	225
Table 5.10:	Designation, and duration of employment of the Library staff	226
Table 5.11a1:	Service provision by the SABC Library	227
Table 5.11a2:	Service provision by the SABC Library	228
Table 5.12a:	Possession and lack of skills and knowledge (Cape Town)	234
Table 5.12b:	Possession and lack of skills and knowledge (Durban)	235
Table 5.12c1:	Possession and lack of skills and knowledge (Johannesburg)	235
Table 5.12c2:	Possession and lack of skills and knowledge (Johannesburg)	236
Table 5.13:	ICT training	239
Table 5.14:	Library functions using ICTs	240
Table 5.15a:	Weaknesses and strengths of the SABC Library (Cape Town)	242
Table 5.15b:	Weaknesses and strengths of the SABC Library (Durban)	243
Table 5.16:	Interview demographics	250
Table 5.17:	Services offered by the SABC libraries	252
Table 5.18:	Strengths and weaknesses of the library service	255

Table 5.19:	Qualifications for library staff	257
Table 5.20:	Necessary skills and knowledge for library staff	259

List of figures

Figure 2.1:	Systems Approach	48
Figure 2.2:	The Technology Acceptance Model	51
Figure 2.3:	Seven core building blocks for Librarian 2.0	58
Figure 2.4:	Sheffield model of blended information professionals	63
Figure 2.5:	Factors that determine embedded librarianship	71
Figure 2.6:	Traditional librarianship versus Embedded librarianship	72
Figure 4.1:	Elements of a paradigm	111
Figure 4.2:	Holistic case study (left) and embedded case study (right)	129
Figure 4.3:	Mixed methods research and triangulation	139
Figure 5.1:	Example of export of data	167
Figure 5.2:	SABC libraries usage	173
Figure 5.3:	Library usage	178
Figure 5.4:	Library visits per branch	179
Figure 5.5:	Time usage of SABC libraries	179
Figure 5.6:	Reasons for library usage (per branch)	186
Figure 5.7:	Reasons for SABC libraries usage	187
Figure 5.8:	Value of the SABC libraries	192
Figure 5.9:	SABC libraries' ratings	193
Figure 5.10:	SABC Library service	194
Figure 5.11:	Description of the SABC libraries' services	194
Figure 5.12:	Qualifications required for SABC	200
Figure 5.13:	Assistance from library staff	208
Figure 5.14:	Improvement of library services	217
Figure 5.15:	Qualification/s for an effective and efficient SABC Library service	228

Figure 5.16:	Qualifications for library staff	229
Figure 5.17:	Effective and efficient library service	230
Figure 5.18:	Challenges of the SABC libraries	245
Figure 5.19:	Improvement of the library services	248
Figure 5.20:	Improvement of SABC Library services	263

List of acronyms and abbreviations

A	Attitude towards use
ABC	Australian Broadcasting Corporation
ANC	African National Congress
ATT	Attitude Toward using Technology
AU	Actual Use
BBC	British Broadcasting Corporation
BI	Behavioural Intention
CDP	Continuing Professional Development
Corp. Comm.	Corporate Communication
HR	Human Resources
ICASA	Independent Complaints Association of South Africa
ICTs	Information and Communication Technologies
IFLA	International Federation of Library Associations and Institutions
IS	Information Systems
IT	Information Technology
LIASA	Library and Information Association of South Africa
LIS	Library and Information Studies
PEOU	Perceived Ease of Use
PU	Perceived Usefulness
RBF	Radio Broadcasting Facilities
ROI	Return on Investment
RRTO	Radio Regional Technology Operations
SABC	South African Broadcasting Corporation
TAM	Technology Acceptance Model
TRA	Theory of Reasoned Action
TV	Television
USA	United States of America

Appendices

Appendix A:	Letter of informed consent (SABC library users)
Appendix B:	User questionnaire
Appendix C:	Letter of informed consent (SABC library staff)
Appendix D:	Library staff questionnaire
Appendix E:	Letter of informed consent (SABC library employers/managers)
Appendix F:	Semi-structured interview schedule
Appendix G:	Ethical clearance letter
Appendix H:	Letter of introduction
Appendix I:	Gatekeepers letter
Appendix J:	Student informed consent form
Appendix K:	Disclosure Agreement form
Appendix L:	Letter of authorization to conduct research at SABC
Appendix M:	Confirmation letter of Proof-reader and Copy Editor (<i>PROOFIT</i>)

Table of contents

Declaration	1
Dedication.....	2
Acknowledgements	3
Abstract.....	5
List of tables	6
List of figures.....	9
List of acronyms and abbreviations	11
Appendices.....	12
CHAPTER ONE: Introducing the study	20
1.1. Introduction	20
1.2. Background of the study	20
1.3. Statement of the problem	21
1.4. Objectives of the study	24
1.5. Research questions	25
1.6. Significance of the study	25
1.7. Limitations and delimitations of the study	29
1.8. Definitions of key terms	31
1.8.1. Embedded librarian	31
1.8.2. Information age	32
1.8.3. Information and Communications Technologies (ICTs)	32
1.8.4. Library staff	33
1.8.5. Library users	35
1.8.6. Managers	35
1.8.7. Special library	35
1.8.8. Special library services	36
1.8.9. South African Broadcasting Corporation (SABC)	38
1.9. Ethical considerations	38
1.10. Theoretical framework of the study	39
1.11. Overview of methodology of the study	40
1.12. Structure of the report	40
1.13. Summary of the chapter	41
CHAPTER TWO: Theoretical Framework	42
2.1. Introduction	42
2.2. Organizational structure	42

2.2.1. Organizational Theory	45
2.2.1.1. Systems Approach Theory	45
2.3. Information and Communication Technologies (ICTs)	48
2.3.1. The Technology Acceptance Model (TAM)	50
2.3.2. Library 2.0	54
2.3.2.1. Librarian 2.0	56
2.3.3. Blended Librarian	58
2.3.3.1. Feral library professionals in blended librarianship	60
2.3.3.2. Educating the future blended librarians	61
2.3.3.3. Evolution of the Librarian 2.0 and Blended Librarian	65
2.4. The Embedded Librarian Model	67
2.5. Summary of the chapter	74
CHAPTER THREE: Literature review	76
3.1. Introduction	76
3.2. The South African Broadcasting Corporation (SABC)	77
3.2.1. The SABC Library	78
3.3. Special library services and special librarians	80
3.4. The impact of special libraries and the technological era	84
3.5. Staff training and development	88
3.6. Library staff qualifications and subject expertise	89
3.7. Special library managers' perceptions	92
3.8. Special librarian's skills and knowledge	94
3.9. LIS schools and curricula	96
3.10. Marketing and promotion of the special library services	99
3.11. Role and value of the special library service	100
3.12. Summary of chapter	106
CHAPTER FOUR: Research Methodology	107
4.1. Introduction	107
4.2. Research paradigms	110
4.2.1. Elements of a research paradigm	110
4.2.1.1. Paradigm choices	114
4.2.1.1.1. Pragmatism	114
4.2.1.1.2. Interpretivist paradigm	115
4.2.1.1.3. Phenomenography	118
4.3. Phenomenology as a methodology	121
4.3.1. Blend of hermeneutics and phenomenology	122

4.4.	Blending paradigms in research.....	124
4.5.	Case study research.....	124
4.5.1.	Types of case studies	126
4.5.1.1.	The case: SABC libraries	129
4.6.	Case study research design.....	130
4.7.	Philosophies underpinning mixed methods research	131
4.8.	Research methods	132
4.8.1.	Mixed methods research.....	132
4.8.2.	Qualitative and quantitative data	136
4.8.3.	Triangulation	139
4.9.	Data collection instruments	140
4.9.1.	Web-based questionnaires.....	141
4.9.2.	Interviews	143
4.10.	Population and sampling	144
4.11.	Piloting of the study	147
4.12.	Data collection	151
4.13.	Reliability and validity.....	152
4.14	Data analysis	155
4.14.1.	Thematic analysis	156
4.14.2.	Content analysis.....	157
4.14.3.	Qualitative content analysis.....	158
4.14.4.	Mixed methods research data with QCA and TA.....	158
4.15.	Hermeneutic phenomenology	160
4.16.	Ethical issues	163
4.17.	Evaluation of the research methodology.....	164
4.18.	Summary of chapter	164
CHAPTER FIVE: Presentation of findings.....		166
5.1	Introduction	166
5.2.	Preparation for data analysis.....	166
5.3.	Presentation of findings.....	168
5.4.	Data collection: questionnaires and interviews.....	168
5.4.1.	The user questionnaire.....	169
5.4.1.1.	Job titles/designation of library users and Library usage	169
5.4.1.2.	Library usage - time and reasons	178
5.4.1.3.	Role of the SABC Library	187
5.4 1.4.	Value of the SABC Library	192

5.4.1.4.1.	Description of the SABC library service	193
5.4.1.5.	Qualification/s required for SABC Library staff	199
5.4.1.5.1.	Skills and knowledge for SABC Library staff	200
5.4.1.5.2.	Lack of skills and knowledge of the SABC Library staff	205
5.4.1.6.	Assistance from library staff	208
5.4.1.7.	Effectiveness of the library services	209
5.4.1.7.1.	Weaknesses and strengths of the library service	211
5.4.1.7.2.	Improvement of SABC Library services	216
5.4.1.8.	Further comments	221
5.4.2.	Library staff questionnaire	223
5.4.2.1.	Distribution and return of questionnaires from participating SABC libraries	223
5.4.2.2.	Designation, qualification and duration of employment at the SABC	224
5.4.2.3.	Service provision by the SABC Library	226
5.4.2.4.	Qualification/s required for an effective and efficient SABC Library service	228
5.4.2.5.	Effective and efficient service to library users	229
5.4.2.6.	Weekend and after-hours SABC Library services	232
5.4.2.7.	Possession and lack of skills and knowledge	234
5.4.2.7.1.	Ideal skills for SABC Library services	237
5.4.2.8.	ICT training	238
5.4.2.8.1.	Library functions using ICTs	240
5.4.2.8.2.	Effects of the use of ICTs in job functions and services provided to users	241
5.4.2.9.	Weaknesses and strengths of the library services	242
5.4.2.10.	Challenges of the library	245
5.4.2.10.1.	Overcoming challenges	246
5.4.2.10.2.	Improvement of the library service	247
5.4.2.11.	Further comments	249
5.4.3.	Findings: Interview Schedule	250
5.4.3.1.	Branch and designation/job title	250
5.4.3.2.	SABC libraries' services	250
5.4.3.2.1.	Need for the library service	250
5.4.3.2.2.	Services offered by the library	251
5.4.3.2.3.	Make the service known	252
5.4.3.2.4.	Strengths and weaknesses of the library service	254
5.4.3.3.	Job functions with use of ICTs	255

5.4.3.4.	Qualifications, skills and knowledge of library staff	257
5.4.3.4.1.	Qualification required for library staff and reasons.....	257
5.4.3.4.2.	Necessary skills and knowledge for library staff	258
5.4.3.5.	Challenges of the SABC Library	259
5.4.3.5.1.	Overcoming challenges.....	260
5.4.3.5.2.	Improvement of the SABC Library service.....	261
5.5.	Further comments	263
5.6.	Summary of chapter	264
CHAPTER SIX: Discussion of findings		265
6.1.	Introduction	265
6.2.	Discussion of findings in terms of research questions of the study	265
6.2.1.	Value and role of the special library service in the information age	266
6.2.1.1.	Value in the usage and role of the SABC libraries	266
6.2.1.2.	The value of the SABC library staff	270
6.2.1.3.	Role of the SABC Library and library staff	272
6.2.1.3.1.	Services of the SABC Library	272
6.2.1.3.2.	Qualifications, skills and knowledge of SABC Library staff.....	275
6.2.1.3.3.	Qualification/s of SABC Library staff.....	275
6.2.1.3.4.	Skills and knowledge of SABC library staff	277
6.2.2.	Influence of ICTs on SABC libraries' services	280
6.2.2.1.	ICT training skills and knowledge	281
6.2.3.	Challenges of the SABC libraries	284
6.2.3.1.	Technology	284
6.2.3.2.	SABC library operating times	286
6.2.3.3.	Outdated collection	287
6.2.3.4.	Visibility of the SABC library	288
6.2.3.5.	SABC library staff	289
6.2.3.6.	Budget challenges	290
6.2.3.7.	Digitization	291
6.2.3.8.	The Internet.....	292
6.2.4.	Overcoming challenges	293
6.2.4.1.	Improvement of the SABC library services.....	293
6.2.4.2.	Budget challenges.....	294
6.2.4.3.	Technological advancements.....	296
6.2.4.4.	Marketing and promotion of the SABC library for better service delivery.....	298

6.2.4.5.	Library staff/workers	299
6.2.4.6.	Library operating times	301
6.2.5.	Best practices and trends that can be adapted/adopted by the SABC libraries	302
6.2.5.1.	Staffing qualifications	302
6.2.5.2.	Value in the role of the SABC libraries going digital	303
6.2.5.3.	Marketing and promoting the library services	304
6.3.	Summary of chapter	305
CHAPTER SEVEN: Main findings, conclusions and recommendations		307
7.1	Introduction	307
7.2.	Summary of findings	307
7.2.1.	Value and role of the special library service in the information age at the SABC	308
7.2.2.	Extent to which the SABC libraries services have been influenced by..... ICTs	310
7.2.3.	Challenges that the SABC libraries face in meeting the needs of their..... users	310
7.2.3.1.	Technological challenges	310
7.2.3.2.	Library operation times	311
7.2.3.3.	Visibility of the library	312
7.2.3.4.	Users' satisfaction on library staff/services	312
7.2.3.5.	Budget constraints impact	313
7.2.4.	Overcoming challenges.....	313
7.2.4.1.	Technological challenges: outdated technology and digitization	313
7.2.4.2.	SABC Library operation times	314
7.2.4.3.	Visibility of the library	314
7.2.4.4.	Users satisfaction on library staff/services	315
7.2.4.5.	Budget constraints impact	315
7.2.5.	Best practices and trends that can be adapted/adopted by the SABC libraries	315
7.2.5.1.	Qualifications for employment in SABC libraries	316
7.2.5.2.	SABC Library marketing and promotion	317
7.2.5.3.	Digitization at the SABC libraries	317
7.3.	Conclusions of the study	318
7.4.	Recommendations of the study	323
7.5.	Implications for theory, policy and practice	327
7.5.1.	Implications for theory	328

7.5.2. Implications of policy	329
7.5.3. Implications in practice	329
7.6. Contribution to the knowledge gap.....	330
7.7. Suggestion for further study.....	332
7.8. Summary and conclusion	332
List of works cited.....	334

CHAPTER ONE: Introducing the study

1.1. Introduction

The searching, collection and use of information in the information age is significant to businesses to provide the information edge for effective and efficient service delivery. The study delves into the special library services offered within the largest broadcasting service in our country, that of the South African Broadcasting Corporation (SABC). This introductory chapter introduces the background of the study, the research problem, importantly states the objectives and research questions and the theoretical framework underpinning the study. Further it sets the scope of the study and provides clarity in defining key terms and elucidates the term 'special libraries' in the context of the study.

1.2. Background of the study

The information age, is also termed 'the post-industrial society', 'the third wave' or 'knowledge era' (Govender 2003: 45). It is the idea that access to and the control of information is the defining characteristics of this current era in human civilization (Rouse 2015). By the 1970's with the development of the Internet, the information/digital revolution was underway resulting in more technological changes that accelerated the transmission and processing of information across industries whose focus now is how to capitalize on the information age. Bender (1998) claimed that successful companies were able to capitalize on timely information to gain market advantage. Dellenback (1999) pointed out that information and knowledge are extremely important assets in corporate organizations around the world. South African Broadcasting Corporation (SABC) librarian Govender (2003: 46), claimed that today every business is an information business and that the SABC is definitely an information business due to challenges and the digital divide. Hence, decisions made within an organization are dependent on knowledge (Weaver 2013). Dellenback (1999) notes that great strides were taken to capture and exploit this type of wealth (knowledge).

A special library is established and funded by a commercial firm, private association, government association, non-profit organization or special interest group to meet the information needs of employees, members or staff in accordance with the organization's mission and goals (Hack Library School: by, for and about library school students 2012). Many corporations, private businesses, financial institutions, newspapers, museums, hospitals, government departments and agencies, non-governmental organizations and other institutions establish and maintain their own libraries to serve the needs of their employees (Mostert 2007: 36). The SABC, which is the country's national broadcasting that houses a library within all its branches across all provinces in South Africa. Hence, Bender (1998) explained that companies rely on well-funded, well-staffed special libraries to give them this information edge to make strategic decisions. In light of this, information is an integral resource for SABC staff and the library entity aims to provide for the information needs of the organization. Issa *et al* (2011) highlight that organizing information is an essential preliminary to its effective exploitation and dissemination.

1.3. Statement of the problem

Weaver (2013) stated that many companies and private organizations are turning to librarians for their expert skills in analyzing, evaluating, organizing and disseminating needed information in the most accessible format. A Radio Data Manager, at the world's largest and multifarious broadcasting and programme making organization, the British Broadcasting Corporation (BBC) said that the BBC has a voracious appetite for information on all subjects and in all forms (Stoker 2017). Further, Stoker said that to satisfy the information needs of such an organization (with a staff of 25,000) requires the employment of several hundred librarians, archivists, and other information and documentation staff. Working at the SABC Library, Govender (2003: 49) highlighted her input in identifying and discussing a solution with the SABC's new digital information system. Weaver (2013) too emphasizes that the skills and expertise of library and information workers becomes fully realized in the information age. New opportunities such as knowledge management, competitive intelligence, records and archives, information literacy training, business activities such as analysis, statistical work, report writing, using their high literacy skills, creating value added services, and

products such as publications, bibliographies, alerts where opportunities exist are some of the services offered by such libraries (Ralph and Sibthorpe 2009a: 77).

Keyes (1995) emphasized that given conditions, special libraries needed to prove their value to their parent organization, demonstrate their ability to rapidly adapt to a changing marketplace and be quick to grasp new opportunities and reject redundant situations. With many special libraries being downsized or closed due to budget cuts, special libraries need to prove their value and contribution to the corporate whole, thus showing them worthy of their share of the corporate budget. Lown and Davis (2009) discuss Return on Investment (ROI) in special libraries. They highlight the importance of special libraries demonstrating their monetary and social value of their services. Information and Communication Technologies (ICTs) have advanced allowing their progress and future to influence the way individuals gather information and do business. Special libraries must align their internal measurement efforts for ROI with corporate strategic initiatives (Kassel 2003). Powers (1995) advised that special libraries respond to this challenge by marketing the real value of the special library which is attaining needed information to the users. Is there still a role for the special library service in the information age? Holbert (2001: para. 26) stated:

“We don’t know the full impact of the Internet. Today, attempts to explain the impact of computers and the Internet on the economy, education, and society, have recreated the early modern problem of information abundance. How, they ask, have information technologies really affected workplaces, organizations, and society? How are people and institutions actually integrating computers and networks into their everyday work, and how do they find new uses for these technologies?”

The advent and advancements in Information Technology (IT) have encouraged many of the functions and processes that people engage in from personal to business activities. Melchionda (2007) emphasized that technology has become fundamental in every library operation and service. As a result, technological advances have gravely affected service delivery in libraries. Computers process information and telecommunication technology disseminates information (Sharma 1999). Further, Sharma pointed out that IT plays a major role in transforming special libraries to match

the information needs of the users. Holbert (2001) advises that to utilize new technology, librarians must bond together as libraries, share information, and work together to make the best of what's available. Govender (2003), a SABC librarian conducted a study on the challenges and implementation of broadcasting for an electronic commerce strategy in South Africa. She emphasized that ICT is an integral part of every aspect of society, further stating that every competitive business must use ICT effectively (Govender 2003: 40-41).

Writing in the New Zealand context, Ralph and Sibthorpe (2009a: 50) claim that globalization is having a strong negative effect on companies employing special librarians since most of the statistics obtained revealed a loss of libraries and library staff in the commercial sector. Ralph and Sibthorpe (2009a: 87) pointed out that since the post-Google era, the skills possessed by special librarians are no longer seen as relevant. The authors postulate that this is partly due to the lack of awareness of the importance of skills used daily to perform special library functions and also due to the low profile and lack of public education in the marketplace about the value of the information professional and the services they provide. Many perceive that the ease of information on the Internet makes librarians indispensable (Pearlstein 2011). Lown and Davis (2009) bluntly state that the library must show that the Internet has not rendered its services obsolete. This current study delved into such issues. The role of the special library service and special librarian was also interrogated. Therefore does the library add value to the larger organization of which it is a part of, in this case, the SABC?

“An information centre or library is the heart and soul of an organization”, stated Sharma (1999: 25). The SABC is one such corporation. Known as the public broadcaster (radio and television) in the country, the main objective of the corporation is to provide broadcasting and information services to the general public in South Africa (SA), and beyond its borders (Civil Society Policy Discussion Paper on the SABC 2009). Amongst the objectives of the mandate (SABC Mandate: 2015), it clearly states that the Corporation, establish and maintain libraries and archives containing materials relevant to the Corporation and to make available to the public such libraries

and archives with or without charge. Akin to the British Broadcasting Corporation (BBC) the SABC caters for radio, television and external arenas and has different libraries to support the different information needs. The SABC has libraries in each province in the country that has a SABC branch. The SABC libraries serve the staff of the organization with media resources, book collections and archive materials that are required for the information and entertainment that the broadcaster provides. With the information explosion, many believe that there is no need for libraries as Google can provide all the required information. Today information is so accessible that there seems to be no need to visit a library. Gaiman (2015) emphasizes the importance of the role of libraries and librarians. He mentions that we lived in a world where there was not enough information but now we find information everywhere, where there is too much information available. He uses the analogy of a librarian previously being sent into a desert to find a rock but now the librarian is sent into a jungle to come back with a leaf. Crosby (2000) describes librarians as belonging to the original information profession using new technology and having new roles. It is clear with so much information to deal with, librarians use technology in different ways and are even more useful in the information age. The researcher observed that many special libraries have been closed or are semi-functional within organizations. It seems technology may have contributed to the closures but the SABC libraries have managed to keep their doors open for over 50 years, amidst all the IT advancements coupled with the flooding of information that is easily accessible all the time. In view of this and the objectives stated by the SABC- seemingly much value is placed on the library even in the information age. There seems to be valid reasons that the SABC Mandate stipulates the libraries' presence within their organization together with the libraries remaining vibrantly active providing their services. Therefore, this case study aimed to explore the role of the special library services at the SABC with the hope of drawing on best practices and trends. The next section (1.4) discusses the objectives and the research questions guiding this study.

1.4. Objectives of the study

Given the study's research problem, the objectives were as follows:

- To ascertain the role and value of the special library service in the information age at the SABC;
- To determine the extent to which the SABC libraries services have been influenced by ICTs; and
- To draw on possible best practices and trends that can be implemented by the SABC libraries.

1.5. Research questions

The study was guided by the following research questions.

- What is the value and role of the special library service in the information age at the SABC?
- What is the extent to which the SABC libraries services have been influenced by ICTs?
- What challenges do the SABC libraries face in meeting their needs of their users?
- How can these challenges be overcome?
- Are there best practices and trends that can be adapted/adopted by the SABC libraries?

1.6. Significance of the study

In this era where technology has advanced tremendously, it seems libraries can no longer be regarded as the repository of world knowledge (Ball 2000). The Internet is in itself going viral with the vast amounts of information it makes available continuously. Holbert (2001) claimed that with the dawn of the Internet, computer automation, and intricate databases, a librarian was at the helm of the true information age. The exciting growth of the Internet in recent years has further changed and intensified the role of the information specialist in the electronic environment. Even though the quality of information on the Internet is questionable, it nevertheless is perceived as a substitute for the library in providing information. The essentiality of a special library service too has been questionable as other information providers such as the popular search engine Google has been readily accessible in providing users with information with not much effort.

Budget constraints have resulted in many special libraries being closed by their parent organizations. It appears that their value is not seen as holding great importance nor essentiality to their organization. It is common practice that one individual can be employed to run an entire special library. A New Zealand study by Ralph and Sibthorpe (2009a: 76) revealed that special libraries closed down as a result of the special librarian reaching retirement, with another special librarian losing her job after the arrival of a new manager who wanted to change the organizational culture. This raises the issue of the value of the special libraries' services. Generally, persons without a library background make decisions regarding special library employment hence they may not fully perceive the value or existence of a library service.

Matarazzo and Pearlstein (2011) highlight the correct way to succeed as a special library worker and ensuring survival of the library is difficult. They believe that strategic alignment with special library employers and the parent organization needs to be achieved. Nowadays, the essentiality of a special library service has also been questionable. Budget constraints have resulted in many special libraries closing down which in turn has caused library staff to be retrenched. Technological advances have become fundamental in every library operation and service (Melchionda 2007) and have gravely affected service delivery in libraries. With more patrons seeking information by themselves through the Internet and databases, special librarians are finding it necessary to adjust their image. As mentioned earlier, Ralph and Sibthorpe (2009a: 87) opine that since the post-Google era, the skills possessed by special librarians are no longer seen as applicable.

Bell and Shank (2004) introduced the term 'blended librarian'. Though writing in the academic field, they nevertheless provide interesting insight to the library profession in the technological era. It is noted that technology has transformed higher education. The authors confidently state that "Librarians are in every sense of the word, technologists" (Bell and Shank 2004: 374). With that being said, they emphasize the need for traditional librarian skills to be coupled with technological skills enabling librarians to excel in the teaching profession. According to the University of Washington (2018), LIS is a profession about passionate persons wanting to make

positive changes in the world claiming that librarians bridge the gap that exist between people, information and technology and rightly so. Librarians in special libraries also can benefit from Bell and Shank's idea of the blended librarian.

Observations reveal that some library schools are closing down whereas others have embraced changes by revising curricula to stay current in the information era. Ocholla and Bothma (2006) provide an overview of the trends affecting LIS in South Africa. Essentially such trends include growth of LIS schools, review and revision of curricula, increased use of ICTs, rise and fall of student numbers, amalgamation and reorientation of Library and Information Studies (LIS) programmes, relocation of the academic administration of LIS schools, expansion and closure. Ocholla and Bothma (2006) point out that some LIS schools have completely closed down their programmes, others have changed the names of their departments whilst a lot more have diversified their qualification programmes by providing additional qualifications in related information areas such as knowledge management, multimedia, records management, publishing and information technology. There are other schools that have enriched their curricula by adding market orientated courses and/or academic modules.

Bender (1998) argues that companies need an information professional to provide authoritative information to users. The trend according to Muller (2007) is for businesses to appoint non-LIS professionals with subject expertise who employers believe will add more value to the performance of the business. However Owen and Rollerson (1997) earlier contended that special libraries would continue to exist and thrive as long as users have specific information needs that can only be met by information professionals educated and experienced in information management. Observations and a previous study (Rajagopaul 2008) by the researcher established that special library staff do not necessarily possess library qualifications. Information technology graduates and others holding subject expertise qualifications are employed for library work and this becomes a concern for the library profession. Stronski (2004: 7) encourages that the ever-changing technologies provide new challenges within work settings and has opened new career opportunities. Are special

library service providers able to keep up with these challenges? This study aimed to establish this in regard to the SABC.

Dellenback (1999: 6) reassured that special librarians can strive to reach the top position in the information organization by being aware of the skills and qualifications needed to perform such a job. This study investigated the SABC libraries with the objective of looking at possible best practices and trends. By doing so and probing into their user's needs, library employees' perceptions and employers' expectations, it would be beneficial to LIS schools and the special libraries sector. LIS programmes would be able to review their current curricula and/or adapt their curricula to accommodate industry expectations thus helping to retain LIS graduates for the management of information in the information age. Special libraries would also be able to ascertain what their users' needs are so to deliver a successful and valuable library service.

Matarazzo and Pearlstein (2014: 1) posit that the most difficult question asked by a special librarian/information professional is "What is the value of this service to the business?" The special library staff must be able to ascertain their role and value and reflect it in their services. In an age where information has become a necessity in all decision-making activities of life, special libraries too are required more than ever. A study by Kantor and Saracevic (1999: 5) conducted a similar study to measure the value of the special library. They put forward the question, 'Where do we find the value of the libraries and information services provided to the corporations?' The authors argue that value cannot be measured in terms of revenue that the library brings. The purpose of the special library service is to support the organization. The authors claim that the best leverage in assessing impact is to find out from the users.

Interestingly, the study aimed to establish the value of the SABC libraries. There has not been much research conducted on the SABC libraries. Though limited empirical studies on broadcasting corporations' libraries has been conducted, a study was conducted (Kumar 2005) to establish the dynamics of telecast media libraries in India.

The author highlighted that when economic liberalization started to develop in the early 90's and many television channels started to grow, companies started media libraries however, as the years passed, significant issues among special libraries started to be questioned. Kumar (2005: para. 2) posits such questions pertinent to the study:

“Thus, it was high time to answer the questions like: What is TV media organizations’ perception of a library? How they process their information resources? Up to what level they are able to satisfy their users? What are the systems being followed for information storage and retrieval? Is the manpower engaged in these libraries ‘LIS’ qualified? What are the problems being faced by the TV media libraries and their users? What is the information behaviour of the users of such libraries? and so on”.

The researcher engaged with the SABC library users, library staff and managers to interrogate the issue of the need and worth of the special library service.

Special libraries must reposition themselves as strategic tools providing benefits for their parent organizations (Kalseth 2005). Sharing and exploiting knowledge are the driving forces for improved business performance. In view of this, special library services play a significant role in enhancing their organizations’ business performance. There must be creation and articulation of professional goals which will help an employer understand how the special librarian is going to take their personal goals and make them relevant in their organization that would consequently bring value to the organization. The SABC can draw on possible best practices within their special library services and also other special libraries can look to the SABC for adoption of best practices.

1.7. Limitations and delimitations of the study

Delimitations are in the researcher’s control and are mainly concerned with the study’s theoretical background, objectives, research questions, variables under study and study sample (Theofanidis and Fountouki 2019: 157). The study was limited to three

branches of the SABC in key cities. The study does not intend to generalize the findings across the special library sector in South Africa as this is a case study research. Nevertheless, it will highlight possible best practices that other special libraries and the SABC libraries can consider and allow improvement within the special libraries' services.

There are a variety of special libraries in the country however the SABC, observed by the researcher, is a parent organization which houses vibrant fully-fledged libraries within their branches across the provinces. The case study used the three SABC branches in Cape Town, Durban and Johannesburg as these are situated in the hub provinces of Western Cape, KwaZulu-Natal and Gauteng, but these are also the largest SABC branches with libraries. The parent organization has many employers/managers across the organizational structure. Upon deeper investigation, it was revealed that the SABC falls under the Radio Regional Technology Operations (RRTO) hence only the RRTO (previously Radio Broadcasting Facilities (RBF)) manager and Human Resources (HR) manager was targeted for interviews. As mentioned earlier, the study's findings cannot be generalized among other special libraries however can be adapted and adopted appropriately by other special libraries.

Theofanidis and Fountouki (2019: 156-157) explain limitations in a study to refer to any weaknesses that are usually out of the control of the researcher whereas delimitations are in essence the limitations intentionally set out by the author. Delimitations are concerned with the definitions that the researcher decides to set as the boundaries of the research so that the study's aims and objectives do not become impossible to achieve. Data collection began at a time prior to the uncertainty of Section 189 that states:

"Section 189 of the Labour Relations Act 66 of 1995, as amended ("the LRA") permits an employer to dismiss employees for operational requirements. The phrase 'operational requirements' is a broad term referring to the economic, technical, structural or similar needs of an employer. Before effecting such dismissals, however, the LRA places

an obligation on employers to engage in a meaningful joint consensus-seeking process in an attempt to reach consensus on, inter alia, appropriate measures to avoid and/or minimise the number of dismissals. An employer could, as part of the section 189 process, advise employees that in order for it to remain viable and operative, employees would have to agree to a reduction in their remuneration or other terms and conditions of employment. Our law permits employers to retrench those employees who refuse to agree to the reduction in order to employ employees who are prepared to work under the revised terms and conditions of employment” (Cowan Harper Madikizela Attorneys 2020: para. 2)”.

It became apparent that some staff who were part of the study, were likely later retrenched. The researcher had already begun data collection and for this reason subsequently could not amend the current sampling frame used. It would not have been true to the integrity of the research. Hence, data collection continued, yielding a feasibly good response rate (70.7%). The retrenchments were beyond the researchers control nonetheless data was collected from the SABC employees ethically in context of the study’s progression.

1.8. Definitions of key terms

The following concepts are explained in the context of the study.

1.8.1. Embedded librarian

A trending concept was in 2005, coined by Barbara Dewey, that of ‘embedded librarian’. Her definition of embedded librarianship denotes new service models to join library and information workers more directly to their users. Hence, this takes librarians outside of their usual domains, and positions them closer to their users (Shumaker 2012). Shumaker reasons that by bringing librarians closer to their users, they focus more on their expressed information and learning needs as they occur and develop a more complete understanding of their research needs. Some newer models of embedded librarianship places themselves outside physical spaces such as libraries and positions librarians closer to users. Shumaker (2012) highlights the major benefits

of embeddedness is the ability to develop closer relationships with people. With regards to the SABC library service, the embedded librarianship concept is of importance too, drawing from the afore mentioned explanations claiming that as library-user relationships grow, a librarian's knowledge and understanding of their users must also grow resulting in better services. Thus, Geogio Highlands College (2017) provides an apt definition that alludes to special library services existing to serve the organization they are a part of, in that embedded librarians are integrated information experts that provide direct assistance to their users.

1.8.2. Information age

The information age is also known as the computer age, the digital age and the new media age (Radha 2012: 107). With the development of the Internet by the United States Department of Defense by the 1970s, and the subsequent adoption of personal computers a decade later, the Information or Digital Revolution was underway (Rouse 2015). The USA History (2019) claims that some call the information age, the information revolution. Rouse (2015) said that the information age is coupled tightly with the advent of personal computers. Such a statement denotes major change in the way information is available since the advent of technologies and creation and sharing of information. In this information age, Elonye and Uzuegbu (2013: 2) assert that the role of information as a veritable economic resource cannot be over emphasized with information being a marketable commodity and a social wealth.

1.8.3. Information and Communications Technologies (ICTs)

Tech Terms (2010) defines ICT as technologies that provide access to information through telecommunications. It is similar to IT, but it focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. It is said that modern ICTs have created a "global village". Idiegnayan-Ose *et al* (2016: 129) claim that there is a relative disparity in the acquisition and usage of ICT between developed and developing countries. This disparity evolves into the concept of the digital divide. Over the past few decades, ICTs have provided society with a vast array of new communication capabilities. Persons can communicate in real time with others in different settings using technologies. Hence, ICTs play an important role in service delivery of libraries.

Library automation is the utilization of digital means using computer systems and other information technology tools for carrying out major library functions such as cataloging, classification, acquisitions and circulation (Idiegnayan-Ose, *et al* 2016: 121). Mostert (2009: 79) claims that modern ICTs, particularly computers, information networks and software applications enable special libraries to provide a variety of information services to their clients. The International Federation of Libraries Associations (2008: 3) states that libraries are needed more than ever in the information age in which people and communities desperately require to consider varying points of view and information to challenge people and mass media, to take control of their own destinies and make up their own minds in society. Thus, ICT have changed and enhanced the LIS profession around the world (Elonye and Uzuegbu 2013: 2). This claim opens discussions on the use of ICTs in the SABC libraries.

1.8.4. Library staff

According to Reitz (2014) the library is defined as housing a collection of books and non-print materials. Where the librarian as a profession is devoted to applying theory and technology to the creation, selection, organization, management, preservation, dissemination, and utilization of collections of information in all formats. Clearly, these definitions by Reitz reveals that the library is redefined to no longer as a place to access paper records or books only but to one that also houses the most advanced electronic resources (Reitz: 2014; Student Scholarships.org. 2017). These would include the Internet, digital libraries, and remote access to a wide range of information sources. The State University (2019) states that special librarians serve particular organizations and specialize in subjects that suit the needs of those organizations. In dealing with one subject in depth, special librarians must have extensive knowledge about that particular field. Sometimes they do research for their companies and present their findings in reports to the staff. They also assist staff members who conduct research. Special librarians specialize in a subject area that pertains to the needs of the organization for which they work.

Murray (2015) claims that special librarians manage staff, budgets, and facilities. If information is outsourced, the librarian has to manage a contract with a remote team

instead of managing a team of library employees and sometimes managing both. The term library staff is used for this current study and combines all varying job titles that exist in the library profession. Librarians (library staff) combine traditional duties with tasks involving quickly changing technology. Even the nomenclature of librarian has evolved to knowledge manager, cybrarian, metadata librarian and so forth. Librarians are classified according to the type of library in which they work: a public library; school library media center; college, university, or academic library or special library. Librarians in special libraries work in information centers or libraries maintained by government agencies or corporations, law firms, advertising agencies, museums, professional associations, unions, medical centers, hospitals, religious organizations, or research laboratories. In small libraries one or two staff members may handle all the duties (State University 2009) and in some libraries, there is only one person running the library. Hence special libraries tend to have small staff compliments. The SABC libraries are termed special libraries as they support the needs of the corporate organization. They acquire and arrange an organization's information resources, which usually is limited to subjects of special interest to the organization.

Crosby (2000) emphasizes that librarians use new technology and have new roles in the information age. Despite the reshaping of the roles of library staff, the core of librarianship is maintained. Library staff develop information to be useful to its users. Special libraries have library staff who help gather information for the corporate organizations so that they can make informed decisions. Elonye and Uzuegbu (2013: 2) claim that the position of a librarian is very vital in information sourcing. Graduates of LIS do not have fear of being thrown into the labor markets. Murray (2015) states that the librarian must work to make end users aware of the service being provided to them. The rate of change in information discovery, access, and delivery, and managing this change also requires skill. The librarian keeps abreast of changes in the information landscape and helps end users to navigate these changes while keeping up with their primary job responsibilities. Crosby (2000) highlights that library staff can specialize as is in the case of the SABC Library. There are given job titles as that of Librarian and Archivists and many other varying titles however for purposes of this study, the term library staff is used to generalize all library workers at the SABC libraries.

1.8.5. Library users

Radha (2012: 110) defines users of special libraries to be research scholars, project managers, product developers, authors and so forth. Their needs are special. Hence special libraries are special in their collections, users and services. Anyira (2011) highlights that library users are the focal point of a library. The author highlights that the reason the mission statement of any library always reflects the determination of the other components of the library is to render excellent services to library users. Thus, a library is said to be productive when the library users are satisfied. The SABC libraries are open to all staff incumbents.

1.8.6. Managers

Heathfield (2017) defines the job title 'manager' to denote an employee in an organization who has certain responsibilities to lead functions or departments and other employees. The manager is assigned to a specific level on the organizational chart. Managers have diverse responsibilities in terms of people and functions. According to Murray (2015) some libraries are small within organizations, the librarian often works alone and the library is overseen by a non-librarian manager. The non-librarian manager controls the library's budget and other resources and represents the library to the organization's management team, leaving the information professional to do the day-to-day work of the library (Murray 2015). While this study uses the generic term managers, it is noted that these specifically include the job titles of HR and RRT0 managers who are responsible for the library services at the SABC branches.

1.8.7. Special library

According to Kissoky (2019: 6) a special library is established, supported and administered by a business firm, private corporation, government agency or any other special library interest group or agency. The special library aim is to meet the information needs of its users to meet the goals and objectives of their organizations. The scope of the collection is limited to the interest of the organization. Mostert (2009: 69) explains that the term special libraries do not have specific characteristics or a single typology as these libraries include many types such as news libraries, law libraries, libraries for the deaf and blind, archives, non-profit organizations as well as

corporate libraries. The Australian Library and Information Association (2014: 3) states that special libraries include health, law, government, business, industry, media and other library and information services that are designed around a specific user group. These special library services are often hidden from the public but essentially contribute to the knowledge base of their organizations.

According to LIS 6010 Blog (2009) special libraries include almost any other form of librarianship, including those who serve in medical libraries, corporations, news agencies, or other special collections. The collections held at these libraries will be specific to the industries that house that collection. The work may include solo work, such as research; corporate financing; developing a special collection for a museum, and extensive self-promotion to potential patrons. Special libraries are unique- many of which are corporate, of which exist to supplement an existing organization (LIS 6010 Blog 2009). The umbrella term 'special libraries' coined in 1908, is used with varying names such as Knowledge management centres, information analysis centres, information centres, information resources centres and documentation centres, as mentioned by Mostert (2007: 36). Hence the special library is a place where information is evaluated, analyzed, organized, packaged, and presented in a manner that "maximizes its usefulness". Special Libraries are established to serve the needs of 'special' clientele through 'special' services (Bilawar 2013). In 1961, the SABC saw the need for a library within their organization. This need grew into fully established and functioning libraries in all SABC branches nationwide over the years. The role of the special library is closely aligned to the parent organizations activities therefore focused on making knowledge and expertise available to achieve the organization's goals (Mostert 2007: 69). For this study, the term special library is used to encapsulate all the different names that the SABC libraries have.

1.8.8. Special library services

Special libraries exist in an ecosystem consisting of the information industry, the library world, their own organizations, and workforce demographics. Librarians need to be aware of the trends shaping all of these facets (Murray 2015: 188). Special libraries hold a special collection. Such libraries are described as having three qualifiers

namely, rarity (books, manuscripts, and other materials that are old, scarce or unique); format (photographs, slides, films, audio recordings, maps, artworks, artefacts and other objects that need special handling) and comprehensiveness (accumulation of materials that are individually not unique, but collectively make up an important resource because of their relevance to a particular topic of individuals (All About Special Libraries 2012). These special libraries provide a vital service to government departments, research institutions, museums and different areas in the private sector (International Federation of Libraries Associations 2008: 3).

An interesting read of Idiegnayan-Ose *et al* (2016: 120) claims that the library is an indispensable and significant component of any organization. This definition emphasizes the core objective of the current study regarding the role and value of the SABC libraries. The library is often referred to as the heart of any organization and its aim is to acquire, organize, store and disseminate information to its users (Idiegnayan-Ose *et al* 2016: 130). Radha (2012: 107) differentiates a special library as one that is not public or academic and include law libraries, hospital libraries and corporate libraries. The SABC is a corporate library and falls under the umbrella term 'special libraries'. The author goes on to say that special libraries exist to amass, retain and provide a storehouse of information for their organization. Further, Radha points out that a special library maintained by an organization (business, association or government agency) to collect materials and information of special relevance to the work of the organization. Such is the SABC libraries that collect, organize, store and retrieve information such as news clips, videos and movies for their daily broadcasting needs.

Libraries also provide vital services in government departments, research institutes, museums, and in many different environments in the private sector states the International Federation of Librarianship (2003). Such libraries are also termed special libraries or workplace libraries. Infilbnet (2018) claims that a corporate library offers its services to all members of the corporate office of a company. Though names may vary, the function of the library remains the same. The SABC have inconsistent names across all the SABC libraries in South Africa information libraries, media libraries,

archives and so forth. For purposes of eliminating confusion in this study, the umbrella term of library or special library is used. Libraries in the corporate sector have been in the forefront of developing services custom-made to meet the needs of their users (International Federation of Librarianship 2003). They profile their users (the employees of the firm) and package information and provide alerting systems to ensure they are aware of the latest information relating to their current research or project. Increasingly, they are involved in knowledge management, harnessing the totality of the knowledge available in their company. Such functions pertain to the SABC libraries.

1.8.9. South African Broadcasting Corporation (SABC)

According to the SABC (2017), the SABC inspires change through enriching, credible, relevant and compelling content that is accessible by all. Its mission is to educate, inform and entertain all audiences accessing SABC services. Dinokeng: Africa in one day (2021) provides a brief history of the SABC. The SABC was established by the South African government in 1936 with radio services offered first in English and Afrikaans, and later in the African languages of isiZulu, isiXhosa, Sesotho and Setswana. In 1950 the SABC launched its first commercial radio service, Springbok Radio. In 1975, experimental television broadcasts in the hub cities of South Africa started, with national broadcasts starting nationally in 1976. Interestingly, the SABC highlights that their history as the broadcaster is intertwined with South African politics. In 1996, the new political dispensation in South Africa meant that the SABC had to restructure in order to align itself with the notions of equality, redress and inclusion.

1.9. Ethical considerations

After numerous attempts, permission from the SABC was secured to conduct the current study. After much networking efforts with SABC staff regarding the Gatekeeper's letter and an Introduction letter (Appendix G and H respectively) from the University of KwaZulu-Natal being sent through to the SABC, finally permission was granted by the SABC (Appendix I, J, K and L). Post the defence of the proposal, the study was approved by the Research Committee at the University of KwaZulu-

Natal (UKZN). Full ethical clearance was granted by the university allowing the study to progress.

The data collection instruments comprised of two different web-based questionnaires and a semi-structured interview schedule (see Appendix A and F). All instruments were prefaced and the potential respondents were given informed consent letters to complete, should they have decided to participate in the current study. All data collected was used for research purposes only and treated with complete confidentiality and anonymity. Hence no names of respondents were revealed throughout the study. In smaller population data presentations were carefully presented so to maintain anonymity.

1.10. Theoretical framework of the study

Safdari *et al* (2017) emphasize that IT in recent years drastically changed the environment of information exchange. The Technology Acceptance Model (TAM), Systems Approach (theory) and the Embedded Librarian Model provided an appropriate conceptual framework for the study. The current study, which sought to explore the role and value of the SABC libraries in South Africa, gauged library staff, users' and manager's views and opinions on the issues concerned. Hence this research leaned towards the interpretivist paradigm gauging subjective responses. Methodologically, research instruments such as interviews and survey questionnaires were used to understand their views, beliefs and assumptions. A mixture of open-ended and closed questions were used in the questionnaire design so as to gauge qualitative and quantitative responses from the SABC respondents. Both the semi-structured interview and the questionnaires lend itself aptly to the interpretivist approach (Phothongsunan 2010: 3). A mixed method approach enabled triangulation of responses on users' needs and managers' expectations, thus providing validity in the data collection process.

1.11. Overview of methodology of the study

The study adopted the case study research method and a mixed methods approach of both quantitative and qualitative methods. A variety of literature was consulted by the researcher to provide insight into research methods and designs relating to sampling, data collection and data analysis (further discussed in Chapter Four) to facilitate the objective of this study. Methodologically, research instruments such as interviews and survey questionnaires were used to understand their views, beliefs and assumptions. A blend of open-ended and closed questions in the questionnaire design was used to gain qualitative and quantitative responses of special library users in South Africa. The study gathered data from the SABC library users and library staff about the SABC Library services in the information age employing two web-based questionnaires. Semi-structured online interviews were conducted with the SABC managers (HR managers and RRTTO managers). Hence all data collection instruments served aptly to the interpretivist approach. Further, the mixed method approach enabled triangulation of responses on users' needs and employers' expectations, thus providing validity in the data collection process.

1.12. Structure of the report

This thesis culminated coherently into the following seven chapters. Chapter One introduced the study and clearly sets out the research problem, motivation for the study, definition of relevant terms and importantly the objectives/aims and critical questions that focus and guide the proposed study. Importantly, Chapter Two discusses the theories that underpin the study. Relevant international and national literature reviewed are critically examined and discussed in context of the study forming Chapter Three. Research methodology chapter followed with Chapter Four, where the research design, data collection instruments and plan would be stated and reasons for those choices utilized in the study's methodology. The conceptual theory, that being the interpretivist paradigm as well as issues of reliability and validity would be discussed. Chapter Five, presents the findings of the data collection methods in terms of narratives, graphs and tables. The sixth chapter draws from the previous chapters' findings to discuss the findings in context of the objectives and critical questions of the study. The final chapter would draw on conclusions and recommendations of the study. Appendices of the data collection instruments would

be included and the list of works cited for the study. Lastly, the study underwent proofreading and editing (see Appendix M).

1.13. Summary of the chapter

This opening chapter provided the background to the study and the research problem. It discussed the objectives and critical questions that focused and guided this study and provided relevant definitions of terms in context of the study, the significance of the study, an overview of the research methodology employed for the study. The chapter highlighted the ethical considerations regarding the data collection processes. Further, a breakdown of the chapters that culminate this thesis is provided. The next chapter discusses the theoretical framework adopted for the study.

CHAPTER TWO: Theoretical Framework

2.1. Introduction

A theoretical framework is important to guide any study. Theoretical frameworks provide a particular perspective, or lens, through which to examine a topic. There are many different lenses, such as psychological theories, social theories, organizational theories and economic theories, which may be used to define concepts and explain phenomena. Often times, these frameworks may come from an area outside of your immediate academic discipline. Thus, using a theoretical framework for your thesis can help you to better analyze past events by providing a particular set of questions to ask, and a specific perspective to use when examining your topic (North Central University: 2019). Authors, Grant and Osanloo (2014) describe the theoretical framework as the most important aspect of the research process. The authors use 'the blueprint of a house' analogy as it serves as a guide to all aspects of the research process.

Further, Grant and Osanloo (2014) advise that the theoretical framework is the foundation from which all knowledge is constructed both metaphorically and literally for a research study to build and support a study. It serves as the structure and support for the motivation for the study, the research problem, the purpose, the significance, and the research questions. The theoretical framework provides a basis, for the literature review, and the methods and analysis. This study focused on the role and value of the SABC libraries, the extent to which ICTs are being influenced by the SABC libraries and trends and best practices that can be implemented by the SABC libraries. Robust theories such as the Systems Approach Theory, Embedded Librarianship Model and the Technology Accepted Model are related to this study. These would be discussed in this chapter.

2.2. Organizational structure

An organization is described by McLaughlin (2017) as a group of people who together work to achieve a shared goal. In order to work efficiently, the staff must find the best

way to organize the work that needs to be done so to meet the goals of the organization. The organizational structure is aimed at achieving this. An organizational structure defines how tasks are divided, grouped, and coordinated in organizations. Every organization has a structure that clarifies the roles that organizational members perform, so that everyone understands their responsibilities in the group. The author highlights that companies use an organizational chart that displays the structure of the organization, and shows the relationships between organizational members and the levels of all the positions in the organization. McLaughlin claims that an organizational structure of an organization provides two important roles for its staff members. It clarifies roles for organizational members, so that each member knows what they are supposed to do and who they report to. The structure also dictates the amount of control an organizational member has regarding his job in the organization. The special libraries whilst being an entity of an organization (SABC) not only have their own library structure but importantly fall with an organizations' organizational structure.

Friend (2017) defines an organizational structure as a system used to define a hierarchy within an organization. It identifies each job, its function and where it reports to within the organization. This structure is developed to establish how an organization operates and assists an organization in obtaining its goals to allow for future growth. Decisions made for the special library is generally left to top management. These integral individuals are non-library qualified and make significant decisions regarding the library from final budgets allocated to cuts and staffing for their organization's library. Hence the organizational structure model and systems theory approach is important in this current study to delve into the role and value of the special library services at the SABC.

The structure of an organization consists of a combination of six different elements (Friend 2017). Each of these elements has an effect on how the tasks are carried out in an organization.

- **Work specialization:** the first element that affects the structure of an organization is how tasks are subdivided into separate jobs. The job can be completed by an individual, or is it broken down into separate steps and

completed by several individuals. It is said that if the job is broken down into small tasks, the more specialization is required by each of the staff. The SABC library staff usually have specialization and work specifically with other SABC employees with specific tasks allocated to them for their department.

- **Departmentalization:** establishes how jobs are grouped together. Jobs can be grouped in many ways, including by job function, product line, or territory. Every organization has a chain of command, which provides a line of authority that reaches from the top of the organization to the bottom and spells out who reports to whom in the organization. At the SABC, the library services department falls under the RRTO.
- **Span of control:** the structure of every organization must also dictate how many managers are required to direct their employees. This determines how many individuals a manager can efficiently and effectively manage. Companies with wider spans of control require fewer managers and are more efficient than companies with narrow spans of control. However, if the span of control becomes too large, employees may not receive adequate leadership and support from their managers. Special libraries usually have small staff complements, such is the SABC libraries too and there are line and branch managers for the SABC. Library staff answer to the library manager whilst the library manager gets his/her directives from the RRTO and HR managers.
- **Centralization and decentralization:** determines 'where does decision-making authority lie?' If top management makes all the organizational decisions with no input from lower-level personnel, the organization is considered to be centralized. The more that lower-level managers are involved in the decision-making process, the greater the degree of decentralization that exists in the organization. At the SABC Library, the library manager, HR manager and the RRTO's manager sits in interviews and is responsible for all decisions in the organization.
- **Formalization:** determines to what degree the jobs in the organization are standardized. A highly formalized job has clearly defined procedures and leaves organizational members little freedom in regard to how they perform their tasks. A low degree of formalization, on the other hand, allows employees

a high degree of flexibility in how they get their jobs done. From the researcher's observations, the SABC Library staff perform their duties with much flexibility.

2.2.1. Organizational Theory

The term organization is defined by Strieby (2015: 173) as a business entity with structural and functional relationships existing among its staff. Winzenried and Giovenco (2010) describe organizational theory to be concerned with the involvement of personal goals within organizations- the relationship between the individual and the group. Importantly, organizational theory makes an attempt to describe management styles and structures as well as forming generalizations that will help to further inform management. It is concerned with the effects of those relationships on organizational functioning. Kassel (2003: para.1) refers to the special library as 'institutional assets' thus proving them to add value to their organizations. The SABC libraries are limited in scope thus serving only certain departments within the organization.

2.2.1.1. Systems Approach Theory

The general systems theory according to Gleeson (2019), including the systems approach principle, was first proposed formally in 1968 with the publication of Ludwig von Bertalanffy's *General System Theory: Foundations, Development, and Applications*. Bertalanffy's approach to understanding complex systems and how they are best managed was innovative. Bertalanffy's approach to systems analysis importance, is its applicability to so many different fields. Bertalanffy's study considers two different kinds of systems: closed and open. Each of these systems includes technology- the underpinnings of a distribution network, for example- and people- the individuals who manage the distribution network. Each element of a system is composed of smaller subsystems, which may contain sub-subsystems. Each element of an open system also connects to a larger environment: the customers and others outside the system who interface with it.

According to Grimsley (2018) the Systems Approach Theory is one of the most prominent theories in management today. He describes Systems Approach Theory as

treating an organization as a system. This system can be either closed or open, but most approaches treat an organization as an open system. An open system interacts with its environment by way of inputs, throughputs, and outputs. Organizations are seen as open social systems that necessitates interaction with their environments in order to survive. This is known as the systems approach theory (Saylor Academy 2019). Organizations are viewed as open systems, continually interacting with their environment (Walonick 2019). They are in a state of dynamic equilibrium as they adapt to environmental changes. Organizations depend on their environments for several essential resources.

Gleeson (2019) describes the system approach principle in which individual system elements in their environments and observes the relationships between them. The author suggest that the system approach include studying how each system works and also how it relates to its environment both in the present and past. Grimsley (2018) notes that a system is any set of distinct parts that interact to form a complex whole. An organization is also a system with parts such as employees, assets, products, resources, and information that form a complex system. An open system consists of three essential elements. These are inputs, throughputs and outputs. An organization receives resources such as equipment, natural resources, and the work of employees, referred to as inputs. The inputs are transformed, called throughputs, and then yield products or services called outputs. Outputs are released into the environment. They provide information to the organization by connecting the outputs to the inputs. A negative feedback loop indicates a problem that should be corrected. A positive feedback loop can identify outputs that have worked well. Management must monitor for positive and negative feedback loops and make changes necessary to alleviate any negative ones to increase organizational effectiveness or goal achievement.

The foundation of systems approach theory is that all the components of an organization are interrelated, and that changing one variable might impact many others. Special library (such as the SABC) is a library, which collects updated and comprehensive information on the subject concerned with the parent organization and disseminate this information promptly to the people associated with the organization

on demand and in anticipation. Besides this, one other factor is that a special library develops its major collection on some special subject or field (Ashikuzzaman 2013). The author highlights the objectives of a special library. The main objectives of a special library are as follow:

- The special library serves the information needs of its parent body. It disseminates updated and significant information in the concerned field. Hence the SABC library must keep abreast of current news and entertainment as the nature of the organization is to provide relevant information to the public as the official broadcaster of the country.
- It gives pinpointed information promptly and provides desired information to its users on demand and mostly in anticipation. The users also get new ideas and inspiration to initiate new projects. Thus, the Embedded Librarianship Model plays a key role here.

A Systems Approach can provide management with a unified focus in terms of the direction the business should be heading towards and striving. The Systems Approach is a concept that shows the organizations as comprising of three interconnected parts namely, input, process and output. Thus, the Systems Approach principle points out strongly the use of feedback response. This is likened to the SABC. The corporation provides daily services to the country and beyond. Library staff are also involved in the input stage in the SABC's service delivery as a broadcasting corporation. This Systems Approach theory allows systematic integration. Known as an interdisciplinary approach, the systems approach takes into consideration both the business and technical needs of their clients to ensure the products meet the users' requirements. Most effective organizations, according to systems theory, adapt to their environments (Saylor Academy 2019). The SABC library provides information that should supply the needs of their users which in turn satisfies the needs of the broadcasting services they provide to the public. Observations reveal that the SABC outside clients are not shy about airing their negative and positive feedback on platforms, be it the Independent Complaints Association of South Africa (ICASA) or popularly on social networks available such as Facebook and Twitter, causing more discussions to unfold of the SABC services. Hence this approach integrates all functions into an interrelated team effort as seen in Figure 2.1 below.

SYSTEMS APPROACH

- VIEWS ORGANIZATION AS A SET OF INTERRELATED ELEMENTS FUNCTIONING AS A WHOLE

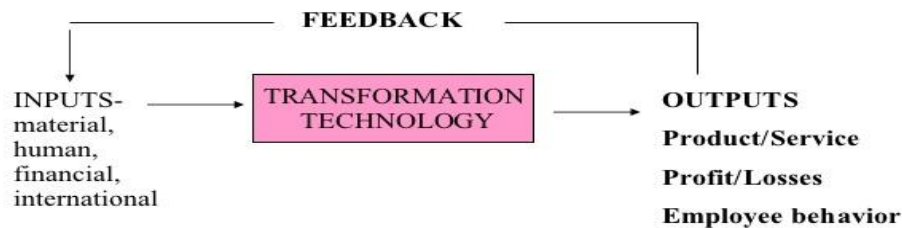


Figure 2.1: Systems Approach

Source: Singh (2008)

According to Binny (2012) modern theories are based on the concept that organizations are adaptive systems which are to adjust with the changes in their environment. The Systems Approach believes that the organization is a system of inter-related subsets that are mutually dependent on each other. Thus the organization consists of components that link processes together to achieve common goals for the organization. To achieve their goals, the SABC libraries serve mostly certain departments with information. There is a level of dependency for the library service so that departments such as news and radio broadcasting can carry out their work duties. However, all staff are at liberty to utilize the library for its resources at their leisure.

2.3. Information and Communication Technologies (ICTs)

Computing technology, communication technology and mass storage technology are areas that continue to reshape the way in which libraries access, store, retrieve, manipulate and disseminate information (Singh 2013: para. 2-3). The author goes on to state that many library functions have been designed and refined due to the technological advances that has enhanced library work. Singh (2006: para. 13)

discussed trends in special libraries in India. He gives credit to John Dana Cotton for the creation of the special libraries concept. Further, Singh (2006: para. 13) mentions that the technological revolution has transformed special libraries in India where information delivery is in an 'integrated digital environment'. This involves a combination of modern management and information technology. Aroonpiboon (2012: para.1) notes that the advancements in ICTs have changed library and information services as well as the roles and expectations of librarians. Aroonpiboon (2012: para.3) stresses that we live in an information society where the development of IT is accompanied by an increased volume of knowledge with the rapid growth of information. Further, Hashim and Mokhtar (2012: 151) reiterate that there will always be changes that will affect librarian's role, job opportunities, self-image, motivation in survival. Hence, Aroonpiboon (2012: para. 4) mentions that these current trends will have a bearing on shaping librarians and information services in this new era. Librarians must reposition themselves and claim their role, encourages (Hashim and Mokhtar 2012: 151).

Technology that creates change within a current business culture model is termed a disruptive innovation (Ghosh 2017: 4). According to (Kraft 2014: 38), disruptive technologies "change the way society functions". Disruptive technologies alter the way people do things, their perceptions, and their expectations. This could be the beginning of a new service, product, technology, administrative practice, or significant improvement to an existing product, service, or technology. Singh (2006: para. 13) advised that special librarians acquire new skills to be competent emphasizing that in the changing library environment, with rising expectations from their users, librarians need hybrid skills to perform their jobs. This suggest that the Blended Librarian and Librarian 2.0 is needed in this current information age. Ghosh (2017: 5) writing in the academic libraries sector notes that the most significant technological innovations within the library profession is:

- Change in attitude towards embracing ICTs,
- The way information is delivered to users,
- Service innovation in library's response to digital disruption,
- Reinvention and re-thinking of strategies aided by technologies, and
- Policies, culture, system, and work processes accompanying the user of ICTs.

Bell and Shank (2011: 106) mentioned that 'disruptive innovators' such as the popular search engine, Google, challenges libraries as it has become a default search method for everyday basic information needs by users. Further, the Internet and personal computers have democratized information and knowledge far beyond printed information resources such as books and journals. Nowadays, tutorials, speeches, images, animation, and such are all available online (Kraft 2014: 38). As Bell and Shank write in the academic library context, they state that disruptive innovators would drive libraries to respond by either sustaining innovation, becoming contributors in creating disruptive innovation. This means that libraries must continue to improve their current system and services or transit replacing and inventing new systems and services for use. Special libraries, can also apply these technologies. Singh (2006: para. 13) reiterates other definitions that the nature of the special library is dependent on the organization they serve and the specialist librarians role varies. These innovation decisions by the libraries will determine the future relevance of the libraries, claims Bell and Shank (2011: 106).

2.3.1. The Technology Acceptance Model (TAM)

Safdari *et al* (2017: 42) emphasize that information technology in recent years drastically changed the environment of information exchange. They hold this duty to the growth and rapid spread, the use of computer facilities, the transfer of data and creating worldwide networks such as the Internet. Though writing in the health sector the authors motivate that the use of efficient information systems, for achieving efficiency, effectiveness and quality of services and satisfaction of clients is an undeniable necessity. Further they foresee the IT effects on economic, social and cultural aspects of society and its role in life that would improve over time. Libraries too have embraced the use of technology in improving the service they provide. In view of this, The Technology Acceptance Model (TAM) provided an appropriate conceptual framework for the study.

TAM, first introduced by Davis, Bagozzi and Warshaw in 1989 around the concept of technology acceptance, is the theory underpinning this current study. TAM posits that acceptance of a new information system can be predicted based on users' behavioural intention, attitude towards use, and two other internal beliefs: perceived usefulness

and perceived ease of use. Davis (1989: 320) defined perceived usefulness as “the degree to which a person believes that using a specific system would enhance his or her job performance within an organizational context” and perceived ease of use as “the degree to which the prospective user expects the target system to be free of effort” (Alharbi and Drew 2014: 145). Figure 2.2 depicts the model.

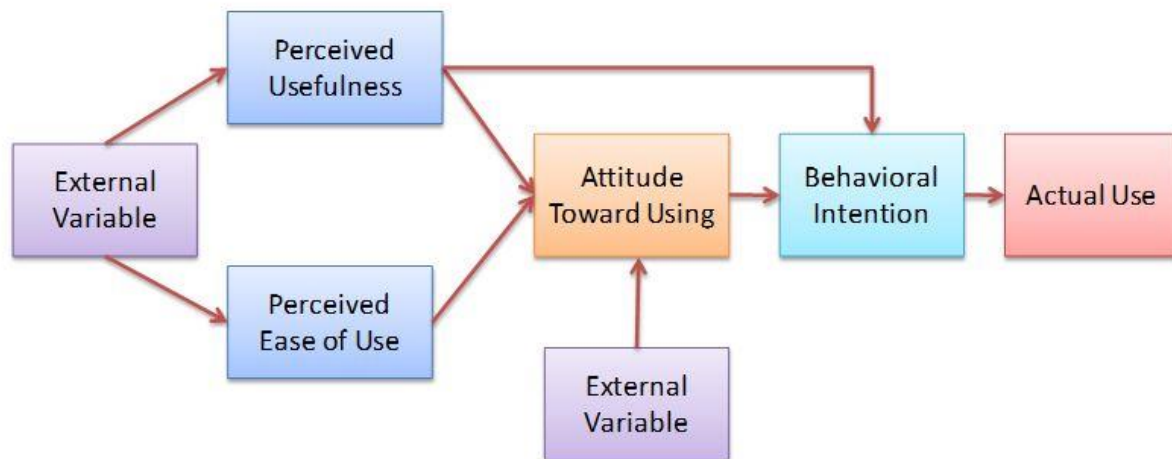


Figure 2.2: The Technology Acceptance Model

Source: Davis, Bagozzi and Warshaw (1989)

In the information age, observations seem to infer that technological advances would dissolve the existence of special libraries. Observations reveal that many special libraries are closing their doors ‘forever’ to their parent organization, not always by choice of the library service itself. Perhaps one of the reasons is the rapid influence and adoption of ICTs. Notwithstanding this, the SABC libraries have remained opened showing vibrancy in their parent organization. This is a significant observation to note. With the rapid development of ICTs using ICTs becomes imperative (Alharbi and Drew 2014). IS Theory (2016) describes TAM has an adaptation of the Theory of Reasoned Action (TRA) to the field of information systems. TAM posits that perceived usefulness and perceived ease of use determine an individual's intention to use a system with intention to use serving as a mediator of actual system use. Alharbi and Drew (2014) highlight that TAM is possibly the most widely-used framework in the field of

Information Systems (IS) for measuring technology acceptance, and its high validity has been proven empirically in many previous studies.

The TAM model claims that Behavioural Intention (BI) defines the actual use of a given information system and therefore determines technology acceptance. Attitude towards use (A) and Perceived Usefulness (PU) jointly influence BI. BI is also indirectly affected by Perceived Ease of Use (PEOU). Attitude is directly affected by both perceived usefulness and perceived ease of use (Fathema, Shannon and Ross (2015) reiterated by Alharbi and Drew (2016)). However, PU is directly influenced by PEOU. Further, TAM theorizes that perceived usefulness and perceived ease of use are affected by external variables. Thus, PU and PEOU mediate the effect of external variables on user's attitude (Fathema, Shannon and Ross 2015). Thus TAM offers the causal relationships of these two fundamental constructs (PEOU and PU) with three other constructs Attitude Toward using Technology (ATT), BI and Actual Use (AU). According to Fathema, Shannon and Ross (2015: 212) ATT is defined as "an individual's positive or negative feeling about performing the target behavior (using a system)" TAM claims, PU and ATT directly influences BI. If users find a specific technology as a useful one (PU) then they develop a positive intention of using it. Similarly users' positive attitude toward a specific technology leads them developing an intention to use this technology. TAM suggests users' BI shapes their AU of the technology. If users have intention to use a specific technology then they use it (Fathema, Shannon and Ross 2015).

According to TAM, PU refers to the degree to which an individual believes that using a particular technology would enhance his or her job performance (Surendran 2016). The PEOU refers to the degree to which an individual believes that using a particular technology would be free of physical and mental effort. TAM purports that if a technology or innovation enhances a person's performance and does not greatly increase the effort required to perform a function, it is considered useful and easy to use, and the person will be more likely to adopt the technology, service, or behaviour (Wallace and Sheetz 2014). Adoption theories attempt to explain the process people go through when deciding to perform an activity for the first time. The Theory of

Reasoned Action (TRA) suggests that people form intentions to adopt a behavior or technology based on their beliefs about the consequences of adoption. TRA has been used to understand the adoption of behaviors, technologies, or advice. Building on TRA, Davis developed the TAM. TAM attempts to explain why individuals choose to adopt or not adopt a particular technology when performing a task.

TAM is an information systems theory that is most widely used to explain how users come to accept and use technology (Surendran 2016). A model developed to study the acceptance of technology by an individual taking into consideration both the perceived ease of use and the usefulness of technology (IGI Global 2016). This study is underpinned by the TAM. Like with every aspect in life, advancements in technology have affected job functions by enhancing the methods of work. It has also allowed for powerful information sharing. The convergence of technologies, rapid developments in business IT solutions, digitization initiatives have demanded that the SABC has an encompassing IT Strategy (SABC Technology BIT 2016). This study delves into the extent to which the SABC libraries have embraced technology and its impact on their job and services provided at the SABC. The TAM states that technology is accepted by individuals with the perception of enhancing their job functions or by lessening without effort their work using technology. Nowadays libraries have embraced technology to perform daily duties hence the special library services (SABC) would be interrogated to ascertain the role and value of the library service in the information age. Based on TAM, the researcher would gain insight into how ICTs have impacted and influenced the library service and the work done by the library staff. The SABC libraries use technology to organize and store their information. This study delves into the extent to which the SABC libraries have embraced IT. SABC librarian Govender (2003: 53) highlights this best:

“To be smart information workers that is what the journalists, researchers, librarians, reporters, producers, editors, are actually getting paid to put together the resources in order to execute or output the best news in the country at all times and at any given time, therefore the digital system in the SABC is effectively and efficiently utilized”.

Stoker (2017) writing in the British Broadcasting Corporation (BBC) libraries' context, states that the libraries collections are huge. He mentions that they rely heavily on manual systems which are in place that they recognise as something that will not remain for long. Computerization has begun with the reference collection for information retrieval and for housekeeping activities. In view of this, it seems the SABC libraries have embraced technology intensively more than the BBC libraries. The researcher believes this to be a valuable practice at the SABC libraries in the information age. Issues such as the impact of ICTs on the SABC libraries' work and services would also be interrogated hence the TAM was most suitable to underpin this study.

2.3.2. Library 2.0

While the term 'Web 2.0.' is widely defined and interpreted, it was conceptualized and made famous by Tim O'Reilly and Dale Dougherty of O'Reilly Media in 2004 (Maness 2006: para. 2). It was used to describe the trends and business models that survived the technology sector market crash of the 1990s. Furthermore, the term 'Library 2.0', introduced by Michael Casey debuted in a speech by Michael Stephen at a conference called *Internet Librarian* in 2005, to refer to the application of interactive, collaborative, and multimedia web-based technologies to library services and collections (Kwanya, Stillwell and Underwood 2009: 71). Writing in the Brazilian academic library context, de Lima *et al.* (2017: 474) notes that the concept of Library 2.0, refers to the technological changes brought from Web 2.0 that allow libraries to change their static ways of organizing and disseminating information to more collaborative, interactive and dynamic methods. Maness (2006: para 1) suggested that the changing Web as 'Web 2.0' would have substantial implications for libraries, and recognizes that while these implications remain close to the history and mission of libraries, they still necessitate a novel paradigm shift for librarianship.

Khan (2013:20) describes Library 2.0 as a loosely defined model for the modernized form of library services that reflects a transition within the libraries and the way service delivery is achieved. The technological developments on the Web have had a significant influence on these changes (Huvila et al 2013: 198). The main principle of the Library 2.0 is that information is extended from the library to the users and vice

versa. Library 2.0 is a change in the way libraries interact with their users. Further, Library 2.0 is described by Khan (2013: 19) as the “application of interactive, collaborative, and multimedia web-based technologies to web-based library services and collections”. He claims that in the special library, users exist and are experts in their domain. The library professionals also tend to face the digital divide issues of the more challenged user. Most users of the library do not know about newer library technologies nor use such. Library professionals inform their users about and train them with the latest technologies. Library 2.0 is a concept of a very different library service, geared towards the needs and expectations of today’s library users by making the information available wherever and whenever the user requires it and seeks to ensure that barriers to use and reuse of the information are eliminated (Khan 2013: 19-20).

There is a drastic change in the way information is acquired, processed, stored, accessed, disseminated, and used (Khan 2013: 14). The result is the widespread use of ICTs in libraries. Khan (2013: 14) claims that with the development of many new technologies and applications such as Web 2.0, popular social media platforms, cloud computing, mobile web, and new formats of packaging information such as e-Books, influence managerial decisions in libraries. Managers must have the most effective plan for staff skills, budgeting, and marketing of libraries (Khan 2013: 14). Web 2.0 enables us to interact with our users in a completely different way (Patil and Pradhan 2014: 6). Kwanya, Stillwell and Underwood (2009: 71) state that how libraries respond to and manage these ICT changes and perceptions is critical for their survival in the industry.

2.3.2.1. Librarian 2.0

Khan (2013: 15) discusses the current modern era of exponential growth in information. He advises that the library profession thinks beyond the paradoxical conditions of limited access to information. Khan (2013) claims that libraries have to adapt and adopt to the changing paradigms to contribute significantly to strategic institutional goals. Information professionals have developed many novel and innovative technological skills that is increasingly applied in a diverse array of information environments. With the changing information landscape, new job roles have emerged in libraries. Hence, librarians are now working as metadata librarians, e-learning librarians, e-librarians, and digital librarians (Khan 2013: 16).

The change also places new requirements on librarians' competencies and skills (Huvila et al 2013: 198). Patil and Pradhan (2014: 5-6) discusses the attributes of the Librarian 2.0. should have:

- A multifaceted personality trait,
- Passion and inspiration to be able to communicate an idea clearly and through his/her zeal,
- Know how to lead and motivate,
- Is adaptable, flexible, persistent, and resilient,
- Is willing to go outside of their comfort zone,
- Is proactive and willing to take risks,
- Have an open mind and are willing to try new things and learn from their failures,
- To have good project management skills,
- Be outcome focused and able to multitask and manage their time well,
- Are lateral thinkers who can prioritize and problem solve,
- Go out and seek business, and
- Requires librarians to take on the role of educator, trainer, or guide.

Patil and Pradhan (2014: 5-6) encourage that the Librarian 2.0 understands how organizations function and knows how to influence, inform, and enable strategic decision making. Further, Patil and Pradhan (2014: 5-6) claim that the Librarian 2.0 understands the value intentions that are inherent in their organization and their profession. The author notes that a professional Librarian 2.0 is flexible to change and

manage change in the library service and profession. Librarian 2.0 enjoys the interaction with users, the values of the diverse experiences of users, view things from the user's perspective, and actively seeks to use the emerging technologies to provide for their users. These Librarian 2.0's attributes are visible in the Embedded Librarian Model (discussed in 2.4) where the librarian is been actively engaged with the library users outside the confines of the library. Patil and Pradhan (2014: 5-6) mention that the Library 2.0 concept is developing different expectations on the user's role: "They now have the ability and responsibility to contribute content." Patil and Pradhan opine that the librarian is no longer just seen as the gatekeeper of information. The professional Librarian 2.0 has an inquiring mind, willing to develop within the job. The Librarian 2.0 makes the best use of the available technology within their work and possess 'knowledgeable credibility'.

Khan (2013: 16) states that the core role of the information specialist is changing from information gatekeepers to information guru. A librarian in Web 2.0 technology environment is required to act as an information enabler and knowledge creator. As an information enabler, Librarian 2.0 needs to have the ability of transferring ownership of searches to patrons. This involves deploying more straightforward tools to the end-user, and teaching how to best use them, creating patron ability. While these two are related, they have markedly different core competencies. In deploying simpler applications, Librarian 2.0 is required to have a working knowledge of not only the tools to be deployed but also the technology infrastructure used behind it. Therefore, this requires a basic knowledge of IT and intranet fundamentals such as network security, routing, and server-side applications. Librarian 2.0 also needs to possess the ability to publicize the availability of information resources and to ensure that they meet customer needs reactively and proactively. Moreover, Librarian 2.0 is required to possess the ability to retrieve applicable information in a timely manner. This information must adequately be disseminated to the users. Librarian 2.0 necessitates awareness of current knowledge sharing technologies and ability to appropriately apply these technologies for the benefit of end-users (Khan 2013: 26). Thus, due to recent technological growth, today's librarian is faced with added challenges, necessitating a professional that is better equipped and broadly educated than one they were ten years ago (Khan 2013: 28). Huvila et al (2013: 199) was able to map

out seven core concepts or 'building blocks' that define Library 2.0 from a professional perspective. These seven identified components of library 2.0 are represented in Figure 2.3 below:

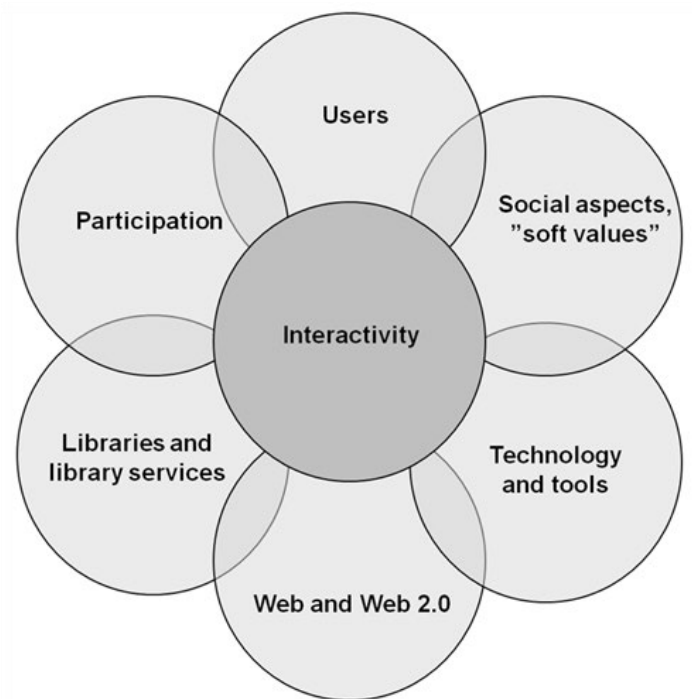


Figure 2.3: Seven core building blocks for Librarian 2.0

Source: Huvila et al (2013)

Huvila et al (2013: 199) conclude that the library profession may be approaching another change, a change towards a revised understanding of the core competencies and qualities of librarianship under the term 'Librarian 2.0. Further, authors Tank, Bhatt and Maradiya (2017: 13) proposes that the choice is the librarians of whether they want to move with the times or quit in the technological era.

2.3.3. Blended Librarian

With the technological innovations that arose, the term Blended Librarian was coined by authors Steven Bell and John Shanks, in 2004. Blended Librarian (2020: para. 1) states that blended librarianship is a novel form of librarianship practice. The concept of blended librarianship arose from the profound societal confusion over the future relevance of the academic library and the uncertainty surrounding the role of future

college and university librarians. Blended librarianship is an interconnecting set of skills (Tank, Bhatt and Maradiya 2017: 20). Further, Tank, Bhatt and Maradiya (2017: 13) discuss blended librarianship in academic libraries in the digital era. The authors state: "We are moving in an era in which the pursuit of humans of wanting to "know" the answers of every "Why?" and "How?" has become dominant in every discipline". Blended librarianship is intentionally not a library centric that focuses on the building and its physical collections. Its focus is based on the skills and knowledge librarians possess and the relationships they build (Embedded Librarianship). Hence, it is librarian centric. Founders, Bell and Shank (2011: 106) state that Blended Librarianship focuses on the reasons librarians' matter and to provide convincing reasons as to why academic libraries remain essential and indispensable to the organization they serve. This statement is also true for librarians in the special libraries sector. Tank, Bhatt, and Maradiya (2017: 13) claim that Blended Librarianship will place the librarian's role as an information specialist, educational technology expert, and extending much more of their identities. The metaphor, Blended Librarians display technological management skills (Tank, Bhatt and Maradiya 2017: 13).

Tank, Bhatt and Maradiya (2017: 13) mention that the library is now an automated centre. Providing guidelines for improved usage of technological innovations by the users is a task for the Blended Librarian. However, the authors highlight that it is necessary to articulate the theoretical knowledge that supports the library profession and technological change (Tank, Bhatt and Maradiya 2017: 13). Since the advent of ICTs, the library image is continually transformed. Before this, there was the traditional/conventional library, where collections and bibliographic control consisted of paper as the technological substrate. These very rapid advances in ICTs allow the Blended Librarian to move that image to a technological and digital image. Thus, the librarian's role in the library is modified. The concept of Librarian 2.0 that uses the Web 2.0 opportunities is a clear example of this modification. Tank, Bhatt and Maradiya (2017: 13) claim that the relevance of libraries, librarians, knowledge management and dissemination of information has become an activity that necessitates much more precision and expertise in the library field. The authors urge librarians to recognize these prospects and equip themselves to embrace the demands of information and knowledge.

In the future, it is hoped that the library as a place, and its collections would not define the librarian as it did in the past (Tank, Bhatt and Maradiya 2017: 13). Instead, the services and products provided by the librarians should define the librarian. Bell and Shank (2011: 107) describe librarians as technologists in the information age. In the past, utilizing analogue tools such as books allowed information to be recorded and shared, however, the mediums for creating, recording, and sharing information have exponentially expanded in the digital information age. The SABC has its information resources that consists of printed materials (books and newspapers) and hugely multimedia information such as CDs, DVDs, and other digitally formatted materials. To accomplish the new image, the librarian must possess the necessary skills and knowledge to use the latest digital technologies and different information formats. Moreover, Bell and Shank (2011: 109) emphasize that just as digital technologies and information formats continuously evolve, so too must librarians. Thus, (Bell and Shank 2011: 109) proposed that Blended Librarians combine 'the traditional skill set of librarianship with the information technologist's hardware and software skills'. Blended Librarians make use of Web 2.0 tools such as Facebook, Twitter, Flickr, YouTube, and such) to increase their communication and presence, strengthening their relationships with their clients (Bell and Shank 2011: 108)- very much the essence of the Embedded Librarian Model. Bell and Shank (2011) believed that for librarians to remain relevant, they must be open to adopting new skills, knowledge, and ideas.

2.3.3.1. Feral library professionals in blended librarianship

Vargas *et al.* (2015: 1-2) notes that technological innovations cause constant changes and challenges in the information environment. Vargas *et al.* (2015: 3) mentions the new roles played by librarians. The metaphor 'feral professionals' was coined by Neal (2006) to define those library employees that did not require a degree in librarianship to work in such entities. These 'feral professionals' work in jobs that do not require them to have a background in library education while they bring the library a 'feral' set of values, outlooks, styles, and expectations. Further, Neal talks about the proliferation of new tasks in libraries, where professional staff may have experience working in a library; however, candidates are not expected to hold a professional library qualification. As a result, other degrees and thus, expertise is typically favoured and recruited (Neal 2006). The SABC moved from analogue to digital systems. This could

open opportunities for ICT graduates in the library. As Kennan, Willard and Wilson (2006: 34) claimed that sometimes employers look for librarians with these skills and at other times, other individuals with these skills. In day-to-day library practice, the Blended Librarian requires adaptation to the ICT phenomena. Vargas *et al.* (2015: 1-2) highlight that blended librarians are undergoing a transition of information in a variety of forms and formats in which their users can access, store, recover, and use. As a result, the traditional roles of libraries and librarians are changed and reinvented with possibilities and challenges brought on by the Internet (Vargas *et al.* 2015: 1-2).

2.3.3.2. Educating the future blended librarians

Rapid advances in information technology has provided new methods to learn (Ebrahimi 2008: para 1). The entry of IT into librarianship has changed teaching claims Ebrahimi (2008: para. 15). Bell and Shank (2011: 109) mention that the growing surge of digital information will challenge library educators' ability to teach the appropriate skills and knowledge that will allow students to become and stay 'knowledge-able.' The educational role of librarians is more necessary currently than before. Corral (2010: 5) discusses the term 'blended'. The term 'blended professional' is gaining currency in the education sector. Blended librarianship, as a famous metaphor, is used for the evolving educational role of the academic librarian (Bell and Shank 2011: 109). This term fits aptly with even the special librarian.

Nowadays, disruptive innovations such as new computing technologies emerge with faster speed and power than ever to transform the library and the role of the librarian (Bell and Shank 2011: 105). Vargas *et al.* (2015: 4) clarifies that disruptive technological innovation is an element that stimulates the formation of a new generation of professionals- the blended professional. These professionals, according to the authors, are capable of perceiving opportunities in the current emergent information models. However, Vargas *et al.* emphasize that it is still essential to continue with the formation of specialists with a solid theoretical background. This will allow students to develop new proposals for offering optimal information products and services. If there is only technological knowledge, there is a risk of having temporary solutions driven by the uses imposed by technology and its innovations. However, a

lack of alternatives would exist that allow their continuous redirection and improvement in general library practices, which remain the core of librarianship. The Blended Librarian alternatives and activities are essential.

The disruptive technological innovation produces changes in the concept of a library and the work of the Library and Information Science (LIS) professional (Vargas *et al.* (2015: 3-4). This phenomenon leads to consider such professionals as a disruptive librarian, according to the authors. The Librarian is professional that adapts very rapidly to technological demands Vargas *et al.* (2015: 3-4). Bell and Shank (2011) use the category of Blended Librarian, referring to the professional that combines the traditional abilities of Library and Information Science with skills from information technologies and computer science. According to Vanderkast, García, and González (2015: 1), Blended Librarians are fundamental in a library. They possess theoretical knowledge in librarianship and concurrently hold competencies that allow them to handle both paper and electronic information. Importantly, the Blended Librarian knows the use and management of information and communication technologies (ICTs). Corral (2010: 12),- a Professor at the Sheffield University, extended from Bell and Shank's Blended Librarian term, to create a Blended Librarianship model, that she named *The Sheffield Model of Blended Information Professionals*. Corral (2010: 12) illustrates (Figure 2.4) the current conception of the blended professional. She distinguishes three traditional specialist professional groups:

- library/information science specialists,
- IT/media specialists
- and academic/professional discipline specialists,

Corral (2014: 12) labelled 'content', 'conduit' and 'context' specialists respectively. In other terms, she mentions that these professionals can be viewed as 'knowledge', 'infrastructure' and 'domain' specialists.

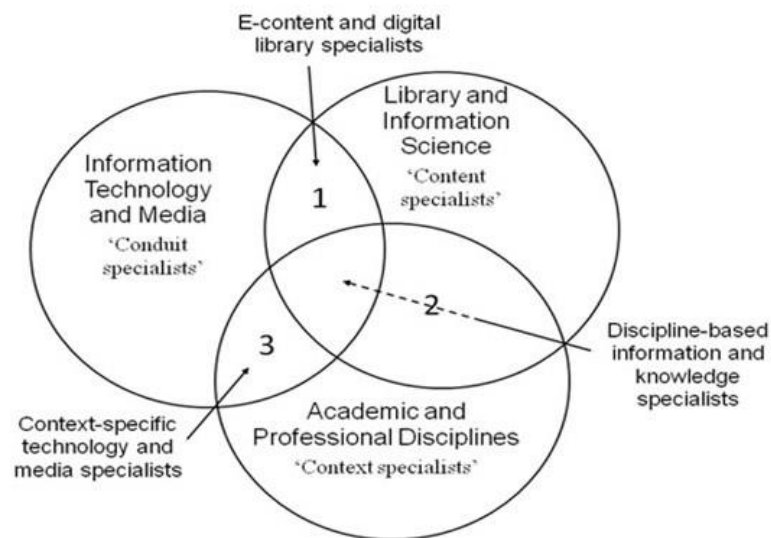


Figure 2.4: Sheffield Model of Blended Information Professionals

Source: Corral (2010: 10)

Corral (2010: 12-13) explains the model:

1. *E-content and digital library specialists (content + conduit)*, example, electronic resources co-ordinators, digital collection project managers, directors of digital libraries, heads of e-strategy, intranet/web managers and repository librarians;
2. *Discipline-based information and knowledge specialists (content + context + conduit)*, example, subject/liaison librarians, information literacy co-ordinators, instructional design librarians, geographic information systems specialists, data librarians, data scientists;
3. *Context-specific technology and media specialists (context + conduit)*, example, computer assisted learning specialist and educational/instructional/learning technologists.

Corral (2010: 2) anticipates changes and developments in the professional education for librarians in their jobs, roles, and expectations. She suggests that library education programmes take benchmark standards set by national and international professional bodies. This will be used to reflect on the realities of professional work in the library

sector. Curricular content should also be informed by research in the discipline. This enables the academic institution to influence professional thinking and practice, contributing to the development and positioning of the profession. Corral (2010: 2) stresses that the challenges facing lecturers are significant, with some employers and graduates questioning the value of their academic preparation for professional practice. Others see continuing education as a valuable investment. The Sheffield Information School has been providing training for librarianship since 1963, with a strong record in preparing graduates for academic libraries. The curriculum has developed in tandem with environmental changes, research discoveries, teaching innovations, and practitioner feedback. New topics and electives have been added, new qualifications have been introduced at different levels and new programmes have been created for experienced practitioners wanting to enhance their skills and careers. The growth of ICTs has a profound influence on higher education, with led to library schools reviewing their curriculum and educational programmes to accommodate these advances (Ebrahimi 2008: para. 16-17). LIS can preserve and improve its identity. This can be achieved by applying ICTs to educate librarians. By librarians keeping abreast with technological advances, they can show their value to the economy, society and culture.

The roots of hybrid work positions can be traced back to the 1980s (Corral 2010: 3). Although hybrid roles exist in any environment, the concept is mostly associated with the technological developments in library information organizations. Corral (2010: 9) notes that the emergence of composite, hybrid and blended library and information professionals are a result of the converged, diffused, and sprawling global information landscape that librarians find themselves in. Hybridity and blending are evident in the library's services, skills, and staff of academic libraries and related service departments in tertiary education. This hybridity and blending, the author explains is also evident in special libraries. The key features of the contemporary landscape include overlapping roles, broad skillsets, stretched identities, specialized niches, and competency gaps. Corral (2010: 9) urges that priorities be given to aspects of library education such as intellectual base, market standing, professional allegiances, stakeholder relationships, and curriculum management of industry practitioners. Further, Corral reasons that the current situation causes the development and delivery

of librarianship education to be challenging by creating tensions and dilemmas for curriculum planners who are tasked with meeting the needs of both their academic institutions and their professional communities. However, Corral (2010: 9) encourages library schools to prepare and continue library education in challenged technological times. The novel Covid 19 Coronavirus pandemic resulted in a forced paradigm shift to incorporate technology further, in most sectors of work, including the education of librarians. In South African tertiary institutions ICTs had to be embraced to continue with the academic schedule despite the country being in partial lockdown. The blended librarianship approach for students and training Librarians 2.0 and Blended Librarians in tertiary institutions is evident.

2.3.3.3. Evolution of the Librarian 2.0 and Blended Librarian

Bell and Shank (2011: 105) stress that change pushes librarianship onward. The term heresy is defined by (Kraft 2014: 40) as any belief that is firmly in opposition with established beliefs or customs. Disruptive technology changes society and, as a result, set beliefs and customs change as well. Kraft (2014) requests that librarians question their heresy and examine long-established resources and services due to technology. While re-thinking the validity and usage of library resources and services may be considered heresy to some, Kraft (2014) explains it as an evolution of the libraries. The author emphasizes that all professions must evolve with society and technology and that librarianship is no exception. Disruptive technologies must be seen as opportunities that provide librarians with the opportunity to shape their destiny by providing tools and services that are now possible due to technology. Ghosh (2017: 7) encourages that librarians need new skill sets to mediate the digitally-oriented library environment. Kraft (2014: 38) mentions that professionals are no longer necessary for publishing and mass distributing information. Today, the average person publishes content and distributes information online for the different masses. Library patrons can access information on the Internet at any time and any place. Haneefa (2006: 31) states that the availability of the right information at the right time and in the right form is of utmost importance to users for their knowledge and developmental activities. Writing in the context of special libraries in Kerala, India, Haneefa (2006: 31) notes the impact of ICTs as an important infrastructure for the modern special library. Kraft advises that library librarians re-think the way we have been providing resources

and services since people are more mobile and connected. The author points out that just having a Web presence is not adequate, urging that librarians look at how library users access and use the information, and we need to provide it in those ways.

Kraft (2014: 40) mentions a discussion of special librarians on Twitter, focused on the 'sacred cows' of librarianship. The 'sacred cows' term revolves around the services or resources once essential and ingrained in library tradition and unthinkable to eliminate from the library service. Kraft shared that these librarians discussed the unthinkable, and the heretical librarian thoughts did not just stop with the idea of removing the reference desk and library catalogue. This is a concern, as the essence of librarianship should remain though a significant paradigm shift is gaining much momentum into a more technologically advanced special library service. "Change is scary and thinking heretical library thoughts by evaluating the library's 'sacred cow' services, and resources are even scarier", said Kraft (2014: 40). Many of these library practices were woven into the fabric of library education as librarians pursued their degrees. While technology has made some services and resources outdated, it has also provided librarians with opportunities to adapt to those changes. The library's electronic resources have made the library available outside of the walls of the library.

Vargas *et al.* (2015: 9) advise that librarians adopt a less passive role with the Blended Librarian being an expert with a solid theoretical basis in information representation and organization coupled with their knowledge of functional aspects in ICTs. This aids Blended Librarians in the management of technological tools to design additional products and services for traditional libraries. Though disruptive technologies brought about ICT changes in the library, the notion of Blended Librarian is a preferred term rather than that of disruptive librarian (Vargas *et al.* 2015: 9). The reason for this, the authors say, is that disruptive librarian qualifies as new and blended librarian combines knowledge of librarianship to play his/her role in constant technological change. The Blended Librarian's role is a professional who knows how to precede and co-exist with the ever-changing disruptive technological innovations.

Kraft (2014: 39) highlights that librarians have made it possible for easy access to information stating that so much so that 'many patrons do not realize their electronic journals, databases, and other resources are available because of the librarian'. Kraft

advises that as librarians continue to make things easier to use and find for users though patrons already think Google is easy. She urges to make resources more accessible to find than Google and pertinently warns that librarians re-think how to provide services and resources while adapting to the changes technology has brought to society. As society has evolved, it has changed the way people do and perceive things. Kraft points out that the word 'Google' has grown to be more than just the name of an Internet company. It has become a verb, used to indicate somebody searching for information on the Internet. Users have changed how they find information and librarians need to scrutinize every service and resource (Kraft 2014: 39). This means that traditional services, resources, and duties that librarians were taught in library school may also need to be examined. The library catalogue, information desk, instruction, acquisition are conventional staples in the library, and eliminating them might be considered a type of librarian heresy, state Kraft (2014: 39). However, librarians must think about these heretical thoughts to adapt to changes. The author poses an important question, that of: "Since most people can Google a question and get an answer, what makes librarians unique and essential to their patrons?" She answers that librarians provide more in-depth, customized help, and relevant information to their users than a search engine. Further stating that the interactions between librarians and users are significant for the future of librarianship.

2.4. The Embedded Librarian Model

Embedded Librarianship is not a new term but a novel concept in the present era of librarianship (Sharma, Kumar and Babbar 2014: 455). Kordas and Thompson (2017) claim that the concept of Embedded Librarianship has gained vigorous following over the past decade. They inform that the term originated from Barbara Dewey. Dewey equates librarians to move away from collection development only to actively aim to be proactive in their organizations. Kassel (2003) provides advice that libraries strive now for productive relationships and survival hence they focus on strategic and proactive measures that create and prove their value to the organization they are a part of. Librarians are now crossing the confines of the library and using the support that ICTs offer (Sharma, Kumar and Babbar 2014: 455). These authors claim that the Embedded Librarianship Model depicts an array of innovative services offered by the library and librarians. The University of Southern California (2018) forecasts trends

that will affect libraries in the future. The university emphasized that it is critical for the modern library to take in the changing faces of its patrons and respond accordingly. Further, it is highlighted that the libraries' demographic is different, and encourages that there are countless ways that the modern library can respond to recent trends and offer information and resources that are both innovative and relevant to its users. This suggestion by the University of South California (2018) provides a basis for librarians to embrace embedded librarianship.

“Embedded Librarianship is a distinctive innovation that moves the librarians out of libraries and creates a new model of library and information work. It emphasizes the importance of forming a strong working relationship between the librarian and a group or team of people who need the librarian’s information expertise” (Shumaker 2012: para. 1).

With the rise of the Internet and electronic sources, Stuart (2017), it is common to hear that the library is no longer necessary. Librarians were seen as gatekeepers of information but Stuart likens their role to that of a tour guide. The author motivates that the librarian is so integrated in organizing and providing information. According to Carlson and Kneale (2011), as librarians seek to redefine themselves, the model of embedded librarianship is generating interest as an effective means of applying the knowledge and skills of librarians towards the information challenges of the digital age. Shumaker (2012) claims that successful embedded librarians offer sophisticated contributions to the teams they work with depending on the nature of the work for that particular organizational sector. Shumaker’s research found that the corporate and government sector is clearly different from the academic sector. Further, his look into The Models of Embedded Librarianship research project, funded by the Special Library Association, found that corporate and government embedded librarians were much more likely than librarians in other types of organizations to perform a number of research and information delivery tasks, including the following:

- Competitive intelligence,
- Evaluating, synthesizing, and summarizing the literature,
- Current awareness and news alerting, and
- Interlibrary loan and document delivery.

Reviewing various research undertaken by Matarazzo and Pearlstein during 2009 to 2010, Shumaker (2012) summed up the reasons for special library closures. Shumaker (2012) states that the outlook for embedded librarianship in corporate and specialized organizations depends on the ability of library managers and embedded librarians to do several things. Akin to Matarazzo and Pearlstein's predictive model, Shumaker suggested these five conditions for the sustainment and growth of embedded librarianship in Table 2.1:

Table 2.1 Predictive Model reasons and solutions

Matarazzo and Pearlstein reasons for special library closures	Shumaker's conditions for continued growth and sustainment of the special library
Decision made by senior management, without consulting those who used the library.	Establish relationships with key decision makers at all levels.
Library experiencing a reduction in the number of its users.	Ensure that the quality and value of the embedded librarians' contribution to the organization continues to increase.
The availability of outside resources to substitute for the library.	Lead the drive to perform necessary functions by the most cost-effective means available, whether in-house or by outside providers.
A lack of library evaluation.	Adopt evaluation practices that are consistent with the parent organization's management culture.
Evidence of a financial crisis in the parent organization.	In a financial crisis, seek to be part of the solution, not part of the problem.

Source: Researcher (2020)

Defining Embedded Librarianship (2016) reminds us of the stereotypical perception of a librarian as: 'someone who works in a library'. Librarians have always been identified as such and there was no differentiation in the level of study acquired by them. Today, however this is a changing perception. Digital information is ubiquitous. As a result this information is not confined to the walls of the library building. Thus, individuals do not

have to physically visit libraries to get or use information. Locations can vary from the office, home, restaurants, and so forth yet individuals still can obtain and use information by gaining access via desktops, laptops, smartphones and tablets. They access every type of business or personal information this way. Thus, when people do come to a library, they do not come for the traditional reasons. Various other reasons exist such as the use of the internet, a quiet place to work or spend leisure time, group study spaces, or to use the computers. Smart librarians have recognized this trend. In fact, they have realized that the new environment of abundant, ubiquitous information offers them the opportunity to rethink traditional library services and do work that is new, more challenging, more rewarding and more valuable for their communities.

The essence of the concept of Embedded Librarianship (Figure 2.5) is a distinctive innovation. It moves the librarians out of traditional library settings and creates a new model of library and information work. The model emphasizes the importance of forming a strong working relationship between the librarian and a group or team of people who need the librarian's information expertise. Observations by the researcher having worked at the SABC Media Library showed one such librarian taking on the embedded librarianship initiative. Perhaps, it was seen as 'not doing their job' per se however, this individual was going beyond her job to what was coined the 'embedded librarian' concept by Barbara Dewey in 2004. As the relationship develops, the librarian's knowledge and understanding of the group's work and objectives grow, which leads in turn to greater alertness to the information and knowledge needs of the group. The embedded librarian becomes just as engaged in the work of the team as any other team member. As the engagement grows, the embedded librarian develops highly customized, sophisticated, and value-added contributions to the team. These contributions can go far beyond the confines of traditional library reference work and that some might be surprised to find a librarian delivering. The librarian functions as a team member like any other and shares responsibility for the team and organizational outcomes. The SABC librarian, Govender (2003: 53), highlights that the information needs of the SABC is a team effort, always from the library to other SABC staff.



Figure 2.5: Factors that determine embedded librarianship

Source: Defining Embedded Librarianship (2016)

In a traditional reference service, librarians are responsible for good reference work. They generally do not have any way to know how their work affects the work of their users. Usually praises are given only on their efficient and pleasant service and rarely cites the impact of the work. However, the close engagement that forms between embedded librarians and the information user teams they work with naturally leads to the librarian's assuming the role of team member rather than traditional standalone service provider. Just as the modern environment of ubiquitous digital information means that people do not have to come to the library for the same reasons they used to, it also means the librarian can 'get out of the library' without physically leaving the library. The Figure 2.6 below illustrates the traditional and embedded librarian.

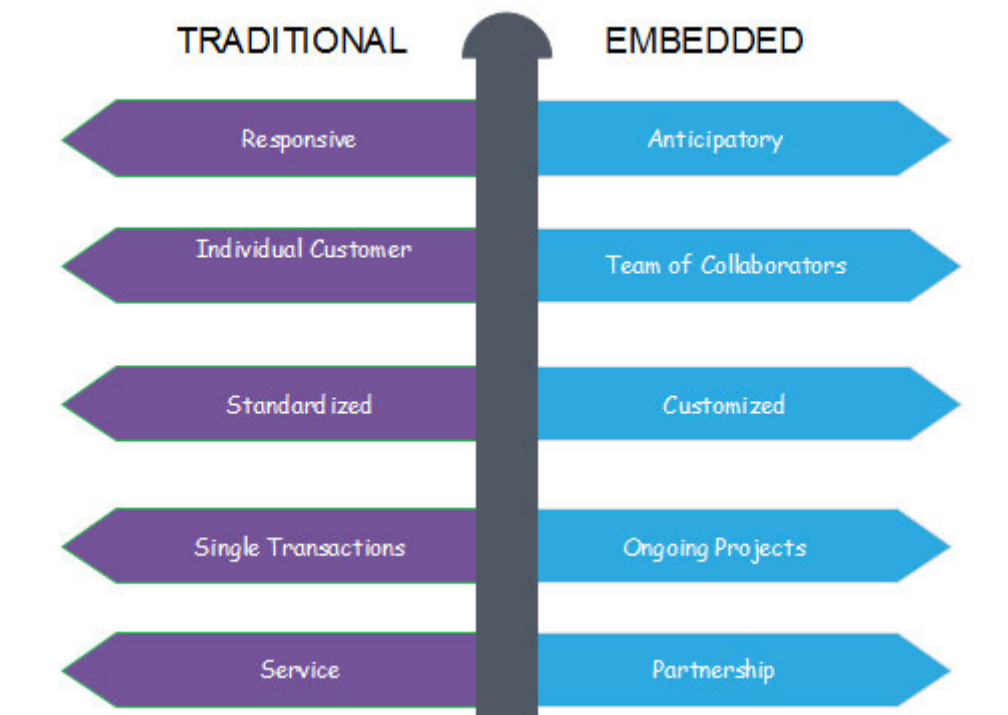


Figure 2.6: Traditional librarianship versus Embedded librarianship

Source: Defining Embedded Librarianship (2016)

Riccio (2010) claims that the key element of embedded librarianship is to move librarians out of the traditional library setting (be it physically or virtually), and into a new framework for providing library services. It shifts the emphasis from reactively answering research requests in a vacuum to rather developing a unique understanding of what users need and delivering proactive results. Thus embedded librarianship allows for a more focused approach allowing librarians to become fully engaged in the work of the team, group or department they inhabit. As the embedded librarians build stronger relationships with their users, they develop highly focused, targeted, specialized research and information results, often moving beyond what a library traditionally provides and toward a more integrated, analytical approach. One way to do this is to frame and promote embedded librarianship as a method for championing the library's role as the sole provider of information resources and services.

Riccio (2010) posits that embedded librarianship allows for a more focused approach, and for librarians to become fully engaged in the work of the team, group or department

they inhabit. As they build stronger relationships with their customers, embedded librarians develop highly focused, targeted, specialized research and information results, often moving beyond what a library traditionally provides and toward a more integrated, analytical approach. With traditional models of reference service no longer the norm in most organizations, libraries and librarians need to find ways to make changes that will allow them to continue to provide relevant, focused information and resources to their various user groups. In recent years, librarians have been moving away from the concept of the library as a space and toward the idea of the library as a service. The goal of embedded librarianship is to take library services further, taking it from a service to a true partnership. Being an embedded librarian takes time, but it is time well spent and, regardless of how many librarians an organization has, an important relationship is always created. This forms a new kind of partnership that will show the library's dedication to finding innovative ways that continue to add value and align with the continuously shifting needs of our organizations.

Carlson and Kneale (2011) discuss the idea behind the Embedded Librarianship Model. According to them, it enables librarians to demonstrate their expertise as information specialists and to apply this expertise in ways that will have a direct and deep impact on the organization's work being done. Through embedded librarianship, librarians move from a supporting role into partnerships with the people they serve at the organizations. This partnership enables librarians to develop stronger connections and relationships with those they serve. Reiterated by Shumaker (2012), Riccio (2010) advises that special librarians build strong relationships with members of a specific information user group. The author motivates that they should focus on understanding their work and information needs, share their goals and actively contribute to the achievement of those goals. Importantly, the special librarian should become an integral and indispensable member of the group. Each of these are important individually, but they are also interrelated and need to be addressed specifically in that order so that embedded librarianship can flourish. Critical for success of special library services, is the support from the organization's leadership. Embedding librarians should be seen as a strategy for strengthening and refocusing the library's presence within an organization and demonstrating librarians' added value (Carlson and Kneale 2011). These are important career development insights for any librarian, but they're

especially critical for embedded librarians (David 2017). A successful embedded librarian places a strong emphasis on building relationships, and rightly so. But the key insight is that those relationships do not take hold on the basis of superficial glad-handing. They take hold as everybody contributes to the attainment of common goals. Perhaps the starting point of successful networking and relationship-building is the belief that you have something to offer. This is where the embedded librarian can show his/her role and value.

Grant (2017) emphasizes the effectiveness of networking and claims it to be overrated. The best networking happens when people gather for a purpose other than networking, to learn from one another or help one another. In April 2016, a decision was taken by the SABC to broadcast more local content on both their radio and television platforms. The 90-10 percent ratio of local and international content in the country has involved the SABC libraries. The researchers' interactions with some SABC staff observes that the library service is tasked with collecting local work to make available for broadcasts. Hence, the embedded librarian model may already be reflected in the library service.

Ocholla and Shongwe (2013: 36) mention that non-traditional LIS jobs in the emerging market are on the rise, a trend that the authors believed is on-going. Aside from libraries, other information-related job opportunities are growing. The public and private sectors increasingly recognise the need for proper information services, which in turn demands knowledgeable and skilled information service providers. Modern librarians need to be comfortable and conversant with technology and be committed to lifelong learning as the profession and expertise for success in the profession is under constant transformation, says Schwartz (2013: para. 2).

2.5. Summary of the chapter

This chapter discussed the theoretical frameworks related to this study. TAM provided an appropriate framework for the impact of ICTs on the SABC libraries in the information era. The Systems Approach Theory set to understand the organizational setting of corporate libraries (special libraries) as is the case with the SABC libraries.

Librarian 2.0 and Blended Librarian concepts are discussed in detail for the preparation of librarians in the digital era. The Embedded Librarianship Model provided a fresh take on the role of librarians in the information age. The next chapter discusses local, national and international literature pertaining to this study.

CHAPTER THREE: Literature review

3.1. Introduction

Literature reviews are designed to provide an overview of various sources explored while researching a topic and to demonstrate to the readers how the current study fits within the broader field of study (University of South California Research Guides 2016). The emergence of the Internet amidst other factors facilitated the information explosion and information overload that accompanied the information age (Chris-Israel, Madu and Ojokuku 2019: 5). Today, there is a “tsunami” of data crashing into the beaches of global recorded knowledge. Chris-Israel, Madu and Ojokuku (2019: 4) stress that no organization or nation can develop and become successful beyond the level of information and knowledge that is available. Information and knowledge are the cornerstone of all developments. Hence, the specialized information provided by special libraries is of great importance. Libraries by their nature and design, are at the very center of all information businesses (Chris-Israel, Madu and Ojokuku 2019: 3). According to the International Federation of Library Associations and Institutions (IFLA) (2003), library and information services are key players in providing unrestricted access to essential resources for economic and cultural advance.

Besides other libraries, such as academic and public libraries, there are special libraries that exist in an ecosystem consisting of the information industry, the library world, their organizations, and workforce demographics (Murray 2015: 188). South Africa has a large number of special libraries situated in government departments; national and provincial parliaments; private businesses or corporations; hospitals and museums; and non-governmental organizations. Like their international counterparts, these libraries advance the interests and goals of their parent organizations and provide physical or virtual access to specialized information resources through traditional library services or knowledge management services. Furthermore, Murray (2015: 188) advises that librarians need to be aware of the trends shaping all of these facets. Muller (2007) claims that the literature reveals several challenges special libraries face today are the same as those special libraries had to deal with 60 years ago. As a result, the role of the information professional is undergoing continual

change and growth due to the users' needs rapidly evolving. Radha (2015) purports that special librarians face added challenges now, due to the technological growth that requires a new set of skills other than traditional library ones. Howard (2017: 3) states that the sheer amount of information and misinformation that is produced daily makes the presence of the librarian more significant than at any time in history. Hence, Widharto (2018: 1) precisely informs that the libraries and librarians have a crucial role to play in the information age. The literature reveals interesting trends affecting special libraries. This chapter reviews local, national and international literature for the current study. Older and newer literature was valuable to paint a holistic view of the trends shaping special libraries that was purposeful for this study.

3.2. The South African Broadcasting Corporation (SABC)

South Africa online: towards a people's history (2017) highlights that the history of broadcasting in South Africa can be traced back to 1923. At this time, the first wireless broadcast started in Johannesburg. By April 1927, there was an hour broadcast of Afrikaans programming and one daily news bulletin. Insufficient funding also crept in. In 1934, the then Prime Minister of South Africa, General James Barry Munnik (JBM) Hertzog, ordered an official investigation into all aspects of broadcasting in South Africa (South African History 2018). The outcome of the investigation was the establishment of the South African Broadcasting Corporation (SABC). The broadcasts of the African Broadcasting Company (ABC), which formed in 1927, ceased, and the broadcasts from the newly formed SABC began. At first, the new national service broadcasts were only in English. Later in 1937, comprehensive transmissions in both official languages (English and Afrikaans) were offered.

In the year 1950, a commercial radio service was established with daily news bulletins in both the English and Afrikaans languages. This radio service was popularly known as Springbok Radio. The broadcasts were at first limited to the Johannesburg area. It became available soon after in most major centres in South Africa. The SABC grew in the 1960s and 1970s as more radio stations that were broadcasting in selected African languages. The SABC, as the state broadcaster, was created with a monopoly on the provision of broadcasting services that emphasized racial and ethnic divisions

under the previous regime, highlighted by Mampone (2005). It transformed the state broadcaster into a public broadcaster and made possible the introduction of community radio for the first time. By the early 1990s, there was a significant restructuring of the SABC as a national broadcaster. It was then that the corporation's radio and television portfolios were revamped entirely.

National Association of Broadcasters (2018) claims that with the unbanning of the African National Congress (ANC) and other political movements in 1990, the electronic media sector was recognized as a crucial negotiating point. The focus of both the ANC opposition and the National Party government at that time centered on the state broadcaster. At that point, the SABC was recognized as an immensely influential voice in the dissemination of news and information, which remains today. Hence, this current study aptly delved into the role and value of the SABC libraries in the information age.

3.2.1. The SABC Library

"A library is a means of access to information, ideas and works of imagination" (International Federation of Library Associations 2003: 2). Libraries are considered to be treasures of knowledge, as stated by Patil and Pradhan (2014: 249). Although libraries were created as educational and cultural institutions, corporations began to develop special libraries in response to their burgeoning information created in their fields (Murphy 2019). The phrase 'special libraries' includes a vast range of library types that do not fit comfortably into other categories of libraries, such as the public library or academic library. Many special libraries are open to the public yet, not considered to be public libraries because they do not contain general information covering a broad spectrum of subjects or topics (Islam and Panda 2009: 149). Special libraries primarily serve the employees/members of the parent organization. There are other special libraries like the SABC that are not open to the public. The public does not ordinarily walk into these libraries without an appointment though some special libraries may also serve the public directly. Such libraries are specific in their collection, users, services, queries, and information processing.

A special library, like any other library has its own goals and objectives regarding their resources, services, and specific needs of their respective clientele. However, these goals and objectives are primarily an internal matter to that particular organization and library. If the special library is to exist, it must provide information more efficiently and economically than could be supplied by alternate methods (Inflibnet 2018). It must continually demonstrate to the management of its parent organization that it is doing so. Inflibnet (2018) suggests that the ultimate decision with regards to the practicability, efficiency, the value of the special library and the resources that would be allocated to it, is made by the parent organization. Special libraries exist in a wide variety of organizational settings as units of larger organizations whose purposes are usually other than the provision of education or library service. The SABC libraries are highly specific in their mission, and this arises from the integral role which special libraries play in serving the diverse goals of the non-library organization of which they are part. Inflibnet (2018) advises the need for special libraries to closely align with the policies and objectives of the parent organization.

Radio Broadcast Facilities (2015) provides a brief history of the SABC libraries. Before 1961, the SABC had no library. Staff members and departments ordered books individually and did not organize or store them properly. de Burgers, who was the then Head of the Afrikaans Service, identified the need for organizing and storing books. The result was the establishment of a library in Johannesburg, with the first librarian being Ms. Rhoda Barry. The librarian then catalogued and organized the books, which at that time made up a small collection of mainly fiction and books that were presented by announcers on radio. By 1979, the collection had grown to 10,000 fiction and non-fiction books, catalogued on a card system. In 1988, with technological advances, the library was computerized and started ordering and circulating periodicals on behalf of all SABC staff.

The motto for the SABC libraries is "*the place where info comes to life!*" (SABC Media Libraries 2017). The South African Broadcasting Corporation Media Library is the information hub for audio and printed material relating to broadcasting (SABC Media

Libraries 2017). The SABC Media Libraries (2018) provides the vision and mission of the SABC Library: The vision of the Information Library is:

- to be the leading information provider for the Public Broadcaster and its stakeholders.

The mission of the Information Library is:

- to acquire and make available, at all times, information required by the library's users - both internal and external, and
- to provide relevant information upon request.

Based on the SABC Media Libraries (2018) outline of the vision and mission of the library, observations by the researcher found this to be core business activities of the SABC libraries in that they daily gather resources from within the parent organization and also from purchasing and public contribution. Further, with the SABC being a media organization, librarians provide information as the user's request. Information is the cornerstone of institutions because effective decision making and management rest squarely on it (Chris-Israel, Madu and Ojokuku 2019: 1). The core business of the SABC Information Library is to deliver a 'world-class service' to the users of the library (SABC Media Libraries 2018). These SABC libraries across the country have different names for their special libraries; however, for purposes of eliminating confusion and maintaining consistency, the term special libraries is used in this current study. This present study explored the role and value of the SABC libraries in the information age in supplying the needs of the SABC.

3.3. Special library services and special librarians

Mostert (2007: 36) makes known that the ownership of special libraries varies from being owned privately or by government, non-governmental agencies, and commercial firms. Mostert claims that library and information services are key providers for unhindered access to much-needed resources for economic and cultural advance. The special library contributes effectively to the development and maintenance of intellectual freedom, safeguarding democratic values, and universal civil rights (International Federation of Library and Information Associations 2003). Library and information services encourage social inclusion by striving to serve all their users with no prejudice to age, gender, economic or employment status, literacy or

technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental abilities. The International Federation of Library and Information Associations (2003) mentions that the special library communities are geographically based or linked by technology and shared interests. The Australian Library and Information Association (2014: 8) claim that special libraries have unique, specialized, and irreplaceable collections. The SABC, collects resources from the outside world for use but also preserve their daily broadcasts within the branch. International Librarian's Network (2015) defines special libraries as a broad term that, in practice, comprises of all the libraries that do not fit into other categories such as academic and public libraries. According to Seidman (2012), a special library is an organization that provides focused information to a specialized clientele on an on-going basis to complement and supplement the mission and goals of the parent organization. The University of Southern California (2018) states that libraries are continually evolving to meet the needs of their diverse communities and are no longer just a repository of books and media.

Now, libraries serve as invaluable resources for everything. The term special libraries refer to libraries that provide resources and services to employees of an organization or industry supporting a specific subject area (Ralph, Sibthorpe and Abdi 2017: 355). Special libraries serve the aims and objectives of their parent organization who funds them. They have a diverse clientele with varied information needs. Special Library Information Services (2013) claims that special libraries are very distinct compared to academic, public, or even school libraries. Special libraries contain books and resources on a specific field, which is unavailable to the general public but serves the information needs of the organization it is a part of- as is such at the SABC libraries. Special libraries serve a particular group of people and are limited to a specific collection. Most corporations and businesses that have libraries, such as the SABC libraries, are considered to be special libraries. Sometimes, the terms corporate library and special library are used interchangeably. Varying special library names are used by the SABC as well.

Ball (2000: 133) claimed that special libraries, especially those within companies, activities comprised the companies' entire information management where functions

and tasks went far beyond traditional library work. The Australian Library and Information Association (2014: 8) mentions that the role of the library and information professional is to connect people with the information they require. Within the knowledge society, special libraries are custodians and disseminators of subject-specific information (Mostert 2009: 68). Weaver (2012: 91) provides her thoughts on the uniqueness of special libraries stating that they are responsible for resources generated by the organization, which is very much evident in the SABC libraries through observation. Thus, special libraries seem to have an important role to play. Special libraries have become equipped to support their parent organizations by providing the information required to ensure the survival and continued existence of their parent bodies (Mostert 2009).

“Special libraries have become integrated into the information and knowledge value chain of their parent organizations” (Kalseth 2005: para. 4). Kalseth’s statement mentioned above is valid for the SABC libraries, as outlined by The SABC Media Libraries (2018) of the core business of the SABC libraries. When the SABC library staff are handed a request, it must be prepared immediately and very professionally. The library staff must also have sufficient knowledge of the unique nature of the broadcasting environment in which they work and be able to work under shared stressful times by users working under pressure (SABC Media Libraries 2018). A study by Matarazzo, Prusak and Gauthier’s (2013: 16) advise that the corporate libraries make the users more aware of the library and its services. Though special libraries serve their organizations and automatic membership is given upon employment at the SABC, not all staff are active library users. A valid suggestion from senior managers is that special libraries are a small entity within an organization; nonetheless play a pivotal role in its organization (Matarazzo, Prusak and Gauthier’s 2013: 16).

Special librarians have long been covering a broad, diversified and interesting service going far beyond traditional libraries. Thus, librarians are said to be actively informed and up-to-date with all information activities within the organization (Weaver 2013). A former librarian offers some tips for success in special libraries. He advises not to focus on one department but go out and learn everything about the company from different angles, synthesize information into knowledge, be flexible and proactive

(Weaver 2013). This encourages being an Embedded Librarian (discussed in Chapter Two). Seidman (2012) emphasizes the ability to utilize both electronic and interpersonal networks in obtaining materials in an efficient manner that places the special librarian in a key role in today's information society.

Special librarians are said to be the information and research professionals who provide information to their parent organization (Seidman 2012). Poll (2007) claimed that special libraries in corporate organizations can measure:

- Whether the special library services save time and effort in finding relevant information,
- The time it would have taken the user to find the information without assistance from the library, and
- What information literacy is gained through training provided by the library staff

It was revealed in an American study that special library managers found research skills in their corporate libraries (Matarazzo, Prusak and Gautheir 2013: 20). This is an advantage to the special library services and likewise to the nature of the SABC. The authors go on to say that librarians must not just provide information but go a step further in providing synthesis, analysis and make decisions to show information value to the users (Matarazzo, Prusak, and Gautheir 2013: 16). Once again, this indicates the concept of the Embedded Librarian Model (discussed in Chapter Two).

For years special libraries have been placed under intense pressure to become more cost-effective to deliver results that tally for the parent organization (Kalseth 2005: para. 3). He claims that special libraries have undoubtedly succeeded in this turnaround and have brought to the table significant arguments for their future existence. New roles are now defined, confirming that the special library is the primary vehicle for cost-effective information provision and flow within organizations for knowledge accumulation, sharing and use, and enhanced learning capabilities (Kalseth 2005: para. 3). Furthermore, future developments for special librarians are discussed by Seidman (2012). The new field of the special librarian as an information broker is to be a change agent by providing an organization with the expertise that it needs when it is required.

3.4. The impact of special libraries and the technological era

Technological, economic, and political developments have given growth to the globalization of information (Seidman 2012). “ICT has long-standing influence in almost all areas of human activity” (Patel 2018: para. 4). Islam and Panda (2009: 150) state that: “the application of information technology (IT) in libraries is not a sudden movement”. It is a product of the continual development of telecommunications and computer technologies. Kalseth (2005: para. 6) claims that special libraries adopted new technologies at a very early stage. During the past two decades, libraries have become increasingly aware of the revolutionary impact of developments in information and communication technology on their fundamental functions. Application of ICTs in libraries has effected paradigm shifts resulting in the transformation of libraries.

Blessinger (2002) discussed how the role of libraries had changed dramatically since the dawn of the Internet. According to Patel (2018: para. 4), the developments in ICTs have significantly transformed the methods of information management. Blessinger (2002) reiterates how computer-related technologies impact the way librarians perform their duties, creating a whole new realm of opportunities for librarians. While the roles of libraries have changed, so have the responsibilities of librarians. It is hard for new age librarians¹ entering the job market today to fathom a library service without the aid of computers. Traditional libraries housed print-based materials that included newspapers, pamphlets as well as the expected collection of books (International Federation of Library Associations 2008: 3-4). It was a great leap for libraries to collect information in new formats. Media in forms of sound and visual recordings such as cassettes, CDs, videos, and DVDs are now part of a library’s collection.

ICT is described by Patel (2018: para. 4) to be any combination of tools and procedures that facilitate the generation, acquisition, storage, organization, retrieval, searching, viewing, updating, and transmission of information using electronic means. Computer programs, databases, communication networks, analysis and design methods, programming languages, artificial intelligence, and knowledge bases are tools used in ICT. The sensational growth of the Internet in recent years has further

¹ Refers to those graduates who are experienced in ICTs, example the Librarian 2.0

changed and intensified the role of the information specialist in the electronic environment. Pew Research Centre (2013), writing in the public library sector, asked librarians what they would like to see change in the libraries. Many suggested that the library staff be flexible and adapt to new technologies. This is also true for special library services. In this era where technology has advanced tremendously, it seems libraries can no longer be regarded as the repository of world knowledge (Ball 2000). The Internet is going viral with the vast amounts of information it makes available continuously and is currently one of the most influential components of IT, which is widely accessed by many individuals. Further, the essentiality of a special library service too has been questionable as other information providers such as the popular search engine Google has been readily accessible to providing users with information with not much effort. Casburn (2005: para. 2) points out that many persons believe that the libraries are no longer required with the Internet offering vast amounts of resources. Even though the quality of information on the Internet is questionable, nevertheless, it is perceived as a substitute for the library in providing information. However, the Australian Library and Information Association (2014: 9) motivates that the library professional generates higher-quality information results. In the South African context, Mostert (2009: 84) encourages special librarians to reinvent their roles as 'filters' of data.

Anderson and Gesin (1997), claimed that in the digital age, librarians are no longer seen as bookkeepers of information. The profession is no longer just for book lovers; rather, it is now for technology and information lovers as well. Haber (2011) notes that while providing books was a standalone function for libraries throughout the last few centuries, their offerings have evolved with the digital age to meet the changing needs of their patrons. Haber (2011) claimed that technology would play an increasing role in shaping our future libraries. Mostert (2009: 83) informed that many special libraries in Africa are embracing technology as a way to create a presence outside their physical boundaries. According to the Special Library Information Services (2013), in the fields of science and technology, special libraries can be used as a national resource in South Africa. With the dawn of the Internet, Holbert (2001) believed that with computer automation and intricate databases, a librarian was at the helm of the information age. Bell and Shanks (2004) said that as a profession, librarians are

struggling with ways to harness and weave new technologies into their existing fabric of high-quality information service delivery. However, as the needs of the end-users transform, librarians have sought to redefine the library to their communities. The SABC Media Libraries (2018) suggests that the SABC library staff must also keep up to date with technological changes and must be willing to adapt to and implement these changes. Blessinger (2002) claims that with the arrival of the electronic age, new job options have risen for librarians. While once confined to the typical library setting, librarians or 'information specialists' can now work in a variety of special libraries. Further, Blessinger (2002) claims that the job market is significant for employees right now, making it a particularly marketable time to be a librarian.

Patel (2018: para. 4) highlights that ICT provides opportunities for libraries and information centers to broaden the scope of their resources and services and to increase their significance within the organization they serve. The application of ICT facilitates easy and instantaneous access to information. As a result, Patel (2018: para. 4) states that the increasing availability of data in machine-readable form allows much information needs to be satisfied with the decreased involvement of libraries and librarians. Kalseth (2005: para. 2) notes that the extensive exploitation of the opportunities offered by information technologies, special libraries have experienced a strong move towards becoming more or less wholly digitized to survive. Holbert (2001) discusses the impact of information technology, suggesting that librarians must network and train each other as well as the users. Holbert (2001) believes that this new age of technology enhances his job as an information specialist and librarian. He describes this information age as exciting times and encourages librarians to take the helm and steer technology to their benefit (Holbert 2001).

Kalseth (2005) discusses the impact of technology on special library services. The author highlights his observation that special libraries have closed down due to a lack of alignment with real business activities. Further, he goes on to say that if the special library is available, it has been 'recreated' as virtual library services run by internal and/or external information vendors. However, during the last few years, an innovative approach based on acknowledging the importance of knowledge sharing and knowledge exploitation has steered many organizations to revisit their library

resources and expertise and, as a result re-establishing attractive library facilities. Writing in the United Kingdom context, Elaiess (2013: 1) believes that special libraries in developing countries need to modernize and implement their ICTs to facilitate the exploitation of information resources to the maximum to increase national productivity. South Africa is still a developing country. Nonetheless, Radha (2015: 108) suggests that special librarians have the necessary ICT skills such as library automation (selecting software, creating digital libraries, web blogs, uploading digital information, creating a library portal and maintain databases), and knowledge about new technologies (RFID technology and biometrics for users). Library workers must possess these new skills in searching, processing, and dissemination of information in this new information environment. Awhile back, in 1999, Dellenback conducted a study on online job advertisements to ascertain the skills, experience, and qualifications required to perform in an organization's special libraries. Interestingly, that study reiterates that the advancements in IT require skilled professionals that need training to work with information.

Blessinger (2002) claims that while change is always frightening to some, it is also inevitable. He claims that though it seemed possible that machines (computer and robotic technology) could replace librarians, it hasn't proven to be the case. Contrary to that, the recent advances in technology have provided new job opportunities for librarians, while making research a much more convenient and less time-consuming process. Thus, special librarians need to embrace and exploit the technology. Information technology has evolved the way traditional library work is done. The Technology Acceptance Model (discussed in Chapter Two) is employed in this current study. Pai and Huang (2011) highlight a very important factor. They state that system quality is positively related to user's (both library staff and library users) perceived ease of use. This suggests that if the information system is designed ergonomically, is user friendly, processes tasks fairly quickly, and so forth, then service quality is enhanced. It makes organization, preparation, and dissemination that more effective. As a result, the library service is effective, efficient, and valued. This is a pertinent issue interrogated in this current study. According to Matarazzo, Prusak and Gauthier (2013: 18) managers felt there was a need for more end-user training so to make the library users more self-sufficient. By finding out the viewpoints from the SABC managers,

library staff, and users, the researcher aimed to perceive factors that affect service delivery, which impacts the value and role of the library service.

3.5. Staff training and development

The State University (2019) discusses the advancements in the special library services. Generally, improvements are said to depend on experience and continuing education. However, ICT is an advancement that is transforming the role of the library and the librarian (Department of Arts and Culture 2009: 16). The drastic change in IT has transformed the work culture practice in special libraries and brought on new responsibilities for librarians (Ekere *et al.* 2019: 141). According to Widharto (2018: 8), the alarming rate of information being generated worldwide calls for librarians to serve a critical role by organizing and facilitating access to information and teaching users about the new ways to gain access. Sharma (1999) suggested that librarians be prepared for the adoption and absorption of new technologies in their work environment. In the Indonesian context, Widharto (2018: 1) posits that the rapid pace of these IT developments has required libraries to adopt the latest developments in information management.

The American Library Association (2008) mentions that in the past, factors such as professional skills, academic credentials, and personal qualities were requirements for special librarianship. Also, the evolving information technologies was highlighted as one of the competencies required. For growth and development in a profession, American Library Association (2008) emphasizes that it is essential that library staff keep abreast and aware of exploiting technological developments for their job functions. The Department of Arts and Culture (2009: 16) stated that many librarians lack the necessary technology and the capacity to make use of the technology to facilitate their library work and provide access too electronic information for users. Hence, this current study also sought to find out the ICT training and development obtained by library staff, to gauge the skills and knowledge that were needed for efficient and effective service delivery at the SABC libraries. The revolution in ICT leads to an expansion in the roles of information professionals in diverse ways (Elonye and Uzuegbu 2013: 2). There is a shift from document management to the perspective of information management. Thus, it is recommended that LIS professionals should

acquire specific ICT skills to exploit opportunities in the profession, achieve self-employment, and remain relevant (Elonye and Uzuegbu 2013: 1).

Mostert (2009: 85) claims that there seems to be a lack of continuous training and courses in libraries, a shortcoming that needs intervention from library schools. The special libraries necessitate the learning of new skills and the ability to adapt to existing systems. Idiegunyan-Ose, *et al* (2016:127) discuss the training of staff. The authors claim that it is vital for library management to employ, train, and deploy competent staff to handle both technical and professional operations. A study in Australia by Cossham and Fields (2007) looked at the Continuing Professional Development (CDP) of library staff. The findings revealed a significant gap between what the library staff and their managers think in terms of CDP. The manager's focus was on the need to achieve the work of the library unit and the need to develop capability across all their staff to ensure that work can be done with the staff and resources available. There is also much need to develop the skills and abilities of each individual. On the other hand, the library staff focused on what they need to enhance and further their careers and what they require to do their existing jobs. It was recommended that organizations ensure that their budgets are well spent, and that staff are appropriately skilled. This current study delved into the issue of staff training and development by gathering perceptions of the SABC library staff and managers.

3.6. Library staff qualifications and subject expertise

Librarianship offers a variety of career options. This includes the use of computer and telecommunication technologies and the usage of information to the advancement of the social and economic development of South Africa (Pace Career Centre: 2018). Library work is intricate therefore Pace Career Centre (2018) advises that there is a need for qualified individuals. Qualifications and experience of potential job candidates are two very integral requirements for any job. The library profession is no different. Librarians with library qualifications have long suffered the cliché that 'anyone can do library work'. Consequently, observations show how libraries in general and even special libraries have employed non-library staff or other varying qualified individuals as library staff. Rajagopaul's (2008) study revealed that a Bachelor of Science graduate was running a marine library. Exploratory observation by the researcher

found that matriculants and technology graduates were employed at the SABC. Contrary to the belief that anyone can work in a library, in India, Kumar's (2005) study found that the initial years of the telecast media company's libraries found no problems with regards to handling of their collections. However, slowly it became challenging to manage these libraries in the absence of 'LIS' qualified professionals. Kumar's study revealed that 92% of users found that LIS qualifications were 'very useful' and 'useful' as a media librarian. Further, data collected from some library staff revealed that it was necessary to have librarians holding mass communication, journalism and IT qualifications, and no LIS qualification. The reasons for such practices are debatable and this current study aimed at establishing such reasons. While Howard (2017) noted the difference between special librarians and ICT professionals. ICT professionals are concerned with the 'container' while the librarian is concerned with the contents and contexts of information, it will be interesting to see what this current study finds.

Akin to Kumar's (2005) Indian study, Stoker (2017) mentions that the British Broadcasting Corporation also hires subject specialists other than library qualified persons. Contrary to Stoker, Ansari's (2012: 8-11) study found that a professional with a Master's degree in librarianship is needed for library posts in general. She claims theoretical knowledgeable and experienced librarians perform best. Further, in Ansari's (2012: 13) study it was revealed that the Bachelor's degree, Diploma, and Master's degrees in librarianship were required for professional library jobs while higher qualifications were not a requirement. Schopflin (2018: 2) highlights that the media librarian's role has changed over the years. The author states that during the 1980s that the library sector sought to professionalize itself. For the first time, the library employee was likely to have graduated from library school. Schopflin (2018: 11) claims that due to the lack of professional recognition within media organizations, even library qualifications are unnecessary. However, he acknowledges that a library and information studies course is likely to give potential employees the best preparation for professional work in media libraries. The Australian Library and Information Association (2014: 6) notes that special libraries are changing and point out that the one constant is the importance of hiring library and information professionals.

Further, Ansari (2012: 13) motivates that the information professional brings to their role, specialist skills such as specific experience managing subject related materials, knowing where and what to look for, specialist cataloguing skills and embedded awareness of the dynamics of the special library sector. Users want the library worker to provide fast and thorough searches, accurate and comprehensive information. International Librarian's Network (2015) highlights that sometimes a special librarian has to do all the work in the library because there are no other employed library staff members. Further, it is said people with subject-based expertise and qualifications are often recruited. A study by Rajagopaul (2008) also found this to be a practice amongst special libraries in KwaZulu-Natal. Complicated as staffing issues may be, the SABC libraries, too, have been subject to the researchers' observations. Previously, an archivist and librarian post were given to an IT diplomate and other non-LIS individuals as opposed to a person with a degree in librarianship. Muller (2007: 109) highlights that employers seek people with the 'applicable knowledge' in other words subject expertise.

The SABC Media Libraries (2018) recommend that the SABC library staff must have sufficient knowledge about legal matters, especially the Copyright Act, Broadcasting Act and the Open Democracy Act. This suggests subject-specific knowledge other than librarianship knowledge. Interestingly, in India, Kumar 's (2005) study, library staff indicated a preference of purely LIS qualifications, or subject expertise in the case of a combination of television media studies and LIS; and mostly leaning towards a combination of television media studies coupled with LIS and IT qualifications. In this current study, the researcher wants to gauge with managers, users as well as library staff to find out how qualifications of library staff impact on the service delivery of the SABC libraries especially in the information age. Globalization makes it necessary that the special libraries become aggressive market players, staying at the forefront of developments in their specialized fields, changes in their organization, and innovation in the area of information delivery (Mostert 2009: 85). Schlopflin (2018: 11) reasons the lack of professional recognition within media organizations and in some organizations, that even library qualifications are unnecessary. However, a library and information studies course is likely to provide potential employees the best preparation

for professional work in media libraries as reiterated by the Australian Library and Information Association (2014: 6).

3.7. Special library managers' perceptions

A significant study by Matarazzo, Prusak and Gauthier (2013: 20) in the American context, revealed some interesting findings of the value of the corporate libraries. The authors state that corporate librarians may see their manager's assessment of the library service as a 'mixed blessing'. In Matarazzo, Prusak, and Gauthier's (2013) study, respondents were asked: what was missing in the library service, though there was no mention of anything lacking. However, this 'mixed blessing' the authors write about is because this could reflect a general satisfaction in the services offered by the library, or it may not bode well by limiting the library's capabilities. In interrogating the managers in the study, it was very crucial to note if they saw the librarians lacked technological expertise.

Derk (2015) advises on the library profession. The author describes his conversation with a manager in a nearby library who was showing him their newest facility. He remembers that they had beautiful equipment, exciting new technology, and nobody to run it. The manager stated to Derk (2015: para. 13) that: "I need engineers. I need programmers. I need people who can learn library skills but come to me with something else. I don't need librarians." Hence in the information age, it is no surprise that technological advances are taking over. The need for librarians is questionable. Derk (2015) points out that not only are libraries changing but that librarians are changing too. More of the education involves digital resources and modern technologies, claiming that there may be a time soon when an IT background is more helpful than a course of study in library science. This study aimed to establish if this was happening at the SABC as well.

In Ansari's (2012: 5) Pakistani study, it was found that there was an urgent need to change old and outdated job titles. Ansari claims that IT-oriented and impressive titles will help upgrade the librarian's status in society to enable librarian's confidence. The same study concluded that there were no significant changes in the employment

market in twenty years. However, there were changes in job opportunities in various types of libraries. Meade (2018: para. 1) writes about the Australian Broadcasting Corporation (ABC) who dismantled its sound and reference libraries across the country. This 'culling' of the libraries was to free up space and save on wages. It was emphasized that many of the Australian radio services rely on the libraries which are housed with many CDs and vinyl as well as book and journals that span 85 years of collection development. The librarians were seen as redundant, and the libraries would be "culled and packed" to reduce duplication and "align with production requirements", according to the announcement. The library staff were of the view that such action would affect the quality of radio, and managers decided that only one library would survive with skeleton staff who would digitize the entire collection. The culling of special libraries by the management of the larger organization is common. The researcher decided on the SABC libraries as the case for inclusion in this current research study given the importance of their special libraries. Since 1961, the SABC library has survived all these years growing in collection and staff complements. This current study aimed to address the role and value of the SABC libraries in the information age, especially where the existence of libraries is questioned in this information and technological era that we are living in.

According to State University (2019) through 2014, the employment outlook for special librarians was expected to be better than the outlook for most other librarians. Corporations, which do not have the budget constraints that face public libraries, are turning to librarians to analyze, evaluate, and organize information. Special librarians are especially in demand because of their abilities to search the Internet and databases. Most employers prefer candidates with Master's degrees in library science combined with extensive knowledge of specific fields. In terms of art museum librarians, for instance, there is a need for Bachelor's degrees in art history and Master's degrees in library science. Librarians in large technical libraries usually need Master's degrees or doctorates in relevant fields, plus library science degrees (State University 2019). Further to this, high school diplomas (matric qualifications) and experience may be sufficient for some jobs in addition to writing skills, and knowledge of computer operations is usually necessary. In Ralph and Sithorpe's study (2009b), it found that when special libraries closed, the library operations reduced, and service

was provided by unqualified library staff such as the secretaries who shelves books and issues and returns items. This was also revealed in a previous study by Rajagopaul (2008).

3.8. Special librarian's skills and knowledge

According to Radha (2015: 108), competencies are flexible knowledge and skills that allow the special librarians to function in a variety of environments and to produce value-added services. "Special librarianship has to change" (Radha 2015: 108). That is an encouraging statement. Ralph and Siphthorpe (2009b) claim that everyone thinks that they are good researchers with the Internet at their disposal; however, that special librarians can use the opportunity to train 'Googlers' to be better 'Googlers' and training them to use appropriate databases. Akin to this, most people think that the ease of information on the Internet makes librarians indispensable (Pearlstein 2011). The author poses the question as to how much special librarians are doing for the users versus teaching them how to do it. A simple solution given, is to find the balance so that the value of the special librarian is maintained. He believes that the more you train the users to do basic things for themselves, the more the special librarian can free him/herself to do more sophisticated work that requires experience. Librarians should be trained and capable of acting as mediators between users and the technologies to retrieve information that their users request (Widharto 2018: 6). Mostert (2009: 84) stresses that the special librarian should create awareness among the users about the variety of information available with the quickest and easiest way to access the necessary information. This implies that the special librarian takes on the role of a trainer who imparts information literacy skills to the users. In Africa, special libraries, according to Mostert (2009: 85) are probably the most challenged libraries on the continent. The challenges are based on their ability to provide relevant services and resources to their users. Mostert stresses that it is imperative that special librarians keep abreast with the times to offer tailor-made services to their users. Librarians should be skilled to handle more sophisticated information retrieval, analysis, and dissemination, and be ready to adopt new technologies (Widharto 2018: 6).

Casburn (2005: para. 5) suggests that librarians must know the work of their users, encouraging that this leads to better understanding and satisfying their information needs. There needs to be some level of involvement with the library worker and the information needs of the user. The author claims that the way to learn about the users is to go out of the library too. This suggests librarians take on the role of an embedded librarian. Embedded librarianship service attributes are discussed by Sharma, Kumar, and Babbar (2014: 455). Some significant claims are that the embedded librarian transforms library science into information science. Librarians need to undertake library skills in a new mode. Embedded librarianship demands that librarians get out of their cozy and comfy environment and take the plunge into an unfamiliar zone. Ard (2012: 3-4) claims that librarians are well-positioned to use their skills to support their organization and become a central component in achieving business goals. She claims that delivering the right content at the time needed or even before it is required by the user is an important skill to possess in the library environment. Emphasis is made by Ansari (2012: 13) that the embedded librarian builds strong relationships with their users outside the confines of a library's wall; thus, they develop a deep understanding of their users' goals and become essential to the organization. Ard (2012: 12) asserts that a flexible approach and adjusting library services to meet user's expectations are central to the library's position. Thus, a librarian who is proactive and delivers high-value information and services that become an asset that should be included in the market value of the organization.

Murray (2015) claims that the administration of special libraries is a collaboration between librarians and non-librarian managers. In Murray's view, information professionals exercise hidden leadership and management skills without possessing a management title. Contrary to the belief in other readings that ICT is taking over, Howard (2017: 4) posits that the special librarian's ability to accurately understand and interpret the context in which libraries operate and to contextualize the organization's information requirements is a skill that is not easily replaced by technologies. While other fields are confined to disciplinary boundaries, this is not so with librarianship. Librarians operate at 'meta-knowledge' or "the organization and management of knowledge across and apart from specific subject areas (Howard 2017: 14). Further,

Howard (2017) posits that this level of abstraction to the 'meta' level could prove to be the supporting factor to the increasing relevance of the special librarians.

Technology has revolutionized how information is created, disseminated, and stored (Murphy, 2019). Librarianship, with the aid of IT, has grown into a prolific affiliation (Sharma, Kumar and Babbar 2014: 457). Breeding (2014) states that special libraries in the corporate sector have distinctive IT requirements that are met by other companies and products. Through observation of exploratory research at the SABC, newly employed library staff undergo intense compulsory training using their particular information system. Hence, it seems much emphasis is placed on library staff being able to use existing and technologies. This current study probes to determine the extent to which the SABC libraries had adapted ICTs in their day-to-day library and information-related activities and the scope of their use.

3.9. LIS schools and curricula

Librarianship, according to the Pace Career Center (2018), is a challenging career that deals with information in many formats that include books, the Internet, and database management. The profession involves the collection, organization, and supplying information for education and, in general, cultural development and recreational needs. Further, library workers select and identify information sources that will satisfy the users' needs for easy accessibility. According to the University of Washington (2018), library and information science is a profession about passionate persons wanting to make positive changes in the world. The last two decades saw drastic changes in the library profession (Ansari 2012: 1). The last few decades witnessed the increasing impact and use of ICT for the functions and services of the library. It is evident that ICT has become an integral part of all the aspects of the library and changed library and information services globally.

Digital media has revolutionized the information society, and advances in ICT have dramatically transformed information provisions (Patel 2018: para. 6). Library schools had to adapt to the electronic age as well. Murphy (2019) concurs with Patel (2018) that librarianship as a profession is adapting and evolving to the changes created by

technology. A proper implementation of ICT's in the library results in better resource sharing and more effective services to the users. It seems that librarians need to bridge the gap that exists between people, information, and technology. Bell and Shank (2004) introduced the term blended librarian. Though writing in the academic field, they nevertheless provide a fascinating insight into the library profession in the technological era. It is noted that technology has transformed higher education. The authors confidently state that: "Librarians are in every sense of the word, technologists" (Bell and Shank 2004: 374). With that said, they emphasize the need for traditional librarianship skills to be coupled with technological skills which has similar enabling academics to excel in the teaching profession. Librarians in libraries can also benefit from Bell and Shank's idea of the blended librarian.

Writing in South Africa, Mostert (2009: 85) advises that library schools need to address the shortcomings in their training of library staff, specifically in the IT area. She further suggests that it is no longer adequate to teach theoretically based subjects instead that hands-on training is vital in providing a competitive edge in the fast-paced, increasingly globalized world. Blessinger (2002) highlights that while theoretical classes can stay mostly the same, the schools overhauled their curriculum to revolve around a much more technologically based focus. Since change is the only constant, library schools have learned to adapt to their missions and curricula. Idiegneyan-Ose, *et al* (2016:127) mention that staff training for computerized purposed ranges from basic computer skills and competence in using library software, to training of systems librarians in the installation of computer hardware, library software and other network infrastructure. The authors admit that library schools in Nigeria are not equipped with the necessary facilities to train librarians to fit into the computerized workplace.

Ansari (2012: 1) advises that library schools must revise their curriculum to include practical ICT knowledge and skills to keep up with international standards. Library schools are closing down, whereas others have embraced changes by revising curricula to stay current in the information era. Ocholla and Bothma (2006) provide an overview of the trends affecting LIS in South Africa. Primarily, such trends include growth of schools, review and revision of curricula, increased use of ICTs, rise and fall of student numbers, amalgamation, and reorientation of LIS programmes, relocation

of the academic administration of LIS schools, expansion and closure. Ocholla and Bothma (2006) point out that some LIS schools have completely closed down LIS programmes, others have changed the names of their departments whilst a lot more have diversified their qualification programmes by providing additional qualifications in related information areas such as knowledge management, multimedia, records management, publishing and information technology. Other schools have enriched their curricula by adding market-orientated courses and/or academic modules. Ard (2012: 8) makes a valid suggestion that library schools offer financial management courses, as provided in progressive schools, one such: the University of Illinois. Her advice provides a way to counteract the organization's budget constraints and the closing of the library. The library professional can advise management on finances and thus add and show their value of the special library to its organization.

There are currently ten public higher education and training institutions in South Africa that offer education and training in LIS. According to the Department of Arts and Culture (2010: 100) these include:

- Durban University of Technology;
- University of Cape Town;
- University of Fort Hare;
- University of KwaZulu-Natal;
- University of Limpopo;
- University of Pretoria;
- University of South Africa;
- University of Western Cape;
- University of Zululand; and
- Walter Sisulu University

Many of today's special libraries still rely on the foundations of librarianship that is collection, organization, evaluation, and delivery (Ard 2012: 11). Emphasis is made that the tools are now complicated with the use of technology. There are vast amounts of information that are available immeasurably. Therefore, organizations rely on the right information at the right time to remain successful and profitable. Dellenback

(1999: 6) reassured that special librarians could strive to reach the top position in the information organization by being aware of the skills and qualifications needed to perform such a job. This current study investigates the SABC libraries to look at possible best practices and trends. By doing so and probing into their user's needs, library employees' perceptions, and employers' expectations, it would be beneficial to LIS schools and the special libraries sector. LIS programmes would be able to review their current curricula and/or adapt their curricula to accommodate industry expectations, thus helping to retain LIS graduates for the management of information in the information age. Special libraries would also be able to ascertain their user's needs to deliver successful and valuable library services.

3.10. Marketing and promotion of the special library services

Munshi (2008: 84) states that marketing is a means of ensuring that libraries, librarians, and librarianship are integrated into both today's and tomorrow's emerging global culture. Marketing can assist libraries in defining their role and in guaranteeing their future. Thompson (2018) discusses the benefits of marketing special libraries. He opposes the view of some companies that believe that since the special library is in place, staff will automatically flock into it. Further, Thompson (2018) emphasizes that special libraries, like public libraries need to be marketed. Patil and Pradhan and Pradhan (2014: 250) claim that the basic objective behind library promotion and marketing activities of library services is to achieve high-level customer satisfaction, ensure the survival of their respective organizations, and to achieve the perceived value of services. Patil and Pradhan (2014) urge the librarians to extend promotion and cooperation to users and marketing their services so to attract more users to the library. This will thus improve the image of the library and add to the value of the library services.

According to Ralph and Sibthorpe (2009b), marketing the image of the special librarian and the necessity to continually market the value and contribution they make to their parent organization is integral. It is suggested that having a "special day" once a year or mini-conferences would be useful to build cohesion, especially for the corporate sector librarians. Special librarians must add to their marketable range of skills by moving into new areas such as training, web authorship, and records management.

The authors stress that it is crucial that special librarians take responsibility personally to improve the perception of the profession with the managers. The New Zealand study by Ralph and Sibthorpe (2009b) found that corporate librarians were changing their traditional roles by working hard to maintain high visibility, marketing the library, and making training available throughout the organization.

Information professionals create strategic alliances (which is the essence of embedded librarianship) and deliver services that are fundamental to the organization's vision (Ard 2012: 12). The author claims that in an ideal model, the librarian can leverage his or her professional expertise to inform the manager about how the library can be most effective. At the same time, the manager can help the librarian understand how the library fits into overall organizational goals and priorities. To achieve this ideal special library scenario, the challenge for the information professional is ensuring that this productive two-way relationship exists. This is especially required in cases where the non-librarian manager is not invested or actively involved in the library (Murray 2015).

3.11. Role and value of the special library service

Casburn (2013: para. 2) believes that during the budget time when 'Why should the library budget be increased next year?' is asked. A better question should be asked is: 'Why should the library exist next year?' These are pertinent questions that allow special libraries to market their value to their parent organization. Ard (2012: 4) posits that organizations sometimes underestimate the value of a special library. Ard (2012) encourages the information professional to invest energy in the building, strengthening, and maintaining of relationships with users- reiterating the embedded librarian model. It is a contemporary practice that budget constraints have resulted in many special libraries being axed by their parent organizations. Muller (2007) explains that many corporate libraries in Africa have, over the recent years, been downsized, closed, or outsourced due to a lack of funding or managerial support. Ralph and Sibthorpe (2009b) conducted a study amid the information age revealing that 176 special libraries were axed in New Zealand since 1990. The authors highlight that it appears the special libraries' value is not seen as holding great importance nor essentiality to their organization. Muller (2007) found that managers justified their

decisions regarding their special libraries by comparing the running cost of the special library service to 'free' information that is available on the Internet. It is common practice that one individual can be employed to run an entire special library. Ralph and Sibthorpe (2009a: 76) revealed that special libraries closed down as a result of the special librarian retiring with another special librarian losing her job after the arrival of a new manager who wanted to change the organizational culture. This raises the issue of the value of the special libraries' services.

Another study by Ralph and Sibthorpe (2009b) revealed that the majority of companies dispose of the librarian more than the collections. These libraries generally become amalgamated with another, move to a new location, and then close. Further, the authors revealed that the reasons for the closing of the libraries were the change in organizational culture and the change in strategic direction and shifting focus of the functions of the library. According to Murray (2015), small libraries within organizations have one librarian working alone, and the library is overseen by a non-librarian manager. Many special libraries are 'solo' or one-person libraries. These small special libraries are usually technically, if not overtly, overseen by non-librarians. Murray stresses that those individuals managing a library alone without staff and reporting to a non-librarian likely do not consider themselves to be managers or administrators. The non-librarian manager controls the library's budget and other resources and represents the library to the organization's management team, which leaves the information professional to do the daily library work. Those non-librarian managers are generally persons without a library background that make decisions regarding special library employment-such is the case at the SABC. As a result, they may not fully perceive the value or existence of library service. Ralph and Sibthorpe (2009b) stress that the role of librarians must be integrated into the business functions of the organization. Matarazzo and Pearlstein (2011) highlight that the correct way to succeed as a special library worker and ensuring the survival of the library is difficult. They believe that strategic alignment with special library employers and the parent organization needs to be achieved by suggesting that libraries prove themselves indispensable to the people who fund them. It was a significant find that one respondent in Matarazzo, Prusak, and Gauthier (2013) study felt that special libraries once closed needed to be replaced later on.

Technological advances have become fundamental in every library operation and service (Melchionda 2007) and have gravely affected service delivery in libraries. With more patrons seeking information by themselves via the Internet and databases, special librarians are feeling it necessary to adjust their image. As mentioned earlier, Ralph and Sibthorpe (2009a: 87) point out that in the post-Google era, the skills possessed by special librarians, are no longer seen as relevant. The authors say that this is partly due to the lack of awareness of the importance of skills used daily to perform special library functions and also due to the low profile and lack of public education in the marketplace, about the value of the information professional and the services they provide. Seidman (2012) encourages that this is exciting times for information professionals with their ability to access and manipulate information with speed, accuracy, and sophistication. The author posits these abilities to position special librarians to become vital players in the information age.

According to Seidman (2012), special librarians have unique information handling skills. Bender (1998) stresses that companies need an information professional to provide authoritative information to their users. However, the trend, according to Muller (2007), is for businesses to appoint non-LIS professionals with subject expertise who employers believe will add more value to the performance of the company. Owen and Rollerson (1997) contended that special libraries would continue to exist and thrive as long as users have specific information needs that can only be met by information professionals educated and experienced in information management. Observations and a previous study by the researcher (Rajagopaul 2008) established that special library staff does not necessarily have library qualifications. Information technology graduates and others holding subject expertise qualifications are employed for special library work, and this becomes a concern for the library profession. Robati (2013) conducted a study to identify competencies of special librarians in Iran, finding that IT skills were required from special librarians irrespective of their academic qualifications. Stronski (2004: 7) argues that ever-changing technologies provide new challenges within work settings and have opened new career opportunities for special library workers. Are special library service providers able to keep up with these challenges? This study aims to find out.

Matarazzo and Pearlstein (2014: 1) posit that the most difficult question asked by a special librarian/information professional is: "What is the value of this service to the business?" The special library staff must be able to ascertain their role and value and reflect it in their services. Matarazzo and Pearlstein (2014) emphasize that in an age where information has become a necessity in all decision-making activities of life, special libraries too are required more than ever. A study by Kantor and Saracevic (1999: 5) conducted to measure the value of the special library put forward the question, "Where do we find the value of the libraries and information services provided to the corporations?" The authors argument was that value cannot be measured in terms of revenue that the library brings since the purpose of the special library service is to support the organization. The authors claim that the best leverage in assessing impact is to find out from the users. Interestingly, the current study aims to establish the value of the SABC libraries from the users.

There has not been much research conducted on the SABC libraries, though limited empirical studies on specifically broadcasting corporations' libraries have been conducted. A study was conducted in India (Kumar 2005) to establish the dynamics of telecast media libraries in India. Kumar highlighted that as the economic liberalization started to develop in the early 90's and many television channels began to grow, these companies started media libraries. However, as the years passed, significant issues among special libraries started to be questioned. Kumar (2005: para. 2) posits such questions pertinent to the current study:

"Thus, it was high time to answer the questions like: What is TV media organizations' perception of a library? How they process their information resources? Up to what level they are able to satisfy their users? What are the systems being followed for information storage and retrieval? Is the [man]power engaged in these libraries 'LIS' qualified? What are the problems being faced by the TV media libraries and their users? What is the information behaviour of the users of such libraries? and so on".

Special libraries must reposition themselves as strategic tools providing benefits for their parent organizations (Kalseth 2005: para. 1). Sharing and exploiting knowledge

are the driving forces for improved business performance. In view of this, special library services play a significant role in enhancing their organizations' business performance. Therefore, Kalseth (2005) urges that there must be creation and articulation of professional goals, which will help an employer understand how the special librarian is going to take their personal goals and make them relevant in their organization that would consequently bring value to the organization. The researcher would engage with the SABC library users, library staff, and managers to interrogate the issue of the need and worth of the special library service.

Matarazzo and Pearlstein (2014: 1) mention that in the past, the librarian used statistics of the number of users or anecdotal evidence to explain their value to their organization. This was usually done to motivate the case of retention or to avoid drastic cuts in staff and resources of the special library. Ard (2012: 3) states that information permeates every department in our technologically driven world. Often businesses confuse technology with information utilizing knowledge gained through technology and not the library worker. The author claims that the information professional in the special library has a unique ability to create value to their organization by supporting their information needs. One such way to show value is described by Casburn (2005: para. 7) is where a librarian moved her office entirely out of the library onto the floor that housed the Newsroom. In this way, she was able to work 'with' library staff, listening to their issues and wishes, again reiterating the Embedded Librarianship Model. The result: she was able to modify the mission and the philosophy of the library to reflect the priorities of the organizations. Further, Casburn (2005: para. 10) discusses how a law firm library in Washington that warns librarians to "loudly, clearly and often tell their managers what you have done for them and what you can do better than anyone else in the organization". They opine that if the librarian is not unique, then you can be replaced or displaced. Ard (2012: 3) highlights the history and current interpretation of libraries. She discusses the evolution of libraries from a physical, controlled space to technologically dependent areas where there is an argument as to who is best suited to provide information services. The SABC too, has moved their libraries from traditional formats by embracing technology to capture and store information in modern technological devices and formats promoting accessibility away from the physical library in some cases.

Ard (2012) claims that during this evolution of libraries, the value of the library as a physical space has deteriorated. She emphasizes that the value of the information professional, however, remains consistent, pointing out that though the methods of collecting, organizing, and disseminating information have changed the services associated with them are essential and remain unchanged. Abram (2010), a fellow special librarian, posits that special libraries are under constant pressure to justify their services, role, and budget in the organization in which they practice. He highlights the value of a medical library in a study conducted by Joanne Marshall in 1991, which sought to investigate the impact of the medical library on decisions made by the doctors. The doctors rated the information provided by librarians more highly than other information sources such as lab testing, diagnostics, and discussions with colleagues. This shows the value of the special library services. Knox (2012: 94) claims that special libraries are the most fragile of all libraries. They are not seen as critical to the organization and are liable to cuts at any time. Ard (2012: 9) claims that as special library staff is asked to do more with fewer resources, library workers have a chance to innovate services and add value. This current study, also interrogated the value of the SABC libraries.

In 2017, Howard (2017) was asked to investigate competitors to the traditional and potential roles of special librarians. Her key findings were that the special librarian's role remains relevant in organizations that need the organization and management of information. Howard's study found that the quality of information from a special librarian added much value as well as a return on investment. Interestingly, Howard (2017) boldly claims that the work carried out by special librarians cannot be replaced by digital technologies. The Australian Library and Information Association (2014: 9) argues that the service of library workers is part of an organization's due diligence and prevents ill-informed decision making, which could result in embarrassing and worse, fatal consequences. This statement emphasizes the value and role of special library services on which this current study focuses.

Thompson (2018) states that providing a library in an organization is expensive. The special library needs to attract users to make management see the benefits of having a library service. As the demand for information increases, so does the need for a

library, says Thompson (2018). The author encourages special library staff to find ways to make the users aware of the relevant library services by proving that citing the library is more reliable than Google and that it also saves time and is more effective. Thompson (2018) concludes that library marketing delivers the benefits of higher usage of the library, increased value to the organization, educated users, and changed perceptions towards the stereotypical view of libraries being old-fashioned.

A gap seems to exist regarding research in the field of special libraries/librarianship in the South African context. Mostert (2007, 2009) and Muller (2007) are known researchers in the field of special librarianship in the country. Rajagopaul (2006, 2008) and Govender (2003) conducted special library research with the latter focusing on the SABC. This current study's findings reiterated that many of the issues that were found in the global literature such as the impact and extent of ICTs in the SABC libraries, the role and value of the library service as well as the challenges that libraries face, to be current and relatable in special libraries (SABC). The literature reviewed provided sufficient knowledge to form a conceptual framework for the current study.

3.12. Summary of chapter

This chapter explained the concepts of special librarians and the special library services. The SABC libraries (the case for this study) was described and placed in context for the study. The significant impact of ICTs and its continuous emergence in special libraries was discussed. There was discussion from consulting relevant local, national and international literature of the relevance of qualifications; experience; continuing education and development; including the skills and knowledge deemed necessary for special librarians. Issues surrounding the paradigm shift of librarians in the information and digital age, the challenges and opportunities for special library services was examined. The literature highlighted methods of adding, maintaining and retaining the role and value of special librarians in special library services and suggestions for special librarians to be relevant in the information age. The current study delved into the role and value of the SABC libraries in the information age and reveals its findings. The next chapter provides the methodology employed for this study.

CHAPTER FOUR: Research Methodology

4.1. Introduction

“Life without inquiry is not worth living for a human being” [Socrates]. Naidoo (2011: 47) describes Socrates (469-399 BC) as one of the major figures of the intellectual revolution in fifth century Athens. Socrates claimed that people thought that they possessed knowledge of things, but they did not. Further, Socrates became aware of his own ignorance and claimed to be wiser than others. It was that awareness of the need to know, the act of inquiry, and deductive or inductive reasoning that resulted in the generation of new knowledge (Naidoo 2011: 47). As human beings, we have always asked ourselves questions, about the phenomena we observe. Thus, research is the industrious systematic inquiry into nature and society to validate and refine existing knowledge and to create new knowledge, claims the University of Illinois (2013: 1). Naidoo (2011: 47) states that research is the instance in which the researcher’s curiosity and intuition are applied in a systematic way to determine the answers to questions and to draw on experiences and acquire knowledge. More so, conducting research means studying and experimenting within a profession that leads to the attainment of new knowledge (Research Italy: the portal for Italian research 2020: para. 1). Hence, research is a creative process carried out according to a systematic approach intended for the increase of knowledge (Research Italy: the portal for Italian research 2020: para. 4).

Coventry University (2020: para. 12) advises that the term ‘methodology’ must not be confused with the term ‘method’ in research activities. Further, there is a distinction between research methods and methodology. Research methods are the techniques that researchers apply to the methodology of a study. Thus, a research method is a technique for collecting data involving specific instruments, such as a self-completed questionnaire, documentary archives, and an interview schedule amongst others. There are numerous ways of acquiring knowledge that includes: tradition, authority, logical reasoning, experience, intuition, borrowing, and the scientific method. Thus, ‘methodology’ has a more philosophical meaning referring to the approach or paradigm (positivism and interpretivism) that underpins the research study. Hence,

methodology is clarified as the description and justification of methods, and not the methods themselves employed for a study (Zaidi and Larson 2018: para. 4). Mohajan (2017: 4) states that methodology is the guidelines in which researchers approach and perform activities. Research methodology provides us the principles for organizing, planning, designing and conducting a good research study. The research methodology sets the path that researchers require to conduct research, formulate the problem and objective and present their results from the data obtained during the study period (Sileyew 2019: para. 2). An empirical research is described as a type of research that relies primarily on collecting data by questionnaires and interviews (instruments used in this current study), from the target population before summarizing, analyzing, synthesizing, and evaluating it (University of Illinois 2013: 1). The research design/s and methodology demonstrate the research outcomes in line with meeting the objective/s of the study (Sileyew 2019: para. 2). Table 4.1 illustrates the objectives, critical questions and data collection methods for this current study.

Table 4.1: Mapping objectives, research questions with sources of data

Objectives	Research questions	Data sources
To ascertain the role and value of the special library service in the information age at the SABC.	1. What is the value and role of the special library service in the information age at the SABC?	Questionnaire (Library users) Questionnaire (Library staff) Interview (Managers)
To determine the extent to which the SABC libraries services have been influenced by ICTs.	1. What is the extent to which the SABC libraries services have been influenced by ICTs? 2. What challenges do the SABC libraries face in meeting their needs of their users? 3. How can these challenges be overcome?	Questionnaire (Library staff) Interview (Managers) Questionnaire (Library users) Questionnaire (Library staff) Interview (Managers) Questionnaire (Library users) Questionnaire (Library staff) Interview (Managers)
To draw on possible best practices and trends that can be implemented by the SABC and other special libraries.	1. Are there best practices and trends that can be adapted/adopted by the SABC libraries as well as other special libraries?	Questionnaire (Library users) Questionnaire (Library staff) Interview (Managers)

Source: Researcher (2020)

4.2. Research paradigms

Research paradigms and theoretical perspectives have significant influence on the researcher and the research process (Zaidi and Larson 2018: para. 1). Research questions posited by researchers are shaped by the way individuals view the world. Hence, researchers underpin their research studies following various philosophical frameworks or paradigms that impact research activities (Zaidi and Larson 2018: para. 2). Further, Kivunja and Kuyini (2017: 26) mention that paradigms define the researcher's philosophical orientation. This has significant implications in every decision that is made during the research process, including the selection of methodology and methods. Likewise, paradigms for this current study informed how meaning would be constructed from the data collected in the questionnaires and interviews. Perera (2018: para. 4) describes paradigms as the models or frameworks that include cultural themes, worldviews, ideologies, and mindsets. This worldview described as the perspective, thinking, school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data (Kivunja and Kuyini 2017: 26). A paradigm constitutes the abstract beliefs and principles that shape how the researcher sees the world, interprets and acts within that world (Kivunja and Kuyini 2017: 26). Thus, paradigms shape the lens through which a researcher looks at the world and the conceptual lens to examine the methodological features of a study with the aim to determine the research methods that would be used and how the data would be analyzed (Kivunja and Kuyini 2017: 26). Thus, paradigms are central to underpin a study as they provide beliefs and dictate how the findings of a study are to be interpreted. Kivunja and Kuyini (2017: 27) advise that usage of research paradigm/s to a study provide an understanding that the research will be maintained and be guided by the assumptions, beliefs, norms and values of the chosen paradigm/s.

4.2.1. Elements of a research paradigm

Coventry University (2020: para. 15) highlights that the researcher must discuss the methodology and knowledge of both the ontological and the epistemological stance of the researcher without isolation from each other. These elements are shown in Figure 4.1 below.

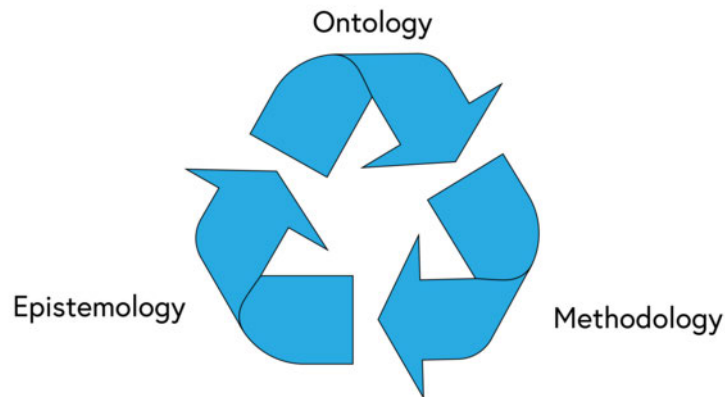


Figure 4.1: Elements of a paradigm

Source: Coventry University (2020)

Kivunja and Kuyini (2017: 27) define ontology as the philosophical study that examines the underlying belief system and philosophical assumptions of the researcher, about the nature of being, existence, and reality. Ontology includes the assumptions created to believe that something makes sense, is real, and is the essence of the social phenomenon under investigation. Ontology, or the 'study of being', is concerned with what truly exists in the world to which humans can acquire knowledge (Moon and Blackman 2017: para. 8). As a result, the ontology stance assists researchers in recognizing the certainty about the nature and existence of objects under investigation.

Allmark and Machaczek (2018: 8) inform that people are said to exist as one of many ontological entities in the philosophical realms. Kivunja and Kuyini (2017: 27) claim that ontology conceptualizes the form and nature of reality and what is known about that reality. Furthermore, the authors emphasize that the philosophical assumptions about the nature of reality are central to understanding how researchers make meaning from the data collected. These assumptions, concepts, or propositions help the researchers thinking about the research problem, its significance, and how it can be approached to answer the research question in the data analysis process to understand the problem under investigation and make contributions to its solution. Two types of ontology exist namely objectivism and constructivism. According to

Scales (2013: 4), the constructivism ontology takes the view that things and meanings do not exist independently. Common in social science research, the constructivism ontology is used for this current study as its belief is that individuals construct meaning.

Kivunja and Kuyini (2017: 27) describe epistemology. Epistemology has its aetiology in Greek, where the word episteme, means knowledge. Epistemology in research is used to describe how researchers come to know something and how the reality of a phenomenon is viewed. This element of a paradigm assists the researcher to place themselves within the context of the study. In doing so, they can find out new knowledge, in addition to what is already known. Epistemology is the 'study of knowledge' (Moon and Blackman 2017: para. 10). It is concerned with all aspects of the validity, scope and methods of acquiring knowledge, such as: a) what constitutes a knowledge claim; b) how can knowledge be acquired or produced; and c) how the extent of its transferability can be assessed. Thus, epistemology is imperative because it influences how researchers structure their research to reveal knowledge. Further, Kivunja and Kuyini (2017: 27) state that to understand the epistemological element, the fundamental question of: "how we know what we know?" needs to be answered. Authors, Kivunja and Kuyini (2017) cite Slavin (1984), who identified the sources of knowing to be intuitive knowledge, authoritative knowledge, logical knowledge, and empirical knowledge. In view of this, the reliance of data gathered from people and leaders in organizations, implies that the epistemology is grounded on authoritative knowledge. Hence, this study falls into authoritative knowledge as it seeks answers from library staff, and library users (people) and managers (leaders) in the SABC organization surrounding the special library services phenomenon. Thus, epistemology is central in establishing the reliability of the data collected.

A significant feature in any research is to take a clear methodological standing. This means the approach of the research must be identified (Coventry University 2020: para. 9). Kivunja and Kuyini (2017: 28) sum up that the methodology articulates the logical flow of the systematic processes followed in the research process to gain knowledge about a research problem. It includes the assumptions made, limitations encountered, and how they were minimized. Thus, methodology is commonly

accepted as the broad term used to refer to the research design, methods, approaches, and procedures that are used in research.

In recent years, a third element of a paradigm is axiology (not reflected in Figure 4.1). Axiology is the theory on the nature of value of a study (Deane 2018: para. 5-6), importantly, incorporating ethics in a research study. The role and value in the research process, particularly the influence of values on the relationship between the paradigm, methodology, and methods is known as axiology. The research paradigm is said to be axiological in terms of the values of the researcher who decides on the choice of research methods (Zaidi and Larson 2018: para. 4). Table 4.2 illustrates this:

Table 4.2: Elements of a paradigm
Source: (Adapted from the Coventry University (2020))

Ontology	Epistemology	Methodology	Axiology
Constructive: The role and value of the special library service in the information age.	<p>Reality needs to be interpreted:</p> <p>There are multiple realities created by individuals (in groups):</p> <p>The SABC library staff, library users, and employees have differing views and perceptions on the role and value of the special library service.</p> <p>By gauging their views on the role and value of the special library service in the information age, cross-analysis and triangulation can be done.</p>	<p>Web-based questionnaires</p> <p>Interview.</p>	<p>Ethical clearance from the university.</p> <p>Permission from the SABC.</p> <p>Confidentiality is assured</p> <p>Responses respected and valued, and potential respondents have a right to withdraw from the study at any time.</p>

Source: Researcher (2020)

4.2.1.1. Paradigm choices

A number of paradigm choices are available in social science research. This current study found that pragmatism, interpretivist encompassing phenomenography and hermeneutic phenomenology, to aptly relate to the research. The above mentioned paradigms are explained below.

4.2.1.1.1. Pragmatism

Research Articles (2019: para. 1-2) discusses that the origins of the pragmatic paradigm in the United States was in the late 19th century. The originators and contributors associated in the early development of the pragmatic paradigm were Charles Sanders Peirce (1839–1914) and his colleague, William James (1842–1910). Sanders was known as the ‘father’ of pragmatism. The latter developmental phase was by John Dewey (1859 to 1952) and friend, Jane Addams (1860 to 1935) whom developed social work on the basis of pragmatist ideas. The etymology of pragmatism focuses on purposeful human activity (Allmark and Machaczek 2018: 21). Pragmatist philosophy holds that human actions can never be separated from their past experiences and beliefs. Thus, human thoughts are intrinsically linked to action. Allmark and Machaczek (2018: 21) state that people yield actions based on the likely consequences of their actions, and the results from the experiences predict their behaviours in future similar actions.

Humans are acting in a world which is in a constant state of becoming (Goldkuhl 2012: 8). Pragmatists believe that reality is dynamic and changes with events that effect it. The world is also changed through actions and in this way changes existence (Kaushik and Walsh 2019: 3). Therefore, pragmatism is concerned with action and change with the interplay between knowledge and action. This current study’s philosophy of pragmatism relates to the objectives, critical questions and rationale for the case study of the SABC libraries. In pragmatic epistemology, Research Articles (2019: para. 5) notes that the pragmatists believe that there is a single real-world, but different people can have different views about that real world. The pragmatist seeks knowledge according to the circumstances in which the phenomenon occurs. Likewise, this study sheds light into the SABC libraries by gauging with library staff, library users and

managers, with the premise that all staff do not share the same human experiences, beliefs and perceptions.

In recent years it has been observed that pragmatic paradigm is the most suitable paradigm to use in social science research (Research Articles 2019: para. 3). Pragmatism includes ideas, methods, approaches, principals, or a mix of these to explain a solution to a research issue. The growth of the pragmatic paradigm occurred parallel to the increase of the mixed-methods approach. Research Articles (2019: para. 4) claims that pragmatism accepts flexible approaches to solving research problems. Pragmatism does not accept that there is just one way to solve a problem, but a mix of approaches can better help solve a problem. Therefore, this research paradigm suggests a mixed-method approach to research which was utilized in this current study.

According to Parveiz, Mufti and Wahab (2016: 67), researchers approach research with some form of personal philosophical positioning. In this regard, researchers often come across situations where they have to use 'mixed methods' approach to investigate a research phenomenon. Parveiz, Mufti and Wahab (2016: 68) justify the use of pragmatism for mixed method research, stating that there is an essential requirement to have a logical flow from the choice of theory to the methodological dimension. Maarouf (2019: 6) purports that the researcher believes that the philosophy which a research method is based upon and the practical benefits of this method are related, however, pragmatic researchers depend heavily on the notion of 'what works'. In this current research, the researcher chose mixed methods research as apt, to investigate the issue of the SABC library services from the viewpoint of the library staff, library users and managers.

4.2.1.1.2. Interpretivist paradigm

Social science research commonly makes use of the interpretivist paradigm (Thanh and Thanh 2015: 25). The interpretivist paradigm, according to Dean (2018: 3) is described as an umbrella term incorporating several different schools of thought such

as phenomenology, hermeneutics, critical theory, symbolic interaction and ethnomethodology. Ahmed (2008: 2) suggests that researchers hold the assumption that humans possess their own thoughts, interpretations and meanings. Mixed research methods and techniques commonly used in the interpretive design are interviews and questionnaires. According to Ntounis, Lloveras and Parker (2019: 3), interpretivism advocates the necessity of understanding the phenomena through the meanings that people attach to them. Hence, interpretivism was primarily influenced by the work of Weber in 1964, with the belief that events are understood through the mental processes of interpretation that is influenced by interaction within social contexts.

Intgrty (2016) discusses that interpretivism has its roots in hermeneutics which the study of theory and practice in interpretation. Phothongsunan (2010: 1) states that interpretive researchers believe that the social world is constructed by human beings. This paradigm aims to provide insight into the way individuals in a particular group of people make sense of a phenomena they experience. The interpretivist paradigm believe that individuals suggest that their knowledge of their perceived world is meaningful on their terms. According to Hiller (2016:111), research methodologies that adhere to an interpretivist epistemological perspective and include constructivism, phenomenology, and hermeneutics. These methodologies reflect a perspective in which an individual or group may assign meaning to the phenomenon based on encounters with actual objects and people in context. Evidently, this current study focused on all those individuals involved in the library service from different standpoints to make sense of the library services in the information age. Hence, Hiller (2016: 112) claims that individual experiences' meanings are explored thus interpretation is through individualized perceptual schemas. Zukauskas, Vveinhardt, and Andriukaitiene (2018: 11) state that the interpretivist research philosophy claims that the social world can be interpreted in a subjective manner that is to understand the ways people experience the social world. Zukauskas, Vveinhardt, and Andriukaitienė (2018: 12) claim that researchers are 'free' to choose the methods, techniques, and procedures that best meet their needs and scientific research aims allowing flexibility in the data collection methods.

The core tenet is that interpretivists aim to acknowledge the subjective meanings existence, to reconstruct them, to understand them, to avoid distorting them, to use them as building blocks for a study from the gathered data (Goldkuhl 2012: 6). Kivunju and Kuvini (2017: 33) note that the interpretivist approach tries to 'get into the head of the subjects being studied'. Thanh and Thanh (2015: 24) and Hiller (2016:103) state that the interpretive paradigm allows researchers to view the world through the perceptions and experiences of the participants. University of London (2017: 4) mentions that the constructions the researcher is interested in are 'real' in as far as they have consequences for those who are part of it. Moon and Blackman (2017: para. 12) state that constructionist epistemology rejects the idea that objective 'truth' exists and is waiting to be discovered. Instead, 'truth', or meaning, arise in and out of our interactions with the realities in our world.

On the other, in this philosophical branch, the view of the world and of knowledge strongly influence the researchers' interpretation of data (Brown 2017: para. 2). Brown (2017: para. 3) states that knowledge can be seen as empirical or intuitive. Intuitive knowledge stems from beliefs and faith, and empirical knowledge is related to anything that can be objectively described and proven. With that being said, it becomes clear that the researcher's interpretation of knowledge will influence the choice of methodology and methods, and will also impact data analysis. The underlying idea of the interpretivist approach is that the researcher is interested in a specific and contextualized phenomenon and part of the research. The researcher interprets the data and therefore can never be completely objective and removed from the research. Interpretivists acknowledge that reality and knowledge are not objective but influenced by people within that environment. This philosophical outlook is more subjective and subject to biases. Thus it cannot be generalized as can in positivist research (Brown 2017: para. 6). In addition, Hiller (2016: 99) states that humans construct experiences of reality in our minds through thoughts and ideas, individually and/or collectively, and that that reality is open to all varieties of interpretation. Hence, there are no fixed laws about how reality may be or how it may be experienced. Further, Hiller (2016: 100) notes that epistemological assumptions are reflected in the theoretical perspectives, methodology, and methods of research studies. Understanding the epistemological assumptions that guide a research study means that the reader of the research can

more deeply understand the findings or can more knowledgeably challenge the findings and the processes that led to them. Hence, knowledge is co-created or intersubjective produced through the interactions of the researcher and study participants.

Researchers who use the interpretivist paradigm and qualitative methods often seek experiences and perceptions of individuals for their data. Thanh and Thanh (2015: 26) highlight that in the interpretive paradigm, the essential purposes of researchers are to get 'insight' and 'in-depth' information from individuals who own their experiences and are of a particular group. Interpretivism is much more inclusive because it accepts multiple viewpoints of different individuals from different groups. Interpretivism leans toward qualitative research. Data collected in interpretive research is 'rich' data, which is usually qualitative, although quantitative data can also be obtained. (Phothongsunan 2010: 2). This current study used both quantitative and qualitative research methods and leans mostly into the interpretivist paradigm. Another approach to interpretivism is case study research (Phothongsunan 2010: 2). In this study, the case was the SABC (libraries). The findings cannot be generalized among all special libraries; nonetheless, it provided much clarity to the ways people construct the meaning of phenomena in a particular context. The aim of interpretivism research is achieved by exploring the richness, depth, and complexity of the data. The researcher was able to gauge a sense of understanding given by respondents to the special library services in their social context, being the SABC.

4.2.1.1.3. Phenomenography

The beginnings of phenomenography spans about 30 years ago (Barnard, McCosker and Gerber 1999: 212), where a group of Swedish researchers developed this qualitative research approach. Here, the goal was to identify a qualitative, non-dualistic research approach that identified and retained the discourses of research participants and focused on people's understanding of their experience of the world around them. Further, the phenomenographic paradigm has continued to evolve as a qualitative research approach. Stenfors-Hayes, Hult and Dahlgren (2013: 261) reiterate that phenomenography is a qualitative approach. Phenomenography provides a lens through which to view certain types of research question. It also provides direction to

empirically conduct the research. Barnard, McCosker and Gerber (1999: 213) state that phenomenography is a distinct approach to qualitative research and should not be confused with phenomenology, even though they both aim to reveal human experience and awareness as an object of research. The research approach emphasizes reflective rather than pre-reflective experience. Barnard, McCosker, and Gerber (1999: 215) state that these varied views are judged to be fundamental to the way we act, understand, form beliefs, and experience the world.

As a methodological paradigm, phenomenography emphasizes personal conceptions as a necessary construct for understanding the connection between the physical events of human experience and the personal meanings that they draw from these experiences. Phenomenography fits as a subset within the interpretivism paradigm, which acknowledges that there are multiple, diverse interpretations of reality (Stenfors-Hayes, Hult and Dahlgren (2013: 262). This perspective provides a suitable framework for mixed methodology research, because its ontology provides equal validity to the objective and subjective phenomena and an integrated paradigm using both quantitative and qualitative methods (Feldon and Tofel-Grey1 2018: para. 1).

Khan (2014: 34) uses the definition by the founder of the paradigm, Ference Marton (1986), stating phenomenography as 'a research method for mapping the qualitatively different ways in which people experience, conceptualise, perceive, and understand various aspect of the phenomena'. Phenomenography is a research approach, based on a second-order perspective which means how subjects (the person/population of the research) experienced as an object (phenomenon) in a given situation. It seeks to identify the multiple conceptions that people have for a specific phenomenon. Khan (2014) points out that the conception of researchers about a given phenomenon is not the focus of the study. However, the focus of phenomenographical methodology is about the conceptions that people have on a certain phenomenon (Khan 2014: 3). Ornek (2008: para. 4) states that phenomenography is related to a field of knowledge and takes a non-dualistic ontological perspective reiterating that object and subject are not separate and independent of each other. According to Ornek (2008: para. 5) there are various ways in which people experience or understand a given

phenomenon. This is so because different people experience a phenomenon in different ways. Hence, phenomenography is a qualitative research methodology within the interpretivist paradigm. Phenomenography is a methodology rather than a theoretical positioning.

As a research approach, Cutler, Moxham and Stephens (2017: 4) highlight that phenomenography enables the researcher to explore the ways a group of people understand an event. Further, phenomenography acknowledges that different people construct ideas in different ways, and there can be no intrinsically right or wrong meanings since knowledge (or meaning) is derived from individuals' unique understanding and experience of a phenomenon (Cutler, Moxham and Stephens 2017: 5). Cutler, Moxham and Stephens (2017: 8) explain that variations in meanings among people is a central tenet of phenomenography. The capacity to accommodate diverse meanings for the same phenomena underpins phenomenography. Hence, Cutler, Moxham and Stephens (2017: 10) note that phenomenography enables common and varied meanings held by a group of people (this being SABC staff) about a phenomenon (regarding the SABC special library services) to be understood.

Han and Ellis (2019: 2) mention that phenomenography is now known as a well-established qualitative research method that is adopted widely in multiple disciplines. Turning toward the epistemological stance, phenomenography is grounded in the intentionality of human behaviours. This is characterized by purposefulness and consciousness, involving different foci of an awareness of a phenomenon. Han and Ellis (2019: 4) claim that phenomenographic research practice, using both semi-structured interviews and open-ended questionnaires to collect data is favoured as a research method. The combination of methods leads to breadth and depth of variations in findings. The semi-structured interviews provide rich and in-depth descriptions, whereas the open-ended questionnaires are appropriate for collecting data from a relatively large number of participants. This current study adopted the use of semi-structured interviews and questionnaires.

4.3. Phenomenology as a methodology

Phenomenology examines the structural topographies of experience and of things as experienced from the perspective of the subject experiencing such states or acts of consciousness (Kurdylo 2020: para, 1). Therefore, it seeks to understand how things are experienced, lived, interpreted, or held meaningful. Neubauer, Witkop and Varpio (2019: 90) defines phenomenology as a form of qualitative research, focused on the study of an individual's lived experiences within the world. Intgrty (2016: para. 5) describes phenomenology as a theoretical view point which holds that a person's behaviour is determined by the experience gained out of one's direct interaction with the phenomena. Rooted in interpretivism, phenomenography assumes that individuals interpret and attach meanings to different actions and ideas amidst interaction with various phenomena thereby constructing new experiences. Arnett (2017: para. 1) mentions the origins of phenomenology to be in the perception of experience. The founder of phenomenology was Edmund Husserl (1859–1938) who stated that “one engages the world with intentionality in order to arrive at the things themselves” (Arnett 2017: para. 1)). Thus, phenomenology is used as a philosophy, to underpin a study or as a methodology and approach to research. There are numerous types of phenomenology that overlap philosophy and methodology. Sloan and Bowe (2014: 1291) investigate the philosophy of phenomenology and describe it as a methodology.

Generally, and as a methodology, phenomenology is qualitative. Neubauer, Witkop and Varpio (2019: 91) claims that a phenomenological study requires understanding the experiences of others so that researcher glean new insights about a particular phenomenon. Phenomenology is a qualitative research approach that is uniquely positioned to support this inquiry. Hence, phenomenology can be defined as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experienced it. Sandberg (2005) mentions that the use of interpretive approaches within management and organizational sciences has increased significantly. Arnett (2017) discusses phenomenology as a powerful approach for inquiry, understanding the ontological and epistemological assumptions underpinning these approaches is essential for successfully conducting phenomenological research. Phenomenology, from a Husserlian perspective, avoids a subject- object slip between perception and the thing

itself. Husserl uses bracketing of the 'natural attitude' in the doing of phenomenology. Thus, it provides for insight into the experience of a given phenomenon. Arnett (2017: para. 2) describes phenomenology as a form of radical empiricism that positions perception within experience.

There are two methods of phenomenology, divided by their different perspectives namely descriptive and interpretive phenomenology. According to Sloan and Bowe (2014: 1301) interpretive phenomenology became a prominent addition to the list of qualitative methodologies that is applied to many qualitative studies. Interpretive approaches do not produce an objective description of reality (Sandberg 2005). Instead, by nature, human beings descriptions are always coloured by our specific historical, cultural, ideological, gender-based, and linguistic understanding of reality. Thus, instead of assuming an objectivist epistemology for the existence of objective reality, interpretive approaches claim that reality is socially constructed between people about the very nature of that reality. According to Sandberg (2005) the primary research object within the interpretive research tradition is individuals' and groups' lived experience of their reality as is the case for the current study of the SABC libraries.

4.3.1. Blend of hermeneutics and phenomenology

A type of phenomenology as a methodology is the hermeneutic phenomenology (Sloan and Bowe 2014: 1301). The hermeneutic tradition goes beyond a descriptive understanding. Hermeneutic phenomenology is rooted in interpretation (interpreting experiences and phenomena through the individual's lifeworld). Humans cannot experience a phenomenon without referring back to his/her background understandings. Hence, hermeneutic phenomenology seeks to comprehend the deeper layers of human experience. Hence, hermeneutic phenomenology studies individuals' narratives to understand their experiences in context. As discussed above, Sundler *et al.* (2019: 734) identifies the developers of phenomenology; by Husserl (1936/1970) and further enhanced by other phenomenologists, such as Merleau-Ponty (1945/1962), Schutz (1967), Heidegger (1927/1981), and Gadamer (1960/1994, 1977). Neubauer, Witkop and Varpio (2019: 94) explain hermeneutic phenomenology

to originate from the work of Martin Heidegger. Heidegger developed his own strand of the philosophy called existential phenomenology, hermeneutic phenomenology or interpretative phenomenology. The existential phenomenology is a 'follow-on' from Husserl's descriptive phenomenology (Sloan and Bowe 2014: 1297). Heidegger's interest in human beings as actors in the world, focuses on the relationship between a person and his/her lifeworld. Heidegger's term lifeworld referred to the idea that 'individuals' realities are always influenced by the world in which they live in. Husserl was interested in the nature of knowledge (an epistemological focus), the nature of being and temporality (ontological focus).

Working with Heidegger, Gadamer added to hermeneutic phenomenology to develop the interpretive phenomenological thought. This is a philosophy now called Gadamerian hermeneutics (Sloan and Bowe 2014: 1298). Gadamer believed that language is not independent of the world. He stated that the world is represented by language where language is only real because the world is represented within it. Gadamer thoughts developed into the connection of language with ontology. Max van Manen (2007) in more recent times, has been developing the hermeneutic approach of phenomenology (Sloan and Bowe 2014: 1302). His approach follows Gadamer as his philosophy is that language reveals being (or existence) within some historical and cultural contexts. This suggests that hermeneutic phenomenology has been evolving from a philosophy to a methodology. With phenomenology, the stance is theoretical that allows for varied methodological choice such as hermeneutics phenomenology.

Tuohy *et al* (2013:18) states that aim of 'interpretive phenomenology', also referred to as 'hermeneutics' is to describe, understand and interpret participants' experiences. Husserlian perspective of descriptive phenomenology gave a foundation for interpretive phenomenology. An interpretive phenomenological approach is suitable for research that aims to understand and interpret participants' experiences, to determine the meaning of the experiences. Qualitative research methodologies focus on meaning and use similar methods with differing epistemological and ontological underpinnings (Smith and Rodriguez 2018: 96). With each approach offering a different lens to explore, interpret or explain phenomena in real-world contexts and

settings. Interpretive phenomenology relates to this current study in understanding the experiences of the special library services from three different perspectives of human interaction.

4.4. Blending paradigms in research

Allmark and Machaczek (2018: 12) mention that is the sociological school of symbolic interactionism (SI) school that blends the pragmatic and interpretive school of thoughts together. This tradition emerged from the philosophy of American pragmatism and especially from one of its great representatives, Mead in 1934, with considerable influence from others. Mead is seen as the originator but the scholar who coined the movement of 'symbolic interactionism' (Allmark and Machaczek 2018: 16). This means that it uses whatever methods are suitable for the research study in question and that it is possible to combine a pragmatist study with interpretive thinking and techniques. Goldkuhl (2012: 13-14) supports that research studies elements from pragmatism and interpretivism can be mixed. The reflective, qualitative researcher should be aware of resemblances and differences to make a proper research design. Hence this current study found the blending appropriate for the case study research with its mixed methods approach.

4.5. Case study research

Under the broad heading of 'case study', there are different approaches to conducting case studies research, including holistic and embedded (as is the case of this study). The former focuses on an organization as a whole, while the latter examines different 'units of analysis' within the broader organizational context from different perspectives or using different techniques (Bass, Beecham and Noll 2018: 1). These research methods can be employed to fulfill several purposes such as exploratory, descriptive, and explanatory. Aptly so, these are reflected in the current study being exploratory research as it seeks new insights and generates fresh ideas. Descriptive and interpretive research articulates the current status of some phenomenon (Bass, Beecham, and Noll 2018: 3). The SABC libraries are under investigation of the role and value of their library services in the information age.

A case study is described as a holistic and empirical inquiry that investigates a multi-faceted explorations of complex issues within the context in which this phenomenon appears (Harling 2002: 1-2; Press Academia 2018: para. 1; Heriyanto 2018: 102; Adolphus 2020: para. 4). Case study research refers to the subject of the research being studied within its social, political, organizational, or economic context (Adolphus 2020: para. 2). Heriyanto (2018: 102) explains case study research to mostly refer to the use of a descriptive research approach to obtain an in-depth analysis of a person and group being studied. This means that the case of the research is comprehensively studied as an example of a phenomenon within the context in which it happens. Heriyanto (2018: 102) notes that case study research is the most common approach in the social and management sciences. The value of the case study approach is well recognized in the fields of business (Crowe *et al* 2011: para.1). By employing a case study research, specific understanding and insight are gained in the research area, which usually is a contemporary phenomenon. This current study sought insight to an organization (SABC). According to Farquhar (2012: 6) in business research, case study research collects evidence about a phenomenon in a company. Under the umbrella term 'case study' the focus intensively can be a single-case design, but few of them are a multiple-case design. Mostly, the chosen case is regarded as emblematic of a larger population of cases (Elman, Gerring and Mahoney 2016: 375). There is one feature that seems relatively constant in that the topic is generally viewed through a 'qualitative' lens (Elman, Gerring, and Mahoney 2016: 376). Elman, Gerring, and Mahoney (2016: 378) state that most samples are randomly selected and stratified random samples whose goal is to achieve a representative sample.

Heriyanto (2018: 101) reasons that case study research is employed in providing a systematic and scientific way of examining events collect data, analyze information, and prepare, interpret and report the lived experiences of participants and to offer insights into their experiences on a specific context. As a result of this, the researcher may gain an understanding to the reasons the phenomenon occurred as it did and gather important recommendations for future research. Heriyanto (2018: 101) claims that the dynamic nature of Library and Information Science research can be conducted through many other methods, including the case study approach. Heriyanto (2018: 101) mentions that a case study provides flexibility as a research method and depth

of investigation to explore the complexities of a phenomenon. Hence the researcher chose this as a research method.

4.5.1. Types of case studies

Harling (2002: 2) states that case studies can deal with either single or multiple cases. There are many types of case studies. Ridder (2017: 282) explains the advantages of a single case study and a multiple case study. Separate case studies are seen in the detailed description and analysis to gain a better understanding of 'how' and 'why' things happen. Further, the potential advantage of multiple case study research is seen in cross-case analysis. A systematic comparison in cross-case analysis reveals similarities and differences and how they affect findings. According to Adolphus (2020: para. 9), case studies are a way to gain a rich view into a phenomenon. Hence, they are most appropriate for dealing with a subject that is context dependent, complex and unusual. Multiple or collective case study research designs extend the instrumental case study. It is assumed that several cases will increase the understanding and support theorizing by comparison of the cases. Capturing the essence of diverse case study, the researcher found it difficult to point out a specific type of case study for the SABC case study research. Exploratory literature reads confirmed that this current study drew elements from many types of case studies. The literature revealed that it is possible for one study to fall into two or more types of case studies, as was the case for this study (Universal Class 2020: para.2).

A case study is an inquiry into a particular instance, among many. Sometimes the case is selected because it is the specific case we wish to know about. The researcher found the following case study: intrinsic case study, critical instance case study, instrumental case study and the multi-site case study elements to overlap and relate aptly to the SABC case study under investigation. The intrinsic case study is conducted to learn about a unique phenomenon which the research focuses on and does not seek generalizations (Harvard.edu. 2015). Critical instance case studies intend to examine one or more sites for either the purpose of reviewing a specific situation of unique interest or a thorough investigation with little to no interest in generalizability of the phenomenon (Colorado State University 2020: para.5 ;

Heriyanto (2018: 103 ; Hayes, Kyer and Weber 2015: 1). When more than one site is available, a researcher must choose one or very few sites to focus on. Harling (2002: 2) explains that the instrumental case study is done to provide a general understanding of a phenomenon using a particular case. The selected case can be any case to delve into study. However, an unusual case may help illustrate matters overlooked in a typical case as was the case of the choice of the SABC and not any other organization for the unique phenomenon at the SABC. Thus a good instrumental case does not depend on the researcher being able to defend its typicality though the researcher needs to provide a rationale for using a particular case.

The collective/multiple/multi-site case study is done to provide a general understanding using many instrumental case studies. This occurs in the same site or come from several sites (Harling 2002: 2). When multi-site cases are used, it provides a detailed description of each case and then present the themes within the case (within-case analysis) followed by thematic analysis across cases (cross-case analysis). In the final interpretative phase, the researcher reports the lessons learned from the analysis. When using multiple cases, the question of how many arise. It is said that too few cases and generalization is impossible; too many cases and depth of understanding difficult to achieve. The author states that the researcher needs to provide a rationale for the cases used. According to Gustafsson (2017: 3), when a study includes more than one single case, a multiple case study is required. A multiple case study allows the analysis of data within each situation and across situations finding the differences and similarities between variables. Other advantages with multiple case studies are that they create a more convincing theory when the suggestions are more intensely grounded in several empirical evidence. Further, the author, Gustafsson (2017: 3), discusses another angle to case study research that enables the choice of a single case study with embedded units. This means that the researcher can explore the case with the ability to analyze the data within the case analysis, between the case analyzes and make a cross-case analysis. This gives the researcher the ability to look at sub-units that are located within a more significant case. This points to the critical difference between what Yin (2009: 50-52) refers to as a 'holistic' case design, with a single unit of analysis, and an 'embedded' case design, with multiple units of analysis). The multi-site study is a qualitative research approach

obtains in-depth knowledge of an organizational phenomenon (Audet and de Amboise 2001: 1).

Literature on case study research goes deeper than just the umbrella term ‘case study’. There is variety in strategy, design, purpose, and epistemology, nor the possible conflict between perspectives regarding case study research (Langley and Royer 2006: 82). There are several types of case studies, as mentioned above, each different from each other based on the research. It is possible for types of case studies to overlap each other in one study (Universal Class 2020: para. 2). The following Table 4.3 illustrates this in context of the current study.

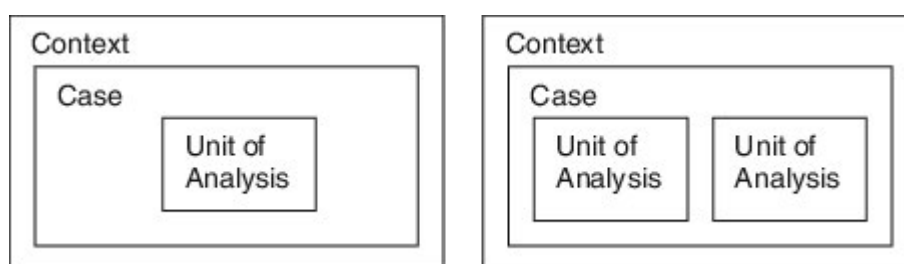
Table 4.3: Choice of case study

Types of case study	Brief overview	The Case: SABC libraries
Intrinsic case study	Deals with a unique phenomenon	The unique phenomena are the existence of the special library service since 1961. While literature and observations reveal special libraries being closed down, the SABC libraries remains operational in every province in South Africa
Critical instance case study	A thorough investigation into a phenomenon, rather than a generalization that can provide answers to questions raised about a highly generalized or universal assertion in one or more sites	Looking deep into the three hubs of the SABC libraries to gain rich data into the role and value of the special library services in the information age.
Instrumental case study	An unusual case may help illustrate matters overlooked in a typical case.	The SABC libraries is unusual as it is still functionally active in the information age, and other special libraries and within the SABC libraries can draw on best trends and practices for survival. (The SABC libraries as choice of case than other special libraries)
Multi-site case study	Provide a general understanding using several instrumental case studies from multiple locations (sites)	A generalization can be made of the phenomenon within the case between the case and cross-analysis of the case for a deeper embedded understanding of the phenomena.

Source: Researcher (2020)

4.5.1.1. The case: SABC libraries²

Case study research scientifically investigates a real-life phenomenon to gain an in-depth understanding within the boundaries of a specific environment, situation or organization (Ridder 2017: 282). Research methodology (2019a: para 1) states that case studies aim to analyze specific issues; hence are a common research method in the business area. Hence, a case study is apt since the SABC is a corporate organization. According to Crowe *et al* (2011: para.1), case study research allows the researcher to look at the phenomenon in context. A case study can be defined as an intensive study about a person, a group of people or a unit (Gustafsson 2017: 2) In case of study research the 'best' case selection strategy is dependent on the purpose of the analysis, and case study's role in achieving these goals (Elman, Gerring and Mahoney 2016: 382). Figure 4.2 below gives insight to the embedded case study, appropriately used for this current study. Three branches of the SABC libraries were selected and within each branch, units of analysis were library staff, library users and managers.



**Figure 4.2: Holistic case study
(left) and embedded case
study (right)**

Source: Runeson and Host (2009)

The SABC is the national broadcaster for South Africa. The organization provides entertainment, current affairs, and sports across television channels and radio station broadcasts. The need for information plays a pivotal role in the SABC staff performing their jobs. Currently, every province in the country has a SABC branch and a library

² SABC Media Libraries (2020) video:
<https://sites.google.com/site/sabcmedialib/home/about>

with varying shapes and sizes. Chris-Israel, Madu, and Ojokuku (2019: 5) define a special library as one whose collections are restricted to specific subject or group of subjects and meant for a certain user group, as is the case at the SABC. The role of the special library is very closely linked to their organizational activities and focused on making knowledge and expertise available to further the set goals by their parent organization. Thus, the value of timely, accurate, and relevant information has increasingly been recognized as providing a leading edge in the modern, competitive world (Chris-Israel, Madu, and Ojokuku 2019: 5). Thus, special libraries are equipped to support their parent organizations by providing the information required to ensure the survival and continued survival of their parent bodies, claims Chris-Israel, Madu, and Ojokuku (2019: 5). The SABC libraries falls under the collective term special library, catering for the needs of their users (SABC staff) within the corporation. In view of the literature reviewed (Chapter Two), special libraries have been subjected to closure. The SABC has remained opened since 1961 and developed over the years. A phenomenon need not be negative to be researched as motivated by Johnson (2010: 1) who said: "Instead of explaining the causes for libraries' failure, how can we understand the reasons why some are successful in a way that facilitates effective transfer of that knowledge?". Hence, the above-mentioned phenomenon is of interest to the researcher in addressing the role and value of the SABC libraries.

4.6. Case study research design

Traditionally, qualitative research approaches has been favoured when the primary research objective is to improve our understanding of a complex phenomenon, deeply embedded in its context. There are many methodologies and techniques that assists researchers get a better grasp of a variety of management situations with a case study (Audet and de Amboise 2001: 2). According to Adolphus (2020: para. 7) and Research Methodology (2019a: para 1), case study research refers to the use of a descriptive research approach to a particular phenomenon within its context to obtain an in-depth analysis of a person and group being studied. Case studies are usually considered a qualitative method. However, some aspects of case study research is that the selection of cases are viewed through a quantitative template (Research Methodology 2019a: para 1). It can be used to expand on a particular theme unearthed by a survey (Adolphus 2020: para. 11). While it offers depth and specificity, case study research

also offers breadth and diversity in terms of methods of data collection and analytical techniques (Adolphus 2020: para. 11). The author motivates that case study research offers the possibility of many different layers of analysis, which can reveal several different perspectives, with the added benefit of triangulation of the results. Hence, the goal of collecting data using a variety of instruments is to ensure the validity of the study. Therefore, the choice of instruments for this case study would aptly achieve this goal.

4.7. Philosophies underpinning mixed methods research

Over the years, debates revolve over the use of a qualitative or quantitative methodology for social science research (Research Articles 2019: para. 6). The emergence and development of mixed-method methodology has changed the way in which social science research is conducted. Current conceptualizations of mixed methods research did not emerge until the 1980s. Further, it opened new ways to answer social science research problems. According to Maarouf (2019: 1), the emergence of the mixed research approach has been accompanied by searching for a philosophy that validates the mixing of quantitative and qualitative methods in one research study. Many researchers consider pragmatism as the most common philosophical justification for the mixed research approach (Maarouf 2019: 2; Tashakkori and Teddli 2010: 15). In pragmatic paradigm studies, the researchers use both qualitative and quantitative methodology sequentially however in this study both qualitative and qualitative methods would occur concurrently.

Interestingly, Tashakkori and Teddli (2010: 15) claim that some researchers believe that one paradigm is insufficient for mixed methods research. More so, the use of multiple paradigms serve as the foundation of mixed methods research. Positivism is useful for quantitative research design while interpretivism is common in qualitative research. Hence, mixed methods research takes on a distinct dialectic stance. It is believed that multiple paradigms in a single study contributes for a better understanding of the phenomena under investigation. In view of this, it was not surprising that the researcher found multiple paradigms to underpin the current study. Tashakkori and Teddli (2010: 20) note that design typologies are a significant feature

in mixed methods research. Several design typologies frameworks have been proposed by scholars either with overlapping and divergent components such as parallel mixed design, concurrent, simultaneous and triangulation. The aim of mixed methods research in this study was triangulation to delve deep into the case study of the SABC library service by interrogating three different populations, using three different data collection instruments related to the library services across three SABC branches in South Africa.

4.8. Research methods

Zukauskas, Vveinhardt and Andriukaitiene (2018: para. 2) describe scientific research philosophy as a system of the researcher's thought. In other words, it is the basis of the research. It involves the choice of research strategy, formulation of the problem, data collection, processing, and analysis. The paradigm of scientific research, consists of ontology, epistemology methodology, and methods. Methodology literature includes several categorization of various research philosophies (Haddadi *et al.* 2017: 1082) Appropriate to this current study, Haddadi *et al* (2017: 1084) mentions that convergent parallel mixed methods, where the researcher merges the qualitative and quantitative data (which are typically collected simultaneously) to provide a comprehensive analysis of the research issue. According to Haddadi *et al* (2017: 1086), the interpretivist research philosophy consequently results in qualitative approaches for data collection. Case study as a research method is the dominating strategy of data collection. One of the characteristics of interpretivist philosophical view is that it addresses real world problems. Hence, case studies are popular way of collecting data. The data collecting methods within case studies (interviews, action research, document studies and questionnaires) are more or less evenly utilized. This current study used the methods of questionnaires and interviews.

4.8.1. Mixed methods research

Apuke (2017: 40) notes that research deals with the search for knowledge. Research is way to investigate facts, reconfirm the results of previous experiments, and provide solutions for existing or new issues, support theories, and offer new theories. Furthermore, research involves knowledge building, finding out the cause and effect

of a phenomenon and to provide the basis for further studies. Research methods are the strategies, processes, and techniques used in data collection and evidence for data analysis to discover new information and create a better understanding of the topic under investigation (University of Newcastle Library Guides 2019: para. 1).

No longer seen as two discreet opposite approaches, both quantitative and qualitative approaches represent two ends of a continuum as a study can be seen as more quantitative than qualitative or vice versa. The key aspect of the definition of mixed methods research is the 'mixing' of the qualitative and quantitative components within a study (Halcomb and Hickman 2015: 2). Further clarity is given by Halcomb and Hickman (2015: 3) of multi-method research that involves data collection using two methods from the same paradigm (e.g. interviews and questionnaires). In contrast to multi-method research, which has only the advantage of collecting data using multiple methods, mixed methods research has the potential to combine qualitative and quantitative characteristics across the research process, from the philosophical underpinnings to the data collection, analysis and interpretation phases. According to Halcomb and Hickman (2015: 4), research problems are best suited to mixed methods designs are those in which have multiple perspectives to the research problem. This would provide a more detailed understanding than could be gleaned from a single perspective. In addition, Halcomb and Hickman (2015: 6), state that multiple worldviews are used to underpin different aspects within mixed methods research. This is based on how the researcher seeks to understand the social world. Regardless of which philosophical stance is chosen for a mixed methods study, the study methods should be consistent with this philosophy and its tenets should underpin all aspects of the research process. Likewise, Halcomb and Hickman (2015: 7); Molina-Azorin (2016: 37) and Maarouf (2019: 3) point out that mixed methods designs vary and combination and integration qualitative and quantitative methods (designs and methods) concurrently in one study. A mixed-methods design is characterized by the combination of at least one qualitative and one quantitative research component (Schoonenboom and Johnson 2017: para. 3).

In light of this, the current study integrated both qualitative and quantitative methods in the instruments. Quantitative or qualitative data separately can achieve the objectives of a study however, Halcomb and Hickman (2015: 13) mention that mixed methods research offers significant opportunities for researchers to gain a deeper understanding of issues. On one hand, a concurrent design usually aims to enhance understanding of a phenomenon (often represented as 'QUAN+QUAL'). To achieve this aim, the data collection and analysis of both components are usually (but not necessarily) performed parallel and independent from each other. The point of the interface occurs during or after the data collection and analysis of both components (Granikov *et al.* 2020: para. 9).

Venkatesh, Brown and Bala (2013: 2) state that the core of mixed methods research, involves a research design that uses multiple methods and more than one worldview. The authors motivate that researchers allow a feasible and smooth-running coexistence of multiple paradigms in a research inquiry. Venkatesh, Brown and Bala (2013) claim mixed methods approach to assist researchers to find theoretically plausible answers to his/her research questions. Further, if the researcher is able to overcome the cognitive and practical barriers associated with conducting mixed methods research, he/she should undertake such research. Hence it is encouraged to engage in mixed methods research to provide rich insights into various phenomena and develop novel theoretical perspectives. Authors, Venkatesh, Brown and Bala (2013: 3) clarify that the terms mixed methods and multi-method have been used interchangeably in social sciences. However, there are crucial conceptual differences between them. In multi-method research, researchers employ two or more research methods, but may (or may not) restrict the research to a single worldview Mixed methods research, in contrast, uses quantitative and qualitative research methods, either concurrently or sequentially to understand a phenomenon of interest (Venkatesh, Brown and Bala 2013: 4). This means that all mixed methods research studies are multi-method research, but all multi-method studies are not mixed methods research. Regardless of the type of research design employed, the key characteristic of mixed methods research is the sequential or concurrent combination of quantitative and qualitative methods within a single research inquiry.

Mixed methods research is gaining prominence in the library and information science (LIS) discipline. However, according to previous analyses, few LIS studies utilized mixed methods research (Granikov *et al.* 2020: para. 1). According to (Granikov *et al.* 2020: para. 3), mixed methods research has evolved considerably in the last decade, with many researchers interested in this approach. A popular classification of purposes of mixed methods research was first introduced in 1989 by Greene, Caracelli, and Graham, based on an analysis of mixed methods research. Zohrabi (2013: 254) reasons that mixed methods research is qualitative and quantitative data that are simultaneously collected, analyzed and interpreted. Mixed methods research allows for triangulation and verification of the data from two or more data collection tools (University of Newcastle Library Guides 2019: para. 2). A better understanding of the phenomena under investigation can be obtained by triangulating one set of results with another and thereby enhancing the validity of inferences. To add value and contribute to research, mixed methods research must integrate the quantitative and qualitative parts. Mixed methods research and an extensive repertoire of methods in our methodological toolbox can stimulate researchers to define better and analyze innovative problems and research questions in business research, says Molina-Azorin (2016: 38). Significantly, the following (Table 4.4) illustrates the five functional benefits for mixed methods research usage highlighted by Schoonenboom and Johnson (2017: para. 13-14). Further, the importance of triangulation is discussed by Richard (2014: para. 3).

Table 4.4: Benefits of mixed methods research and importance of triangulation

Source: Researcher, adapted from Schoonenboom and Johnson (2017) and Richard (2014)

	Benefit of mixed methods research	Importance of triangulation
Triangulation	Convergence and validation of data collection instruments and findings and correspondence of results from multiple methods.	Triangulation confirms and validates the quality of results using quantitative studies.
Complementarity	Seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method.	More insights can be obtained by using multiple methods.
Development	Seeks to use the results from one method to help develop or inform the other method.	By using multiple sources and methods, inadequacies in one approach or process can be minimized.
Initiation	Seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method.	Inconsistencies can be recognized and removed.
Expansion	Seeks to extend the breadth and range of inquiry by using different methods for different inquiry components.	Increases and strengthens the credibility and validity of the data and leads to more reliable research design.

Source: Researcher (2020)

4.8.2. Qualitative and quantitative data

Hammarberg, Kirkman, and de Lacey (2016: 498) opine that qualitative and quantitative research methods are often juxtaposed as representing two different world

views. In the social sciences, the use of qualitative and quantitative methods, together or independently, depending on the research question are used. Apuke (2017: 40-41) states that quantitative research deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques. It also describes the methods by explaining the phenomenon through gathering data in numerical form in numbers, logic, and an objective stance. The University of Southern California Libraries (2020: para. 3-4) explains that the goal in conducting quantitative research is to determine the relationship between one thing [an independent variable] and another [a dependent or outcome variable] within a population. Further to this, Apuke (2017: 44) states that a quantitative methodology is used to determine whether, and to what degree, a relationship exists between two or more variables within a population or a sample population. The degree of relationships is expressed by correlation coefficients. Quantitative research designs are either descriptive or experimental. Descriptive quantitative research is where the subjects are only measured once while experimental involves the subjects being measured 'before' and 'after'. Before designing a quantitative research study, you must decide whether it will be descriptive or experimental because this will dictate how you gather, analyze, and interpret the results (University of Southern California Libraries 2020: para. 10). A descriptive study dictates that data is collected from the participants only once with the intention to establish associations between variables to ensure that a valid estimate of a generalized relationship between variables has been obtained. According to Apuke (2017: 46), quantitative research requires the reduction of the phenomena under investigation to numerical values to carry out the statistical analysis. This current study utilized quantitative findings with established associations within the SABC staff and showed findings in countable measure to draw meanings.

In contrast, qualitative research involves the collection of data in a textual format allowing for interpretation by the researcher. The construction of meaning is at the core of qualitative research with most qualitative researchers embracing a constructivist perspective (University of London 2017: 1). Qualitative methods are used to answer questions about experience, meaning and perspective from the standpoint of the respondent (Hammarberg, Kirkman and de Lacey 2016: 499). As a

result, qualitative data is not open to counting or measuring but uses qualitative content analysis. Qualitative research techniques include small-group discussions for investigating beliefs, attitudes and concepts of normative behavior. One such method is the semi-structured interview, which was used in this current study, to seek views on a focused topic with key informants and an organizational perspective from the SABC managers. The in-depth interview and qualitative questions from a questionnaire seek to understand the event from a personal perspective with analysis of transcripts. The interviews for this study was recorded and interpreted for analysis by the researcher. All web-based questionnaire responses were submitted into a database. Vaismoradi and Snelgrove (2019: 1) and Nowell *et al* (2017: 2) advise that as qualitative research is gradually recognized and valued paradigm of enquiry, importance must be given that it is conducted in a rigorous and methodical manner. This would provide meaningful and useful results. Vaismoradi and Snelgrove (2019: 1) qualitative design consists of various approaches towards data collection, which researchers present as a contextual description and interpretation of the social phenomena under investigation.

Both quantitative and qualitative research components involves the researcher utilizing the type of methods that is compatible with their paradigm's assumptions and research goals. In view of this, the use of mixed methods research should contribute to answering one's research questions (Schoonenboom and Johnson 2017: para. 10). The overall goal of mixed methods research is to expand and strengthen a study's conclusions. Data integration occurs when quantitative and qualitative are combined in a data set. This was so with the current study. Further, there are multiple ways for this to materialize, including the process of triangulation. The following Figure 4.3 depicts mixed methods concurrent triangulation strategy.

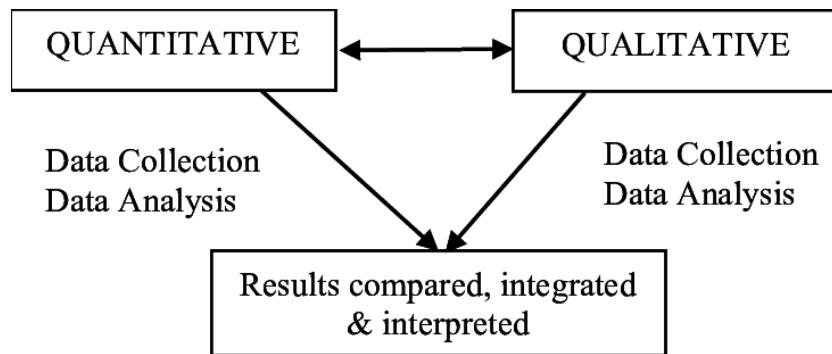


Figure 4.3: Mixed methods research and triangulation

Source: Atif, Richards, and Bilgin (2013)

4.8.3. Triangulation

The purpose of triangulation is to enrich and strengthen research results by using different methods for data collection and analysis to study the same phenomenon in order to gain a complete understanding of this phenomenon. Maarouf (2019: 5) supports employing the use of ‘whatever’ research method ‘works” to answer the research questions. As a paradigm, pragmatism justifies mixed research approach becomes one way of applying the philosophy. Perera (2018: para. 14) explains that methodological triangulation involves a combination of different data collection instruments. Those tools are compared to increase confidence to increase its validity. Mertens and Hesse-Biber (2012: 75) note that data triangulation combines data drawn from various data collection tools, from different places, at different times and different people. Thus, triangulation is equated with using different methodological approaches. Triangulation adds depth to the data that is collected (Fusch, Fusch, and Ness 2018: 1).

Data integration occurs when quantitative and qualitative are combined in a data set, triangulation opportunities are thus available for use (Hughes 2016: para. 3). Denzin (1978) identified two types of methodological triangulation namely ‘within-method’ and ‘between’ or ‘across’ method as multiple sources of data are found within one design. The ‘with-in method’ uses one method of triangulation but follows different strategies

within it. Between or across method uses two different methods in just one study. The triangulation of data from multiple data collection methods (interview) in a qualitative case study would be within-method triangulation. Triangulating the data from a combination of quantitative and qualitative techniques in a mixed methods study would be between-method (or across method) triangulation, as will be seen in this current study.

An in-depth understanding of the phenomenon is the goal (Fusch, Fusch and Ness 2018: 22-23). Triangulation is important to ensure the reliability and validity of the data and results. Both Richard (2014: para. 1) and (Zohrabi 2013: 258) explain that triangulation is the process of validating the results of a study through two or more methods to check its reliability, validity, utility and dependability. Farquhar (2012: 7) describes case study research as being concerned with investigating single or multiple units of study, using research methods such as interviews or questionnaires. Case studies are empirical investigations as their basis is on knowledge and experience involving the collection and analysis of data. By limiting the area of a study to a small number of units, the case study researcher delves in-depth into the phenomenon. By using several different sources of data or different methods of data collection, the research findings are strengthened as the evidence is triangulated. Data triangulation is designed to taper problems of construct validity, as multiple sources of data provide multiple measures of the same phenomenon (Ridder 2017: 288). Therefore, triangulation is an important concept in case study research because an investigation of the phenomenon from different perspectives provides robust foundations in findings and supports arguments for its contribution to knowledge (Farquhar 2012: 7). Both methods of triangulation were used in this current study.

4.9. Data collection instruments

Kendrick (2018) provides insight to his satisfaction in use of phenomenological methodology. He states that phenomenological methodology fully supported his research motivation of finding out 'what' and 'why' answers (Kendrick 2018: para. 4). Data collection for phenomenological research is usually gathered from interviews. The resulting data is deep, rich, and complex (Kendrick 2018: para 5). Further,

Kendrick (2018: para.7) notes that there is still scarcity of phenomenological research in the LIS field; nonetheless is developing in use. The main instruments used in the mixed method research consists of closed-ended, open-ended questionnaires and, interviews (as is in this current study). These different ways of collecting information supplement each other. Hence, the validity and dependability of the data is increased. In order to triangulate the data, the researchers can obtain information through different procedures to heighten the dependability and trustworthiness of the data and their interpretation.

The quality of instruments in a research study is very critical. Zohrabi (2013: 259) states that in triangulation, the researcher should use different procedures to collect data and mentions instruments such as questionnaires and interviews as possible methods of collection. The use of mixed methods designs are conceptually complex in that they set out to look at the same issues from different points of view (Spratt, Walker and Robinson 2004: 12) resulting in rich triangulation between the data collected. This approach makes an effort to 'get into the head of the subjects being studied', so to speak, and to understand and interpret what the subject is thinking or the meaning s/he is making of the context (Kivjuna 2017: 33). Emphasis is placed on understanding the individual and their interpretation of the world around them. This current study employed two different questionnaires and interviews with three different population groups in the hub SABC branches to elicit an in-depth understanding into the SABC libraries.

4.9.1. Web-based questionnaires

According to Vohra (2014: 55) case studies combine a variety of data collection methods such as interviews, questionnaires, observation, archival documents and so forth. Hagstrom and Eckerdel (2017: 1) mention that since the early 20th century qualitative questionnaires have commonly been used to collect memories, opinions and experiences. The authors claim qualitative questionnaires to be a productive method for information studies. Research methodology (2019b: para. 1) states that questionnaires are classified as both quantitative and qualitative methods which is dependent on the nature of questions. The questionnaire is able to extract both

quantitative and qualitative data. The items of the questionnaires are mainly developed based on the research objectives and research questions guiding the current study. Closed-ended questions provided the researcher with quantitative or numerical data and open-ended questionnaires with qualitative or text information. Thus, a mixture of open-ended and closed questions was used in the questionnaire design for this current study, created using Google documents, so as to gauge both qualitative and quantitative responses from the SABC library staff and library users. Qualitative data (such as words) and quantitative (such as numbers) are generated in questionnaire design. Further, technology allows for use of web-based questionnaires with time-efficiency, and respondents do not feel pressured and providing more accurate answers. However, the main shortcoming of the online questionnaires is that sometimes respondents do not bother answering them and they can just ignore the questionnaire (Research methodology 2019b: para. 4). Nonetheless, the researcher confidently chose this method for data collection.

Hagstrom and Eckerdal (2017: 13) motivate that qualitative questionnaires generate rich material and is useful in many disciplines. The data collected from a questionnaire is highly informative (Hagstrom and Eckerdal (2017: 2). Further, qualitative questionnaires strength lies in deep insights that may be gained from the respondents' answers (Hagstrom and Eckerdal (2017: 5). The questionnaires would also lend itself aptly to the interpretivist and pragmatic approaches. The two different sets of questionnaires were distributed to special library staff and the sampled special library users to ascertain their views and perceptions and level of satisfaction with their special library services. The study would ensure that the questionnaires are carefully designed to maintain reliability of the instruments. A mixed method approach enables triangulation of responses thus providing validity in the data collection process. Answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie-charts, bar-charts and percentages. Answers obtained to open-ended questionnaire questions are analyzed using qualitative methods and they involve discussions and critical analyses without use of numbers and calculations making use of content analysis and thematic analysis.

4.9.2. Interviews

Interviews are the most commonly used method for studying beliefs and conceptions and is the primary method for phenomenographic data collection, according to Stenfors-Hayes, Hult and Dahlgren (2013: 263). The questions in a phenomenographic interview are semi-structured, which means that they are open-ended to allow the respondent the freedom to elaborate. Kafle (2011) advises that in qualitative research, purposive sampling with information rich cases is suggested. Since the purpose is to generate the life world stories of the participants, depending the context and the area of research an appropriate tool can be applied.

Stenfors-Hayes, Hult and Dahlgren (2013: 267) highlight that all individuals interpret the same events and situations in various ways. Phenomenography provides a way to investigate these differences to facilitate an improved understanding and learning. However, Stenfors-Hayes, Hult and Dahlgren (2013: 268) advise to consider the choice of data collection tools available for use, including the epistemological and ontological perspectives, as these shape the types of questions that are asked and the way answers are interpreted. According to Virginia Tech University Libraries (2018: para. 2), interviews are the most effective for qualitative research. Zohrabi (2013: 255) states that an example of mixed method design is the interview. Zohrabi (2013: 256) provides advice to the researcher to make an informed decision on the persons that will be targeted for interviews. Hence, they must be knowledgeable and appropriate informants involved in the realm of the phenomenon. In order to obtain more valid and reliable information, the interviewer should select the respondents appropriately. Aptly, the researcher selected the managers in the case for semi-structured interviews. There are different ways of identifying suitable informants. First of all, the researcher can find a knowledgeable person based on his/her experience and on-site observations. Barnard, McCosker and Gerber (1999: 222) mention that the researcher requires the interviewee to reflect on his or her experience of the object of study. Interviews are undertaken with the aid of predetermined entry questions. Interviews develop according to both the interviewee's discourse and his/her response to the stimulus of being asked. To achieve the goal of a phenomenographic interview, the interviewer is required to adopt an accepting attitude, a relaxed interpersonal relationship interview style, and show a genuine interest in what the interviewee has

to say. The intention of the interviewer is to focus on the phenomenon as experienced by the interviewee and to conduct an objectively structured interview with no leading questions. Interviews focus on the world of the person and seek to reveal their beliefs, values, illusions, reality, feelings, and experience of a situation (Barnard, McCosker and Gerber 1999: 223).

Interviews gauge a better understanding, and exploration of the research participants' opinions, behavior, experiences, and phenomenon. Interview questions are usually open-ended questions so that in-depth information will be collected. The aim of interviews is designed to collect a richer source of information from a small number of people about attributes, behavior, preferences, feelings, attitudes, opinions and knowledge. The SABC libraries fall under the RRTTO, previously the RBF in the organogram of the SABC organization. Hence the RRTTO managers and HR managers are responsible for decisions in the library and was targeted for data collection. Telephonic calls and/or personal interviews were the selected method of data collection however with the Covid 19 pandemic and South Africa being in full and partial lockdown during 2020-2021 and with many staff working remotely, the researcher decided to allow for the option of utilizing the online platform, *Microsoft Teams* with the SABC managers to interrogate the issues of the research.

Both the questionnaires and interview schedule as data collection instruments would supplement and test for the consistency of findings providing rich data for triangulation to form conclusions. It must be noted that this is a case study and would provide a glimpse into the special library sector, particularly the SABC libraries.

4.10. Population and sampling

Case study research according to Shuttleworth (2008) has evolved over the past few years as a useful tool for investigating trends and specific situations in many scientific disciplines. Case study research according to Baxter and Jack (2008) can be used when the researcher wants to uncover contextual conditions with the belief that they are relevant to the phenomenon under study or that the focus of the study is to answer

'how' and 'why' questions. Structured organizations may be used as units of analysis (case) in social research (Bless, Higson-Smith and Kagee 2006: 73). Ishak and Bakar (2014: 29) point out that sampling for a case is generally purposeful with the motivation that the case is involved in the phenomenon the researcher aims to investigate.

There are many special libraries in the country however the case selected for study was the special libraries in the SABC. Chris-Israel, Madu and Ojokuku (2019: 6) point out that the special library do usual library functions that include collection development, organizing, retrieving and disseminating materials and information. However, precedence is on the provision of information in support of the objectives of its parent organization more efficiently and economically by various methods. Hence, special libraries exist to save time and efforts on the part of the users who are usually busy but need precise information urgently for their daily schedule. Informal exploratory research revealed that the SABC has 'special libraries' in every province of South Africa. Its size, functions and staffing commodities differ. Hence, after careful judgement and consideration, the researcher found it appropriate to include the three libraries situated in the business hubs of South Africa (SA) - those being the libraries housed in Cape Town, Durban and Johannesburg branches of the SABC. This particular organization/special library was selected amongst others in SA because the SABC is one the largest corporate organizations in South Africa and most importantly, the SABC places much emphasize in its mandate with regards to libraries within its organization. The libraries have also remained functional despite special libraries closing down over the years.

The case study targeted the SABC employers (managers), library staff and users. Since it was not possible to study all the SABC libraries nor its user population, sampling was employed. Non-probability sampling is a method useful in case study research (Explorable.com: 2016) was used to select the SABC population in the business hubs of the country. Each branch was contacted and provided the researcher with a list of SABC staff. The list was confidential and was used strictly as the sampling frame to select the number of library users, library staff and employers/managers (Refer to Table 4.5). These were separated by the researcher as strata. Multi-stage

sampling was further employed to bring the sampled population to manageable and methodically representative samples. Table 4.5 also indicates the data collection instruments used for each population group.

Table 4.5: Population

Target Population	Cape Town	Durban	Johannesburg	Total
Users*	21	18	258	297
Library Staff~	3	3	15	21
Employers×	2	2	2	6

* Web-based questionnaire

~ Web-based questionnaire

× Interview

Krejcie and Morgan's (1970) guidelines and Sekaren and Bougie's (2010) sampling table was consulted for multi-stage sampling that was used to determine the final sample size of users for inclusion in this study (Refer to Table 4.6). A census would be used for the library staff and employers of the SABC as these are manageable and smaller numbered entities within the SABC. It is imperative to note that this study does not aim to generalize its findings of special libraries in the country, rather it hopes to look at the SABC as an entity.

Table 4.6: Sample sizes

Population size: 1270 = 100%

	Users	Sample size by branch	
Cape Town	$87/1270 \times 100 = 7$	$297 \times 7\% = 20.79$	21
Durban	$74/1270 \times 100 = 6$	$297 \times 6\% = 17.82$	18
Johannesburg	$1109/1270 \times 100 = 87$	$297 \times 87\% = 258.39$	258
		Total sample size = 297	297

Source: Krejcie and Morgan (1970) and Sekaren and Bougie (2010)

Two different web-based questionnaires were distributed to library staff and users of the SABC special libraries. Interviews were scheduled with the managers on their. These will be discussed in detail later in this chapter.

4.11. Piloting of the study

Cleviton *et al* (2016: 1) inform that case study research is an authoritative research strategy used to investigate complex social-technical and managerial phenomena in real life settings. Lapan and Quartaroli (2009: 87) stress that pre-testing which would be done, is a valuable method to determine survey length and general problems with select items, it is helpful to know about the respondent's cognitive processes are working to interpret the questions as to uphold the validity of the instruments. A pilot study is a small-scale version of a planned study conducted with a small group of participants akin to those that would be used afterwards in the larger scale main study (Doody and Doody 2015: 1075). A pilot study is a crucial part in the development of the researcher's understanding and use of the study design and methods that allow researchers to practice and to assess the effectiveness of their planned data collection and analysis techniques. They also can detect possible problems with methods so that changes could be made before the main study is undertaken. Doody and Doody (2015: 1077) claim that conducting a pilot study prior to a larger-scale study highlights issues that could affect the outcome of the main-study and enable the researcher to address these issues. Doody and Doody (2015: 1075) state that a well conducted pilot study with clear aims and objectives within a formal framework ensures methodological rigour and contributes valuable information to assist researchers in the conduct of their study. Hence, conducting a pilot study provides the opportunity to develop and enhance the skills necessary before commencing the main study (Doody and Doody 2015: 1076).

Author, In (2017: 601) advises to obtain high-quality outcomes, a good research study design and accurate performance is required. A pilot study is performed either as an external pilot study independent of the main study or as an internal pilot study included in the research design of the main study (In 2017: 602). It is said that the researcher would recruit the subjects and obtains consent for participation. Further, adequate

information and time should be provided for the participants to make their decision and provide their written consent. According to In (2017: 604), the instruments must be completed in the design and clearly defined before proceeding with the pilot study. Furthermore, Creswell (2007: .44) advises about ethical considerations. The author warns that there must be protection of the participant's privacy. They must be clarification of the purpose and procedure of the research beforehand. Therefore, the SABC was contacted and the researcher secured permission for using their branches (three main branches and two for the pilot study). Hence the sampling frame was purposefully not made public in this thesis to protect the confidential documents of the SABC and the anonymity of their employees as a whole.

Initially, the Port Elizabeth branch was chosen for the pilot testing as it is the largest SABC library after the Durban, Cape Town and Johannesburg branches, however the researcher was not as successful as anticipated in securing complete data collection from the branch. Only one of 11 library users completed the questionnaire at the start of the pilot study. The considerations for research are to allow the participants who wished to withdraw from the study to do so at any time hence there was follow-ups but it came a time that it was futile. The pre-test started in January 2020 and two weeks was provided for completion. The managers were eager to assist however not so with staff. After such time, the researcher found that still there was no further responses from the library users and staff and kindly requested they participate as their responses in this pre-test of the data collection instruments was extremely valuable. Many potential library users' respondents indicated that they were unable to access the questionnaire as they needed to open the document links with a Gmail account. As a result, the researcher changed access to allow for straight access once clicking the link. Much more time was allocated after re-distribution. This brought the pilot to March 2020, with only that one library staff mentioned above, completing the instrument. However, those few responses regarding access nevertheless was valuable for the pilot study.

At this point, the researcher scheduled a trip as the manager suggested that if there was personal contact, perhaps it would encourage and persuade completion of the

instrument. The interviews with two managers was also scheduled to occur during this visit in April 2020. The pandemic, Covid 19 Coronavirus, forced the world and our country into Lockdown Level 5. Travelling arrangements were finalized for a flight on the 6th April 2020 however the Lockdown prevented all air travel amongst other prohibitions. That meant that the planned trip could not take place. Much to the researcher's dismay as the pilot study had already delayed progress in the research process. The pilot study began in January 2020 to August 2020 (refer to Table 4.7.) with numerous efforts to gain library users responses however it was in futile and acceptable as all respondents had the choice of declining to participate in the study. As time lapsed, it was acceptable when the Port Elizabeth branch library users refused participation, however that was with much trying from the researcher's side.

The researcher needed a successful pilot study for the integrity of the study. Limpopo was the next largest branch and the researcher attempted permission from them but was completely unsuccessful as there was no response even after follow-ups. Desperately, the researcher sought assistance from the Port Elizabeth manager to re-distribute the questionnaires once again but there was no response till date at the pilot study's end. Nonetheless, a library staff member, user and a manager participated in the study.

Time was going and with the Coronavirus remaining, the study had already been delayed a lot, so the researcher tried another branch, the Nelspruit branch. It was now July 2020. It was a relief when the managers responded promptly to the request and showed so much enthusiasm to help. The question pertaining to the branch they work was changed to create 'other' option to prevent possible confusion as the questionnaires were designed with the three branches listed as options only. In July 2020, instruments were sent to the Nelspruit branch however after a week there was no responses from the library staff and library users. The researcher sent a reminder. It was at that point that the link to the questionnaire was resent to the librarian as it got misplaced and one library user completed the questionnaire. Further to that, that respondent sent a follow-up email requesting the others to respond. This was much appreciated as that email was sent by the respondent as his own kind gesture and this

yielded all other responses within a night. Thus, five of the nine library users responded to the request. The researcher waited for more responses but nothing came through and data collection for the pilot ended in August 2020. Within this time, the interviews ran smoothly with the managers. The researcher also used the one manager from Nelspruit branch and one from the Port Elizabeth branch. Since one library staff and user participated in the study from the Port Elizabeth branch, the researcher felt it would be better not to disregard that the branch responses and opted to run the pilot study across the two branches. This was favourable for the aims of the pilot study. This was to gauge responses from different settings that would be more beneficial to the aims of the pre-testing of instruments process. All respondents submitted informed consent and was assured anonymity and confidentiality. Managers also allowed their interviews to be recorded. The *Microsoft Teams* method ended up more useful than a traditional telephone call where the researcher would have to quickly jot down responses as the interviewee spoke. This way meant that the recordings were available for listening and re-listening and would provide richer qualitative phenomenological presentations of findings in the main study.

Table 4.7: Distribution and collection of the pre-test of instruments

Instruments	Questionnaire for library users		Questionnaire for SABC library staff		Interviews with SABC managers		Total responses
	Number distributed	Number returned	Number distributed	Number returned	Number requested	Number responses	
SABC Branches Distribution							
Port Elizabeth [15]	11	1 (9%)	3	1 (33%)	1	1 (100%)	3 (20%)
Nelspruit [11]	9	4 (44%)	1	1 (100%)	1	1 (100%)	6 (55%)
Total [26]	20	5 (25%)	4	2 (50%)	2	2 (100%)	9 (34%)

Malmqvist *et al* (2019: 1) claims that researchers, having conducted a pilot study will be better informed and prepared to face the challenges that are likely to arise in the substantive study and be confident in the instruments designed for data collection. The pre-test fulfilled its intention in that it brought to light the accessibility issue and helped to refine a question to be of more clarity in the interview schedule. A proper analysis of the procedures and results from the pilot study facilitates the identification of weaknesses that may be addressed. Hence a carefully organized and managed pilot

study has the potential to increase the quality of the research as results from such studies can inform subsequent parts of the research process. The pre-testing process for this current study after much struggle came to a successful completion, allowing the main study to begin.

4.12. Data collection

Prior to collection, the SABC requested a formal letter of introduction from the university (see Appendix H) introducing the researcher/research together with the Gatekeepers letter and ethical clearance from the university. Conducting research at the SABC entailed a formal application process. Once that was processed, the SABC provided the researcher with a formal list of SABC staff in the Cape Town, Durban and Johannesburg regions that were under investigation for the current study. The researcher had to sift through the sampling frame to remove library staff and managers that would be subjected to a census. Emails were sent with links to the Letter of consent and User questionnaire and likewise to the library staff.

At first, data collection, was at a very slow pace. This was the result of the Section 189 where SABC staff were being retrenched. For obvious reasons, data collection begun at the wrong time however the researcher persevered. Since data collection already begun prior to staff cuts, the researcher stayed true to the sampled target population numbers. This became a delimitation for the current study. Staff motivation was at a low and for months data collection trickled in slowly. The researcher sent regular reminders every month, then every two weeks and weekly to secure responses from staff. The many pleas turned into a good total response of 70.7%. Concurrently, at the availability of the managers, interviews were conducted with four of six managers targeted for the study. Those that did not want to participate in the study, was allowed to do so. Hence data collection started on the 17th September 2020 and ended on the 25th August 2021.

4.13. Reliability and validity

According to Togia and Malliari (2017: para. 1), LIS is described as a very broad discipline, that uses a variety of constantly evolving research strategies and techniques in the research process. Such strategies are quantitative and qualitative driven (Togia and Malliari 2017: para. 16). Quantitative strategies include descriptive studies, explanatory studies, bibliometric studies, and content analysis. Qualitative-driven strategies are case study, phenomenology, hermeneutics and many others. The authors Togia and Malliari state that in all stages of the research process requires much considerations with a logical flow and consistency for the exploration of the complexities of a specific phenomenon. Reliability and validity are the two most fundamental features for the evaluation of any measurement instruments used for quality in research. A research inquiry is reliable if it yields the same result over and over again (Venkatesh, Brown and Bala 2013: 12). Validity refers to how accurately the findings represent the truth in the objective world.

Reliability relates to the consistency, accuracy, stability and repeatability of a research tool (Heale and Kwycross 2015: 66; Mohajan (2017: 10). This means that the participants should have the same responses each time. Reliability means dependability to which the results are repeatable. Reliability is the extent to which an instrument measures without bias the various items in the data collection instruments every time it is used under the same conditions (Sekaran 2003: 203). Zohrabi (2013: 259) claims that to increase the reliability of the research, the researcher needs to explain clearly the different processes and phases of the inquiry. The questionnaires had the contact details of the researcher and some respondents made contact if they needed clarity. Assessing the reliability of study findings requires the researcher to make judgements about the 'soundness' of the research in relation to the application and appropriateness of the methods undertaken and the integrity of the final conclusions (Noble and Smith 2015: para. 2). Hence, reliability is a way of assessing the quality of the measurement procedure used to collect data, in this case, the web-based questionnaires and the interview schedule. A reliable research tool provides consistent results over time. As a result, high reliability would produce similar results. Hence, the differences in results should come from differences between the participants and not from inconsistencies in how the items were understood and how

different respondents interpret the response. During the write-up of findings, it was evident that the questions were clear in that the responses were appropriate to the questions that were asked and showed no confusion from respondents.

On the other hand, validity is defined as the extent to which a concept is accurately measured in a study. Validity tests how well the research tools developed, measures the concept they were intended to measure. According to Blaxter, Hughes and Tight (2006: 221) validity has to do with whether the research methods, approaches and techniques actually relate to, or measure the issues the researcher intended to search. Validity involves how well an instrument measures what it intended to find out. Convergent validity (Heale and Kwycross 2015: 66) demonstrates that a data collection instrument is highly correlated with other instruments measuring similar variables. Thus, the various instruments employed for this current study allowed for triangulation with correlation in design amongst each of the research tools. A valid instrument measures or collects data about what it claims to measure. The researcher consulted an array of literature to provide a conceptual framework for the study. This assisted in constructing questionnaires and an interview schedule that were able to extract the required data from potential SABC respondents. Taherdoost (2016: 28) claims that questionnaires are one of the most commonly used data collection instruments to obtain relevant information in most reliable and valid manner. Thus, the accuracy and consistency of the questionnaire forms a significant aspect in research methodology which are known as validity and reliability (Taherdoost 2016: 28). Mohajan (2017: 2) notes that triangulation among the interview schedule and questionnaires would also test the validity of the data collection instruments. This was achieved in this study.

Gani *et al* (2020: 140) state that qualitative interview is commonly used in the field of social sciences. A pilot test is conducted in any research with the aim to ensure that the validity is achieved. In this regard, the quality of the interview instrument is vital because the conclusion of a research is subjected to the information obtained from the instrument. Meanwhile, in terms of reliability of the instrument, the data are subjective and in narrative form which may eventually cause difficulty for the analysis part.

However, research is considered reliable when there is the consistency of interview data and without bias, measure the concepts that it is supposed to measure. This was achievable in the study. Further, Gani *et al* (2020: 141) pointed out that there were no rules or the specific number for respondents in a qualitative method. However, the sample size is dependent on some of these factors such as the purpose, usefulness, credibility, available time and resources as well as willingness of participants to participate in the interview. This was so with the SABC managers. There was a small sample of six as they were involved in the recruitment and management of the special library services and staff.

In mixed methods research, reliability and validity allows for reflection of the multiple methods in establishing the trustworthiness of the research (Wong 2016: 45). Wong (2016: 48) mentions that multiple paradigms in mixed methods are used. Further to this, authors Creswell and Plano Clark (2011) supported that different research paradigms are used in different mixed methods design types. The authors suggest that a parallel research design is suitable for mixed methods, as its main purpose is triangulation through comparing and validating the quantitative and qualitative findings (Creswell and Plano Clark 2011: 78). This was so for the current study that used multiple paradigms with mixed design research methods, done concurrently. Authors, Togia and Malliari (2017: para 30) note that in-depth exploration of an event is done using a variety of data collection procedures. Likewise, questionnaires and interviews were used in this current study. Zohrabi (2013: 259) states that the data collection from varied types of instruments through different sources of information (in this study- questionnaires and interviews from sources of SABC library staff, users and managers) can enhance the reliability of the data and the results. As a result, mixed methods research can augment the validity and reliability of the data and their interpretation. Wong (2016: 50) states that triangulation is not limited to asking the same questions to different participants. It can be done through methodological triangulation by using different methods to explore the same issue.

da Silva Santos *et al.* (2020: 655) assert that the use of triangulation in qualitative research as a strategy is to achieve the objectives, to ensure credibility, reliability, and

greater scientific accuracy in a study. In this sense, triangulation does not restrict the use of only one method, theory, data source or researcher in the process of analyzing an event. Hence, Wong (2016: 656) states that triangulation is a strategy for improving qualitative studies involving different perspectives, used to increase its credibility and enable the understanding of the event under different levels by involving the use of two or more methods, theories, data sources and researchers, but also to, thus considering the complexity of the study objects. A particular study becomes valid by replicating it, using the same methods that achieves the same results. In this sense, research becomes valid when it can be measured, quantified, and generalized. In qualitative research, validation is understood from another perspective, as an indication of thoroughly and reliably planned and implemented research, in which the methodological procedures used and the results of the study are compatible and consistent with the proposed objective (Wong 2016: 656). Wong (2016: 658) claims that data triangulation intertwines with methodological triangulation, because different techniques or qualitative methods of producing these data are used as data were generated at different times and through different documents and human sources. Data collection instruments allowed for data triangulation hence the data collected was cross verified and validated and added credibility to the data and research in this study. Pre-tests was carried out on both questionnaires and the interview schedule to further facilitate reliability. Neuman (2006: 188) makes it clear that perfect reliability and validity are virtually impossible to achieve; rather there are ideals that researchers strive for.

4.14 Data analysis

The current study employed the use of mixed methods research, with three instruments: two different web-based questionnaires for SABC library staff and library users as well as a semi- structured interview conducted with the SABC managers. Data based on human experiences are said to be complex, multifaceted and often carry meaning on multiple levels (Brysiewicz and Erlingsson 2017: 93). Brysiewicz and Erlingsson (2017: 95) advise that researchers mould the data, and maintain a reflective understanding of how their own previous knowledge is influencing the analysis. Hence, 'methodology' refers to the process, principles and procedures by which a researcher approaches problems and seeks answers (Sloan and Bowe 2014:

1295). As a methodology, one follows a set of tasks that require the researcher to collect data, analyze them and thereafter report on findings. Thus, to be reliable and valid, qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematizing and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible (Nowell *et al* 2017: 1).

4.14.1. Thematic analysis

Bass, Beecham and Noll (2018: 6) suggest cross-case analysis to employ thematic analysis. Thematic analysis (TA) is viewed as a relevant qualitative research method. Thematic analysis, developed from within a more constructivist paradigm with an emphasis on an interpretive approach is a qualitative technique (Neuendorf 2019: 212). Nowell *et al* (2017: 2) states that thematic analysis has theoretical freedom that allows for a highly flexible approach to data analysis that can be modified for the needs of a study. Thus, this allows for the provision of rich detailed and complex representation of data. Thematic analysis assumes that the recorded transcripts are the data, and codes are developed by the researcher by examining the texts for salient themes that emerge inductively therein. These codes are made up of words or short phrases that symbolically assign to be an “essence-capturing, and/or evocative attribute (Saldana 2013: 3). Neuendorf (2019: 219) states that thematic analysis produces in-depth understanding of the meaning of a set of texts. When multiple cases are used, a typical format is to provide a detailed description of each case and then present the themes within the case (within-case analysis) followed by thematic analysis across cases (cross-case analysis). In the final interpretative phase, the researcher reports the lessons learned from the analysis. When using multiple cases, the question of how many arise. Too few and generalization is impossible; too many and depth of understanding difficult to achieve. Thus, the researcher needs to provide a rationale for the cases used. This current study employed thematic analysis in the triangulation of data instruments.

4.14.2. Content analysis

Historically, content analysis has followed a paradigm of positivism, with primarily quantitative techniques used, dating to the early twentieth century (Neuendorf 2019: 212). Quantitative responses, according to University of Southern California Libraries (2020: para. 5) is data gathered using structured research instruments and represented in the form of numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms. The questionnaires collected biographical and numerical data with use of closed-ended questions. In this study data was captured and is represented by means of descriptive statistics such as frequency and percentage distributions.

While content analysis for quantitative data is easy to represent, this current study had qualitative methods that required a much deeper content analysis and interpretation. According to Vaismoradi, Turunen and Bondas (2013: 398) qualitative methodologies consist of the philosophical perspectives, assumptions, postulates, and approaches that researchers employ to render their work open to analysis, critique, replication, repetition, and/or adaptation and to choose research methods. The qualitative approaches goal is to arrive at an understanding of a particular phenomenon from the perspective of those experiencing it (Vaismoradi, Turunen and Bondas 2013: 399). Content analysis, is explained as a process (Brysiewicz and Erlingsson 2017: 96). The content analyzed by qualitative researchers comes in many forms which includes verbal, written, and visual generated data. Hence, analysis of the raw data from verbatim transcribed interviews to form categories or themes is a process of further abstraction of data at each step of the analysis (Brysiewicz and Erlingsson 2017: 94). In qualitative methodology, it is imperative to vigilantly maintain an awareness of one's pre-understanding so that this does not influence analysis and/or results. The responses are condensed to be a shortened version of the same text that still retains the central meaning. This was done for the responses from the open-ended questions in the questionnaire and for the interviews. At times, the text in the transcript is so compact and no further condensation is required. The authors go on to advise that during the analysis process, having the research objectives and questions on hand. Thus, it is advantageous by keeping the researcher in this current study too, focused and on track (Brysiewicz and Erlingsson 2017: 99).

The use of qualitative descriptive approaches such as descriptive phenomenology, content analysis, and thematic analysis is suitable for researchers who wish to employ a relatively low level of interpretation, in contrast to grounded theory or hermeneutic phenomenology, in which a higher level of interpretive complexity is required. This study utilized multi layered approaches to presentation of data so to exploit the findings at its optimum.

4.14.3. Qualitative content analysis

A recent variation of content analysis was introduced as ‘qualitative content analysis’, which has many common characteristics with other qualitative analyses including thematic analysis. Vaismoradi and Snelgrove (2019: 1) explain qualitative content analysis (QCA) as a qualitative research approach. Qualitative content analysis is described as a detailed and systematic examination of the contents of open-ended responses for purpose of identifying patterns, themes or biases (Leedy and Ormrod 2005: 142-143). The qualitative response were subjected to theoretical/qualitative content analysis. The objective in qualitative content analysis is to systematically transform a large amount of text into a highly organized and concise summary of core results. A descriptive approach determines the frequency of specific ideas, concepts, terms, and other message characteristics and make comparisons in order to describe or explain. Qualitative content analysis (QCA) does not seem to restrict towards a specific type of data (Marvasti 2019: para. 21). Hence, besides content analysis for quantitative data, all three data collection instruments would also be subjected to qualitative content analysis presented using thematic analysis.

4.14.4. Mixed methods research data with QCA and TA

Vaismoradi and Snelgrove (2019: 1) note that QCA and TA are similar in terms of philosophical backgrounds, immersion in data, attention to both description and interpretation of data analysis, consideration of context during data analysis, and cutting across data for seeking. According to Vaismoradi and Snelgrove (2019: 3), the similarities and differences between QCA and TA in terms of the theme and the process of theme development are rooted in commonalities and variations in their aims, focus, philosophical backgrounds and data analysis processes. Description and

interpretation are the main features of these two qualitative descriptive approaches. These methods are mostly appropriate for researchers who want a high level of description rather than an abstract interpretation.

Both QCA and TA, during the theme development process the researcher relies on the analytic examination of narrations related to social phenomena through breaking transcriptions into small units and performing data analysis (Vaismoradi and Snelgrove (2019: 4). Vaismoradi and Snelgrove (2019: 4) asserts that standardized verification of analytical products is ensured when researchers engage in triangulation. Vaismoradi, and Snelgrove (2019: 5) advise that mapping and diagramming researchers support a valid integration, interpretation, and synthesis of findings. The importance of storyline and notes in QCA and TA has been relatively ignored, as they have often been considered the built-in part of more interpretive qualitative approaches including grounded theory methodology and interpretive phenomenology. The authors state that researchers using QCA focus on providing a simple, but in-depth report of commonalities and differences in the data (Vaismoradi and Snelgrove (2019: 7). However, in TA it is expected that the researcher provides a rich and complex interpretation of the data as the theme. Vaismoradi and Snelgrove (2019: 8) point out that analyzing data qualitatively and also quantifying data are possible in QCA, but in TA a purely qualitative account of data is utilized as was the case with data collected from the interviews of SABC managers. By quantifying data in QCA, it does not mean that words and concepts are transformed into numbers for data analysis, as in the tradition of quantitative data analysis. However, the researcher believes that this case study of the SABC libraries provides opportunity to blend the use thematic analysis, content analysis including qualitative content analysis, narrative analysis and descriptive analysis, interpretive analysis and hermeneutic phenomenology to provide an in-depth lens embedded in the phenomena under study.

Neuendorf (2019: 219) mentions that increasingly, researchers have suggested mixed-methods research, integrating qualitative and quantitative approaches in a single study as well as the triangulation of methods across the study. A purposeful pairing of qualitative and quantitative analyses have the advantage of being

complementary and supplementary to each other. This current study used case study as a research method to look deeper into the role and value of the SABC special library services. With the use of mixed methods research, the researcher chose not to represent findings in a holistic way only, and to rather unpack the responses obtained from the three population sets across three SABC branches to purposefully triangulate data within sets, across sets and holistically with the use of triangulation and cross-analysis of data. Neuendorf (2019: 219) states that two sets of data collection methods produce different types of conclusions, with content analysis providing quantitative, objective, reliable measures about transcripts. On the other hand, qualitative data provides rich findings of a study. These may be seen as complementary, each providing a different perspective on a set of messages. Although thematic analysis and content analysis are separate analysis methods, they are useful for this study.

The researcher employed the use of the *Microsoft Office* suite, specifically *Microsoft Excel*, to aid data analysis. This enabled the researcher to trace patterns and themes from the respondent populations in addressing the critical questions guiding the study. Triangulation would be carried out among the interviews and the web-based questionnaires. Conclusions were drawn on the employment trends and practices in the special library sector. Managers' responses, library workers' and users' perceptions from the data collection instruments was triangulated to determine the role and value of the special library services in the information age.

4.15. Hermeneutic phenomenology

The philosophy of phenomenology is the study of a phenomenon. Sundler *et al* (2019: 735) advises that the prerequisite for the analysis is that it includes data on lived experiences, (respondents' descriptions of experiences related to the research question) from interviews. The goal of the thematic analysis is to achieve an understanding of patterns of meanings from data on lived experiences (Sundler *et al* 2019: 736). Thus, analysis entails reviewing the transcripts and to organize relatable themes. Sundler *et al* (2019: 737) mentions that the reader needs information concerning the methodology used and methodological decisions and considerations made. During the analysis process, the researcher looked deep into the interview

transcripts and felt it was best to present the narratives to qualitative open-ended questions subjected to CA and QCA. Since the population (SABC managers) was small, thematic analysis provided the best means for analysis.

Kafle (2011: 194) mentions that it is recommended that the data is processed to reveal the thematic aspects. Data analysis is done by applying the hermeneutic cycle. This cycle constitutes of reading, reflective writing and interpretation in a rigorous fashion (Kafle 2011: 195), while maintaining the quality of the entire research process. The research outcome is deemed the most crucial aspect of hermeneutic phenomenological research. The focus of hermeneutic phenomenology requires the researcher to interpret the narratives provided by research participants in relation to their individual contexts in order to highlight the important structures of participants' understanding of being and how that shaped the decisions made by the individual (Sloan and Bowe 2014: 1301). Hermeneutic phenomenology includes the interview text from purposefully selected participants in a study. With that said, this current study used an interview schedule to gather data from SABC employers specifically since these individuals are not as directly involved in the library services as is the case of library staff and users but nonetheless involved in the recruitment and management of the special library service for the SABC as an organization. These individuals have no LIS related qualifications.

Hermeneutic phenomenology avoids and does not prescribe the use of methods for methods sake preferring not to formalize an analytical method for the research process so that the context of the phenomenon itself can dictate how the data are analysed (Kafle 2011: 187 ; Sloan and Bowe 2014: 1295). This was advantageous in that it allowed interrogation and thorough presentation of the data collected as the researcher was flexible in the data analysis and presentation. Hermeneutic phenomenology suggests that the analysis of text is done to find meanings and allow interpretation, in this case, the transcripts from interviews conducted with the SABC managers (Sloan and Bowe 2014: 1295). However, Kafle (2011: 187) points out the guidelines. These guidelines are the recommendation for a dynamic interplay among six research activities: commitment to an abiding concern, oriented stance toward the

question, investigating the experience as it is lived, describing the phenomenon through writing and rewriting, and consideration of parts and whole (Kafle 2011: 191).

Further, Kafle (2011: 194) notes that though there is no prescription about the unanimous methodological sets of doing a hermeneutic phenomenological research, researchers have suggested methods methodological guidelines. The noted scholar of this discipline, Max van Manen also stated that there was no fixed set of methods to conduct this type of research. Kafle (2011: 187) clarifies that the hermeneutics school of thought believes in interpretations. Hermeneutics also believes that description is an interpretive process. Hence, there are different views with respect to the meaning of description and interpretation in qualitative research, depending on the methodological approach. Many researchers believe that both descriptive and interpretative approaches entail interpretation, even if the interpretive component is downplayed. The researcher found description through interpretation useful for this study.

Sloan and Bowe (2014: 1294) highlight that using hermeneutic phenomenology, researchers compare statements that individuals have made. The findings of this type of a study is a collection of descriptions of meanings for individuals of their lived experiences of concepts or phenomena (Sloan and Bowe 2014: 1295). Language, such as the language of the interview, provides the means for data. (Sloan and Bowe 2014: 1302). The researcher moves in the 'hermeneutic circle', between part of the text and the whole of the text, to establish truth by discovering phenomena and interpreting them. This hermeneutic circle is the process of understanding a text by reference to the individual parts along with the researcher's understanding of each individual part, by further reference to the whole document. This interpretation, by the researcher, with its complexity, is what makes hermeneutic phenomenology. This was an apt method for analysing.

4.16. Ethical issues

The governing principle of research ethics can be reduced to 'do no harm', either to the research participants or to the wider world of research and the community of researchers (Farquhar 2012: 12). Research must have beneficence, non-maleficence and respect for autonomy of the participant, states Naidoo (2011: 48). Kivunju (2017: 28) discusses the axiology paradigm to involve definition, evaluation and understanding concepts of right and wrong behaviour relating to the research. It considers what value researchers attribute to the different aspects of their research, the participants, the data and the audience to which we shall report the results of our research. Thus, it is critical to consider your regard for human values of everyone that would be involved with or participate in your research project. This consideration is founded on the understanding that all humans have dignity that must be respected, and they have a fundamental human right to make choices which you as a researcher must respect. For this current study, all respondents were treated with utmost anonymity. In addition, the sampling frame used for the study was is a confidential document. It was supplied to the researcher with trust and was used discreetly by the researcher for research purposes only, and not included as an Appendix in keeping the staff and details anonymous.

Implementation of ethical considerations focuses on principles which you need to uphold when dealing with your participants and data. These principles include Privacy, Accuracy, Property, and Accessibility (PAPA). Kivjuna and Kuyini 2017: 34) cites Sidgwick, (1907) and Slote, (1985) who describe the principle to consider what information participants will be required to reveal to the researcher about themselves, their associations or organisations. It considers the conditions and safeguards under which data will be gathered and analysed. This accuracy principle considers who is responsible for the authenticity, fidelity, and, accuracy of information. Similarly, it considers how the researcher will cross-check with participants so they know you have recorded the data accurately. Respondents were asked for permission before recording. Various principles have to be upheld in the course of a research; these include: honesty, integrity, objectivity, respect for intellectual property, confidentiality and protection of research participants. Confidentiality is upheld in all stages of the research by making sure that study participants are anonymized, and no data is

personally identifiable to them. Privacy regards the usage of the research data and this study ensures that the detailed raw data is not disclosed to other entities other than the researcher and the appointed academic supervisory teams (Musuva, Chepken and Getao 2019: 165-166). Furthermore, the researcher must consider who will own the data. The Research Contract with the SABC stipulates that a copy of the thesis be submitted to the organization. Authors, Kivjuna and Kuyini (2017: 27-28) posed questions regarding accessibility and security of data. In this study, the data is discreetly kept for five years and later disposed of.

4.17. Evaluation of the research methodology

Research methodology is a way to systematically solve or answer a research phenomenon (University of Pretoria 2022: para. 1). Thus it is a way of studying the research process in a scientific manner. The methodology used to research the objectives and research questions guiding the study. This study used mixed methods approach to gauge library staff, users and managers perceptions, practices and trends in the special library services at the SABC. The researcher believes the choice of mixed methods research and selection of respondents through the different data collection instruments was appropriate. The study's choice of methodology served its purpose supported the intent of this study. It managed to gain pertinent information. Confidently, the research method was exploited for insight into the special library services. While the objectives and critical questions focused the study, the aim for data collection and analysis was to delve as thoroughly as possible into the data collected to reveal salient findings. Hence the research design, methods, approaches and analysis was exploited fully and answered the research questions generated for the study. Thus, the methodology was successful in ascertaining the role and value of the special library services (SABC) in the information age.

4.18. Summary of chapter

This chapter explained the methodology used for the study. Exploration of appropriately paradigms such as interpretivism, pragmatism and phenomenography was examined. It focused on the mixed methods research approach that was employed using three different data collection instruments used to collect data from

three different staff types in the organization. The choice of the population and further target population and sampling processes was thoroughly explained and motivated. Methods of data analysis aided with content analysis, qualitative content analysis, thematic analysis and hermeneutics phenomenology was discussed in relation to the current study. Issues of reliability and validity was further explored. Lastly, the methodology for the study was evaluated. The next chapter presents the findings of the study.

CHAPTER FIVE: Presentation of findings

5.1 Introduction

The previous chapter focused on the research methodology and data collection methods that were used for the current study. The study involved a mixed methods approach with two different web-based questionnaires for SABC library staff and library users. *Microsoft Teams* was utilized for the interviews with the SABC managers. A population size of 324 SABC individuals collectively were targeted for data collection via two web-based questionnaires and interviews in the Durban, Cape Town and Johannesburg branches. A total of 238 (73.1%) responses was received. Nine (9) of those were considered spoilt questionnaires and discarded resulting in an effective response rate was 229 (70.7%), which was analyzed for reporting. Table 5.1 depicts the response rates in detail.

Table 5.1: Data collection statistics

SABC Branches	Data administration	Responses	Return rate (%)
Library users	297	206	69.4%
Library staff	21	19	90.5%
Managers	6	4	66.7%
Spoilt /discarded		9	
		238	73.5%
Total	324	229	70.7%

Source: Field data (2021)

5.2. Preparation for data analysis

Data analysis is an integral component in the research process. This process provides the reader with findings of the study. Hence, presentation of data constructs meaning, therefore it is very important to allow for understanding of the study's findings gathered. The researcher was cognizant of employing a statistician and/or software packages that could assist with the data capturing and analysis of data respectively. Interviews were recorded, played and re-played while the researcher noted the

findings in relation to themes guided from the interview schedule. However, post the pre-testing of the instruments, the researcher felt it appropriate to analyse all the data personally with the aid of *Microsoft Excel*. The reason was that this was a case study with a fairly small sample size that was manageable to be subjected to manual analysis. This method also lent itself to much deeper interrogation and triangulation of the cases within and across cases. The two different questionnaires were designed with coding in place for data analysis and fortunately with the use of *Google documents* in the creation of the two web-based questionnaires could effortlessly be exported to *Microsoft Excel* (see Figure 5.1). This enabled the researcher to view each question in an organized way and clean out data. Content analysis and qualitative content analysis was also achieved. The choice of philosophy underpinning this current study applied aptly to the objectives of the study. In terms of the methodology for the study, the researcher was of the view that the choice of analysis would provide a much more in-depth analysis as the researcher could ‘interact’ with the data. The process allowed for deeper exploration with the data sets to bring out the within analysis, cross-analysis and triangulation methods in the case study.

	A	B	C	D	E	F	G	H
1	Timestamp	1. Which branch of the S.	2. What is your job desig	3. Do you use the library	3.1. If No, please explain	4. How often do you use	5. What are the reason/s you use the librar	
10	9/17/2020 10:53:56	Durban	Bulletin producer/present	No	My job description does not require the resources of the library.			
11	9/18/2020 1:48:21	Durban	Radio Presenter	Yes		Once a week	Resources that are required for television c	
12	9/19/2020 18:42:55	Johannesburg	Digital Content Specialist	Yes		Once a week	Resources that are required for television c	
13	9/19/2020 18:49:12	Johannesburg	National Radio Current A	Yes		Only when required	For work research purposes	
14	9/20/2020 9:04:09	Johannesburg	STUDIO OPERATOR	No				
15	9/20/2020 9:28:48	Johannesburg	Senior Producer: Digital	No	Don't need anythingf from them, everything I need is on the www			
16	9/20/2020 14:32:24	Johannesburg	Reporter	Yes		Only when required	Resources that are required for television c	
17	9/20/2020 20:16:47	Johannesburg	On Air Promotions Coord	No	There is nothing I require	Only when required		
18	9/20/2020 21:30:27	Johannesburg	Specialist Producer/Direc	No	Did not need anything from the library as yet.			
19	9/21/2020 6:49:07	Johannesburg	Digital Specialist	Yes		Only when required	For work research purposes, Other (List in	
20	9/21/2020 8:54:17	Johannesburg	Producer/Director	Yes		Only when required	Resources that are required for television c	
21	9/21/2020 11:18:34	Johannesburg	Senior Graphic Designer	Yes		Only when required	Resources that are required for television c	
22	9/21/2020 11:56:56	Johannesburg	Manager Projects	No	I Google everything I Need to know. Sometimes I go to YouTube directly to look at a video on			
23	9/21/2020 13:15:32	Johannesburg	Specialist Director	No	It is not required in my line of work			
24	9/21/2020 13:16:18	Durban	Content Producer	Yes		Only when required	Resources that are required for television c	
25	9/21/2020 15:29:53	Johannesburg	Acting Manager Project	No	I have no need to use the library. Any research I need to do - I use the Internet and mainly Go			

Figure 5.1: Example of export of data

Source: Field data (2021)

5.3. Presentation of findings

In this chapter, data is presented separately for all three populations in the three branches. Data collected was analyzed and is presented using tables, graphs and narratives. The percentages are rounded off to one decimal point to effect easier presentation of findings. Further, the findings from responses of the interviews are presented in tables narratives using thematic and qualitative content analysis. Data was collected from three different populations across three different SABC branches in South Africa in context of the objectives that were generated for this study:

- To ascertain the role and value of the special library service in the information age at the SABC;
- To determine the extent to which the SABC libraries services have been influenced by ICTs; and
- To draw on possible best practices and trends that can be implemented by the SABC libraries.

The target population was SABC library staff, SABC library users, and SABC managers. To provide thorough data analysis and for the SABC branches to examine their special library service separately, data was purposefully analysed per case and then holistically. There were many significant findings across the branches.

5.4. Data collection: questionnaires and interviews

The Cape Town, Durban and Johannesburg branch libraries of the SABC in the country, were subjected to data collection. Sampling was used in deciding on the population size of the library users. A census was done for the library staff. There were two different questionnaires that was distributed to the library staff and library users accordingly. Generally, every staff member of an organization, is allowed to use the special library in their organization, as is the case at the SABC. However, not everyone makes use of the library service therefore the term library user used in the study refers to only those staff members who use the library. This excluded library staff and managers whom were subjected to other data collection instruments.

5.4.1. The user questionnaire

The user questionnaire targeted the library users at the SABC (Cape Town, Durban and Johannesburg) branches. This was the largest sample size amongst the other data collection instruments. The reason was that the SABC staff/users encompass majority of staff whom outweigh the smaller entities of managers and library staff. A total of 297 SABC library users were administered questionnaires through an email link to the web-based version of the instrument, across the three branches selected for data collection. Table 5.2 below depicts in detail the data collection.

Table 5.2: Distribution to and return of questionnaires from participating SABC libraries (Library users)
[N=297]

Questionnaire for library users [N= 206]				
SABC Branches	Number distributed	Number Returned	%	Spoilt
Cape Town	21	10	47.6%	8
Durban	18	18	100%	
Johannesburg	258	178	68.9%	
Total	297	206	69.4%	

Source: Field data (2021)

5.4.1.1. Job titles/designation of library users and Library usage

Respondents were asked to indicate their job titles/designations and whether they use the library. A total of 111 of the 206 (53.9%) respondents use the library across the three branches. A total of 12 of 18 (66.7%) respondents in the Durban branch make use of the library service. Table 5.3a, Table 5.3b, Table 5.3c1, Table 5.3c2, and Table 5.3c3 captures these findings. There are varying job titles across the branches. It is evident that job titles do not necessarily determine library usage.

Table 5.3a: Job titles/designation of library users and library usage

[N= 206]

Job designation	Usage of the Library	
	Cape Town [N= 10]	
	Yes	No
Announcer/Producer	1	
Broadcast Engineer		1
Manager: Transfer Facilities		
Music compiler	1	
Parliamentary Journalist		1
Radio News Journalist	1	
Reporter		1
Senior News Reporter	1	
Technician		1
Technical Director		
Technical Producer	1	1
Total & Percentage	5 (50%)	5 (50%)

Source: Field data (2021)

Table 5.3b: Job titles/designation of library users and library usage

[N= 206]

Job designation	Usage of the Library	
	Durban [N= 18]	
	Yes	No
Bulletin Producer/Presenter		1
Bulletin Writer		1
Camera Operator	1	1
Content Producer	2	
Journalist	2	
Principal Coordinator for Outside Broadcasting	1	
Producer		1
Producer/Presenter Current Affairs	1	1
Radio Presenter	1	
Researcher, Politics	1	
Snr Producer for Current Affairs	1	
Technical Producer	1	
Technology Manager: SABC KZN	1	
TV Journalist		1
Total & Percentage	12 (66.7%)	6 (33.3%)

Source: Field data (2021)

Table 5.3c1: Job titles/designation of library users and library usage
[N= 206]

Job designation	Usage of the Library	
	Johannesburg [N= 178]	
	Yes	No
Acting Bulletin Editor		1
Acting Manager Project Administration and Governance		1
Administrator		2
Administrator/Internal Producer	1	
Assignment Editor	1	1
Assistant Commissioning Editor	2	
Audio mixer - TV post prod.	1	
Booking Coordinator	2	
Brand & PR Manager		1
Brand Manager		1
Brand Specialist		1
Broadcast Engineer		1
Broadcast Technician	1	
Bulletin Editor		2
Bulletin Producer/Presenter		1
Bulletin Writer	6	1
Bulletin Writer / News Presenter		1
Camera Operator		
Commissioning Editor	5	3
Contract manager		1
Corporate Cell/Communication office	1	
Customer Service Consultant	1	
Designer	1	
Digital Content Specialist/Digital Specialist	4	1
Digital News Producer	1	
Editor: News and Current Affairs		1
Editor: Sports News	1	
Events Coordinator		1
Executive Producer	6	2
Executive Producer: Drama	1	
Executive Producer: Digital News		1
Executive Producer: TV News, Special Broadcast	1	
FCC1 Producer		1
Field Camera Person		1
Journalist	2	
Journalist: Presenter	1	
Gauteng Assignments Editor		1
General Manager: Radio Strategy		1
Head SABC 3		1
Head: Business Development	1	
Lighting Electrician	2	
Manager		1
Manager: Final Control Centre		1
Manager: Projects		1
Master Control Room Principal		1
Manager: Transfer Facilities	1	
Music compiler	1	
National Radio Current Affairs Editor (News)	1	
News Producer	1	
News Research	1	
News Video Editor	1	
On-Air Promotions Coordinator		1
Online Producer		1
Outside Broadcast Team Leader		1
Political Journalist	1	
Presenter	1	
Producer	2	2
Producer Expressions	1	
Total & Percentage	94 (52.8%)	84 (47.2%)

Source: Field data (2021)

Table 5.3c2: Job titles/designation of library users and library usage
[N= 206]

Job designation	Usage of the Library	
	Johannesburg [N= 178]	
	Yes	No
Producer/Presenter Current Affairs		
Producer Current Affairs	1	
Production Controller	1	1
Production Coordinator		2
Producer/Director	1	
Project/Travel Coordinator		1
Program Compiler	1	
Programmes Acceptance Officer	1	1
Programming Administrator: SABC 2	1	
Programming	1	
Programming Assistant	1	
Programmes Manager - METROFM	1	
Programming Manager: SABC 1		1
Programme Manager	1	2
Production Controller	1	
Project Coordinator		2
Project Manager	1	
Promo Producer		2
Radio Current Affairs Copy Editor	1	
Radio Technical Producer	1	
Reporter	1	1
SABC1: Promo Producer	1	
Sales and Content Licensing Executive		1
Scheduling coordinator	1	1
Senior Business Reporter TV		1
Researcher		1
Senior Digital Content Specialist	1	
Senior Graphic Designer	1	
Senior Journalist		2
Senior Multimedia Producer	1	
Senior Radio news reporter	1	
Senior Producer	3	
Senior Sports Journalist		1
Senior Producer: Digital Media		1
Senior Video Journalist		1
Solutions Architect		1
Sound Mixer	2	
Specialist Director		1
Specialist Producer	1	
Specialist Producer/Director (Sport)		1
Specialist Project Coordinator		1
Specialist Promo Producer		1
Studio Operator		1
Specialist Video Editor		1
Studio Floor Manager		1
Studio Support		1
Subeditor	1	
Supervisor Programme Acceptance		1
System broadcast Technician		1
Team Leader	1	
Team Leader OB Unit		1
Technician	2	5
Technical Director	1	
Technical Producer		1
Technical Resource Coordinator	1	
Technology Manager		1
Television Sport Producer	1	
Traffic Controller		1
TV News Bulletin Writer / Producer	1	
Total & Percentage	94 (52.8%)	84 (47.2%)

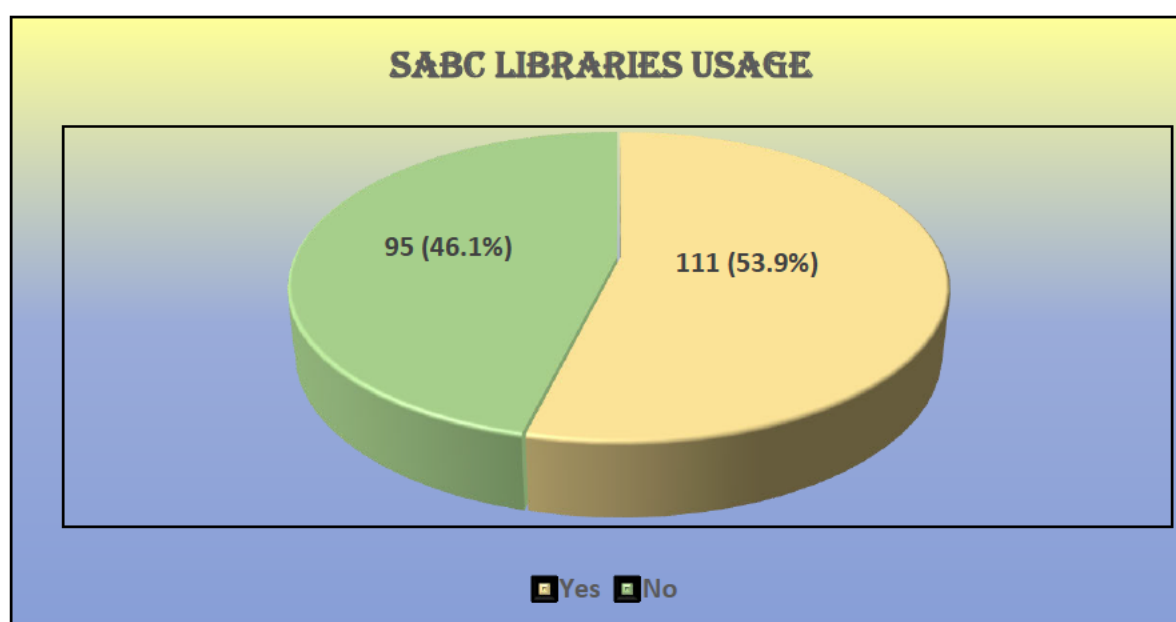
Source: Field data (2021)

Table 5.3c3: Job titles/designation of library users and library usage**[N= 206]**

Job designation	Usage of the Library	
	Johannesburg [N= 178]	
	Yes	No
TV News/ Camera Person		1
TX Producer		1
TX Scheduler	2	1
Video Editor	2	1
Wardrobe Coordinator	2	
Total & Percentage	94 (52.8%)	84 (47.2%)

Source: Field data (2021)

The study found that 95 (46.1%) of SABC staff were library non-users, as seen in Figure 5.2. A slight majority (53.9%) of respondents made use of the SABC library services.

**Figure 5.2: SABC libraries usage****[N= 206]****Source: Field data (2021)**

The 95 of 206 (46.1%) respondents that do not use the library were asked to indicate the reason/s this was so. Reasons given were mostly that information is available through online platforms such as Google, not knowing that the library exists or was for

use and that their job functions did not necessitate the use of the library service. A notable find was that most non-users that provided reasons for their non-usage, did not require the library service in their line of work at the organization. Below are the 89 (93.7%) of the total 95 non-user respondents who answered this question.

*(Number of respondents that shared the same response)

Cape Town [N= 3]

- All of my resources I access via online portals;
- I have little to no knowledge of how the library operates or how it is accessible to me; and
- Not important to my job function.

Durban [N= 6]

- Didn't even know we as ordinary staffers were allowed to even set foot in the library area. Besides that, what type of library are we talking about? Books or music records;
- I gave up using it years ago when it was much easier to find the information I needed online;
- I rarely use the library because audio that I need to enhance my broadcast is available online. If I need sound effects of a bird for instance, YouTube has it. I can get that without leaving my desk. Quickly convert the audio to MP3 and have it ready to play in five minutes. It's a very quick process. This is true for iconic and historic events like a Presidents Inauguration for instance;
- I used to use mood music in feature inserts but the focus is now more on hard news and current affairs;
- I work at the bulletin desk. I have headlines every 30 minutes and I have bulletins every hour. During my shifts at work I don't have time to do other things because I have to translate stories and present bulletins. There's not even time to eat- it is constant work; and
- My job description does not require the resources of the library.

Johannesburg [N= 80]

- A reason hasn't come up for me to use the facility in the past *(5);
- Although I'm a part-time student, I work on the field so I'm hardly around the office;
- Deal with setting up facilities for Live broadcasts;
- Did not need the library as yet;
- Distance;
- Don't need anything from them. All the information/resources I need I access via online portals *(4);
- Honestly, I got lost while looking for that library at the Radio Park. I hated that;
- I always google for whatever information I am looking for. The SABC Library does not really have the latest information regarding IT career. IT changes daily the SABC Library also need to keep up with Technology. Limited resources
- I do not know where it is. Have never had the need to use it but I know of its existence from other colleagues;
- I don't even know where it is located *(3);
- I don't have the time to go to the library, and not a reader. The books I read are the ones I buy. My work is not in line with research, so I'm not pushed to go to the library;
- I don't know much about it;
- I hardly go to the library as I prefer to have a soft copy of what I am reading. It's easier that way;
- I have all the books I need and research;
- I have been working remotely since Lockdown in 2020, working from home mostly *(2);
- I have just not had the need to use in a professional and personal capacity as yet;
- I have no need for library *(10);
- I have no need to use the library. Any research I need to do, I use the Internet and mainly Google. I google everything I need to know *(3);
- I haven't started reading books;
- I know it exists but have no idea what's there or what I could use it for;
- I make use of public libraries;

- I mostly buy e-books or hard copies at local retailers;
- I use other mediums to get information;
- I used to use the library when I was studying to get books but not anymore and if you want to take out CD's you need your manager to sign a form and some managers to do not approve;
- I was not really aware of the vast services they offer until in 2019 when they started sending emails of their services to all staff members;
- I work far away from the library;
- I work in an online environment and use our intranet-based research department;
- I work in the outside broadcasting department and am hardly at the office;
- I work shifts, so I use local library where I stay when I am off duty;
- It is as a result of fear of contracting Covid-19;
- It is far from my work station. Any research I do on Google / YouTube
- It is far from where I'm based I'm in Henley. I used to visit it when I had my own transport, but now it is difficult as I catch a lift. Unfortunately, I cannot leave my work station;
- It's too far. System manual. Not sure of how extensive the library is in terms of its offering. Not sure if they offer books in a digital format;
- Its location is not enticing for me especially working at the TV side
- Library does not have up to date relevant study materials regarding my equipment and software that I can use to improve my broadcasted product. If it had daily newspapers and photography/video magazines I would make more of an effort to read them on-site;
- Most information is easily accessible online- there's no reason for me to go there;
- My job requires full attention and don't have enough time to read;
- My job does not entail research etc., the information that I need is on hand and I prefer reading e-books;
- My job has never compelled me to but I also don't know what is housed there;
- No ample time to visit library, too busy *(4);
- Reading material is sometimes dated or limited in scope;

- Sadly, everything I need is online. I love libraries but have no need for one when it comes to work;
- Shift worker-time constraints;
- The library is far and in a secluded area. There is not even online indexing to entice patronage, i.e. check remotely for available books. My reasons for not using the library are not related to the SABC library staff skills but rather lack of publicizing the resource, the library itself. Weak marketing;
- The only reason I have not used the SABC library is because if I cannot buy the book in store or on my Kindle. I have been able to find information on the internet;
- There also isn't much knowledge about the SABC library so I am sure most of the younger guys don't know of its existence;
- There is a library next to my place;
- There is nothing I require from the library to fulfil my duties. My position does not require services from the library *(3);
- There's Google, I get most of my information I need from Google *(2);
- Used it only once but haven't had the need to. Although truthfully. I haven't looked properly if it has anything that can be used;
- We use our sources to obtain information, such as Google. We are working in the digital age, meaning heading to the library to research every piece of information is illogical when we can access that information within seconds on our computers or phones;
- We used to get access to newspapers and then online papers and now I am not sure what is still available. I think the book range is fairly good, but with Covid, one is not in the office as much and you certainly don't want to be traipsing round the building to go to unessential areas. It is not a responsive enough service to make better use of it; and
- With my background in research and online media I rely predominantly on Internet searches of validated sites and online content sources for any information I require to support day-to-day operations or when crafting elements of our Radio strategy and plans.

Figure 5.3 illustrates the library usage. Henceforth, findings from the study will be presented according to the 111 (53.9%) of 206 respondents that do make use of the SABC library. It is clearly seen that majority of staff, especially in the Johannesburg branch do make use of the SABC library services.

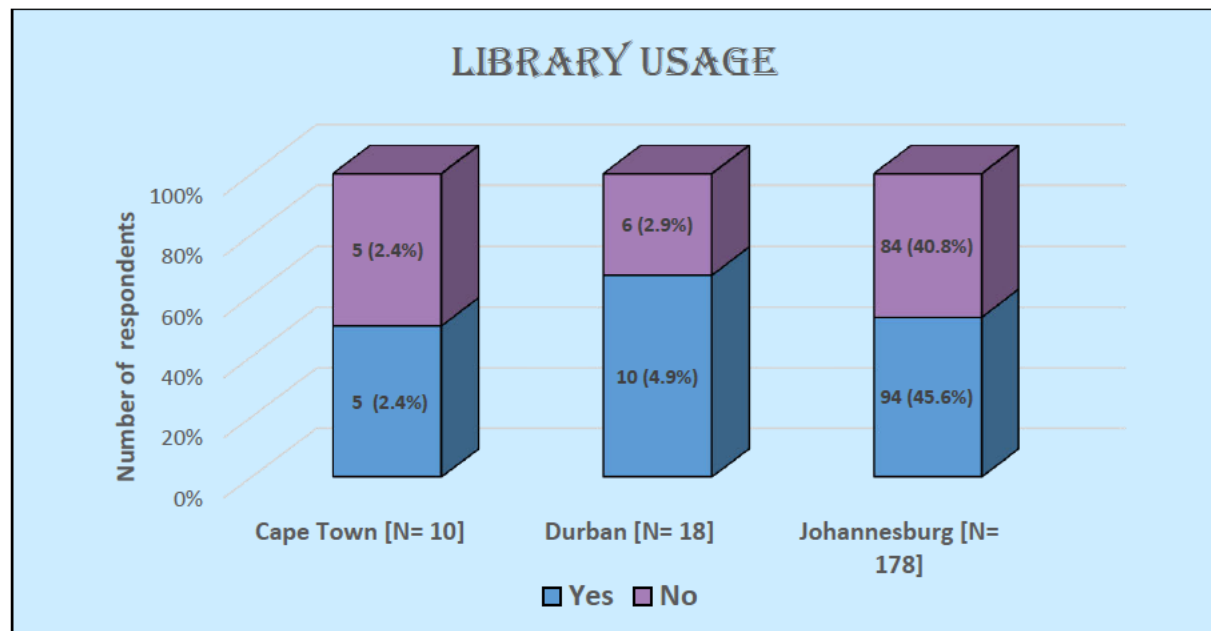


Figure 5.3: Library usage

[N= 206]

Source: Field data (2021)

5.4.1.2. Library usage - time and reasons

SABC library staff were asked how often they use the library and for what reasons. Figure 5.4 reveals the usage in each branch. Evidently the library is used mainly 'when required'.

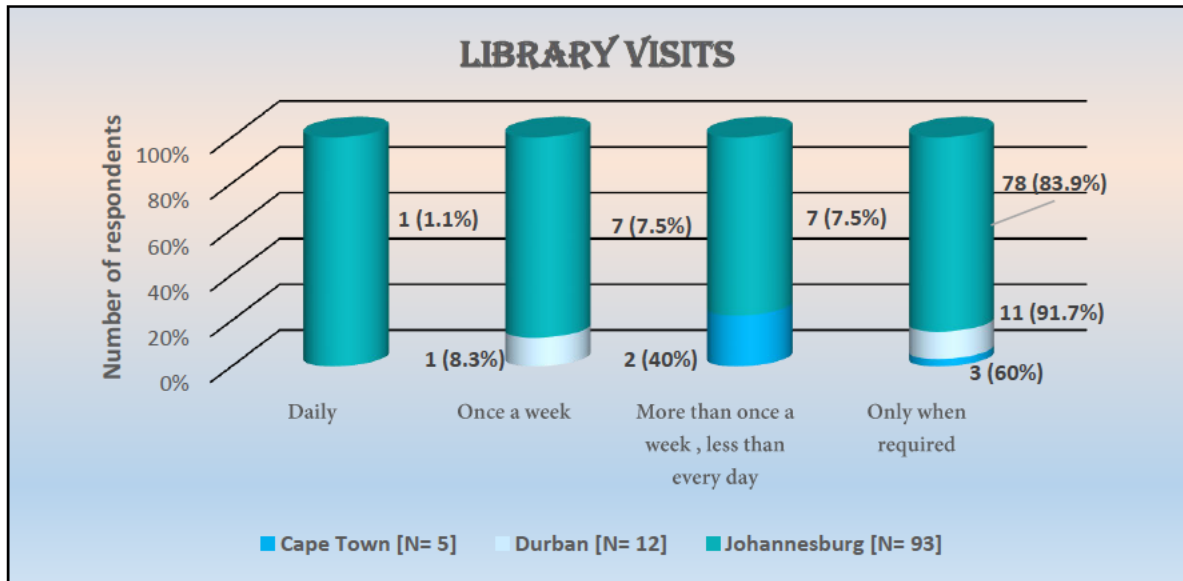


Figure 5.4: Library visits per branch

Source: Field data (2021)

Overall, a total of 110 (99.1%) of the 111 respondents that collectively use the library (Cape Town (100%), Durban (100%) and Johannesburg (98.9%) of 94 as seen in Figure 5.5 responded to the question of library usage. Majority of users use the library services '**only when required**'.

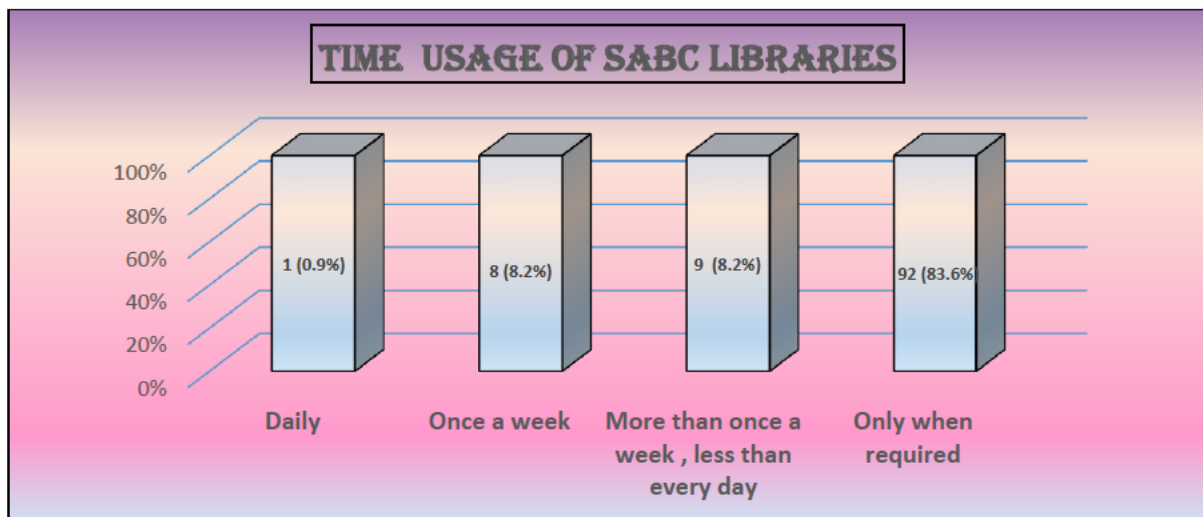


Figure 5.5: Time usage of SABC libraries

[N= 110]

Source: Field data (2021)

The ‘Other’ reasons for the SABC library usage are captured below. Table 5.4a, Table 5.4b, Table 5.4c1, Table 5.4c2, Table 5.4c3, and Table 5.4c4, reflect the findings comprehensively.

Table 5.4a: Time and reasons for library usage (Cape Town)

[N= 5]

Cape Town			
Library visits [N= 5]		Reasons [N= 5]	
Daily		Resources that are required for television or radio shows (5, 100%)	Announcer/Producer (1) Music Compiler (1) Radio News Journalist (1) Senior News Reporter (1) Technical Producer (1)
Once a week		Recreational reasons (emails, surfing the Internet)	
More than once a week, less than every day (2, 40%)	Radio News Journalist (1) Senior News Reporter (1)	For work research purposes (1, 20%)	Senior News Reporter (1)
Only when required (3, 60%)	Announcer/Producer (1) Music compiler (1) Technical Producer (1)	Other: (List in the space provided below)	

Source: Field data (2021)

Evidently, it was shown that in the Cape Town branch, the library services were mostly used ‘only when required’, as reflected by 60% of the library users as seen in Table 5.4a. However, the majority library users (100%) which included varying job titles such as an Announcer/Producer, Music Compiler, Radio News Journalist, Senior News Reporter, and Technical Producer used the library for resources that are required for television or radio shows. Significantly, 40% users consisting of a Radio News Journalist and Senior News Reporter visited the library more than once a week but not daily. The least, being one user (20%) utilized the library service for ‘work research purposes’.

Table 5.4b: Time and reasons for library usage (Durban)

[N= 12]

Durban			
Library visits [N= 12]		Reasons [N= 12]	
Daily		Resources that are required for television or radio shows (10, 83.3%)	Camera Operator for News TV (1) Content Producer (2) Journalist (2) Producer/ Presenter Current Affairs (1) Radio presenter (1) Researcher, Politics (1) Senior Producer for Current Affairs (1) Technical Producer (1)
Once a week (1, 8.3%)	Radio presenter (1)	Recreational reasons (emails, surfing the Internet)	
More than once a week, less than every day		For work research purposes (3, 25%)	Journalist (1) Principal Coordinator for Outside broadcasting (1) Researcher, Politics (1)
Only when required (11, 91.7%)	Content producer (2) Camera Operator for News TV (1) Journalist (2) Producer/ Presenter Current Affairs (1) Principal Coordinator for Outside Broadcasting (1) Researcher, Politics (1) Snr Producer for Current Affairs (1) Technical Producer (1) Technology Manager: SABC KZN (1)	Other: (List in the space provided below) (1, 8.3%)	Technical support reasons: Technology Manager (1)

Source: Field data (2021)

Akin to the 'time and reasons for library usage' (Cape Town) illustrated in Table 5.4a, the Durban regional library too saw that majority of library users (91.7%) used the library 'only when required' and 83.3% used the library for resources that are required for television or radio shows. Only one user (radio presenter) used the library once a week and included the 83.3% of library users who visit the library for work purposes (resources that are required for television or radio shows). These individuals include: Camera Operator for News TV (1), Content Producer (2), Journalist (2), Producer/Presenter Current Affairs (1), Radio presenter (1), Researcher, Politics (1), Senior Producer for Current Affairs (1) and a Technical Producer.

Table 5.4c1: Time and reasons for library usage (Johannesburg)

[N= 93]

Johannesburg			
Library visits [N= 93]		Reasons [N= 93]	
Daily (1, 1.1%)	Team Leader (1)	Resources that are required for television or radio shows (35, 37.6%)	Assignment Editor (1) Commissioning Editor (2) Digital content specialist (1) Digital Content Specialist (1) Executive Producer (6) Executive Producer: Drama (1) Journalist (1) Music Compiler (1) News Producer (1) News Research (1) Producer/ Director (1) Producer Expressions (1) Production Controller (1) Program Compiler (1) Programmes Manager - METROFM (1) Programming Assistant (1) Programmes Manager (1) Radio Technical producer (1) Reporter (1) SABC1: Promo Producer (1) Senior Graphic Designer (1)

Source: Field data (2021)

Table 5.4c2: Time and reasons for library usage (Johannesburg)

[N= 93]

Johannesburg			
Library visits [N= 93]		Reasons [N= 93]	
Daily (1, 1.1%)		Resources that are required for television or radio shows (35, 37.6%)	Senior Producer (1) Sound mixer (1) Specialist Producer (1) Team Leader (1) Television Sport Producer (1) TV News Bulletin Writer/ Producer (1) Project Manager (1) Production Controller (1)
Once a week (7, 7.5%)	Digital content specialist (1) Executive Producer: Drama (1) News Research (1) Program Compiler (1) Senior Digital Content Specialist (1) Technician (1) Production Controller (1)	Recreational reasons (emails, surfing the Internet) (9, 9.7%)	Bulletin writer (1) Journalist – Presenter (1) Senior Digital Content Specialist (1) Presenter (1) Production Controller (1) Programming (1) Administrator/Internal Producer (1) Television Sport Producer (1) TV News Bulletin Writer/ Producer (1) TX Scheduler (1)
Only when required (78, 83.9%)	Administrator/Internal Producer (1) Assignment Editor (1) Assistant Commissioning Editor (2) Audio Mixer - TV post prod (1) Booking Coordinator (1) Broadcast Technician (1) Bulletin Writer (6) Commissioning Editor (4)	Other: (47, 50.5%)	Academic purposes: Assistant Commissioning Editor (2) Bulletin Writer (1) Digital Content Specialist (1) Executive Producer (1) Producer (1) Producer Current Affairs (1) Production Controller (2) Radio Technical Producer (1) Sound mixer (1) Specialist Producer (2) Scheduling Coordinator (1) Video Editor (1) As and when: Subeditor (1) Audio mixer: TV Post Producer (1)

Source: Field data (2021)

Table 5.4c3: Time and reasons for library usage (Johannesburg)

[N= 93]

Johannesburg			
Library visits [N= 93]		Reasons [N= 93]	
Only when required (78, 83.9%)	<p>Corporate Cell/Communication office (1)</p> <p>Customer Service Consultant (1)</p> <p>Designer (1)</p> <p>Digital News Producer (1)</p> <p>Digital specialist (1)</p> <p>Editor: Sports News (1)</p> <p>Executive Producer (6)</p> <p>Executive Producer: TV News, Special Broadcast (1)</p> <p>Head: Business Development (1)</p> <p>Journalist (2)</p> <p>Journalist - Presenter (1)</p> <p>Manager: Transfer Facilities (1)</p> <p>Music compiler (1)</p> <p>National Radio Current Affairs Editor (News) (1)</p> <p>News Producer (1)</p> <p>News Video Editor (1)</p> <p>Presenter (1)</p> <p>Political Journalist (1)</p> <p>Producer (2)</p> <p>Producer/ Director (1)</p> <p>Producer Expressions (1)</p> <p>Producer Current Affairs (1)</p> <p>Production Controller (1)</p>	Other: (47, 50.5%)	<p>Awesome music collection, one of the oldest SA music archives: Executive Producer: TV News, Special Broadcast (1)</p> <p>Books: Booking Coordinator (1) Customer service consultant (1) Commissioning Editor (1) Programmes Manager (1) Senior Radio news reporter (1) Technical Director (1) TV Post Producer (1)</p> <p>Books and CDs: Commissioning Editor (1)</p> <p>Books for recreational reading enjoyment Bulletin Writer(1) Journalist (1) News Video Editor (1) Producer (1) Programme Acceptance Officer (1)</p> <p>Current affairs magazine: Senior Radio news reporter (1)</p> <p>Digital News: Producer (1)</p> <p>For studying: Booking Coordinator (1) Corporate Cell/Communication office (1)</p> <p>Leisure and research the old fashioned way: TX Scheduler (1)</p> <p>Lunch time reading material: Technical Resource Coordinator (1)</p> <p>Motivational: Technician (1)</p> <p>New industry magazines to keep up to date with trends: Executive Producer: Drama (1)</p>

Source: Field data (2021)

Table 5.4c4: Time and reasons for library usage (Johannesburg)

[N= 93]

Johannesburg			
Library visits [N= 93]		Reasons [N= 93]	
Only when required (78, 83.9%)	Programming (1) Programme Acceptance Officer (1) Programming Assistant (1) Programming Administrator: SABC 2 (1) Programmes Manager – METROFM (1) Programmes manager (1) Project Manager (1) Radio Technical producer (1) Radio Current Affairs Copy Editor (1) Reporter (1) SABC1: Promo producer (1) Senior graphic designer (1) Senior Producer (1) Senior Radio news reporter (1) Senior Multimedia Producer (1) Senior Producer (1) Scheduling Coordinator (1) Specialist Producer (1) Sound mixer (2) Subeditor (1) Technical Director (1) Technical Resource Coordinator (1) Technician (1) Television Sport Producer (1) TX Scheduler (2) Video editor (2) Wardrobe Coordinator (2)	Other: (47, 50.5%)	Personal development and broadening my knowledge: Journalist (1) Scheduling Coordinator (1) Sound mixer (1) Technician (1) Video Editor (1) Personal reading: Digital Specialist (1) Radio archives and music: National Radio Current Affairs Editor (News) (1) Research: Digital Specialist (1)

Source: Field data (2021)

The findings above reveals that 83.9% of library users in Johannesburg make use of the library only when required. However, it is a significant find that contrary to that, a majority of users (50.5%) use the library for various ‘other’ reasons. In addition to the above, comprehensive findings that revealed that the Johannesburg branch was used by majority of staff for leisure reading, Personal development and broadening his/her knowledge, academic purposes, leisure and such seen in the above Table 5.3c. Fifteen (31.9%) of the 47 library users that indicated ‘other’ reasons for using the library did so for academic purposes. Figure 5.6 illustrates the reasons for library usage more across all branches below:

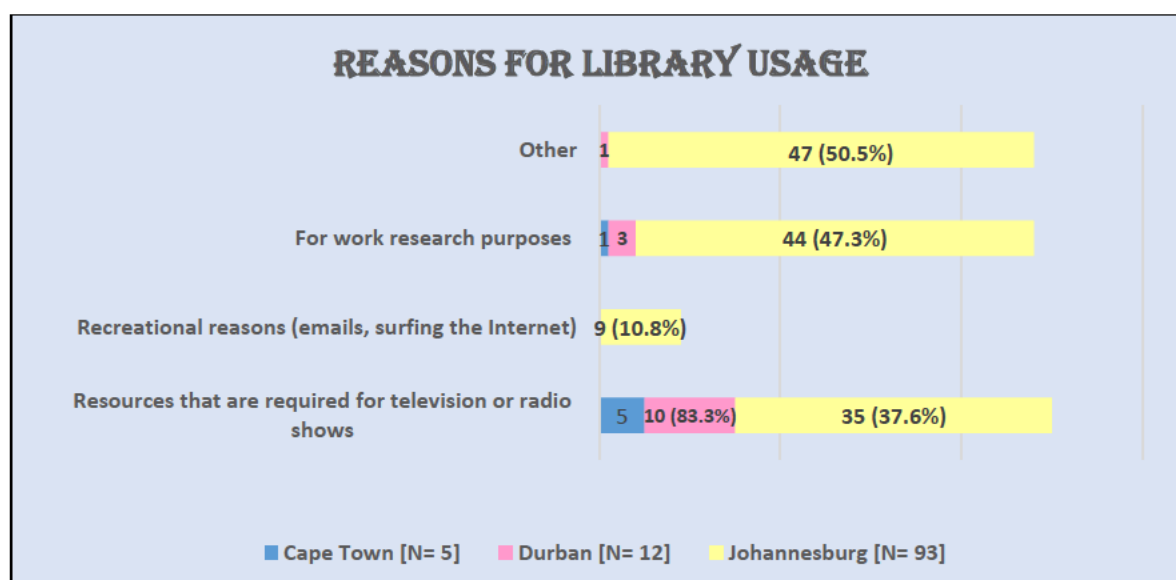


Figure 5.6: Reasons for library usage (per branch)
[N= 110]

Source: Field data (2021)

The study’s findings indicate that most SABC staff in the Durban region (83.3%) and 100% in the Cape Town branch library, as seen in Figure 5.6, use the library for work purposes where resources are required for television and radio shows- which are core functions of the broadcasting corporation. However, in the Johannesburg branch, majority of library users (50.5%) make use of the library for ‘other’ reasons and 47.3% for work related research purposes. Overall a little less than half of the users (as seen in Figure 5.7) equally use the library for ‘**Work research purposes**’ and ‘**Other**’ reasons.

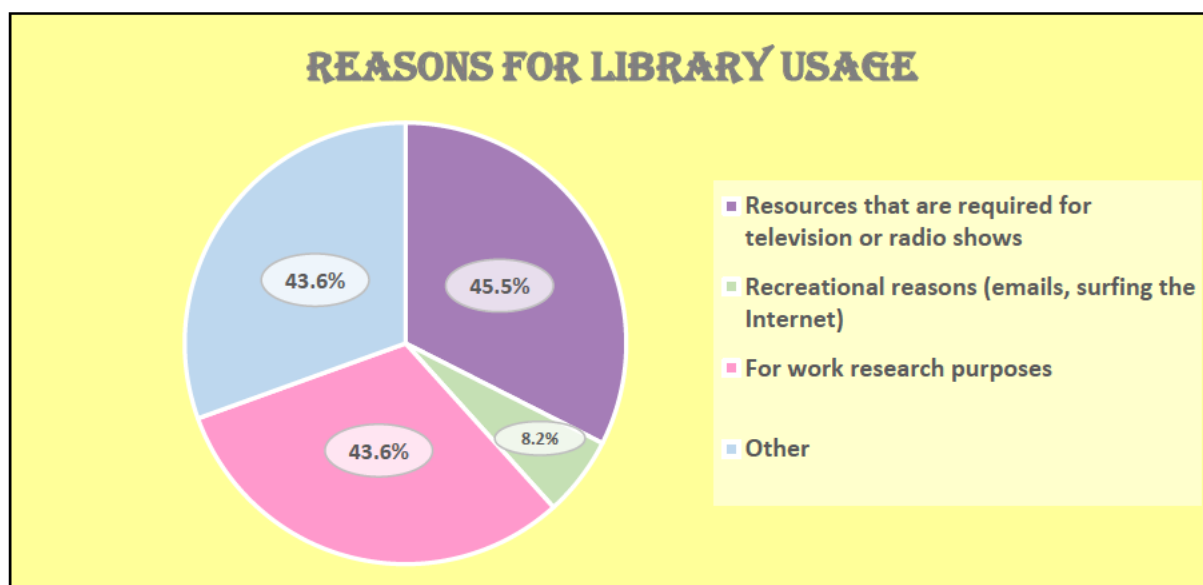


Figure 5.7: Reasons for SABC libraries usage

[N= 110]

Source: Field data (2021)

5.4.1.3. Role of the SABC Library

Respondents were asked what the role of the library service at the SABC was. There was a response rate of 101 (90.9%) out of the total 111 library users. The responses are captured below:

*(Number of respondents that shared the same response)

Cape Town [N= 5]

- Assisting in better products on-air;
- Information, entertainment and research;
- To assist whomever needs a product in the library; and
- We archive sound bites, interviews and video material.

Durban [N= 10]

- Archives *(2);
- Archiving and a source of information;

- For radio;
- Help with kept information that is needed that time;
- I use the music library in Durban that stores music and any broadcast material that we might require for our programmes;
- It empowers, educate and develop knowledge for the SABC staff;
- Source of music, soundbites, archiving and other library resource material;
- To provide assistance to content creators and to suggest new material that could be beneficial; and
- To provide information and assistance to the users of the Music Library.

Johannesburg [N= 86]

- Archiving information;
- As a public broadcaster it is important to have subject matter material available. It is also where we can get hard copies of newspapers since it is no longer available in offices. It is a central place where different departments have access to resources which prevent duplication;
- Collection and purveyance of information and literary works;
- Educate, inform and at the same time gives knowledge to us who seek it;
- For staff convenience;
- Help me to get new information;
- Help people grow and empower workers *(2);
- Help with books, archive material, print media, and computers for research;
- Help with research purpose for both professional and academic;
- History has tendency of repeating itself- with proper archiving system in place then it won't be a challenge to keep materiel, which we are likely to re-purpose in the future. This if done properly, it is a profitable part in the industry;
- Huge archive, news, sport and entertainment;
- I know people go there to get information for their stories. I just go to get the books I enjoy reading. It is always for personal use;
- Important in informing;
- In my area of work, it's to be able to provide information in whatever form (audio/print etc.) when required by the platforms;

- Information and leisure;
- Information and serve as archives;
- Information Library, Record Library, Radio Archives, Audio Restoration and Music Library;
- Information: gathering, informing, sharing *(5);
- Is to help support staff with material that can use for both TV and Radio and also for those that love to read;
- Is to help workers with information about books and articles;
- Is to offer service to SABC workers, to those who are doing research and those who are bookworms. Another role is to update the library, no one wants to go to a 'dead' library. They must throw away old books and put new books;
- It is an easy and effective source of information for research and other academic reasons;
- It should play a greater role and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library;
- It's pretty minimal now and increasingly more so. Getting obsolete;
- Mainly sourcing archive material like music but daily they provide newspapers;
- Mainly to assist with information as it relates to profile material, library services have the capability to do a needs search, a useful research tool;
- Procure appropriate library content, log/catalogue (digitally), locate when required- with valuable input as to what the content is in relation to what one is seeking;
- Provide information for technical and editorial requirements;
- Provide information for the employee's research projects;
- Provide material for research;
- Provide useful information that relates a lot to South African History especially broadcast information;
- Provided information because they have an archive;
- Recommend books;
- Referencing and continuous learning;
- Research and entertainment;
- Storing of archives;
- Support service *(2);

- Taking care of SABC Archives;
- The library and its services are an escape and can help you cope while it is the only alternative without leaving the premises. The news e-mail system is crucial from day to day to be up to date to see what is seen outside the SABC from press releases about our work, we see inside the building. It is also a leveler and no one should feel left out! I am a trained teacher in many fields, a journalist and a digital person and I often need to be grounded and this is what the library does;
- The library plays an important part in the SABC, not all colleagues have the availability of internet at their homes. Due to the lack of sufficient data and knowledge the library plays an important role in society;
- The role is to assist workers and other people who are interested to read and to learn more about anything in the world;
- To assist staff with information both current and historical;
- To assist the staff with their needs;
- To assist with getting information accessible through a variety of platforms;
- To assist with research and background information for assignments;
- To be a portal of information in various forms;
- To boost the content for the show producers by providing background information and current information from social media and authors;
- To enhance news;
- To facilitate provision of information to ensure the SABC delivers on its mandate
- To give employees and opportunity to broaden their knowledge by reading and researching;
- To give information, the latest books and news magazines;
- To help staff get the information needed to do our job;
- To help with efficient broadcasting to the public;
- To inform and educate;
- To keep the book, magazine and newspaper safe and assist the personnel with their research;
- To manage, restock the library with required materials;
- To offer basic library services to staff;
- To provide access to books, reading material and information;

- To provide CD's and books to the different units in the SABC. Books generally for research purposes and CD's for music;
- To provide information to staff *(3);
- To provide material that will assist in researching current trends and topics and to provide material that will help learn new skills;
- To provide necessary resources/materials as per staff needs *(2);
- To provide reading material and research;
- To provide reference material/information;
- To provide resources for background information - current and historical- to enrich our content;
- To provide supplementary content (be it archives; cd's and books) to the mainstream media;
- To provide the SABC staffers with right information in right time, and to support the mandate of the broadcasting corporation which is information dissemination using different channels. To promote information society in the information age;
- To receive and catalogue books, to help with resources and refer users to the right session;
- To service the organization and the employees in their search for content and subject matter knowledge;
- To supplement online resources;
- To supply relevant information on certain media and broadcasting aspects;
- To supply the organization with information and serves as achieves;
- To support News' journalists, editors, production teams and broadcasters;
- To support Radio and TV channels with content for their programs;
- To support the production of items on the various channels;
- To systematically archive the material and assist producers and whosoever has the right to access the archive including those who would like to purchase; and
- TV and Radio material; and more general resources like books.

5.4 1.4. Value of the SABC Library

The library users were asked to rate the SABC library service with 5 being excellent and 1 being poor. One hundred and four (104) of 111 (93.7%) respondents provided ratings. Figure 5.8 reveals the findings.

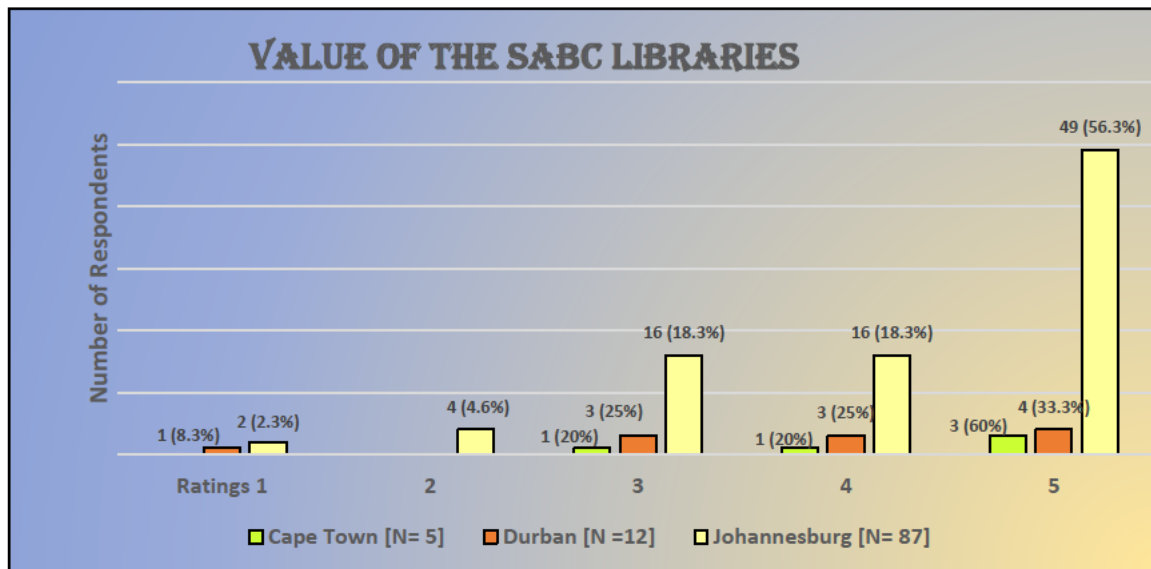


Figure 5.8: Value of the SABC libraries

[N= 104]

Source: Field data (2021)

As seen in Figure 5.9 that there was an overall good rating of the library (where **5 is excellent and 1 being poor**) by the library users.

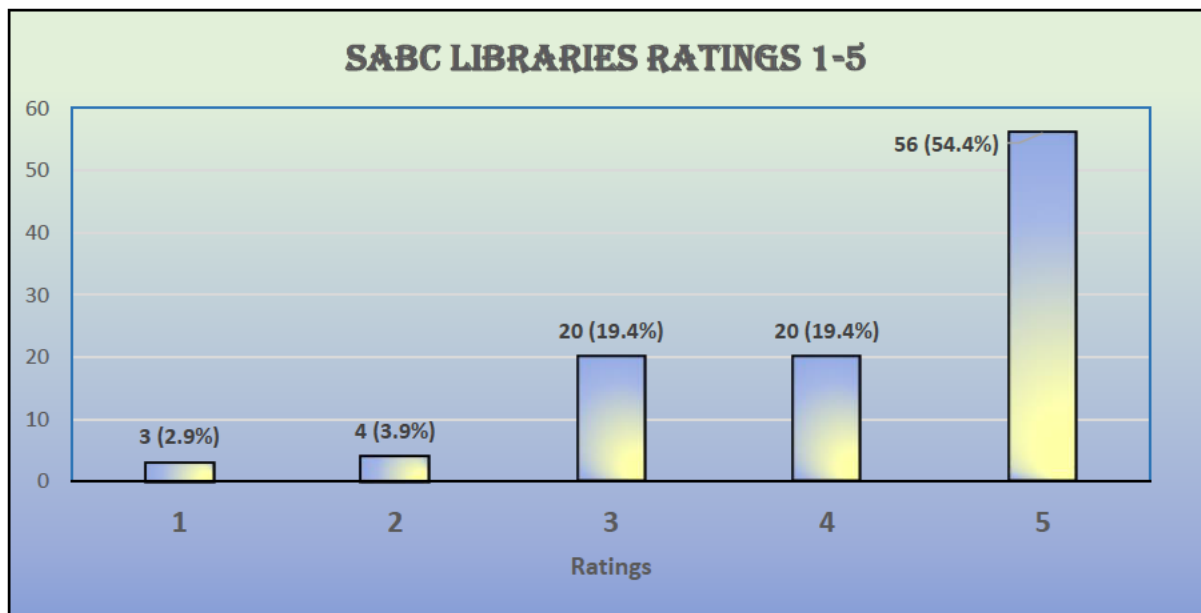


Figure 5.9: SABC libraries' ratings
[N= 103]
Source: Field data (2021)

5.4.1.4.1. Description of the SABC library service

Respondents were asked to select the best option that describes the SABC library service. Options from **poor**, **satisfactory**, **very good**, **good** and **excellent** were selected. Findings (Figure 5.10) are illustrated below.

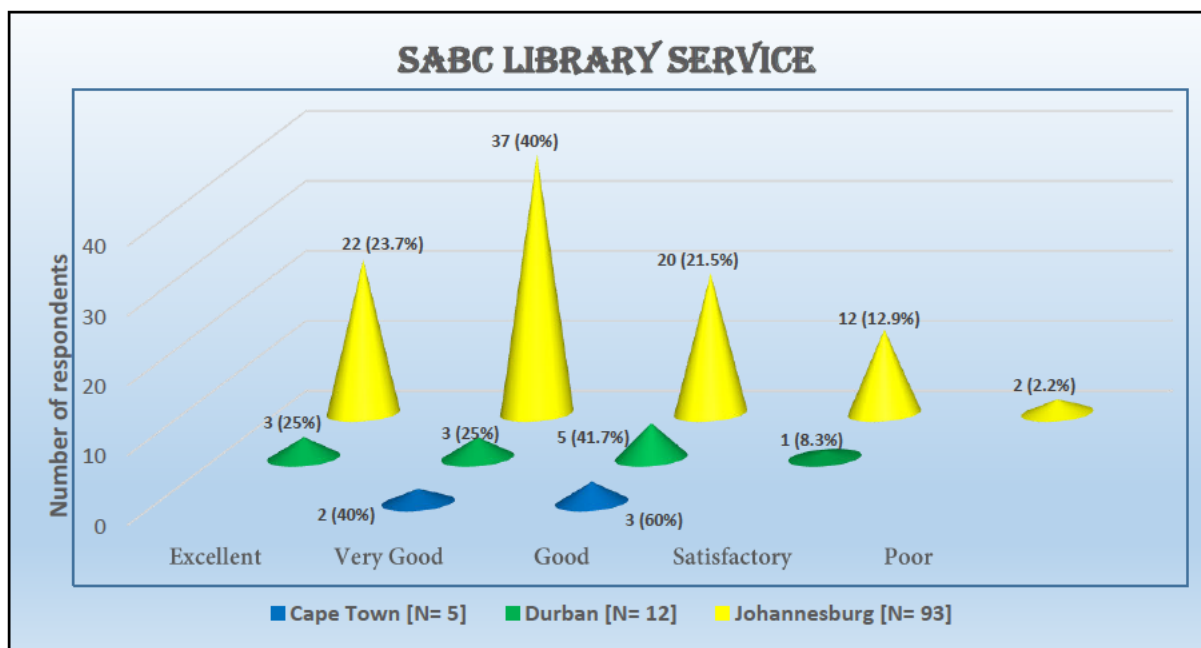


Figure 5.10: SABC Library service

[N= 110]

Source: Field data (2021)

From the Figure 5.11 it is significant to note that the majority of library users (86.4%) rate the library service as either **Good, Very good and Excellent**.

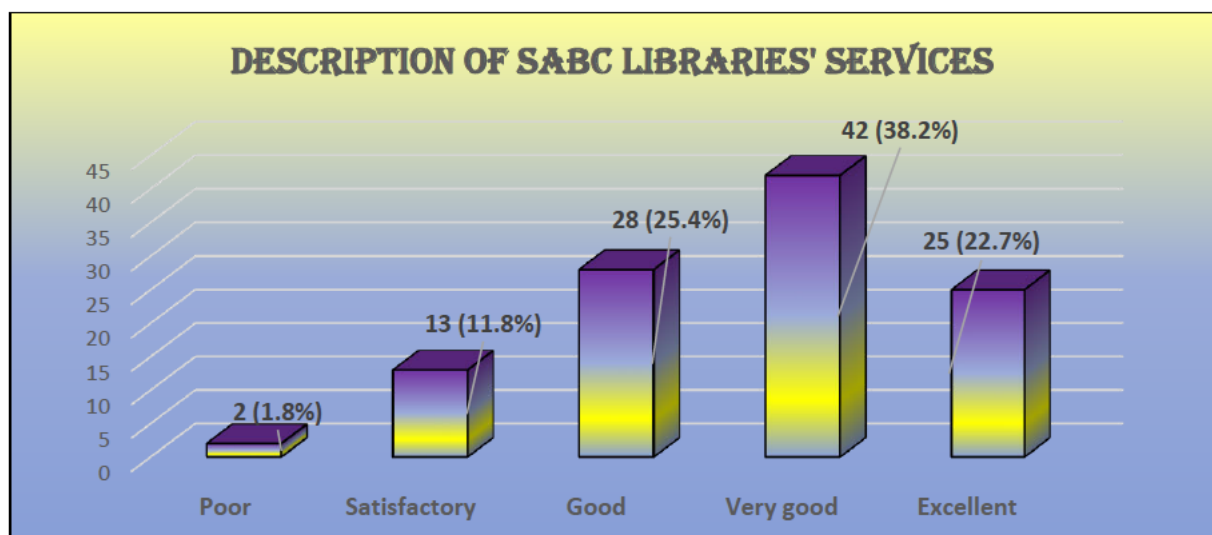


Figure 5.11: Description of the SABC libraries' services

[N= 110]

Source: Field data (2021)

Further, respondents were asked to explain their response to the above. Ninety-five (95) of the 111, (85.6%) library users provided the following reasons:

*(Number of respondents that shared the same response)

Cape Town [4]

- Always willing to help;
- It's easier to find the information which is mostly digitally archived;
- Supportive; and
- There could be a better system/program that could be used to search for information.

Durban [N= 12]

- Excellent service;
- I believe the library should be easily accessible, without even having to ask someone who works in the library. Sometimes you need something from the library during the weekend and the staff is not available;
- I don't remember being disappointed whenever I go there;
- I never experienced any problem with them;
- It has history for music that will not be found anywhere;
- The current service is average. This would improve with the Digital Library;
- The staff knows their work well;
- They are helpful a, willing to help and I always received help from our library *(2);
- They know what they are doing, and informed;
- They were helpful; and
- To provide assistance to content creators and to suggest new material that could be beneficial to the product.

Johannesburg [N= 79]

- Always willing to help;

- As an information specialist,³ who have experience in servicing library clientele, drives me to rate the SABC library staff to be excellent;
- At times I cannot find what I need either because there's not enough of it or it hasn't been stocked;
- Books are not in place;
- Digitization of library services (online newspapers);
- Due to the fact that they go the extra mile in finding the information that is needed, I rate the service as excellent. They never said that they cannot find anything, they always go the extra mile;
- Effectiveness;
- Friendly staff;
- Good communication, friendly staff;
- Good service;
- I always get great, friendly, helpful service;
- I am able to easily find what I'm looking for and to get the necessary assistance should I struggle to get it;
- I am always happy and surprised at what the staff is able to provide, more than I expected and they are very-very friendly;
- I cannot say they are outstanding but they are helpful and good in their job;
- I find what I want most of the time;
- I get assistance when required;
- I have always been able to find what I was looking for;
- I have always found great service provided at SABC library;
- I have been there several times and it is useful visiting the SABC library;
- I more often than not find what I'm looking for and the staff is always friendly;
- I seldom use the library as it is far from my customary workplace;
- I think the personnel is always helpful and friendly. They have a good idea of how to help even if you have a vague idea of what you need;
- I think they are doing a good job, though you sometimes don't get what you looking for but what they have also helps;

³ Bulletin writer with a LIS qualification

- I used to use the library itself very-very often but nowadays less due to Covid and last few years, deadlines. But I have never any problem with staff except enthusiasm;
- I was able to find books that are media oriented which helped with my research project;
- I'd like to find newspaper cuttings more conveniently in this era;
- I'm still struggling to access online newspapers and magazines, recommend staff training;
- In my 19 years at the SABC, the library staff have always assisted me in a professional and capable manner;
- It can be excellent with proper labelling, news footage tapes;
- It is in a good condition yet still they need to improve;
- It may be what we think it is now, and with the necessary or good systems in place it can grow from strength to strength;
- It often takes too long to get the required material;
- It should play a greater role and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library;
- I've never not found what I was looking for at the library. The SABC library also orders books if it will help the client;
- Libraries are still relevant in this day and age even though most information can be gathered through social media;
- Loss of material and lack of proper filing;
- Most of the time I find that it does not have stock of what I am looking for regarding my work;
- Needs to be updated with the current academic books;
- Not a regular user but mostly get what I need for my researches;
- Satisfied;
- Staff is always helpful and there are newspapers and good books;
- Staff is helpful, always get what is needed;
- Staff is very helpful;
- The archive system needs to improve drastically. We still need to transition and begin to have a digital archive because some tapes are still getting lost;

- The books needs to be updated and bringing in new books;
- The colleagues working in the SABC library is very knowledgeable and keen to help;
- The excellent service provided;
- The experience is neither wonderful nor bad;
- The library has enough content for use and skilled personnel to help in making best programs;
- The library provides according to my study needs as well as for Sound Engineering students;
- The library seems to be in a silo, as per all the departments and business units;
- The library staff are helpful but I don't believe enough SABC staff members make use of the library;
- The materials and staff are there but it lacks dynamism;
- The SABC library provides a pivotal role in the organization;
- The SABC library staff, go the extra mile to find the relevant information that I looked for. E.g. they contacted other libraries to loan a book that I urgently needed;
- The service is excellent;
- The staff are friendly and helpful but you get what you ask for, nothing more;
- The staff are very efficient and helpful. In any topic I need help with and sometimes go an extra mile;
- The staff is always supportive and will even e-mail me when material arrive that I will need;
- The staff are helpful, however they can do more in educating people on how to search for books, journals etc. I also think the library can be better organized and the environment be more inviting;
- The staff listens to suggestions and implements them;
- The things I go to the library for are pretty easy. I check specific books. I don't know if I go for other reasons, if they will able to help me;
- There are times when things requested are not available, which isn't really the staff's fault but the systems in place for that;
- There is at times a disconnect at offering material for broadcast purposes
- There is room for improvement *(2);

- There's always room for improvement and in most cases I don't always find what I'm looking for;
- They are always helpful and willing to assist *(3);
- They are always willing to assist and they have knowledge of their workspace
- They are knowledgeable and helpful;
- They give personal information like I'm at school and they don't oppose that its personal and are able to get information;
- To read the book with interest and interest promote experience;
- We could do much better;
- We generally only get information/archives that we need, when we need them, based on people in the media library that we know and with whom we've worked closely over the years;
- When I go there they are always ready to assist, they even send reminders for your return date;
- Whenever I need assistance from the librarians they are available; and
- Whenever I visited I never really got what I wanted.

5.4.1.5. Qualification/s required for SABC Library staff

Library users were posed the question as to the qualification/s that was required by the library staff. This question saw 104 (93.7%) of the 111 library users responding. Majority of the Johannesburg users felt library qualifications and experience was needed. There was a 54.5% response from the Durban library towards subject specific qualification in the SABC industry. Figure 5.12 presents these findings.

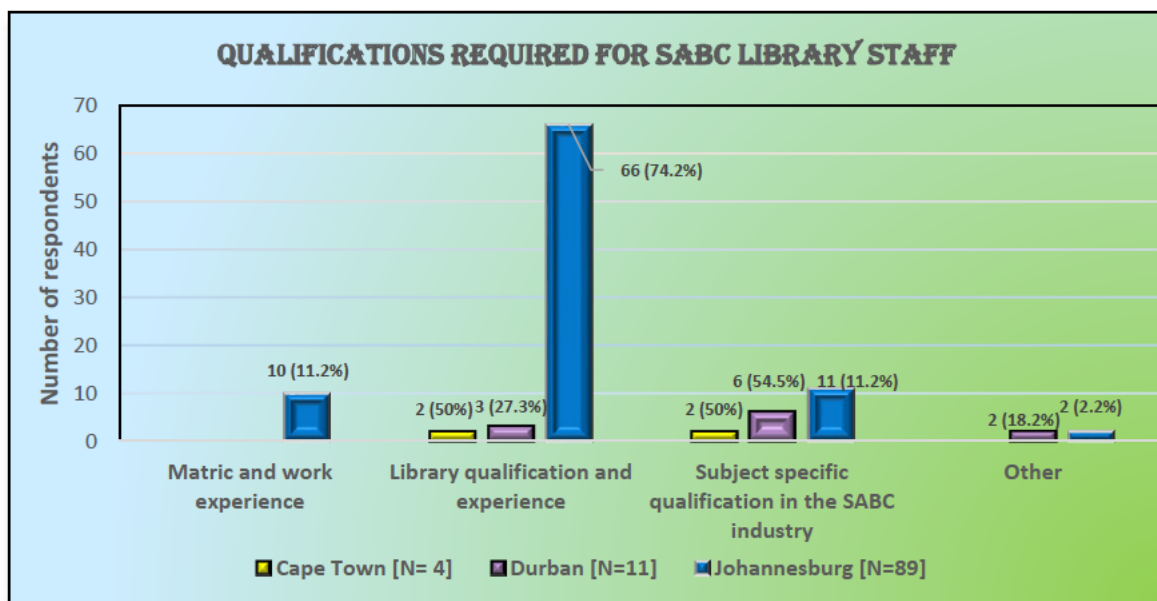


Figure 5.12: Qualifications required for SABC Library staff

[N= 104]

Source: Field data (2021)

The 'Other' four responses are noted below:

Durban [N= 2]

- I think just work experience will do. If someone is taught how to do something practically, they will grasp it; and
- The ability to respond, search and provide relevant, useful information, archives, music as soon as possible.

Johannesburg [N= 2]

- No qualification required; and
- Three-year college qualification.

5.4.1.5.1. Skills and knowledge for SABC Library staff

Respondents were asked what skills and knowledge they felt was required for the effective and efficient service of the library. A total of 97 (87.4%) of the 111 respondents answered this question. One respondent stressed the need for a library qualification. Findings are noted below.

*(Number of respondents that shared the same response)

Cape Town [N= 4]

- Enough skills;
- Qualified librarians;
- University qualification in Library and Information Studies; and
- Vast range of knowledge for what's in the library.

Durban [N= 10]

- Good library background, IT and technical skills;
- He/she should know more about music;
- Keeping up to date with everything;
- Librarian *(2);
- People skills, library qualifications and knowledge of the broadcast industry;
- Relevant qualifications and training provided within the SABC by the corporate library staff should be willing to assist, go beyond what is expected of them and know where different sounds are stored in the library;
- The SABC Library staff that I have interacted with have all the skills; and
- They should be in touch with radio programs to know what their needs would be.

Johannesburg [N= 83]

- A knowledge of what the library offers;
- A welcoming attitude, patience and knowledge of library archives;
- Ability to organize and good communication skills;
- Administration skills and using the filing system;
- An understanding of the unique nature of the broadcasting environment in which they work;
- Appropriate certification that is aligned to the job;
- Archiving and archiving system is the most effective skill one should possess as well as customer care;
- Basic knowledge of the library system and categories of books;

- Broad general knowledge and interest, be exceptionally well read and passionate about what they do and what they know exists in the library;
- Broad knowledge of broadcasting industry;
- Catalogue system;
- Client care and knowledge of the client they are servicing and product they offering;
- Communication skills, the media industry and be knowledgeable about current affairs;
- Computer skills and library systems knowledge;
- Customer Relations Management;
- Degree and some experience in library services;
- Enquiring minds, good general knowledge and the ability to follow through on requests;
- Experience and a general knowledge of broadcasting would help;
- Extensive exposure to the different aspects related to libraries functions and a passion for books and the preservation of different types of information materials;
- Filing knowledge, literature knowledge;
- Filing, indexing and others;
- General knowledge about books;
- Good communication skills, use of technology skills, specific library associated skills;
- Good listening and people person personality as they work with people every day, and patience;
- Great interpersonal skills and ability to communicate effectively;
- I am always happy and surprised at what the staff is able to provide, more than I expected and they are very-very friendly;
- I appreciate the library and they are helpful;
- I think they are effective already;
- I think they are properly skilled for the task at hand;
- If the book I was searching for is loaned to someone else when the book is returned at least try and notify that the book is available if it is still needed;
- Information;
- Information about book storage, be in par with the needs of those staff who are studying, who are up skilling their knowledge and those who use library to freshen

their ideas. Assists those who are SABC literature study group or community study group. SABC library must be involved in a book reading club and community reading club. SABC librarian must work like archives, meaning that she/he must know all the books in the library;

- It always works better when you are skilled and knowledgeable on the subject, as you will find solutions as and when you are required to do so. SABC used to have training division to assist in such, but everything has changed over the years;
- It would be great if a daily/weekly selection of library material that relates to current affairs could be presented by staff;
- Knowledge about the library contents and general knowledge about the different genre of books and their location in the library, possess great interpersonal skills;
- Knowledge of library;
- Knowledge of current events, trends, good grasp of history for contextual purposes, proactive sourcing of and informing staff of incoming resources;
- Knowledge of good books for broadcasting, finances, personal development;
- Knowledge of the broadcasting environment, a broad news sense, how to organize a library, people skills;
- Knowledge of the media industry, trends, technology advances;
- Knowledge of the SABC platforms and the appropriate type of material to best guide a user towards in relation to the platform;
- Knowledgeable about book storage, good interpersonal relations and understanding of how a library functions;
- Knowledgeable in search engines so they can work faster and find the content you are looking for;
- Leading trends to make us competitive;
- Librarian;
- Library activity knowledge and acute awareness of what is going on in the SABC daily. The library and its services are an escape and can help you cope while it is the only alternative without leaving the premises;
- Library qualification and experience;
- Library qualifications *(3);
- Library specific. Fluent in more than one language. Should be subject specific;
- Listening and organizing;

- Literature skills *(2);
- Love for books, make sure to know what is where in the library;
- More knowledge and geography;
- More training to keep up with the times of technology;
- Must be capacitated with the people's skills, so that he or she can easily provide relevant information to library users;
- Must have a high level of efficiency and be able to point you in any direction;
- New technology for the library;
- Organizational skills and a wide range of knowledge regarding different topics
- Patience and quick response;
- People relations skills;
- People skills *(2);
- Personal skills, communication skills;
- Postgraduate level;
- Professional *(2);
- Proper filing of the subject matter of books and new material;
- Read different kind of books;
- Research methodology, analytical, technology enabled, motivational and referencing;
- Research skills and archival knowledge;
- Research skills, people skills and networking skills;
- So far, the library staff is perfect for me. I never encounter issues with their service. They are always ready to assist. If the book I need is not available they assist and order/borrow it external;
- Soft skills such as good communication and client service skills and knowledge of books;
- There is nothing wrong the skills they need to order new books and journals which are recent in the academic fields;
- They are doing a good job;
- They possess all the skills and knowledge, since they are trained and tested in this field of information specialist;
- They should have qualification to be Librarian and also be on top of latest books and offering;

- Thorough knowledge and understanding of the material available;
- Video library needs proper labelling of material will make a huge difference; and
- Well skilled workforce.

5.4.1.5.2. Lack of skills and knowledge of the SABC Library staff

Of the 111 library users 82 (73.9%) responded to what skills and knowledge do they think the SABC library staff lack for the efficient and effective service of the library. Below are their responses.

*(Number of respondents that shared the same response)

Cape Town [N= 1]

- They seem efficient and knowledgeable here in Cape Town.

Durban [N= 9]

- Energy;
- I do not think the library staff lack any skills *(4);
- I suppose it doesn't entirely apply to them as individuals but rather the institution itself. I think installing of the latest library technology could assist in efficiency and effective service;
- Insufficient technical skills;
- Technological skills; and
- They need to have a sense of urgency.

Johannesburg [N= 72]

- Generally, the information about prominent authors and their inability to source 'relevant' books;
- At times you find it is not the question of skills and knowledge, but lack of the necessary resources to carry out their task. You mostly find they don't have access to other sites because the contract has expired and or the services was not paid for viz.;
- I have not noticed any lack of skills *(21);

- I believe most have basic librarian skills, with the possibility of on the job training
- Frequently staff do not follow through on requests and provide information that is not on topic;
- I find them qualified;
- To be whole stick about all the subject matter cornering library service and community ready group;
- I have never had a negative experience;
- Nothing, they very well informed;
- Digital knowledge;
- Within radio, there are certain historical audio needed at specific times from SABC's history and at times when needed which the staff don't have access to such information;
- The general knowledge about what is happening in other countries;
- Have not noticed any lack in efficiency;
- They are fine, always give me the information I need;
- Just maybe a bit more enthusiasm in general;
- Human relations;
- They need to improve on people management and also know the people that they are servicing;
- Reading club culture lacking in the SABC librarians, knowledge of characteristics of the SABC workers, being prepared to learn and unlearn;
- Not always finding what you looking for and lack of proper filing of material;
- Knowledge of products;
- They should know the products they have at hand;
- Communication;
- I don't have specifics;
- The books relating to our job. As the technology is changing so as the books must be related;
- Lack knowledge of platforms and strategies outside the library;
- I don't think they lack communication skills;
- Communication skills;

- The people I've worked with had all the skills needed, they always went the extra mile to help me to find the information I needed. They even found books on loan from other organizations;
- They don't know why they should use the organization's library;
- They have the basics;
- I always get what I want and more;
- They are helpful;
- Fair;
- Reading skills;
- I've been happy every time I search for information. I love the library;
- I've always found what I was looking for;
- Interpersonal skills;
- Current Affairs;
- There is room for improvement in marketing itself to the users;
- Giving feedback when they haven't found what you are looking for;
- Passion;
- There is no lack of effectiveness in the books area they use Pratt Filling system and Dewey Decimal Classification Systems just like any other library;
- Patience;
- Being up to date with technological changes and must be willing to adapt to and implement these changes;
- Digital trends and media challenges;
- I cannot say as I am not exposed to their knowledge skillset and have not analyzed their outputs;
- Some staff are impatient and unhelpful which turns users off from using the facilities;
- I always get most of the things that I want;
- Appropriate certification that is aligned to the job;
- More knowledge of books; and
- Understanding the importance of time constraints in the 24/7 news cycle, the ability to find relevant, useful and interesting information/archives quickly.

5.4.1.6. Assistance from library staff

When users were asked if they asked for assistance from the library staff, majority of library users, 103 (92.8%) of the 111 respondents sought assistance from the library staff. Figure 5.13 depicts the findings per branch.

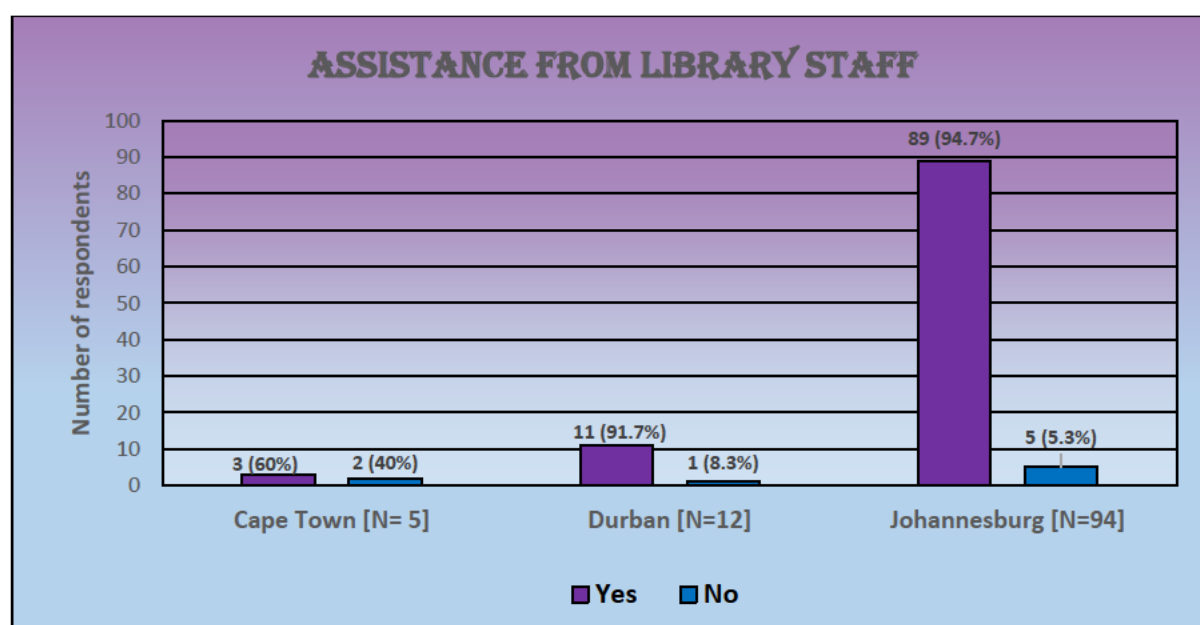


Figure 5.13: Assistance from library staff
[N=111]

Source: Field data (2021)

Those library users (six of the eight respondents), who responded '**No**', provided the following reasons:

*(Number of respondents that shared the same response)

Cape Town [N= 2]

- Because I have the library system on my laptop; and
- I am able to find what I need, myself.

Durban [N= 1]

- I know how to find what I want.

Johannesburg [N= 5]

- As an information specialist, who has experience in servicing library clientele, drives me to rate the SABC library staff to be excellent⁴;
- I know my way around the library by now;
- I learnt at school how a library works *(2); and
- To be more organized in how they arrange the material in the library.

5.4.1.7. Effectiveness of the library services

Respondents were posed questions (see Table 5.5 below) about the effectiveness of the SABC library. Various questions regarding the effectiveness of the library service was answered by varying number of respondents from the total 111 library users. Hence, results are illustrated appropriately in Table 5.5 below. From the findings, it seems that across branches, library users 'sometimes' were able to find their needed information. However, in the Johannesburg branch there was much success with using the library effectively and efficiently. There was 68.5% of the staff (Johannesburg) who indicated that the service rendered in the library was worth the time it took to use the library hence showing much value to the library service.

⁴ Respondent's job designation is Bulletin Writer

Table 5.5: Effectiveness of the library services

[N= 111]

Library service effectiveness		Cape Town [N= 5]	Durban [N= 12]	Johannesburg [N= 93]	% [N=110]
Are you easily able to use the library in finding what is needed? [N= 110]	Always		4 (33.3%)	46 (49.5%)	50 (45.5%)
	Sometimes	5 (100%)	7 (58.3%)	47 (50.5%)	59 (53.6%)
	Never		1 (8.3%)		1 (0.1%)
		Cape Town [N= 5]	Durban [N= 12]	Johannesburg [N= 92]	% [N=109]
Was the service rendered worth the time it took to use the library? [N=109]	Always	1 (20%)	8 (66.7%)	63 (68.5%)	72 (66.1%)
	Sometimes	4 (80%)	4 (33.3%)	29 (31.5%)	37 (33.9%)
	Never				
		Cape Town [N= 5]	Durban [N= 12]	Johannesburg [N= 93]	% [N=109]
Was the information received worth the time it took to use the library? [N= 109]	Always	1 (20%)	7 (58.3%)	55 (59.1%)	63 (57.8%)
	Sometimes	4 (80%)	5 (41.7%)	37 (39.8%)	46 (42.2%)
	Never			1 (1.1%)	1 (0.9%)
		Cape Town [N= 5]	Durban [N= 12]	Johannesburg [N= 91]	% [N=108]
Did the library usage make a positive difference to your information need? [N=108]	Always	2 (40%)	8 (66.7%)	59 (64.8%)	69 (63.9%)
	Sometimes	3 (60%)	4 (33.3%)	32 (35.2%)	39 (36.1%)
	Never				

Source: Field data (2021)

Table 5.6. illustrates the library services across the branches. It reveals that improvement in the area of access to information (53.6%), however a better response of 63.9% of library users who felt the library made a positive contribution to their information need. Further, a majority, 66.1% of users felt the service rendered worth the time it took using the library. Thus, the library is of value to the organization. Therefore, the library needs to do more to optimize the library services offered.

Table 5.6: Library service effectiveness

		Cape Town	Durban	Johannesburg	%
Are you easily able to use the library in finding what is needed? [N= 110]	Always		33.3%	49.5%	45.5%
	Sometimes	100%	58.3%	50.5%	53.6%
	Never		18.3%		0.1%
Was the service rendered worth the time it took to use the library? [N=109]	Always	20%	66.7%	68.5%	66.1%
	Sometimes	80%	33.3%	31.5%	33.9%
	Never				
Was the information received worth the time it took to use the library? [N= 109]	Always	20%	58.3%	59.1%	57.8%
	Sometimes	80%	41.7%	39.8%	42.2%
	Never			1.1%	0.9%
Did the library usage make a positive difference to your information need? [N=108]	Always	40%	66.7%	64.8%	63.9%
	Sometimes	60%	33.3%	35.2%	36.1%
	Never				

Source: Field data (2021)

5.4.1.7.1. Weaknesses and strengths of the library service

The 111 respondents were asked the weaknesses and strengths of the SABC library service. Ninety-two (92) of 111 library users (82.9%) and 89 of 111 library users, (80.2%) responded and provided what they felt was the weaknesses and strengths of the library service respectively, as follows in Table 5.7a, Table 5.7b and Table 5.7c:

Table 5.7a: Weaknesses and strengths of the SABC Library services

[N= 5]

Weakness	Strengths
Cape Town N= 5	Cape Town N= 2
<ul style="list-style-type: none"> After hours closed 	<ul style="list-style-type: none"> Older products are always found
<ul style="list-style-type: none"> Could be a better system/program that could be used to search for things/information 	<ul style="list-style-type: none"> Able to help
<ul style="list-style-type: none"> Not having everything 	
<ul style="list-style-type: none"> Not up to date with current music trends 	
<ul style="list-style-type: none"> Not digital 	

Source: Field data (2021)

Some of the weaknesses of the Cape Town branch that it was closed after work hours and a library user said that it did not have everything. There was also a need for digitized information stated as a weakness of the library. However, a strength was that staff are able to help.

Table 5.7b: Weaknesses and strengths of the SABC Library services
[N= 12]

Weakness	Strengths
Durban N= 11	Durban N= 9
<ul style="list-style-type: none"> It needs latest technology 	<ul style="list-style-type: none"> Able to keep old records and materials for the benefit of staff and listeners
<ul style="list-style-type: none"> It needs to be developed in terms of technology that will make things easy to get what we want from the library. It needs to preserve all the previous records as people or listeners depend on it to get the materials that are no longer available 	<ul style="list-style-type: none"> Dedicated staff that is always willing to assist *(3)
<ul style="list-style-type: none"> It's still very backwards in terms of technology. They need to move with the times. Be technologically/digitally advanced 	<ul style="list-style-type: none"> Efficiency
<ul style="list-style-type: none"> No serious attempt at archiving relevant content Not operating during the weekend 	<ul style="list-style-type: none"> Helpful
<ul style="list-style-type: none"> None *(3) 	<ul style="list-style-type: none"> Wealth of music content
<ul style="list-style-type: none"> Not many people know it exists 	
<ul style="list-style-type: none"> Not operating during the weekend 	
<ul style="list-style-type: none"> Old system, (Legacy System) requires an upgrade *(2) 	

Source: Field data (2021)

It was interesting to note that a weakness of the Durban library was that “no serious attempt at archiving relevant content. Like the Cape Town branch, the library operating times were highlighted that the library was closed during weekends. Significant reveal was that not many know that the library exists and technology was old. Akin to Cape Town, once again staff being helpful and dedicated that is always willing to assist was mentioned (33.3%) of 12 respondents.

Table 5.7c1: Weaknesses and strengths of the SABC Library services

[N= 94]

Weakness	Strengths
Johannesburg N= 76	Johannesburg N= 78
<ul style="list-style-type: none"> Can be limited in recent works and needs digitisation 	<ul style="list-style-type: none"> Access to a wide range of resources, especially other libraries and subscription services
<ul style="list-style-type: none"> Finances to purchase up to date resources 	<ul style="list-style-type: none"> Accessible information *(2)
<ul style="list-style-type: none"> Getting new relevant material 	<ul style="list-style-type: none"> Accommodates a vast historical material base, maintains history *(2)
<ul style="list-style-type: none"> Has outdated copies, the acquisition section I guess it's not doing its job. No periodicals 	<ul style="list-style-type: none"> All is still organized
<ul style="list-style-type: none"> I haven't come across difficulties except as they can also source books from other libraries if they don't have 	<ul style="list-style-type: none"> All the information you need you get, especially music and new artist
<ul style="list-style-type: none"> Digitization 	<ul style="list-style-type: none"> Approachable and very patient staff. Their manager also helps where there are challenges. Very impressive
<ul style="list-style-type: none"> I think they lack budget to improve the library 	<ul style="list-style-type: none"> Being able to find/obtain information/sound from as far back as SABC existed.
<ul style="list-style-type: none"> If they can have the latest current affairs magazines like Newsweek, Time, because most of the time they are outdated or the latest copy is not there when it should be there 	<ul style="list-style-type: none"> Being there and being available. Very few people have time to go and find in depth resources elsewhere
<ul style="list-style-type: none"> It depends on what the users require. From my own experience I think the library needs to improve its supply in terms of Varsity books (Higher Education) 	<ul style="list-style-type: none"> Books are so much, a lot of books *(2)
<ul style="list-style-type: none"> It is too small 	<ul style="list-style-type: none"> Broad content even in indigenous languages
<ul style="list-style-type: none"> It should play a greater role and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library 	<ul style="list-style-type: none"> Can be directed to the needs of the SABC
<ul style="list-style-type: none"> Not much access for the internet for visitors 	<ul style="list-style-type: none"> Can provide any information
<ul style="list-style-type: none"> It's a bit tucked away and if you don't know where it is, it can be hard to find 	<ul style="list-style-type: none"> Committed staff members who go the extra mile
<ul style="list-style-type: none"> It's too little in terms of space. More books need to be put in. A wide-ranging kind of books 	<ul style="list-style-type: none"> cover quite a wide variety and most of their products are in a pristine condition
<ul style="list-style-type: none"> Lack follow up, information could be more focused *(2) 	<ul style="list-style-type: none"> excellent repository of the country and the SABC's history
<ul style="list-style-type: none"> Lack of books and some books are old, not involved in community project with aim of promoting reading culture 	<ul style="list-style-type: none"> extensive array of what they have to offer, its vast variety *(3)
<ul style="list-style-type: none"> Lack of digital archive or proper archive system 	<ul style="list-style-type: none"> Friendly staff *(2)

Source: Field data (2021)

Table 5.7c2: Weaknesses and strengths of the SABC Library services

[N= 94]

Weakness	Strengths
Johannesburg N= 76	Johannesburg N= 78
<ul style="list-style-type: none"> • Lack of digital offerings 	<ul style="list-style-type: none"> • Good customer service *(3)
<ul style="list-style-type: none"> • Lack of funds to purchase new books and resources *(2) 	<ul style="list-style-type: none"> • Good material highly recommended for academic purpose ; provides books that you can use research or when you further your studies *(2)
<ul style="list-style-type: none"> • Lack of historical information needed for radio (in my experience 	<ul style="list-style-type: none"> • Great selection of old books for research and programming. Also the magazines (but that has been discontinued
<ul style="list-style-type: none"> • Lack of new technology and infrastructure 	<ul style="list-style-type: none"> • Greatest convenience of having resource within the company *(2)
<ul style="list-style-type: none"> • Lack of support and interest on some of our properties 	<ul style="list-style-type: none"> • Has a variety of books
<ul style="list-style-type: none"> • Library doesn't have some of the books I would be looking for 	<ul style="list-style-type: none"> • Has most of the things/tracks needed
<ul style="list-style-type: none"> • Limited book selection, need more books *(3) 	<ul style="list-style-type: none"> • Has some exclusive information that no one else really has
<ul style="list-style-type: none"> • Limited reading space and no computers for internet research or even check material availability in the system 	<ul style="list-style-type: none"> • Huge archive
<ul style="list-style-type: none"> • Limited sources/resources, materials *(2) 	<ul style="list-style-type: none"> • In- house service provider to internal stakeholders
<ul style="list-style-type: none"> • Looks dull 	<ul style="list-style-type: none"> • Intranet online service
<ul style="list-style-type: none"> • Most material is very old, older version of books 	<ul style="list-style-type: none"> • Is to use its identity to reach out to the community
<ul style="list-style-type: none"> • Most of the books are really outdated 	<ul style="list-style-type: none"> • It should play a greater role - and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library
<ul style="list-style-type: none"> • Needs more and newer material 	<ul style="list-style-type: none"> • It's accessible and flexible to staff *(2)
<ul style="list-style-type: none"> • Neglect by top management. It's not a priority 	<ul style="list-style-type: none"> • Its staff. They go beyond their call of duty to assist; and the people who've worked there for a very long time and understand our needs and are always willing to help us *(2)
<ul style="list-style-type: none"> • None *(7) 	<ul style="list-style-type: none"> • Knowledge at your fingertip
<ul style="list-style-type: none"> • Not all sections are digital yet 	<ul style="list-style-type: none"> • Large repository of media and content
<ul style="list-style-type: none"> • Not big and prompt enough 	<ul style="list-style-type: none"> • Library is multifaceted as it consists of Reference library, Music library, Archives and Record library
<ul style="list-style-type: none"> • Not enough African language books that are useful 	<ul style="list-style-type: none"> • Library is situated in a good area
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Love that they always have newly released books
<ul style="list-style-type: none"> • Not giving feedback on some requests 	<ul style="list-style-type: none"> • More collection of dictionaries and more collection of radio books
<ul style="list-style-type: none"> • Not having enough budget to fully migrate to digital service 	<ul style="list-style-type: none"> • Music and sound

Source: Field data (2021)

Table 5.7c3: Weaknesses and strengths of the SABC Library services

[N= 94]

Weakness	Strengths
Johannesburg N= 76	Johannesburg N= 78
<ul style="list-style-type: none"> • Not kept up to date and not an advertised resource 	<ul style="list-style-type: none"> • Offers a lot of information
<ul style="list-style-type: none"> • Not up to date with what is happening in media, it will be important to have books in line with what is happening in the evolution of media especially digitally 	<ul style="list-style-type: none"> • Old information that we need; they don't easy loose products *(2)
<ul style="list-style-type: none"> • Not well known, or utilized 	<ul style="list-style-type: none"> • Patience
<ul style="list-style-type: none"> • Passive staff 	<ul style="list-style-type: none"> • Proactive to invite authors
<ul style="list-style-type: none"> • Digital library, Covid has restricted us so much we should have digital library 	<ul style="list-style-type: none"> • Professionalism *(2)
<ul style="list-style-type: none"> • Poorly run and managed and not digital 	<ul style="list-style-type: none"> • Qualified and willing staff
<ul style="list-style-type: none"> • Proper labelling of material 	<ul style="list-style-type: none"> • Quiet, ordered, clean, some good books
<ul style="list-style-type: none"> • Staff not subject specific. 	<ul style="list-style-type: none"> • Relevant broadcast books
<ul style="list-style-type: none"> • Still have outdated academic books 	<ul style="list-style-type: none"> • SABC is a Public Broadcaster, SABC is open to public. The weakness is that there is tight security that hinders public to access the library. Also the compliance with BCCSA regulation, some of information is not available to certain ages.
<ul style="list-style-type: none"> • Subscriptions to industry magazines have been discontinued 	<ul style="list-style-type: none"> • SABC library has got a lot of archives with great information on history of broadcasting and generally
<ul style="list-style-type: none"> • Technology 	<ul style="list-style-type: none"> • South African books, music
<ul style="list-style-type: none"> • That's it's not electronic/digital and accessible on/from our computers/laptops etc; that there's a huge cataloguing backlog and that searching for/finding relevant audio archival content is almost always reliant/dependent on the News team or those with institutional memory guiding those who work in the library 	<ul style="list-style-type: none"> • staff are always willing to try to assist, helpful *(2)
<ul style="list-style-type: none"> • The library closes too earlier for a library located inside the work building. It makes it difficult for workers who have projects to research after 4 pm and is closed on weekends 	<ul style="list-style-type: none"> • Staff efficiency
<ul style="list-style-type: none"> • Their location. They are located in an area that's not easily seen and found, especially by new people. I wish they were located where they can be seen *(2) 	<ul style="list-style-type: none"> • Staffers, book availability and music (old)
<ul style="list-style-type: none"> • The scant availability of the latest material e.g books and music 	<ul style="list-style-type: none"> • Swift in their response and they have people skills
<ul style="list-style-type: none"> • Their fiction section isn't up to date 	<ul style="list-style-type: none"> • That it's there and available
<ul style="list-style-type: none"> • They do not have the most recent academic books 	<ul style="list-style-type: none"> • Their book collection
<ul style="list-style-type: none"> • There isn't specialised content stuff 	<ul style="list-style-type: none"> • They are very resourceful *(2)
<ul style="list-style-type: none"> • There's undiscovered treasure in there 	<ul style="list-style-type: none"> • They find information

Source: Field data (2021)

Table 5.7c4: Weaknesses and strengths of the SABC Library services**[N= 94]**

Weakness	Strengths
Johannesburg N= 76	Johannesburg N= 78
<ul style="list-style-type: none"> • They are only there because it pay their bills 	<ul style="list-style-type: none"> • They try get out of their way to source books and other information for you including searching achieved material
<ul style="list-style-type: none"> • They lack budget to improve the library *(2) 	<ul style="list-style-type: none"> • To be able to get old records
<ul style="list-style-type: none"> • They need more resources to provide up current material and 	<ul style="list-style-type: none"> • To be honest that there is one at all is already amazing
<ul style="list-style-type: none"> • To books that are irrelevant to the current broadcasting and magazines 	<ul style="list-style-type: none"> • Understanding of the books
<ul style="list-style-type: none"> • To not be strict towards people who default to bring back books 	<ul style="list-style-type: none"> • Volumes of material -- institutional intellectual property
<ul style="list-style-type: none"> • Visibility- where is situated makes it very difficult to access. It's not visible hence I think most people hardly know about its existence nor use it *(3) 	<ul style="list-style-type: none"> • We have a lot, but we are not bragging about them. Maybe if we can capitalize on what SABC is capable of doing
<ul style="list-style-type: none"> • Work with corporate communications to raise awareness amongst staff 	<ul style="list-style-type: none"> • We still have the treasure of South African archive
<ul style="list-style-type: none"> • You don't always feel they know the books you require or the content you need for your story and they don't go out of their way to secure fresh and relevant content/books 	<ul style="list-style-type: none"> • Wealth of information
	<ul style="list-style-type: none"> • You get what you need

Source: Field data (2021)

Some pertinent weaknesses was finances, digitization/digital offerings, outdated materials and poor technology infrastructure. Visibility of the Johannesburg was a concern where most staff did not know where the library was. It has a wealth of information and a “treasure of South African archives was listed as a strength. Once again, like the other branches, staff efficiency was a strength.

5.4.1.7.2. Improvement of SABC Library services

Library users were asked whether they felt the library service needs to be improved. A total of 110 (99.1%) of the 111 the users responded to the question. Majority of users (81%) (Refer to Figure 5.14) indicated that they felt the library service can be improved.

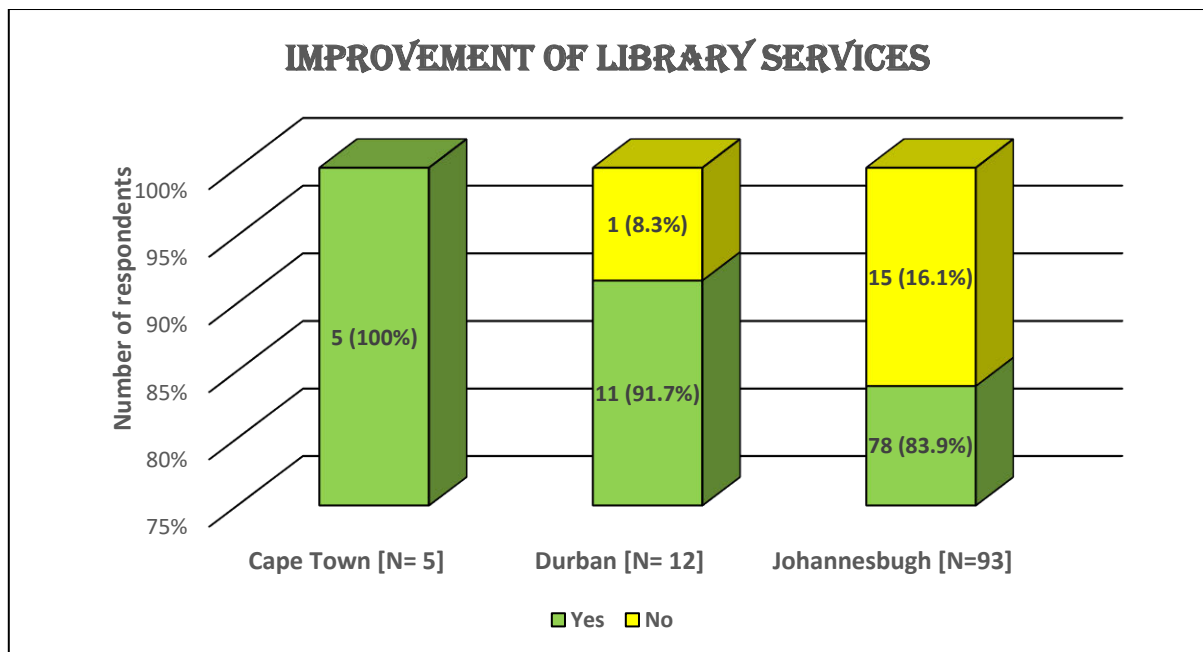


Figure 5.14: Improvement of library services

[N= 110]

Source: Field data (2021)

Those library users (94 (85.5%) of 110) who replied **Yes**, only 86 (91.5%) of the 94 users provided the reasons they felt so.

Their reasons are listed below:

*(Number of respondents that shared the same response)

Cape Town [N= 5]

- Digital;
- Digital improvements and migration;
- Not having everything;
- There could be a better system/program that could be used to search for things/information; and
- There's always room for improvement.

Durban [N= 11]

- Everything is too ancient. I believe it hasn't been revamped since it was installed;

- Go digital;
- Installing of the latest technology;
- Modern technology and frequent trainings;
- New technology must be introduced so that it can be able to improve its service;
- SABC staff should be able to access information at any given time;
- Technology driven;
- The media content can be accessible online. This would be more efficient;
- There needs to be working listening booths and computers for research;
- They need to move with the times. Be technologically/Digitally advanced; and
- We need to move with time and use more.

Johannesburg [N= 70]

- Add more book titles;
- Add the industry magazines. Provide more recent books, audio and resources pertaining to audio and visual production;
- Aligning it to the needs to broadcasting and marketing it;
- All the four legs of the library mentioned above should be digitized;
- Avail system to library users to check for themselves the available material and shelf thereof;
- Bench marking ourselves with the outside world and to follow suit;
- Better capacitated and regularly updated;
- Better training for staff more resources;
- By creating a reading club for the workers, promoting book fare, selling the image of the SABC to the world, by being involve in the youth development and the workers. By being involved in community project e.g. launching books, poverty project;
- By giving the library more budget, I am sure they can improve a lot and make many books available;
- Cataloging and digitizing everything of importance to make it searchable and usable as soon as possible;
- Digitalizing access to archived materials;
- Digitization of material;

- Digitization, must be digital *(2);
- Digitization, self help desks;
- Ensure that the services in Auckland Park are extended to the regions;
- Faster, more sufficient and accurate assistance;
- Find ways of being able to improve the archiving of all stations, even music stations and not only talk radio;
- Get a bigger space and more computers for searching and more study booths;
- Get more books;
- Get more up-to-date books and journals;
- Get new books, technology;
- Good service is always better;
- Have a digital archive/library;
- I answered yes as all library services can always be improved but as it stands, being actually very good, maybe just the mind-set;
- I feel the need to digitalize the library for easy access;
- Improve technology;
- Information is still analogue. Technology is lacking and need to be improved in order to enable users to access information remotely given the pandemic and public;
- It must be dual digital and non-digital;
- It needs to be bigger so to have more books;
- It should be properly digitized to allow staff to search for information for themselves remotely and not having to physically go to the library;
- It should play a greater role and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library;
- It would be good to improve the digital system/interface of the library, where one can easily find information and content readily at hand like on a cellphone/desktop app;
- Keep abreast with the latest resources, in terms of constant update;
- Learning and development in house;
- Liaise more with academic institutions to get well updated books;
- Look after the book, don't throw them around;

- Look and feel;
- Make e-books available;
- More African fiction beyond South Africa;
- More communication from the library to staff about latest additions;
- More computer for internet access and by having table and space for kids to learn freely as well;
- More digital offerings;
- More resources;
- More resources and support from other units;
- More visibility known to all staff, not a selection of staff *(3);
- Need more money;
- Need more updated reading materials;
- Proper cataloguing of material;
- Provide everyone with credential to access online newspapers and magazines and also have a system where one can search for content from their own desk;
- Shelves;
- Staff training and more resources;
- The digitization of library content should be prioritized;
- The infrastructure needs to be revamped and the space needs to be modernized
- The library operating days should be Monday to Sunday, from 9am until 8pm during the week and 9am until 3pm Saturdays and 9am until 1pm on Sundays
- The library should decentralize via IT;
- The location for the library may be rethought for easy access;
- There are no e-books and journals that one could use for academic research. Additionally, to the outdated books there seems to be a lackluster effort to source more African content. The library is also sadly very analog and unable to cope with the digital age, so efforts to digitize the library would be a great benefit to the organization;
- There is always room for improvement in anything we do;
- There is always room to improve. They could work a bit more digitally;
- They can modernize and update their system and try and sound like they are knowledgeable;

- They need to change and follow the trends of what international libraries are offering;
- They should provide us journals, and updated copies of books. We understand information does not lose its value but I guess we should go with times if we want our libraries to be utilized to the fully;
- To more digital, at present there are no audio books and they must organize workshop where writers launch their books, they must allow workers ideas on fundraising for library. SABC library must improve their relationship with community, for example what is the role of SABC library in Soweto community since SABC workers are part of the community;
- Update the material, source current books;
- Use of more technology; and
- Visibility, it took me some time to know that it even exist, some marketing of some sort will help. They should also provide people with information about services offered. Perhaps if I know what more they offer, I would go there for other reasons either than checking the latest new releases. It could also do with more books.

5.4.1.8. Further comments

Library users were lastly asked if they had further comments. Twenty-five (22.5%) library users provided relevant comments, noted below.

Durban [N= 3]

- It would be nice to be able to easily access information stored in the Library without the help of the library staff;
- Looking forward to SABC implementing the Digital Library Project; and
- SABC's library must be an exemplary to other libraries as it is regarded as a heritage due to its importance.

Johannesburg [N= 22]

- A library is very important. Bring it to the people. If it's still in radio park underground then that's my concern;

- Allocate more funding;
- I am a very happy customer. They must keep up the good work and they must be afforded more resources to provide an even better service. They are doing a good job;
- Concerns about easy access to library by sound students of school across the road, when facility is primarily for SABC staffers, NOT sound school, notwithstanding an agreement for them to use SABC equipment;
- Get new books;
- Have open days and advocate and market the space more;
- I hope my answers will add to the positive result of the study. Thank you for this research;
- I love the SABC Library, they so helpful;
- I think the library should have been made more specific on whether it is video, music or book/magazine library. However, I do not use the video library physically but just to make calls and sending emails to find if the tapes I am looking for are there. Then the people who load our programmes are the ones who fetch the tapes from the video library;
- I think they could promote the books a bit more;
- If management is serious about upskilling it starts the library is the important part;
- It should play a greater role - and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library;
- It's a challenge where by your find a big organization like the SABC having libraries but failed to provide the expected service. The principal or chief librarian has to do his/ her job in order to meet the mandate the corporation's library;
- More often than not, I get what I want and need because of who I know. As they leave the SABC that becomes more and more difficult and will render the entire library useless, unless the required 21st century improvements, including technological, are made;
- Most material is very old with older version of books;
- New technology;
- SABC library is underutilized for what is worth. A lot can be done to improve the culture of reading and researching by all radio and television producers and

presenters. Radio and television is all about access to information and entertainment, where the entertainment part is provided for artists and the information part is supposed to be filled by the library. It's difficult to verify information from social media and internet but it's easy from the library;

- Thank you for doing this research. I really hope that this research will bring about a positive result in securing knowledge for the generation to come;
- The library is more to media. If possible balance is needed;
- They should hold info sessions more often to market their offerings;
- To create the love for books a child needs to be part of a library. In our electronic world a book in hand is still the best experience;
- What is the role of SABC library in Soweto community? What is the role of SABC library in the workers culture of reading? What is role of SABC library with the book shops? What is the role of SABC library in Sports and culture in promoting youth development? What is role of library in promoting digital reading? What is role of SABC library in charity; and
- While there are campaigns to encourage staff members to utilize the library more should be done to market the library visibility and importance for the organization.

5.4.2. Library staff questionnaire

The following presents the findings generated from the library staff questionnaire.

5.4.2.1. Distribution and return of questionnaires from participating SABC libraries

Questionnaire were distributed to 21 library staff. The effective return rate (as seen in Table 5.8) was 90.5%, of which is reported herein.

Table 5.8: Return rate for library staff questionnaire**[N= 19]**

Questionnaire for library staff				
SABC Branches	Number distributed	Number Returned	%	Spoilt
Cape Town	3	3	100%	1
Durban	3	2	66.7%	
Johannesburg	15	14	93.3%	
	21	19	90.5%	

Source: Field data (2021)

5.4.2.2. Designation, qualification and duration of employment at the SABC
 SABC library staff were asked to indicate their job title, qualification/s and the duration of their employment. Results are below in Table 5.9a and 5.9b Job titles leaned towards professional titles such as Archivists and Librarian.

Table 5.9a: Designation, qualification/s and duration of employment of the SABC Library staff**[N=19]**

	Designation	Qualifications	Duration of employment
Cape Town [N=3]	Archivist	BA Information Science, Higher Certificate Archives and Records Management, BA Audio Visual Production Management	9 years
	Librarian	Matric	38 years
	Senior Archivist	B.Bibl. Hons (RAU), Post Graduate Diploma in Information Science (UJ)	29 years
Durban [N= 2]	Archivist	National Diploma: Library and Information Studies Diploma in Advanced Management	8 years
	Senior Record Librarian	Honours in Library and Information Science	5 years
Johannesburg [N= 14]	Archivist (3)	BA degree, Honours degree, Post graduate diploma in education, Sound engineering , and Archives certificates (Audio and Visual)	14 years
		Diploma in Sound Engineering, Certificate in Best Practices in Managing Libraries Information and Resource Centre	10 years
		National Diploma in Library and Information Studies Certificate in Archives Studies	5 years
	Clerk Support	Diploma Office Administration Higher Certificate in Paralegal Studies	25 years
	Information Librarian	Matric and experience	Freelancing
	Librarian (2)	BA Information Science and B Hon in Library and Information Science	1 year
		Masters of Library and Information Science	4 years
	Manager: TV Archives	B.Bibl. (RAU) B.Ed. (RAU)	30 years

Source: Field data (2021)

Table 5.9b: Designation, qualification/s and duration of employment of the SABC Library staff

[N=19]

	Designation	Qualifications	Duration of employment
Johannesburg [N= 14]	Manager: Information Library	BA Social Work and B.Bibl.	30 years
	Manager: TV Archives	B.Bibl. (RAU) B.Ed. (RAU)	30 years
	Music Librarian	Bachelors Information Sciences	5 years
	Principal Music Librarian	B.Mus. (Performing Arts) Diploma Music (Individual Teaching)	13 years
	Sectional Lead: SABC Radio Archives	B.Bibl. (Ed); Afrikaans Hons; Information Science Honours	32 years
	Senior Archivist	B.Bibl. (Ed.), Afrikaans Honors, Information Science Honors	30 years
	Information librarian, Book and Magazine Section	Degree in Information Science- Information	10 years

Source: Field data (2021)

The study revealed that there were job designations that included: eight (8) Librarian; seven (7) Archivist; three (3) Managers/Sectional lead; and one (1) Clerk support. Evidently, the title of Librarian is still the most commonly used title, with in some cases specific to their area included such as Information Librarian, Principal Music Librarian and Senior Record Librarian. The same appeared for Archivists posts. However, designations such as Clerk Support was also a post in the library. Unlike other staff who held LIS and related qualifications, this staff member holds a Diploma Office in Administration and Higher Certificate in Paralegal Studies with 25 years at the corporation. Durban's Archivist and Librarian posts are both less than 10 years in those positions but hold LIS qualifications. It was interesting to note that there was also a freelancing Information Librarian employed. Table 5.10 presents the job designation and years of employment chronologically. It is evident that LIS and related fields are held by staff employed in more recent times.

Table 5.10: Designation, and duration of employment of the Library staff**[N=19]**

Designation	Qualifications	Duration of employment
Librarian	BA Information Science and B Hon in Library and Information Science	1 year
Librarian	Masters of Library and Information Science	4 years
Archivist	National Diploma in Library and Information Studies Certificate in Archives Studies	5 years
Music Librarian	Bachelors Information Sciences	5 years
Senior Record Librarian	Honours in Library and Information Science	5 years
Archivist	National Diploma: Library and Information Studies Diploma in Advanced Management	8 years
Archivist	BA Information Science, Higher Certificate Archives and Records Management, BA Audio Visual Production Management	9 years
Archivist	Diploma in Sound Engineering, Certificate in Best Practices in Managing Libraries Information and Resource Centre	10 years
Information librarian, Book and Magazine Section	Degree in Information Science- Information	10 years
Archivist	BA degree, Honours degree, Post graduate diploma in education, Sound engineering , and Archives certificates (Audio and Visual)	14 years
Principal Music Librarian	B.Mus. (Performing Arts) Diploma Music (Individual Teaching)	13 years
Clerk Support	Diploma Office Administration Higher Certificate in Paralegal Studies	25 years
Senior Archivist	B.Bibl. Hons (RAU), Post Graduate Diploma in Information Science (UJ)	29 years
Senior Archivist	B.Bibl. (Ed.), Afrikaans Honors, Information Science Honors	30 years
Manager: TV Archives	B.Bibl. (RAU) B.Ed. (RAU)	30 years
Manager: Information Library	BA Social Work and B.Bibl.	30 years
Sectional Lead: SABC Radio Archives	B.Bibl. (Ed); Afrikaans Hons; Information Science Honours	32 years
Librarian	Matric	38 years
Information Librarian	Matric and experience	Freelancing

Source: Field data (2021)**5.4.2.3. Service provision by the SABC Library**

When asked to state all the services provided by the library, 17 (59.5%) of the 19 library staff did so. There was an extensive array of services specific to the type of special library of the SABC libraries is. Table 5.11 depicts these services. It was significant to note that the most popular service provided was the Newspaper Section (reading, newspapers' cuttings and daily newspapers (SABC articles are sent to management and staff daily) as indicated by 52.9% of Johannesburg staff. Overall,

across all branches, the information library (all books) saw a majority response rate of 52.9%. As per viewing Table 5.11a1, Table 5.11a2, below, the Johannesburg branch offers much more services to the library users. Again, the current affairs resources such as the Newspaper Section (reading, newspapers' cuttings and daily newspapers)- SABC articles are sent to management and staff daily, was indicated by a 69.2% of staff in Johannesburg as a service. Aptly so seeing that this is the library of the national broadcaster in South Africa.

Table 5.11a1: Service provision by the SABC Library
[N=17]

Services	Cape Town [N= 2]	Durban [N= 2]	Johannesburg [N= 13]	%
Archives	2 (100%)	1 (50%)	4 (30.8)	7 (41.2%)
Cataloguing (enrichment of metadata)			1 (7.7%)	1 (5.9%)
Information Library (All books)	1 (100%)		8 (61.5%)	9 (52.9%)
Information supply to departments (sports, news)			1 (7.7%)	1 (5.9%)
Internet cafe (printing, laminating, scanning, photocopy)			2 (15.4%)	2 (11.8%)
Loaning out books and magazines			1 (7.7%)	1 (5.9%)
Magazine section			5 (38.5%)	5 (29.4%)
Media Libraries	1 (100%)			1 (5.9%)
Music Library (instruments and sheet music to classical orchestras in SA and around the world).			2 (15.4%)	2 (11.8%)
Music Library (Deals with Music Instruments)			3 (23.1%)	3 (17.6%)
Newspaper Section (reading, newspapers' cuttings and daily newspapers)- SABC articles are sent to management and staff daily			9 (69.2%)	9 (52.9%)
Online information			1 (7.7%)	1 (5.9%)
Online products (EbscoHost, Internet)			2 (15.4%)	2 (11.8%)
Record Library/ Records management section (deals with all music genres)		2 (100%)	4 (30.8%)	6 (35.3%)
Reference library,	1 (100%)		1 (7.7%)	2 (11.8%)
Repackaging of content			1 (7.7%)	1 (5.9%)
Research for internal and external clients			1 (7.7%)	1 (5.9%)
Research Library (research regarding SABC and other programmes)	1 (100%)		1 (7.7%)	2 (11.8%)
Restoration, audio restoration			2 (15.4%)	2 (11.8%)
Storage and preservation of content (analogue and digital)	1 (100%)		1 (7.7%)	2 (11.8%)
Study rooms for staff			1 (7.7%)	1 (5.9%)

Source: Field data (2021)

Table 5.11a2: Service provision by the SABC Library

[N=17]

Services	Cape Town [N= 2]	Durban [N= 2]	Johannesburg [N= 13]	%
Supply content (complete programmes for re-broadcast and sales; footage for production purposes)			1 (7.7%)	1 (5.9%)
Unique collection (dated back to the 1940's)			1 (7.7%)	1 (5.9%)

Source: Field data (2021)

5.4.2.4. Qualification/s required for an effective and efficient SABC Library service

Respondents were asked their opinion on what is required by library staff to provide an effective and efficient service. Matric and work experience; Library qualification and experience; and a subject specific qualification in the SABC industry were options for their selection. Figure 5.15 illustrates the findings.

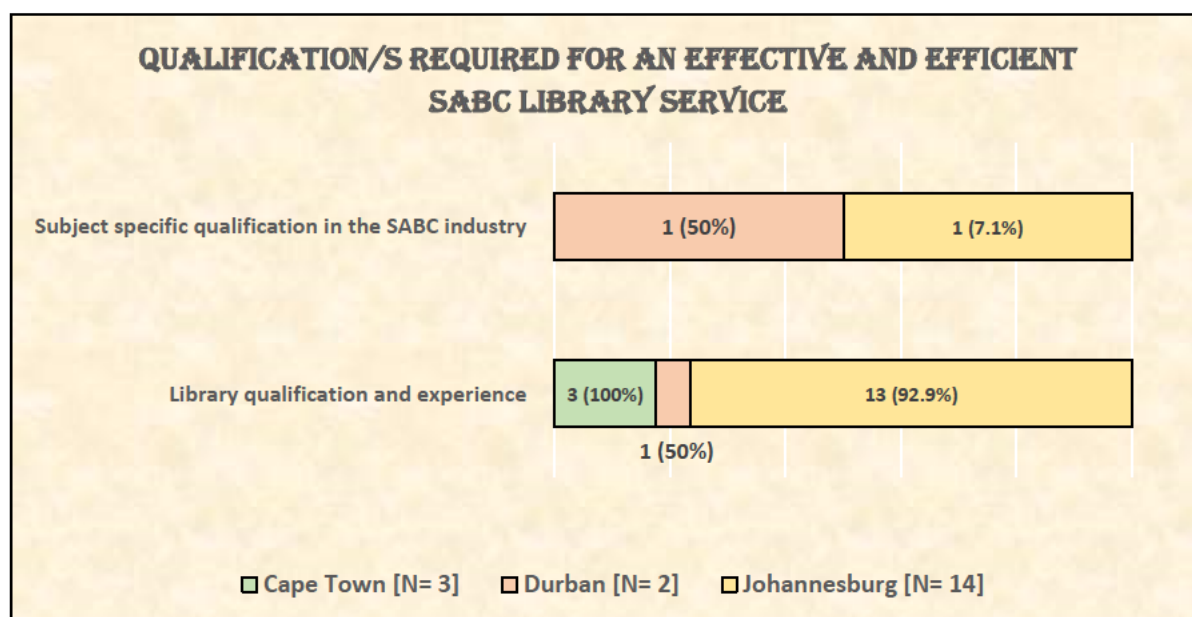


Figure 5.15: Qualification/s for an effective and efficient SABC Library service

[N= 19]

Source: Field data (2021)

It was interesting to find that majority of SABC Library staff (89.5%) view the library qualification and experience as the requirement for an effective and efficient library

service, while majority of library users (68.3%) as seen in the Figure 5.16 below prefer subject specific qualifications in the SABC industry. However, in Durban, there was an equal 50% preference to both subject in the subject specific qualification in the SABC industry and library qualification and experience.

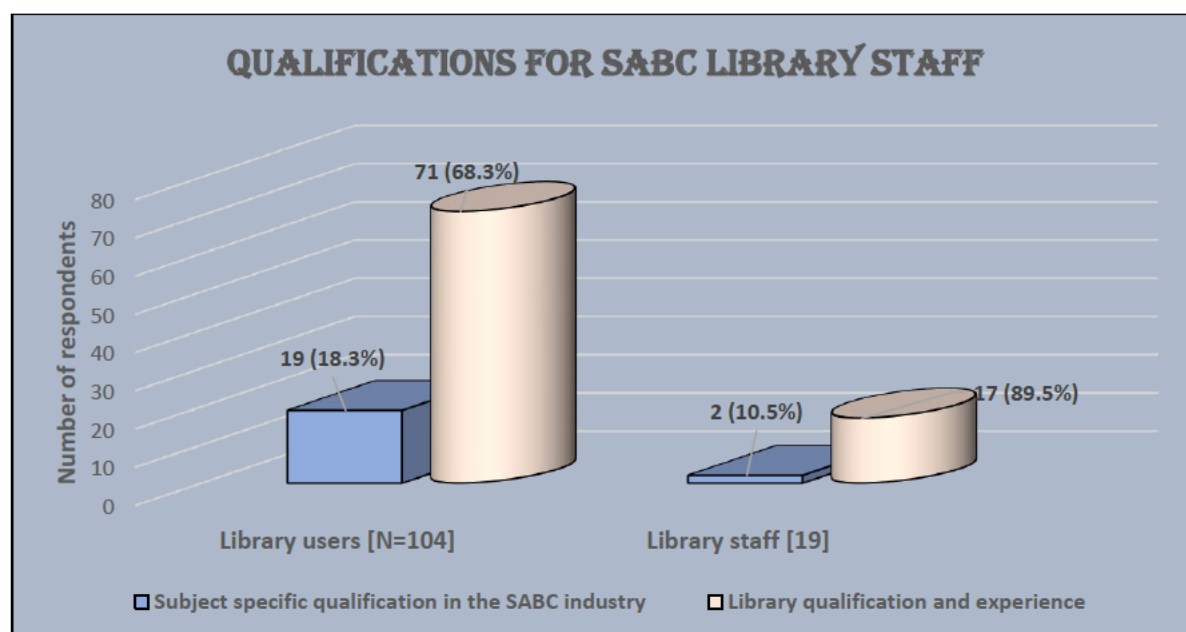


Figure 5.16: Qualifications for library staff

Source: Field data (2021)

5.4.2.5. Effective and efficient service to library users

Library staff were asked if they feel that they are providing an effective and efficient library service to their users. There was only one (1) staff member who responded with a **No**. This is illustrated in Figure 5.17 below.

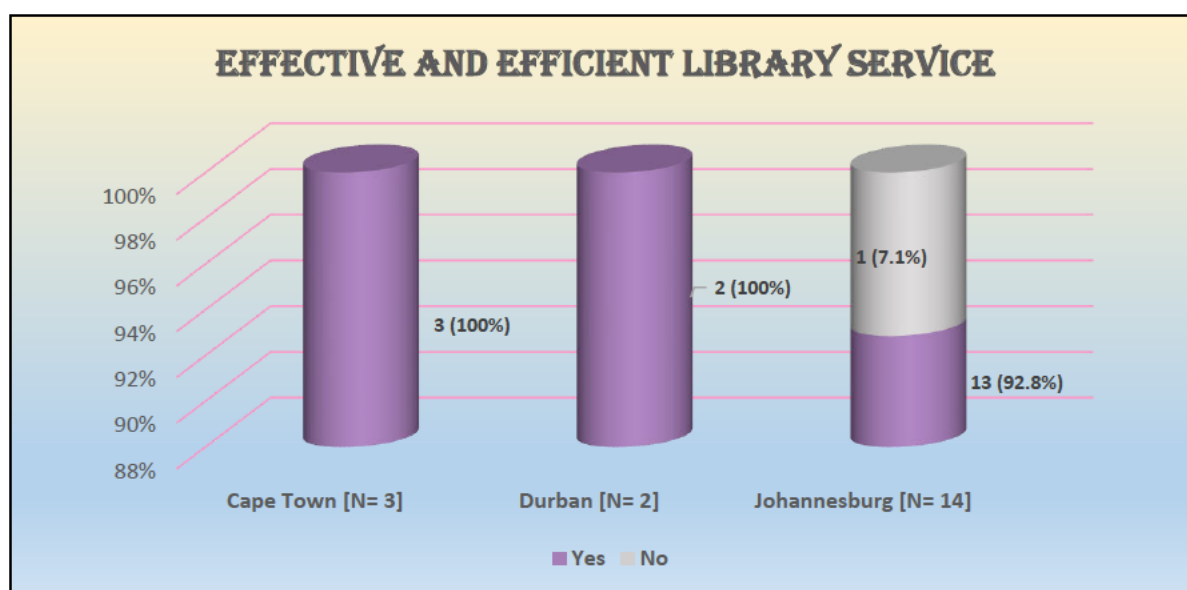


Figure 5.17: Effective and efficient library service
[N= 19]

Source: Field data (2021)

As a follow-up question, they were asked why they felt so. Eighteen (94.7%) of the 19 library staff provided reasons. The one respondent who replied **No** to the question, said: “Not enough budget (for hardware, software, MAM systems), manpower and skills”. Other responses are noted below:

Cape Town [N= 2]

- My qualification and experience over the years has prepared me to be efficient in my work and to identify the gaps to better our services and improve; and
- We are in the majority of cases able to assist users in their requests, and within a reasonable time frame. I am up to date cataloguing broadcasted sound and can therefore assist immediately. Am working on starting pro-active assistance.

Durban [N= 2]

- I have managed to change the day to day operations to suit the situation for UkhoziFM; and

- Training provided by the SABC ensures all queries are handled in a professional manner and this is confirmed by positive feedback received.

Johannesburg [N= 14]

- Being a Librarian is not a job, but a lifestyle, and we learn something new everyday;
- Customer service is always a priority;
- I am able to perform my duties and able to deliver according to our users' needs
- I produce expected results;
- Some of the information we house are rare and special. By preserving and keeping information stored in an efficient manner; helps with retrieval of the information if being needed by clients. Our turnaround time for assistance is pretty quick as long as clients can provide detailed information for needing to acquire our services;
- The different channels are able to rebroadcast old programmes (effective preservation), footage supplied to Production Houses enable the SABC to save costs on productions. General client satisfaction;
- The knowledge and information I have obtained at varsity level enables me to provide good services and the way I was taught made me be able to provide all good things to patrons;
- The music library provides musical instruments and sheet music to classical orchestras in SA and around the world. We are one of the biggest providers of music in SA. We also provide a research facility of clients interested in various artists we might have on our data base;
- The section I work in the library is called Borrowers/Loan section. I make sure that our borrowers get the right music they are looking for broadcasting purposes. Communication skill is vital and information search in my line of job as support staff member in Library;
- We:
 - Archive and Manage Radio Archives News and actuality, music interviews and Music presentations from SAFM, MetroFM, RSG and Radio 2000,
 - Acquisition of news, actuality and music interviews and presentations broadcast content from a variety of sources according to Radio Archives SOP,

- Selection of news and actuality and music interviews and presentation broadcast content with potential archival value from program schedules,
 - Constantly update program schedules and selected programs in consultation with program managers, producers, editors, journalists and presenters,
 - Appraisal of selected and acquired content to establish archival value.
 - Catalogue selected material according to Radio Archives Standards and through thorough research, ensure data integrity,
 - Complete technical duties; e.g. audio editing, compilation of CD's and CD pre-mastering according to Radio Archives SOPs and RAB1 standards
 - Accurate shelving according to Radio Archive SOPs,
 - Process client requests, for archive content, according to client requirements, Radio Archives SOPs and RAB1 standards,
 - Prepare and submit monthly reports,
 - Adhere to SABC Media Libraries SOPs, SABC Archive Policy, SLA's, South African Broadcasting Act, South African National Act and industry best practice,
- We build our collection and market our products regularly;
 - We receive a positive feedback on our services, and always strive to move with the trends and new technologies; and
 - We supply printed music, instruments and equipment to most of the professional orchestras and choirs in Johannesburg and surrounds, and we get positive feedback from them. We regularly get enquiries from post-graduate and post-doctorate students from the University of Stellenbosch, University of Pretoria and North West University for research materials. This often leads them to purchase transcription recordings from the Radio Archives.

5.4.2.6. Weekend and after-hours SABC Library services

The library staff was asked how they service their users' information needs when the library is closed, after hours or during the weekends. This question received a response from the 18 (94.7%) out of 19 library staff. The following are their responses:

Cape Town [N= 2]

- Before I was able to work remotely this was more difficult, but currently being able to work remotely makes it possible to at least assist in information needs to a higher degree. I can now provide sound clips remotely; and
- We are online so I am able take my laptop home and search the catalogue then refer them to their information needs. I am available on my cellphone.

Durban [N= 2]

- All queries directed toward me are received via email and social media platforms such as WhatsApp Messenger and should the need arise to go into the office to search, retrieve and provide material- I do so; and
- I only assist with information depending on what they ask, but it's very difficult to assist them.

Johannesburg [N= 14]

- By email, remotely;
- I have to be at work, I can't service online, since my work required editing sound and recording reel tape and using different software such as Dira, Wave Lab and Dalet;
- Online web-based services such as access to newspapers and magazines;
- Our service is available during operation hours;
- Our users makes sure that on Friday they take everything they will use for the weekend;
- Some of us are available to provide after-hours services;
- Some staff are on standby after hours to assist clients with their content needs;
- Staff is aware that we are closed after hours and weekends. We have never had any requests from staff to open after hours or weekends;
- They have to come back when the library is open;
- They usually know when the library will close, and only request information during working hours;
- Unfortunately, our library does not operate during weekends but in special circumstances we can assist them;

- Very often through WhatsApp, telephone calls and e-mails since the Covid-19 lockdown;
- We communicate online through emails and our social media platforms; and
- We have access to our work e-mails on our cell phones and we can access some information on our laptops, but if it can't wait till working day, whoever is available go to work.

5.4.2.7. Possession and lack of skills and knowledge

Respondents were asked what skills and knowledge they possess that is beneficial for the library service. All 19 respondents answered this question. A further, 15 (78.9%) respondents replied when they were asked what skills and knowledge they lack in providing an effective and efficient service. Findings are presented in Table 5.12a, Table 5.12b and Table 5.12c.

Table 5.12a: Possession and lack of skills and knowledge (Cape Town)

[N=2]

	Possession of skills and knowledge	Lack of skills and knowledge
Cape Town	<ul style="list-style-type: none"> • Basic cataloguing and indexing training received from my B.Bibl. 	<ul style="list-style-type: none"> • As technology changes and develops I sometimes feel I can do with some more technical knowledge
	<ul style="list-style-type: none"> • Computer skills 	<ul style="list-style-type: none"> • Time management
	<ul style="list-style-type: none"> • Friendly, relate to a wide variety of users 	
	<ul style="list-style-type: none"> • Good general knowledge is imperative to doing my work at a higher standard. 	
	<ul style="list-style-type: none"> • Love of music 	
	<ul style="list-style-type: none"> • Methodical and logical 	
	<ul style="list-style-type: none"> • Negotiation 	
	<ul style="list-style-type: none"> • Team work 	
	<ul style="list-style-type: none"> • Technological, communication, 	
	<ul style="list-style-type: none"> • Training still provides me with the essential knowledge needed to do my daily work 	
	<ul style="list-style-type: none"> • Work independently, 	

Source: Field data (2021)

Staff mentioned that they possessed computer skills, basic cataloguing and indexing training obtained from their library qualification, team work and good general knowledge amongst others as seen in Table 5.12a. As technology changes, so too does staff feel the need for more technical skills.

Table 5.12b: Possession and lack of skills and knowledge (Durban)**[N=2]**

	Possession of skills and knowledge	Lack of skills and knowledge
Durban	<ul style="list-style-type: none"> Combination of technical and social 'people' skills to handle my and deal with internal and external clients in a professional manner 	<ul style="list-style-type: none"> One can always enhance their skills to provide a more efficient service
	<ul style="list-style-type: none"> Music knowledge, the culture of our music 	<ul style="list-style-type: none"> Technical skills with of various equipment (reel to reel tape machine mixers)
	<ul style="list-style-type: none"> The need of our clients 	<ul style="list-style-type: none"> Understanding the Indian languages
	<ul style="list-style-type: none"> Understanding of our organizational operations 	

Source: Field data (2021)

Possessing an understanding of the SABC operations and needs of our clients (library users) was indicated. Technical skills with various equipment was indicated as lacking. It was significant that understanding the Indian language was also highlighted as a lacking skill and knowledge.

Table 5.12c1: Possession and lack of skills and knowledge (Johannesburg)**[N=11]**

	Possession of skills and knowledge	Lack of skills and knowledge
Johannesburg	<ul style="list-style-type: none"> Ability to exercise initiative 	<ul style="list-style-type: none"> Computer skills
	<ul style="list-style-type: none"> Ability to identify unique footage or content 	<ul style="list-style-type: none"> Communication skills
	<ul style="list-style-type: none"> Able to provide the information when it is needed 	<ul style="list-style-type: none"> Broadcasting industry knowledge
	<ul style="list-style-type: none"> Accurate spelling ability 	<ul style="list-style-type: none"> Financial skills
	<ul style="list-style-type: none"> Analytic skills *(2) 	<ul style="list-style-type: none"> Library
	<ul style="list-style-type: none"> Broadcasting industry 	<ul style="list-style-type: none"> More skills and knowledge of digital systems.
	<ul style="list-style-type: none"> Cataloguing and indexing skills, 	<ul style="list-style-type: none"> More skills and knowledge of research
	<ul style="list-style-type: none"> Cataloguing using library standards,*(2) 	<ul style="list-style-type: none"> None so far *(3)
	<ul style="list-style-type: none"> Chair a meeting, 	<ul style="list-style-type: none"> Teaching classes about using library resources
	<ul style="list-style-type: none"> Communication - written 	<ul style="list-style-type: none"> Technological skills/knowledge
	<ul style="list-style-type: none"> Communication skills *(3) 	<ul style="list-style-type: none"> Unless if I want to be a manager, I will require skills such as budgeting
	<ul style="list-style-type: none"> Computer Literate skills *(3) 	<ul style="list-style-type: none"> We are in the process of making the library digital. new library digital skill
	<ul style="list-style-type: none"> Creativity *(2) 	

Source: Field data (2021)

Table 5.12c2: Possession and lack of skills and knowledge (Johannesburg)**[N=11]**

	Possession of skills and knowledge	Lack of skills and knowledge
Johannesburg	<ul style="list-style-type: none"> • Customer service • Data cleansing skills • Desire to meet and serve staff • Digitization • Emotional Intelligence • Financial skills • Front Desk Office skill • Good general knowledge • Good interpersonal skills • I can work independently • I have the library back ground and knowledge of how to develop and maintain databases to store our information. • Independent judgment • Information retrieval *(6) • Interpersonal skills *(2) • Knowledge of administration systems (we use SAP software and a system that was developed specifically for the library) • Legal Research and communication • Liaison with different departments in the SABC for insurance and security purposes • Library knowledge • Library qualifications and years of experience and skills • LIS skills • Love for reading, • Organizational skills *(2) • Public speaking, presentation skills. • Qualifications, expertise and experience • Research *(3) • Technological skills *(2) • Theoretical and practical musical background (classically trained), • Thorough knowledge of Western Arts music and music history • Transferring audio from reel to reel tape, cassette, CD and LPs to Arcstore 	

Source: Field data (2021)

Emotional Intelligence, financial skills front desk office skills, good general knowledge, good interpersonal skills, working independently, library background of developing databases and information retrieval were some important skills and knowledge possessed by library staff. Unlike Durban, the Johannesburg library staff indicated computer skills as lacking as well as broadcasting knowledge. Further, library,

technological skills and financial skills were also mentioned as lacking in skills and knowledge.

5.4.2.7.1. Ideal skills for SABC Library services

Library staff were asked what the ideal skills of library staff was. A total of 18 (94.7%) from the 19 respondents provided responses as listed below.

Cape Town [N= 2]

- Basic Library and Information Science skills (cataloguing, indexing and researching). Definitely good communication skills and time management. computer/technical skills; and
- Computer literacy– good working knowledge: *Microsoft Office (Word and Excel and Microsoft Outlook)*, Digital Archiving knowledge and experience, basic knowledge of Copyright.

Durban [N= 2]

- Passion and understanding for music from all around the world. Master the Reference questions and the culture of each station; and
- Sound knowledge of broadcast rules and regulations, search, retrieval and various other technical and social skills seeing as one deals with people on a daily basis. Both walk in clients and those via telephone and email.

Johannesburg [N= 14]

- Ability to think analytically and to develop new or revised systems, procedures, and work flow, Ability to exercise initiative and independent judgment, knowledge of computers, the internet, and commercially available library software, knowledge of a foreign language for communities with non-English speaking populations and a positive attitude toward library users with special needs;
- At archives we have already started with digitization;
- Before generations matric was a requirement. Things have changed now, the Diploma or Degree is an entry for all young generation;

- Communication skills and computer skills;
- Computer skills (knowledge of computers, the internet, and commercially available library software), Knowledge of the philosophy and techniques of library service, Ability to motivate, establish and maintain effective working relationships;
- Good general knowledge, cataloguing skills (correct spelling skills), good eye for quality pictures and video, communication skills;
- Information retrieval, cataloguing using library standards, customer service, communication skills, both verbal and written, interpersonal skills, analytic skills, creativity, organizational and technological skills and research;
- Information Science qualifications, and audio-visual technology knowledge;
- Knowledge of library systems, time management and client service skills are vital as you communicate with various people from different parts of the world;
- Knowledge of the broadcast industry and the library and information science industry;
- Library qualifications and passion for the broadcasting industry;
- Searching, retrieval skills and effective communicating and critical thinking skills. Knowledge of computer literacy, library tools, library systems, user studies, collection development and others;
- Thorough knowledge of Western Arts music and music history, a theoretical and practical musical background (classically trained), research skills, cataloguing and data cleansing skills, financial skills, knowledge of administration systems (we use SAP software and a system that was developed specifically for the library), liaison with different departments in the SABC for insurance and security purposes; and
- To be able to assist with the information all the time.

5.4.2.8. ICT training

Library staff were asked if they went for training. Of the 19 respondents, 16 (84.2%), responded to the question. Further, if their response was **Yes**, they were asked what that training/additional course was. If they answered **No**, they were asked to list the training they would like to have. Only 3 (15.8%) of 19 of the respondents did not go for training. Other non-ICT training was also indicated such as leadership and customer service skills. Table 5.13 illustrates the findings.

Table 5.13: ICT training

	Yes/No [N=16]	Training obtained [N= 7]	Training wanted [N= 5]
Cape Town	No (1) Archivist	<ul style="list-style-type: none"> • Dalet Media Asset Management • Electronic Records Management • Microsoft Excel • RAB Sound engineering course 	<ul style="list-style-type: none"> • Technical training (digital archiving)
	Yes (1) Archivist		
Durban	Yes (1) Archivist	<ul style="list-style-type: none"> • RAB sound engineering course 	<ul style="list-style-type: none"> • Electronic/online use of the library
	No (1) Senior Records Librarian		
Johannesburg	Yes (11) Archivist *(3)	<ul style="list-style-type: none"> • Administrative • Archival studies (Audio and Visual) • Archival training, • Audio training • Best practices in managing libraries, information and resource center • Communication Skills (Written and Verbal) *(3) • Copyright • Customer services, • Dalet 5.1, *(2) • Emotional Intelligence courses; • Emotional intelligent, • Facilitating, • Finance for non-financial managers (Wits Business School) • Interlibrary loan for borrowing books from other libraries. • Intermediate Digital Libraries and Knowledge Centre • Leadership • Libraries and information management • Microsoft computer courses Computer literacy (<i>Ms Word, Ms Excel, Windows, Internet and e- mail</i>), presentation course*(6) 	<ul style="list-style-type: none"> • More up to date training in audio technology (audio formats, and digitization) • Dira training because we work with music. • Marketing of library services
	Information Librarian (1)		
	Information Librarian book and magazine section *(1)		
	Librarian *(2)		
	Manager Information Library		
	Manager TV Archives		
	Music Librarian		
	Principal Music Librarian		
	Sectional Lead: SABC Radio Archives		
	Senior Archivist		
Johannesburg	No (1) Clerk support	<ul style="list-style-type: none"> • Motivational • Music in digital libraries and archives (Summer School in Stuttgart, Germany) • Natural Document Management (NDM)-cataloguing • Organizational • Project management • RAB sound engineering course • Report writing • SABC systems training (InMagic Genie/Newbase/Mindex) *(6) • Time Management*(2) • Train the trainers • Training on our online products (Sabinet, Ebsco and system. social media) *(2) 	

Source: Field data (2021)

5.4.2.8.1. Library functions using ICTs

Library staff were asked what library functions make use of ICTs. The 14 (73.7%) of respondents indicated the following in Table 5.14:

Table 5.14: Library functions using ICTs

[N=14]

Library functions using ICTs	Cape Town	Durban	Johannesburg	%
	[N= 2]	[N= 1]	[N= 11]	[N=14]
Borrowing of books and returns,			1 (90.9%)	1 (7.5%)
Cataloguing digitally – especially working remotely	1 (50%)		1 (90.9%)	2 (14.3%)
Collection			1 (90.9%)	1 (7.5%)
Creating metadata	1 (50%)		1 (90.9%)	2 (14.3%)
Dalet		1 (100%)		1 (7.5%)
Data capturing of new CDs			1 (90.9%)	1 (7.5%)
Disseminating of information/ content.			2 (18.2%)	2 (14.3%)
E-books			1 (90.9%)	1 (7.5%)
E-mails			1 (90.9%)	1 (7.5%)
Excel for budgetary purposes			1 (90.9%)	1 (7.5%)
Housekeeping operations and as for different library activities and services			1 (90.9%)	1 (7.5%)
InMagic DB/Textworks customizes our digital catalogue to give clients the benefit			1 (90.9%)	1 (7.5%)
Internet			1 (90.9%)	1 (7.5%)
Internet, wireless networks, cell phones, computers, software, video-conferencing, social networking, and other media applications and services, Internet cafe,				
Loaning CDs to clients			1 (90.9%)	1 (7.5%)
Newspapers			1 (90.9%)	1 (7.5%)
Online services (audio books and e-books)			1 (90.9%)	1 (7.5%)
PowerPoint presentations			1 (90.9%)	1 (7.5%)
Process of identification			1 (90.9%)	1 (7.5%)
Process of transferring our old card catalogue to a digital catalogue using InMagic DB/Textworks.			1 (90.9%)	1 (7.5%)
processing			1 (90.9%)	1 (7.5%)
Receiving of programmes and content			1 (90.9%)	1 (7.5%)
Research			2 (18.2%)	1 (7.5%)
Retrieval	1 (50%)		1 (90.9%)	2 (14.3%)
Scanning of our newspapers			1 (90.9%)	1 (7.5%)
Storage and preservation functions	1 (50%)		3 (16.7%)	4 (28.6%)
Use of databases			1 (90.9%)	1 (7.5%)
Utilizing ICT to keep pace with the problem of information explosion			1 (90.9%)	1 (7.5%)

Source: Field data (2021)

5.4.2.8.2. Effects of the use of ICTs in job functions and services provided to users

When library staff were asked if the use of ICTs had an effect in their job functions and services provided to the library users, thirteen (68.4%) library staff answered **Yes** to this question while one Johannesburg respondent stating **No** reasoning that “Not really because less people are coming to the library”. The 13 staff who answered **Yes** provided their views below:

Cape Town [N= 2]

- Absolutely, I can assist users that I could not before; and
- It is quick to locate and share information however it could be better should technology be improved to current standards. Current ICT tend to be slow.

Durban [N= 1]

- Dalet for example enables me to load a required sound file onto the system for use in any of the regions within minutes.

Johannesburg [N= 10]

- Able to give the correct information/content in the right format/platform, in a quick-enough turn-around time;
- At present it has not yet added to our day-to-day tasks but when the catalogue becomes available on-line, it will be a great help;
- I can train our library users on how to use the online products;
- Information is transferred easily and it is easy to communicate;
- It has helped delivering our services quicker and the information is right at your fingertips. It also helps in storing and preserving our data for years to come;
- It saves time when we serve clients;
- The use of ICT assisted in my job. We use Dalet and Dira software for sharing and storing information, use of CD's, again we have enough space at archive we are no longer using shelves to store CD's, after cataloguing we save audio to our Arcstore software than burning CD. With those software we can be able to share information with other colleagues in other regions of with presenters and journalist

- They provide newer, better, and quicker ways for people to interact, network, seek help, gain access to information, and learn;
- We move towards the era where the traditional way of doing or running library is fading, the manual way is dying, nowadays everything is technology; and
- We, at the SABC, recently went "digital" and everything new is now file based. Although I am generally old school (like to use physical formats like books and tapes), I can see the advantages of ICT in our work environment. Some of the things I have already experienced are: easier and safer way of receiving new content, easier and more accurate cataloguing, better and more effective storage and preservation and faster and more efficient distribution of content.

5.4.2.9. Weaknesses and strengths of the library services

When posed the questions of the weaknesses and strengths of the library. Sixteen (84.2%) of the 19 respondents provided responses shared their thoughts on the weakness of the library service. The findings saw 17 (89.5%) respondents highlight the strengths of the library services. Their responses were as follows in Table 5.15a, Table 5.15b and Table 5.14c:

Table 5.15a: Weaknesses and strengths of the SABC Library (Cape Town)

[N=2]

	Weakness	Strengths⁵
Cape Town	<ul style="list-style-type: none"> • Media Library (Commercial music, Sound Effects and Mood Music) CD collections to be digitized as soon as possible 	<ul style="list-style-type: none"> • Library service's ability to assist users with information for broadcast
	<ul style="list-style-type: none"> • Technology is outdated, need to be replaced 	<ul style="list-style-type: none"> • Rich collections of archive footage (audio or audio-visual)
		<ul style="list-style-type: none"> • Unique collections, Wide variety of collection *(2)

Source: Field data (2021)

⁵ These responses from 17 library staff members is presented with qualitative content analysis and not to ratio of response per 17 respondents

In Cape Town branch, a weakness was that of the need for materials to be digitized and technology being old needed to be replaced. The library's unique and wide collection and library's ability to assist users was its strengths.

Table 5.15b: Weaknesses and strengths of the SABC Library (Durban)

[N= 2]

	Weakness	Strengths⁶
Durban	<ul style="list-style-type: none"> Digitization in keeping up with global trends and avoid theft of materials 	<ul style="list-style-type: none"> Digitization
	<ul style="list-style-type: none"> Storing physical, hard copies (CD's) creates a space problem 	<ul style="list-style-type: none"> It is always a positive physically walking into the library and getting the help you require and being assisted with alternatives should you not get the material you require.
	<ul style="list-style-type: none"> Too old fashioned and manual for the 21st century 	<ul style="list-style-type: none"> What other institutions do not have, old good music which you can't find anywhere

Source: Field data (2021)

Interestingly, digitization was pointed out as both a weakness and strength of the Durban Branch library. The old music that is unavailable elsewhere is housed in the library is a strength. Limited space was a weakness for the library and that the library was too manual for the 21st century.

⁶ These responses from 17 library staff members is presented with qualitative content analysis and not to ratio of response per 17 respondents

Table 5.14c: Weaknesses and strengths of the SABC Library (Johannesburg)

	Weakness	Strengths ⁷
	[N= 12]	[N= 17]
Johannesburg	<ul style="list-style-type: none"> A large number of our resources are not digital yet 	<ul style="list-style-type: none"> Always available for client at all times
	<ul style="list-style-type: none"> Awareness as it's mostly accessed internally, for the music library is that our database is not online yet so known and unknown clients are unaware of the amount of information we have 	<ul style="list-style-type: none"> Being digitized
	<ul style="list-style-type: none"> Legacy systems that do not "talk" to each other 	<ul style="list-style-type: none"> Dedicated and committed staff that will do anything to assist clients in finding what they are looking for
	<ul style="list-style-type: none"> Not enough skills, expertise and manpower to run the operations 	<ul style="list-style-type: none"> Effective communication
	<ul style="list-style-type: none"> Not having contracts with external clients to use the library whenever they need to 	<ul style="list-style-type: none"> Efficient knowledge about legal matters, especially the Copyright Act, Broadcasting Act and the Open Democracy Act
	<ul style="list-style-type: none"> Not having enough budget to purchase more books and online products 	<ul style="list-style-type: none"> Having unique collections in the library which you might not find anywhere else *(2)
	<ul style="list-style-type: none"> Not having enough finance to finance digital change 	<ul style="list-style-type: none"> Information required by the library's internal and external users
	<ul style="list-style-type: none"> Only staff members can borrow books 	<ul style="list-style-type: none"> Keep up to date with technological changes and willing to adapt to and implement these changes,
	<ul style="list-style-type: none"> People think that you can get all the information on Google 	<ul style="list-style-type: none"> Knowledge of the unique nature of the broadcasting environment
	<ul style="list-style-type: none"> Some of the staff (TV side) say Library is far but the can reach us on emails. We have made things easier for them. When the books are due, they place them in the Library box that is placed at TV side 	<ul style="list-style-type: none"> On point with whatever that happens around the world
	<ul style="list-style-type: none"> Update of the library systems 	<ul style="list-style-type: none"> Our dedication to our clients and our passion for the library
	<ul style="list-style-type: none"> We have not fully migrated to digital, but are in the process to do so 	<ul style="list-style-type: none"> Our turnaround time for request is a day
		<ul style="list-style-type: none"> Passionate people who love what they do
		<ul style="list-style-type: none"> Provide relevant information upon request
		<ul style="list-style-type: none"> Public can come in the library for reading purpose
		<ul style="list-style-type: none"> Radio Archives collects and receives material from all the SABC Public Broadcast Services (PBS) Radio Services of which selected material is catalogued and stored in the various archive repositories across the country
		<ul style="list-style-type: none"> Requests are handled immediately and very professional
		<ul style="list-style-type: none"> Social media advocacy
		<ul style="list-style-type: none"> Support the broadcasting purpose of TV and Radio programs
		<ul style="list-style-type: none"> We have a huge collection of books
		<ul style="list-style-type: none"> we have collection that no other library has
		<ul style="list-style-type: none"> We sometimes work under stress and understand that the journalists work under stressful circumstances,
		<ul style="list-style-type: none"> Willingness to help

Source: Field data (2021)

⁷ These responses from 17 library staff members is presented with qualitative content analysis and not to ratio of response per 17 respondents

The weaknesses indicated was not enough skills, expertise and manpower to run the operations, not fully migrated to digital. Much of the strengths included the staff dedication to clients and passion for the library, requests are handled immediately and very professionally, passionate library staff who love what they do, dedication to the clients and passion for the library was listed as strengths. Some digitization was also a strength.

5.4.2.10. Challenges of the library

When asked of the library challenges. There was a response by 17 library staff. Majority (64.7%) of 17) felt that there were challenges. See Figure 5.18 below.

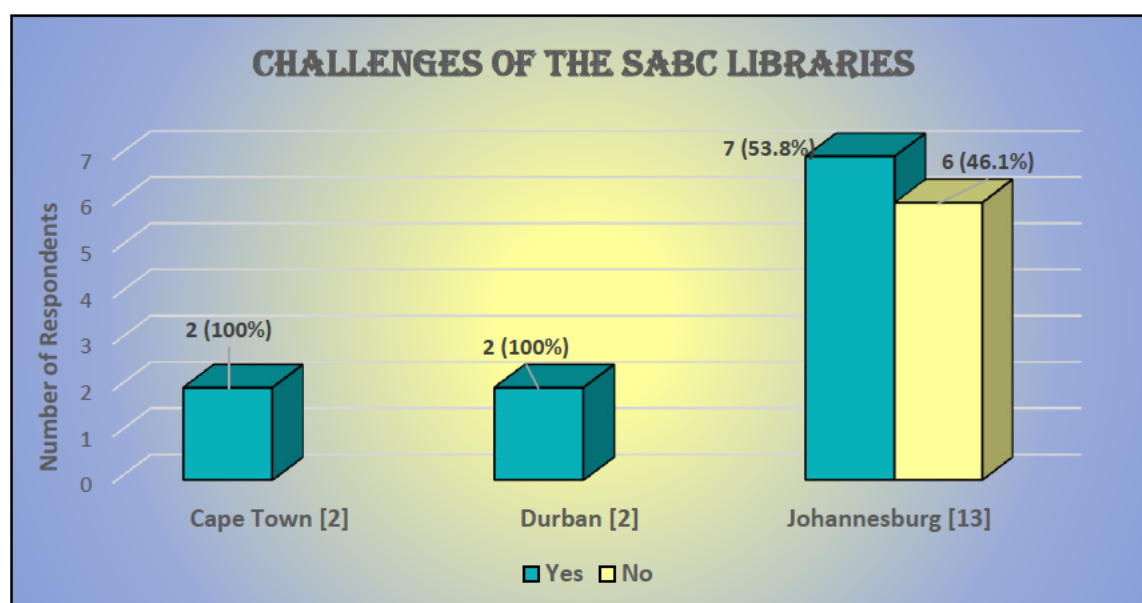


Figure 5.18: Challenges of the SABC libraries

[N=17]

Source: Field data (2021)

A further, 11 (64.7%) library staff highlighted the following challenges⁸:

*(Number of respondents that shared the same response)

⁸ These responses from 11 library staff members is presented with qualitative content analysis and not to ratio of response per 11 respondents

Cape Town [N= 2]

- Money as always. It happens so many times that we need to do something or have something nice we want to do and then the answer is: *“sorry, there is no money”*;
- Digitization is a big challenge, but that comes back to the money issue. Without digitizing our collections we stand to in future lose many valuable material; and
- We fall behind in keeping up to date with technology (Technological obsolescence) ^{*(2)}.

Durban [N= 2]

- Space is a major issue;
- Shortage of certain required tools in archives for example non-functioning equipment; and
- Too old school, very old system of operating.

Johannesburg [N= 7]

- Mainly procurement challenges and budgetary constraints (budget cuts) ^{*(4)};
- Manpower Personnel (shortage of staff) ^{*(3)};
- Skills;
- Obsolete machines, and formats going obsolete before they are digitized;
- Client base lessening;
- Funding for big digital projects; and
- Legacy content on different formats. Especially on TV side, to get everybody on board the digital wagon.

5.4.2.10.1. Overcoming challenges

Eleven of the 19 respondents provided feedback when asked how these challenges could be solved. These are noted below⁹:

⁹ These responses from 11 library staff members is presented with qualitative content analysis and not to ratio of response per 11 respondents

Cape Town [N= 2]

- Good question; and
- Replacing the tools.

Durban [N= 2]

- By moving to the digital world; and
- Liaising with the correct parties involved to ensure adequate stock and proper functioning equipment.

Johannesburg [N= 7]

- More buy-in from management;
- Projects to convert the analogue content to digital;
- Effective change management;
- Find a way to do effective and accurate data migration from legacy-to new systems;
- By marketing our services and products better;
- Getting staff to understand our functions better;
- By persevering in presenting our case;
- Communication with all departments;
- Hiring more qualified librarians; and
- If people can pay their license.

5.4.2.10.2. Improvement of the library service

When asked if the library service needed improvement, 16 (84.2%) of 19 respondents replied. Figure 5.19 below captures the findings. Four (33.3%) library staff (in the Johannesburg branch) did not feel the library service needed improvement.

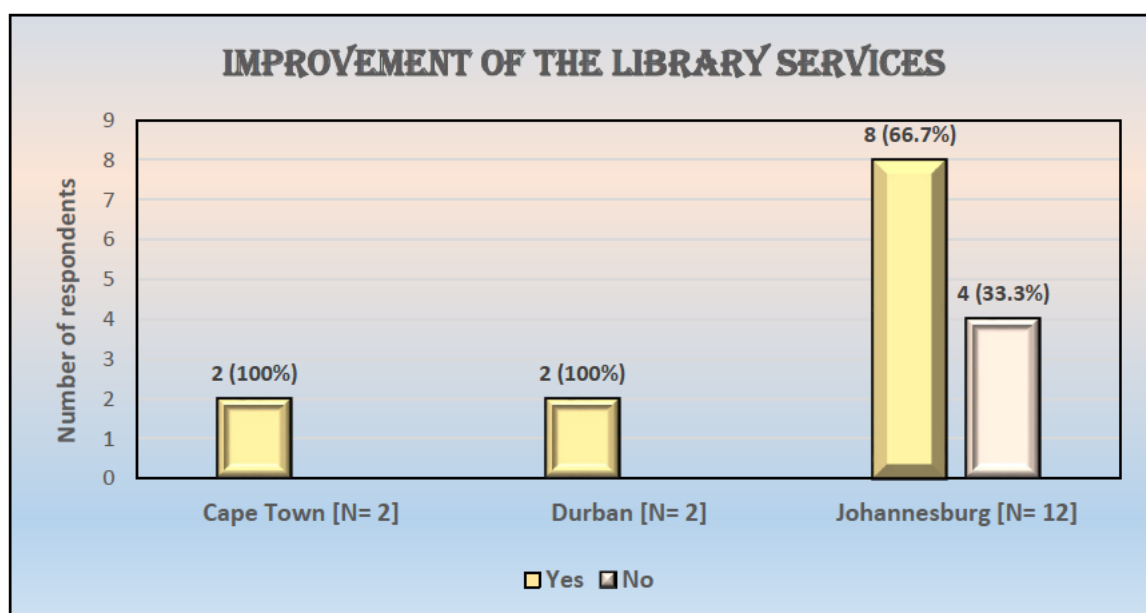


Figure 5.19: Improvement of the library services

[N=16]

Source: Field data (2021)

Of the 12 (75%) staff that responded with a **Yes**, only 11 (91.7%), suggested how the library service can be improved. These included:

Cape Town [N= 2]

- Again digitizing our collections; and
- Replacing the tools.

Durban [N= 2]

- By moving to the digital world; and
- To ensure each request is handled by a specialist in that particular field. There isn't a librarian handling the Lotus FM side of things at the moment for example.

Johannesburg [N= 7]

- By being used more frequently by staff;
- Appoint more people with the right qualifications and passion for the job;

- By persevering in presenting our case;
- Create social platforms online. The world is become digital, we need to increase our digital footprint to reach people from all parts of the world;
- Digitizing most of the content, so it can be easily accessible;
- Online services, digitized content and a skilled workforce; and
- Understanding the client's digital needs.

5.4.2.11. Further comments

Library staff were given the option the option to indicate any further comments. Four Johannesburg staff members shared their thoughts noted below:

- *“Before 1961 the SABC had no Library. Staff members and departments ordered books individually and did not organize or store them properly. Dr Burgers – the then Head of the Afrikaans Service, identified the need for this to be done. The result was the establishment of a library in Johannesburg. The first librarian was Ms. Rhoda Barry. She catalogued and organized the books, which at that time made up a small collection of mainly fiction and books that were presented by on radio announcers. By 1979 the collection had grown to 10 000 books that were catalogued on a card system and comprised both fiction and non-fiction. During 1988 the library was computerized and started ordering and circulating periodicals on behalf of all SABC staff” – excerpt from the SABC;*
- I am working at Radio Archives, I don't know problems experienced by other libraries such as TV archives, news archives, reference library, record library, restoration library and other libraries;
- Library existence rely mostly in making community awareness about libraries existence and encouraging the young and the old to use the libraries. It looks like in black communities, libraries are few and many are not aware about the values of libraries; and
- There is a place for all kinds of qualifications in the SABC archives-People with matric, post matric qualifications and job experience.

5.4.3. Findings: Interview Schedule

The researcher conducted online interviews through the *Microsoft Teams* platform with four (4) of 6 (66.7%) managers. The findings are presented below.

5.4.3.1. Branch and designation/job title

SABC managers were asked to specify the SABC branch they work at and their job designation. Table 5.16 presents the responses.

Table 5.16: Interview demographics

[N= 4]

Branch	Job designation
Cape Town	1 (HR Consultant)
Durban	1 (HR Consultant)
Johannesburg	1 (Head of Radio and Regional Technologies) 1 (Manager: Media Libraries) ¹⁰

Source: Field data (2021)

5.4.3.2. SABC libraries' services

The following findings delve into the services of the library.

5.4.3.2.1. Need for the library service

When managers were asked if there should be a library service, all four (100%) respondents said **Yes**. Their motivation is captured below¹¹:

Cape Town [N= 1]

- The library is very important in the broadcasting organization. Some do not see the importance of a library;
- Area of archiving, clients return for records from the past. They should have archives where records that are kept, records for future reference; and

¹⁰ This respondent is not library staff

¹¹ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

- It is a very important department to have within the organization.

Durban [N= 1]

- We have evolved from LPs and people submitting original cassettes to the organization. This becomes part of the archives; and
- DJs like to use old music and sample music so the library is a reference for that.
- The library service allows us to 'know'. The first Drum magazine when SABC was featured in is in the library. People can see where the SABC came from in history.

Johannesburg [N= 2]

- The Mandate in Parliament encourages the SABC library's existence. However; it is not just law. In the world, libraries are rated as important, but not so important in South Africa;
- People need correct information so SABC broadcasters rely on the library to provide credible information;
- Look after things;
- Educate staff;
- Archive broadcasts for future use;
- Preservation; and
- The input for radio and television starts at the library. Radio music is from the library, catalogued music anyone can search, it is filed there, and material gone on-air is reused for prehistorical look to the library. Any activity that went through radio is catalogued and put in a repository.

5.4.3.2.2. Services offered by the library

The managers were asked to list the services offered by the library. The traditional items in a library such as books, CDs and magazines were listed. It was notable that the scope of the special library extends to external clients as well. The responses gathered are noted in Table 5.17 below:

Table 5.17: Services offered by the SABC libraries**[N= 4]**

Library services	Cape Town	Durban	Johannesburg	Total
Archives (old material and broadcasted materials)			1 (50%)	1 (25%)
Archiving Long Play (lps) records		1 (100%)		1 (25%)
Books	1 (100%)	1 (100%)	2 (100%)	4 (100%)
Broadcast related resources and all other functions that support broadcasting.			1 (50%)	1 (25%)
Checkout old and new newspapers		1 (100%)		1 (25%)
External clients such as Etv, persons preparing for activities such as Women's month and Heritage Day			1 (50%)	1 (25%)
Information library			1 (50%)	1 (25%)
Journalist make use of the library			1 (50%)	1 (25%)
Long Play (lps) records	1 (100%)			
Masterings			1 (50%)	1 (25%)
Magazines in the Information Library			1 (50%)	1 (25%)
Media library	1 (100%)			
Moving to different formats.			1 (50%)	1 (25%)
Music compact discs	1 (100%)	1 (100%)		2 (50%)
Music library			1 (50%)	1 (25%)
Online products (EbscoHost, Sabinet, Pressreader, Juta Law)			1 (50%)	1 (25%)
Print industry (newspaper houses) access old clips from their old newspapers as the SABC collects, archives all newspapers.			1 (50%)	1 (25%)
Records library provides music to radio stations			2 (100%)	2 (50%)
Reference books				
Retrenchments checking if there is outstanding resources with staff	1 (100%)			1 (25%)
Terminations of staff resigning and exiting the company,	1 (100%)			1 (25%)
Transcriptions			1 (50%)	1 (25%)

Source: Field data (2021)**5.4.3.2.3. Make the service known**

SABC managers were asked if they made the service known to the other staff members. It was apparent that the managers did not directly make the library service known to the staff but there was evidence of awareness of the library marketing strategies in place and involvement of managers. A manager emphasized the various library marketing, promoting and awareness strategies in place at the Johannesburg

library branch saying: “This is a survival method- so we try”. Other responses are captured below¹²:

Cape Town [N= 1]

- If there are money issues, an outcry or if something is needed in the library and if staff are in possession of outstanding material, library staff approach HR and this is taken and conveyed in meetings; and
- The newsletter titled Corporate Communications feature the library service so that staff is aware of the library services. The library is important to have in the organization.

Durban [N= 1]

- Monthly the library sends communication to staff of new books and reviews of new books that is available in the library.

Johannesburg [N= 2]

- Book exhibitions;
- Corporate Communication send emails on campaign;
- Corporate Communication partner and with learning and development departments;
- Library staff encourage people to visit the library with mini gifts, stand outside and give staff items that have small pamphlets about the library;
- In archives. For Radio Day staff participate in radio show, heritage day, talk what we have in audio;
- Initiatives such as Press newspapers clippings are kept;
- All articles on SABC cut and paste to management team, proactive to let the team know what is happening if respond or not. This makes the library to be at the “back of the mind” of executives so they remember, we try to “make sure we are in people’s faces”;

¹² These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

- Many know about, Library Day, Radio Day, Archive Week;
- Radio and television information/resources (e.g. interviews) storing and preservation activities;
- Monthly information to staff of new products;
- Open Day;
- Some of the copies (music and books) are taken and sold. This create sales for the library. Queues of people come; and
- Information about what the library is and they can have access.

5.4.3.2.4. Strengths and weaknesses of the library service

When managers were asked the strengths and weaknesses of the library service, some significant points were provided by all managers. Table 5.18 below illustrates the findings.

Table 5.18: Strengths and weaknesses of the library service**[N= 4]**

	Strengths	Weakness
Cape Town	<ul style="list-style-type: none"> • Audits with the library no fraud or problematic • Communicate well • Follow best practices • Know what they doing • Professionally conduct themselves • Well organized, • Work professionally • Work together • Work well professional relationship with clients with external and internal clients 	<ul style="list-style-type: none"> • Promoting and marketing the library. The Johannesburg libraries does it or if do it well but is a weakness in province
Durban	<ul style="list-style-type: none"> • Access to any author or artist • The SABC has a strong presence that is an advantage for the library service 	<ul style="list-style-type: none"> • Make the library exciting, get artists in for promoting the library • To have e-books instead of going to the library
	<ul style="list-style-type: none"> • Accessibility to take out a laptop Clients need not visit the library physically to get what they want • Accessibility, pre-packaging material such as putting onto Dalet or Dira, fewer staff are available for production so library staff help them reuse information 	<ul style="list-style-type: none"> • Not fully accessible, the library is not completely accessible-only 20% accessible to clients which is a serious weakness • Staff tend to fall into routine take it for granted that they are appointed and getting salaries so they don't go out of their way to be out there, to let people know what is offered or go out of the way to assist users
Johannesburg	<ul style="list-style-type: none"> • Best content in the archives date back to 1936. • The library is very accessible on websites, no other department is as accessible. We answer on other things that are not related to the library very helpful, happy to be a contact point for the SABC and redirect clients who need help elsewhere if the library is unable to assist • Can get anything online at your desk, • Newspaper houses don't have storage facilities but the SABC collects and archives newspapers • The Information Library is one of the best in the country • You can get anything in all 11 languages including Kwekwe, only at the SABC 	<ul style="list-style-type: none"> • Technology is 'not up there', • To allow external persons such as Prince Harry to access the library for historical information anywhere in the world for a fee • We need to 'up the game' by becoming more visible to clients so they get what they want out of us

Source: Field data (2021)**5.4.3.3. Job functions with use of ICTs**

A manager highlighted that the “library was lucky to be part of the Technology department so the library is lucky to be part of the department to ask and get what is needed. We are up to date with what needs to be used to reach users, preserve and make resources accessible

to anyone who wants to use it. The corporation purchases these technologies to do library and archiving work". Hence it was apparent that technologies are used in the libraries. Further, when managers were asked what jobs functions are done with the use of ICTs, the responses are listed below¹³:

Cape Town [N= 1]

- The Librarian/Archivist needs ICT to use a specific system to check over the years under a staff profile to track records of the library;
- Assist in administration; and
- Check for outstanding materials.

Durban [N= 1]

- To share current and past information in the archives, digitally.

Johannesburg [N= 2]

- Library staff are able to scan and store information from print media (digitization). They use equipment such as scanners and software;
- Indexing;
- Transcriptions need system;
- Equipment to move LP to CD format;
- Filter the noise etc. adjust levels for clearer audio;
- Repository of online journals;
- Use of technology to file;
- To index; and
- To make resources searchable.

¹³ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

5.4.3.4. Qualifications, skills and knowledge of library staff

Managers were asked questions relating to the qualifications, skills and knowledge required for library.

5.4.3.4.1. Qualification required for library staff and reasons

Managers were asked what qualification/s they look for when hiring for the library. All four managers emphasized the need for various library qualifications, emphasizing the need for LIS graduates. However, for the Archives, a manager felt non-LIS qualifications was a requirement such Sound Engineering. These findings are presented in Table 5.19.

Table 5.19: Qualifications for library staff

[N= 4]

Cape Town	Durban	Johannesburg
<ul style="list-style-type: none">LIS or Archivists qualifications (minimum qualifications degree NQF 7 level)	<ul style="list-style-type: none">Degree in information Studies, (must be NQF level 7, experience 1 year in cataloguing)	<ul style="list-style-type: none">LIS- DiplomaLIS- Degree *(2)LIS- MastersNon- LIS degree for the Archives

Source: Field data (2021)

Further, they were asked to provide reasons. The following reasons were provided¹⁴.

Cape Town [N= 1]

- Candidates need to go to tertiary institutions for study. It is Important that the person learnt theory and practice.
- The NQF 7 level is entry into the organization, we want someone who is qualified, understand the library field and knowledge and with the qualification obtained. We cannot take someone without a LIS qualification because, what knowledge is the person going to be giving? The person will be able to apply critical theory that will

¹⁴ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

guide users. It is important that they have qualification in the field to apply practical theory in the workplace

Durban [N= 1]

- Good communication skills;
- Must be able to work as a team;
- Knowledge of current affairs is needed. They must be aware of what is happening so they can retrieve information quickly; and
- Persons need to know about legislature and copyright.

Johannesburg [N= 2]

- The person must know about archiving and regulation and policies as they help SABC in industry standards to set up a library, and generate new policies;
- Create repositories;
- Employing with LIS qualifications is the standard we do now. Older staff trained themselves inside. Sound engineers were also employed. We take LIS graduates and teach them sound engineering; and
- Without a degree, you are saying that what you are doing is not important, hence people can walk all over the person so we insist on a degree in information science. Archival posts do not really go for LIS qualifications but a degree with at least one major in the archive field. For example, for Archive positions, subject expertise is needed so a degree in the field of the archive such as, news and current archives needs a history degree, sports archivist can hold a sports management degree- hence subject specific qualifications.

5.4.3.4.2. Necessary skills and knowledge for library staff

Managers were asked what skills and knowledge were necessary for library staff. Table 5.20 reflect these findings.

Table 5.20: Necessary skills and knowledge for library staff**[N= 4]**

	Cape Town	Durban	Johannesburg	Total
Cataloguing skills			1 (25%)	1 (25%)
Communication skills		1 (25%)		1 (25%)
Computer skills		1 (25%)	1 (25%)	2 (50%)
Copyright Act and knowledge	1 (25%)			1 (25%)
Different book and music genres		1 (25%)		1 (25%)
Excellent library and information studies knowledge and understanding	1 (25%)			1 (25%)
Index			1 (25%)	1 (25%)
Information Technology skills			1 (25%)	1 (25%)
Library and Information Studies course skills			2 (50%)	2 (50%)
Of the broadcasting industry	1 (25%)			1 (25%)
Operating equipment in archives (cassette machine, operate a CD, a record)			1 (25%)	1 (25%)
Other Acts governing the library	1 (25%)			1 (25%)
Patience and understanding for each client that comes in		1 (25%)		1 (25%)
People skills		1 (25%)		1 (25%)
Sound engineering		1 (25%)		1 (25%)
Storage knowledge			1 (25%)	1 (25%)
To use different library systems	1 (25%)			1 (25%)

Source: Field data (2021)**5.4.3.5. Challenges of the SABC Library**

Managers expressed their views, when asked about the challenges experienced by the library. All four managers answered this question¹⁵.

Cape Town [N= 1]

- The Principal Librarian is only left with an Archivist and Librarian (to leave soon). With the Section 189, the challenge was with staff taking packages, and the SABC pushing to fill vacancies so that the library is not left unattended.

Durban [N= 1]

- A lot of people retrenched; and
- Require certain skills to perform jobs.

¹⁵ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

Johannesburg [N= 2]

- Competing for resources- competing for technological resources come second for the library- we always last in line, understand the Studio and Radio gets upgraded first since they generate fund;
- 'Importance of the library service becomes important'. The Section 189 process tested and realized how important you are or how you are rated? At the time, HR couldn't make appointments but now can appoint. Positively, it resulted in an opportunity for more appointments in library than previous;
- Not getting new music so have to purchase using iTunes, YouTube, Spotify
- Remain relevant to client;
- To let people know that the library exist and what the library offers;
- Recognition of the profession; and
- The library is part of the SABC so financial problems will affect the library.

5.4.3.5.1. Overcoming challenges

Further, the managers were asked how the challenges could be overcome. Below are responses to how the challenges could be overcome. Significantly Library and Information Association of South Africa (LIASA) membership was highlighted¹⁶:

Cape Town [N= 1]

- By employing to fill the posts in the library. Currently, the recruitment process is taking place. It will take some time but the, regional manager makes sure that some places are not left unattended while the recruitment takes place.

Durban [N= 1]

- Digitization should happen and more library space;
- Employees must upskill themselves, by further study;
- Keep abreast of times;

¹⁶ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

- Skills and knowledge up to date- this makes the librarian become better at his/her job. A large percentage of upskill by staff is to self-develop to be efficient and resourceful; and
- LIASA membership will keep you updated.

Johannesburg [N= 2]

- By making sure we get relevant by getting relevant material what the SABC wants;
- Engage technology to get correct technology to preserve and make information accessible to everyone;
- It is beyond the libraries, depends on the sustainability of the organization. Part of library is to participate to turn around the organization;
- Market ourselves to clients;
- Provides right music according to the mandate of the radio stations; and
- The library will participate in online streaming. Digitization project is in process.

5.4.3.5.2. Improvement of the SABC Library service

Managers were asked if they felt that the library could be improved. All four (4) respondents replied with a **Yes**. In addition the managers were asked to provide reasons for their response. Marketing and promoting the library service and digital access to information were as the most significant reasons provided. Other reasons provided included¹⁷:

Cape Town [N= 1]

- To advertise the library very well;
- Building and sphere of relaxing and advising. Former colleagues say the library used to be entertaining;
- Corporate Communication has procedures to follow to advertise in it;
- The Regional Operational Managers and RTT manager can liaise to do things

¹⁷ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

- Must promote the library as a good and 'warm' place. To make the library a 'warm' place for staff to enjoy the library;
- Library must be advertised and promoted well. Johannesburg is very good in promoting the library;
- Staff should not forget that the library is still there;
- Learning and reading doesn't stop, have a place to enjoy what the company has for them, it is a nice place; and
- To encourage library usage by staff.

Durban [N= 1]

- Create awareness, creativity, promoting and marketing it, in innovative ways;
- Keep up with the times; and
- The library should not only be for work purposes.

Johannesburg [N= 2]

- Become more digital, preserve more and store. To do that costs a lot of money. Some material stored is messed up;
- The library is already digital but our but workflows right now is more manual and not digital; and
- The library must be accessible to anyone in the world can search, see what we have, click, we get the message, check with the copyright and legal department, get payment and send information through as an attachment.

A significant find was that majority of library users (85.5%) and library staff (75%) felt that the library services could be improved as seen in Figure 5.20 below.

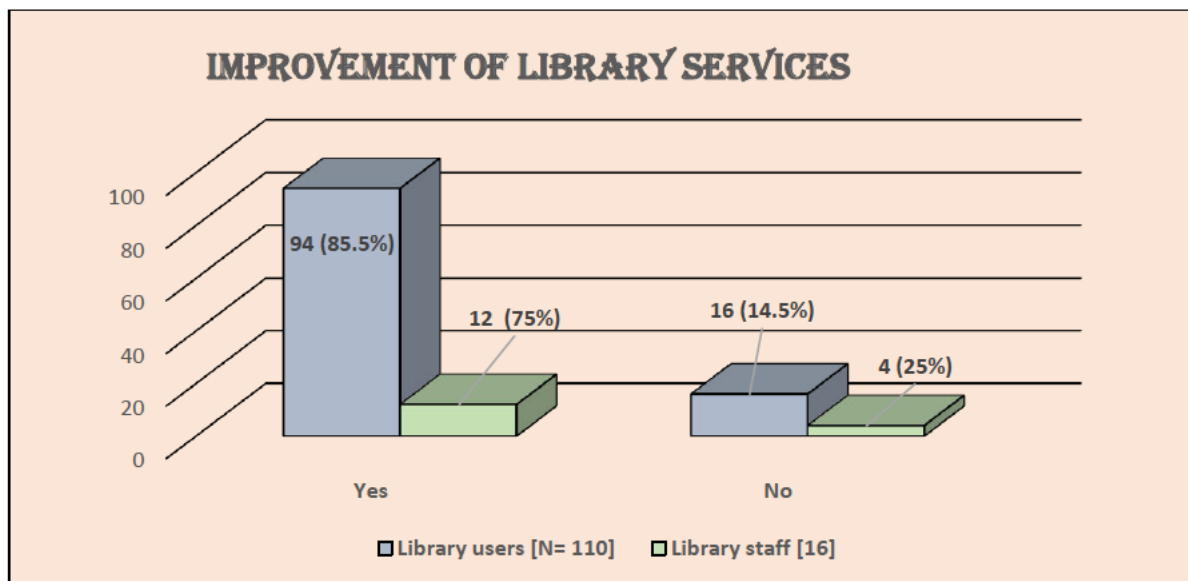


Figure 5.20: Improvement of SABC Library services

Source: Field data (2021)

5.5. Further comments

Lastly, managers were asked to provide any comments that they had. The one manager (Johannesburg) made these significant comments¹⁸:

- Find during recruitment interviews that individuals went into the library field for the sake of it, not for the passion. This is a bit of a worry;
- SABC must have a book reading hosting a school; and
- Section 189 made staff realize that it is up to us to be seen as important SABC wants to build it and see it important serious matter live for it. The 'past is our future'. If not for the law in the country to have libraries, we wouldn't have. Individuals like Thabo Mbeki and Pallo Jordan made attempts to build libraries, history and heritage. At the SABC, we fight for the libraries, if we stand back we do not get anything. Overseas, libraries are a serious matter and not taken lightly. "People live for their libraries".

¹⁸ These responses of managers is presented with qualitative content analysis and not to ratio of response per respondents

5.6. Summary of chapter

The study explored the role and value of the SABC libraries in the information age. This was achieved using two web-based questionnaires and conducting interviews. That cumulated a successful 70.7% response rate, from 69.4% of SABC library users retrieved through an online questionnaire. An effective return of 90.5% library staff using another online questionnaire and from interviews conducted with 66.7% SABC managers- all provided significant findings. As per the rationale behind this current study, it was evident from data gathered that all three populations demonstrated a need for the special library services at the SABC. There was a concern in the Durban and Johannesburg branches where the library was not known of by the SABC staff members. Digitization was emphasized throughout the findings showing that the library is moving in the right direction in the information age. Each instrument findings were presented separately with careful detail to provide a clear picture by triangulating each instrument with the SABC branches. Hence, each case and cumulative overall finding were presented per instrument. The next chapter discusses the salient findings in the context of the objectives of the study and the literature reviewed.

CHAPTER SIX: Discussion of findings

6.1. Introduction

The previous chapter presented the findings of the study obtained from the SABC library staff, library users and managers resulting from two web-based questionnaires and interviews respectively. This chapter discusses salient findings from the current study in view of the objectives and critical questions of the study.

The objectives of the study were as follows:

- To ascertain the role and value of the special library service in the information age at the SABC;
- To determine the extent to which the SABC libraries services have been influenced by ICTs; and
- To draw on possible best practices and trends that can be implemented by the SABC libraries.

In attaining the objectives stated above, the study was guided by the following research questions.

- What was the value and role of the special library service in the information age at the SABC?
- What was the extent to which the SABC libraries services have been influenced by ICTs?
- What challenges did the SABC libraries face in meeting their needs of their users?
- How could these challenges be overcome?
- Were there best practices and trends that could be adapted/adopted by the SABC libraries?

6.2. Discussion of findings in terms of research questions of the study

A mixed methods approach leaning towards the interpretivist and pragmatic paradigms was employed for this study. A hermeneutic approach to discussing the findings of the study was taken. Thus, it is through this lens that all three data collection instruments findings were triangulated. Due to the nature of this study, narratives

proved to be useful in pointing out pertinent issues arising from the study. Hence the hermeneutic nature of this study allowed for significant issues to be highlighted.

6.2.1. Value and role of the special library service in the information age

In Kantor and Saracevic's (1999: 5) study to measure the value of the special library, a pertinent question was put forward that is still asked today, which is: "Where do we find the value of the libraries and information services provided to the corporations?" This claim was that the best leverage in assessing impact was to find out from the users. This current study too, gathered information from the library users as one of three target populations at the SABC. The findings relating to this research question is discussed under certain broad themes drawing from the data collected from SABC library user as well as, library staff and managers.

6.2.1.1. Value in the usage and role of the SABC libraries

The SABC is the country's public broadcaster in South Africa. Interestingly, much emphasis is placed on information services as seen in the SABC's mandate (SABC Mandate: 2015) which states that the corporation "establish and maintain libraries and archives containing materials relevant to the corporation". With that documented, it was no surprise that libraries exist in the SABC branches throughout South Africa. However, unlike the fate of many special libraries that have closed down, the SABC remains operational. A manager interviewed highlighted that *"if not for law, there would be no libraries"*. Hence the mandate stipulation allows for the continued library services at the SABC.

With the rise of the Internet and electronic sources, Stuart (2017), said that it is common to hear that the library is no longer necessary. One library non-user explained his/her views on not using the SABC library by stating: *"We use our sources to obtain information, such as Google. We are working in the digital age, meaning heading to the library to research every piece of information is illogical when we can access that information within seconds on our computers or phones"*. Though, librarians were seen as gatekeepers of information, Stuart (2017) likens their role to that of a tour guide. The author motivates that the librarian is so integrated in organizing and providing information. This suggests a shift in the traditional and stereotyped role of the librarian.

While automatic membership is received upon employment at the organization, the study revealed that majority, 111 (53.8%) of 206 SABC staff surveyed make use of the SABC libraries. A little less than half of the SABC staff (43.1%) do not use the library. The study revealed that across the branches of Durban and Johannesburg majority of staff were library users, that being 66.7% and 52.8% of users respectively. Cape Town had an equal 50% of non-usage and 50% usage by their SABC staff. Thus, overall, the majority of SABC staff are library users (Figure 5.2), concluding that there is value attached to the library as a valuable resource to the organization.

While, the current study revealed that collectively 46.1% of the respondents do not make use of the library, there was not much of a difference in comparison to the 53.9% of library users. However, many SABC staff reasoned that there was no need for using the library providing reasons such as: *“my job description does not require the resources of the library”* and that whatever they need was available online platforms such as via Google. Hence, the findings revealed that staff made use of online platforms and an imperative find was that there were almost half (22.5%) of the 43.1% of library non-users that did not have the need to use the library in their line of work. This implies that those respondents are aware of the library services but there was no need for it for work purposes. Interestingly, the library was not used for leisure or personal activities either. Hence the library services must be promoted as the library is not only used for work purposes by library users.

Time constraints was another reason by non-users for not using the library, where lack of time and that the library was closed after traditional work hours was mentioned. Other relevant findings were that staff did not know of the library's location nor that membership entailed that as SABC staff they could use the library. It was an unexpected to find that some SABC staff, specifically 5.9% library non-users in the Johannesburg branch (refer to Section 5.4.1.1.) did not know the location of the library. Similarly, in Durban, 16.6% of the library non-users said: *“Didn't even know we as ordinary staffers were allowed to even set foot in the library area. Besides that, what type of library are we talking about? Books or music records services in the Johannesburg branch which is the largest SABC library service”*, showing that the library service was unknown to him/her. About 3.8% of the users did not know of the

services offered by the library. A user said: *“There also isn't much knowledge about the SABC library”*. The location of the Johannesburg branch saw many staff indicating that the library was far away from their work base. Further, a substantial 9% of the non-users commented that the location of the library being far, in a secluded and in a *“not good”* area. Hence accessibility is also an issue preventing library usage. There were others that knew of the library's existence-though 6.3%, were not aware of how it can be used. This was clear from comments such as:

“I have little to no knowledge of how the library operates or how it is accessible to me”; “I don't know much about it”; “I know it exists but have no idea what's there or what I could use it for; “I was not really aware of the vast services they offer until in 2019 when they started sending emails of their services to all staff members”; “not sure of how extensive the library is in terms of its offering. Not sure if they offer books in a digital format”; “there also isn't much knowledge about the SABC library so I am sure most of the younger guys don't know if it's existence”.

While the aforementioned statistics are minor percentages, it is nevertheless significant for the nature of a special library service and this study. Further to this, in Durban a non-user did not know that staff could make use of the library (*“didn't even know we as ordinary staffers were allowed to even set foot in the library area”*). Perhaps this individual would make use of the library service, had he/she known that usage was allowed to all SABC staff. Hence, library awareness, marketing and promotion of the library service is seemingly lacking in areas. However, managers did mention that there are strategies in promoting and marketing for the library (refer to 5.4.3.2.3.). Perhaps more initiatives are required in promotion and marketing of the SABC library services. Nonetheless, the value of the library service is visible with the mandate in place and a little more than half of staff (53.9%) were library users.

Kassel (2003: para. 1) refers to the special library as “institutional assets” thus proving that it holds value in their organizations. SABC managers felt that the library services was needed and stressed the importance it held in the organization (refer to 5.4.3.2.1) such as there should be a place where records are kept and archives for future

reference. The value of the special library service was clearly visible when library users were asked what were the strengths of the library service. The Australian Library and Information Association (2014: 8) stated that special libraries have unique, specialized, and irreplaceable collections. Likewise, significant sentiments by library users were highlighted. In Durban users said that the library: *“maintain history”; “the library has a large repository of media and content”; “it is one of the libraries that is able to keep old records and materials for the benefit of staff and listeners”* thus reflecting the value of the library service. Further other library users emphasized some fundamental responses such as:

“Older products are always found”; “greatest convenience of having resource within the company”; “we still have the treasure of South African archive”; “an excellent repository of the country and the SABC’s history and the people who’ve worked there for a very long time and understand our needs and are always willing to help us”; “being there and being available”; “very few people have time to go and find in depth books elsewhere”; “this library is multifaceted as it consists of Reference library, Music library, Archives and Record library”; and “has some exclusive information that no one else really has”.

Sharing those sentiments, library managers also highlighted that the library has the *“best content in the archives date back to 1936”* and proudly stated that *“the Information Library is one of the best in the country”*. This makes it apparent that the library is a valuable service to the SABC as a broadcasting organization. Further, it was revealed that the libraries are very accessible on the SABC website, where a manager explained that no other department is as accessible as the library where they provide general assistance to external persons redirecting them to appropriate departmental SABC staff. Library staff too, placed emphasize on the value in the unique collection (such as rich archival footage collection and old music) housed in the library which may not be found elsewhere. Hence, libraries are considered to be treasures of knowledge, as stated by Patil and Pradhan (2014: 249). A library user (Johannesburg) considered the library collection to be valuable and stated: *“there’s undiscovered treasure in there”*.

It was evident that the library is of value to the users with the old collection and the large repository that is available despite other library non-users and users feeling the library did not have enough books and newer material (refer to Section 5.4.1.7.1 and 5.4.1.7.2). The services of the library extends the confines of the organization. The value of the library service is also apparent in the external clients such as eTV and newspaper houses that seek their information needs from the SABC library services. The SABC proactively collects and archives all newspapers so the print industry (newspaper houses) are able to access old clips from their old newspapers. This portrays the Embedded Librarianship Model in practice at the library. The future goal of the library is to digitally assist clients all over the world at a cost. This goes away from the traditional definition of special libraries only serving the organization that they are a part of and reflects the embracing of technologies and exploiting it to provide library services.

6.2.1.2. The value of the SABC library staff

With the discussion of the value of the library services seen in 6.2.1.1 above, the SABC library staff were considered to add value to the library services offered within the library. The Geogio Highlands College (2017) describes embedded librarians as integrated information experts that provide direct assistance to their user. This current study was underpinned by the Embedded Librarianship Model which perceives librarians as a strategy for strengthening and refocusing the library's presence within an organization and demonstrating librarians' added value (Carlson and Kneale 2011). There was a large majority of library users (92.8%) who indicated that they required assistance from the library staff. Clearly, this shows the need for library staff with a majority of users across the branches too requiring the library staff's assistance (94.7% in Johannesburg; 60% in Cape Town; and 91.7% in Durban). Hereby, reiterating the sought value of the library services/library staff at the SABC.

The University of Southern California (2018) forecasts trends that will affect libraries in the future. The university emphasized that it is critical for the modern library to take in the changing faces of its patrons and respond accordingly. Further, it is highlighted that the libraries' demographic is different, and encourages that there are countless

ways that the modern library can respond to recent trends and offer information and resources that are both innovative and relevant to its users. Further, there was other embedded librarianship characteristics that was brought to light. When library users were asked the strengths of the library service, all three branches emphasized the helpfulness of staff. The users made such comments as:

“Friendly staff, committed staff members who go the extra mile”; “staff is helpful and professional”; “it does have staff that are willing to assist although there is room for improvement”; “approachable and very patient staff. Their manager also helps where there are challenges, very impressive”; “good customer service” ; “swift in their response and they have people skills”; “staff are always willing to try to assist” ; “Its staff. They go beyond their call of duty to assist”; “friendly qualified and willing staff”.

These comments imply that there is a general satisfaction towards the library staff showing their value. It was evident that some library staff practiced Embedded Librarianship as seen by responses such as: *“they try get out of their way to source books and other information for you including searching achieved material”*. However, there were other users who felt that the library and staff had weaknesses saying:

“Not having everything”; “no serious attempt at archiving relevant content”; “you don’t always feel they know the books you require or the content you need for your story and they don’t go out of their way to secure fresh and relevant content/books” and “some staff are impatient and unhelpful which turns users off from using the facilities”.

“Embedded Librarianship is a distinctive innovation that moves the librarians out of libraries and creates a new model of library and information work. It emphasizes the importance of forming a strong working relationship between the librarian and a group or team of people who need the librarian’s information expertise” (Shumaker 2012: para. 1). However, a manager stated that library staff have gone into a routine and don’t always go out of their way to assist users. Off course this would not be true for all staff but it surely does exist. A

library users also highlighted lack of enthusiasm from library staff (*“Just maybe a bit more enthusiasm in general???”*). We should be cognizant that budget constraints (revealed in this study) is a factor impacting on the library service/staff which includes collection development, technological advances and such.

6.2.1.3. Role of the SABC Library and library staff

Widharto (2018: 1) informs that libraries and librarians have a vital role to play in the information age. Furthermore, Howard (2017: 3) highlighted that the sheer amount of information and misinformation that is produced daily, makes the presence of the librarian more important than at any time in history. Herein the role of the SABC Library and library staff is discussed.

6.2.1.3.1. Services of the SABC Library

The current study found that a huge majority (83.6%) of library users use the library services mostly *“only when required”*, as seen in Figure 5.5. This lean was also present within each branch as seen in the previous chapter. The SABC Mandate (2015), states that the Corporation: establish and maintain libraries and archives containing materials relevant to the Corporation. This current study asked library users what services the library offered. It found that majority of library users (90.9%) were knowledgeable to library services. It was significant that library users were aware of the corporation’s mandate with regards to the library services and the role of the library in the organization. Respondent said the role of the library was:

“To facilitate provision of information to ensure the SABC delivers on its mandate”; “to provide the SABC staffers with right information in right time”; “to support the mandate of the broadcasting corporation which is information dissemination using different channels”; “to promote information society in the information age”. A library user commented that: “it’s a challenge where by your find a big organization like the SABC having libraries but failed to provide the excepted service. The principal or chief librarian has to do his/ her job in order to meet the mandate the corporation's library”.

Thus, it is pertinent that the role of the library is in line with the SABC mandate is in the organization. Further, it promotes the value and role of the library service within the corporation. Hence, it explains that such a measure of libraries appearing in the SABC mandate provides an explanation for the libraries existence, growth and development since 1961. Indeed, it is a good practice that perhaps other organizations can follow suit to include their special library services role in their mandates. This will ensure keeping the corporate libraries 'alive'. From the Figure 5.11 it is significant to note that the majority of library users (86.4%) rate the library service as **Good, Very good** and **Excellent**.

Some of the SABC library services offered, as stated by the library staff included the research library, sound archive, television archive, media libraries, information library, preservation and storage of content, cataloguing, research regarding SABC, supply content for re-broadcast and sales, footage for production purposes, repackaging of content, books, magazines, online information, newspapers, study rooms for staff, internet cafe that includes printing, laminating, scanning, handwritten and original composer's scores as well as printed concert programmes. It was also evident that library users and managers know what the role of the library is, as seen in Section 5.4.2.3 and 5.4.3.2.2, such as to provide information for staff, the archives, CDs, books and for staff convenience. Further a user pointed out that the library "procure appropriate library content, log/catalogue (digitally), locate when required - with valuable input as to what the content is in relation to what one is seeking". We should be cognizant that budget constraints (revealed in this study) was a factor impacting on the library service/staff which includes collection development, technological advances and such.

There were two users significantly mentioned the role of the library, "to help people grow and empower worker". Khan (2013: 16) describes the Librarian 2.0 as an information enabler hence Librarian 2.0 needs to have the ability of transferring ownership of searches to patrons. Khan describe involves deploying more straightforward tools to the end-user, and teaching how to best use them, creating patron ability. A library staff member highlighted the lack of teaching classes about

using library resources to users. Hence, this adds to the role of the library staff towards the SABC staff thereby increasing value of the library service.

The value of the service was once again reflected when a user felt that the library to be a place of escape to cope without leaving the premises, further adding that *“library activity knowledge but actually an acute awareness of what is going on in the SABC from day to day”*. Hence, the library/library staff should be widely knowledgeable about the organization. That is a positive way to view the special library. The library, as one manager suggested should be a place for relaxing and building reading culture. The Figure 5.7 revealed that almost half (45.5%) of staff do use the library for work purposes however following closely at 43.6%, the library was used for other reasons. These include recreational reading, academic purposes, personal development and broadening knowledge amongst other as seen in (refer to Section 5.4.1.2).

The University of Southern California (2018) claimed that libraries are continually evolving to meet the needs of their diverse communities and are no longer just a repository of books and media resources. The SABC Media Libraries (2018) provided the vision and mission of the SABC Library: *“to be the leading information provider for the public broadcaster and its stakeholders”*. The mission of the Information Library is: *“to acquire and make available, at all times, information required by the library’s users- both internal and external, and to provide relevant information upon request”*. When users were asked the role of the library service, users said:

“In house service provider to internal stakeholders.”; “it empowers, educate and develop knowledge for the SABC staff”; “to provide assistance to content creators and to suggest new material that could be beneficial to the product”; “help with kept information that is needed that time”; “to support News’ journalists, editors, production teams and broadcaster”; “to support radio and TV channels with content for their programs”; “to manage, restock library with required materials”; “to facilitate provision of information to ensure the SABC delivers on its mandate”.

Such responses reflect that the library users have a good idea of the role of the library service. In saying that, these findings reveal the value of such a service to the organization as a whole.

6.2.1.3.2. Qualifications, skills and knowledge of SABC Library staff

Earlier literature by Bender (1998) explained that companies rely well-staffed special libraries to give them this information edge to make strategic decisions. This remains true nowadays too. The study's findings revealed that the qualifications, skills and knowledge of library staff are integral to service delivery in the special library.

6.2.1.3.3. Qualification/s of SABC Library staff

Stoker (2017), who is the Radio Data Manager at the BBC claimed that to satisfy the information needs of the organization, librarians, archivists and information and documentation staff are necessary. Like the BBC, the SABC is a dynamic broadcasting industry. The importance of the library was made evident by all (100%) managers who felt that the SABC library service is needed. An employer said being a broadcasting organization, the library was very important, another holding stating that *"the input for television and radio starts at the library"*.

Most employers prefer candidates with Master's degrees in library science combined with extensive knowledge of specific fields (State University 2019). The study found that a huge majority of staff (68.4%) held library qualifications (Table 5.8). A small number had matric (10.5%) and administration qualifications (5.3%) while 10.5% held sound engineering qualifications with additional archive certificates and a library management certificate. It was significant that a Librarian post was held by an individual with no LIS related qualification, rather a subject specific qualification. This evident find was as the one manager indicated that for Archivist positions, library qualifications are not necessary, rather subject specific ones such as sound engineering. The aforementioned library staff both hold Archivists positions with the sound engineering qualifications. However, there was much emphasize on the trend of employing LIS individuals now at the SABC libraries. This is a worthy practice that other special libraries too can adopt.

Majority of SABC library staff (64.2%), who held the professional LIS qualifications such as the degree in LIS are aptly attached to professional job titles (refer to Table 5.9). There were some inconsistencies in professional titles awarded to library staff, such being the job title Librarian and Archivist was held by persons with a matric and National Diploma qualification respectively. It was also significant that a library user (Bulletin writer) actually held a LIS qualification. Understandably, it should be known that the matriculant was in the position for over 30 years, employed at a time when there was not so much emphasis at the SABC in recruiting only LIS graduates, as is the norm practiced in recent times more stringently. There was a major lean (78.9%) of respondents that held LIS or LIS related qualifications (archival and library management certificates). Most likely, these were obtained while working at the organization. However, there was much correlation among staff with professional LIS qualifications and job titles which is a positive trend for the LIS sector. A clerk support held a Diploma in Office Administration and aptly suits the post obtained based on qualifications. Three staff members possessed other qualifications with subject expertise such as in music, education and sound engineering. Interestingly, as managers highlighted, sound engineering was popular in the past and still is when employing for archivist positions. Most times, if LIS qualified individuals were hired, they often went for sound engineering training as seen in (refer to Table 5.13).

The value in staffing was evident in that majority of the SABC library staff possessed the necessary LIS qualifications to work in a library. The years spent in the post revealed that many library incumbents have further studied and over the years the SABC employed persons with LIS qualifications confirming the employer who also pointed out that it is now the standard to employ LIS persons for library posts. Majority of library users (68.3%) and library staff (89.5%) acknowledged that a LIS qualification and experience as the preferred qualification to hold (Figure 5.12) for work in the special library field. The second popular option by both library users and staff was subject specific qualifications in the SABC industry. In addition, all managers (100%) think that a LIS qualification is necessary for all library posts however one manager did indicate that sound engineering qualifications are considered for archivists' positions in the library.

6.2.1.3.4. Skills and knowledge of SABC library staff

Radha (2012) reasoned that special librarians face added challenges due to the technological growth that requires a new set of skills other than traditional library ones. When asked what are the ideal skills and knowledge that is required by library staff, most library users indicated library qualifications, being a librarian and having information technology skills. Library users said skills and knowledge that was lacking from staff were technology skills and digital knowledge. Some library staff felt they lack communication and computer skills. What was significant is that staff are aware of the impact of ICTs on libraries and said that technical/technological skills and new digital skills was required with the digital project underway at the SABC libraries. In addition, library staff felt that technological training and library marketing training was needed. It was important to note that financial skills such as budgets was also highlighted. To reiterate, though the response numbers are small, hermeneutically these findings are significant to consider due to the nature of a special library service.

Authors, Issa *et al* (2011) highlight that organizing information is an essential preliminary to its effective exploitation and dissemination of information. It is said by SABC Media Libraries (2018) that the library staff must also “have sufficient knowledge of the unique nature of the broadcasting environment in which they work and be able to work under shared stressful times by users working under pressure”. The study’s findings highlighted the aforementioned: *“We sometimes work under stress and understand that the journalists work under stressful circumstances” said one library staff member.* The SABC Media Libraries (2018) states that when the SABC library staff are handed a request, it must be prepared immediately and very professionally. While mostly library users felt satisfied with the skills and knowledge of library staff, some library users also indicated that communication skills, current affairs, energy, human relations/interpersonal skills were lacking from the library staff. Akin to the statement by the SABC Media Libraries (2018), a user in Durban stated the library staff *“need to have a sense of urgency”*. In saying so, few library staff members shared sentiments that *“when given a request to handle, we do it immediately and very professional”* and *“our turnaround time for request is a day and effective communication and always on point with whatever that happens around the world”*. Contrary, a library user said that library staff need to have a sense of urgency.

A Johannesburg user said that *“understanding the importance of time constraints in the 24/7 News cycle”; “the ability to find relevant, useful and interesting information/archives quickly”* was lacking from the library. While a user in Durban was not sure what skills and knowledge is lacking in staff, but went further to highlight a very significant point, that being: *“I suppose it doesn’t entirely apply to them as individuals but rather the institution itself. I think installing of the latest library technology could assist in efficiency and effective service”*. This was also resonate by a Johannesburg user who said: *“At times you find it is not the question of skills and knowledge, but don’t have the necessary resources to carry their task. Example, you mostly find we/they don’t have access to other sites etc. because the contract has expired and or the services was not paid for viz”*. Based on the Organizational Theory that underpinned this study, these users fairly informed. Management decides on the budget allocated to the library service, as was evident in the findings. Interviewed managers indicated that *“the sustainability of the library is dependent on the organization”* and *“if money is required then the library does approach HR to ask for them”* while another manager said *“we fight for the library”*. It is clear that the money factor decides the ‘fate’ of the library/librarian service. If there are budget issues, then it will affect the service delivery of the library.

Further, soft skills such as communication skills, human relation skills, current affairs, patience, digital knowledge, digital trends, media challenges, general knowledge about what is happening in other countries were also highlighted as lacking especially in the Johannesburg branch. A user said that *“frequently staff do not follow through on requests and provide information that is not on topic”*. A user also indicated that the weakness of the Johannesburg library saying: *“lack follow up, information could be more focused”*. Ideally, a library staff respondent said the skills and knowledge needed is enquiring minds, good general knowledge and the ability to follow through on requests. Such lacks impact the library services thereby causing a decrease in the value of the special library service. A user aptly asked the question *“Just maybe a bit more enthusiasm in general???”* was lacking by staff.

Respondents (library users) were asked what skills and knowledge they felt was required for the effective and efficient service of the library. The library users in all

three branches surveyed in this study indicated that ideally a library qualification. There was a Johannesburg user who indicated that experience and a general knowledge of broadcasting would help whilst another stated that both *“library qualification and experience”* was needed. Significant findings were that users indicated the following skills and knowledge were ideal: *“vast range of knowledge for what's in the library”; “good library background, IT and technical skills” ; “training provided within the SABC by the corporates”; “keeping up to date with everything”* such as their client base and the library collection. Further pertinent responses included:

“people skills, library qualifications and knowledge of the broadcast industry”; “knowledge about the library contents as well as general knowledge about the different genre of books and their location in the library”; “general knowledge and interest, be exceptionally well read and passionate about what they do and what they know exists in the library”; “ability to organize and good communication skills”; computer skills and library systems knowledge”.

Some other significant findings were that of customer relations management including the need for patience, a quick response, and knowledge of the media industry, trends and technological advances. Some users indicated that the library staff needed to know what the library offers. Comments such as *“a knowledge of what the library offers”; “...what they do and what they know exists in the library”* when asked what skills and knowledge they felt was lacking. Some Johannesburg users brought forth the following comments: *“not always finding what you looking for. Lack of proper filing of material”; “knowledge of products”; “should know the products they have” and “books relating to our job. As the technology is changing so as the books must be related”*. One would expect the librarian to have knowledge of the library collection and services. The above revealed concerning views. This is very worrying as library staff should know this. Arguably, one user informed *“they can provide any information”* as a strength for the library.

The SABC Media Libraries (2018) recommend that the SABC library staff must have sufficient knowledge about legal matters, especially the Copyright Act, Broadcasting

Act and the Open Democracy Act. The study found that 50% of managers wanted staff to know about the Copyright Act. Thus, a library staff member indicated that ideally the Copyright Act should be known by library staff. Another library staff respondent felt the strength of the library was the efficient knowledge about legal matters, especially the Copyright Act, Broadcasting Act and the Open Democracy Act. There was also a library staff who held paralegal qualifications.

While there are significant weaknesses and strengths of the library service, when library users were asked to rate the value of the library, majority felt that the library service is good, very good to excellent. Figure 5.11 shows that majority of users rated the library service from **“good”** to **“very good”**. A 60% majority of users in the Cape Town branch described the service as **“good”**. Only one user (8.3%) and two (2.2%) of users from Johannesburg rated the service as **“poor”**. However, comments such as *“excellent service”*; *“they are helpful, willing to help and I always received help from our library”* shows that there is nonetheless a general satisfaction as seen collectively in Figure 5.17. A large majority of library staff (94.7%) felt their service was efficient and effective with some reasoning that:

“my qualification and experience over the years has prepared me to be efficient in my work and to identify the gaps to better our services and improve”; “because I have managed to change the day to day operations to suit the situation for UkhoziFM”; “training provided by the SABC ensures all queries are handled in a professional manner and this is confirmed by positive feedback received” and “customer service always a priority”.

This evidently shows that finding innovative ways to better serve clients is practicing embedded librarianship. Such findings also indicate the importance of qualifications, experience and training. A manager encouraged library staff to upskill and self-develop.

6.2.2. Influence of ICTs on SABC libraries’ services

Islam and Panda’s (2009: 150) stated that “the application of information technology (IT) in libraries is not a sudden movement but a product of the continual development

of telecommunications and computer technologies”. In light of this, findings relating to this research question is discussed under certain broad themes drawing from the data collected from library staff, library users and employers.

6.2.2.1. ICT training skills and knowledge

Technology has revolutionized how information is created, disseminated, and stored (Murphy 2019). Like in all spheres of life, ICTs have hugely impacted libraries too. ICT is described by Patel (2018: para. 4) to be any combination of tools and procedures that facilitate the generation, acquisition, storage, organization, retrieval, searching, viewing, updating, and transmission of information using electronic means.

This current study employed the TAM. Pai and Huang (2011), which suggested that if the information system is designed ergonomically, is user friendly, processes tasks fairly quickly, and so forth, then service quality is enhanced. It makes the organization, preparation, and dissemination that more effective resulting in an effective, efficient, and valued library system. Sharma, Kumar and Babbar (2014: 457) stated that librarianship, with the aid of IT, has grown into a prolific affiliation. Just as Idiegnayan-Ose *et al* (2016: 121) discussed the utilization of digital means using computer systems and other information technology tools for carrying out major library functions, the current study too revealed that Dalet, creating metadata, storing and preserving file and retrieval, the process of identification, collection, storing, processing and disseminating of information are all done using ICTs. Further, ICT is used to keep in line with the information explosion and also housekeeping operations as well as for different library activities and services such as loaning materials, e-books, emails, *PowerPoint* presentations, *Excel* for budgetary purposes, newspapers, borrowing of books and returns and the Internet are some of the tasks that involve the use of ICTs. Responses from managers who were asked what job functions in the library uses ICTs revealed *“to share current and past information in the archives digitally”* and that library staff are able to scan, file, index, make information searchable and store information from print media (digitization) using equipment such as scanners and software. Further, there is a repository of online journals housed in the SABC libraries.

Technological issues proved a significant concern in the current study. The library users did feel that the technology was too old, reaching obsolescence and encouraged the need for digitization. Training was attended by staff to be able to use Dalet, the RAB sound engineering system needed for their work as well as other training (refer to Table 5.12). In addition, when library staff was asked if they felt they were providing an effective and efficient service, one library staff respondent did not think that he/she was providing an effective and efficient library service, attributing it to: *“not enough budget (for hardware, software, MAM systems), manpower and skills”*. The SABC Media Libraries (2018) suggests that the SABC library staff must also keep up to date with technological changes and must be willing to adapt to and implement these changes. The majority of staff had undergone training many of which was information technology such as for Dalet, online record management *Microsoft* suite, and RAB sound engineering that are all technologically software training. However, other non-ICT training included skills training such as facilitating, leadership, communication skills, finance and customer service skills (Table 5.13.). Some other ICT related training received was social media and presentation training amongst library related training including use of EbscoHost, Sabinet and Mindex.

Seidman (2012) emphasized the ability to use electronic and interpersonal networks in obtaining materials in an efficient manner that places the special librarian in a key role in today’s information society. A former South African Broadcasting Corporation (SABC) librarian, Govender (2003: 46), claimed that every business is an information business and such, went further confidently stating that the SABC is definitely an information business due to challenges and the digital divide. When library staff were asked if the use of ICTs assisted in them in their job functions and to share their views on the affects it has had or not had. The 95% of library staff positively responded to this question going further to provide their views such as:

“It is quick to locate and share information however it could “be better should technology be improved to current standard...current ICT tend to be slow”; “it has helped delivering our services quicker and the information is right at your fingertips. It also helps in storing and preserving our data for years to come “it saves time when we serve clients”; “the use of ICT assisted in my job, we use Dalet and Dira

software for sharing and storing information, use of CDs, again we have enough space at archive we are no longer using shelves to store CDs...

Although the library staff felt that they were providing an effective service, it was evident that technology plays a crucial part in the SABC library's service delivery. There was that one respondent that did not think he/she was providing an effective and efficient library service due to budget constraints limiting the hardware, software (MAM systems), manpower and skills. The use of ICTs is also foreseen to improve the library service as a respondent said: *"At present it has not yet added to our day-to-day tasks but when the catalogue becomes available on-line, it will be a great help"*. The study found that digitization is the trend that the SABC is moving into. This means that the library services will transcend with the extent of use of ICTs.

However, South Africa being a developing country, the gap in the digital divide still exists. The University of Washington (2018) claim that librarians bridge the gap that exist between people, information and technology and rightly so. Such was seen when library staff were asked the weaknesses of the library. Many highlighted the lack of the latest technology and digitization. While the advantages of ICT in working in the libraries are: *"easier and safer way of receiving new content, easier and more accurate cataloguing, better and more effective storage and preservation ; faster and more efficient distribution of content"*. However, there was one Johannesburg respondent that replied negatively on the impact of ICTs reasoning that: *"not really because less people are coming to the library"*. Another Johannesburg library non-users reasoned his/ her non-user with *"We use our sources to obtain information, such as Google. We are working in the digital age, meaning heading to the library to research every piece of information is illogical when we can access that information within seconds on our computers or phones"*. This suggest that ICTs are dissolving the library as a physical space. It is important to note that many non-users are opting for online platforms to gain information. Nonetheless, it also highlights the importance of the library's role and value in the information age. The process of marketing and promoting the library service for the digital age becomes even more essential now.

6.2.3. Challenges of the SABC libraries

Muller (2007) claimed that literature revealed that several challenges special libraries face today are the same as those special libraries had to deal with 60 years ago. Those challenges remain true in this decade too. Special libraries in Africa, according to Mostert (2009: 85) are probably the most challenged libraries on the continent. The challenges are based on their ability to provide relevant services and resources to their users. Mostert stressed that it is imperative that special librarians keep abreast with the times to offer tailor-made services to their users. Findings relating to the above research question is discussed under certain broad themes drawing from the data collected from library staff, library users and managers. Library staff highlighted money, space, digitization, client base lessening, and technological obsolescence as some of the challenges that stood out.

6.2.3.1. Technology

Patel (2018: para. 4) highlights that ICT provides opportunities for libraries and information centers to broaden the scope of their resources and services and to increase their significance within the organization they serve. Likewise, the SABC libraries embraced technology in their service. Govender (2003: 40-41), who was a SABC Librarian at the time of her study looked into the challenges and implementation of broadcast in electronic commerce strategy in South Africa. She emphasized that ICT is an integral part of every aspect of society, further stating that every competitive business must use ICT effectively. The non-users (46.1%) of the library opted for online information rather than using the library service finding Google, for example to be more convenient for their information needs (refer to Section 5.4.1.1.). Findings in the current study revealed the need for the latest technology in the library. Library users found it to be too outdated. In addition, some library staff provided the weakness of the library service being that: *“a large number of our resources are not digital yet; too old fashioned and manual for the 21st century”*. A manager stressed that *“The library is already digital but our workflows are not digital... right now is more manual”*. Hence there is a need for the library service to use the latest technology. However, the findings were quite clear that budget plays a major role in procurement of such.

Users were asked what skills and knowledge do you think the SABC library staff lack for the efficient and effective service of the library. There were many technology related comments for the aforementioned question. A user put forward that *“being up to date with technological changes and must be willing to adapt to and implement these changes”*. Other salient comments by library users included:

- *Thinking broader than my own specific job - I would say we seriously need the Media Library (Commercial music, Sound Effects and Mood Music) CD collections to be digitized asap.*
- *Technology is outdated, need to be replaced*
- *Storing physical, hard copies (CD') obviously creates a space problem which will have to be addressed in the near future - with a possible move to digitization in keeping up with global trends. this would also hopefully ensure there is never a case where certain material required is simply no more i.e. stolen*
- *Too old fashioned. Too manual for the 21st century*
- *Legacy systems that do not "talk" to each other.*
- *Not having enough finance to finance digital change*

From such comments technological skills and knowledge is of great importance for the library service today. The library needs to keep abreast with technological advancements for better service delivery to the users.

A pertinent technological matter in libraries today is that of digitization. It is the new way forward where library staff have to preserve the collection and the library service by embracing newer technology and digitization. Money allocation from management was revealed as an issue which impacts on the procurement of the latest technology, which ultimately provides service delivery and library usage. The SABC library is part of the Technology Department. As the manager said *“competing for resources come second for technology-we always last in line”*.

6.2.3.2. SABC library operating times

The library is referred to as the heart of any organization and its aim is to acquire, organize, store and disseminate information to its users (Idiegnayan-Ose *et al* 2016: 130). When library users were asked what the weaknesses of the library services are, many significant issues were revealed by all three branches. Staff availability was an issue in the Cape Town branch where a user felt having only one Archivist was difficult if the person was absent from work. Three users indicated that *“library is closed during weekends”; “not operating during the weekends” and that “the library closes too earlier for a library located inside the work building. It makes it difficult for workers who have projects to research after hours, when closed and on weekends”*. This was significant and valid to probe into for efficient library services.

The SABC Library follows traditional working hours though the organization is a 24/7 service provider in broadcasting. Library staff were asked how they service their users' information needs when the library is closed, after hours or during the weekends. Some replies from library staff indicated that they correspond via email, phone and social media platforms. A Johannesburg staff member said that *“some staff are on standby after hours to assist clients with their content needs”*. Other responses included:

- *Our users make sure that on Friday they take everything they will use for the weekend.*
- *Our service is available during operation hours*
- *Staff is aware that we are closed after hours and weekends. We have never had any requests from staff to open after hours or weekends*
- *They have to come back when the library is open*
- *Unfortunately, our library does not operate during weekends but in special circumstances we can assist them.*

However, this runs contrary to what the library users said. A library user commented that the weakness of the library service was that they are closed after hours. The valid point revealed from a user was that *“the library closes too earlier for a library located inside the work building. It makes it difficult for workers who have projects to research after 4pm and is closed on weekends”*. With that being said, one library staff

respondent said: *“some of us are available to provide after-hours services”*. Perhaps the user is not aware of this after hour’s services? Much more marketing and promotion is much needed to provide library services awareness to all staff. It must be noted that library staff have working hours and the SABC is a 24-hour service so there are information needs for those SABC staff members that work the ‘graveyard’ hours.

6.2.3.3. Outdated collection

Special libraries are so named as it holds special collections. It holds items that have, rarity (books, manuscripts, and other materials that are old, scarce or unique); format (photographs, slides, films, audio recordings, maps, artworks, artefacts and other objects that need special handling) and comprehensiveness (accumulation of materials that are individually not unique, but collectively make up an important resource because of their relevance to a particular topic of individuals (All About Special Libraries 2012). While this definition aptly fits into the SABC libraries, findings of the current study’s weaknesses and strengths of the library service brought to light the issue of ‘outdated collections’. While the collection is valuable and rare maintaining *“treasures of history”*, on the other hand, it is a weakness of the library. In general, librarians know that sometimes old information especially in book format gets outdated and so the collection must cater for current information needs. Some library users felt the collection was outdated and limited in recent works. There was also limited magazine subscriptions while other subscriptions closed. *“Not having enough budget to purchase more books and online products”*, is a weakness pointed out validly by a library user.

The study found that there was a lack in the budget (discussed in detail later). Hence, finances play an important factor in the service delivery of the library. There was majority (63.6%) of library staff whom mentioned budget constraints as a challenge to the library service. This would likely, and does impact on digitization and purchasing of newer materials in any library. For example, budget constraints were likely responsible for magazine subscriptions ending. The users’ response echoes - *“Neglect by top management. It’s not a priority”*. However, 50% of the managers interviewed do try their best to obtain funding for the library. Some conflicting views were presented in the Johannesburg branch. While some said the collection was outdated, another

said the library strengths was having *“relevant broadcast books; I love that they always have newly released books”*. This now raises the question if the users who said there is outdated materials didn’t know of the availability in terms of promoting and marketing the collection or maybe the library did not cater for those users’ needs in the procurement of collection development. Managers were asked in the current study if they made the library services known to SABC staff. Various methods such as featuring in the monthly Corporate Communications (Corp-Comm) newsletter, having library activities and providing pamphlets amongst others (refer to Section 5.4.3.2.3.) were conveyed to staff. Nonetheless, library marketing and promotion is an ongoing process for the library to participate in. The activity would be a mutualistic beneficial to the SABC staff and the library service.

6.2.3.4. Visibility of the SABC library

Kassel (2003) provided advice that libraries strive for productive relationships and survival hence they focus on strategic and proactive measures that create and prove their value to the organization they are a part of. This advice can be taken nowadays too. The SABC manager did explain how the library proactively gathers newspaper clippings relating to the SABC and provide it to top management with the thought that *the “library service is always at the back of their mind”*. Value is seen in visibility- if the library is seen, then its value will be seen. Surprisingly, some SABC staff did not know where the Johannesburg library services were located. Many users responded that the library was in an area *“that’s not easily seen and found, especially by new people”*; *“I wish they were located where they can be seen”*; *“the library is far and in a secluded area also another that “the location is not enticing”*. The location does not work for the users. Though there were many responses especially in Johannesburg (refer to Section 5.4.1.1.) that felt the visibility of the library was not present, though one user did say that *“the library is situated in a good area”*. At the Durban branch, a respondent highlighted that he/she *“Didn’t even know we as ordinary staffers were allowed to even set foot in the library area. Besides that what type of library are we talking about? Books or music records????”* Similarly, in Cape Town a user said: *“I have little to no knowledge of how the library operates or how it is accessible to me”*. Yet again, this reiterates the need for more aggressive marketing and promotion to create library awareness.

6.2.3.5. SABC library staff

ICT is an advancement that is transforming the role of the library and the librarian (Department of Arts and Culture 2009: 16). The drastic change in IT has transformed the work culture practice in special libraries and brought on new responsibilities for librarians (Ekere *et al.* 2019: 141). According to Student Scholarships.org. (2017), the traditional concept of a library is being redefined, to one of that of an embedded librarian. The past viewed the library as a place to access paper records or books and has now one that also houses the most advanced electronic resources. These would include the internet, digital libraries, and remote access to a wide range of information sources. Librarians combine traditional duties with tasks involving quickly changing technology. Authors, Kordas and Thompson (2017) equates librarians to move away from collection development solely and to actively aim to be proactive in their organizations. This implies that librarians must not just provide information but go further in providing synthesis, analysis and make decisions to show information value to the users (Matarazzo, Prusak, and Gauthier 2013: 16). While in the current study, there were positive responses of the library, the study revealed that some users were not satisfied. Comments in the Johannesburg region are significant to consider such as:

“You don’t always feel they know the books you require or the content you need for your story and they don’t go out of their way to secure fresh and relevant content/books”; “poorly run and managed and not digital”; “there isn’t specialised content stuff”; “they are only there because it pays their bills; “staff not subject specific; “looks dull”; “It is not big and prompt enough”

This reflects a lack of the embedded librarianship practice by some staff that is much needed in special library services. Sometimes, the lack of motivation could be responsible for library staff service. A users’ comment that: *“neglect by top management. It’s not a priority”* is generally seen as common in the special library setup. In Johannesburg some of the users (TV side) said that the library is far but a staff member said the library users can reach them on emails. The library made things easier for them by placing a Library Box in the TV side so that books due can be placed there. These little gestures truly add value to the library service and shows the practice

of embedded librarianship. In saying this, the lack of the library services is noted, fundamentally.

There was a library staff incumbent that mentioned the shortage of staff/manpower. It is common for special library services to have small staff complements- in some cases one to three staff members. The staff were generally a small number of staff incumbents as seen in Cape Town and Durban SABC libraries. However, the study found that at the SABC Johannesburg branch, there was a larger number of staff. A manager said that the process of Section 189, has allowed for more library recruitment than previously. Recognition of the profession was also challenge revealed in the current study, a challenge that is known to be common in the library profession. *“There is a place for all kinds of qualifications in the SABC archives- People with matric, post matric qualifications and job experience”*, said a library staff member. Arguably, those in the LIS profession may not accept such practice. The manager interviewed did emphasize that LIS graduates are employed for the library but generally subject specific qualifications are accepted for archival jobs. This is a thorny battle that has long plagued special library recruitment characteristics.

6.2.3.6. Budget challenges

Kalseth (2005: para. 3) said that for years special libraries have been placed under intense pressure to become more cost-effective to deliver results for the parent organization. The special libraries have to show their parent organization their value and existence. In this way, managers would invest into the library. Bender (1998) explained that companies rely on well-funded library to make informed decisions. In this study, it was revealed that some users wanted newer material and this is lacking due to not enough funds. Library staff highlighted money, space, digitization, client base lessening and technological obsolescence. A challenge highlighted by a user summed the weaknesses of the library as: *“budget, manpower, skills, obsolete machines, and warning that formats going obsolete before they are digitized”*. It was stated that a large number of resources are not digital yet.

Muller (2007) explained that many corporate libraries in Africa have, over the recent years, been downsized, closed, or outsourced due to a lack of funding or managerial support. The managers interviewed in this study, all emphasized the need for the SABC library to exist. Library staff, when asked if there was challenges in the library, majority (64.7%) felt there were challenges. The remaining 46.1% library staff in the Johannesburg branch did not think there were any challenges. A library staff member in Cape Town said *“money as always...” and that when they want to do something for the library the answer is: “sorry, there is no money”*. The study also revealed digitization is required. Again, money constraints inhibit digitization. The result of this is losing valuable and rare collections. Technological obsolescence and shortage of tools is a challenge and the digital divide. A staff member commented that *“too old school, very old system of operating”*. Space was also found to be an issue in Durban. This was also highlighted in the weakness of the library services in the Johannesburg region. These aforementioned evidently has its root in finances. Idiegnayan-Ose *et al* (2016: 129) claim that there is a relative disparity in the acquisition and usage of ICT between developed and developing countries. This disparity evolves into the concept of the digital divide. There is also a challenge in that record companies or artist no longer provide their music to the SABC so the library has to purchase using iTunes, YouTube, or Spotify. This entails costs to the library.

6.2.3.7. Digitization

A very pertinent reveal in this current study was the need for digitization and the process is in progress at the SABC libraries. Digitization was an issue that all three populations highlighted. Patel (2018: para. 4) highlights that ICT provides opportunities for libraries and information centers to broaden the scope of their resources and services and to increase their significance within the organization they serve. The application of ICT facilitates easy and instantaneous access to information. Findings from the current study, found that there were some non-users who are not using the library because of finding information online. As a result, Patel (2018: para. 4) states that the increasing availability of data in machine-readable form allows much information needs to be satisfied with the decreased involvement of libraries and librarians. A staff member commented that *“too old school, very old system of operating”*. There is the challenge is *“to get everybody on board the digital wagon”*. As

indicated by a user, that the SABC is implementing the Digital Library Project. The findings revealed that there is much need for digitization of the library resources. However, it was evident that budget constraints exist at the SABC and impacts on digitization. A staff member in the library said that there is severe budget constraints, which is why digitization is not yet available. Further, the study revealed limited space as mentioned by library users and staff. Staff provided comments such as *“storing physical, hard copies (CDs) creates a space problem”* and that *“digitization should happen and more library space”*.

6.2.3.8. The Internet

Ard (2012) claimed that during this evolution of libraries, the value of the library as a physical space has deteriorated. The physical space of the SABC library too has to some extent shows signs of ‘dissolving’ as the study found that some staff that stopped using the library because it is not convenient and found the Internet to be their help. Ard emphasized that the value of the information professional and, points out that though the methods of collecting, organizing, and disseminating information have changed, the services associated with them are essential and remain unchanged. The role of the librarian remains though as the perception is that the ease of information on the Internet makes librarians indispensable (Pearlstein 2011).

This current study found that the Internet did and continues to impact libraries. A common point stated by a library staff member was that *“people think that you can get all the information on Google”*. This is a common thought of many individuals, even outside the limitations of the study. Comments such as this *“I gave up using it years ago when it was much easier to find the information I needed online”* was a sentiment amongst many other non-users. Many non-users indicated non-usage of the library because of finding it via Google and other online platforms (refer to Section 5.4.1.1). According to Radha (2015: 108), competencies are flexible knowledge and skills that allow the special librarians to function in a variety of environments and to produce value-added services. ICTs allow libraries to embrace the advantages it offers for better service delivery. Thus, library works need to be innovative in staying relevant in the information age and digital world.

6.2.4. Overcoming challenges

The University of Southern California (2018) forecasts trends that will affect libraries in the future and emphasized the extreme importance for the modern library to take in the changing faces of its patrons and respond accordingly. According to Binny (2012) organizations are adaptive systems which as to adjust with the changes in its environment. Further, the authors make an encouraging claim that there are countless ways that the modern library can respond to recent trends and offer information and resources that are both innovative and relevant to its users. The SABC too can follow suite with their digitization project underway.

6.2.4.1. Improvement of the SABC library services

Special libraries defined by Matarazzo, Prusak and Gauthier's (2013: 16) are a small entity within an organization; even so playing a pivotal role in its organization. Generally special libraries are said to serve their internal clients, this study however found that the SABC serves external clients such as media houses (eTV, newspaper house), music universities and the public (private people). Future plans for the library service are to go digital. In doing so, a manager explained that not just internal clients will be served but external clients around the world could then access the catalogue, request for the information and obtain it digitally at a price. This study was rooted in the Organizational Theory (Systems Approach) that views the SABC as Strieby (2015: 173) explained that an organization is an entity with structural and functional relationships existing among its staff. The SABC is no different and the Regional Radio Managers and RRTO managers run the smaller entities such as the library. A manager suggested that these managers to liaise with the library for marketing and promotion of the service. This shows that an organization has various components that depend on each other to achieve common goals for the organization. This was evident in the findings of the study. As seen in Figure 5.9 that there was an overall good rating of the library (where **5 is excellent** and **1 being poor**) by the library users.

The Table 5.6. illustrates the library services' effectiveness across the branches. It does show that improvement in area of access to information however a better response off 63.9% of library users who felt the library made a positive contribution to their information need. Thus, the library is of value to the organization. Therefore, the

library needs to do a little more to optimize the library services offered. However, it was clear that in all branches, library users felt the library could be improved (Figure 5.14). A total of 83.9% Johannesburg library users agreed that the library service needs to be improved. Likewise, a total of 91.7% Durban users felt so. All library users in Cape Town thought so too. A total of 100% of library staff from Cape Town and Durban felt that the library needed improvement with 66.7% in the Johannesburg regional library. Hence the libraries' challenges (discussed above) needs to be addressed by the library staff and more so the managers. All interviewed managers indicated that there is room for improvement. The study revealed significant improvements in digital offerings (digitization), replacing tools, in hiring persons with the right, ensuring requests are handled by a specialist in that particular field as well as marketing and promotion of the library. Patil and Pradhan (2014) urge the librarians to extend promotion and cooperation to users and marketing their services so to attract more users to the library. The libraries must persevere in presenting the 'library's case' and the use of the latest technology.

6.2.4.2. Budget challenges

Inflibnet (2018) suggests that the ultimate decision with regards to the practicability, efficiency, the value of the special library and the resources that would be allocated to it, is made by the parent organization as was the case at the SABC. However value and efficiency is not totally dependent on the budget allocation of management but to the library staff in providing an effective and efficient service and to show value to the organization as a whole. Thus, an organization is described by McLaughlin (2017) as a group of people who together work to achieve a shared goal, as it is at the SABC. The study revealed that money impacted on technology and procurement of resources. While many special libraries are being downsized or closed due to budget cuts, the SABC is still functional and they need to prove their value and contribution to the corporate whole continuously. Thus, while challenges do rise in terms of budget, they remain worthy of their share of the corporate budget.

Matarazzo and Pearlstein (2011) highlight that the correct way to succeed as a special library worker and ensuring survival of the library is difficult. The SABC libraries are faced with lack of the latest technology, slow digitization progress- all of which

demands money. They believe that strategic alignment with special library employers and the parent organization needs to be achieved. A manager said they do things as a survival method. Hence, they provide information about the library and how it can be accessed. Activities such as Open Day, book exhibitions, Corp. Comm. sending emails on campaigns, partnering Corporate Communication and Learning and Development for activities. On Radio Day, library staff are sent to participate on shows and to talk about the library/archives resources. Newspaper clippings are sent to executives to respond or not. This makes the library to be at the *“back of the mind”* of executives so they remember, we try to *“make sure we are in people’s faces”* and *“fight”* for what we want.

Nowadays, the essentiality of a special library service has also been questionable. Budget constraints have resulted in many special libraries closing down which in turn has caused library staff to be retrenched however the study revealed that Section 189 allowed for more recruitment in the library which was not possible before. Furthermore, budget constraints affect purchasing of new resources. Hence library staff made comments such as *“more buy-in from management”*; *“if people can pay their license”* and *“by persevering in presenting our case”*. As budget constraints prevail, the library must persevere to show its role and value to the organization.

A manager said the sustainability of the organization determines budget in the libraries. If the SABC plans to reach the external clients then ROI is going to provide the library with much more funding. Further, the SABC libraries have a unique collection that other libraries do not possess. This gives the SABC an advantage as a manager highlighted *“the past is our future”* hence capitalizing on preserving and digitization will work well for them. In addition to keep being relevant to the SABC users, reaching out to external clients will bring in revenue for the library service. A manager said at this time *the “importance of the library service becomes important”*. The suggested finds from the study that managers indicated that *“recognition in the profession”* and *“to let people know what the library offers”* can assist in overcoming challenges. Khan (2013: 14) asserts that managers must have the most effective plan for staff skills, budgeting, and marketing of libraries. This study revealed that SABC

managers know the positive role and value of the special libraries in the SABC. However, managers can do more as Khan (2013) advised.

6.2.4.3. Technological advancements

The drastic change in IT has transformed the work culture practice in special libraries (Ekere *et al.* 2019: 141). Thus, ICT have changed and enhanced the LIS profession around the world (Elonye and Uzuegbu 2013: 2) bring on new responsibilities for the librarian. In recent times, terms such as Library 2.0 and Librarian 2.0 are used. In 2004 Bell and Shank introduced the concept of Blended Librarian, explaining the library profession in the technological era. “Librarians are in every sense of the word, technologists” (Bell and Shank 2004: 374). With this being said, they emphasize the need for traditional librarian skills to be coupled with technological skills. Digitization was revealed by all three populations as crucial for the SABC library service. A library staff noted that: *“We also keep up to date with technological changes and willing to adapt to and implement these changes”*. In overcoming the challenges of technology and making the library survive, Sharma, Kumar and Babbar (2014: 455) highlighted that librarians are now crossing the confines of the library and using the support that ICTs offer. The current study revealed that the SABC there is a digitization project in Johannesburg. Staff were asked how it can be improved and suggested the following:

- *Again, digitizing our collections;*
- *Replacing the tools;*
- *By moving to the digital world;*
- *Online services, digitized content and a skilled workforce;*
- *Understanding the client’s digital needs; and*
- *Create social platforms online. The world is become digital, we need to increases our digital footprint to reach people from all parts of the world.*

In the study, it was evident that users also wanted the library to be digitized. Comments such as:

- *The digitization of library content should be prioritized;*
- *More digital offerings;*

- *It should be properly digitized to allow staff to search for information for themselves remotely and not having to physically go to the library;*
- *It should play a greater role and there should be a digital version of all available book copies for those staff who work off site and are unable to physically go to the building library;*
- *It must be dual digital and non-digital;*
- *Digital improvements and migration;*
- *I feel the need to digitalize the library for easy access;*
- *Have a digital archive/library;*
- *Digitalizing access to archived materials;*
- *Digitization of material;*
- *Must be digital; and*
- *Digitization, self help desk*

The aforementioned excerpts from the study's findings show the demand for digitization. The digitization project is underway to satisfy the need and demand of digitization. Digitization will manage the space challenge and make the library resources more accessible to users.

As technology continues to evolve, library workers need to keep up with these trends. While the lack of money can limit collection development or obtaining the latest technology, the SABC library staff must continue furthering their education and proving their role and value to the organization. The study, too found that majority of library staff over the years, self-developed by continued education and underwent various training to upskill. Digitization also demands a new set of skills for the library worker to embrace. Thus, these challenges of technology can be invited for enhancement of library services and the staff but not a replacement. A manager encouraged to “*engage technology to get correct technology to preserve and make information accessible to everyone*”. Hence the library staff overcome such challenges.

6.2.4.4. Marketing and promotion of the SABC library for better service delivery

Idiegnayan-Ose, *et al* (2016: 120) claim that the library is an indispensable and significant component of any organization. The New Zealand study by Ralph and Sibthorpe (2009b) found that corporate librarians were changing their traditional roles. They were working hard to maintain high visibility, marketing the library, and making training available throughout the organization. The SABC too can adopt such strategies for their positive existence.

According to Infilibnet (2018), if the special library is to exist, it must provide information more efficiently and economically than could be supplied by alternate methods. Infilibnet (2018) motivated that the library must continually demonstrate to the management of its value. Likewise, the value must also be shown to SABC staff so that the library usage will increase. The library's goal is to provide relevant information to their users and increasing library usage should be encouraged. Generally library usage statistics can assist to motivate for increased funding and the existence of a special library. The result of finances to the library can enhance technology and resource which will impact on service delivery. Hence promoting and marketing the library service more aggressively will be very beneficial. Findings in the study saw that library users felt the need for marketing and promoting the library services. Users in the study suggested that:

- *It would be great if a daily/weekly selection of library material that relates to current affairs could be presented by staff. This would assist in marketing the library services;*
- *I think they need more resources to provide up current material and work with corporate communications to raise awareness amongst staff; and*
- *"It took me some time to know that it even exists, some marketing of some sort will help. They should also provide people with information about services offered" Perhaps if I know what more they offer, I would go there for other reasons either than checking the latest new releases. It could also do with more books.*

A study by Matarazzo, Prusak and Gauthier's (2013: 16) advise that the corporate libraries make the users more aware of the library and its services. SABC library staff also made known that *"by marketing our services and products better and getting staff to understand our functions better"*; *"persevering in presenting our case"* and *"communication with all departments"* will be beneficial to the library and users. Thompson (2018) discusses the benefits of marketing special libraries. He opposes the view of some companies that believe that since the special library is in place, staff will automatically flock into it. At the SABC, though the library is open for all staff, not everyone uses the library for many reasons. Apart from some library non-users opting for online platforms to access information, others said that *"honestly...I got lost while looking for that library at the Radio Park. I hated that"*; *"my reasons for not using the library are not related to the SABC library staff skills but rather lack of publicizing the resource- the library itself- Weak marketing"*- all salient comments. According to Ralph and Sibthorpe (2009b), marketing the image of the special librarian and the necessity to continually market the value and contribution they make to their parent organization is integral. The authors suggested that having a "special day" once a year or mini-conferences would be useful to build cohesion, especially for the corporate sector librarians. Thus, it is imperative that marketing and promotion be actively practiced as it impacts on budget, usage, and enhanced service delivery.

6.2.4.5. Library staff/workers

Idiegnayan-Ose *et al* (2016:127) claim that it is vital for library management to employ, train, and deploy competent staff to handle both technical and professional operations. The SABC has been involved in the recruitment of SABC library staff post the Section 189 period. Hiring more qualified librarians. The shortage of staff was said by managers by employing to persons to fill the posts in the library. Currently, recruitment process is taking place. A library staff said to *"hiring more qualified librarians"*. The standard now, is to employ LIS qualified persons.

The Embedded Librarianship Model represents a new service model to link library and information workers more directly to their users. This takes librarians outside of their usual domains, and positions them closer to their users (Shumaker 2012). Embedded librarians are integrated information experts that provide direct assistance to their

users (Geogio Highlands College 2017). Casburn (2005: para. 7) mentioned that a librarian moved her office entirely out of the library onto the floor that housed the Newsroom stating that in this way, she was able to work 'with' library staff, listening to their issues and wishes, again reiterating the Embedded Librarianship Model. Thus, she was able to modify the mission and the philosophy of the library to reflect the priorities of the organizations. Further, Murray (2015) states that the librarian must work to make end users aware of the service being provided to them. The rate of change in information discovery, access, and delivery, and managing this change also requires skill. It is suggested that library staff continue to self-develop and up skill themselves. The librarian keeps abreast of changes in the information landscape and helps end users to navigate these changes while keeping up with their primary job responsibilities. Some library users indicated that ideally a library worker should possess a:

- *Sound knowledge of broadcast rules and regulations, search, retrieval and various other technical and social skills seeing as one deals with people on a daily basis. Both walk in clients and those via telephone and email;*
- *Passion and understanding for music from all around the world. Master the Reference questions and the culture of each station;*
- *Basic Library and Information Science skills (cataloguing, indexing and researching). Time management;*
- *Computer literacy;*
- *Good general knowledge;*
- *Information Science qualifications;*
- *Communication skills;*
- *Knowledge of the broadcast industry as well as the library and information science industry; and*
- *Library qualifications and passion for the broadcasting industry.*

Hence, the manager that participated in this study indicated that employees must upskill themselves, keep skills and knowledge up to date. LIASA membership was also highlighted by the manager to keep up to date in the profession. Hence the role of LIASA with regards to special libraries must be explored.

Further, the findings of the study regarding the skills and knowledge that the library staff should possess, some significant comments from the library users were that of technical skills, people skills, good communication skills, computer skills, basic indexing and cataloguing skills, music knowledge, qualifications, expertise and experience. In terms of the new digitization project, some users felt that technological skills, technical skills, time management, digital skill for the new library project was lacking. Some strengths possessed by library staff was:

- *Our dedication to our clients and our passion for the library;*
- *Dedicated and committed staff that will do anything to assist clients in finding what they are looking for;*
- *Passionate people who love what they do;*
- *Always available for client at all times; and*
- *Willingness to help.*

A library user made a comment that the staff should *“try and sound like they are knowledgeable”*. This is a reminder of the manager interviewed who said that staff have gone into a routine. It also shares sentiments of other library user who said that some library staff are there *“only because it pays the bills”*.

The State University (2019) stated that advancements and improvements in the special library service are said to depend on experience and continuing education. Evidently many library staff members continued their studies whilst on the job. This was most probably to improve their skills and knowledge for the broadcasting library field. A manager encouraged that library staff keep abreast of times, ‘up’ their skills and knowledge which in turn makes the library worker more efficient and resourceful at the job.

6.2.4.6. Library operating times

The study found that the staff felt the opening times were inadequate for library users. Library users found the opening and closing of the library was a challenge for those working outside the traditional working hours. It was suggested that the library operates seven days a week, from 9am until 8pm during the week and 9am until 3pm Saturday’s and 9am until 1pm on Sundays. Staff claimed that the strength of the library service was that the staff is always available, and also provide relevant information

upon request. A Press-reader that staff can access afterhours and on weekends was also pointed out to be available for usage.

6.2.5. Best practices and trends that can be adapted/adopted by the SABC libraries

Throughout this case study, trends and best practices were investigated among the three SABC branches and the library users, library staff and managers. Such was found and presented in Chapter five. Main findings are discussed herein under broad themes.

6.2.5.1. Staffing qualifications

Kumar's (2005) study found that 92% of users found that LIS qualifications were 'very useful' and 'useful' as a media librarian. In this current study it was also evident that the LIS qualification is significantly important. All managers indicated a degree in LIS as a standard for library post. Library users too felt a library qualification with experience was necessary, with 71.2% indicating so. The majority of library staff possess LIS related qualifications. The huge majority of staff (89.5%) also felt that a library qualification with experience is needed for an effective and efficient library service. The study revealed some inconsistencies with paraprofessional and professional qualifications and assigning job title. Nonetheless, the study revealed a promising find of LIS graduates rightfully taking their place in special libraries. Interestingly, in India, Kumar's (2005) study, library staff indicated a preference of purely a LIS qualifications, or subject expertise in the case of a combination of television media studies and LIS; and mostly leaning towards a combination of television media studies coupled with LIS and IT qualifications. The current study too found that the second most chose option by library users was subject specific qualifications in the SABC industry. When library users were asked what qualifications was required for library staff, library qualification with experience received a total of 71% from Johannesburg users while a little more than half (56%) of users in Durban felt that subject specific qualifications in the SABC industry was needed. Interestingly, Cape Town shared an equal 40% for library qualification with experience and subject specific qualifications in the SABC industry.

Stoker (2017) found that the British Broadcasting Corporation employ subject specialists other than library qualified persons. Further, data collected from library staff in Stoker's work revealed that it was necessary to have librarians holding mass communication, journalism and IT qualifications, and no LIS qualification. It was interesting that majority (89.5%) of library staff held pure LIS or LIS related studies such as that of archiving. Schopflin (2018: 2) highlights that the media librarian's role has changed over the years stating that during the 1980s that the library sector sought to professionalize itself. Observations by the researcher (Rajagopaul (2006) and Rajagopaul (2008)) found that within the LIS field, there is much inconsistencies with staffing. Anyone was hired to fill a library post. Schlopflin (2018:11) claims that due to the lack of professional recognition within media organizations, even library qualifications are unnecessary. Whilst the SABC started that way like most special libraries however over the years, the benchmark to employ LIS persons is now practiced. Schlopflin (2018) did acknowledge that a library and information studies course is likely to give potential employees the best preparation for professional work in media libraries, as was revealed in this current study.

Further, the Australian Library and Information Association (2014: 6) notes that special libraries are changing and point out that the one constant is the importance of hiring library and information professionals. A staff respondent said "*to ensure each request is handled by a specialist in that particular field*". Other comments included:

- *Appoint more people with the right qualifications and passion for the job; and*
- *Before in our parent's generation and my generation matric was requirement. Things have changed now, the Diploma or Degree is an entry for all young generation.*

In view of this, this is a best practice for other special libraries to draw on.

6.2.5.2. Value in the role of the SABC libraries going digital

Thompson (2018) states that providing a library in an organization is expensive. The special library needs to attract users to make management see the benefits of having a library service. Some of the finds from the study revealed that the SABC has:

- *Our rich collections of archive footage, be it audio or audio-visual and the unique collections we have. And then of course our library service`s ability to assist users with information for broadcast;*
- *Wide variety of collection; and*
- *We have what other institutions do not have, old good music which you can't find anywhere.*

As the demand for information increases, so does the need for a library, says Thompson (2018). While there was sufficient acknowledgment by the SABC Library staff of their value and role of the library, the managers and users play a pivotal role in determining value of the library service. Keyes (1995) emphasized that special libraries needed to prove their value to their organization, demonstrate their ability to rapidly adapt to a changing marketplace and be quick to grasp new opportunities and reject redundant situations. Aptly so, Matarazzo and Pearlstein (2014: 1) posit that the special library staff must be able to ascertain their role and value and reflect it in their services. The SABC libraries' value is sustained in its service delivery. The SABC libraries is a repository of the past and present. There is a demand for digital resources. Ultimately embracing the digitization process will increase library usage and strengthens the library services. Lown and Davis (2009) bluntly state that the library must show that the Internet has not rendered its services obsolete.

6.2.5.3. Marketing and promoting the library services

Thompson (2018) concludes that library marketing delivers the benefits of higher usage of the library, increased value to the organization, educated users, and changed perceptions towards the stereotypical view of libraries being old-fashioned. In this study, the managers mentioned that communication via Corporate Communication among other methods, takes place. In Durban, a manager felt that Johannesburg is doing a better job in promoting the library services than in the other branches. Results from Johannesburg found besides the newsletter, the library staff send monthly communication and reviews of new books/products. Further, it was said that many know about the library through activities such as Library Day, Radio Day and Archive Week as well as radio and television information storing and preservation activities,

encourage people to visit the library, mini gifts, stand outside and give staff items that have small pamphlets about the libraries. Old copies of books and music are sold and many people queue to the library. It was also suggested of the role of the ROM and RRTO managers play together with the library in promotion and marketing the library services. An account of one manager was that staff get into routine and do not go out of their way. One significant find is that the manager says doing independent newspaper clippings of the SABC to the executives remind them of the library. Library users said that *“there is room for improvement in marketing itself to the users”* and *“improvement aligning it to the needs to broadcasting and marketing it”*. Thompson (2018) emphasizes that special libraries, like public libraries need to be marketed. *“By making sure we get relevant by getting relevant material what the organization wants, market ourselves to clients and provides right music according to the mandate of the radio stations”*, was a response from the study. Thus the profession requires a constant reminder of the role and value of the library service for survival in the information age. While there are marketing and promotion of the library services, more aggressive strategies should be in place to create library awareness for increased library usage.

6.3. Summary of chapter

This chapter provided a discussion on the research objectives and questions guiding the current study. Salient issues regarding the library staff, library usage, non-usage, services, budget, technology as well as the strengths, weaknesses and challenges of the library service was explored. The skills and knowledge of library staff revealed that soft skills such as communication and customer care skills were important as well as computer skills. With the SABC embarking on a digitization project, a new set of technological skills is foreseen for library staff. The study was underpinned by the Embedded Librarianship Model and the characteristics of librarians being proactive, going out of their way to serve clients was revealed to exist but not entirely in the library service. The discussion highlighted the role of managers and the library in promoting and marketing the library service much more than what is already in practice. The Systems Approach theory was reflected in the role that management plays in budget allocation. The three-fold mutualistic relationship of library users, library staff and

SABC managers was evident. The next and final chapter concludes the study and provides recommendations.

CHAPTER SEVEN: Main findings, conclusions and recommendations

7.1 Introduction

This study focused on the role and value of special library services in the information age. The study specifically selected the SABC special library services, making this case study research. The term special library in this study is a term that encompasses all information providing services such as Archives, Media library, Information Library and such. The SABC is the national broadcasting corporation of South Africa providing news, current affairs, entertainment and more- through television and radio broadcaster as a public service provider. The current study revealed findings from the three hub cities that house corporate libraries (SABC), that being in Cape Town, Durban and Johannesburg.

The following research questions was designed for the current study:

- What was the value and role of the special library service in the information age at the SABC?
- What was the extent to which the SABC libraries services have been influenced by ICTs?
- What challenges do the SABC libraries face in meeting their needs of their users?
- How could these challenges be overcome?
- Were there best practices and trends that can be adapted/adopted by the SABC libraries?

7.2. Summary of findings

The study used a mixed methods approach with three data collection instruments that aptly allowed triangulation. These instruments included two different web-based questionnaires for the SABC library users and library staff, in addition to a semi-structured interview schedule that guided the interviews with the branch managers involved in the recruitment of library staff. These instruments allowed for rich data

triangulation thus the following discussions encapsulates the pertinent findings, drawing on conclusions and recommendations of the study.

7.2.1. Value and role of the special library service in the information age at the SABC

The first research question considered the value and role of the special library service in the information age at the SABC libraries. All (100%) managers interviewed in the study, felt that there was a need for a library at the SABC. Further, the general findings emanating from this study, with regards to the usage of the library service revealed that a little more than half (53.9%) of SABC staff are library users while 46.1% are library non-users. This caused a concern as almost half (46.1%) of SABC staff are not using the library services. There was evidence from the non-users, depicting that previously there was use of the library services but has since ended for various reasons, mainly citing that there is no need for the library in the digital age and that online platforms have their information needs met and is readily available. Though the total percentage (53.9%), was slightly higher for library usage than for non-usage (46.1%), nonetheless, it was a positive retort for the study. In the city of Durban, the library usage far exceeded the non-usage with a majority 66.7% of staff being library users. However, in the Johannesburg branch there was only just a bit more than half (52.8%) of staff that made use of the largest library service branch. This was a worry since the branch is the largest of the branches with the biggest library services and managers felt this branch promoted the library services the most. The Cape Town branch equally shared a 50% library usage and 50% library non-usage. Most of the non-users of the libraries, stated that there was no need to use the library in their line of work, others said that it was easier to find information on online platforms such as Google than using the library, some felt that the library in Johannesburg was far and some users could not find it. In Durban, one non-user did not know that staff could make use of the library. Furthermore, the demographics of the library user's job titles did not guarantee usage of the library. The majority of users in all branches use the library services mostly 'only when required'. Other reasons for use of the library was personal development, academic and leisure readings.

The SABC libraries have a role to play in the organization. From data collected, the libraries' role was seen to provide information (newspaper) and resources (CDs, books, LPs) and to archive materials to internal clients (the SABC staff) and external clients such as eTV, music schools, newspaper houses and other private clients. The findings from some of the library users, significantly indicated that the role of the library was to provide information (gathering, informing, sharing, archives), for staff convenience and was a support service. In addition, the libraries' value was visible in the vast, rare and unique collections that it houses such as the archives that date back to the year 1936. There was also information sources that are rare- not be found anywhere else. While it was indicated that some library materials are old and limited, and seen by some library users negatively, to be outdated, the library's collection does as other respondents perceived to: *"maintains history"* and holds the *"treasures of history"*. It was evident that money/budget constraints impacted on the procurement of resources and ultimately resulted in some magazine subscriptions being discontinued, much to the dismay of some library users. The value of the libraries was clear with a manager sharing that *"the Information Library is one of the best in the country"*. Further, to reiterate, the archives dating from 1936, shows the rich repository that is housed at the SABC libraries. The library is also the only department at the SABC that is most accessible online with the web-page of the SABC website and the library staff willingly assists with online queries even when it is non-library related and re-directs clients to the appropriate departments. Such practice of embedded librarianship makes the SABC library services an asset to the organization internally but also externally. The findings also revealed that the majority of users within branches and 92.7% users cumulatively, sought assistance from the library staff showing the value and role of the SABC library services.

The SABC library service was rated between ratings of 3, 4 and 5, with 5 being excellent and 1 poor. The rating of 5 was the highest among all branches with 60% library users, 33.3% library users and 56.3% library users for Cape Town, Durban and Johannesburg respectively. A rating of 1 (being poor) was obtained from 8.3% in Durban and from 2.3% Johannesburg users. Evidently, the aforementioned, statistic of ratings 3, 4, and 5 was wholly selected by 92.3%) users, further validating the role and value of the library service positively.

7.2.2. Extent to which the SABC libraries services have been influenced by ICTs

Technological advancements have been present in libraries for decades and it continues to advance allowing libraries to embrace and evolve with it. Hence, the second research question sought the extent to which the SABC libraries services have been influenced by ICTs. Some significant findings from the library staff detailed that ICTs are used for the issue and return of books, creation of metadata, data capturing, research, retrieval, InMagic, Dalet, online services (audio books and e-books), the use of databases, and utilizing ICTs to keep pace with the concern of the information explosion.

The study's findings revealed that almost all of the library staff (92.9%) found that the effects of ICTs was beneficial to them. There was one (1) respondent who had opposing views reasoning that *"...less people are coming to the library"*, suggesting that the staff was retrieving resources elsewhere. Some marked effects were that the staff are able to provide the correct information content in the right format and platform, swiftly to clients. There are possibilities for the library staff to train the library users on the use of online products available in the library. More so, ICTs allowed for CDs to be stored digitally resulting in much more archive shelf space. Results showed that library staff find information, is transferred easily and it is easy to interact, seek help, network and gain access to information when aided by ICTs.

7.2.3. Challenges that the SABC libraries face in meeting the needs of their users

There were challenges that were gathered from the data collection methods obtained from the SABC Library users, staff and managers.

7.2.3.1. Technological challenges

While ICTs have enhanced SABC library work, it also brought with it, challenges, as seen in this current study. Many users pointed out that the library lacked the latest technology, was in fear of the tools becoming obsolete and there was a pressing

demand in need of digitization. The huge majority of library staff (94.7%) was confident that they were providing an effective and efficient library service. However, thought-worthy was just one library staff (5.3%) that did not think so. They based this on the lack of the library budget in purchasing the latest technology for use. Of the 46.1% of library non-users, many reasoned that they did not use or need the library as the Internet provided their information needs/resources. Some library non-users reasoned that the library was that it was not convenient and easier to find information on online platforms. Further, the study revealed that the SABC libraries form part of the Technology Department in the organization. Fortunately, the library management 'fight' for the library as most times the library is second in line to receive new technology as the radio division is top priority. Related to technology, the findings placed much emphasis on digitization in the libraries. There is a colossal demand for digital offerings at the SABC libraries but the libraries face monetary issues regarding digitization.

7.2.3.2. Library operation times

It was clear that the library plays a central role in the SABC as an organization. Some library users utilized the library for work purposes whilst others opted its use for personal reasons such being, academic or leisure purposes whilst others used it as an 'escape'. Being aware that the organization is a 24-hour servicing broadcast facility, the study revealed that some SABC staff were unable to make use of the library services since they were shift workers- working outside traditional work hours and the library maintains traditional work hours and was closed. The responses from some library users, indicated the need for the library to be opened longer during the week and over the weekend.

Library staff alluded that there was varied methods in practice to assist the library users after work hours. These included remarks that some library staff are available after hours via their mobiles or emails, and that some library staff are on standby after hours. A comment pointed out was that staff (library users), know when the library is closed and take the items needed during working hours while other users return when the library is open. With regards to this, there are some library users that were unaware

of the strategies in place for after-hours library usage and services offered. Hence, these findings offer opportunities for much more promoting and marketing of the library services, thus creating awareness.

7.2.3.3. Visibility of the library

Though there is visibility of the SABC libraries, it was highlighted in the study responses that it was not always easy for the Johannesburg users to locate. While marketing and promotion of the branch's library services are seen as "better" in Johannesburg than the other two hub branches, there were many negative comments regarding the location of the library from non-users. Many SABC staff replied that they did not use the Johannesburg library because of its location. Many said that it was far, in a secluded area and one staff member even got lost trying to look for the library. In Durban, a non-user was not aware terming himself/herself as 'ordinary staff' was allowed to use the library. It was significant that some SABC staff did not know much of the library nor the services offered thereby motivating their non-usage. Though the research revealed that the Johannesburg branch having many marketing and promotional strategies, it was significant that there was a non-user who mentioned that there was weak library marketing in that branch. Therefore, it becomes imperative for aggressive library marketing and promoting mechanisms.

7.2.3.4. Users' satisfaction on library staff/services

There was a general satisfaction of the library service however some major findings were that library users did not think that the library staff were going out of their way to assist users, that they did not always know of relevant items to assist the user with, and that they were not going out of their way to secure new and relevant content. More so, it was found that the library staff were seen as there just because it pays their bills. A manager also indicated that staff get into a routine and do not go out of their way in providing their service. One library staff respondent who pointed out that there was a shortage of staff/manpower owing it to the lack of money. Perhaps, managers need to have motivational mechanisms to build staff morale. Generally special libraries have small staff complements however the SABC was found to have more than one person

running the library further recruiting more staff. Hence, it is clear that the libraries are growing and developing adding to its role and value in the organization.

7.2.3.5. Budget constraints impact

The concern of budget constraints was also a challenge, revealed in the study. Library users, staff and managers reiterated the budget issue. Obtaining the latest technology, digitization, buying more books, and subscribing to magazines were lacking in the library, as mentioned in the study. A manager explained that there was also a challenge in that record companies or artist no longer provide their music to the SABC, which means that the library has to use online platforms to purchase new music and that costs money. Thus, it is apparent that lack of money has negative impacts relating to the library service provisions. A statement by a library staff member claimed that money is always an issue and that when they want to do something for the library the answer is: *"sorry, there is no money"*. Though some of the weaknesses of the library hold true, respondents in some cases understood that budget constraints was an impacting factor in library service delivery.

7.2.4. Overcoming challenges

The study revealed that 85.5% of library users and a larger majority of 75% of library staff felt the library needs to be improved. Significantly, issues of money, space, outdated collections, digitization, out-dated technology, visibility of the library and staff challenges, are challenges to be overcome.

7.2.4.1. Technological challenges: outdated technology and digitization

The study revealed that library users and library staff felt that technology was outdated. Words and phrases such as old, almost obsolete, old-fashioned, too manual and such. An integral find among all populations of the study, was that of digitization. All three populations targeted for the study emphasized the urgent need and demand for digitization in the libraries. It was unfortunate that the lack of digital information contributed to library non-usage. A worthy intervention is that SABC including the library tries it's best to keep abreast with technological changes and remain relevant in the information age. Thus, the library has embarked on a digitization project,

perhaps slower progress, nonetheless in progress. This would lessen the storage space issue and most likely introduce newer technologies. A notable thought, is while other special libraries have closed, the SABC libraries remain functional since 1961, showing the initiatives taken to maintain its positive role and value in the SABC. Managers must be commended for seeing the worth of the library service to the organization. It will always maintain relevancy of the library services in the information and digital age.

7.2.4.2. SABC Library operation times

There was conflicting results from library users and library staff with the operating hours of the library. Staff did respond saying that they were available after hours on standby. Suggestion by library user was that the library operates seven days a week, from 9am until 8pm during the week and 9am until 3pm Saturday's and 9am until 1pm on Sunday's. Therefore, the library has to aggressively market and promote the library service beyond what they currently do.

7.2.4.3. Visibility of the library

Though there was a lack of visibility of the SABC libraries, was highlighted in the study responses especially in the Johannesburg branch, there was much evidence from managers of methods used for promotion and marketing the libraries. Contrary to the Johannesburg library not known in location by some users, there was more marketing and promotion in Johannesburg than the other two hub regions. Further to this, many library non-users' remarks highlighted the location as a deterring contribution to visiting the Johannesburg library. It must be noted that the Johannesburg branch has many 'libraries' in different regions unlike the Cape Town and Durban branch with just one physical library space. The Durban library was unknown to a staff member that he/she could use it. Clearly, it was important to consider that some SABC staff did not know much of the library or of the services offered. Such factors contributed to the library non-usage. A non-user (Johannesburg) claimed that that there was weak library marketing in that branch. The essentiality of library marketing and promoting has to look at other strategic ways as well. Unfortunately, it may not be possible to move the library that is location is an issue. If possible, then it should be considered to increase library usage. A mobile library service is also possible.

7.2.4.4. Users satisfaction on library staff/services

A huge majority of staff (94.7%) and users felt the library was providing an effective and efficient service. The study revealed library users (refer to Table 5.5) to be mostly satisfied with the library service however there were skills and knowledge that was lacking in staff revealed by the users such as digital knowledge, communication skills, human relations, interpersonal skills, current affairs, patience, sense of urgency and appropriate certification that is aligned to the job. A manager stressed, that staff must upskill and self-develop continuously. Staff indicated the training that they obtained and wished to undergo. The current study revealed that staff underwent training for Dalet, RAB sound engineering, *Microsoft Excel*, communication skills, customer services (Table 5.13).

7.2.4.5. Budget constraints impact

The study saw library staff suggesting that more buy-in from management was required, replacing tools, becoming digital, liaising with the correct parties involved to ensure adequate stock and proper functioning equipment, by marketing the services and products better and getting staff to understand their functions better, persevering in presenting their case, communication with all departments, and hiring more qualified librarians. External stakeholders such as the public can help the SABC library services by paying their TV license to generate income for the SABC. With regards to the budget constraints, managers indicated that it depends on the sustainability of the organization as the SABC library is a part of the organization as a whole. In the future, money can be gathered from the external clients who will consult the digitized collection.

7.2.5. Best practices and trends that can be adapted/adopted by the SABC libraries

The following are pertinent best practices that can be adapted/adopted by the SABC libraries and other special libraries.

7.2.5.1. Qualifications for employment in SABC libraries

The perceptions regarding qualifications of library staff was investigated. Questions were specifically posed to the managers and library staff and users. When library users were asked what qualifications was required for library staff, library qualification with experience received a total of 74.2% from Johannesburg users while 54.5% of users in Durban felt that subject specific qualifications in the SABC industry was needed. Interestingly, Cape Town shared an equal 50% for library qualification with experience and subject specific qualifications in the SABC industry. There was 11.2% of Johannesburg users who indicated matric and experience as necessary for an effective and efficient service. A total of 18.2% of users in Durban who selected 'other' as an option. This was interesting as the responses was:

- *I think just work experience will do. If someone is taught how to do something practically, they will grasp it; and*
- *The ability to respond, search and provide relevant, useful information, archives, music as soon as possible.*

Observations and previous studies, saw a common practice where 'anyone', not necessarily LIS graduates were hired to fill special library posts. A good practice by the SABC was that majority of staff held LIS or related field/s qualifications. Moreover, in recent years, managers have set a standard to benchmark library qualifications for employment at the SABC libraries. However, one manager felt archival positions within the library needed someone with subject specific qualifications. Further, it is fortunate that the ill-fated Section 189 for some staff, was favourable for the library and resulted in the recruitment of more library staff.

Similarly, there was a large majority (89.5%) of library staff that specified an inclination of a purely a LIS qualifications and experience while a remaining 10.2% thought that subject specific qualification in the SABC industry was needed for the effective and efficient library service. In addition, the current study also found that the second most selected option by library users (18.3%) collectively across branches was subject specific qualifications in the SABC industry. However, akin to library staff preference, LIS qualifications with experience gained a majority 68.3% from library users. A trend quite visible in this study's findings was with that of LIS qualifications. Majority of library

staff held library related or pure LIS qualifications. It does seem that many initial non-LIS staff studied while on the job towards library qualifications. An encouraging trend is that the SABC is following their new standard to hire LIS person with a minimum NQ Level 7 qualification.

7.2.5.2. SABC Library marketing and promotion

Visibility of the library was a common issue in the Johannesburg branch which is the largest library services than other branches, While 53.9% are library users, 46.1% do not use the library. Marketing and promotion of library services is a necessity for any library. The study revealed that all three branches engage in marketing and promoting the library. As mentioned before, a manager said that the Johannesburg branch does “*better*” marketing and promotion of the library than the other branches. This was evident from the various methods used but there was still a library non-user whom mentioned that the library had weak marketing. There are some activities that the libraries continuously do to make themselves visible to SABC staff. Other branches can adapt or adopt the practice of the Johannesburg branch library as they do a lot in marketing and promoting their library services. Nonetheless, the study revealed various activities that the library staff engage in such as radio interviews with library staff, featuring in the monthly newsletter (Corp.Comm.), partnering with other departments for activities and putting themselves out there, be it to be proactive with gathering newspaper clippings or merely handing out library novelties at the SABC. It just needs to be a much more aggressive marketing and promotion of the libraries so to ensure that their awareness reaches all staff.

7.2.5.3. Digitization at the SABC libraries

A pertinent trend revealed in the study was that of digitization. The library users wanted the library to be digitized as soon as possible. Throughout the study, it was emphasized by library staff, users and managers the need for digital offerings. Further, a library staff member mentioned that presently digitization is not added to their day-to-day tasks but is optimistic that when the catalogue becomes available online, it will be a great help. Furthermore, the respondent highlighted that the library is moving towards the era “*where the traditional way of doing or running library is*

fading, the manual way is dying, nowadays everything is technology". The SABC has begun the digitization process. A manager spoke of the future plans where workflows would also be digital and the catalogue would be online for external use, globally. This service would provide ROI for the SABC hence adding to the role and value of the library service. The digital offerings may also draw in the non-users to be library users. Further, library staff made it known that ICTs have impacted on library work. Thus, from the findings, it was clear that ICTs have effects on the library services.

7.3. Conclusions of the study

The following conclusions are taken from the findings and summary discussions of the study.

- The majority of SABC staff sampled made use of the library service. The branches: Cape Town had an equal 50% of library usage and non-usage. , Durban had a majority (66.7%) of library use while the largest branch library Johannesburg has a slightly more than half (52.8%) of the total SABC staff there. Those SABC staff who do not make use of the service was for reasons such as:
 - mainly for the convenience in finding information online through Google,
 - that the library in the Johannesburg branch was far and in a secluded location, and
 - shift workers were unable to access the library as it is closed after-hours

Though the majority of SABC staff are library users (53.9%), there is a slight difference with (46.1%) being library non-users.

- Those that use the library service, do so, mainly when they require information mostly for work purposes (Resources that are required for television or radio shows). However, in the Johannesburg branch, the library is used more for other reasons such as current affairs, studying, academic, personal development and knowledge as well as recreational reading.
- The role of the special library service is widely known and understood by the library users, library staff and managers. The role of the library exists in

providing information/resources (library service) to the SABC staff. The libraries have a role to provide information, entertainment, leisure, research and the archives. Users also thought of the library as empowering, educating and developing knowledge and being a convenience for the SABC staff. Majority of users sought assistance from the library staff, when using the library hence there is value attached to the library services/staff. The embracement of ICTs' advancements and embarking on digitization in the libraries add and retain relevancy and the value of the libraries. Therefore, the future role and value of the SABC library services is promising.

- There is much value attached to the special library service by the library users and managers. The managers believed in the need and value for the library services in the organization emphasizing that the broadcasting “*starts at the library*” and that the archives are valuable with “*the past is the future*”. Showing the libraries' value further, was that majority of the library users (86.4%) rated the library service as excellent and described the service mainly between very good and good. However, there was a handful of library users (13.6%) that was not satisfied with the libraries' services. However, the majority of library staff (94.7%) felt that they were providing an effective and efficient library service.
- There was a meaningful shift regarding staff and their qualifications in the SABC libraries over time. It seemed evident that in the past many staff were employed with other non-related library qualifications (B.Ed. for example) or matric. The study found that most staff did further their studies in the library field while on the job. However, it has now become the standard for employing candidates who hold a NQF 7 library or archive qualification.
 - The Johannesburg users (74.2%) prefer that the library staff to hold LIS qualifications and experience.
 - Conversely, the Durban branch users thought differently where the majority 54.5% users leaned towards subject specific qualification in the SABC industry.

- The Cape Town library users shared equal (50%-50%) preference towards LIS qualifications and experience and subject specific qualification in the SABC industry options.
- However, majority of staff (89.5%) and users (68.3%) believe the LIS qualifications and experience to be ideal for librarianship while 10.5% (library staff) and 18.3% (library users) leaned to the subject specific qualification in the SABC industry option.

Evidently this practice was confirmed by managers whom indicated the benchmark standard being the LIS qualification at NQ Level 7 for library positions and preferably subject specific qualifications (though sometimes LIS qualifications) for archival positions.

- While there are many skills and knowledge mentioned in the study as required for the effective and efficient library service, salient such, are:
 - Computer skills;
 - Digital knowledge;
 - Good library background;
 - Knowledge of library archives;
 - Knowledge of the broadcast industry;
 - Library systems knowledge; and
 - LIS qualifications.

Further, personal skills included were people skills and customer relations management. The library users believed that patience, communication skills, to be knowledgeable about current affairs was deemed necessary for the library service. The aforementioned was also seen by some library staff as lacking together with some indicating the lack of technological skills.

- Broadcasting software such as Dalet and RAB1 are used in the library. Library work is enhanced with ICT utilization. Other uses of ICTs involved library tasks such as using equipment such as scanners and software in creating metadata, storing and preserving files and retrieval, the process of identification, collection, storing, processing and disseminating of information, loaning materials, e-books,

emails, *PowerPoint* presentations, *Excel* for budgetary purposes, newspapers, borrowing of books and returns and the Internet. The library staff are able to scan, file, index, make information searchable and store information from print media (digitization) with the use of ICTs. Further, there is a repository of online journals that is available in the SABC Library. It was evident that the library services utilize technology in their daily operational tasks.

- A pertinent challenge facing the library is that of using 'old' technology. This has also contributed to the service delivery of the SABC libraries. Though users are generally satisfied with the library service, it was often pointed out that there is outdated technological tools, an absolute need and demand for digitization, and that the library is not yet completely digital. Hence, digitization was a prominent find in this study among all three populations. A challenge for this was the lack of budget to replace all tools and therefore the slow progress with digitization. However, there is future goals to speed up the digitization project.
- Some findings saw the libraries faced with the challenge of outdated resources and magazine subscriptions that have been cut. Again, money was recognized as the factor limiting the latest resources. Contrary to this, the old resources were seen as treasures in the collection, not to be found elsewhere and maintaining history.
- While there was a general satisfaction with the library service, there was a need for staff to be up to date with technological changes. The staff must be willing to adapt to and implement to technological changes. Thus, continuing education and training to keep abreast of the profession, up skill and self-development was deemed important.
- The visibility of the Johannesburg library was questionable where many library non-users said the library was afar in a secluded and non-enticing area. This was evident by many non-users and is a reason for their non-usage of the library services.

- While the libraries have various marketing and promotional strategies in place, it is not enough as all SABC staff obtain automatic membership of the libraries however findings revealed that library awareness to SABC staff is still lacking. In the largest branch (Johannesburg), where library promotion was rife, just over half the SABC staff make up the library user population (52.8%). Further, a Durban respondent only knew he/she could use the library when answering the questionnaire to this study. This in turn impacts on library usage and value of the library services.
- Library operating times also posed a challenge to users where shift workers could not use the library because it is closed. This applies to all branches since they all follow operational times within traditional work hours.
- Budget constraints proved to impact on the library service. The managers see the role and value in the library and has made attempts to gain investment from the executives for the library. Newer technology, outdated materials, not yet fully digitized- all share the impacting factor of the budget which results in the ripple effect of library service delivery and its role and value to SABC staff.
- There was a general satisfaction with staff with the embedded librarianship in practice in some cases. They were perceived as helpful, patient and able to assist users with their information needs however some respondents highlighted significant points that staff need to do follow ups, show enthusiasm, go the extra mile to provide an effective and information service. Hence, personal competencies need to be worked on. Some findings suggested that staff did not go out of their way to assist and was there just to get paid thus staff morale needs motivation.
- There was a belief from all- but-one library staff (Johannesburg) that they are providing an effective and efficient library service attributing it to lacking monies for hardware, software, as well as MAM systems, library staff and skills. The findings of the study showed an overall positive response to the library services and its efficiency and efficacy from library users too. Even so, library users, library staff and managers all feel the library service can be improved in terms of:

- appointment of persons with the appropriate qualifications and who have a passion for the job;
- by persevering in presenting the 'library's case', the use of the latest technology;
- create awareness;
- creating space;
- digitization;
- frequent training;
- promoting and marketing the library
- purchasing new books and journals; and
- to encourage library usage by staff and becoming online across the world.

In relation to other findings of the study in terms of library usage, improvement of the library service with regards to promotion, marketing, digitization, staff morale and such would encourage the library to be used for other personal reasons, rather than only for work purposes.

7.4. Recommendations of the study

Based on the findings the study, the study proposes the following recommendations:

- While the library usage in all branches and cumulatively exceeded the non-use, the numbers (except for Durban) was a significant little more than half the majority. There was still many staff of the organization that do not make use the library for various reasons. It is therefore recommended that the SABC libraries be more rigorous to market and promote the library services to the library non-users, thus creating awareness. Further, the current study brought to light some of the reasons that the library was not used. Perhaps a further 'needs analysis study' with the library non-users will be beneficial to gain more insight as to what can be done to increase library usage. This would assist in the library catering for the needs of all SABC staff incumbents, according to the mandate thus validating the role and value of the SABC Library services. All staff who do not use the library for work purposes should be encouraged to use the library for personal or academic purposes.

- Some library non-user respondents were unaware of the library services hence it is imperative that the library is known for its role and value in the organization. Creating awareness through marketing and promotion of the library services is a must. The library staff and managers must work together to come up with creative and innovative ways to show the role and value of the library to the SABC staff.
- Majority of the library users sought assistance from the library staff. While this did reveal the essentiality, value and role of the library services/ library staff, the users must undergo training on library usage. The role of the librarian must evolve in light of the technological advancements and the digital world in the information age. Users and non-users should be given training by the library staff on how to use the catalogue, archives, locating resources on the shelves and online access. Library staff should offer training to SABC staff (be it users and non-users), who do not find the library accessible. In this way they will learn and exploit the system and make optimum use the library.
- In order for the special library to remain in existence, budget constraints (though at times beyond the libraries' control) must be addressed. Clearly, the value and role of the SABC Library is one that was highly positive, however money is always needed to 'do better'. So while financial constraints limit procurement of newer collections and technologies, library staff and managers need to persevere and continuously show their value to the organization. Capitalizing on the uniqueness of the libraries, library usage must be encouraged despite the SABC staff (both library users and non-users), having the internet conveniently at their disposal. In addition, the move to digitization and digital offerings to external clients will provide further ROI.
- The library staff play an integral part in the library service. There were compliments and positive characteristics of the library staff/services offered however there were also negative remarks- constructive criticism towards the library staff/services. For this reason, library staff must continually be self-motivated, motivated and encouraged by management to self-develop and upskill themselves for the

dynamic broadcasting industry that they are a part of. Personal competencies, such as patience, sense of urgency to deadlines showing enthusiasm, being proactive, going the extra mile, providing feedback, being knowledgeable about library work and the library is very much needed. Have training for library staff with the latest technology and to improve soft skills should be practiced. Library staff have the ability to increase and decrease library usage.

- Some respondents felt the operating times of the library to be an issue. The library staff did say that some of them are available on WhatsApp, and over e-mail after-hours. Though staff seemed to hold the understanding that the users make use of the library on the Friday for over the weekends and come when the library is open, the SABC needs to consider changing their operational hours according to the 24-hour broadcasting service of the organization. This was also suggested by a library user.
- Digitization was prominently highlighted in this study. Users indicated that they wanted more digital offerings and for the library to be digital. The respondents stressed the urgency of it. Hence, digitization is much required by the library users. It is vital as this is the Fifth Industrial Revolution (5IR) era. Managers did indicate that the digitization process is in progress. Thereafter, the role lies in the SABC managers and library staff to ardently market and promote the service to gain library non-users and attract more external clients.
- Accessibility of the library is essentially one of the goals of any library service. The success of library usage is dependent on accessibility. In Johannesburg, it was often found that the location of the library was said to be in a secluded and distant area. On the other hand, a response was that it was in a good area. It is recommended that there is some consideration on how to bridge the gap. Perhaps it is not feasible to relocate the library however the library can consider a mobile library to service SABC staff, offer transport to users and/or make the library more visible physically to staff of the organization so that they do not get lost looking for it. Hence, the use of the embedded librarianship approach to take the library and

librarian to the user. Therefore, actively practicing embedded librarianship will positively cement the role and value of special library.

- Marketing and promoting the library service is an activity that is very useful to drawing in users and providing library awareness and knowledge for users so that they can use the library service. Many users mentioned that the library had weak marketing. Some non-users did not know what the library offers. With that being said, the study did reveal from managers that the library does involve itself in marketing and promotion of their services. It seemed that the Johannesburg branch was doing much more than other branches and yet some staff still was unbeknownst of the services offered. Therefore, marketing and promoting the library service must be a priority and done with more rigorous visibility, passion and continuously.
- LIASA, the professional librarianship body in South Africa should play a more active part in special librarianship with more engagement with industry. The SABC is an example of a vibrant and functional special library that gives status and recognition to the stereotyped library profession. LIASA can maximize this positivity in helping other special libraries to be retained. The profession is known to be stereotyped in general. While the SABC recruitment requirements for library post have shifted from hiring 'anyone' to do library work, LIASA plays a fundamental role in developing special librarians and for professional registration and recognition. LIASA, together with library staff and supporting managers at the SABC can advocate the role and value of special librarianship. This registration would promote the recognition that the profession so direly lacks.
- While it is accepted that many students enter the LIS programme by 'default' and not with innate passion, library schools must train students with personal competencies and develop their personality characteristics so they are better skilled for the special library. Library schools must address the curriculum and engage with industry (via Advisory Boards) in the teaching and learning of LIS students/graduates. Library schools can offer further training for special library

staff. Further, this engagement with industry allows room to prepare graduates to improve not only for traditional special library work but also for non-traditional library posts such as archives at the SABC. It must be acknowledged that archives also form part of special librarianship. Hence, instead of the SABC managers opting for subject specific expertise such as sound engineers, LIS graduates can secure all denominations of librarianship within the profession.

- While a fresh and welcome find of the study was the employment of library staff being benchmarked at the NQ Level 7, making the standard now to employ people with the LIS qualifications, the employment for the archives leaned towards subject specific qualifications. The SABC management should consider LIS qualified staff for archive positions as the archives still form part of the library field. Hence, the library must market the LIS qualification for such posts. LIASA has an informed role to play in this regard. Though it is understood that the archives are subject specific, requiring a different skill set than traditional librarianship, library schools need to prepare their graduates to fit in the special library field. It becomes imperative to develop the latest ICT competencies and archival studies in their curriculum.
- A suggestion is that the library create a reading club for the SABC staff, involvement in youth development and community projects e.g. launching books and a poverty project. This participation will increase the role and value of the SABC libraries.

7.5. Implications for theory, policy and practice

The SABC is the national broadcasting corporation in South Africa, This study explored the role and value of special libraries (SABC) in the information age. A research study provides fellow researchers, communities related in the field and stakeholders with information to build the knowledge base in the area of expertise. In doing so, significant information allows for informed decisions.

7.5.1. Implications for theory

Interpretivism and pragmatism laid the foundation for the study. The study investigated the role and value of the SABC library services in the information age. The use of the interpretivist paradigm is common in social science research (Thanh and Thanh 2015: 25). Dean (2018: 3) describes interpretivist paradigm to include several different schools of thought such as phenomenology and hermeneutics amongst others. Ahmed (2008: 2) suggests that researchers hold the assumption that humans possess their own thoughts, interpretations and meanings. The pragmatist philosophy maintains that human actions can never be separated from their past experiences and beliefs (Allmark and Machaczek (2018: 21). Thus, human thoughts are intrinsically linked to action. Mixed research methods and techniques commonly used in the interpretive design are interviews and questionnaires. According to Ntounis, Lloveras and Parker (2019: 3) interpretivism advocates the necessity of understanding the phenomena through the meanings that people attach to them. Hence the study utilized questionnaires and interviews to gauge perceptions of library users, library staff and managers at the SABC.

Technological advancements have an impact in the information supplying industries, such as the special libraries. The TAM, which suggested that if an information system is designed ergonomically, user friendly, processes tasks fairly quickly, then service quality is enhanced. It makes the organization, preparation, and dissemination that more effective resulting in an effective, efficient, and valued library system. (Pai and Huang (2011). Sharma, Kumar and Babbar (2014: 457) stated that librarianship, with the aid of IT, has grown into a prolific affiliation. In saying so, the SABC has embraced technology for the betterment of its library services. Though budget factors was a major hurdle in procuring the latest technology, nonetheless, technology is present. The digitation process underway reflects the use of TAM further.

The Embedded Librarianship Model represents a model, which removes library staff outside of their traditional domains, and positions them closer to their users (Shumaker 2012). The major benefits of embeddedness is the ability to develop closer relationships with people. With regards to the SABC library service, the embedded

librarianship concept was practiced (perhaps knowingly or unknowingly) however further practice was encouraged. Geogio Highlands College (2017) alludes to special library services existing to serve the organization they are a part of, in that embedded librarians are integrated information experts that provide direct assistance to their users. The new role of a library worker involves proactivity and like with TAM, library staff have embraced disruptive technologies to be synonymous with Blended Librarianship, Library/Librarian 2.0.

7.5.2. Implications of policy

The special library is the heart and soul of an organization, with an aim is to acquire, organize, store and disseminate information to its users (Idiegnayan-Ose *et al* 2016: 130; Sharma (999: 25). Idiegnayan-Ose *et al* (2016: 120) claimed that the library is an indispensable and significant component of any organization. This definition emphasizes the core objective of the current study regarding the role and value of the SABC libraries. Amongst the objectives of the mandate (SABC Mandate: 2015), it states that the Corporation, establish and maintain libraries and archives containing materials relevant to the Corporation and to make available to the public such libraries and archives with or without charge. The SABC has adhered to the mandate by establishing libraries in all provinces of South Africa. These libraries vary in shape and size.

7.5.3. Implications in practice

Majority of library users and all managers was cognizant of the role of the libraries and its value to the organization. While technology positively enhanced the library services, it also was a factor revealed to have lessened the library user base with many library non-users opting the Internet as a provider of their information needs. The library embarked on promotion and marketing of their services, however, more aggressive awareness must be done to retain current users and get non-users to see the library's worth. A larger percentage of staff are library users but it is significant that, the library users were just above half of the SABC staff population. Hence library usage must be actively promoted. The year 1961 saw the establishment of the first SABC library and it is so refreshing that whilst observations and literature inform of closing or down-

sizing (Muller 2007), the SABC is evolving with the times. The innovative concept of digitization provides among others, a way to sustain survival of the SABC special library.

7.6. Contribution to the knowledge gap

Research and literature show that not much studies have been done in South Africa (except for Mostert and Muller in the literature) on special libraries. The study's findings brought to light issues that are pertinent in the practice of special librarianship. Using a mixed methods approach, the objectives of the study through case study research was unravelled and triangulated amongst the target populations. In the current era of the information explosion and advancements in ICTs, it was deemed necessary to investigate the role and value of special library. The SABC libraries had its beginnings in 1961. Through the years the SABC libraries remained open and developed, while observations, literature reads and other studies saw other special library services closing down and downsizing. In view of this, this study hoped to see what the SABC libraries were 'doing right'. The study revealed significant positive and negative results that other SABC libraries and special libraries can learn from for survival in the information age and now digital age with the 5IR rising. All the SABC libraries (those included in the study too) and other special libraries can use this study to improve their special librarianship practices and services.

This study contributes to staffing issues amongst library staff. For special librarianship, the SABC no longer employs matriculants or other non-LIS graduates. The management recruits LIS graduates with a minimum NQ Level 7 qualification. As mentioned before, this is now the benchmarked standard for entry into the organization. Significantly, job titles seem to correlate well with professional qualifications, not entirely but there is much evidence of the trend. There has long been the debate of 'anyone can do library work' and this study sheds 'rays of hope' for the library profession as a whole. Other special libraries can also follow suit with this staffing practice. However, with archival posts, there still needs some intervention from the LIS graduates, LIS schools and LIASA, so that the special library field remains with LIS graduates, who can further develop subject specific competencies.

In this information age and now added digital age, the role and value of special library services, the study contributes to the shortcomings and of the ICTs competencies that is required, possessed and lacking in the special library services. ICTs are used in the daily functions of the special library at the SABC. It has enhanced the role and services of the library. Digitization will add to the value of the library services. The study contributes to the impact of technologies and possible ways to overcome the challenges that comes with ICTs. The contribution of this study in this aspect confirms the huge necessity of digitization, the latest technologies and partially acts as a feasibility study for digitization.

A library service is hugely dependent on the library staff providing the services. The study pointed out the good practices of the library staff but also pointed out the flaws of the library services. Therefore, the study contributes to the library staff reflecting on the findings regarding the characteristics, personality and the expected services library users want and need. Hence, the library service will improve and possibly increase library usage at the SABC libraries.

In essence, while the study found that there was a general satisfaction and success of the SABC library service, quantifying all qualitative data and ignoring the lesser responses would mean not doing justice to the current study. Some background knowledge of the researcher in the field of special libraries made it possible to identify issues worth reporting for the 'special sake of special libraries' In view of this study rooted in the interpretivism and hermeneutics paradigms, having gauged rich responses, the minority results still revealed issues that were most significant to note and consider, just as the majority responses. Hence, based on the researchers knowledge and understanding of special libraries, the responses contributed are nonetheless very relevant for the improvement of the role and value of the library service.

7.7. Suggestion for further study

Aforementioned findings, conclusions and recommendations brought a worthy sense of knowing about the role and value of the SABC libraries in the information age. This study used the term library users however as explained in previously, the study targeted all SABC staff except the library staff and managers who were subjected to other data collection methods. The reason is that all staff are automatically members of the library with some using it (library users) and others not (library non-users). This study found out 46.1% of non-users of whom provided reasons for their non-use. While the users provided suffice information to better the service, non-users must have more to contribute. Hence, it is suggested that further research with library non-users to further gauge their thoughts on the services of the library. Probing questions such as: Are you aware of the services offered at the library? What would you like to be offered?, and suggestions for the library will gain beneficial data. It is believed that such a study will allow improvement to attract the non-users into the library for the first time, and 'return' non-users (to those who stopped using the library). Additionally, a well-designed study will act as a marketing and promotional method for creating awareness around the SABC library services.

7.8. Summary and conclusion

The chapter discussed the main findings of the study based on the objectives and research questions that guided this study. The study focused on the role and value of the SABC libraries in the information age. A mixed methods approach aided by two different questionnaires and a semi-structured interview schedule was used to gauge information from the SABC library users, library staff and managers from hub cities of Cape Town, Durban and Johannesburg. Based on the findings, conclusions were drawn and recommendations were made. The researcher feels confident that there was sound research practice was conducted that adequately addressed the objectives of the study through the research questions. The findings emanating from this study revealed salient information regarding staffing qualifications, skills and knowledge, digitization, and marketing and promotion of the library, that can be used by the SABC libraries and other special libraries. The researcher believes that *special libraries are special* and is assured that the issues, trends and practices revealed in this study will

be beneficial to the SABC libraries and other special libraries and encourages further research, thus concluding this current study.

List of works cited

Abram, S. 2010. Value of special libraries.

<http://stephenslighthouse.com/2010/04/07/value-of-special-libraries>. (Accessed 15 January 2019).

Adolphus, M. 2020. How...to undertake case study research.

https://www.emeraldgrouppublishing.com/archived/research/guides/methods/case_study.htm (Accessed 07 July 2020).

Ahmed, A. 2008. Ontological, epistemological and methodological assumptions: qualitative versus quantitative. <https://files.eric.ed.gov/fulltext/ED504903.pdf> (Accessed 10 July 2020).

Alharbi, S. and Drew, S. 2014. Using the Technology Acceptance Model in understanding academics' behavioural intention to use learning management systems. *International journal of advanced computer science and applications*, 5(1): 143-155.

http://www98.griffith.edu.au/dspace/bitstream/handle/10072/62162/94819_1.pdf?sequence=1 (Accessed 20 January 2019).

All About Special Libraries. 2012. What are special libraries? [Online]. Available www: <http://lovespeciallibraries.blogspot.com/2012/04/what-are-special-libraries.html> (Accessed 24 July 2019).

Allmark, P. and Machaczek, K. 2018. Realism and pragmatism in a mixed methods study. *Journal of advanced nursing*, 74(6): 1301-1309.

<http://shura.shu.ac.uk/18205/1/Allmark-RealismAndPragmatism%28AM%29.pdf> (Accessed 02 July 2020).

American Library Association. 2008. Guidelines: competencies for special collections professionals. <http://www.ala.org/acrl/standards/comp4specollect> (Accessed 01 February 2019).

Anderson, D. and Gesin, J. 1997. The evolving roles of information professionals in the digital age. Paper presented at the CAUSE Conference. Lake Buena Vista, Florida, December 2-5, 1997.
<https://www.educause.edu/ir/library/html/cnc9754/cnc9754.html> (Accessed 26 February 2019).

Ansari, M.N. 2012. Trends of library professionals' job market in Pakistan from 1991 to 2011. *Chinese librarianship: an international electronic journal*, 34:1-14.
www.iclc.us/cliej/c134ansar.pdf (Accessed 07 February 2019).

Anyira, I.E. 2011. The anatomy of library users in the 21st century.
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1566&context=libphilprac> (Accessed 05 November 2015).

Apuke, O. D. 2017. Quantitative research methods: a synopsis approach. *Arabian journal of business and management review*, 6(10): 40-47
https://www.researchgate.net/publication/320346875_Quantitative_Research_Methods_A_Synopsis_Approach (Accessed 04 July 2020).

Ard, C. 2012. Adding value in corporate libraries and information services.
http://www.managingpartner.com/sites/default/files/ARK1924%20-%20Adding%20Value%20in%20Corporate%20Libraries_Samle%20Chapter.pdf (Accessed 01 May 2019).

Arnett, R. C. 2017. Phenomenology.
<https://onlinelibrary.wiley.com/doi/full/10.1002/9781118901731.iecrm0186> (Accessed 11 July 2020).

Aroonpiboon, B. 2012. Current and global trends in library and information services. <https://www.slideshare.net/etranex2/current-and-global-trends-in-library-and-information-services> (Accessed 21 June 2020).

Ashikuzzaman, M.D. 2013. Functions and objectives of special library. <http://www.lisbdnet.com/functions-and-objectives-of-specia/> (Accessed 25 April 2019).

Atif, A., Richards, D. and Bilgin, A. 2013. A student retention model: empirical, theoretical and pragmatic considerations. 24th Australasian Conference on Information Systems, Melbourne. December 4-6, 2013
https://www.researchgate.net/profile/Amara_Atif/publication/280860447_A_Student_Retention_Model_Empirical_Theoretical_and_Pragmatic_Considerations/links/57ad23ad08ae0932c974ec1e/A-Student-Retention-Model-Empirical-Theoretical-and-Pragmatic-Considerations.pdf?origin=publication_detail (Accessed 02 December 2019).

Audet, J. and de Amboise, G. 2001. The multi-site study: an innovative research methodology. *The qualitative report*, 6(2): 1-20
<https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2001&context=tqr> (Accessed 07 July 2020).

Australian Library and Information Association. 2014. Return on investment. <http://www.alia.org.au/sites/default/files/ALIA-Return-On-Investment-Specials.pdf> (Accessed 10 July 2019).

Ball, R. 2000. Future trends in special library services. *INSPEL*, 34(3/4): 133-134. Available www: <http://forge.fh-potsdam.de/~IFLA/INSPEL/00-3bara.pdf> (Accessed 06 July 2021).

Barnard, A., McCosker, H. and Gerber, R. 1999. Phenomenography: a qualitative research approach for exploring understanding in Health Care. *Qualitative research*, 9(2): 212-226

https://www.researchgate.net/profile/Alan_Barnard2/publication/12743309_Phenomenography_A_Qualitative_Research_Approach_for_Exploring_Understanding_in_Health_Care/links/00b49527986031bc39000000/Phenomenography-A-Qualitative-Research-Approach-for-Exploring-Understanding-in-Health-Care.pdf?origin=publication_detail (Accessed 09 July 2020).

Bass, J.M., Beecham, S. and Noll, J. 2018. Experience of industry case studies: a comparison of multi-case and embedded case study methods. Embedded case study methods. In Proceedings of 6th International Workshop on Conducting Empirical Studies in Industry. ACM, New York, USA, 8 pages http://usir.salford.ac.uk/id/eprint/46284/1/CESI_2018_submitted.pdf (Accessed 06 July 2020).

Baxter, P and Jack, S. 2008. Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative report*, 4(13): 544-559. <http://nova.edu/ssss/QR/QR13-4/baxter.pdf> (Accessed 05 November 2015).

Blaxter, L., Hughes, C. and Tight, M. 2006. *How to research*. 3rd ed. New York: Open University Press.

Bell, S.J. and Shank, J. 2004. The blended librarian: a blueprint for redefining teaching and learning roles of academic librarians. http://www.cclibinstruction.org/wpcontent/uploads/2012/02/CCLI2012proceedings_Kvenild.pdf (Accessed 05 November 2015).

Bell, S.J. and Shank, J. D. 2011. Blended librarianship [Re}envisioning the role of librarian as educator in the digital information age. <https://i.slcc.edu/internalaudit/docs/teaching-become-blended-librarianship.pdf> (Accessed 14 May 2020).

Bender, D.R. 1998. What's special about special libraries? Paper presented at the 64th IFLA General Conference, Amsterdam, Netherlands, 16-21 August 1998. ifla.queenslibrary.org/IV?ifla64/134-88e.htm (Accessed 15 December 2020).

- Bilawar, P.B. 2013. Special library: a gigantic center for specials. *American international journal of research in humanities, arts and social sciences*, 13(228):134-140.
https://www.researchgate.net/publication/256932499_Special_Library_A_Gigantic_Information_Centre_for_Specials (Accessed 19 May 2019).
- Binny, S.S. 2012. Organization theories.
<https://www.slideshare.net/SSBinny/organization-theories> (Accessed 25 February 2018).
- Blended Librarian. 2020. About BL. <http://blendedlibrarian.learningtimes.net/about-bl/#.Xq7CPcuP7ug> (Accessed 03 May 2020).
- Bless, C., Higson-Smith, C. and Kagee, A. 2006. *Fundamentals of social research methods: an African perspective*. 4th ed. Cape Town: Juta.
- Blessinger, K. 2002. Trends in the job market for librarians: 1985-2000. *Electronic journal of academic and special librarianship*. 3(1-2)
http://southernlibrarianship.icaap.org/content/v03n01/Blessinger_k01.htm (Accessed 03 September 2019).
- Breeding, M. 2014. Library systems report 2014: competition and strategic cooperation. <http://americanlibrariesmagazine.org/2014/04/15/library-systems-report-2014/> (Accessed 23 July 2019).
- Brown, N. 2017. Epistemology. <https://www.nicole-brown.co.uk/epistemology/> (10 July 2020).
- Brysiewicz, P. and Erlingsson, C. 2017. A hands-on guide to doing content analysis. *African journal of emergency medicine*, 7(3): 93–99.
<https://www.sciencedirect.com/science/article/pii/S2211419X17300423> (Accessed 13 July 2020).

Carlson, J. and Kneale, R. 2011. Embedded librarianship in the research contexts: navigating new waters. *College and research libraries news*, 72(3): 167-170.
<http://crln.acrl.org/content/72/3/167.full> (Accessed 03 January 2017).

Casburn, S. 2005. Prove yourself: what public and academic libraries can learn from special libraries.
https://web.archive.org/web/20160801070954/http://www.liscareer.com/casburn_special.htm (Accessed 16 June 2020).

Chris-Israel, H.O., Madu, U.W. and Ojokuku, B. Y. 2019. Prospects and challenges of special libraries as change agents in public institutions: a survey of special libraries in Osun State, Nigeria.
https://www.researchgate.net/publication/330290022_Prospects_and_Challenges_of_Special_Libraries_as_Change_Agents_in_Public_Institutions_A_Survey_of_Special_Libraries_in_Osun_State_Nigeria (Accessed 25 November 2019).

Cleviton V. F. Monteiro, F, da Silva, Q. B. and Capretz, L.F. 2016. A pilot case study on innovative behaviour: lessons learned and directions for future work. 10th International symposium on empirical software engineering and measurement, September 2016. <https://arxiv.org/ftp/arxiv/papers/1612/1612.00730.pdf> (Accessed 06 July 2020).

Colorado State University. 2020. Types of case studies.
<https://writing.colostate.edu/guides/page.cfm?pageid=1290&guideid=60> (Accessed 30 June 2020).

Corrall, S. 2010. Educating the academic librarian as a blended professional: A review and case study. *Library management*, 31(8): 1-25
https://www.researchgate.net/publication/47870078_Educating_the_academic_librarian_as_a_blended_professional_A_review_and_case_study (Accessed 21 November 2019).

Cossham, A. and Fields, A. 2007. Balancing individuals' expectations and organizational requirements for continuing professional development. *Library review*,

56(7): 573-584. <https://doi.org/10.1108/00242530710775971> (Accessed 14 June 2019).

Coventry University. 2020. Research for construction management. <https://www.futurelearn.com/courses/research-construction-management/0/steps/75094> (Accessed 30 June 2020).

Cowan Harper Madikizela Attorneys. 2020. Are employers obliged to save jobs through S189 of the LRA. <https://www.chmlegal.co.za/lra-are-employers-obliged-to-save-jobs-through-s189-of-the-lra/> (Accessed 01 December 2021).

Creswell, J. 2007. *Qualitative inquiry and research design: choosing among five approaches*. 2nd ed. CA: SAGE.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6468135/pdf/40037_2019_Article_509.pdf (Accessed 12 August 2020).

Creswell, J.W., and Plano Clark, V.L. 2011. *Designing and conducting mixed methods research*. 2nd ed. Los Angeles: SAGE.

Crosby, O. 2000. Information experts in the information age. *Occupational outlook quarterly*, 202: 1-14. <https://www.bls.gov/careeroutlook/2000/Winter/art01.pdf> (Accessed 05 November 2015).

Crowe, S., Creswell, K., Robertson, A., Huby, J., Avery, A. and Sheikh, A. 2011. The case study approach. *BMC medical research methodology*, 11(100). [Online]. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3141799/> (Accessed 30 June 2020).

Cutler, N. A., Moxham, L, and Stephens, M. 2017. Phenomenography: alignment with personal recovery in mental health nursing. *Faculty of Science, Medicine and Health - Papers: part A*. 4991. <https://ro.uow.edu.au/smhpapers/4991> (Accessed 16 August 2020).

da Silva Santos, K, Ribeiro, M.C., de Queiroga, D.E.U., da Silva, I. A.P. and Ferreira, S.M.S. 2020. The use of multiple triangulations as a validation strategy in a

qualitative study. https://www.scielo.br/pdf/csc/v25n2/en_1413-8123-csc-25-02-0655.pdf (Accessed 20 July 2020).

David, S. 2017. Networking for librarians. <https://embeddedlibrarian.com/> (Accessed 05 November 2016).

Davis, F.D., Bagozzi, R.P., and Warshaw, P.R. 1989. User acceptance of computer technology: a comparison of two theoretical models. *Management science*, 35(8): 982-1003. doi:10.1287/mnsc.35.8.982 (Accessed 03 January 2017).

Davis, F. D. 1989. Perceived usefulness, perceived ease of use, and user acceptance of Information Technology. *MIS quarterly*, 13(3): 319-340. <https://www.jstor.org/stable/249008> (Accessed 11 July 2019).

Dean, B. A. 2018. The interpretivists and the learner. *International journal of doctoral studies*. 13 1-8 <http://ijds.org/Volume13/IJDSv13p001-008Dean3944.pdf> (Accessed 30 July 2020).

Deane, P. 2018. A guide for interdisciplinary researchers: adding axiology alongside ontology and epistemology. <https://i2insights.org/2018/05/22/axiology-and-interdisciplinarity/> (Accessed 02 July 2020).

Denzin, N. K. 1978. *The research act: a theoretical introduction to sociological methods*. 2nd ed. NY: McGraw Hill.

Defining Embedded Librarianship. 2016. <http://books.infotoday.com/books/Embedded-Librarian/Chapter-1.pdf> (Accessed 03 January 2017).

Dellenback, S.J. 1999. The special librarian and the chief information officer: a comparison of skills and qualifications. Master's paper. University of North Carolina,

North Carolina. http://ils.unc.edu/MSpapers/backup_pdf/Dellenbackpape.pdf
(Accessed 15 December 2013).

de Lima, G.A., dos Santos Maculan, B.C.M., Silva G. and Lima, B.B. 2017.
Blended librarians in academic libraries: a Brazilian panorama. *Revised general information document*, 27(2): 471-486.
https://www.researchgate.net/profile/Gercina_Lima/publication/321809001_Blended_librarians_in_academic_libraries_a_brazilian_panorama/links/5a33c32baca2727144b77e44/Blended-librarians-in-academic-libraries-a-brazilian-panorama.pdf?origin=publication_detail (Accessed 24 June 2020).

Department of Arts and Culture. 2009. The Library and Information Services (LIS) Transformation Charter. 6th draft.
<http://www.dac.gov.za/sites/default/files/Transformation%20charter-6th%20draft-22102009.pdf> (Accessed 15 July 2019).

Department of Arts and Culture. 2010. The demand for and supply of skills in library and information services, archival services and records management. Final report.
<http://www.dac.gov.za/publications/reports/2009/Transformation%20charter6th%20draft-22102009.pdf> (Accessed 10 June 2016).

Derk, P. 2015. 11 reasons you should not get a degree in library science.
<https://litreactor.com/columns/11-reasons-you-should-not-get-a-degree-in-library-science> (Accessed 25 May 2019).

Dinokeng: Africa in one day. South African Broadcasting Corporation (SABC). 2021.
http://www.gauteng.net/attractions/the_south_african_broadcasting_corporation_sabc (Accessed 10 August 2017).

Doody, O. and Doody, C.M. 2015. Conducting a pilot study: case study of a novice researcher. *British journal of nursing*, 24(21): 1074-1078
https://www.researchgate.net/profile/Owen_Doody/publication/285358791_Conducting_a_pilot_study_Case_study_of_a_novice_researcher/links/573b047108aea45ee8

4041ba/Conducting-a-pilot-study-Case-study-of-a-novice-researcher.pdf?origin=publication_detail (Accessed 05 July 2020).

Ebrahimi, R. 2008. The effect of Information and Communications Technology (ICT) on teaching library and information science. 3rd Conference of the Student Association of Medical Library and Information Science of the Shahid Beheshti University of Medical Sciences and Health Services, Tehran, Iran, 24-25 December 2008. <http://www.webpages.uidaho.edu/~mbolin/embrahimi.htm> (Accessed 16 June 2020).

Ekerdal, J.R. and Hagstrom, C. Qualitative questionnaires as a method for information studies research. Proceedings of the 9th international Conference on conceptions of library and information science, Uppsala, Sweden, June 27-29, 2016. *Information research*, 22(1): 1-17. <http://www.informationr.net/ir/22-1/colis/colis1639.html> (Accessed 21 November 2019).

Ekere, J.N., Ewulum, O.E., Eze, M.E., Okpala, H.N. and Ebobo, M. 2019. Utilization of modern technologies for service delivery in special libraries in South-East Nigeria. *Information impact: journal of information and knowledge management*, 10(2): 139-152. <https://www.ajol.info/index.php/ijikm/article/view/192894/182015> (Accessed 6 June 2020).

Elaie, R. 2013. Developing information services for special library users by designing a low cost digital library: the experiment of NOC-Digital Library? http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1092&context=libtech_conf (Accessed 20 December 2017).

Elman, C., Gerring, J. and Mahoney, J. 2016. Case study research: putting the quant into the qual. *Sociological methods and research*, 45(3): 375-391. <https://journals.sagepub.com/doi/pdf/10.1177/0049124116644273> (Accessed 13 September 2020).

Elonye, G.U. and Uzugebu, C.P. 2013. Entrepreneurial opportunities for library and information science professionals (LIS) in contemporary society.
https://www.researchgate.net/publication/292906956_Entrepreneurial_Opportunities_For_Library_And_Information_Science_LIS_Professionals_In_Contemporary_Society (Accessed 23 February 2018).

Explorable.com. 2016. Population sampling techniques.
<https://explorable.com/population-sampling> (Accessed 12 January 2016).

Farquhar, J.D. 2012. What is case study research?
https://www.sagepub.com/sites/default/files/upm-binaries/46240_Farquhar.pdf (Accessed 01 July 2020).

Fathema, N., Shannon, D. and Ross, M. 2015. Expanding the technology acceptance model (TAM) to examine faculty use of learning management systems (LMSs) in higher education institutions. *MERLOT journal of online learning and teaching*, 11(2):1-23. http://jolt.merlot.org/Vol11no2/Fathema_0615.pdf (Accessed 21 January 2017).

Feldon, D. F. and Tofel-Grey, C. 2018. Phenomenography as a foundation for mixed models research. *American behavioral scientist*, 62 (7): 887–899.
<https://journals.sagepub.com/doi/abs/10.1177/0002764218772640> (Accessed 16 August 2020).

Friend, L. 2017. What is the meaning of organizational structure? .
<http://smallbusiness.chron.com/meaning-organizational-structure-3803.html> (Accessed 25 April 2019).

Fusch, P., Fusch, G.E. and Ness, L.A. 2018. Denzin's paradigm shift: revisiting triangulation in qualitative research. *Journal of social change*, 10(1): 19-32.
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1187&context=jsc> (Accessed 01 October 2021).

Gaiman, N. 2015. Librarians versus Google. <https://www.ebsco.com/blog-archives/article/librarians-vs.-google> (Accessed 21 January 2018).

Gani, N.I., Rathakrishnan, M., and Krishnasamy, H.N. 2020. A pilot test for establishing validity and reliability of qualitative interview in the blended learning english proficiency course. *Journal of critical reviews*, 7(5): 140. <http://www.jcreview.com/fulltext/197-1586090269.pdf> (Accessed 10 August 2020).

Geogio Highlands College. 2017. Embedded librarians: what is an embedded librarian?. http://getlibraryhelp.highlands.edu/embedded_librarians (Accessed 04 May 2019).

Ghosh, M 2017. Disruptive innovation and academic library management. https://www.researchgate.net/publication/313051230_Disruptive_Innovation_and_Academic_Library_Management/link/588edebf45851567c93f6b9f/download (Accessed 10 June 2020).

Gleeson, P. 2019. Importance of the system approach principle. <https://smallbusiness.chron.com/importance-system-approach-principle-81413.html> (Accessed 29 April 2019).

Goldkuhl, G. 2012. Pragmatism vs interpretivism in qualitative information systems research. *European journal of information systems*, 21(2): 135-146. <http://liu.diva-portal.org/smash/get/diva2:515141/FULLTEXT01> (03 July 2020).

Govender, P. 2003. An investigation into the challenges to implementation of broadcast in electronic commerce strategy in South Africa. Masters dissertation. University of KwaZulu-Natal, Durban. <http://researchspace.ukzn.ac.za/handle/10413/2278> (Accessed 02 July 2017).

Granikov, V., Homg, Q.N., Crist, E. and Pluye, P. 2020. Mixed methods research in library and information science: A methodological review. *Library and information science*, 42(1)

<https://www.sciencedirect.com/science/article/pii/S0740818819302294> (Accessed 05 July 2020).

Grant, A. 2017. Good news for young strivers: networking is overrated. <https://www.nytimes.com/2017/08/24/opinion/sunday/networking-connections-business.html> (Accessed 03 May 2018).

Grant, C. and Osanoloo, A. 2014. Understanding, selecting, and integrating a theoretical framework in dissertation research: creating the blueprint for your “house”. <https://files.eric.ed.gov/fulltext/EJ1058505.pdf> (Accessed 3 May 2019).

Grimsley, S. 2018. Systems approach to management: theory and concepts <https://study.com/academy/lesson/systems-approach-to-management-theory-lesson-quiz.html> (Accessed 4 May 2019).

Gustafsson, J. 2017. Single case studies vs. multiple case studies: a comparative study. <https://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf> (Accessed 08 July 2020).

Haber, S. 2011. The changing roles of libraries in the digital age. https://www.huffpost.com/entry/the-changing-role-of-libr_b_803722 (Accessed 3 September 2019).

Haddadi, A., Hooseini, A., Johansen, A. and Olsson, A. 2017. Pursuing value creation in construction: a study of applied research methodologies. *Procedia computer science*, 121: 1080–1087 (Accessed 15 July 2020).

Halcomb, E. and Hickman, L. 2015. Mixed methods research. *Nursing standard: promoting excellence in nursing care*, 29(32): 41-47. <https://pdfs.semanticscholar.org/80b5/037ba5b808da110334bb60968b83d664138d.pdf> (Accessed 20 August 2020).

Hammarberg, K., Kirkman, M. and de Lacey, 2016. Qualitative research methods: when to use them and how to judge them. *Human reproduction*, 31(3): 498-501

<https://academic.oup.com/humrep/article/31/3/498/2384737> (Accessed 19 November 2019).

Han, F. and Ellis, R. A. 2019. Using phenomenography to tackle key challenges in science education. 10(1414): 1-10
<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01414/full> (Accessed 20 June 2020).

Haneefa, M. K. 2006. Information and communication technology infrastructure in special libraries in Kerala. *Annals of library and information studies*, 53(2): 31-42.
<https://doi.org/10.1108/00242530710775999> (Accessed 15 October 2020).

Harling, K. 2002. An overview of case study learning workshop, Case studies: their future role in agricultural and resource economics, held at the annual meeting of the American Agricultural Economics Association, Long Beach, California, July 27, 2002.
<https://pdfs.semanticscholar.org/eca9/8ac47e79d19331cd569566e4cf3218fb953e.pdf> (Accessed 30 June 2020).

Harvard.edu. 2015. Case studies Q: foundations of qualitative research in education.
<http://isites.harvard.edu/icb/icb.do?keyword=qualitative&pageid=icb.page340344> (Accessed 21 November 2019).

Hashim, L.B. and Mokhtar, H. W. 2012. Preparing new era librarians and information professionals: trends and issues. *International journal of humanities and social science*, 2(7): 151-156
http://www.ijhssnet.com/journals/Vol_2_No_7_April_2012/16.pdf (Accessed 20 June 2020).

Hayes, R., Kyer, B. and Weber, E. 2015. The case study cookbook.
https://web.wpi.edu/Pubs/E-project/Available/E-project-121615-164731/unrestricted/USPTO_CookbookFinal.pdf (Accessed 06 July 2020).

Heale, R. and Taycross, A. 2015. Validity and reliability in quantitative studies. *Evidence based nursing*, 18(3): 66-67.
https://www.researchgate.net/publication/280840011_VValidity_and_reliability_in_quantitative_research#pf1 (Accessed 21 November 2019).

Heathfield, S.M. 2017. What does a manager do in the workplace?: the job responsibilities and priorities of a manager. <https://www.thebalance.com/what-does-a-manager-do-in-the-workplace-1919121> (Accessed 9 November 2017).

Heriyanto, H. 2018. Exploring case study method for library and information science research. *Journal kajian ilmu perpustakaan, informasi dan kearsipan*, (2): 101-107
https://www.researchgate.net/profile/Heriyanto/publication/331286258_Exploring_Case_Study_Method_for_Library_and_Information_Science_Research/links/5ceb181a6fdccc9ddd2260d/Exploring-Case-Study-Method-for-Library-and-Information-Science-Research.pdf?origin=publication_detail (Accessed 26 June 2020).

Hiller, J. 2016. Epistemological foundations of objectivist and interpretivist research. In Wheeler, B. L. and Murphy, and Murphy, K. *Music research therapy*. 3rd ed. 99-127 <https://ecommons.udayton.edu/cgi/viewcontent.cgi?article=1054&context=books> (11 July 2020).

Holbert, G.L. 2001. Technology, libraries and the internet: a comparison of the impact of the printing press and World Wide Web. *Electronic journal of academic and special librarianship*, 3(1-2) [Online]
http://southernlibrarianship.icaap.org/content/v03n01/Holbert_g01.htm (Accessed 17 November 2016).

Howard, K. 2017. The role and value of information professionals in special libraries. <https://www.alia.org.au/sites/default/files/ALIA%20-%20The%20unique%20role%20and%20value%20of%20information%20professionals%20in%20special%20libraries.pdf> (Accessed 26 November 2018).

Hughes, A.S. 2016. Mixed methods research.

<https://www.psychologicalscience.org/observer/mixed-methods-research> (Accessed 19 November 2019).

Huvila, I.; Holmberg, K.; Kronqvist-Berg, M.; Nivakoski, O. and Widén, G. What is Librarian 2.0?. *Journal of librarianship and information science*, 2013, 45(3): 198-205. <http://www.istohuvila.se/what-librarian-20> (Accessed 21 June 2020).

Idiegnayan-Ose, J., Ifijeh, G., Adebayo, O. and Segun-Adenerin, C. 2016. New paradigms in cataloging in the 21st century: a review of implications and adoption of new strategies for Nigerian libraries. *Bilgi dunyasi*, 17(1): 120-134. <https://pdfs.semanticscholar.org/3915/852eb152d96c8c514558fb8f09c4d0733d17.pdf> (Accessed 26 April 2019).

IGI Global. 2016. What is technology acceptance model (TAM). <http://www.igi-global.com/dictionary/technology=acceptance-model-tam/29485> (Accessed 15 December 2016).

In, J. 2017. Introduction of a pilot study. *Korean journal of anaesthesiology*, 70(6): 601-605. https://www.researchgate.net/publication/321503093_Introduction_of_a_pilot_study (Accessed 02 July 2020).

Inflibnet. 2018. Special library characteristics and functions. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000021LI/P000102/M004257/ET/1498804480ModuleIDSRL-1-etext-SpecialLibraryCharacteristicsandFunctions.pdf (Accessed 26 April 2019).

International Federation of Library and Information Associations. 2003. UNESCO Switzerland initiative in favour of the least developed countries (LDCs). Report for the Round Table meeting to be held on 14-16 March 2003 Lugano, Switzerland. <https://www.ifla.org/files/assets/wsis/Documents/wsis-lugano.pdf> (Accessed 17 December 2018).

International Librarian's Network. 2015. Different libraries around the world: special library. <http://interlibnet.org/2015/03/27/different-libraries-around-the-world-special-library/> (Accessed 25 January 2018).

Intgrty. 2016. Research paradigms: interpretivism. <http://www.intgrty.co.za/2016/08/15/research-paradigms-interpretivism/> (Accessed 20 November 2019).

Ishak, N.M. and Bakar, A.Y.Z. 2014. Developing sampling frame for case study: challenges and conditions. *World journal of education*, 4(3): 29-35
https://www.researchgate.net/profile/Abu_Yazid_Abu_Bakar/publication/272657611_Developing_Sampling_Frame_for_Case_Study_Challenges_and_Conditions/links/54f82c8c0cf210398e948382/Developing-Sampling-Frame-for-Case-Study-Challenges-and-Conditions.pdf?origin=publication_detail (Accessed 06 July 2020).

Islam, A. and Panda, K.C. 2009. IT in special libraries in Bangladesh: a case study. *The electronic library*, 27(1): 149-161
<https://www.emeraldinsight.com/doi/full/10.1108/02640470910934650> (Accessed 27 May 2019).

Issa, A.O. Ayodele, A.E., Abubbaker, U. and Aliyu. M.B. 2011. Application of information technology to library services at the Federal University of Technology, Akure library, Ondo State, Nigeria. *Library philosophy and practice (e-journal)*, 576. 1-12.
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1607&context=libphilprac> (Accessed 26 November 2016).

IS Theory. 2016. Technology acceptance model. http://is.theorizeit.org/wiki/Technology_acceptance_model (Accessed 17 December 2016).

Johnson, I.M. 2010. Could the application of comparative method within a single case study identify libraries' critical success factors? Paper presented at: Libraries, Information, Books: Interdisciplinary Research and Practice: 16th International

Conference organized by the Institute of Information and Library Science, Jagiellonian University, June, 7-8.
http://eprints.rclis.org/16128/1/2010%20Krakow%20Comparison%20case%20study%20-%20E_LIS.PDF (Accessed 25 July 2020).

Kafle, N.P. Hermeneutic phenomenological research method simplified. 2011. *Bohdi: an interdisciplinary journal*, 5: 181-200.
<https://pdfs.semanticscholar.org/9aa7/4d8ae942353b1946042cb3b0e3bdb33510fb.pdf> (Accessed 15 June 2020).

Kalseth, K. 2005. The special library: Bridging the physical and digital arenas.
<http://slq.nu/?article=the-special-library-bridging-the-physical-and-digital-arenas> (Accessed 17 December 2016).

Kantor, P.B. and Saracevic, T. 1999. Valuing special libraries and information services: report of a project for the Special Libraries Association.
<https://www.sla.org/wp-content/uploads/2013/11/Valuing-Special-Libraries-and-Information-Services.pdf> (Accessed 04 September 2015).

Kassel, A. 2003. Practical tips to help you prove your value.
<http://www.infotoday.com/mls/May02/Kassel.htm> (Accessed 07 February 2003).

Kennan, M.A., Willard, P. and Wilson, C.S. 2006. What do they want?: a study of changing employer expectations of information professionals. *Australian academic and research libraries*, 37(1): 17-37
<https://repository.arizona.edu/handle/10150/105939> (Accessed 13 September 2020).

Kaushik, V. and Walsh, C.A. 2019. Pragmatism as a research paradigm and its implications for social work research. *Social sciences*, 8(225): 1-7
<https://www.mdpi.com/2076-0760/8/9/255/pdf> (Accessed 02 July 2020).

Kendrick, K.D. 2018. Presentation redux: phenomenology in LIS research.
<https://theinkonthepageblog.wordpress.com/2018/02/12/presentation-redux-phenomenology-in-lis-research/> (Accessed 02 July 2020).

Keyes, A.M. 1995. The value of the special library: review and analysis.
<http://www.questia.com/magazine/IGI-17482305/the-value-of-the-special-library-review-and-analysis> (Accessed 04 September 2015).

Khan, I. 2013. Library, librarian and library services in Web 2.0 environment. *Internal journal of digital library services*, 3(4): 14-36.
http://www.ijodls.in/uploads/3/6/0/3/3603729/imran_khan_14-36.pdf (Accessed 12 June 2020).

Khan, S. H. 2014. Phenomenography: a qualitative research methodology in Bangladesh. *International journal on new trends in education and their implications*, 5(2):34-43. <http://www.ijonte.org/FileUpload/ks63207/File/04.khan-.pdf> (Accessed 28 July 2020).

Kissoky, Z. I. 2019. What is special library?.
<https://www.slideshare.net/ZaynabKissoky/what-is-special-library-49162624>.
(Accessed 03 September 2019).

Kivunju, C. and Kuyini, A. B. 2017. Understanding and applying research paradigms in educational contexts. *International journal of higher education*, 6(5): 26-41.
<https://files.eric.ed.gov/fulltext/EJ1154775.pdf> (Accessed 27 June 2020).

Knox, J.S. 2012. *The concept of influence*. *Special libraries*, 58(3): 93-94.

Kordas, M. and Thompson, T. 2017. Better together: a collaborative model for embedded music librarianship. *Music reference services quarterly*, 21(1): 1-11
<https://www.tandfonline.com/doi/full/10.1080/10588167.2017.1354647> (Accessed 13 September 2021).

Kraft, M.A. 2014 "Disruptive technology: librarians must think heretical thoughts to adapt". *Against the grain*. 26(2):370-40.
<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=6699&context=atg> (Accessed 10 June 2020).

Krejcie, R.V. and Morgan, D.W. 1970. Determining sample sizes for research activities. *Educational and psychological measurement*, 30: 608-610.
opa.uprrp.edu/InvinsDocs/KrejcieandMorgan.pdf (Accessed 12 May 2017).

Kumar, S. 2005. Special libraries in Africa: challenges and trends. Paper presented at the Association of Parliamentary Librarians of Asia and the Pacific (APLAP), 8th Biennial Conference, New Delhi, India, 22 January.
<http://aplapindia2005.nic.in/countryshailendra.htm> (Accessed 03 July 2017).

Kurdylo, K. 2020. Phenomenology.
<https://researchguides.library.wisc.edu/c.php?g=178198&p=2126414> (11 July 2020).

Kwanya, T, Stillwell, C. and Underwood P.G. 2009. Library 2.0: revolution or evolution?. 2009. *South African journal of library and information science*, 75(1): 70-75. <https://sajlis.journals.ac.za/pub/article/view/1275/1206> (Accessed 12 June 2020).

Langley, A. and Royer, I. 2006. Perspectives on doing case study research in organizations. *Management*, 9(3): 81-94. <https://www.cairn.info/revue-management-2006-3-page-81> (Accessed 07 July 2020).

Lapan, S.T. and Quartaroli, M.T. (eds). 2009. *Research essentials: an introduction to designs and practices*. Jossey-Bass: San Francisco.

LIS 6010 Blog. 2009. Special libraries.
<http://lis6010blog.blogspot.co.za/2009/06/special-libraries-interesting-thing.html>
(Accessed 21 January 2018).

Lown, C. and Davis, H. 2009. Are you worth it? What return on investment can and can't tell you about your library. <http://www.inthelibrarywiththeleadpipe.org/2009/are-you-worth-it-what-return-on-investment/> (Accessed 04 September 2019).

Maarouf, H. 2019. Pragmatism as a supportive paradigm for the mixed research approach: conceptualizing the ontological, epistemological, and axiological stances of pragmatism. *International business research*, 12(9): 1-12

<https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1631&context=ajis>
(Accessed 07 September 2021).

Malmqvist, J. and Hellberg, K. Gunvie, M, Richard, R. and Shevlin, M. 2019.
Conducting the pilot study: a neglected part of the research process? Methodological
findings supporting the importance of piloting in qualitative research studies.
International journal of qualitative methods, 8: 1-11.
<https://journals.sagepub.com/doi/pdf/10.1177/1609406919878341> (Accessed 02 July
2020).

Mampone, G. 2005. The SABC: 70 years of broadcasting.
<http://www.bizcommunity.com/Article/196/59/8771.html> (Accessed 20 January 2019).

Maness, J.M. 2006. Library 2.0 theory: Web 2.0 and its implications for libraries.
Webology, 3(2) [Online]. <https://www.webology.org/2006/v3n2/a25.html> (Accessed
15 June 2020).

Marvasti, A. B. 2019. Qualitative content analysis: a novice's perspective. 20(3)
<http://www.qualitative-research.net/index.php/fqs/article/view/3387/4487> (Accessed
10 August 2020).

Matarazzo, J. and Pearlstein, T. 2011. Survival lessons for libraries: educating
special librarians – the past is prologue. *Searcher*, 19(2): [Online].
<http://infotoday.com/searcher/mar11/Matarazzo-Pearlstein.shtml> (Accessed 12
January 2016).

Matarazzo, J. and Pearlstein, T. 2014. Corporate libraries: a confluence of the
forces pressing on their future. *Journal of library and information sciences*, 2(1): 1-3.
http://jlisnet.com/journals/jlis/vol_2_No_1_March_2014/1.pdf (Accessed 23 July
2019).

Matarazzo, J.M., Prusak, L. and Gauthier, M.R. 2013. Valuing corporate libraries: a
survey of senior managers. In Conolly S. and Matarazzo, J.M. (eds). *Knowledge and
special libraries*. Routledge: London. pp.125-156

https://books.google.co.za/books?hl=en&lr=&id=x80JBAAAQBAJ&oi=fnd&pg=PA125&dq=prusak+Valuing+corporate+libraries:+a+survey+of+senior+managers.&ots=hsSFIXbPf_&sig=UF-xqtPiKZ67X55r22Y-hilZFoY#v=onepage&q&f=false (Accessed 3 September 2019).

McLaughlin, J. 2017. Organizational structure: definition and influence on organizational behavior. <http://study.com/academy/lesson/organizational-structure-definition-and-influence-on-organizational-behavior.html> (Accessed 25 April 2019).

Meade, A. 2018. ABC dismantles sound libraries and axes staff to improve budget. <https://www.theguardian.com/media/2018/jan/30/abc-dismantles-sound-libraries-and-axes-staff-to-improve-budget> (Accessed 2 July 2019).

Melchionda, M.G. 2007. Librarians in the age of the Internet: their attitudes and roles; a literature review. *New library world*, 108(3/4): 123-140. <http://proquest.umi.com/pqdweb?did=1236442621&sid=5&Fmt=3&clientId=57299&RQT=309&VName=PQD> (Accessed 11 June 2019).

Mertens, D.M. and Hesse-Biber, C. 2012. Triangulation and mixed methods research: provocative positions. *Journal of mixed methods research*, 6(2): 75-79 <https://journals.sagepub.com/doi/pdf/10.1177/1558689812437100> (Accessed 19 November 2019).

Mohajan, H. 2017. Two criteria for good measurements in research: validity and reliability. *Annals of Spiru Haret University*, 17(3): 58-82 https://mpr.ub.uni-muenchen.de/83458/1/MPRA_paper_83458.pdf (Accessed 26 July 2020).

Molina-Azorin, J.F. 2016. Mixed methods research: an opportunity to improve our studies and our research skills. *European journal of management and business economics*, 25(2016): 37-38. <https://www.elsevier.es/en-revista-european-journal-management-business-economics-487-pdf-S244484511630012X> (Accessed 19 November 2019).

Moon, K. and Blackman, D. 2017. A guide to ontology, epistemology, and philosophical perspectives for interdisciplinary researchers. <https://i2insights.org/2017/05/02/philosophy-for-interdisciplinarity/> (Accessed 17 August 2020).

Mostert, J. 2007. Special libraries in Africa: challenges and trends. Paper presented at the 8th Annual DLIS-LISA Conference, University of Zululand, KwaZulu-Natal, 05 October. <http://www.lis.uzulu.ac.za/conferences/DLIS%20Conference%20Proceedings%2007.pdf> (Accessed 11 February 2019).

Mostert, J. 2009. Special libraries. In Abdullahi, I. (ed.). *Global library and information science: a textbook for students: with contributions from Africa, Asia, Australia, New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America*. Muchen: K.G. Saur. pp 68-90 <https://books.google.co.za/books?id=B1FKDwAAQBAJ&printsec=frontcover&dq=.+Special+libraries.+Global+information+science&hl=en&sa=X&ved=0ahUKEwjnouzP14bqAhUtQkEAHU5zDboQ6AEIJzAA#v=onepage&q=.%20Special%20libraries.%20Global%20information%20science&f=false> (Accessed 11 February 2019).

Muller, B. 2007. Library and information service structure in South Africa. In Bothma, T., Underwood, P. and Ngulube, P. (eds). *Libraries for the future: progress and development of South African libraries*. Pretoria: Business Print Centre. pp. 107-120.

Munshi, N.I. 2008. Marketing of information products and services for special libraries in Bangladesh. <https://ir.inflibnet.ac.in/bitstream/1944/1107/1/4.pdf> (Accessed 03 September 2019).

Murphy, J. 2019. The implications of name changes for library and information schools. <http://www.crowbold.com/homepage/topic4.htm> (Accessed 03 August 2019).

Murray, T.E. 2015. The forecast of special libraries. *Journal of library administration*, 56(2): 188-198.

<https://www.tandfonline.com/doi/full/10.1080/01930826.2015.1124699?scroll=top&needAccess=true> (Accessed 15 January 2019).

Musuva, P., Chepken, C. and Getao, K. 2019. A naturalistic methodology for assessing susceptibility to social engineering through phishing. *The African journal of information systems*, 11(3): 156-182.

<https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1631&context=ajis> (Accessed 14 July 2020).

Naidoo, R. 2011. What is research?: a conceptual understanding. *African journal of emergency medicine*. 1, 47–48.

https://www.researchgate.net/profile/Navindhra_Naidoo/publication/265704878_What_is_research_A_conceptual_understanding/links/54197fc60cf2218008bf83cf/What-is-research-A-conceptual-understanding.pdf?origin=publication_detail (Accessed 08 July 2020).

National Association of Broadcasters. 2018. Broadcasting in South Africa.

<http://www.nab.org/content/page/broadcast-industry> (Accessed 05 January 2018).

Neal, J.G. 2006. Raised by the wolves. <http://www.libraryjournal.com> (Accessed 04 May 2019).

Neubauer, B.E., Witkop, C.T. and Varpio, L. 2019. How phenomenology can help us learn from the experiences of others.

<https://link.springer.com/content/pdf/10.1007/s40037-019-0509-2.pdf> (Accessed 20 July 2020).

Neuendorf, K. A. 2019. *Content analysis and thematic analysis*. In Brough, P. (ed.), *Research methods for applied psychologists: design, analysis and reporting*. New York: Routledge. (pp. 211-223).

https://academic.csuohio.edu/kneuendorf/vitae/NeuendorfCA_TA_19.pdf (Accessed 20 July 2020).

Neuman, W.L. 2006. *Social research methods: qualitative and quantitative approaches*. 6th ed. Boston: Pearson Education.

Noble, H. and Smith, J. 2015. Issues of validity and reliability in qualitative research. *Evidence based nursing*. 18(2): [Online]. <https://ebn.bmj.com/content/18/2/34.full> (Accessed 25 July 2020).

North Central University. 2019. Research process. <https://ncu.libguides.com/researchprocess/theoreticalframeworks> (03 May 2019).

Nowell, L. S. Norrus, J.M., White, D.E. and Moules, N.J. 2017. Thematic analysis: striving to meet the trustworthiness criteria. *International journal of qualitative methods*. 16: 1-13. <https://journals.sagepub.com/doi/pdf/10.1177/1609406917733847> (Accessed 15 July 2020).

Ntounis, N., Lloveras, J. and Parker, C. 2019. A review of epistemological issues and philosophical positions for the development of theory in place marketing and place branding. <https://espace.mmu.ac.uk/618952/1/A%20REVIEW%20OF%20EPISTEMOLOGICAL%20ISSUES%20AND%20PHILOSOPHICAL%20POSITIONS%20FOR%20THE%20DEVELOPMENT%20OF%20THEORY%20IN%20PLACE%20MARKETING%20AND%20PLACE%20BRANDING%20%25281%2529%20%282%29.pdf> (10 July 2020).

Ocholla, D. and Bothma, T. 2006. Trends, challenges and opportunities for LIS education and training in Eastern and Southern Africa. Paper presented at the American Library Association (ALA) Conference, 23 June 2006, New Orleans, USA. [http://www.up.ac.za/dspce/bitstream/2263/2674/1/Ocholla_Trends \(2007\).pdf](http://www.up.ac.za/dspce/bitstream/2263/2674/1/Ocholla_Trends%20(2007).pdf) (Accessed 06 November 2008).

Ocholla, D. and Shongwe, M. 2013. An analysis of the library and information science (LIS) job market in South Africa. *South African journal of library and information science*, 79(1): 35-43. <https://sajlis.journals.ac.za/pub/article/view/113/122> (Accessed 24 June 2020).

Ornek, F. 2008. An overview of a theoretical framework of phenomenography in qualitative education research: an example from physics education research. *Asia-Pacific forum on science learning and teaching*. 9(2): [Online].

https://www.eduhk.hk/apfslt/v9_issue2/ornek/ornek2.htm (Accessed 15 December 2019).

Owen, L.J. and Rollerson, C. 1997. Special clients = special libraries. *Associates*, 4(2): [Online]. <http://associates.ucr.edu/1197owen.htm> (Accessed 09 October 2017).

Pace Career Center. 2018. View career: librarian and information worker. <http://www.pacecareercenter/ViewOccupation.aspx?OccupationID=179> (Accessed 25 May 2019).

Pai, F. and Huang, K. 2011. Applying the Technology Acceptance Model to the introduction of healthcare information systems. *Technological forecasting and social change*, 78(2011): 650-660.

<http://www.sciencedirect.com/science/article/pii/S0040162510002714> (Accessed 20 January 2019).

Parveiz, G. S., Mufti, O. and Wahab, M. 2016. Pragmatism for mixed method research at higher education level. *Business and economic review*. 8(2): 67-69. https://www.researchgate.net/profile/Muhammad_Wahab5/publication/312235886_Pragmatism_for_Mixed_Method_Research_at_Higher_Education_Level/links/587af39d08ae4445c0630ca2/Pragmatism-for-Mixed-Method-Research-at-Higher-Education-Level.pdf?origin=publication_detail (Accessed 28 July 2020).

Perera, S. 2018. Research paradigms. http://www.natlib.lk/pdf/Lec_02.pdf (Accessed 25 June 2020).

Patel, K.M. 2018. Information and communication technology and library. <http://www.lisbdnet.com/ict-and-library/> (Accessed 15 June 2020).

Patil, S.K. and Pradhan, P. 2014. Library promotion practices and marketing library services: a role of library professionals. *Social and behavioral sciences*, 133(2014):

249-254. <https://www.sciencedirect.com/science/article/pii/S1877042814031012>
(Accessed 17 September 2019).

Pearlstein, T. 2011. Is there a future for special librarians? [Online]. Available
[http://gslis.simmons.edu/podcasts/podcast_extras/2011/transcripts/IsThereAFuture_t
ranscript.htm](http://gslis.simmons.edu/podcasts/podcast_extras/2011/transcripts/IsThereAFuture_transcript.htm) (Accessed 11 January 2017).

Pew Research Center. 2013. Library services in the digital age.
<http://www.pewinternet.org/2013/01/22/part-5-the-present-and-future-of-libraries/>
(Accessed 26 February 2019).

Poll, R. 2007. Quality measures for special libraries. Paper presented at the World
Library and Information Congress: 73rd IFLA General Conference and Council,
Durban, South Africa, 19-23 August 2007.
<http://dc205.4shared.com/doc/Oo8up4Va/preview.html> (Accessed 30 January 2018).

Phothongsunan, S. Interpretative paradigm in educational research.
[http://www.aulibrary.au.edu/multim1/ABAC_Pub/Galaxy-The-English-Department-
Journal/v2-n1-1-oct-10.pdf](http://www.aulibrary.au.edu/multim1/ABAC_Pub/Galaxy-The-English-Department-Journal/v2-n1-1-oct-10.pdf) (Accessed 25 January 2018).

Powers, J.E. 1995. Marketing in the special library environment.
[https://www.ideals.illinois.edu/bitstream/handle/2142/7964/librarytrendsv43i3o_opt.p
df?sequence=1](https://www.ideals.illinois.edu/bitstream/handle/2142/7964/librarytrendsv43i3o_opt.pdf?sequence=1)
[faculty.libsci.sc.edu/bob/class/clis724/SpecialLibrariesHandbook/non-
traditional.htm](http://faculty.libsci.sc.edu/bob/class/clis724/SpecialLibrariesHandbook/non-traditional.htm) (Accessed 24 July 2019).

Press Academia. 2018. Definition of case study.
<https://www.pressacademia.org/definition-of-case-study/> (Accessed 08 July 2020).

Research Articles. 2019. The pragmatic paradigm.
<http://researcharticles.com/index.php/pragmatic-paradigm/> (Accessed 02 July 2020).

Radio Broadcast Facilities. 2015. Information library.
[http://www.sabc.co.za/portal/rbf/librairesdetail?id=eac9b6804c14a24c8eef8f8f9f8005
53](http://www.sabc.co.za/portal/rbf/librairesdetail?id=eac9b6804c14a24c8eef8f8f9f800553) (Accessed 25 January 2018).

Radha, I. 2012. Role of special librarian's and competency need for special librarian's in the information age: an overview. *International journal of professional development*, 1(2): 107-110.

https://www.researchgate.net/publication/282307171_Role_of_special_librarian's_and_the_competency_need_for_Special_librarian's_in_the_information_age_An_overview. (Accessed 26 April 2019).

Rajagopaul, A. 2006. A comparative study of the job functions of university and university of technology graduates in the staff structures of selected special libraries and engineering firms in the Durban area. B.Tech. research project. Durban University of Technology, Durban.

Rajagopaul, A. 2008. A comparative study of the job functions of university and university of technology graduates and diplomates in special libraries and engineering firms. M.Tech. dissertation. Durban University of Technology, Durban.

Ralph, G., Sibthorpe, J and Abdi, S. E. 2017. Special libraries. In Abdullahi, I. (ed). *Global library and information science*. 2nd ed. Germany: De Gruyter Saur. pp. 355-374.

https://books.google.co.za/books?id=zK8_DwAAQBAJ&pg=PA355&dq=sibthorpe,+abdi&hl=en&sa=X&ved=0ahUKEwjmgPu22YbqAhWEsHEKHZXXKBo0Q6AEIJzAA#v=onepage&q=sibthorpe%2C%20abdi&f=false (Accessed 14 February 2018).

Ralph, G. and Sibthorpe, J. 2009a. Emerging trends in New Zealand special libraries.

<http://www.lianza.org.nz/sites/default/files/SzentirmayReport2009RalphSibthorpe.pdf> (Accessed 24 January 2019).

Ralph, G. and Sibthorpe, J. 2009b. Special librarians without special libraries.

https://lianza.org.nz/sites/default/files/sibthorpej_special_librarians.pdf (Accessed 30 January 2018).

Reitz, J.M. 2014. Online dictionary for library and information science.

http://products.abc-clio.com/ODLIS/odlis_I (Accessed 10 June 2022)

Research Italy: the portal for Italian research. 2020. What is research?
<https://www.researchitaly.it/en/what-is-research/> (Accessed 30 June 2020).

Research Methodology. 2019a. Case studies. <https://research-methodology.net/research-methods/qualitative-research/case-studies/> (Accessed 30 June 2020).

Research Methodology. 2019b. Questionnaires. <https://research-methodology.net/research-methods/survey-method/questionnaires-2/> (Accessed 21 November 2019).

Riccio, H. 2010. Embedded librarianship: the library has a service not a space.
<http://epubs.iltanet.org/i/87421-the-new-librarian/6> (Accessed 31 January 2019).

Richard, 2014. Triangulation and its importance in research.
<http://www.360dissertation.com/triangulation-and-its-importance-in-research/>
(Accessed 02 October 2021).

Ridder, H. 2017. The theory contribution of case study research designs. *Business research*. 10:281–305. (Accessed 08 July 2020).

Robati, A.P. 2013. Competencies required by special librarians: an analysis by educational levels. *Journal of librarianship and information science*, 45(2): 113-139.
<http://lis.sagepub.com/content/45/2/113> (Accessed 30 January 2019).

Rouse, M. 2015. Information age definition.
<http://searchcio.techtarget.com/definition/Information-Age> (Accessed 03 November 2017).

Runeson, P. and Host, M. 2009. Guidelines for conducting and reporting case study research in software engineering. 2009. *Empirical software engineering*. 14:131-164.

https://www.researchgate.net/profile/Per_Runeson/publication/220277640_Hst_M_Guidelines_for_Conducting_and_Reporting_Case_Study_Research_in_Software_Eng

ineering_Empirical_Software_Engineering_14_131-164/links/57e4d4db08ae25aa0208ee84/Hst-M-Guidelines-for-Conducting-and-Reporting-Case-Study-Research-in-Software-Engineering-Empirical-Software-Engineering-14-131-164.pdf?origin=publication_detail (Accessed 06 July 2020).

SABC Mandate. 2015. SABC mandate.

<http://sabc.co.za/wps/portal/SABC/SABCMANDATE>. (Accessed 15 June 2016).

SABC Media Libraries. 2017. UNESCO World Day for Audiovisual Heritage 2017 - SABC has more than one archive. <http://sabcmedialib.blogspot.co.za/> Accessed 15 November 2017).

SABC Media Libraries. 2018. Information library.

<https://sites.google.com/site/sabcmedialib/information-library> (Accessed 15 November 2017).

SABC Media Libraries. 2020. Service Excellence Charter Commitment

<https://sites.google.com/site/sabcmedialib/home/about> (Accessed 06 July 2020).

SABC Media Libraries. 2020. Video.

<https://sites.google.com/site/sabcmedialib/home/about> (Accessed 12 October 2021).

SABC Technology BIT. 2016. Business information technology.

<http://www.sabc.co.za/wps/portal/SABC/SABCTECHNOLOGY> (Accessed 17 February 2017).

Scales, P. 2013. An introduction to ontology and epistemology for undergraduate students. www.peter-scales.org.uk (Accessed 20 July 2020).

Schoonenboom, J. and Johnson, R.B. 2017. How to construct a mixed methods research design. *Kolner zeitschrift fur soziologie und sozialpsychologie*. 69(2): 107–131. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5602001/> (Accessed 05 July 2020).

- Safdari, R., Saeedi, M.G., Valinejadi, A., Bouraghiand, H. and Shahnnavazi, H. 2017. Technology Acceptance Model in health care centres of Iran. *International journal of computer science and network security*, 27(1): 42-47.
https://www.researchgate.net/profile/Hamid_Bouraghi/publication/325844910_Technology_Acceptance_Model_in_health_care_centers_of_Iran_Technology_Acceptance_Model_in_health_care_centers_of_Iran/links/5b289772aca2727335b70d0e/Technology-Acceptance-Model-in-health-care-centers-of-Iran-Technology-Acceptance-Model-in-health-care-centers-of-Iran.pdf?origin=publication_detail (Accessed 23 June 2020).
- Saldana, J. 2013. The coding manual of qualitative researchers. 2nd ed. London: SAGE. <https://emotrab.ufba.br/wp-content/uploads/2020/09/Saldana-2013-TheCodingManualforQualitativeResearchers.pdf> (Accessed 15 June 2022).
- Sandberg, J. 2005. How do we justify knowledge produced within interpretive approaches?. *Organizational research methods*, 8(1): [Online].
<https://journals.sagepub.com/doi/10.1177/1094428104272000> (Accessed 14 October 2021).
- Saylor Academy. 2018. Mastering public relations.
https://saylordotorg.github.io/text_mastering-public-relations/index.html (Accessed 6 May 2019).
- Schwartz, M. 2013. How to become 21st century librarians. *Library journal*,
<https://www.libraryjournal.com/?detailStory=how-to-become-a-21st-century-librarian> (Accessed 21 June 2020).
- Schopflin, K. 2018. Media libraries in the 21st century.
http://www.facetpublishing.co.uk/downloads/file/sample_chapters/Schopflin-Handbook-01.pdf (Accessed 04 November 2019).
- Seidman, R. K. 1991. Roles for special librarians in the new international arena. Paper presented at the 14th IATUL Conference, 1991.
<http://doclib.purdue.edu/iatul/1991/papers/1> (Accessed 15 January 2018).

Sekaran, U. and Bougie, R. 2016. *Research methods for business: a skill building approach*. 7th ed. West Sussex: John Willey and Sons.

State University. 2019. Special librarian job description, career as a special librarian, salary, employment: definition and nature of the work, education and training requirements, getting the job.

<https://careers.stateuniversity.com/pages/726/Librarian-Special.html>. (Accessed 23 August 2019).

Sharma, P., Kumar, K. and Babbar, P. 2014. Embedded librarianship: faculty collaboration. *DESIDOC journal of library and information technology*, 34(6): 455-460.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiOopGsoPXhAhWpQxUIHSsaCWcQFjABegQIBBAC&url=https%3A%2F%2Fpublications.drdo.gov.in%2Fojs%2Findex.php%2Fdjlit%2Farticle%2FviewFile%2F7059%2F4702&usg=AOvVaw0C_k1DeIBbPXUxeTMm3zDn (Accessed 05 May 2019).

Sharma, S. 1999. Information technology in special library environment. *DESIDOC bulletin of information technology*, 19(6): 17-30. (Accessed 07 May 2021).

Shumaker, D. 2012a. Embedded librarian.

http://hlwiki.slais.ubc.ca/index.php/Embedded_librarianship (Accessed 30 January 2018).

Shuttleworth, M. 2008. Case study research design. <https://explorable.com/case-study-research-design> (Accessed 12 January 2019).

Sileyew, K. J. 2019. Research design and methodology.

<https://www.intechopen.com/books/cyberspace/research-design-and-methodology> (Accessed 01 July 2020).

Singh, S. 2008. Organization theory.

<https://www.slideshare.net/suresh.singh/organisation-theory-presentation> (Accessed 25 April 2019).

Singh, K. 2013. Impact of technology in library services. *International journal of management and social sciences research*, 2(4): [Online].

https://www.academia.edu/5373489/Impact_of_Technology_in_Library_Services (Accessed 21 June 2020).

Singh, S.P. 2006. Special libraries in India: some current trends. *Library review*, 55(8): [Online].

https://www.researchgate.net/publication/241699923_Special_libraries_in_India_Some_current_trends (Accessed 20 June 2020).

Sloan, A. and Bowe, B. 2014. Phenomenology and hermeneutic phenomenology: the philosophy, the methodologies and using hermeneutic phenomenology to investigate lecturers' experiences of curriculum design. *Quality and quantity*, 48(3): 1291-1303.

<https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1002&context=engineducart> (Accessed 20 June 2020).

Smith, J. and Roderiquez, A. 2018. Phenomenology as a healthcare research method. *Evidence based nursing*. 21(4): [Online].

<https://ebn.bmj.com/content/ebnurs/21/4/96.full.pdf> (Accessed 15 July 2020).

South African History. 2018. The official launch of the SABC.

<http://www.sahistory.org.za/dated-event/official-launch-sabc> (Accessed 15 February 2018).

South Africa Online: towards a people's history. 2017. The South African Broadcasting Corporation (SABC) introduces its first national news service.

<http://www.sahistory.org.za/dated-event/south-african-broadcasting-corporation-sabc-introduces-its-first-national-news-service> (Accessed 14 February 2018).

Special Library Information Services. 2013. What are special libraries?.
[http://www.lis.co.za/\[2013/08/05 01:13:43 PM\]](http://www.lis.co.za/[2013/08/05 01:13:43 PM]) (Accessed 11 August 2018.).

Spratt, C., Walker, R. and Robinson, B. 2004. Module 5: mixed research methods.
<http://www.col.org/SiteCollectionDocuments/A5.pdf> (Accessed 21 March 2015).

Stenfors-Hayes, T., Hult, H. and Dahlgren, M. 2013. A phenomenographic approach to research in medical education. *Medical education*, 47(3): 261-270.
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/medu.12101> (Accessed 22 June 2020).

Stoker, D. 2017. BBC data as an information provider and publisher.
<http://users.aber.ac.uk/das/texts/bbcddata.htm> (Accessed 6 July 2019).

Strieby, I.M. 2015. Organizational relations of special librarians.
<https://core.ac.uk/download/pdf/4814793.pdf> (Accessed 29 June 2019).

Stronski, L. M. 2004. Thinking outside the library: employment trends of special libraries association members. <https://ils.uni.edu//MSpapers/2968.pdf> (Accessed 10 January 2016).

Stuart, A. 2017. Embedded librarianship: the future of libraries.
<https://blog.oup.com/2017/07/medical-library-resources/> (Accessed 30 June 2019).

Student Scholarships.org. 2017. Librarians what they do?.
<https://www.studentscholarships.org/salary/373/librarians.php#sthash.SwavpylK.dpbs> (Accessed 31 January 2018).

Sundler, AJ, Lindberg E, Nilsson C, and Palmer L. 2019. Qualitative thematic analysis based on descriptive phenomenology. *Nursing open*, 6(3): 733-739
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/nop2.275> (Accessed 28 July 2020).

Surendran, P. 2016. Technology acceptance model: a survey of literature.
<http://www.thejournalofbusiness.org/index.php/site/article/download/161/160>
(Accessed 15 February 2018).

Taherdoost, H. 2016. Validity and reliability of the research instrument: how to test the validation of a questionnaire/survey in a research. *SSRN electronic journal*, 5(3): 28-36.
https://www.researchgate.net/publication/319998004_VValidity_and_Reliability_of_the_Research_Instrument_How_to_Test_the_Validation_of_a_QuestionnaireSurvey_in_a_Research (Accessed 21 November 2019).

Tank, S.D., Maradiya, M.D. and Bhatt, R.V. 2017. Blended librarianship for academic libraries in digital era theory and practice: a case of ATMIYA group of institutions. Proceedings of the second National Conference on transforming libraries into digital era: a journey from librarian to cybarian. Wadhwan City, Gujarat, 23 April 2017.
https://www.researchgate.net/publication/331548134_Blended_Librarianship_for_Academic_Libraries_in_Digital_Era_theory_and_practice_a_case_of_ATMIYA_group_of_institutions (Accessed 03 May 2020).

Thanh, N.C. and Thanh. T.T.L. 2015. The interconnection between interpretivist paradigm and qualitative methods in education. *American journal of educational science*, 1(2): 24-27.
<https://pdfs.semanticscholar.org/79e6/888e672cf2acf8afe2ec21fd42a29b2cbd90.pdf>
(Accessed 28 June 2020).

Tashakkori, A. and Teddlie, C. 2010. SAGE handbook of mixed methods in social and behavioural research. 2nd ed. London: SAGE
https://books.google.co.za/books?hl=en&lr=&id=v4wJF5hZhKgC&oi=fnd&pg=PT1&ots=SFuWJxRZbF&sig=hAwvSUAfj7SXJeawoAi12gr-Op8&redir_esc=y#v=onepage&q&f=false (Accessed 05 July 2020).

Tech Terms. 2010. ICTs. Available: <https://techterms.com/definition/ict> (Accessed 15 October 2017).

Theofanidis, D. and Fountouki, A. 2019. Limitations and delimitations in the research process. *Perioperative nursing (GORNA)*, 7(3): 155–162.

<http://doi.org/10.5281/zenodo.2552022>

https://www.spnj.gr/articlefiles/volume7_issue3/pn_sep_73_155_162b.pdf (Accessed 15 May 2021).

Thompson, A. 2015. Marketing your library: the benefits for special libraries.

<http://blog.lucidea.com/benefits-of-marketing-your-special=library> (Accessed 03 August 2019).

Togia, A. and Malliari, A. 2017. Research methods in library and information science.

<https://www.intechopen.com/books/qualitative-versus-quantitative-research/research-methods-in-library-and-information-science> (Accessed 25 July 2020).

Tuohy, D., Cooney A., Dowling M., Murphy K. and Sixsmith, J. 2013. An overview of interpretive phenomenology as a research methodology. *Nurse researcher*. 20(6): 17-20.

https://www.researchgate.net/profile/Dympna_Tuohy/publication/255174418_An_overview_of_interpretive_phenomenology_as_a_research_methodology/links/5759825408ae414b8e43e380/An-overview-of-interpretive-phenomenology-as-a-research-methodology.pdf?origin=publication_detail (15 July 2020).

Universal Class. 2020. Understanding the different types of case studies.

<https://www.universalclass.com/articles/business/case-studies-types.htm> (Accessed 07 July 2020).

University of Illinois. 2013. Empirical vs. library studies: planning research papers 2.

<https://www.uis.edu/ctl/wp-content/uploads/sites/76/2013/03/ctlths2.pdf> (Accessed 1 July 2020).

University of London. 2017. Constructivism and 'the real world': can they co-exist?

<https://openaccess.city.ac.uk/id/eprint/13576/1/QMiP%20'View%20from%20the> (Accessed 01 July 2020).

University of Newcastle Library Guides. 2019. Research methods: what are research methods? <https://libguides.newcastle.edu.au/researchmethods> (Accessed 01 July 2020).

University of Pretoria. 2022. Research guide: research methods. <https://library.up.ac.za/c.php?g=485435&p=3917773> (Accessed 05 May 2022).

University of Southern California Libraries. 2020. Research guides. <https://libguides.usc.edu/writingguide/quantitative> (Accessed 05 July 2020).

University of Pretoria. 2022. Research guide: research methods. <https://library.up.ac.za/c.php?g=485435&p=3917773> (Accessed 05 May 2022).

University of South California research guides. 2016. Organizing your social sciences research paper: 5. the literature review. <http://libguides.usc.edu/writingguide/literaturereview> (Accessed 25 June 2018).

University of Southern California. 2018. What trends will affect and shape libraries In 2018 and beyond? <https://librarysciencedegree.usc.edu/blog/what-trends-will-affect-and-shape-libraries-in-2018-and-beyond/> (Accessed 25 June 2019).

University of Washington. 2018. Masters of library and information science. <https://ischool.uw.edu/programs/mlis/what-is-library-science> (Accessed 15 August 2019).

USA History.org. 2019. 60d living in the information age. <http://www.ushistory.org/us/60d.asp> (Accessed 30 April 2019).

Vaismoradi, M. and Snelgrove, S. 2019. Theme in qualitative content analysis and thematic analysis. *Forum: qualitative social research*, 20(3): 1-15. https://www.researchgate.net/profile/Mojtaba_Vaismoradi/publication/336085326_Theme_in_Qualitative_Content_Analysis_and_Thematic_Analysis/links/5d8db199a6fdc25549e853e/Theme-in-Qualitative-Content-Analysis-and-Thematic-Analysis.pdf?origin=publication_detail (Accessed 25 July 2020).

Vaismoradi, M., Turunen, H. and Bondas, T. 2013. Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing and health sciences*, 15: 398-405.

<https://onlinelibrary.wiley.com/doi/pdf/10.1111/nhs.12048> (Accessed 14 August 2020).

Vargas, G.A.T., Vanderkast, E.J.S., Garcia, A.A.R. and Gonzales, J. T. G. 2015. Blended librarian and the disruptive technological innovation in the digital world.

Open access library journal, 2(8): 1-9.

10.4236/oalib.1101764 (Accessed 03 May 2020).

Vohra, V. 2014. Using the multiple case study design to decipher contextual leadership behaviors in Indian organizations. *The Electronic journal of business research methods*. 12(1): 54-65 www.ejbrm.com (Accessed 05 July 2020).

Venkatesh, V., Brown, S. A. and Bala, H. 2013. Bridging the qualitative–quantitative divide: guidelines for conducting mixed methods research in information systems *MIS quarterly*, 10(10): 1-20. http://www.vvenkatesh.com/wp-content/uploads/2015/11/Venkatesh_Brown_Bala_MISQ_forthcoming.pdf (Accessed 20 August 2020).

Virginia Tech. University Libraries. 2018. Research methods guide: interview research. <https://guides.lib.vt.edu/researchmethods/interviews> (Accessed 06 December 2019).

Wallace, L.G. and Sheetz, S.D. 2014. The adoption of software measures: A technology acceptance model (TAM) perspective. *Information and management*, 51: 249-259. <http://www.sciencedirect.com/science/article/pii/S0378720614000032> (Accessed 21 January 2017).

Walonick, D.S. 2019. Organizational theory and behavior.

<https://rapidbi.com/organizational-theory-and-behavior-walonick/> (Accessed 6 May 2019).

Weaver, M. 2012. What makes a special library “special”? In Feliciter. *Special libraries*, 58(3): 91 <http://www.community.cla.ca> (Accessed 3 May 2019).

Weaver, S. 2013. Non-traditional jobs for special librarians. <http://faculty.libsci.sc.edu/bob/class/clis724/SpecialLibrariesHandbook/non-traditional.htm> (Accessed 24 July 2013).

Widharto. 2018. Libraries and librarians in Indonesia in the information age: challenges and risks. http://eprints.rclis.org/11274/1/Paper-widharto_4_CONSAL.pdf. (Accessed 19 June 2019).

Winzenried, A. and Giovenco, G. 2010. Towards an organizational theory for information professionals. <https://www.sciencedirect.com/topics/computer-science/organisational-theory> (Accessed 6 May 2019).

Wong, S. 2016. Reliability and validity of the explanatory sequential design of mixed methods adopted to explore the influences on online learning in Hong Kong bilingual cyber higher education. *International journal of cyber society and education*, 9(2): 45-64. <http://academic-pub.org/ojs/index.php/IJCSE/article/view/1475/324> (Accessed 31 July 2020).

Yin, R. K. 2009. *Case study research: design and methods*. SAGE: London.

Zaidi, Z. and Larson, D. 2018. Commentary: paradigms, axiology, and praxeology in medical education research. *Academic medicine*, 93(115): 51-57. https://journals.lww.com/academicmedicine/fulltext/2018/11001/commentary__paradigms,_axiology,_and_praxeology_in.4.aspx (Accessed 02 July 2020).

Zohrabi, M. 2013. Mixed method research: instruments, validity, reliability and reporting findings. *Theory and practice in language studies*, 3(2): 254-262. <http://www.academypublication.com/issues/past/tpls/vol03/02/06.pdf> (Accessed 08 July 2020).

Zukauskas, P. Vveinhardt, J. and Andriukaitiene, R. 2018. Philosophy and paradigm of scientific research. <https://www.intechopen.com/books/management-culture-and-corporate-social-responsibility/philosophy-and-paradigm-of-scientific-research> (Accessed 10 July 2020).

Appendix A

LETTER OF INFORMED CONSENT

Questionnaire for SABC Library Users

* Required



Dear Respondent,

My name is Athena Rajagopaul, currently a PhD (Information Studies) candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. My interest lies in the special libraries sector hence the title of the research is: The role of special library services in the information age: a case study of the South African Broadcasting Corporation.

The aim of the study is:

- To ascertain the value and role of the special library service in the information age at the SABC;
- To determine the extent to which the SABC libraries have been influenced by ICTs; and
- To draw on possible best practices and trends that can be implemented by the SABC libraries.

I would appreciate it if you would assist me by completing this questionnaire so as to share your perceptions, experiences and observations on the subject matter. This should take approximately 20 minutes.

Please note that:

- All the information that you would provide would be used for research purposes only.
- Your participation in this study is completely voluntary. Should you feel the need to exclude yourself in participating, you most certainly can opt out and for that you will not be penalized or discriminated nor intimidated for taking such an action.
- Your views in the questionnaire will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The questionnaire can be completed in at your leisure.
- If you agree to participate please sign the declaration attached to this statement.

Yours Sincerely,

Athena Rajagopaul

Signature



Researcher: Athena Rajagopaul
Student No: 21076008
Institution: University of KwaZulu-Natal
Telephone number: [REDACTED]
Email address: athenar@dut.ac.za

Supervisor: Prof Ruth Hoskins
Institution: University of KwaZulu-Natal
Telephone number: + 27 (0) 33-260 5093/1065/2898
Email address: hoskinsr@ukzn.ac.za

HSSREC Research Office: Ms P Ximba
Institution: University of KwaZulu- Natal
Telephone number: +27 (0) 31 260 3587
Email address: ximbap@ukzn.ac.za

Please complete this form

Title of study: The role of special library services in the information age: a case study of the South African Broadcasting Corporation.

I hereby confirm that I understand the contents of this document and the nature of the research project, and I agree to participate in the research project as outlined in the document about the study.

I acknowledge that I have been informed of the purpose of this questionnaire. I am aware that participation in the study is voluntary and I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participant

Name *

Your answer

Email *

Your answer

Researcher

Signature

[REDACTED]

Submit

Appendix B

USER QUESTIONNAIRE

* Required



Demographics of users

1. Which branch of the SABC do you work at? *

- ☐ Cape Town
- ☐ Durban
- ☐ Johannesburg

2. What is your job designation at the SABC? *

Your answer _____

3. Do you use the library at the SABC? *

- ☐ Yes
- ☐ No

3.1. If No, please explain your reason/s (You can then proceed to page 3 and submit your responses without answering any of the remaining questions).

Your answer _____

Next

Page 1 of 3

USER QUESTIONNAIRE

Services of the library

4. How often do you use the SABC Library?

- ☐ Daily
- ☐ Once a week
- ☐ More than once a week , less than every day
- ☐ Only when required

5. What are the reason/s you use the library for? Please tick as many options as necessary.

- ☐ Resources that are required for television or radio shows
- ☐ Recreational reasons (emails, surfing the Internet)
- ☐ For work research purposes
- ☐ Other (List in the space provided below)

Your response if 'Other':

Your answer _____

6. Are you easily able to use the library in finding what is needed?

- ☐ Always
- ☐ Sometimes
- ☐ Never

7. Was the service rendered worth the time it took to use the library?

- ☐ Always
- ☐ Sometimes
- ☐ Never

8. Was the information received worth the time it took to use the library?

- ☐ Always
- ☐ Sometimes
- ☐ Never

9. Did the library usage make a positive difference to your information needs?

- ☐ Always
- ☐ Sometimes
- ☐ Never

10. Do you ask for assistance from the library staff?

- ☐ Yes
- ☐ No

10.1. If No, why not?

Your answer

[Back](#)

[Next](#)



Page 2 of 3

USER QUESTIONNAIRE

Qualification of staff

11. What qualification is required by the library staff to provide an effective and efficient library service?

- ☐ Matric and work experience
- ☐ Library qualification and experience
- ☐ Subject specific qualification in the SABC industry
- ☐ Other (Please specify below)

Your response if 'Other':

Your answer _____

12. What skills and knowledge do you think the SABC library staff should possess for the efficient and effective service of the library?

Your answer _____

12.1. What skills and knowledge do you think the SABC library staff lack for the efficient and effective service of the library?

Your answer _____

13. What is the role of the library service at the SABC?

Your answer _____

14. On a scale of 1 to 5 where 1 is least important and 5 is very important, rate the value of the library to you.

Your answer _____

15. Choose the option that best describes the library service provided.

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Satisfactory
- ☐ Poor

15.1. Explain your reason for the choice selected in Question 15.

Your answer

16. What are the weaknesses of the SABC library services?

Your answer

17. What are the strengths of the SABC library services?

Your answer

18. Do you feel the library services should be improved?

- ☐ Yes
- ☐ No

18.1. If Yes, how do you think the services of the library can be improved?

Your answer

19. If there are any further comments, you can share them below.

Your answer

Thank you for your time. It is much appreciated.

Miss Athena Rajagopaul
E-mail: athenar@dut.ac.za
Call: [REDACTED]

[Back](#)

[Submit](#)

Page 3 of 3

Appendix C

LETTER OF INFORMED CONSENT

Questionnaire for SABC Library Staff

* Required



Dear Respondent,

My name is Athena Rajagopaul, currently a PhD (Information Studies) candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. My interest lies in the special libraries sector hence the title of the research is: The role of special library services in the information age: a case study of the South African Broadcasting Corporation.

The aim of the study is:

- To ascertain the value and role of the special library service in the information age at the SABC;
- To determine the extent to which the SABC libraries have been influenced by ICTs; and
- To draw on possible best practices and trends that can be implemented by the SABC libraries.

I would appreciate it if you would assist me by completing this questionnaire so as to share your perceptions, experiences and observations on the subject matter. This should take approximately 20 minutes.

Please note that:

- All the information that you would provide would be used for research purposes only.
- Your participation in this study is completely voluntary. Should you feel the need to exclude yourself in participating, you most certainly can opt out and for that you will not be penalized or discriminated nor intimidated for taking such an action.
- Your views in the questionnaire will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The questionnaire can be completed in at your leisure.
- If you agree to participate please sign the declaration attached to this statement.

Yours Sincerely,

Athena Rajagopaul

Signature



Researcher: Athena Rajagopaul
Student No: 21076008
Institution: University of KwaZulu-Natal
Telephone number: [REDACTED]
Email address: athenar@dut.ac.za

Supervisor: Prof Ruth Hoskins
Institution: University of KwaZulu-Natal
Telephone number: + 27 (0) 33-260 5093/1065/2898
Email address: hoskinsr@ukzn.ac.za

HSSREC Research Office: Ms P Ximba
Institution: University of KwaZulu- Natal
Telephone number: +27 (0) 31 260 3587
Email address: ximbap@ukzn.ac.za

Please complete this form

Title of study: The role of special library services in the information age: a case study of the South African Broadcasting Corporation

I hereby confirm that I understand the contents of this document and the nature of the research project, and I agree to participate in the research project as outlined in the document about the study.

I acknowledge that I have been informed of the purpose of this questionnaire. I am aware that participation in the study is voluntary and I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participant

Name *

Your answer

Email *

Your answer

Researcher

Signature

[REDACTED]

Submit

Appendix D

LIBRARY STAFF QUESTIONNAIRE

* Required



Demographics of staff

1. Which branch of the SABC Library do you work at? *

- ☐ Cape Town
- ☐ Durban
- ☐ Johannesburg

2. What is the duration of your employment at the SABC? *

Your answer

3. What is your designation in the library? *

Your answer

4. What qualifications have you obtained? Kindly list all. *

Your answer

Next

Page 1 of 3

LIBRARY STAFF QUESTIONNAIRE

Services of the library

5. What library services are provided by the SABC library?

Your answer

6. In your opinion, what is required by the library staff to provide an effective and efficient library service?

- ☐ Matric and work experience
- ☐ Library qualification and experience
- ☐ Subject specific qualification in the SABC industry

7. Do you feel that you are providing an effective and efficient service?

- ☐ Yes
- ☐ No

7.1. Kindly explain why you feel so.

Your answer

8. How do you service your users' information needs when the library is closed after hours and on weekends?

Your answer

9. What skills and knowledge do you possess that is beneficial for the library services?

Your answer

10. What skills and knowledge do you lack in providing an effective and efficient library service?

Your answer

11. What are the ideal skills and knowledge that are required for library work at the SABC?

Your answer

Back

Next

Page 2 of 3

LIBRARY STAFF QUESTIONNAIRE

Information and Communications Technologies

12. Did you go for training or additional courses in using Information and Communications Technologies (ICTs) in the SABC Library?

☐ Yes

☐ No

12.1. If Yes, what were the training and/or additional courses you engaged in?

Your answer

12.2. If you answered No in Question 12, kindly list the training you would like to have at the library.

Your answer

13. What library functions are done using ICTs?

Your answer

14. Has the use of ICTs assisted in your job functions and services provided to users? Kindly share your views on the effects it has had or not had.

Your answer

15. What are the weaknesses of the SABC library services?

Your answer

16. What are the strengths of the SABC library services?

Your answer

17. Are there any challenges facing the SABC library?

☐ Yes

☐ No

17.1. If Yes, what are some of the challenges faced by the SABC library?

Your answer

17.2. How can these challenges be overcome?

Your answer

18. Do you feel the library services should be improved?

☐ Yes

☐ No

18.1. If Yes, how do you think the services of the library can be improved?

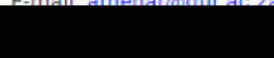
Your answer

19. If there are any further comments, you can share them below.

Your answer

Thank you for your time. It is much appreciated.

Miss Athena Rajagopaul
E-mail: athenar@dut.ac.za



[Back](#)

[Submit](#)

Page 3 of 3

Appendix E

LETTER OF INFORMED CONSENT

Interview for SABC Employers/Managers

* Required



Dear Respondent,

My name is Athena Rajagopaul, currently a PhD (Information Studies) candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. My interest lies in the special libraries sector hence the title of the research is: The role of special library services in the information age: a case study of the South African Broadcasting Corporation.

The aim of the study is:

- To ascertain the value and role of the special library service in the information age at the SABC;
- To determine the extent to which the SABC libraries have been influenced by ICTs; and
- To draw on possible best practices and trends that can be implemented by the SABC and other special libraries.

I would appreciate it if you would answer the interview questions so as to share your perceptions, experiences and observations on the subject matter. This should take approximately 30 minutes.

Please note that:

- All the information that you would provide would be used for research purposes only.
- Your participation in this study is completely voluntary. Should you feel the need to exclude yourself in participating, you most certainly can opt out and for that you will not be penalized or discriminated nor intimidated for taking such an action.
- Your views in the interview will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- The interviews personally or telephonically will be scheduled according to the availability of the employers.
- If you agree to participate please sign the declaration attached to this statement.

Yours Sincerely,

Athena Rajagopaul

Signature

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

Researcher: Athena Rajagopaul
Student No: 21076008
Institution: University of KwaZulu-Natal
Telephone number: 072 938 1619
Email address: athenar@dut.ac.za

Supervisor: Prof Ruth Hoskins
Institution: University of KwaZulu-Natal
Telephone number: + 27 (0) 33-260 5093/1065/2898
Email address: hoskinsr@ukzn.ac.za

HSSREC Research Office: Ms P Ximba
Institution: University of KwaZulu-Natal
Telephone number: +27 (0) 31 260 3587
Email address: ximbap@ukzn.ac.za

Please complete this form

Title of study: The role of special library services in the information age: a case study of the South African Broadcasting Corporation

I hereby confirm that I understand the contents of this document and the nature of the research project, and I agree to participate in the research project as outlined in the document about the study.

I.....to have this interview recorded. *

- ☐ Consent
☐ Do not consent

I acknowledge that I have been informed of the purpose of this interview. I am aware that participation in the study is voluntary and I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Participant

Name *

Your answer

Email *

Your answer

Researcher
Signature



Submit

Appendix F

Interview schedule for SABC employers



1. Which branch of the SABC do you work at?

2. What is your designation at the SABC?

3. List the services that are provided by the SABC library?

4. Should there be a library service at the SABC? Yes/No

4.1. Please elaborate on your answer.

5. What does the library use Information and Communication Technologies (ICTs) for?

6. What qualifications do you look for when employing for the special library?

6.1. Provide reasons for your answer.

7. What skills and knowledge are necessary for your library staff?

8. Do you make the library service known to other staff members? Yes or No.

8.1. If **No**, why not?

8.2. If **Yes**, how do you make the library service known?

9.1. Are there challenges facing the SABC library? Yes/No.

9.2. If **Yes**, what are some of the challenges faced by the SABC library?

10. How can these challenges be overcome?

11.1. What are the weaknesses of the SABC library services?

11.2. What are the strengths of the SABC library services?

12.1. Do you feel the library services should be improved? Yes/No.

12.2. How can the services of the SABC library be improved?

13. Do you have any further comments?

Appendix G



20 November 2018

Ms Athena Rajagopaul (216076008)
School of Social Sciences
Pietermaritzburg Campus

Dear Ms Rajagopaul,

Protocol reference number: HSS/1540/018D

Project title: The role of special library services in the information age: A case study of the South African Broadcasting Corporation

Approval Notification – Expedited Application

In response to your application received on 05 September 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Professor Ruth Hoskins
cc Academic Leader Research: Professor Maheshvari Naidu
cc School Administrator: Ms Nancy Mudau

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair) / Dr Shamila Naidoo (Deputy Chair)
Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8360/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix H



10 September 2019

The Manager SABC

Dear Sir/Madam

LETTER OF INTRODUCTION FOR MS ATHENA RAJAGOPAL

This letter serves to confirm that Ms Athena Rajagopaul (261076008) is registered for a PhD in Information Studies at the University of KwaZulu-Natal, Pietermaritzburg campus. Ms Rajagopaul has successfully presented and defended her proposal for the study at the School of Social Sciences Development Cluster and has sought gatekeeper permission in order to secure ethical clearance from the University of KwaZulu-Natal Research Ethics Committee to conduct the study.

Her study will investigate the “*the role of special library services in the information age: a case study of the South African Broadcasting Corporation*”. The study will employ a mixed methods approach using two online questionnaires and an interview schedule targeting library users, library staff and employers in three major hub branches (Johannesburg, Cape Town and Durban) of the SABC.

- Stratified random sampling will be done on the users.
- A census would be done on managers (Radio Broadcasting Facilities and Human Resource managers) and library staff as these are small staff complements
- A online questionnaire would be administered to sampled users of the Cape Town, Durban and Johannesburg branches.
- Another online questionnaire would be distributed to ALL library staff in the Cape Town, Durban and Johannesburg regions.
- Personal interviews and telephonic interviews would be conducted with ALL the managers in the Cape Town, Durban and Johannesburg regions

Please will you grant her permission to conduct the study at your organization and allow her to collect data using the above research methods and instruments.






Your organisations participation in the study is vital and is much appreciated in terms of improving the library services at the SABC.

Prof Ruth Hoskins
Supervisor
Acting Dean of Teaching and Learning – College of Humanities
School of Social Sciences
University of KwaZulu-Natal
South Africa
hoskinsr@ukzn.ac.za
Tel.: +27 (0)33 260 5093/1065/2898
Fax: +27 (0)33 260 5092

School of Social Sciences

Postal Address: Private Bag X01, Scottsville, 3209, South Africa

Telephone: +27 (0)33 260 6286 Facsimile: +27 (0)33 2605092 Website: www.ukzn.ac.za

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

Appendix I



University of KwaZulu-Natal
Pietermaritzburg
Private Bag X01,
Scottsville, 3209

17 September 2019

The SABC Manager

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH

My name is Athena Rajagopaul (216076008), currently a PhD student in Information Studies at the University of KwaZulu-Natal, School of Social Sciences, College of Humanities at the Pietermaritzburg campus.

I am embarking on a study in the area of special libraries. The study supervised by Professor Ruth Hoskins is titled: The role of the special library services in the information age: a case study of the [South African Broadcasting Corporation. I have selected the SABC libraries (Cape Town, Durban and Johannesburg regions) as my observations find these to be vibrant and thriving ‘special libraries’ in the country hence the outcome of the study is to benefit SABC libraries that can draw on possible best trends and practices. The study would also provide valuable perceptions that library schools can consider to make future library workers more employable in the special library sector in the country.

I will be using two separate questionnaires for library staff and users respectively and personal/telephonic interviews to gather data from the SABC employers. The results would be used for research purposes only and all data collected will be treated with utmost confidentiality and anonymity will be maintained.

The purpose of this letter is to request permission to distribute the questionnaires and conduct interviews within the three SABC regions mentioned above. My intention is to collect data from January 2020 to October 2021.

I would greatly appreciate all your assistance.

Yours sincerely,

Athena Rajagopaul

E-mail: athenar@dut.ac.za

Telephone: [REDACTED]

Appendix J



Group Learning & Development
 ☎ (011) 714-2742
 Room 1910 Radio Park

Student Research Request Form (External)

PERSONAL INFORMATION OF REQUESTER:

Title	Miss	Initials	A
Surname	Rajagopaul	ID. No	8 4 0 2 2 8 0 0 5 5 0 8 8
First Name	Athcna	Tel (landline)	
Cell	072 938 1619	E-Mail	athcna@dut.ac.za

STUDY INFORMATION:

Name of Institution	University of KwaZulu-Natal				
Level of study	Masters	PhD	<input checked="" type="checkbox"/>	Other (if other please supply name of qualification)	
Field of Study	Library services including archives, media centers and such				
Research Topic	The role of the special library services in the information age : a case study of the South African Broadcasting Corporation				
Research Start Date	June 2016	Research Duration	October 2019	Anticipated completion date	October 2021

Intended research overview (please tick the applicable)

Methodology	<input checked="" type="checkbox"/>	Sampling Frame	<input checked="" type="checkbox"/>	Instruments	<input checked="" type="checkbox"/>
Design		Setting and Participants	<input checked="" type="checkbox"/>	Procedure	<input checked="" type="checkbox"/>
Validation		Ethical Considerations	<input checked="" type="checkbox"/>	Other	

Please outline what the research will entail and the methodology that will be used

The research focuses on the services provided by the library at the SABC in the Cape Town, Durban and Johannesburg and a pilot study in the Port Elizabeth region. The target population are the :

1. Library users (staff of the SABC branch)
2. Library staff
3. Managers/Employers (in charge of libraries and HR persons)

Two different web-based questionnaires would be distributed to the library users and library staff respectively. Personal or telephonic interviews would be conducted with the managers.

It will a sample of library users in each branch, and a census of library staff and employers (atleast 2 persons). Each person has the right to decide to participate or not in the study and can remove themselves at any time. The data collected will be used for research purposes only and kept anonymous.




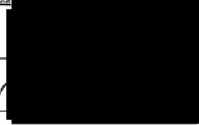
Target Population	SABC Branch & Population			
	Cape Town	Durban	Johannesburg	
Users	3	31	311	
Library Staff	2	5	7	
Employers	2	2	2	

For the pilot at the Port Elizabeth branch, I would use the 3 library staff, 12 users and 2 employers.

Kindly refer to the attached Gatekeepers letter for more information or you can contact me on 072 938 1619 or email athenar@dut.ac.za.

STUDENT SIGNATURE:

Signature		Date	17/09/19
-----------	---	------	----------

OFFICE USE (SABC)									
SUPPORTED BY HOST:									
Name	Monica Van Deventer								
Pers. No	0	0	3	8	9	3	Designation	Manager-Media Libraries (Acting)	
Signature							Date	13/11/2019	
Comments									
SUPPORTED BY KNOWLEDGE MANAGEMENT MANAGER - LEARNING AND DEVELOPMENT									
Name	Thembelile Mabefa						Signature		
Pers. No				9	0	8	7	Date	13/11/2019
Comments	N/A								
SUPPORTED BY GENERAL MANAGER - LEARNING AND DEVELOPMENT									
Name	L. Naidoo						Signature		
Pers. No	1	0	3	5	3	5	Date	13-11-2019	
Comments	External Candidate - Library studies								
APPROVAL BY GROUP EXECUTIVE - HUMAN RESOURCES:									
Name	Jonathan Thekiso						Signature		
Pers. No	1	0	4	5	7	0	Date		
Comments									

Appendix K



NON-DISCLOSURE AGREEMENT (NDA) ENTERED INTO

BY AND BETWEEN

SOUTH AFRICAN BROADCASTING CORPORATION SOC LIMITED

Registration Number: 2003/023915/06

Vat Registration Number: 46000101101

A public company incorporated in accordance with South African
Companies Act 61 of 1973 and constituted in terms of the Broadcasting Act 4 of 1999
As amended, having its principal place of business at Henley Road, Radio Park Building
Auckland Park, Johannesburg, 2006, Republic of South Africa

Herein represented by the Group Chief Executive Officer duly authorized thereto by the
delegation of authority relating to the SABC's contribution to and participation in this
contract

(Hereinafter referred as the "Disclosing Party")

RESEARCH REQUESTING STUDENT

Athena Rajagopaul

and

University of Kwazulu-Natal (UKZN)

(Hereinafter referred as the "Receiving Party")

Non-Disclosure Agreement



INTRODUCTION

1. The objective of this NDA is to allow External Students who are studying towards post graduate qualifications to use the SABC's Company Information for research purposes.
2. Where feasible, the external student will use non-restricted Company information for the sole purpose of conducting research that is part fulfilment of a qualification.
3. The purpose of this Agreement is to regulate the provision of information which is confidential to the SABC.

4. CONFIDENTIAL INFORMATION

"Confidential Information" shall, for the purpose of this agreement include, without limitation, any technical, commercial or scientific information, trade secrets, processes, machinery, designs, drawings, technical specifications, and data in whatever form, disclosed to or assessed by either party during the course of his relationship with the other party.

To this end, the disclosing party will mark all "Confidential Information" to the receiving party as "Confidential", and any oral disclosure at meetings, discussions or workshops will be regarded as confidential, and may be followed up with a communication to confirm this.

5. DISCLOSURE OF CONFIDENTIAL INFORMATION

- 5.1 The disclosing party shall only disclose the confidential information to the receiving party to the extent deemed necessary or desirable by the disclosing party in its discretion.
- 5.2 The receiving party acknowledges that the confidential information is a valuable, special and unique asset proprietary to the disclosing party.

Non-Disclosure Agreement



6.3 not to confer any rights to the receiving party of whatever nature in the confidential information.

7. RESTRICTIONS ON DISCLOSURE AND USE OF THE CONFIDENTIAL INFORMATION

The receiving party undertakes not to use the confidential information for any purpose other than:

7.1 that for which it is disclosed; and

7.2 in accordance with the provisions of this agreement.

8. STANDARD OF CARE

The receiving party agrees that it shall protect the confidential information disclosed pursuant to the provisions of this agreement using the same standard of care that the receiving party applies to safeguard its own proprietary, secret or confidential information and that the information shall be stored and handled in such a way as to prevent any unauthorised disclosure thereof.

9. RETURN OF MATERIAL CONTAINING OR PERTAINING TO THE CONFIDENTIAL INFORMATION

9.1 The disclosing party may, at any time, request the receiving party to return any material containing, pertaining to or relating to confidential information disclosed pursuant to the terms of this agreement and may, in addition request the receiving party to furnish a written statement to the effect that, upon such return, the receiving party has not retained in its possession, or under its control, either directly or indirectly, any such material.

9.2 As an alternative to the return of the material contemplated in 9.1 above, the receiving party shall, at the instance of the disclosing party, destroy such

Non-Disclosure Agreement



material and furnish the disclosing party with a written statement to the effect that all such material has been destroyed.

- 9.3 The receiving party shall comply with a request in terms of this clause, within 7 (seven) days of receipt of such a request.

10. **EXCLUDED CONFIDENTIAL INFORMATION**

10.1 The obligations of the receiving party pursuant to the provisions of this agreement shall not apply to any confidential information that:

- 10.1.1 is known to, or in the possession of the receiving party prior to disclosure thereof by the disclosing party;
- 10.1.2 is or becomes publicly known, otherwise than as a result of a breach of this agreement by the receiving party;
- 10.1.3 is developed independently of the disclosing party by the receiving party in circumstances that do not amount to a breach of the provisions of this agreement;
- 10.1.4 is disclosed by the receiving party to satisfy an order of a court of competent jurisdiction or to comply with the provisions of any law or regulation in force from time to time; provided that in these circumstances, the receiving party shall advise the disclosing party to take whatever steps it deems necessary to protect its interests in this regard and provided further that the receiving party will disclose only that portion of the information which it is legally required to disclose and the receiving party will use its reasonable endeavors to protect the confidentiality of such information to the greatest extent possible in the circumstances;
- 10.1.5 is disclosed to a third party pursuant to the prior written authorization of the disclosing party;

Non-Disclosure Agreement



10.1.6 is receiving from a third party in circumstances that do not result in a breach of the provisions of this agreement.

10.2 The receiving party may, in its business activities, use the ideas, concepts and know how retained in the memories of the receiving parties' employees who have had access to the disclosing parties' confidential information, but only in a manner that does not amount to a breach of the provisions of this agreement.

11. **TERM**

This agreement shall be deemed to have commenced on the date upon which any confidential information was disclosed by a disclosing party to a receiving party until the close down of Project indicated by the acceptance of SABC. During such period, none of the parties shall use any confidential information disclosed by the other for any purpose other than stated in clause of this Agreement.

12. **BREACH**

In the event that the receiving party should breach the provisions of this agreement and fail to remedy such breach within 7 (seven) days from date of a written notice to do so, then the disclosing party shall be entitled to invoke all remedies available to it in law including the institution of urgent interim proceedings and/or an action for direct damages. In no event shall either party be liable to the other for any indirect or consequential damages arising from performance or non-performance of its obligations in terms of this agreement.

13. **AMENDMENTS**

No amendment, interpretation or waiver of any of the provisions of this agreement shall be effective unless reduced in writing and signed by both parties.

14. **ENFORCEMENT**

The failure by the disclosing party to enforce or to require the performance at any time of any of the provisions of this agreement shall not be construed to be a waiver

Non-Disclosure Agreement



of such provision, and shall not affect either the validity of this agreement or any part hereof or the right of the disclosing party to enforce the provisions of this agreement.

15. HEADINGS

The headings of the clauses of this agreement are used for convenience only and shall not effect the meaning or construction of the contents of this agreement.

16. REPRESENTATIONS & WARRANTIES

Each party represents that it has authority to enter into this agreement and to do all things necessary to procure the fulfilment of its obligations in terms of this agreement.

17. ENTIRE AGREEMENT

This agreement contains the entire agreement of the parties with respect to the subject matter of this agreement and supersedes all prior agreements between the parties, whether written or oral, with respect to the subject matter of this agreement.

18. GOVERNING LAW

This agreement and the relationship of the parties in connection with the subject matter of this agreement and each other shall be governed and determined in accordance with the laws of the Republic of South Africa.

19. SUBMISSION

The parties hereby submit to the non-exclusive jurisdiction of the Witwatersrand Local Division of the High Court of South Africa.

20. SEVERABILITY

In the event of any one or more of the provisions of this agreement being held for any reason to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this agreement, and this

Non-Disclosure Agreement



agreement shall be construed as if such invalid, illegal or unenforceable provision was not a part of this agreement, and the agreement shall be carried out as nearly as possible in accordance with its original terms and intent.

ANNEXURE "A"

UNDERTAKING BY EXTERNAL STUDENT

I, the undersigned,

Athena Rajagopaul

name and surname

ID NUMBER

Being a requestor of information (external research student) of **The South African Broadcasting Corporation Limited** ("the disclosing party") acknowledge that –

I have read the non-disclosure agreement ("the agreement") between myself and the disclosing party to which this undertaking is Annexure "A". The defined terms in the agreement shall have the same meanings in this undertaking as in the agreement; the confidential information which has or will be supplied by the disclosing party in terms of (fill in details of your intended study and how the sources of information will help you):

The title of this doctoral study is : The role of the special library services in the information age : a case study of the South African Broadcasting Corporation. This study delves into the SABC special libraries in the Cape Town, Durban and Johannesburg branches, I would also collect data from the Port Elizabeth branch for a pilot study earlier than data collection in other branches. The study requires data from SABC library users, SABC library staff and SABC Managers (Radio Broadcasting Facilities manager and the Human Resource Managers). Two sets of different web based questionnaires would be administered to the sampled library staff and all library staff respectively. Interviews either personal or telephonically will be conducted with the SABC managers. This information obtained would be most valuable for the SABC libraries and library schools as well as the special library sector.

Non-Disclosure Agreement



21. I undertake to the disclosing party that – I shall keep all the information referred to in 2 above strictly confidential and shall not disclose, or permit, allow or cause to be disclosed, such information to anyone either during or after my studies



Non-Disclosure Agreement



22. I shall be bound by all rules of the **SABC** and regulation insofar as they are relevant to me and I am capable of being bound thereby; For the duration of the agreement, I shall make no use, of any nature whatsoever, of the confidential information, other than the use required by the **SABC** to be made thereof.

Research Student Applicant:

Full names: Athena Rajagopaul

Signature: _____

Signed at : Durban

Date 03 September 2019

Institute of higher learning (herein referred to as the "receiving party"):

Institutes' Representative Name: Prof Ruth Hoskins

Designation: Supervisor

Signature: _____

Signed at: Pietermaritzburg

Date: 09 September 2019

On behalf of SABC (herein referred as the "Disclosing Party"):

Full Name: _____

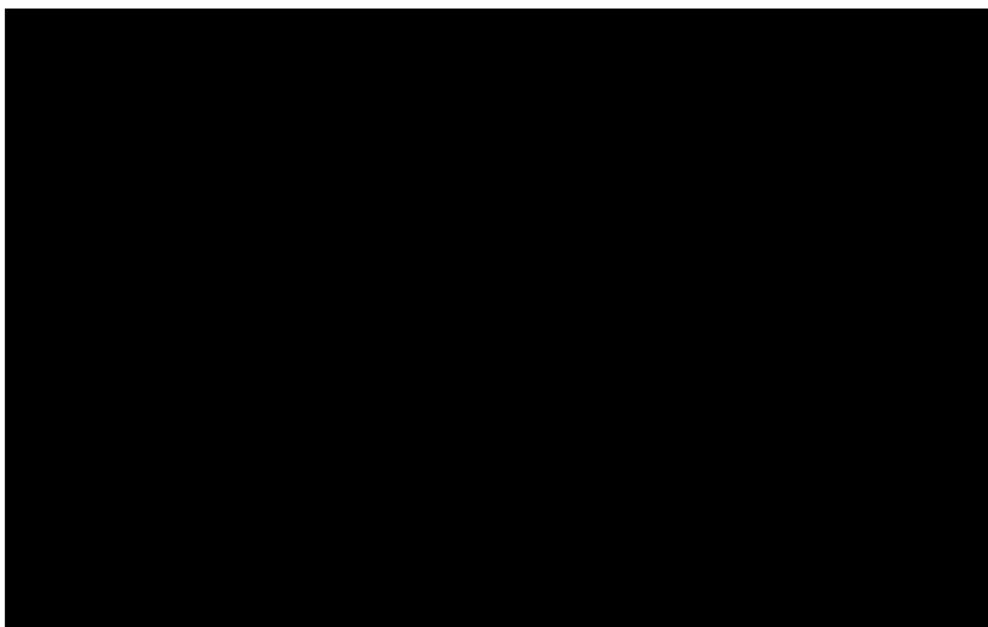
Designation: _____

Signature: _____

Signed at: _____

Date _____

End





Appendix L



Date:

17 September 2020

Dear Ms Athena Rajagopaul

LETTER OF AUTHORIZATION TO CONDUCT RESEARCH AT SABC

This letter serves as authorization for Ms Athena Rajagopaul to conduct the research project entitled "The role of the special library services in the information age: a case study of the South African Broadcasting Corporation" up to end of October 2021. This research will take place at the SABC in Auckland Park, SABC Durban and SABC Cape Town.

Upon a review of the letter sent to us by your institution, we are glad to offer you an opportunity to conduct the same study in our organization. All interviews, filed surveys, observations around the site and the distribution of questionnaires are approved and will be duly supervised by the SABC Learning and Development division.

We hope that this research opportunity will be fully beneficial to your studies.

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

Many thanks.


Lorna La Grange
Learning and Development Delivery manager
011 714 4381
lagrangel@sabc.co.za

South African Broadcasting Corporation SOC Limited: Registration Number: 2003/023915/30
Non-Executive Directors: Mr B E Makhathini (Chairperson); Ms M Mohlala-Mulaudzi (Deputy Chairperson); Prof S Cooper; Adv M B B Lekalake;
Mr D M Maimela; Mr M G Markovitz; Mr D K Mohuba; Ms J Patel; Mr J H Phalane; Ms M B Papeyya; Dr M Sodikwa
Executive Directors: Mr M T Mxakwe (Group Chief Executive Officer); Mr I C Plaatjes (Chief Operations Officer); Ms Y van Biljon (Chief Financial Officer); Company Secretary: Ms L V Bayi

Appendix M

21 December 2022

TO WHOM IT MAY CONCERN

RE: The role and value of special library services in the information age: a case study of the South African Broadcasting Corporation (SABC)

I hereby confirm that I, Michelle Chetty (Proofreader and Copy Editor), have edited the manuscript titled 'The role and value of special library services in the information age: a case study of the South African Broadcasting Corporation (SABC)' by student Athena Rajagopaul. The manuscript was edited for typographical, grammatical, editorial layout and formatting errors.

Please contact me on chettym@gmail.com for any queries related to the editing of the manuscript.

Sincerely,

Michelle Chetty
Proofreader and Copy Editor
PROOFIT