



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**THE ROLE OF THE HUMAN RESOURCE DEVELOPMENT UNIT OF THE
DEPARTMENT OF ARTS AND CULTURE IN PROMOTING A CULTURE OF
READING IN THE EDENDALE COMMUNITY**

BY

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DECLARATION

I, Abednego Babayi Ntokozo Gumede, student number 215 080 424, declare that:

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ABSTRACT

The investment in education will go a long way in addressing challenges of high levels of illiteracy, inequality, poverty and unemployment among poor communities. The contemporary literature indicates that high levels of illiteracy is responsible for the high levels of poverty mainly in the developing nations. Against this background, the study investigated the role of the Human Resource Development Unit of the KwaZulu-Natal Department of Arts and Culture (HRD Unit of the KZN-DAC) in building learning societies through the development of reading habits in the Edendale community which falls under the Umsunduzi Local Municipality.

The literature reviewed for the study pointed to the fact that the Sub-Saharan African region has the lowest rate of literacy of all the world regions, and that the public library system in Africa is beset by numerous challenges, particularly a lack of human resources, financial constraints and low levels of awareness for the role of libraries within communities. The study used Human Capital Theory to argue that the creation of much needed human capital for economic growth in South Africa depends mainly on a strong culture of reading. In this regard, the three elements of Human Capital Theory, namely: investment in education; advancement of population; and efficiency and productivity of employees are discussed in relation to the current study.

The empirical survey was conducted through the mixed methods approach in which data collection was conducted in a two-folded manner. Firstly, the semi-structured interviews (qualitative study) were conducted with officials from the KZN-DAC and Georgetown Public Library to solicit their views and opinions about the role of library services in the Edendale community. Secondly, the questionnaires were administered (quantitative study) to the community members of the Edendale community in order to draw statistical conclusions about their understanding of how libraries should be managed in order to produce positive results for community development.

The findings of the study demonstrates that, due to resource constraints, the HRD Unit of the KZN-DAC is not playing a meaningful role in equipping the librarians with skills necessary for the promotion of a culture of reading in communities. Instead, this role is to some extent, played by the Msunduzi Municipality Library Services. The findings of the study also

demonstrates that the HRD Unit of the KZN-DAC is not budgeting for the training of public librarians to equip them with requisite skills and knowledge for promoting a culture of reading. The recommendations of the study points to the need for exploring ways of closing the gap between the Municipality Library Services, the Library Information Association of South Africa (LIASA), the HRD Unit of the KZN-DAC and the Library Services Directorate of the KZN-DAC with regard to the initiatives geared towards the promotion of a culture of reading.

ACRONYMS

ABET	Adult Basic Education and Training
ATEP	Association of Accredited Training and Education Providers
COLTS	Culture of Learning, Teaching and Services
DAC	Department of Arts and Culture
DOE	Department of Education
DPSA	Department of Public Service and Administration
ECD	Early Childhood Development
GCIS	Government Communication and Information Services
GEAR	Macro-Economic Strategy for Growth, Employment and Redistribution
GPPSTE	Green Paper on Public Service Training and Education
HCT	Human Capital Theory
HRD	Human Resource Development
HRD-SA	Human Resource Development Strategy for South Africa
km	Kilometre
KZN	KwaZulu-Natal
LEJIAD	Legon Journal of International Affairs and Diplomacy
LIASA	Library Information Association of South Africa
LIS	Library Information Services
MLA	Modern Language Association
NBW	National Book Week
NDP	National Development Plan
NEIMS	National Education Infrastructure Management System
NGOs	Non-Governmental Organisations

NPOs	Non-Profit Organisations
NSDS	National Skills Development Strategy
NQF	National Qualifications Framework
NSG	National School of Government
OECD	Organisation for Economic Co-operation and Development
PALAMA	Public Administration Leadership and Management Academy
PSETO	Public Service Education and Training Organisation
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SABDC	South African Book Development Council
SANLI	South African National Library Initiative
SDGs	Sustainable Development Goals
SETAs	Skills Education and Training Authorities
SPSS	Statistical Package for Social Sciences
UIS	UNESCO Institute for Statistics
UKZN	University of KwaZulu-Natal
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WPPSTE	White Paper on Public Service Training and Education
WPTPS	White Paper on Transformation of the Public Service

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CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This study investigates the role of the Human Resource Development (HRD) Unit of the Department of Arts and Culture in promoting a culture of reading in Edendale under Umsunduzi Local Municipality in the Province of KwaZulu-Natal. This chapter presents the background of the study, problem statement, research objectives and the key questions guiding the study. Furthermore, the chapter discusses the preliminary literature, theoretical framework and research methods and designs. This chapter concludes with the presentation of the outline of chapters.

1.2 BACKGROUND OF THE STUDY

Studies have revealed that South Africa faces a serious crisis of a poor culture of reading. There is a plethora of factors that account for this crisis, for example, few South Africans buy and read books; very low percentage of parents read to their children and poor provision of library services particularly in rural communities. For South Africa to enhance its prospects of achieving the Sustainable Development Goals (SDGs) by 2030, as envisaged by the National Development Plan (NDP): A vision for 2030, it is imperative to address the challenge of illiteracy and numeracy. This is particularly important given the fact that there is a strong correlation between the level of education and the reading habits of an individual. Addressing this challenge would contribute to human capital development which is a critical factor for South Africa to be economically competitive in the 21st century. Consequently, the study used Human Capital Theory (HCD) in examining the efforts of the Human Resource Development (HRD) Unit of the KwaZulu-Natal Department of Arts and Culture (KZN-DAC) in promoting the culture of reading in the communities under the Umsunduzi Local Municipality. The study drew from literature on the global literacy rate to ascertain as to where Sub-Saharan Africa in general, and South Africa in particular, stand in percentage terms as far as the literacy rate is concerned. This study investigated the strategies employed by the KZN-DAC Public Library Services Directorate to address this challenge, particularly in the rural communities. Furthermore, the study sought to grapple with the challenge of the poor culture of reading in communities. It is maintained that a nation with a strong culture of reading has greater chances of being knowledgeable, thereby contributing to the development of the country academically,

economically, technologically and in many other ways. For this reason, it was crucial to tackle the challenge of illiteracy which continues to plague Africa south of the Sahara in particular. Studies have revealed that Sub-Saharan Africa is the region with the lowest percentage of individuals who can read or write. The study proposed recommendations for the HRD Unit of the KZN-DAC to assist and support public librarians in pursuing the promotion of the culture of reading among rural communities. These recommendations are geared towards abating the problem of high levels of illiteracy which is associated with the poor culture of reading, especially in rural communities.

1.3 PROBLEM STATEMENT

International studies on literacy reveal that between 1990 and 2015, twenty five percent (25%) of adults globally could not read or write. According to Mazaar (2012:52), any nation that aspires to remain competitive in the 21st century should prepare itself for the new accentuation on training, education and knowledge. Table 1 below presents adult literacy rates for the population 25 years and older at the regional and global level between the years 1990 and 2015.

Table 1: Global literacy rate between 1990 and 2015

Region	Adult literacy rate (%)				
	1990	2000	2011	2015 projection	2015 target
Arab States	55.2	67.5	76.9	79.2	83.8
Central and Eastern Europe	96.0	97.4	98.5	98.0	98.7
Central Asia	97.9	99.0	99.5	99.6	99.5
East Asia and the Pacific	81.9	94.5	94.7	95.8	95.8
Latin America and the Caribbean	85.7	89.7	91.6	92.8	94.9
North America and Western Europe	-	-	-	-	-
South and West Asia	46.7	58.9	62.8	70.4	79.5
Sub-Saharan Africa	53.2	57.2	59.1	63.6	78.6
World	75.7	81.9	84.1	86.1	91.0

(Source: Huebler, 2013)

The above statistical data clearly show that Sub-Saharan Africa has the lowest literacy rate of the world regions that were surveyed. This accentuates the necessity for a greater effort by all the relevant institutions, organisations, Non-Governmental Organisations (NGOs) and government Departments to ensure that the literacy objectives of the SDGs – which includes

the commitment of ensuring that all young people, as well as a significant percentage of adults, women and men, can read and write by the year 2030 (UNESCO, 2015:47) – are attained.

According to Masuku (2005:63), the legacy of Apartheid manifested itself predominantly in the skill range of the employees. A recent study by the General Household Survey (2012:12) showed that 45% of adult Africans could not read or write, while 35% of the economically active population was reported to be functionally illiterate. The General Household Survey (2012:13) reported that it had been established that approximately 2.643 million South Africans have various degrees or a lot of difficulty in reading, or cannot read. In percentage terms, this translates to about seven percent of the adult South African citizens. This will affect the realisation of the visions of the SDGs and the NDP of promoting lifelong learning for all; promoting inclusive and sustainable economic growth, decent work for all and eliminating poverty and reducing inequality. These ideals can only be achieved if the majority of the citizens have a strong culture of reading.

In order to address the challenge of reading facing South Africa, this study focused on the KZN-DAC's administration of HRD in supporting the public librarians to promote the culture of reading by making reading fun and enjoyable for community members, especially the previously marginalised communities.

1.4 KEY QUESTIONS GUIDING THE STUDY

The study responded to the following questions:

- What are the perceptions of the KZN-DAC librarians with regard to the administration of HRD in promoting the culture of reading?
- What are the challenges experienced by the HRD Unit of the KZN-DAC regarding the promotion of the culture of reading?
- What opportunities are concomitant with HRD in the KZN-DAC Library Services Directorate regarding the promotion of the culture of reading in the Edendale community?
- Which critical factors should the HRD Unit and librarians of the KZN-DAC demonstrate to promote the culture of reading?
- What are the proposed recommendations for developing a model for the HRD Unit of the KZN-DAC in promoting the culture of reading in South Africa?

1.5 AIMS AND OBJECTIVES OF THE STUDY

The main objective of the study was to investigate the role played by the HRD Unit of the KZN-DAC in promoting the culture of reading at the community levels. The specific objectives of the study were as follows:

- To ascertain the perception of the KZN-DAC librarians with regard to the administration of the HRD Unit in promoting the culture of reading.
- To explore the challenges experienced by the HRD Unit of the KZN-DAC regarding the promotion of the culture of reading.
- To explore the opportunities that are concomitant with HRD in inculcating a culture of reading in Edendale community of the Umsunduzi Local Municipality.
- To investigate the critical factors which should be demonstrated by the HRD Unit and librarians of the KZN-DAC in promoting the culture of reading.
- To draw conclusions and submit proposals and recommendations for the HRD Unit of the KZN-DAC to promote the culture of reading in the communities of the Umsunduzi Local Municipality.

1.6 LITERATURE REVIEW

A literature review is defined by Taylor (2014:34) as an account of what has been published by accredited scholars and researchers. Caulley (2011:18) elaborates on this definition by stating that a literature review should not be simply a description of what others have published in a form of a set of summaries, but should take the form of a critical analyses, showing insight and an awareness of divergent arguments, theories and approaches. Against this background, the literature review section of this dissertation provided a cursory outline of the literature on literacy, illiteracy and the culture of reading in the context of countries globally and in African, including South Africa. In doing this, this study took cognisance of the following functions of a literature review as outlined by (Gould, 2011:9):

- to compare and contrast different authors' views on an issue;
- to group authors who draw similar conclusions;
- to note areas in which authors are in disagreement;
- to show how the current study relates to previous studies;
- to show how this study relates to the literature in general; and

- to conclude by summarising what the literature says.

In addition, the literature review of the study has guided the researcher in two key areas which are described by Stephen (2013:83) as:

- information seeking: the ability to scan the literature efficiently, using manual or computerised methods, to identify a set of useful articles and books; and
- the ability to apply principles of analysis to identify unbiased and valid studies.

1.6.1 THE LEGISLATIVE POLICY FRAMEWORK GUIDING HUMAN RESOURCE DEVELOPMENT

In line with the current study, the literature review broadly discussed a selection of education and training-linked legislative and policy frameworks designed for developing human resource in the post-apartheid South Africa. Examples of these frameworks include the Constitution of the Republic of South Africa (1996); the Human Resource Development Strategy for South Africa (HRD-SA) (2009); the National Skills Development Strategy (NSDS) 2005-2010 (Including the Scarce Skills List 2007); the Basic Education Strategic Plans (ECD, schooling, ABET), among others. These legislative and policy frameworks and their contribution to the current study are discussed in detail in chapter two of the study.

Figure 1 below depicts the literature which should inform the skills development and training strategies of the KZN-DAC HRD Unit.

1.6.2 THE LITERATURE MAP

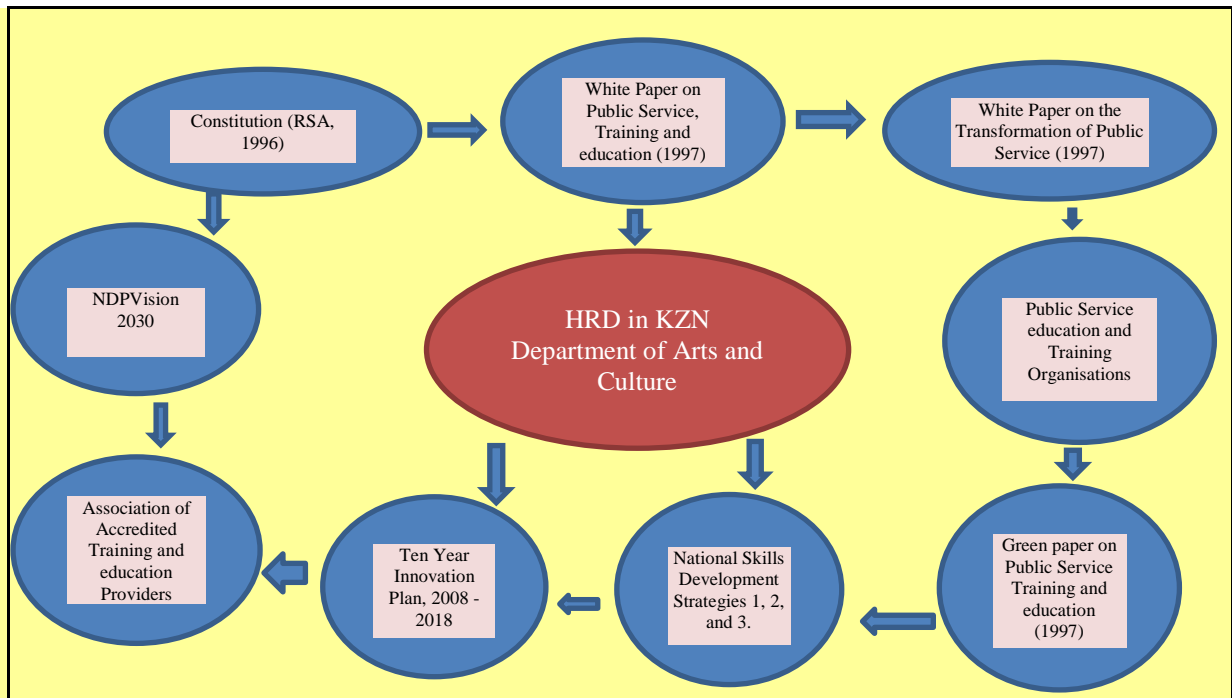


Figure 1: Literature map which should inform KZN-DAC HRD Unit's skills development and training strategies
(Source: Adapted from DPSA, 2010)

1.7 THEORETICAL FRAMEWORK

According to White (2004:7), a theory is a set of interrelated variables, definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables with the purpose of explaining natural phenomena. Creswell (2014:34) concurs with this definition when he maintains that a theory is an interrelated set of constructs formed into propositions, or hypotheses that specify the relationship among variables in terms of magnitude or direction.

This study used Human Capital Theory (HCT). According to Govender (2015:429) HCT rests on a country's human capital for the development and advancement of the population. Van Dyk, Van Leodoff, and Haasbroek (2008:72) argue that Human Capital Theory implies that education and training enhance an individual's stock of human capital. The fundamental assumption is that education plays an important role by contributing directly to growth in the national revenue of a country, and is not only a form of consumption (Schultz, 1988) as cited in Masuku (2005:48). The above views emphasise the fact that the citizens of a country should be exposed to education and training so that they can contribute to the economic growth of the

country. This can only happen in a country with a high literacy rate, where the culture of reading is a national pastime. It is therefore important for the country to have public librarians who are well-equipped with skills and training necessary for promoting a vibrant culture of reading in communities. Funds must also be set aside for training and the skilling of public librarians towards this goal.

Schultz (1988) and Becker (1967) as cited in Adedeji (2013:17) view human capital as a way in which education increases the productivity and efficiency of workers by increasing the level of their cognitive skills. In other words, they view human capital as the stock of economically productive human abilities that can be shaped through merging inborn capabilities with investments in human resources. Such investments comprise budgets and expenditures channelled towards education as well as on-the-job-training. This means that the HRD Unit of the KZN-DAC has to put strategies in place for training and refining the skilling of public librarians in the quest to inculcate and promote a culture of reading in communities.

1.8 SIGNIFICANCE OF THE STUDY

Yin (2011:197) defines the significance of a study as a consequence or value of the research study conducted. The current study is significant because it seeks to address the challenge of the poor or lack of culture of reading in communities. The problem statement of this study has revealed the fact that Sub-Saharan Africa holds the dubious honour of being the region with the lowest percentage of people who can read or write. This study contributed towards addressing this problem by proposing recommendations for the KZN-DAC HRD Unit to support public librarians in the quest to promote the culture of reading in communities of the Province of KwaZulu-Natal.

If this study had not been conducted, the problem of high levels of illiteracy which is concomitant with the poor culture of reading would continue unabated. The study should assist the KZN-DAC to devise strategies and formulate more policies for developing human capital at the community levels.

Through this study, the challenges and opportunities related to HRD in respect of empowering and capacitating public librarians to inculcate a culture of reading in members of the community will be brought to the attention of the Department.

1.9 RESEARCH METHODOLOGY

Research methodology denotes the vigorous search for data and knowledge. Research methodology could further be explained to mean a logical search for relevant data in respect of a particular topic; and it could refer to a scientific or an academic exercise. Research methodology encompasses the defining as well as the redefining of problems, formulation of hypotheses or proposed solutions, collection, organisation as well as evaluation of data, coming up with deductions and drawing conclusions, and lastly testing conclusions in order to ascertain as to whether they do fit the objectives of the study (Engels, 2014:187).

Aspects belonging to research methodology are research design, research strategy, population and sampling, data collection, data quality control, data presentation and analysis, and systematic search for pertinent information on a specific topics (White, 2004:57). A short description of the mixed methods design is provided and motives are outlined as to why this design is the most apposite design for this research study. Sampling and data collection tools that have been used are described as well as their appropriateness for this study. The ethical considerations were also observed in conducting this study.

1.9.1 RESEARCH DESIGN

The research design refers to a researcher's overall approach and the justification for the use of such an approach in respect of the problem under investigation (White, 2004:57). According to Durrheim (2009:93) a research design may be defined as a strategic plan of action that functions as a link between research questions and the implementation or application of the research. Creswell (2009:203) defines a research design as a blueprint which gives direction on how data shall be collected and analysed in order to achieve the objectives of the research. Furthermore, Creswell (2014:3) identifies three major types of research designs, namely: quantitative, qualitative and a mixture of both, which is the mixed method. Creswell argues that with regard to a quantitative study, research questions investigate the relationship between variables which the researchers want to examine, while on the other hand, a qualitative study seeks to understand the phenomena in their context (Creswell, 2014:8).

Based on the research questions of this study, a mixed methods approach was used. The decision for selecting the mixed methods approach for this study was to exploit the benefits of both the quantitative and the qualitative research as well as to gain added understanding from

the mixture of both quantitative and qualitative research. The mixed methods approach involves the application of both the quantitative and qualitative methods within a single research project. The mixed methods approach is strongly supported by researchers such as Ivankova, Creswell, Plano and Clark (2007) as well as Johnson, Onwuegbuzie and Turner (2007). Ivankova *et al* (2007) support the use of a combination of methods by claiming that the reason for blending both types of data in one study is based on the fact that neither quantitative nor qualitative methods are adequate, by themselves, to capture the inclinations and specifics of circumstances.

Sanders and Pinley (2004:103) state that the research design stage of a research comprises the entire planning for a study and include sampling as well as data collection techniques. Mouton (2001: 91) views the research design as a plan in terms of which those who will participate in the research, and from whom data will be collected, are incorporated.

1.9.1.1 QUANTITATIVE RESEARCH DESIGN

According to White (2004:58), a quantitative research design uses researcher control, statistics, structure and numbers in order to ensure the objectivity of the study. Creswell (2014:4) concurs with White (2004) by arguing that quantitative research is a way of testing theory by examining the relationship between variables which are measured using instruments with the aim of analysing numerical data using certain statistical procedures, for example the Statistical Package for Social Sciences (SPSS). De Vos *et al* (2010:133) state that the quantitative research approach uses experiments, survey questionnaires as well as content analyses.

1.9.1.2 QUALITATIVE RESEARCH DESIGN

O'Dwyer and Bernauer (2014:5) assert that qualitative research seeks to discover new knowledge by studying the subjects in their natural settings. Data collection for qualitative research is performed through open-response ethnographic interviews and by direct observation of participants without disturbing their surrounding complexities and context (White, 2004:67).

1.9.1.3 MIXED METHODS RESEARCH DESIGN

This is an approach to a study that coalesces quantitative and qualitative research design methods and techniques in a single study (Creswell, 2014:4). Furthermore, Creswell (2009:11) asserts that the benefit of using the mixed methods approach is that it strengthens the study because it uses both approaches in tandem for collection, analysis, interpretation and presentation of data. Bless *et al* (2013:57) concur with Creswell (2009:11) by stating that mixed methods research uses both descriptions and measurements in a manner that is complimentary in order to deepen the researcher's understanding of the subject under study.

1.9.2 THE RESEARCH PARADIGM GUIDING THE STUDY

According to Guba and Lincoln (2005) as cited in Creswell (2014:6), a research paradigm is a basic set of beliefs that guide the action. Worldviews are also referred to as paradigms, epistemologies, ontologies and broadly conceived research methodologies (Lincoln and Guba, 2000; Mertens, 2003, as cited in Creswell, 2014:6). Creswell further views a research paradigm as a broad orientation about the world and the nature of research that a researcher embraces.

Creswell (2014:7) identifies four major paradigms or philosophical worldviews, namely: the post-positivist paradigm, which is associated with quantitative research; the constructivism paradigm, which is associated with qualitative research; the pragmatic paradigm, which is associated with mixed methods studies, and the transformative or advocacy or participatory paradigm, which is naturally associated with qualitative research, however, it does form a basis for quantitative studies too. This study was underpinned by the pragmatic research paradigm because it employed the mixed methods approach.

1.9.3 RESEARCH STRATEGY

The sequential exploratory research strategy was employed for this study as it used the mixed methods approach. Creswell (2009:212) defines the sequential exploratory research strategy as a two-phase mixed methods research design using qualitative data to help explain and clarify initial quantitative data.

1.9.4 DATA COLLECTION INSTRUMENTS

This study used the qualitative and quantitative data collection methods, hence interviews and questionnaires were used as instruments for data collection.

1.9.4.1 QUALITATIVE INTERVIEWS

Qualitative interviews were conducted with a sample of three (3) selected officials from the HRD Unit of the KZN-DAC, four (4) officials from the Promotions and Marketing Section within the Library Services Directorate and fifteen (15) officials from Georgetown Public Library. The purposeful sampling technique was used. The aim was to seek a more in-depth explanation of findings from the quantitative survey questionnaire.

According to Gill (2008:7) semi-structured interviews entails a number of fundamental questions which assist in defining aspects to be explored. This type of interviews also allows either the interviewer or interviewee to deviate with the aim of pursuing further details of a phenomenon (Gill, 2008:7). The layout of the semi-structured interview affords participants specific guidance with regard to what to talk about and this could be very useful. The benefit of the semi-structured interview permits for the discovery and expansion of information which is essential to those who are taking part in the study and can lead to views or information which the researcher might not earlier have deemed relevant (Gill, 2008:7).

The flexibility of the semi-structured interview also helps to accelerate finding information. The semi-structured interview affords the informant a leeway to contest the programme and the agenda determined by the investigator, to suggest new matters and to pose questions to the researcher. This type of interview is very useful for gathering qualitative data. The semi-structured interview is probing in the sense that it asks clarity-seeking questions for detailed and in depth analysis (White, 2004:100).

A digital voice recorder was used during the qualitative interviews because it recorded every single word uttered by the interviewer and the participant. The benefit of using a digital voice recorder is that it is reversible and this allows for rewinding in order to establish what has been said. This device is relatively cheap and time-saving in comparison to taking notes manually.

1.9.4.2 QUANTITATIVE SURVEY THROUGH QUESTIONNAIRES

The quantitative survey questionnaire was used to survey the level of satisfaction of the Edendale community members regarding the programmes of KZN-DAC through public libraries that are geared towards instilling a culture of reading in communities. The definition and benefits of questionnaires for this study are discussed in detail in chapter four of this study.

1.9.5 SAMPLING STRATEGIES

According to Rossouw (2003:97) sampling is a method by which it is decided what or who will be observed. Du Plooy-Cilliers *et al* (2014:136) state that sampling is classified into non-probability and probability sampling. In probability sampling, all components of a population have equal chances to be chosen, while in non-probability sampling, units or individuals are nominated according to the personal choices of the researcher. Rossouw (2003:99) asserts that a sample must mirror the variation of the population. It was precisely for this reason that this study employed the purposive sampling method.

1.9.5.1 SAMPLE SIZE

Three KZN-DAC Units were targeted for the study, namely: the HRD Unit; the Promotions and Marketing Unit within the Library Services Directorate and Georgetown Public Library which services the community of Edendale. The intention for targeting these Units was to establish how the HRD Unit capacitates public librarians with training and skills to promote the culture of reading in communities.

The HRD Unit has a staff compliment of nine (9) officials. For purposes of this study, only the policy makers, namely: the Director, Deputy Director and Assistant Director were targeted. Given the fact that the Promotions and Marketing Unit Library Services and the Georgetown Public Library selected for the study have relatively small staff compliments, as the tables below indicate, the entire population was targeted for this study. The intention for targeting these Units was to ascertain what support do they receive from the HRD Unit in the form of capacity building programmes so that they, in turn, can capacitate and train public librarians who are based in communities in the quest to promote a vibrant culture of reading in communities.

1.9.5.2 SAMPLE

According to Sekaran and Bougie (2013:124), a sample is a subgroup of the population, while Du Plooy-Cilliers *et al* (2014:133) define a sample as a subdivision of a population which is considered as representative of the population. The sample population that was studied comprised nominated personnel of the HRD Unit of the KZN-DAC, the Library Services Promotions and Marketing Directorate and public librarians from the Georgetown Public Library within the Umsunduzi Local Municipality. Table 3 entails the details of the Edendale members surveyed. Table 2 below presents details of the population, target and sample.

Table 2: KZN-DAC Units interviewed, population, target and sample

Section	Population	Target	Sample
HRD	9	The Director, Deputy Director and Assistant Director	3
Promotions and Marketing Unit within the Library Services Directorate	4	All	4
Georgetown Public Library officials	15	All	15

(Source: Own diagram, 2017)

Table 3: A sample of Edendale community members surveyed

community serviced	Population	Target	Sample
Edendale	140 891	50	30

(Source: Own diagram, 2017)

1.9.5.3 TARGET POPULATION

According to Du Plooy-Cilliers, Davis and Bezuidenhout (2014:133), a population is the entire set of people or entities from which information is required. Sanders and Pinley (2004:83) refer to a population as the totality of the sampling components, while, according to Sekaran and Bougie (2013:172), population is the whole collection of individuals, events, or things of interest with regard to which the researcher wants to make conclusions based on sample statistics. This definition means that one can choose a sample from a population to be used in the study.

The sample population that was studied comprised nominated personnel of the KwaZulu-Natal Department of Arts and Culture Human Resource Development Unit, the Library Services Promotions and Marketing Directorate, the Georgetown Public Library in Edendale and community members of Edendale.

Qualitative interviews were used to interview the three members of management, namely: the Director, Deputy Director and Assistant Director of the HRD Unit; four officials of the Promotions and Marketing Unit within the Library Services Directorate and fifteen officials of the Georgetown Public Library. Quantitative questionnaires were used to survey 50 Edendale community members who are serviced by the Georgetown Public Library.

1.10 STUDY SITE

A study site can be defined as the site where a phenomenon occurs (White, 2004:05). The human resource development trends, strategies and challenges with regard to the promotion of the culture of reading in communities were investigated as occurring in the KZN-DAC HRD offices situated at 171 Boshoff Street, Pietermaritzburg, the Promotions and Marketing Unit within the Library Services Directorate offices at 230 Prince Alfred Sreet, Pietermaritzburg and the Georgetown Public Library which services the Edendale community. Figure 2 below depicts a map of Edendale indicating the areas which are serviced by the Georgetown Public Library.



Figure 2: A map depicting Msunduzi in Umgungundlovu

(Source: Umsunduzi Local Municipality GCIS Unit, 2017)`

1.10.1 PROFILE OF EDENDALE COMMUNITY UNDER UMSUNDUZI MUNICIPALITY WITHIN UMGUNGUNDLOVU DISTRICT

The greater Edendale is a semi-rural and semi-urban area in the Umgungundlovu District Municipality in the KwaZulu-Natal Province of South Africa. It has a population of 140 891 and 37 208 households (Census 2011). According to the information adapted from Census in 2011, the rate of unemployment in this municipality was approximately stands at 33% in 2011 (Municipal IDP Document, 2016:4). In terms of education levels, the percentage of illiteracy was 5.5%, while residents with qualifications higher than a matric accounted for only 33.7% (Municipal IDP Document, 2016:4). These figures necessitate the need to promote the culture of reading so that residents can be able to access information which is necessary for economic participation, personal development and a better quality of life.

1.11 MEASUREMENTS

A scale of measurement is a classification of that which describes the nature of information within the numbers allocated to variables (google.co.za, 2017). The Likert scale of measurement was used for this study.

1.11.1 LIKERT SCALE

According to Mcleod (2008:32), the Likert scale measures attitudes and behaviours using answer choices that range from one extreme to another, for example, 'strongly agree' to strongly disagree. In its final form, the Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement, for example: strongly agree; agree; don't know; disagree and strongly disagree.

The Likert scale allows the researcher to uncover degrees of opinion. The range of responses helps the researcher to identify areas of improvement more easily, for example, when the researcher sends out a questionnaire to ascertain the levels of effectiveness of the strategies used, or gathering customers' views on the quality of service of a particular government Department (Mtwesi, 2016:2). The Likert scale was relevant for this study since the researcher sought to gather the opinion of Edendale community members on the role of the KZN-DAC in promoting the culture of reading in communities.

1.12 DATA ANALYSIS

Given the fact that this study was conducted using the mixed methods research design, triangulation of data was performed for data analysis. Triangulation of data in chapter four is used to indicate that two or more methods are used in the study, in this case the quantitative and qualitative research approaches were used. The sequential data analysis method was therefore employed in analysing the collected data. The sequential data analysis means that the researcher first analyses the quantitative data and thereafter analyses the qualitative data and then consolidate the findings (Creswell, 2014:218).

White (2004:109) describes qualitative data analysis as mainly the inductive procedure of organising the data into similar sets and spotting relationships among similar sets. Qualitative analysis is the methodical manner of choosing, classifying and matching, blending and interpreting data so as to give elucidations of a single phenomenon being studied. According

to White (2004:110), the following recurring stages are used by the researcher when analysing data:

- constant discovery, particularly in the specific field as well as all the way through the whole study, so as to ascertain tentative trends;
- classifying and organisation of data, post data collection;
- assessing the credibility, dependability, transferability and conformability trustworthiness of data qualitatively, in order to perfect patterns; and
- documenting synthesis of themes.

1.12.1 THEMATIC DATA ANALYSIS

Qualitative data were analysed through thematic data analysis method. In-depth interviews were used to collect and analyse data by means of the thematic data analysis method. This method of data analysis is defined in detail in chapter four of this study. The thematic analysis method includes the process of identifying themes in data and thereafter reporting these themes as findings. Thematic analysis was presumed appropriate for analysing data that would be collected in this research given the fact that this technique succinctly arranged the collected data and thereafter gave a detailed description of data categories.

1.12.2 STATISTICAL PACKAGE FOR SOCIAL SCIENCES (SPSS)

Quantitative data analysis was conducted using software known as the Statistical Package for Social Sciences (SPSS). With regard to reporting, descriptive statistics, supported by graphics, such as pie and bar charts and themes were used.

1.13 ETHICAL CONSIDERATIONS

The ethical considerations prescribed by the University of KwaZulu-Natal (UKZN) were strictly observed and adhered to, for example: obtaining an ethical clearance letter, confidentiality and privacy, voluntary participation and informed consent, gatekeeper's consent for permission to conduct the study. These ethical considerations are discussed in more

detail in chapter four of the study. In conducting a study, it becomes absolutely crucial to not diverge from the standard research ethics.

1.14 LIMITATIONS OF THE STUDY

Delimitations address the boundaries of a research study, and on the other hand, limitations detect possible shortcomings of an investigation. One of the limitations of this study is the fact that only one of the many public libraries in this Province has been part of the study, and it is possible that some public libraries that have not been part of this study may have provided a better perspective on the focus of the study. In a study like this, there may be difficulty in getting participants' responses, getting the collaboration from the intended interviewees as well as other unforeseen limitations. Be that as it may, every effort was made to minimise the impact of the aforementioned limitations on the study.

1.15 OUTLINE OF THE STUDY

Chapter One introduced the study and gave an extensive synopsis of state of literacy globally, on the African continent and in the South African context. This chapter also provided a profile of the Edendale community in terms of population figures, unemployment and literacy levels. The chapter further provided objectives and key questions relating to the objectives of the study. A cursory look into the literature reviewed, theoretical framework and research paradigms or philosophical worldviews underpinning the study was done in this chapter. The research methodology and research design were briefly highlighted and rationalised in this chapter.

Chapter Two. In this chapter, the researcher examined literature on literacy, particularly South African government policies and legislation that seek to promote literacy post-1994. A selection of legislative frameworks on which HRD strategies in the post-apartheid South Africa are premised, were explored to ascertain whether the KZN-DAC does adhere to these frameworks for its HRD initiatives. Examples of post-apartheid HRD strategies include the Basic Education Strategic Plans (ECD, schooling, ABET), the National Skills Development Strategy (NSDS) 2005-2010 (Including the Scarce Skills List 2007), the Human Resource Development Strategy for South Africa (HRD-SA) and the HRD Strategy for the Public Sector (2002-2006).

Chapter Three delved into the theory that drove the study, namely: Human Capital Theory. The three elements of this theory which are: efficiency and productivity; investment in

education; and the advancement of the population, were unpacked in detail. The use of the selected theory in this study stems from the researcher's viewpoint that a theory is a logical explanation of the interrelationships among variables, and the purpose of using it is to explain the underlying relationship between the variables.

Chapter Four unpacked the methodological approach which underpins the study. The quantitative, qualitative and mixed methods approach were described in detail in this chapter. The mixed methods approach was employed by the researcher for this study. The mixed methods approach was appropriate for this study because of its potential to gather ample data using both quantitative and qualitative data collection tools. A total of 50 questionnaires were administered to the members of the Edendale community who are serviced by the Georgetown Public Library. The semi-structured qualitative interviews were conducted with the HRD Unit, members of the management layer, namely: Director, Deputy Director and Assistant Director; the four officials from the Promotion and Marketing Unit within the Library Services Directorate and officials from Georgetown Public Library. A total of twenty three (23) interviews were conducted with the KZN-DAC officials.

Chapter Five dealt with the analysis and interpretation of data. In view of the fact that the study used the mixed methods approach, the analysis and presentation of data was therefore two-fold, namely: qualitative and quantitative. The SPSS was used to analyse quantitative data. The analysis of quantitative data represented the experiences and opinions of the 50 Edendale community members who are serviced by the Georgetown Public Library.

Thematic data analysis was used to analyse qualitative data. The qualitative data analysis represented the opinions and views of the selected HRD Unit members of the management layer, namely: Director, Deputy Director and Assistant Director; the four officials from the Promotion and Marketing Unit within the Library Services Directorate and the 15 officials from the Georgetown Public Library that services the Edendale community.

Chapter six: This chapter drew conclusions from the themes which arose from the literature and empirical survey. The chapter also made recommendations for future research based on the findings of the study in respect of the promotion of the culture of reading by the KZN-DAC.

1.16 CHAPTER SUMMARY

The chapter introduced the research problem and outlined research objectives, questions and methodical approach to be pursued in this study. The preliminary literature has highlighted the contemporary trends, challenges and prospects as far as global literacy is concerned. From the HCT, it has become clear that investment in education and the advancement of the population are critical factors in order to build a progressive society. It has been noted that the promotion of the culture of reading, universal primary education and basic literacy programmes are essential for the development of a country because reading plays a major part in nation building. Chapter two examines literature on literacy especially South African government legislation and policies that are aimed at promoting a culture of reading.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

A nation with a strong culture of reading has greater chances of being knowledgeable and thereby contributing to the development of the country academically, economically, technologically and in many other ways (Mahala, 2010:13). Furthermore, Mahala (2010:13) asserts that reading is part of nation building and it promotes confidence, human growth and development. It is also imperative to note that reading has the potential to enhance creativity and self-sufficiency among individuals to solve political and socio-economic challenges facing the modern society (Department of Education, 2008:13). For this reason, this chapter reviews the relevant literature with the purpose of identifying gaps hindering the culture of reading, as well as the challenge of illiteracy which continues to plague the Sub-Saharan region and South Africa in particular. The literature indicates that Sub-Saharan Africa is the region with the highest percentage of individuals who cannot read or write. Against this background, the chapter explores the impacts of illiteracy on the region's socio-economic prosperity and technological advancement. In addition, the issues emanating from this chapter are aligned with the objectives, theoretical framework and the methodological approach of the study. This is in line with the observation of Newman and Covrij (2013:70) that when these components of research are aligned, research design and planning are more coherent and research reports are more readable.

2.2 DEFINITION OF TERMS

The following concepts are elucidated, for purposes of this study, thereby providing clarity of terms that are closely associated with cultivation of reading culture, thus imparting to a reader knowledge about the various concepts and terminology that will be used throughout the study. It is hoped that the clarification and understanding of these terms will assist the reader as well as the relevant stakeholders who are obligated to ensure cultivation of the habit of reading among communities.

Culture of reading: Behrman (2004) as cited in Rauterana (2012:18) refers to a culture of reading as an integrated pattern of reading behaviours, practices, beliefs, perceptions and knowledge, while Magara and Batambuze (2005) in their study on ways of creating a reading

culture for Uganda, refer to a reading culture to mean a culture where reading is part of the people's living and constitutes a habit that is shared by members of the society (Rauterana, 2012:19).

Culture: is the product of an individual's social life and his public activity (Rauterana, 2012:18). According to Idang (2015:52) culture is the totality of the way of life evolved by a people in their attempts to meet the challenge of living in their environment, which gives order and meaning to their social, political, economic, aesthetic and religious norms and peculiar traits which distinguish a people from others. These peculiar traits comprise social norms, linguistics, values, clothing, songs, labour, artistries, creed, taboos as well as other aspects (Idang, 2015:53).

Lifelong learning: refers to the utilisation and provision of informal and formal learning opportunities all the way throughout life in order to foster the continuous development, improvement and enhancement of skills and knowledge necessary for personal fulfilment and employment (Sharples, 2009:29), while DoE (1997:12) defines lifelong learning as a continuous process which stimulates and empowers individuals to acquire and apply the knowledge, skills and attitudes required to realise their full potential.

Literacy: According to UNESCO (2006:156) literacy is the ability to acquire the essential knowledge and skills that enable individuals to actively participate in all the activities for which reading and writing are needed, and literacy refers to a person's ability to read with understanding, for example, a newspaper, in the language specified. Tiemensma (2012:8) claims that literacy is not simply knowing how to read and write a particular script, but applying this knowledge for specific purposes in specific contexts of use. Furthermore, Tiemensma (2012:9) asserts that at much broader, figurative sense, the term literacy, refers to other skills and competencies, e.g. information literacy, visual literacy, media literacy and scientific literacy. UNESCO (2006:156) citing Masagao, Gomes and Batista (2005), Brosh-Vitaz (2005), Govinda and Biswal (2005), Koirala and Aryal (2005) refer to literacy as the three Rs, meaning reading, writing and arithmetic coupled with functionality. The German Federal Ministry for Economic Cooperation (2004) as cited in UNESCO (2006:158) defines literacy as reading and writing skills, and it indicates the capacity for further learning.

Functional literacy: According to UNICEF (2005) as cited in UNESCO (2006:158) functional literacy refers to the ability to use reading, writing and numeracy skills for effective functioning and development of the individual and the community.

Human Capital Development: means the processes which have to do with education and training with the aim of increasing the standard of values, abilities, knowledge, and skills of

the workforce which will result in the realisation of the organisation's goal (Marimuthu, Arokiasamy and Ismail, 2009:269).

Human Resource Development: is a set of planned and deliberate actions of an organisation aimed at providing its employees with opportunities to acquire essential expertise and skills towards reaching aims and intentions of the organisation (Werner and De Simone, 2010:43).

Skills Development: According to the DoE (2006:17) skills development refers to education, training and development initiatives geared towards assisting employees and future employees to acquire skills, attitudes and knowledge which could improve their productivity in the ranks that they presently occupy as well as enhancing their future prospects.

Early Childhood Development (ECD): The DoE (2001:7) states that ECD refers to South Africa's all-inclusive programme approach to policies for children from 0 to 9 years based on strong involvement of caregivers and parents.

Adult Basic Education and Training (ABET): According to the DoE (1997:23), ABET is the over-all conceptual foundation designed for lifelong learning and development, comprising knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a changing society which requires a citizenry to be engaged in a lifelong process of learning.

2.3 THE GLOBAL AND REGIONAL TRENDS OF LITERACY LEVELS

The ensuing discussion below explores the global reading and literacy statistics, the reading and literacy situation in the Sub-Saharan Africa context and the state of reading culture and literacy in the South African context.

2.3.1 THE GLOBAL READING AND LITERACY STATISTICS

According to the UNESCO Institute for Statistics (UIS) (2015:41), there are about 755 million adults, as well as 114 million youth worldwide, who cannot read nor write. In addition, Kickbusch (2010:293) asserts that there are approximately 876 million illiterate adults worldwide, which at that time, equalled twenty five percent (25%) of the world adult population. India is the nation that reads the most, where a person spends ten hours per week reading a book, while in South Africa, the only Sub-Saharan nation in the top 30, a person spends six hours and forty-eight seconds per week reading (English, 2014:1).

The Sub-Saharan Africa region has the lowest literacy rate when compared with other regions of the world. The implications of this in terms of socio-economic development for the Sub-Saharan Africa region are dire, as Mahala (2010:1) puts it:

There is an obvious link between illiteracy and poverty on the one hand, and literacy and economic prosperity on the other. Literacy underpins development in all sectors of society and is central to economic prosperity.

Tan (2014:411) supports Mahala (2010) that education is considered to be a source of economic development. According to the NDP (2014:16), improved education leads to higher employment and earnings, while more rapid economic growth broadens opportunities for all citizens. Therefore, the fact that the Sub-Saharan Africa region has the lowest literacy rate in comparison with other regions of the world, has the following socio-economic implications for this region in the foreseeable future:

- that Africa south of the Sahara will continue to lag behind the rest of the world in terms of economic growth and technological advancement;
- that citizens of Sub-Saharan Africa will continue to be the consumers rather than producers of knowledge, information, goods and services;
- that the scourge of the triple challenges of poverty, inequality and unemployment will continue to plague Africa south of the Sahara; and
- that African nations south of the Sahara will continue to cheaply export their raw mineral resources (gold, diamond, copper, platinum, iron-ore etc.) for processing in other regions of the world and pay huge amount of money to import these mineral resources as finished products (jewellery, cellphone accessories etc.).

The above-mentioned points underscore the need for the promotion of the culture of reading and eradication of illiteracy in communities.

2.3.2 THE READING AND LITERACY SITUATION IN THE CONTEXT OF SUB-SAHARAN AFRICA

According to global literacy rate statistics for the period between 1990 and 2015, the Sub-Saharan Africa region has the lowest literacy rate of the world regions (Huebler, 2013:2). For example, in the years 1990, 2000 and 2011, the literacy rate for the Sub-Saharan Africa region stood at 53.2 %; 57.2% and 59.1% respectively, while that of the Central Asia region stood at 97.9%; 99.0% and 99.5 respectively for the corresponding period. The projected and targeted

statistics for the Sub-Saharan Africa region for 2015 and 2016 were 63.6% and 78.65% respectively, while those for the Central Asia region were 99.6% and 99.5% respectively for the corresponding years (Huebler, 2013:2). These statistics give a clear picture of how far behind Africa south of the Sahara is lagging in terms of literacy when compared to other regions of the world. Consequently, a lot needs to be done in terms of improving the literacy rate and reading in order to put Africa on par with the rest of the world.

According to Issak (2012:48), the public library systems in the countries of the African continent is profoundly pathetic and weak, characterised by a variety of teething challenges pertaining to:

- low levels of awareness of the importance of the libraries;
- the fact that only school children make use of public libraries on the African continent;
- poor use, out-of-date material;
- waste of the available, yet, scarce resources;
- lack of human resources;
- financial constraints;
- lack of co-operation with other sectors; and
- low staff motivation and morale.

Of all the aforesaid teething challenges besetting public libraries in Africa, the lack of human resources is the most critical challenge and it therefore necessitates that the HRD units of the relevant South African government Departments make concerted efforts to implement strategies to equip public librarians with the skills, training, knowledge and values in the quest to promote the culture of reading in communities. Issak's (2012:48) assertion is supported by Kamba (2012:11) that supplies of library services in Africa focuses largely on urban areas with a total disregard for rural, non-literate communities. In most cases these rural communities have no access to information. Very few libraries are built for rural communities; consequently, members of these communities are forced to travel to towns and cities in order to access library services. Such a scenario is unlikely to contribute positively to the creation of a reading culture and reading habits in rural communities.

The state of the library system and the disparity in the supply of public services between rural and urban areas in Africa accentuates the need for a deliberate effort by all the relevant

institutions, organisations, NGOs and government Departments to achieve the literacy objectives of the SDGs that includes the commitment of ensuring that all young people as well as a significant percentage of adults, women and men can read and write by the year 2030 (UNESCO, 2015). Issak (2012:49) is of the view that African librarians have to re-consider the role of a public library with regard to what is desired and needed, what will be used, as well as what is viable in Africa. Public libraries in Africa should begin to be extra innovative and come up with vibrant programmes and services which are both appealing and attractive to the potential users (Issak, 2012:51). This means that public librarians must, with the support from the KZN-DAC HRD Unit, make an effort to familiarise themselves with their clients so that they can get an understanding of their needs and preferences in terms of reading material.

2.3.3 THE STATE OF THE READING CULTURE AND LITERACY IN THE SOUTH AFRICAN CONTEXT

Lehulere (2010:1) argues that it is now generally believed that there is a serious crisis with regard to the culture of reading in South Africa, given the fact only a very small portion of the South African public buys and reads books, public library services are virtually collapsing while at the same time publishing in the previously marginalised indigenous languages remains a challenge. Xaba (2015: 2) concurs with this view when he maintains that reading statistics reflect that a mere fourteen percent (14%) of the South African populace are ardent book readers while only five percent (5%) of parents make time to read to their children. There is thus a need for initiatives to encourage the nation to value reading as a fun and pleasurable activity, and to showcase how reading can easily be incorporated into one's daily lifestyle. Xaba (2015:2) further alluded to the fact that official figures reveal that approximately 4.7 million adults in South Africa are illiterate while nearly 4.9 million adults are functionally illiterate. The General Household Survey (2012:74) found that about 2.643 million South Africans have a difficulty in reading, or cannot write. In percentage terms, this translates to about seven percent (7%) of the adult South African citizens (Huebler, 2013:18).

Systemic evaluations commissioned by the national and provincial DoE as well as international organisations in 2001 and 2004 respectively, indicated that pupils in South African schools performed poorly when tested for their ability to read at age-appropriate level, with only 51% of pupils being able to read (DoE, 2008:5).

Figure 3 below depicts the language competence of intermediate phase learners in South Africa in the year 2005.

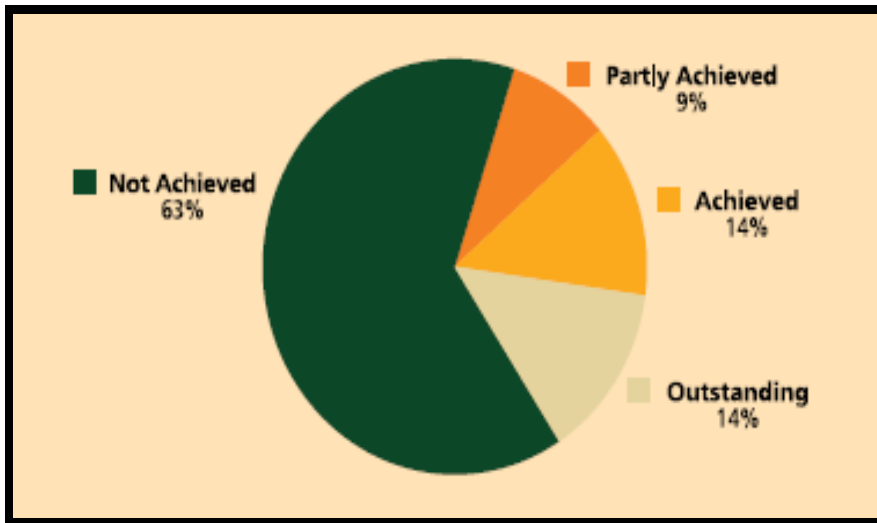


Figure 3: Language competence of Intermediate Phase learners in South Africa, 2005
(Source: Department of Education, 2008)

The above figure illustrates the results of the systemic evaluation conducted with regard to intermediate phase learners in 2005 and revealed that a big majority, 63% of the learners, were below the required competence for their age level.

The fact that a massive 63% of learners did not achieve; a paltry 14% achieved outstandingly; 14% achieved; and 9% partially achieved, is a result of the fact that South Africa faces many challenges in promoting literacy. For example, it is rare to find schools with well-used general libraries, many households have no books and books in African languages are scarce; therefore, children do not have the opportunity to read in their home language (DoE, 2008:6).

The findings of the study conducted by the South African Book Development Council (SABDC) in 2007 on the reading habits of adult South Africans from age sixteen, which was commissioned by the national DAC, confirmed the following (Mahala, 2010:12):

- that only one in seven South Africans frequently reads in their spare time;
- that South Africans are not a nation of ardent readers; and
- that more than half of our households have no leisure books.

Mahala (2010:13) further argues that this prevailing non-existence of a culture of reading finds expression in a number of aspects of our lives, and more specifically in socio-economic conditions such as unemployment and poverty. A number of initiatives embarked upon over the years by numerous bodies such as the government, NPOs, NGOs and other civil society organisations with the aim of enhancing the culture of reading as well as eradicating illiteracy in South Africa, have not produced any noticeable outcomes owing to the following (Mahala, 2010:13):

- the initiatives are in most cases so far detached from the people on the ground that most people only read or hear about them in the newspapers or on television;
- they are often fragmented and not properly coordinated; and
- they tend to focus on certain sections of the society and leave others out.

In order to overcome the above-mentioned challenges, Mahala (2010:13) proposed the following interventions to cultivate the culture of reading in communities:

- developing a consolidated national reading programme;
- establishment of writers' groups and a national writers' association;
- promotion of children's literature; and
- stocking content in community and public libraries.

The above-mentioned interventions are in line with the DoE's introduction of the National Reading Strategy aimed at promoting lifelong learning (DoE, 2008:5). The National Reading Strategy assists in the role that could be played by the HRD Unit of the KZN-DAC through public libraries in addressing South Africa's challenge of the lack of a culture of reading so that the literacy objectives of the SDGs could be achieved. These SDG objectives include the commitment of ensuring that all young people and a substantial percentage of adults, women and men, can read and write by the year 2030. The involvement of the HRD Unit of the KZN-DAC could yield some fresh and more sustainable ideas and a vision for inculcating a culture of reading so that citizens can acquire knowledge to make a meaningful contribution to the national and global economy. In order for the KZN-DAC public librarians to attain this goal, HRD Units in relevant institutions, such as the KZN-DAC, must have deliberate plans aimed at equipping public librarians with the required knowledge, skills and training necessary for promoting a culture of reading in communities.

To accomplish the aforesaid, Issak (2012:83) suggests that public libraries must be vigorous and dynamic and have to consider involving the prospective user-communities, which could be school learners, adult people, the literate and the non-literate in pursuit of improving public library services and by extension, instituting alternative services. These alternative services could be community information centres and striking the balance between the library services provided in rural communities and urban communities, ensuring that everyone in the community knows about the public library programmes and setting up long-term strategic plans with regard to the development of public libraries for purposes of promoting a culture of reading in communities.

2.4 HUMAN RESOURCE DEVELOPMENT POLICIES IN SOUTH AFRICA IN THE POST-1994 ERA

According to Masuku (2005:63), the legacy of Apartheid manifests itself mostly in the skill range of the employees. This assertion is in line with the view of the DPSA (WPPSTE, 1997) that, prior to the dawn of a new democratic order in 1994, public service training and education was only restricted to achieving a keenly determined set of needs, with a specific emphasis on management that was predominantly non-black and male in nature. Consequently, a number of policy frameworks have been developed since 1994 guiding the HRD strategies in the post-apartheid South Africa. These policy frameworks advocate a change from the pre-1994 public service training and education practices in order to transform public service training and education into a dynamic, needs-based approach (WPPSTE, 1997) aimed at providing employees with essential expertise and skills to attain the goals and objectives of their respective government Departments. In the case of the KZN-DAC Library Services, this refers to the transfer of skills, knowledge, abilities, expertise and values by the HRD Unit to the public librarians that will help them to promote a culture of reading in communities. Table 4 below depicts a selection of legislative and policy frameworks that have some relevance to literacy and which should inform the KZN-DAC HRD strategy.

Table 4: A selection of legislative and policy frameworks on which HRD strategies are premised in the South African context

Framework	Contribution to the study
The Constitution of the Republic of South Africa (RSA, 1996)	It forms the basis of KZN-DAC HRD strategies.
The Ten-Year Innovation Plan, 2008-2018	KZN-DAC HRD strategies should be driven by this Plan in transforming KZN to become a knowledge-based province.
The Human Resource Development Strategy 2010-2030	It should underpin KZN-DAC HRD policies and strategies.
The National Development Plan (NDP): Vision 2030	KZN-DAC HRD skills development strategy should seek to achieve the objectives of the NDP.
White Paper on Public Service Training and Education (WPPSTE), 1997	The strategies for KZN-DAC HRD should be based on this White Paper.
Human Resource Development Strategy for South Africa (HRD-SA), 2009	KZN-DAC HRD strategy should be informed by it.
The National Skills Development Strategy (NSDS) 2005-2010 (Including the Scarce Skills List 2007)	KZN-DAC HRD skills development strategy should be based on it.
The Basic Education Strategic Plans (ECD, Schooling, ABET)	It seeks to instil reading habits from a tender age right up to adulthood.
The HRD Strategy for the Public Sector (2002-2006)	KZN-DAC HRD strategy should be informed by it.
Skills Development Act (1998)	KZN-DAC HRD skills development strategy should be informed by this Act.
Skills Development Amendment Act (2008)	KZN-DAC HRD skills development strategy should seek to achieve the objectives of this Act.
National Framework Qualifications Act (2008)	KZN-DAC HRD skills development strategy should be based on this Act.

(Source: Own diagram, 2017)

The frameworks in the table above are some of the frameworks that inform the HRD-SA. The HRD Unit in the KZN-DAC should be guided by these frameworks when developing strategies for the training and skilling of public librarians in the quest to promote and instil a culture of reading in communities.

2.4.1. THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, 1996

Chapter 2 of the Bill of Rights (Constitution, 1996), states that:

(1) Every citizen has a right to:

- basic education, including adult basic education; and
- further education, which the state, through reasonable measures, must make gradually available and accessible.

2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is realistically feasible. In order to ensure the effective access to, and implementation of, this right, government has to consider all reasonable educational alternatives. (RSA, 1996).

The above declaration can be realised if the culture of reading is very strong in communities. It can be argued that the declaration further puts an obligation on the KZN-DAC, as the custodian of language and cultural matters, to come up with initiatives and strategies geared towards the realisation of this constitutional imperative. Promotion of the culture of reading in communities could be one of the initiatives which the KZN-DAC HRD Unit can employ in the quest to realise this declaration.

2.4.2 TEN-YEAR INNOVATION PLAN, 2008-2018

The purpose of this plan is to help drive South Africa's transformation towards a knowledge-based economy, in which the production and dissemination of knowledge leads to economic benefits and enriches all fields of human endeavour. Progress towards a knowledge-based economy will be driven by four elements (Department of Science and Technology, 2008):

- human capital development;
- knowledge generation and application;
- knowledge infrastructure; and
- enablers to address the innovation chasm between research results and socio-economic results.

According to Department of Science and Technology (2008:20), the Ten-Year Innovation Plan for 2008-2018 further alludes to the fact that the Government's broad developmental mandate can be achieved if South Africa takes further measures towards becoming a knowledge – based economy whereby science and technology, information, and learning move to the epi-centre of

economic activity. These assertions strengthen the need for the promotion of the reading in communities so that every citizen can gain knowledge necessary to participate in the economic activities of the country.

2.4.3 THE HUMAN RESOURCE DEVELOPMENT (HRD) STRATEGY 2010-2030

According to Thornhill, Van Dijk and Isiom (2014:239), the HRD Strategy 2010-2030 developed by the Department of Labour identifies fifteen priorities for human resource development in the Republic of South Africa, with the following seven specifically aimed at the development of human capital:

- eradication of adult illiteracy in the population;
- ensuring that all new entrants into the labour market have access to employment – focused education and training opportunities;
- ensuring that levels of investment are above the global average for all sectors of education and training systems;
- ensuring that education and training outcomes are equitable in terms of race, gender, disability and geographic location;
- ensuring that both employed as well as unemployed adults in the labour market have access to education and training opportunities that will enable them to acquire a minimum qualification at Level Four of the National Qualification Framework;
- ensuring progressive improvement in the external efficiency and effectiveness of Higher education, Further education and Training and the occupational learning system; and
- ensuring that South Africa is ranked in the top 10% of comparable countries in terms of its human capital stock as measured by its scarce skills graduates and percentage of population with a higher education qualification.

2.4.4 THE NATIONAL DEVELOPMENT PLAN: VISION 2030

The National Development Plan (NDP) – Vision 2030, is the South African initiative of 2014 to eliminate poverty and reduce inequality by 2030. According to the National Planning Commission (2014:14), South Africa can attain these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the

state, and promoting leadership and partnerships throughout society. The National Planning Commission (2014:14) further states that the plan is prompted by the realisation that:

- too few people work;
- the standard of education of black people in South Africa remains poor;
- infrastructure is poorly located, inadequate and under-maintained;
- the economy is unsustainably resource - based; and
- public services, including library services, are disproportionately provided and often of poor quality.

The NDP sets out the following three priorities necessary for the realisation of the Vision 2030 goals (National Planning Commission, 2014:17): improving the quality of education, skills development and innovation; raising employment through faster economic growth; and building the capability of the state to play a developmental, transformative role.

With regard to improving the quality of education and eliminating illiteracy, the NDP envisages that each community should have a library filled with a wealth of knowledge and a librarian, a school with teachers who love teaching and learning, and all children should have at least two years of preschool education so that all children in Grade 3 can read and write (National Planning Commission, 2014:24).

2.4.5 WHITE PAPER ON PUBLIC SERVICE TRAINING AND EDUCATION (WPPSTE), 1997

The 1997 WPPSTE is one of the many post-1994 government initiatives aimed at transforming the public service in the area of human capital development. The main objective of the WPPSTE is to establish a clear vision and policy framework to guide the introduction and implementation of new policies, procedures and legislation aimed at transforming public service training and education into a dynamic, needs-based and pro-active instrument, capable of playing an integral and strategic part in the processes of building a new public service for a new and democratic society in South Africa (DPSA WPPSTE, 1997). The WPPSTE is aimed at achieving the following outcomes among others:

- promotion of lifelong learning, particularly through the National Qualifications Framework;

- linking education and training to broader processes of transformation, institution building and human resources development within the public service;
- promoting the empowerment of previously disadvantaged groups; and
- promoting positive learning outcomes that add value to individuals and the nation in general (DPSA WPPSTE, 1997).

It is thus imperative that any training and development initiatives of the KZN-DAC aimed at equipping public librarians with the necessary skills, knowledge and competencies to inculcate the culture of reading in communities, should be based on this White Paper.

2.4.6 HUMAN RESOURCE DEVELOPMENT STRATEGY FOR SOUTH AFRICA (HRD-SA) 2009

The purpose of this particular HRD policy is to promote lifelong acquisition of competencies, skills as well as knowledge essential for the performance of special roles which add value socially, economically and to the self and others (DPSA, 2010:9). It emphasises the aspects of HRD that positively and expressively impact on economic performance, for example, educational attainment and skills development (DPSA, 2010:9). Lifelong acquisition of competencies can only be achieved if a strong culture of reading exists, therefore the HRD-SA should inform the HRD strategies of the KZN-DAC in respect of training and skills development initiatives for public librarians.

2.4.7 THE NATIONAL SKILLS DEVELOPMENT STRATEGY (NSDS) 2005-2010

The NSDS is guided by the fact that the South African workforce, in this case all employees within the education training and development sector including (public librarians), need relevant and competitive skills (Department of Education, 2006). The competitive skills are required in order for them to develop as individuals, to add value to the performance of the Department, and for them to contribute meaningfully to the development of the South African economy (Department of Education, 2006). The NSDS identifies focal areas for skills development as well as the contributions they make to national human resources development. One of the objectives of this strategy is to develop a culture of high-quality lifelong learning (Department of Labour 2005:3).

2.4.8 THE BASIC EDUCATION STRATEGIC PLANS (ECD, SCHOOLING, ABET)

The purpose of these plans is to ensure that all South Africans have access to lifelong learning, education as well as training opportunities which will contribute to the enhancement and

improvement of the quality of life and the creation of a prosperous, democratic and peaceful South Africa (Department of Basic Education, 2014:7). Incorporating aspects of these plans in the HRD strategies for training and skills development of public librarians to promote the culture of reading could assist in building the human resource capacity of the South African nation and contributing to its economic potential.

2.4.9 THE HRD STRATEGY FOR THE PUBLIC SECTOR (2002-2006)

This strategy was adopted with the aim of supporting an all-inclusive and holistic approach to the concept of human resource training and development in the public sector. This strategy stresses the need for Government to invest in the training and development of its employees in order to enhance service delivery and the prospects of creating a better life for all (DPSA, 2002: 13). One of the five objectives of the HRD Strategy for the Public Sector (2002-2006) is to develop and inculcate a culture of high-quality lifelong learning. This objective can be realised if the KZN-DAC invest in the training and development of public librarians to equip them with skills for promoting a sustained culture of reading in communities.

2.4.10 SKILLS DEVELOPMENT ACT (1998)

In relation to the promotion and facilitation of the culture of reading, the Skills Development Act (1998), seeks to fulfil the following purposes (RSA, 1998):

- encouraging workers to participate in learning;
- encouraging employers to use the workplace as an active learning environment;
- encouraging partnerships between the public and private sectors of the economy to provide learning in and for the workplace;
- ensuring the quality of learning in and for the workplace; and
- increasing the levels of investment in education and training in the labour market and to improve the return on that investment.

In the context of the current study, the above-mentioned points imply that the HRD Unit of the KZN-DAC must allocate funds for the training of employees to capacitate public librarians with requisite skills for effective and efficient promotion of the culture of reading in communities.

2.4.11 SKILLS DEVELOPMENT AMENDMENT ACT (2008)

The Skills Development Amendment Act (2008) seeks to achieve the following objectives with regard to the promotion of the culture of reading (RSA, 2008):

- provisioning of special education and learning programmes;
- encouraging workers to participate in learning programmes such as learnerships; and
- ensuring the quality of education and provisioning of skills in the workplace.

According to RSA (2008:23) the aforementioned intentions are achieved through the following:

- a recognised fiscal model comprising of National Skills Authority; the National Skills Fund and a skills development levy; the Skills Development Planning Unit; skills development institutions; the Quality Council for Trades and Occupations; provincial skills development forums; and
- working closely with the SAQA.

2.4.12 NATIONAL QUALIFICATIONS FRAMEWORK (NQF) ACT (2008)

The purpose of the NQF Act (2008) is to fulfil the state's constitutional responsibility towards citizens' rights with regard to a basic and further education (Department of Education, 2008). Furthermore (Department of Education, 2008), the National Qualifications Framework Act (2008) is designed to:

- cater for adults' basic literacy needs as well as their general academic and vocational requirements in order to build a post-schooling environment supportive of a wide range of adult needs;
- facilitate the education of learners, whether they are of school going age or beyond, so that they will ultimately contribute to the social, cultural and economic development of South Africa;
- make provision for further education which is to be made progressively available and accessible;
- prepare learners in a broad, general way for further learning, for becoming educated South African citizens with some readiness to enter the world of work; and
- cater for children and teenagers involved in the acquisition of a basic education in schools, and adolescents who have completed basic education and lastly, adults.

2.5 THE EDUCATIONAL, TRAINING AND EMPOWERMENT PROGRAMMES PROVIDED BY GOVERNMENT

In its efforts to build a progressive society through promoting a culture of reading, even outside the education sector, the South African Government introduced a number of initiatives which are discussed below.

2.5.1 THE EARLY CHILDHOOD DEVELOPMENT (ECD) STRATEGY

In the quest to transform and develop South Africa economically and socially after 1994, ECD was acknowledged as key towards the attainment of this goal. The NGOs and government Departments have formed partnerships at different stages of ECD to develop policies and programmes for improving the ECD services relating to social, education and health needs (Department of Education, 2009).

The Government introduced the ECD Strategy in line with the NDP: Vision 2030, which states that: Make early childhood development a top priority among the measures to improve the quality of education and long-term prospects of future generations (National Planning Commission, 2014:33). Mahala (2010:13) asserts that good reading habits should start from an early age if South Africa desires to create a nation of readers. Mahala (2010:13) further maintains that children's literature is one of the essential building blocks in laying a strong foundation for creating a nation of readers; children's literature is a powerful vehicle for socialisation and accumulation and South Africa must promote children's literature as a gateway through which children develop intellectually (Mahala, 2010:13.) According to Viviers (2009:5), early childhood development should be acknowledged and promoted not just as a programme, but as a strategy to invest in, promote and nurture human capital for the immediate, medium term and for life. It is globally recognised that investment in quality services for infants and young children has a high return later in life (Department of Social Development, 2016:2). The Department further alludes to the fact that when South Africa lays a firm foundation in the early years of life to enable children to perform better in school, they are more likely to be gainfully employed as adults and live as healthy productive adults for a better society (Department of Social Development, 2016:2).

2.5.2 THE NATIONAL EARLY LEARNING DEVELOPMENT STANDARDS (NELDS)

The NELDS is a policy which is linked to the curriculum, focusing mainly on the early learning requirements for children aged between 0 and 4 years (Department of Education, 2009). The NELDS was implemented for purposes of improving a comprehensive development of children's self-identity, learning experiences, common knowledge and understanding, literacy, communication and language and, health and physical wellness (Department of Education, 2009).

The NELDS promotes the use of an integrated approach which focuses on crèche services and learning aims of curriculums for various government sections that render childcare services, for example the partnership between the Department of Social Development and DoE. In this partnership, the Department of Social Development ensures that a crèche is built for each local community while the DoE takes care of learning material and teaching staff. Some of the desired results of NELDS are the following: children should learn to communicate competently and use language with confidence (Department of Education, 2009). The NELDS assists in providing the basis for lifelong learning because it seeks to ensure that children learn in an all-inclusive approach and to enable parents, teachers, and other caretakers to render suitable programmes and interventions geared toward supporting children's learning needs (Department of Education, 2009).

2.5.3 ADULT BASIC EDUCATION AND TRAINING (ABET) STRATEGY (1997)

The ABET Strategy was developed with the aim of responding to adults' on-going need for lifelong learning in order to ensure sustainable levels of numeracy, literacy and basic as well as general education and certificated career paths (Department of Education, 1997). Early ECD targets children between 0-4 years of age, including those who experience barriers to learning, whether they are in mainstream or special schools (Department of Education, 2008:11). By developing the ABET Strategy, South Africa was responding to Article 1 of the Declaration of the World Conference on Education held in 1990 which makes the following statement on basic learning needs (Department of Education, 1997:12): Every person, adult, child, and youth shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression,

numeracy and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by humans beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should continue to be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

In line with the above ideals of the Declaration of the World Conference on Education, the South African national Department of Education alludes to the fact that in the context of adult learning, lifelong learning should encompass both the formal and the more non-formal or informal, developmental approaches to lifelong learning. This is essential in order to ensure that learners can use the knowledge, skills, values and attitudes acquired through ABET in their daily life situation (Department of Education, 1997).

The South African Government recognises that the availability of basic education, for youth and adults, would not necessarily be in the form of schools, but in the form of education and training programmes appropriate to personal circumstances of adult learners. Furthermore, responsibility for the provision of education, other than higher education and training, rests with the provincial governments (Department of Education, 2007). Accordingly, this study seeks to ascertain the role of the HRD Unit of the KZN-DAC in promoting a culture of reading in communities, in particular the Edendale community.

2.5.3.1 THE OBJECTIVES OF ADULT BASIC EDUCATION AND TRAINING (ABET)

The South African Government, through the national DoE, introduced ABET with the objective of creating a literate South Africa within which all its citizens have acquired basic education and training that enables effective participation in socio-economic and political processes to contribute development and social transformation (Department of Education, 1997:14). This objective could be achieved if South Africa has a strong culture of reading.

2.5.4 THE CULTURE OF LEARNING, TEACHING AND SERVICES (COLTS) PROGRAMME

The national DoE initiated the COLTS programme to revive passion for teaching and learning in schools. The COLTS campaign is closely related with the ABET campaign in the sense that

activities aimed at parent motivation and school governance training are enhanced by ABET programmes that educate, train and inform under-educated adults (Department of Education, 1997). According to Phajane (2014:214), the COLTS campaign is meant to improve the reading proficiency levels of all learners and to develop their reading skills. For the COLTS programme to succeed, South African communities should have a strong culture of reading.

2.5.5 THE NATIONAL READING STRATEGY

The National Reading Strategy was adopted as a response to the shocking findings of the two national systemic evaluations conducted by the national Department of Education in 2001 and 2004 respectively. The aim of conducting these national systemic evaluations was to ascertain the literacy and numeracy levels in primary schools (Department of Education, 2008:4). These surveys showed shockingly low levels of reading ability which indicated that large numbers of our children across the country simply do not read (Department of Education, 2008:4), hence the introduction of the National Reading Strategy in 2008.

2.5.5.1 THE AIMS OF THE NATIONAL READING STRATEGY

The National Reading Strategy was developed mainly to achieve the following aims (Department of Education, 2008:5):

- promoting a nation of lifelong readers and lifelong learners;
- promoting reading across the curriculum;
- encouraging reading for enjoyment;
- ensuring that every South African is able to read and write; ensuring that not only teachers, learners and parents, but also the broader community; and
- understanding their role in improving and promoting reading.

2.5.6 SPECIFIC CHALLENGES IN IMPLEMENTING THE NATIONAL READING STRATEGY

The implementation of the National Reading Strategy across the country encounters challenges with regard to teacher competency; libraries; teaching conditions; the print environment and inclusive education (Department of Education, 2008:8). For purposes of this study, the challenges pertaining to libraries are unpacked in some detail. Table 5 below reflects public schools and libraries by province in 2015.

Table 5: South African public schools and libraries by province, 2015

Province Name	Number of Sites	With Library	% With Library	Is The Library Stocked	% Library Stocked	Without Library	% Without Library
Western Cape	1440	790	54.86	431	29.93	650	45.14
Eastern Cape	5461	457	8.37	252	4.61	5004	91.63
Northern Cape	537	149	27.75	107	19.93	388	72.25
Free State	1227	429	34.96	199	16.22	798	65.04
KwaZulu Natal	5861	1409	24.04	1002	17.10	4452	75.96
North West	1440	323	22.43	177	12.29	1117	77.57
Gauteng	2071	1308	63.16	880	42.49	763	36.84
Mpumalanga	1721	325	18.88	131	7.61	1396	81.12
Limpopo	3831	249	6.50	108	2.82	3582	93.50
Total	23589	5439	28.99	3287	17.00	18150	71.01

(Source: Department of Basic Education National Education Infrastructure Management System, Standard Report, 2015)

With regard to challenges relating to libraries, the 2015 Department of Basic Education National Education Infrastructure Management System (NEIMS), Standard Report, 2015 reveals that of the 23 589 public ordinary schools, 18 150 schools are without libraries while only 3 287 of those with libraries have stocked libraries (Mtwesi, 2016:1). This picture is similar to the one of 1999 painted by the Modern Language Association (MLA) Survey conducted in 1999 which found that the majority of schools had no access to libraries. According to the Department of Education (2008:8) the results of the 1999 MLA Survey were:

- 25 145 schools were surveyed in South Africa in 1999;
- 22 101 schools had no space for a school library;
- 3 388 had space for a library, but had no books in the library; and
- a mere 1 817 schools had library space that was stocked with books, i.e. just over 7% of the schools in South Africa.

Against this background, Elinor Sisulu, in her address at the symposium on the Cost of a Culture of Reading held at the Centre for the Book in 2004, as cited in Mahala (2010:13), observed that a culture of reading is inextricably intertwined with the availability of books. (Mahala, 2010:13) further maintains that the lack of libraries is especially significant in South

Africa where many learners and their parents cannot afford to buy books and that it is in this regard that South Africa's library and information sector is of strategic importance to the communities of this country.

2.6 THE NATIONAL SCHOOL OF GOVERNMENT

According to Mollo (2014:7) the NSG) came into existence following the proclamation signed by the President of the Republic of South Africa and gazetted on 21 October 2013, substituting the Public Administration Leadership and Management Academy (PALAMA). In addition, the National School of Government (2013:16) states that the NSG is mandated to train and develop public servants as a means to realise the national development objectives of the country and thereby support sustainable growth, development and service delivery.

According to Mollo (2014:7), the NSG will contribute towards the improved performance of individuals, teams and institutions, through:

- creating a learning culture, with diverse and appropriate learning options;
- providing effective learning and development opportunities in the public sector;
- making use of multi-disciplinary team of lecturers, facilitators, trainers and organisational development experts, ethical professionals in government; and
- making use of new recruits that understand and have the knowledge – based on both the academic world and of work within the public service – to providing effective learning and skills development in public service (Sisulu, 2015:1).

2.7 THE LIBRARY AND INFORMATION ASSOCIATION OF SOUTH AFRICA (LIASA)

The formation of the LIASA in 1997 was another initiative of Government aimed at addressing the high illiteracy rate and promoting a reading culture in South Africa (The Archival Platform, 2014:1). The implication of LIASA in terms of capacity development in South Africa is that public librarians need to be continuously trained in current trends with regard to the provision of library services in communities.

2.7.1 THE OBJECTIVES OF THE LIBRARY AND INFORMATION ASSOCIATION OF SOUTH AFRICA (LIASA)

According to the Archival Platform (2014:1), the primary aims for the formation of LIASA were the following:

- to develop and empower all practitioners in the library and information field into an organisation that provides dynamic leadership in transforming library services; and
- to develop and sustain library and information services for all people in South Africa.

The Archival Platform (2014:1) states that membership of LIASA is supposed to consist of individuals in libraries and information services as well as institutions or organisations that maintain or are interested in libraries and information services. However, Khomo and Raju (2009:11) argue that a significant number of Library and Information Services (LIS) workers in all three types of libraries (namely, academic, public and special libraries) surveyed in KZN are not members of LIASA for various reasons. This situation may affect the ability of librarians to execute their duties effectively in terms of promoting a culture of reading within the communities they serve.

2.8 THE BOOK CLUB INITIATIVE

The national DAC launched the Book Club Initiative in 2007 as a way of encouraging a culture of reading among its employees as well as contributing to the broader government imperatives of developing a caring, democratic and cohesive society (Department of Arts and Culture, 2008:1). The Book Club Initiative was borne out of the realisation that, as the national Ministry of Arts and Culture observed that one of the major challenges confronting South Africa today is the astonishingly high illiteracy rate and this demands a robust reading campaign. Literacy underpins growth in various aspects of our lives and is central to our development as a nation. The creation of a reading culture therefore becomes one of the integral elements in our project of nation-building. In line with the national vision of building a cohesive, caring and sustainable society, the national Department of Arts and Culture undertakes to work towards the establishment of Book Clubs in all sectors of society across the nation. Book Clubs are one of the simplest and most practical mechanisms to encourage the culture of reading while at the same time playing a crucial role in promoting social cohesion (Department of Arts and Culture, 2008:1).

Mahala (2010:13) claims that the Book Clubs of the national DAC is more than just a leisurely activity because book discussions are convened regularly, and guest authors and public lectures

are hosted. Furthermore, according to Mahala (2010:13), the Book Clubs add meaningful value to the Department's endeavours to address the lack of a culture of reading, and contributes towards the attainment of the broader imperatives of developing a caring, democratic and cohesive society. Mahala (2010:13) claims that members of the Book Clubs extend the book club phenomenon to their communities by encouraging their families, relatives and neighbours to start reading for leisure.

2.9 THE NATIONAL BOOK WEEK (NBW)

The National Book Week (NBW) was set up in response to a 2007 study, commissioned by the South African Book Development Council (SABDC), into the book reading habits of adult South Africans (South African Book Development Council, 2012:1). The findings of the study confirmed that South Africans are not a nation of readers (Mahala, 2010:13). The results of the 2007 study revealed that:

- 51% of households in South Africa did not have a single leisure book in their home;
- only 14% of the population are avid book readers;
- only 5% of parents read to their children;
- there are no coordinated efforts to promote reading in South Africa; and
- people find reading boring (South African Book Development Council, 2012:1).

The NBW was launched in 2010 with the aim of promoting a key message to encourage reading as a fun activity focusing strongly on promoting indigenous languages, authors as well as library awareness and access (South African Book Development Council, 2012:1). The campaign is a joint initiative between the SABDC and the national DAC and it is commemorated in South Africa every first week of September.

2.10 KHA RI GUDE MASS LITERACY CAMPAIGN

Despite numerous initiatives and programmes such as ABET 1995; Ithuteng (Ready-to-Learn) Campaign -1996; South African National Literacy Initiative (SANLI) 2000 and Masifundisane in KZN – 2006) instituted by government in an effort to eradicate illiteracy among adults after 1994, the rate of adult illiteracy remained significantly high (Department of Education, 2017). Consequently, government, through the national Department of Education launched the Kha Ri Gude Mass Literacy Campaign in 2008. Kha Ri Gude, which means Let us Learn in Tshivenda, is a mass literacy programme aimed at teaching illiterate people older than 15 years to read, write and calculate in their mother tongue, Sign Language and in Braille (Murugan,

2011:1).The aims of the Kha Ri Gude Mass Literacy Campaign are the following (Department of Education, 2017):

- to teach people to read and write in their mother tongue, Sign Language and in Braille;
- to develop a basic number concept and apply arithmetic operations to everyday contexts;
- to achieve an equivalence of Grade 3 of the schooling system; and
- to use spoken English.

2.11 SOUTH AFRICAN NATIONAL LITERACY INITIATIVE (SANLI) 2000

The South African National Literacy Initiative (SANLI) was launched in 2000 by the then Minister of Education, Mr Kader Asmal, because the ABET programme that was instituted in 1995 was seemingly not reducing the number of illiterates (Department of Education, 2007:6) as depicted in Table 6 below.

Table 6: Literacy statistics from 1995 to 2001

Literacy and basic education levels of South Africans aged 15 and over			
Level of education	1995 October Household Survey	1996 General Population Census	2001 General Population Census
Full general education (Grade 9 and more)	14.3 million (54%)	13.1 million (50%)	15.8 million (52%)
Less than full general education (less than Grade 9)	12.2 million (46%)	13.2 million (50%)	14.6 million (48%)
Less than grade 7	7.4 million (28%)	8.5 million (32%)	9.6 million (32%)
No schooling	2.9 million (11%)	4.2 million (16%)	4.7 million (16%)

(Source: Aitchison and Harley, 2006)

The above figures show that despite the launch of the ABET programme in 1995, there has been no decrease in the actual number or percentage of functionally illiterate adults from 1995 to 2001(Aitchison and Harley, 2006:92), hence the need for government to institute the SANLI in 2000. The SANLI was aimed at significantly reducing the rate of illiteracy in the country

and expanding the participation of all South Africans, targeting both the truly illiterate (the unschooled) and those who dropped out of school too early to have developed functional literacy (Department of Education, 2007:6).

2.12 KZN MASIFUNDISANE ADULT LITERACY CAMPAIGN-2006

The Masifundisane Adult Literacy Campaign was launched in 2006 by the KZN DoE. According to DoE (2007:1), the aims of the Masifundisane Adult Literacy Campaign are:

- to provide learning opportunities for people over 15 years of age and who have had no primary schooling or whose primary schooling is incomplete;
- to take adult learning to where the people are, namely to schools, community halls, church halls, clinics and private homes;
- to wipe out illiteracy in KwaZulu-Natal; and
- to have KZN being declared a territory free of illiteracy by 2009.

By 2008, the Masifundisane Adult Literacy Campaign had reached just over 300 000 adult learners in two years who were at varying stages of literacy (KZN Academy, 2008).

2.13 THE CURRENT INITIATIVES OF THE KZN-DAC

One of the legislative mandates of the KZN-DAC is to provide free library services to all citizens, including the previously marginalised rural communities of the Province of KwaZulu-Natal. Although the KZN-DAC has made some strides in trying to address the challenge of the poor culture of reading in the Province, a lot still remains to be done, particularly in respect of making library services accessible to rural communities. Some of the initiatives undertaken by the KZN-DAC to make library services accessible to communities include the following (KwaZulu-Natal Provincial Library Services, 2014:30-32):

- building state of the art libraries;
- providing mobile library units;
- mobile trolleys;
- Toys @ Your Library for young library goers;
- Mini Libraries For The Blind;
- Internet @ Your Library; and
- Gaming @ At Your Library.

However, these initiatives do not benefit the remote rural and semi-urban communities because the majority of libraries are situated in towns and on municipality premises which are often far away from remote rural settlements.

2.14 ITHUTENG (READY-TO-LEARN) CAMPAIGN-1996

The national DoE instituted the Ithuteng (Ready-to-Learn) Literacy Campaign in 1996 to reach 10 000 learners in each of the nine provinces (Sibiya, 2005:85). The implementation of the campaign was not successful because of the following problems experienced by some of the provincial education departments in the implementation of the campaign (Sibiya, 2005:86):

- provinces lacked the personnel and facilities to implement the campaign;
- provincial ABET directorates were unfamiliar with the new policies and discourse of ABET, and with modern literacy methods;
- when existing school facilities were used as ABET centres without prior permission of the school governing bodies, the school governing bodies used their powers to refuse learners access to classrooms;
- the training provided to teachers was short and limited and thus ineffective;
- the concept of cascade training proved unsuccessful because of the lack of logistical and supervisory support at every level of the flow;
- in most provinces, learning materials were never delivered to night schools and teachers and managers were not paid for prolonged periods; and
- provincial education departments usually failed to pay service providers, mainly NGOs, for services they provided such as the learning materials, teacher training and support.

The above challenges underscore the need for the provincial education departments to institute properly coordinated plans and train personnel in modern literacy methods so that Ithuteng (Ready-to -learn) Literacy Campaign could be successful.

2.15 CHAPTER SUMMARY

This chapter presented an overview of previous studies related to literacy and the promotion of a culture of reading. The chapter revealed that the public library systems in Sub-Saharan Africa face numerous challenges. For example, the provision of library services in Africa centres generally on urban areas at the expense of rural, illiterate communities. The chapter further revealed that in South Africa, a very small portion of the South African public buys and reads books, and publishing in the previously marginalised indigenous languages is still a challenge.

This chapter also showed that the statistics for the culture and habits of reading in South Africa paint a dreadful picture. Only 14% of the South African citizenry are passionate book readers and just 5% of parents make time read to their children. There is thus a need for initiatives to encourage the nation to value reading as a fun and pleasurable activity, and to showcase how reading can easily be incorporated into one's daily lifestyle. Consequently, a lot needs to be done in terms of improving the literacy rate and culture of reading in order to put South Africa on par with the rest of the world. Other focal aspects which emanated from this chapter were the issues of legislative and policy frameworks guiding the HRD strategies in the post-apartheid South Africa. Although there has been an increase in governmental education and training policies aimed at equipping public servants, such as public librarians with the necessary skills to competently execute their duties, there is no certainty that government Departments such as the KZN-DAC do make use of these legislative and policy frameworks to inform their respective HRD policies and strategies. The following chapter unpacks the theoretical foundations that underpin development of skills, capacity and productivity and earnings of a country's human resource or workforce. The next chapter unpacks the theory that underpins the study, namely: Human Capital Theory.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

The main focus of this chapter is to discuss the theoretical framework guiding the current study. The study falls within the realm of the promotion of a culture of reading in communities by the KZN-DAC. The focus of the study is the Edendale community which is serviced by the Georgetown Public Library that falls under the Umsunduzi Local Municipality in Pietermaritzburg in the Province of KwaZulu-Natal. The application of the theory in this study is informed by the understanding that a theory is a systematic explanation of the interrelationships among economic variables, and that its purpose is to explain the casual relationship among these variables (Griffin and Gurley, 1993:177).

3.2 THEORY

There are numerous sets of theories, for example, the Systems Theory; the Public Choice Theory; the Human Capital Theory etc. The current study adopted the Human Capital Theory (HCT). According to White (2004:7), a theory is a set of interrelated variables, definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining natural phenomena. Creswell (2014:34) concurs with this definition of a theory by maintaining that a theory is an interrelated set of constructs formed into propositions, or hypotheses that specify the relationship among variables in terms of magnitude or direction. Tatowa and Rowman (2000:10) argue that a theory is used to provide a basis for policy. Thus, the role of theory in this study was also to provide rationale and basis for the policies to that could be adopted by the KZN-DAC to promote the culture of reading in communities.

3.3 HUMAN CAPITAL THEORY

The study is guided by the tenets of Human Capital Theory. Goldin (2014:23) asserts that the essence of Human Capital Theory is that investments are made in human resources so as to improve their productivity and therefore their earnings. Goldin's (2014:23) view is in line with Le Grange's assertion that Human Capital Theory holds that economic growth depends on investment in education, and that economic growth is the basis for improving the quality of

human life (Le Grange, 2011:1039). Govender (2015:429) opines that HCT focuses on a country's human capital for the development and advancement of the population.

The fundamental assumption is that education plays an important role by contributing directly to growth in the national revenue of a country, and is not only a reason for consumption (Schultz, 1988 cited in Masuku, 2005:48). This is in line with the assertion that the assumptions of HCT maintain that the individual acquires knowledge and skills through education and training, that is, human capital (Tan, 2014:413).

The logic of HCT, according to Tan (2014:413), is that education and training increase human capital and this leads to a higher productivity rate, which in turn brings a higher wage for the individual. According to Matshega and Urban (2013:261) HCT is rooted in the field of macroeconomic development theory, where Becker (1964:14) as cited in Matshega and Urban (2013:261), emphasised the social and economic importance of Human Capital Theory, and noted that the most valuable of all capital is the investment in human beings. Matshega and Urban (2013:262), citing Becker (1964:14), further maintain that according to HCT, the ability to accumulate new knowledge provides individuals with superior cognitive abilities, which makes them more productive and efficient in a range of activities. In the same vein, Van Dyk, Van Leodoff and Haasbroek (1998:42) claim that HCT implies that education and training enhance a person's stock of human capital and contribute to the growth in the national revenue of the country. The creation of the much-needed human capital for economic growth in South Africa depends to a large extent on a strong culture of reading, hence this chapter discusses HCT and its three elements, namely: investment in education; advancement of the population; and efficiency and productivity of employees (Govender, 2015:61).

The implication of Human Capital Theory for the current study is that the citizens of a country should be exposed to education and training so that they can contribute to their personal economic growth and the economic growth of the country. This study links with Human Capital Theory in the sense that this theory advocates the investment in education so that the citizens can be economically active and productive. This can only happen in a country with a high literacy rate, where the culture of reading is a national pastime. It is therefore important for the country to have public librarians who are well-equipped with skills and training necessary for

promoting a vibrant culture of reading. Funds must also be set aside for the training and skilling of public librarians towards this goal.

3.3.1 HUMAN CAPITAL

Human capital is defined as productive wealth embodied in labour, skills and knowledge (OECD, 2001) as cited in Tan (2014:412). Human capital also refers to any stock of knowledge or the innate acquired characteristics a person has that contribute to his or her economic productivity (Garibaldi, 2006) as cited in Tan (2014: 412). According to Matshega and Urban (2013:273) human capital represents an investment in education and skills, while Le Grange (2011:1040) asserts that essentially a nation's human capital is the sum of skills; talents; and knowledge embodied in its population, namely: job training, medical care, diet and formal education (Olssen, Codd and O'Neill (2004:147) as cited in Le Grange (2011:1040). According to Olssen *et al* (2004:148) the main propositions of HCT are that:

- education and training increases an individual's cognitive capacity;
- increased cognitive capacity in turn increases productivity;
- an increase in productivity tends to increase an individual's earnings; and
- the increased earnings of an individual becomes a measure of human capital.

Adekola (2014:213) concurs with Olssen *et al* (2004:147) by asserting that the economic prosperity and functioning of a nation depend on its physical and human capital stock. Olssen *et al's* (2004:147) views stated above are supported by Schultz (1988) and Becker (1967) as cited in Adedeji (2013:24) who view human capital as a way through which education enhances efficiency and output of the workforce by way of increasing the level of their intellectual abilities. In other words, human capital is a pool of economically productive human skills which can be moulded by merging natural capabilities with investments in human resources. Investment in human resources include expenditures and budgets geared towards on-the-job-training and education (Olssen *et al*, 2004:149).

The above assertions could be realised if there is a strong culture of reading in the communities of a nation. A culture of reading in communities can be promoted if the nation adopts the tenets of HCT which include, among others, investment in education. Investment in education leads to the advancement of the population which, in turn, produces employees who are efficient and productive. In the context of the study, the investment in education could be made by the

HRD Unit of the KZN-DAC through making the budget available for equipping public librarians with the requisite skills for promoting a culture of reading in communities.

3.3.2 HUMAN CAPITAL DEVELOPMENT (HCD)

According to Marimuthu, Arokiasam and Ismail (2009:23) HCD refers to the processes that pertain to education and training. Marimuthu *et al* (2009:23) further elaborate that education and training is aimed at improving the standard of skills, abilities, knowledge, and values of the labour force which will lead to the accomplishment of the organisation's objectives. Baa-Boateng (2013:64) argues that the main challenge troubling governments of African states pertains to how human capital could be established through continuous skills development and training with the aim of producing suitably qualified, skilled and trained employees. Adekola (2014:217) argues that HCD triggers economic growth through many factors like enhancing employment opportunities, improving health facilities, reducing fertility and the poverty level, improving technological development and is a source of political stability. Furthermore, Adekola (2014:217) postulates that HCD increases the number of knowledgeable workers by improving their skills and enabling them to face and resolve new challenges.

Baa-Boateng (2013:65) further argues that a combination of a lack of capital, as well as skills, is the major cause of the sluggish development of most countries in Africa, owing to the lack of skills and knowledge to increase output and enhance the productivity of a country. This therefore accentuates the importance of a proper administration of human resource development programmes in respect of training and educating public librarians to improve their skills in making reading enjoyable, fun and appealing to the youth and adults. This then necessitates that the Human Resource Development Unit of the KZN-DAC puts in place programmes aimed at equipping public librarians with skills and training in the quest to eradicate illiteracy which is the main contributor to a dearth of human capital that is crucial for economic growth and development.

According to Rao (1995:30) cited in Khan, Khan and Mahmood (2012:68), human resource development is the enhancement of capabilities of human resources by improving skills; knowledge and values and changing attitude on the one side, and on the other side, by creating conditions through programmes, relevant interventions and policies with the aim of assisting employees to use these competencies in order to attain the goals and achieve the objectives of the organisation. Furthermore, Werner and De Simone (2006:51) define human resource

development as a set of structured and deliberate actions of an organisation envisioned to afford its employees with the prospects of acquiring critical skills and knowledge necessary to attain the goals and achieve the objectives of the organisation. In respect of the KZN-DAC Library Services, this relates to the provision, by the Human Resource Development Unit, of expertise; abilities; values; skills and knowledge to the public librarians that will capacitate them in promoting a culture of reading in communities.

According to Adedeji (2013:16), knowledge is the essential component for economic growth in the 21st century. Knowledge constitutes the basis of a nation's competitive edge, through its ability to enhance efficiency. It therefore plays a major role in the development and growth of the economy of a country. The above assertions accentuate the fact the citizenry of the country must be exposed to education and training so that they can contribute to the economic growth of the country. This is can only happen in a country with a high rate of literacy where a culture of reading is a national pastime. Therefore, it is imperative for a country to have a pool of public librarians who are adequately equipped with appropriate knowledge, expertise, skills and training required for promoting a vibrant culture of reading in communities. The relevant institutions should make funds available for the skilling and training of public librarians towards the realisation of this goal.

3.3.3 THE THREE ELEMENTS OF HUMAN CAPITAL THEORY

Govender (2015:61) identifies three elements that underpin Human Capital Theory, namely: investment in education and training; efficiency and productivity of employees; and advancement of the population. The interrelatedness of the these elements is better explained by Olssen *et al* (2004:148) as cited in Le Grange (2011:1040) when they argue that education and training increase an individual's cognitive capacity, which in turn increases productivity; and an increase in productivity tends to increases an individual's earnings which then becomes a measure of human capital.

Figure 4 below depicts the three elements of HCT.

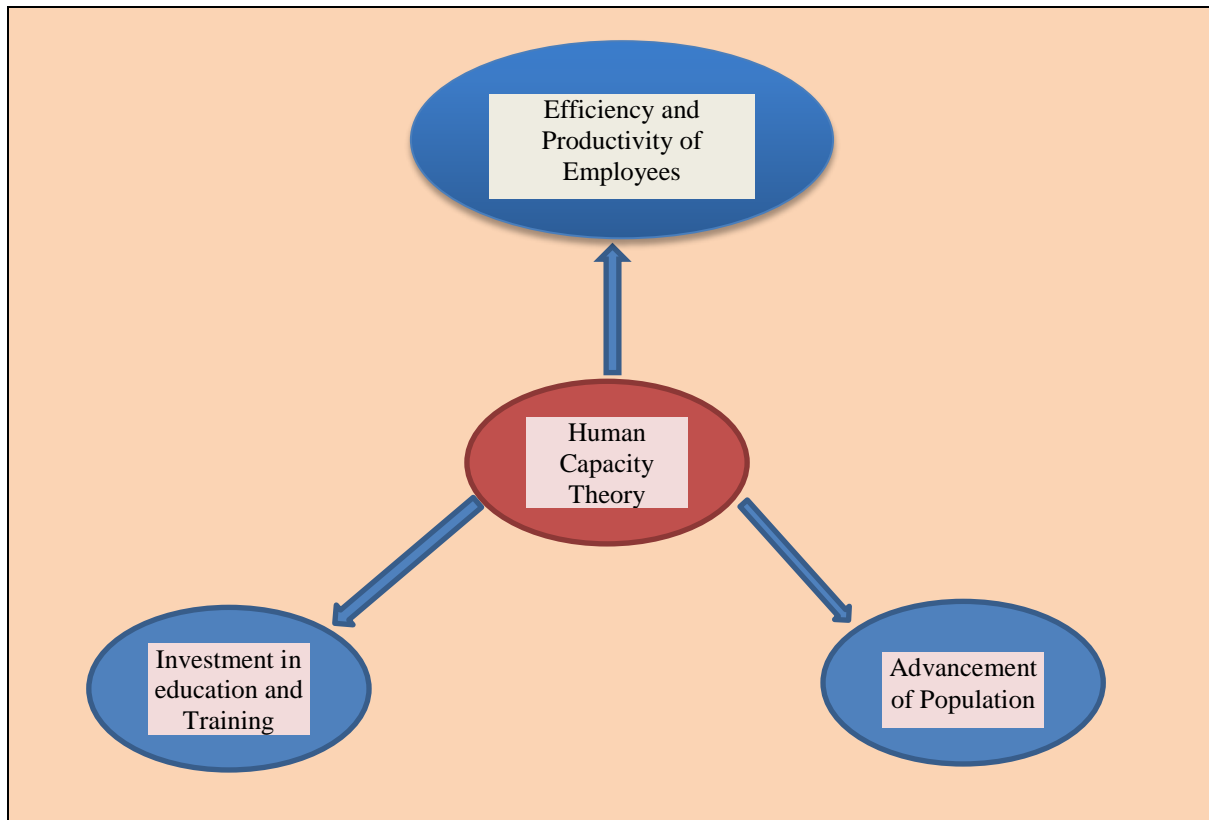


Figure 4: Elements of HCT. (Source: Own diagram, 2017)

3.3.3.1 INVESTMENT IN EDUCATION AND TRAINING

The first element of HCT relates to investment in the education and training of employees. According to Le Grange (2011:1039) HCT holds that economic growth depends on investment in education and that economic growth is the basis for improving the quality of human life. In addition, Le Granges’s (2011:1039) view is line with Alam's (2009:1262) assertion that investment in education not only enhances an individual's quality of life through income but also benefit the economy as a whole through skilled labour which increases competition and economic growth. Furthermore, proponents of HCT hold the view that economic growth depends on investment in education. For example, Schultz (1960, 571) as cited in Le Grange (2011:1039) argues:

“I suggest to treat education as an investment in man and to treat its outcomes as a form of capital. Given that education turns out to be a part of the person who receives it, I regard it as human capital. It is a form of capital because it renders a fruitful service of significance to the economy”.

According to Tan (2014:412) another tenet of HCT relates to the impact of education on national economic growth. Tan (2014):412) argues that in terms of HCT, education will not only increase the wages of educated employees but it will also generate higher productivity, lower unemployment, and greater social mobility. Tan (2014:412) further claims that in essence, HCT suggests that education increases the productivity and earnings of individuals; therefore, education is an investment and, this investment is not only crucial for individuals, but it is also the key to the economic growth of a country. This is line with the views of Alfred Marshall (1920:564) as cited in Tan (2014:412) who argues that, the most valuable of all capital is that invested in human beings. Matshega and Urban (2013:261) citing Becker (1964:14) concur with this view. They opine that the theory of human capital is rooted in the field of Macro-economic Development Theory, where Becker (1964) emphasised the social and economic importance of Human Capital Theory and noted that the most valuable of all capital is the investment in human beings. Ofobruku and Nwakoby (2015:230) argue that the investment in education and training results in the improvement of the productivity and profitability of an organisation.

The above assertion of Ofobruku and Nwakoby (2015:230) is in line with the postulation of Adekola (2014:218) that education enhances people's occupational mobility, reduces the level of unemployment in the economy, increases the earning capacity and productivity of the country's work force, improves access to health information which will increase life expectancy and at the same time lower the fertility rate. According to Saima, Janaranjana and Tesfa (2012:5) investment in education and health services are the major factors for human capital development and the subsequent impact on economic growth. Crook, Todd, Combs, Woehr and Ketchen (2011:443) are of the view that human capital takes time and money to acquire. Accordingly, Crook *et al* (2011:443) opine that Human Resource Practitioners need to allocate funds for programmes that increase and retain sector-specific human capital. The opinion of Crook *et al* (2011:443) is consistent with the findings of Hatch and Dyer (2004:1155) that investments in the organisation's human capital have a significant impact on learning and productivity. Furthermore, Hatch and Dyer (2004:1156) assert that, more specifically, human capital selection, development through training, and deployment significantly improve learning which in turn improves performance.

Thus, in line with the above assertions, it becomes crucially important to invest in education in order to address the triple challenges of development, namely: inequality, poverty and

unemployment in South Africa through economic growth. In the context of the study, the KwaZulu-Natal Department of Arts and Culture, through its Human Resource Development Unit, should make funds available for equipping public librarians with the necessary skills, knowledge and expertise for the promotion of a culture of reading in communities. A strong and vibrant culture of reading would help to create the human capital needed for the country's economic growth.

3.3.3.2 EFFICIENCY AND PRODUCTIVITY OF EMPLOYEES

The second element of HCT alludes to the fact that the theory leads to the efficiency and productivity of employees. Accordingly, these two concepts are discussed in detail below.

3.3.3.2.1 EFFICIENCY

Chaffey (2014:2) defines efficiency as doing the things right while according to Haywoods (2016:1), efficiency means producing with a minimum of waste, expense, or unnecessary effort. According to Morris (2015:487) human capital is known as human capital efficiency. Olaniyan and Okemakind (2008:479) assert that Human Capital Theory emphasises the fact that education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability which is a product of investment in human beings and their innate abilities.

3.3.3.2.2 PRODUCTIVITY

According to Sheriff, Alibaba and Idris (2012:55) productivity implies the level or degree of output achieved from a defined input. Ofobruku and Nwakoby (2015:229) define productivity as the relationship between the output generated by a production or service system and the input provided to create this output. Matshega and Urban (2013:262) postulate that according to human capital theory, the ability to accumulate new knowledge provides individuals with superior cognitive abilities, which makes them more productive and efficient in a range of activities. Furthermore, Ofobruku and Nwakoby (2015:229-230) make the following observations about productivity:

- that achieving better employees' productivity is enhanced by the training of employees, as training equips employees with required skills to complete assignments and ensure the subsequent success for achievement of the organisation's objectives;
- that training has positive effects on employees' productivity;

- that some organisational research has proved that an employee's knowledge, skills, abilities, attitude, motivation and behaviours affects productivity;
- that the basis for improvement of employees' productivity begins with the identification of the organisation's skills gap through skills gap analysis; and
- that training increases employees' performance which in turn improve organisations' productivity positively.

The above assertions by Ofobruku and Nwakoby (2015:229-230) are also in line with Marginson (1989, 1993) as cited in Tan (2014:413) who argue that the assumption of HCT is that an individual acquires knowledge and skills through education and training, that is, human capital. These knowledge and skills will in turn, lead to increased productivity of the individual in the organisation. Tan (2014:413) further argues that argues that the increased productivity of the individual will lead to a higher salary since there is a correlation between the level of productivity and a person's wages. Furthermore, Crook *et al* (2011:443) postulate that human capital strongly relates to productivity, especially when the human capital in question is not readily tradable in labour markets.

According to Kim and Ployhart (2014:363), productivity is affected by Human Resources interventions and the corresponding human capital resources they generate. Internal training provided by Human Resources contributes to the accumulation of knowledge that is firm specific and tacit, and it is this form of knowledge that is the closest forecaster of firm performance because it is embedded within a specific firm's context and tied to specific workers, processes, and customers (Hatch and Dyer, 2004:1156). Furthermore, Hatch and Dyer (2004:1156) assert that such knowledge increases productivity because it enhances shared knowledge. Kim and Ployhart (2014:364) assert that greater productivity means that human capital resources are efficiently trained and deployed, and hence the necessity for training and skills development of employees. In the context of the study, the above assertion by Kim and Ployhart (2014) refers to the training and skills development of public librarians for the promotion of a culture of reading within the communities they serve.

3.3.3.3 ADVANCEMENT OF POPULATION

The third element of HCT pertains to the advancement of the population. Biddle and Holden (2016:1) postulate that HCT promotes the advancement of the population through investment in education which first leads to faster economic growth and then poverty reduction. According

to Le Grange (2011:1039) Human Capital Theory holds that economic growth depends on investment in education and that economic growth is the basis for improving the quality of human life. Consequently, Le Grange (2011:1039) further argues that the increasing inequalities between rich and poor, as well as the increasing poverty levels globally and also within nations such as South Africa, can be addressed through economic growth in poorer countries where there are sharp inequalities. Hence, exponents of Human Capital Theory hold the view that economic growth depends on investment in education (Le Grange, 2011:1040). This view is supported by Laroche, Merette and Ruggeri (1998:5) who assert that human capital is represented by the aggregation of investments in activities, such as education, health, on-the-job training and migration that enhance an individual's productivity in the labour market. Le Grange (2011:1039) further argues that Human Capable Theory shifts the focus away from economic growth as a measure of how the quality of life of a nation is improving, but instead, it underscores what people are able to do and can be, and the real opportunities available to them as well as their capabilities as more important. Similarly, according to Saima *et al* (2012:1), investment in education to increase economic growth is one form of human development strategy that contributes to skilled labour which leads to increased development and improved quality of life. In addition, Alam (2009:1262) citing Hallak (1990) asserts that investment in education contributes to the following aspects of the population:

- individual originality, meaningful contribution to the socio-economic and cultural development of society;
- better understanding of individuals and their admiration of fellow citizens, thereby strengthening social cohesion;
- good nutrition and physical health condition;
- enhanced prospects of commercial prosperity and growth;
- improvement in advancement of technology;
- facilitation of cultural and social transformation;
- promoting equality and democracy; and
- conscientising citizens about the value of their immediate environment.

With regard to the Edendale community, it cannot be said that all of the above-mentioned aspects apply to its population for reasons mentioned below: Firstly, the rate of unemployment of the Greater Edendale area is about 33% (Census 2011) as cited in the Municipal IDP Document (2016). Secondly, in the greater Edendale area, the rate of illiteracy is about 5.5% and residents with qualifications higher than a matric is only 33.7% (Census 2011) as cited in the Msunduzi Municipal IDP Document (2016). The 5.5% illiterate rate of the greater Edendale community means that a large number of people cannot read nor write. The fact that 33.7% of the Edendale residents have post-matric qualifications means that about 66.3% of the Edendale population do not have any formal post-matric education and thus, no training and skills necessary for an individual to participate and contribute meaningfully to economic activities and the economic growth of South Africa. The 33.7% unemployment rate of Greater Edendale is in fact higher than the current South African National unemployment rate of 27.7% (Lehohla, 2017:1). The high rate of unemployment within the greater Edendale community, coupled with the high number of residents without post-matric qualifications and the 5.5% of illiteracy rate, imply that the community of Edendale is likely to experience:

- a low quality of life;
- high levels of poverty;
- higher inequalities between the rich and poor;
- lagging behind in terms of technological advancement; inability to contribute to South Africa's economic growth; and
- perpetual dependency on state-grants for survival.

Lehohla (2017:1) correctly argues that jobs, and not state grants, are the only way out of poverty. Furthermore, Lehohla (2017) argues that unemployment and poverty are intertwined and people can only escape the poverty trap if they find work and become economically active and productive.

To mitigate the above-mentioned challenges relating to high unemployment levels and illiteracy rate within the Edendale community, the KZN-DAC needs to consider initiating certain interventions at policy level in line with National Policy Frameworks discussed in detail in Chapter Two. The KZN-DAC should make funds available for investment in education and skills development geared towards equipping public librarians with the relevant skills and knowledge for promoting a culture of reading in communities.

A strong culture of reading would strengthen other literacy initiatives of Government such as ABET (1995); SANLI (2000); the Kha Ri Gude Literacy Campaign (2008); the Book Club Initiative (2008); the NBW (2010); the Ithuteng “*Ready to Learn Campaign*” (1996); the Skills Education and Training Authorities (Setas) (2005) as well as the National School of Government NSG (2013) training programmes which seek to address the systemic challenges of public service delivery through the learning and development of public officials; etc. The success of these literacy campaigns coupled with a strong culture of reading in communities would ensure that citizens are able to access information and knowledge which is necessary for economic participation; entrepreneurship; personal development; and a better quality of life. The promotion of a culture of reading in the Edendale community could be achieved if the KZN-DAC HRD Unit policy makers could view this campaign from the point of view of HCT.

According to the principles of HCT, investment in education and training leads to the efficiency and productivity of employees which in turn results in the advancement of the population (Saima *et al*, 2015:61). In terms of the study, this view implies that making funds available for the training of public librarians to equip them with the appropriate skills for promoting a culture of reading would make them more successful in making reading fun and enjoyable in communities and in the end, the society will be able to access information and experience a better life.

The KZN-DAC HRD Unit should not regard investment in the skills development of public librarians only as one form of consumption, but also as a way that will ultimately contribute to economic growth. Investing in skills development of public librarians towards the promotion of the culture of reading would put communities like the Edendale community, in a position to reduce the high unemployment levels and illiteracy rate in order to enjoy an improved quality of life. For this reason, the KZN-DAC has to set aside a budget for initiatives geared towards the promotion of a culture of reading in communities.

3.4 CHAPTER SUMMARY

The chapter explored the theoretical perspective that could be adopted by the KZN-DAC to drive its initiatives aimed at promoting a culture of reading in the Edendale community. The chapter elaborated on all aspects of HCT which, if properly blended into the policies of the KZN-DAC, would gear the Province towards promoting a culture of reading in communities in line with the national policy frameworks and guidelines for education and training. The chapter

has expounded on the three elements of HCT, namely: the importance of investment in education and skills development; the fact that such investment makes employees efficient and productive, which leads to the advancement of society. These three elements of HCT provide a theoretical angle from which a case can be made for making funds available for initiatives and programmes aimed at promoting a vibrant culture of reading in communities, and public librarians can play a crucial role in this. Chapter four describes in detail, the methodological approach underpinning the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter presents an overview of how the methodological process was conducted. Chapter one provided an overview of the study. The study focuses on the role of the HRD Unit of the KZN-DAC in the promotion of a culture of reading in the Edendale community which falls under the Msunduzi Municipality, Pietermaritzburg. In line with the research problem stated in chapter one, the primary aim of this study is to examine the role of the HRD Unit of the KZN-DAC in training and developing the skills of public librarians to equip them with the requisite techniques and skills needed to promote a culture of reading in their respective communities. Consequently, the chapter presents the methodological approach used by the researcher for data collection; data analysis; reaching conclusions and making recommendations with regard to the promotion of a culture of reading in the Edendale community. The chapter concludes by giving an account of the ethical considerations that were followed by the researcher conducting this study – the ethics as required in scientific research.

4.2 RESEARCH DESIGN AND METHODOLOGY

For purposes of clarity the two key terms, namely: research design and research methodology will be elucidated in order to clarify the mix-up that is often related with the usage of these two concepts, especially by emerging researchers. These two concepts will be applied as an amalgamated term, whereby the concepts design and methodology will be conjoined with the concept research' Firstly, a definition of the concept research is provided.

4.3 RESEARCH

Different researchers and scholars in various disciplines have proposed a number of definitions for the concept research. The Longman Dictionary of Contemporary English (2009:1484) defines research as a serious study of a subject carry out with the aim of discovering new facts or testing new ideas, whereas according to the Oxford South African Concise Dictionary (2011:1003), research is defined as the systematic investigation into and study of material sources in order to establish facts or verify information. Brynard, Hanekom and Brynard (2014:3), define research as a scientific investigation and study undertaken to establish facts and thereby reach conclusions. This definition of research concurs with the one proposed by

Welman, Kruger and Mitchel (2005:2) who define research as a process that involves obtaining scientific knowledge by means of various procedures and objective methods, while, according to White (2004:2), research is a systematic process of collecting and logically analysing data for a specific purpose.

Given the above definitions of the concept 'research', it is clear that research is a planned undertaking, conducted with the purpose of finding new information and facts pertaining to a specific phenomenon. Aspects that underpin a research process include identifying a specific field of study or problem. With reference to this study, the researcher examined information and facts regarding the role of the KwaZulu-Natal Department of Arts and Culture in promoting a culture of reading in the Edendale community.

4.4 RESEARCH DESIGN

According to Bless, Higson-Smith and Sithole (2013:130), a research design relates directly to the answering of a research question. Creswell (2014:3) conceives a research design as a plan and a procedure that figure out the steps from wide-ranging assumptions to comprehensive data collection and analysis methods. The research design concept is further explicated by Sekaran and Bougie (2013:95), noting that a research design is the blueprint guiding the collection, measurement and analysis of data informed by the research questions. Bless *et al* (2013:131) state that the purpose of a research design is to ensure high internal validity. Bless *et al* (2013:131) further elaborate that in qualitative research, internal validity is concerned with whether the method of data collection and analysis used by the researcher sufficiently addresses research questions, while in quantitative research internal validity is concerned with the changes in the dependent variables that essentially relate to changes in the independent variables. A research design consists of a number of elements which are depicted in Figure 5 in the diagram below:

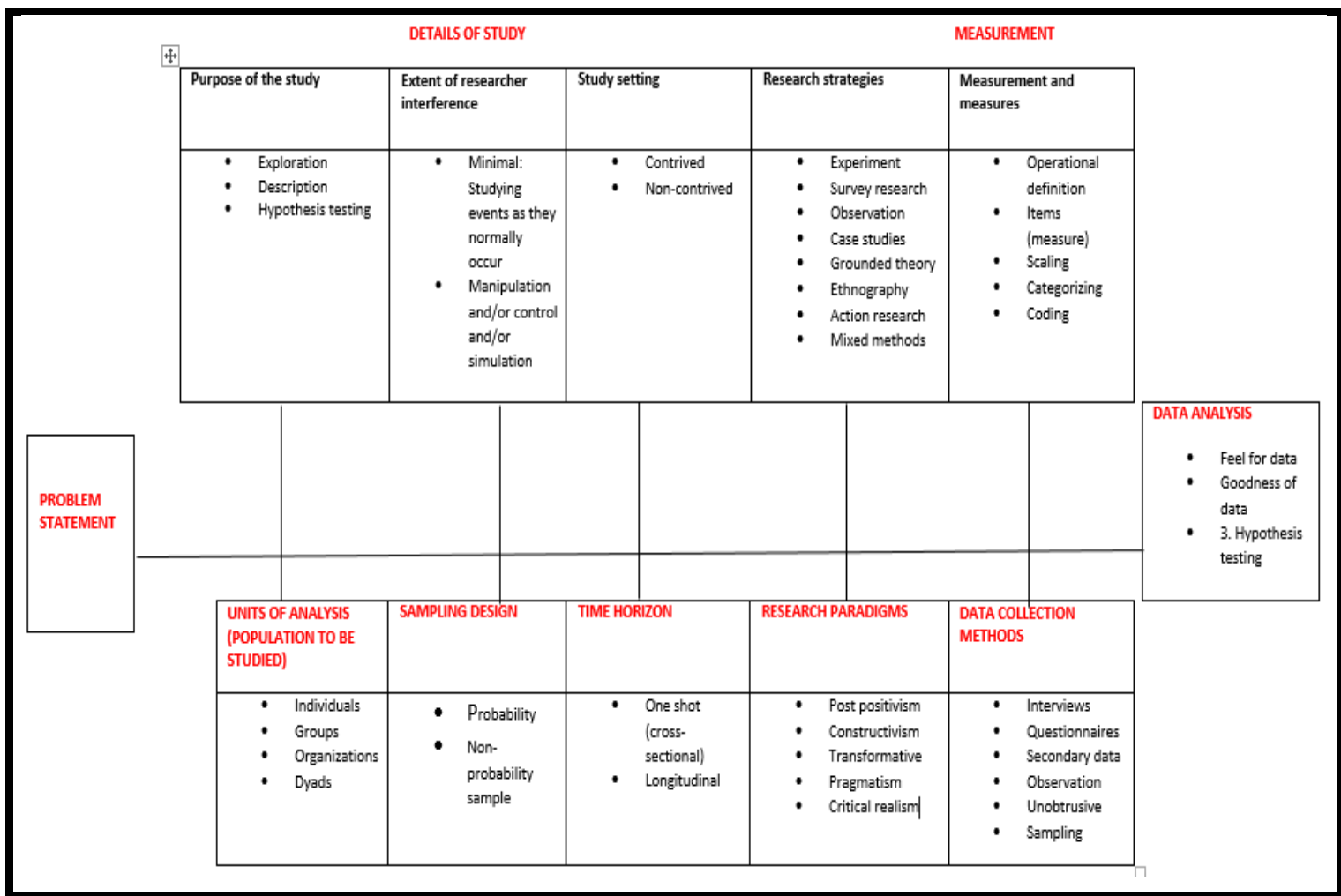


Figure 5: Elements of a research design. (Source: Adapted from Sekaran and Bougie, 2013)

4.5 RESEARCH PROCESS

The following discussions highlight the research processes, namely: research approaches, research paradigms, ethics, analysis procedures and tools.

4.5.1 RESEARCH APPROACH

Creswell (2014:3) identifies three research approaches, namely: quantitative, qualitative and mixed methods. This study adopted the mixed methods research approach which merged the components of both quantitative and qualitative research in this study. This approach is broadly discussed below.

4.5.2 MIXED METHODS APPROACH

This study adopted the mixed methods approach as alluded to in 4.6 above and in chapter one of the study. Johnson *et al* (2007:120) define 'mixed methods' research as the research in which the researcher combines or mixes qualitative and quantitative research methods, techniques, concepts, approaches and paradigms into a single study. Fetters and Molina-Azorin (2017:9) assert that mixed methods researchers strive to gather and compare the findings of data collected using open-ended or the qualitative method together with data collected using closed-ended or quantitative approach in the same study. The benefits of adopting mixed methods in a study is that the use of qualitative and quantitative approaches in combination provides a better understanding of complex phenomena and research problems than using a single approach only (Molina-Azorin and Cameron, 2010:97). Furthermore, Molina-Azorin and Cameron (2010:97) argue that triangulating quantitative results with qualitative results enhances the validity of inferences, thereby providing a better understanding of the phenomenon being studied.

Johnson *et al* (2007:120) further argue that the combination of qualitative and quantitative methods of data collection and data analysis in a single empirical research serves the two following purposes, namely that:

- it assists in discovering and handling threats for validity which arise from using quantitative or qualitative research by means of applying methods from the alternative methodological tradition and can consequently ensure good scientific practice by enhancing the validity of methods as well as research findings; and

- it is used to get a comprehensive picture and better understanding of the phenomenon under investigating by linking corresponding findings with each other resulting from the using of methods from the different methodological traditions of quantitative (numerical) and qualitative (text) research.

The aforesaid advantages of mixed methods research were considered essential for gathering adequate data for this study. Given the fact that mixed methods research uses both qualitative as well as quantitative methods, the use of both qualitative as well as quantitative approaches in the study is spelled out and streamlined in the ensuing discussion below.

Table 7 below depicts a comparison between qualitative and quantitative research approaches.

Table 7: A comparison between qualitative and quantitative research approaches

Criterion	Qualitative Approach	Quantitative Approach
The magnitude of the study	Typically small	Mostly big
The design or structure	Flexibility characterises this criterion	Characterised by rigidity
Literature review	Review of literature can be done after data collection	Literature review is done at the beginning of the study
The reasoning	Strives to understand the phenomenon being studied from the sample	Seeks to come up with findings and make generalisations from the sample to the broader population
The hypothesis	May produce further hypotheses and theories	Serves to test and confirm between the independent and the dependent variables
The variables	Seeks to understand variables in their natural setting	Seeks to ascertain relationship between the dependent and independent variables
The role of theory	Theory develops as the study unfolds or emerges after the completion of the study	Seeks to test a theory
The sample or samples	Is not or are not representative of the population	Is or are representative of the population
The type of data collected	Feelings, opinions and views are expressed in writing and orally	Scores, counts or measurements
The analysis of data	By extracting themes, coding or text analysis	Statistics
The analysis	Makes use of theme recurrence	Makes use of statistics and numbers
The researcher's personal immersion	Characterised by partiality, subjectivity, bias and prejudice	Characterised by neutrality and objectivity

(Source: Adapted from Bless *et al*, 2013)

4.5.3 QUALITATIVE RESEARCH METHODOLOGY

White (2004:11) define qualitative research as research that is concerned with understanding social phenomena being studied from the perspectives of research participants by becoming part of the situation through interacting with research subjects. This definition corroborates the claim by Welman *et al* (2005:8) that qualitative research seeks to achieve an insider's view by talking to participants and observing their behaviour in their natural setting in the belief that first-hand experience of the phenomenon under study produces the best data. According to Nieuwenhuis (2007:51), a qualitative researcher studies research participants by observing and interacting with them in their natural social and cultural contexts. Furthermore, White (2004:13) states that in qualitative research, the researcher is the primary instrument for data collection and analysis and creative work occurs after entry into the field, and therefore the researcher develops an explanation from data.

From the forgoing discussion, it can be argued that qualitative research allows the researcher to have a better understanding of feelings, perceptions and experiences of the participants under study. Due to its naturalistic and interpretive nature which allows the researcher to study research participants in their natural contexts. Bless *et al* (2013:16) are of the view that a qualitative researcher explores a problem from the participants' point of view. Therefore, qualitative researchers are in a position to interpret and understand the phenomena with reference to personal meanings, prejudices, biases and assumptions individuals bring to them. Qualitative research emphasises understanding of detail, context and complexity when analysing and explaining the phenomena under study (Mason, 2002:3). O'Dwyer and Bernauer (2014:44) concur with Mason (2002) when they assert that qualitative research seeks to discover new knowledge by retaining the complexities that exist in natural settings of the phenomena being studied. The study used qualitative interviews to collect data from the KZN-DAC HRD Unit officials, Marketing and Promotions Unit officials within the KZN-DAC Library Services Directorate and from the Georgetown Public Library.

4.5.4 QUANTITATIVE RESEARCH METHODOLOGY

According to Maree (2013:145), quantitative research is a systematic and objective process in its ways of utilising numerical data collected only from a selected subgroup of the population with the aim of generalising the findings to the population that is being studied. Quantitative research is thus characterised by striving to ensure objectivity, the use of numerical data and

generalisability of the research results. O'Dwyer and Bernauer (2014:44) concur with Maree (2013:145) when they assert that the research methods used in quantitative approach are aimed at ensuring objectivity; precision; logical reasoning; empiricism; validity; generalisability; replication and verification of the empirical results of the study. A strong theoretical context enunciated in the third chapter of this dissertation makes the foregoing assertions important for this study.

Bless *et al* (2013:16) assert that in quantitative research, the researcher uses methods and techniques employed by natural scientists to collect data following precise sets of steps, with the aim of upholding objectivity and neutrality. This assertion corroborates the view of White (2004:13) that the quantitative researcher detaches himself from the phenomenon he or she is studying in order to ensure objectivity and avoid bias, unlike the qualitative researcher who becomes part of the situation and interacts with the phenomena under study. Consequently, a quantitative researcher selects research participants randomly and even-handedly among the population being studied. They may also use standardised questionnaires and numerical methods in order to test pre-set hypotheses with regard to the relationship between specific variables.

In this study, quantitative survey was conducted with the Edendale community members. The purpose was to understand the role played by the KZN-DAC in promoting a culture of reading among the members of this particular community. Research participants were selected randomly from within the greater Edendale community.

4.6 DATA COLLECTION PROCEDURES

Since the study employed the mixed methods approach, quantitative survey questionnaires were used to collect data from Edendale community members, while semi-structured qualitative interviews were used to collect data from the KZN-DAC HRD Unit officials, from Marketing and Promotions Unit within the KZN-DAC Library Services Directorate and from the Georgetown Public Library officials.

4.6.1 RESEARCH QUESTIONNAIRES

White (2004:88) defines a questionnaire as a quantitative data collection instrument with closed or open-ended statements or questions which respondents are required to answer. De Vos *et al* (2010:166) state that the primary objective of a questionnaire is to get views and facts on a

topic from people who are informed on that issue. Furthermore, questionnaires are used as a way of gathering information for a survey as well as to collect statistical information or opinions about the research participants. Five different kinds of questionnaires are distinguished, namely: self-administered questionnaires; group-administered questionnaires; questionnaires delivered by hand; mailed questionnaires; and telephonic questionnaires (de Vos *et al*, 2010:167). For this study, the researcher used hand-delivered questionnaires. The benefit of using this type of questionnaire is that the researcher can make sure the respondents receive the questionnaires and, after completing the questionnaires in their own time, for the researcher to collect them later (de Vos *et al*, 2010:167). Using hand-delivered questionnaires and collecting them again, assisted the researcher in terms of achieving high response rates from respondents.

The questionnaires were administered to 50 Edendale community members in the Msunduzi Municipality. The main purpose of administering the questionnaire to community members was to solicit their views with regard to the role of the KZN-DAC in creating a culture of reading in the Edendale community.

4.6.2 QUALITATIVE RESEARCH INTERVIEWS

According to Strydom and Bezuidenhout (2014:188) an interview is a form of conversation primarily aimed at obtaining information which enables the researcher to interpret and understand the meaning of the research participants' responses based on open-ended questions. Furthermore, a qualitative interview is an endeavour aimed at understanding the world from the research participants' perspective and point of view in order to unfold the meaning of the experiences of people and to discover their lived world before scientific explanation (Sewell, 2001:1). Researchers use three major forms of interviews to gather data from research participants, namely: semi-structured, unstructured, and structured interviews. However, for purposes of the current study, semi-structured interviews were used as elaborated in detail in the discussion below.

4.6.2.1 SEMI-STRUCTURED INTERVIEWS

De Vos *et al* (2010:296) assert that semi-structured interviews are used with the aim of gaining a detailed picture of participants' perceptions, feelings and beliefs about a particular topic under study. Unlike in structured interviews, where the interviewer can neither digress from the

interview schedule nor probe beyond the responses given (Sekaran and Bougie, 2013:29), in a semi-structured interview, the interview schedule serves to guide the interview rather than dictating it (de Vos *et al*, 2010:296).

Semi-structured interviews were used by the researcher to gather information from the KZN-DAC HRD Unit officials, Marketing and Promotions Unit officials within the KZN-DAC Library Services Directorate and from the Georgetown Public Library officials. These officials were interviewed in order to ascertain perceptions of KZN-DAC librarians with regard to the administration of the HRD Unit in promoting a culture of reading in communities. Furthermore, the researcher wanted to uncover the challenges experienced by the HRD Unit regarding the promotion of a culture of reading and to explore opportunities associated with HRD in inculcating a culture of reading in the Edendale community.

The use of semi-structured interviews for the current study was informed by the following benefits of interviews espoused by White (2004:99):

- **Flexibility:** Interviews affords the interviewer and participant flexibility in that the interviewer is able to ask follow-up questions and the interviewee is able to give further clarity. In addition, interviews gives participants a leeway to raise or introduce issues the researcher did not think of during the course of the interview.
- **Completeness:** The researcher is in a position to ensure that all questions have been responded to.
- **Respondent alone can answer:** The interviewee cannot be dishonest by soliciting answers from others.
- **Control over question order:** The interviewer controls question order and is able to make sure that the interviewee does not answer a question out of order.
- **Better response rate:** Interviews make it possible even for people who cannot write nor read to answer questions. This then makes interviews to elicit a far better response rate than for example, emailed or mailed questionnaires.
- **Spontaneity:** Spontaneous responses could be much more informative than responses which the respondent has had a lot of time to think about.
- **Control over environment:** The interviewer is in a position to standardise the interview environment and can make sure that the interview is carried out in privacy and that it is fairly quiet.

The interviews enabled respondents to provide invaluable responses which enabled the researcher to reach solid conclusions with regard to the role of the KZN-DAC HRD Unit in promoting a culture of reading in Edendale community of the Msunduzi Municipality.

4.7 SAMPLING PROCEDURES

Brynard *et al* (2014:57) define sampling as a technique used to select a sample or a smaller group with the aim of ascertaining the properties of the target population or the larger group under study. Furthermore, Bless *et al* (2013:163) advance four benefits of using a sample in a study, namely that:

- a sample determines specific characteristics of the entire population, for example if a piece of a lemon tastes sour, likewise the whole of lemon is judged to be sour;
- it simplifies the research – studying a representative of a population is much easier than studying the population in its entirety;
- a sample cuts costs – it can be expensive to conduct interviews, observations, and to use questionnaires for collecting data from every individual member of a large population; and
- it saves time – a large population stretching over a vast geographical area can prove to be very taxing in terms of the amount of time and resources needed in order to study it. In addition, a carefully selected sample from the population tells a lot more than the entire population (Brynard *et al*, 2014:57).

Research scholars identify two major sampling methods, namely: probability sampling and non-probability sampling (Pascoe, 2014:136).

4.7.1 NON-PROBABILITY SAMPLING

According to O'Dwyer and Bernauer (2014:82) in non-probability sampling, elements – which could be groups, clusters or individuals – are not selected in accordance with their prevalence in the population, thus the likelihood of all representative elements being sampled from the population cannot be determined. In this sampling technique, the researcher makes use of subjects who happen to be conveniently available and accessible at the time or who represent certain types of characteristics relevant to the phenomenon under study (White, 2004:82).

Babbie (2014:199) identifies the following non-probability sampling procedures from which a researcher can choose, namely:

- purposive sampling: the sample is selected based entirely on the judgement of the researcher in that it is made up of elements containing the most useful and representative characteristics of the target population. The researcher's knowledge of the target population informs the judgement about which units to be selected to furnish the most appropriate information to address the purpose of the study (White, 2004:85);
- snowball sampling: is employed in a study whereby each participant interviewed may be requested to suggest additional individuals who could be interviewed;
- convenience sampling: some scholars call this sampling method availability sampling or haphazard because the researcher uses the nearest and most easily available respondents but who may not necessary be representative of the target population; and
- quota sampling: an element is selected into the sample based on pre-determined characteristics with the aim of making the entire sample to have an identical distribution of features believed to characterise the population under study.

The researcher used the non-probability purposive sampling method to select participating KZN-DAC officials for qualitative interviews. The choice of the purposive sampling method was informed by the researcher's knowledge of the target population.

4.7.2 PROBABILITY SAMPLING

According to O'Dwyer and Bernauer (2014:94), probability sampling refers to the selection of research participants on the basis of their incidence including their distinctive characteristics in the population. In addition, O'Dwyer and Bernauer (2014:94) state that in probability sampling, the probability of every element to be selected from the population is known and can be calculated. Before commencing with the probability sampling process, it is important for the researcher to have a complete sampling frame. The sampling frame is the list containing information and personal details of every element to be studied, which could be groups, or individuals. Babbie and Mouton (2011:175) state that probability sampling enhances the prospects of accomplishing the ultimate aim of sampling, namely that of selecting a set of elements from a target population in such a way that the description of the selected elements perfectly depict the parameters of the entire population from which elements are selected.

Probability sampling methods are used for purposes of generalising the findings of a study to a larger target population (Pascoe, 2014:138).

White (2004:80) and Bless *et al* (2013:170) identify the following probability sampling methods, namely:

- Stratified random sampling: is appropriate for populations with different characteristics because it caters for the inclusion of small sub-groups. The population is divided into layers or strata which are mutually exclusive, with members who share the same characteristics, for example in terms of language, gender, etc. The required number of participants is selected from each of the different layers. Therefore, this sampling method ensures that different segments of a population are optimally represented in the sample.
- Multi-stage sampling: is done stage by stage in a random way. In the first stage a population which is more general than a final one, is sampled. In the second stage, a new population is considered based on the first sample, which is less general than the first one and a new sample is consequently determined. This process continues until the population to be studied is established from which a final sample is selected.
- Simple random sampling: includes any technique that affords each element an equal chance of being included in the sample. For example, this can be done by using a table of random numbers that affords every participant an equal probability being selected to be in the sample. Therefore, this type of sampling provides the researcher with an unbiased sample.
- Cluster sampling: is used where a sampling frame, for example a list of names, is not available but only a map of the relevant geographical area. This method is cost-effective because it concentrates the fieldwork of the study in a specific section of the geographical area.
- Systematic random sampling: only the first case is selected at random; thereafter subsequent cases are selected on the basis of a specific systematic interval. For example, if the first number selected randomly is 5, it means that the subsequent numbers to be selected at systematic intervals will be 10, 15, 20, 25, 30, and so forth.

The researcher used the simple random sampling method for this study. This sampling method was preferred because it ensured that the research participants could be selected impartially and without prejudice.

4.8 RESEARCH PARADIGM ADOPTED IN THE STUDY

According to De Vos, Strydom, Fouche and Delpont (2010:39), Thomas Kuhn coined the concept paradigm in the (1970) book titled “*The Structure of Scientific Revolutions*”. Sekaran and Bougie (2013:29) assert that the researcher needs to know and understand the research paradigms underpinning the different principles of the research, over and above having a good understanding of the theory. O'Dwyer and Bernauer (2014:22) conceive a paradigm as a way to see the world as well as to make sense of its inhabitants, while Creswell (2014:6) refers to research paradigms as philosophical world views. Similarly other scholars refer to research paradigms as ontologies and epistemologies (Crotty, 1998:31). According to Babbie (2014:31), a paradigm is a framework or model intended for observation and understanding that shapes both what the individual observes and how the individual understands it, while Bryman (2012:630) defines a paradigm as a collection of dictates and beliefs which for scientists in a specific discipline influence what should be studied, how the research should be carried out, and how the results should be interpreted. Creswell (2014:6) identifies four major research paradigms or philosophical worldviews, namely: Pragmatism; Transformative; Constructivism and Post-positivism as depicted in table 8 below:

Table 8: The four main research paradigms and their distinctive features

Pragmatism	Transformative
<ul style="list-style-type: none"> • Real-world practice oriented • Problem-centred • Consequences of action • Pluralistic 	<ul style="list-style-type: none"> • Collaborative • Change-oriented • Political • Power and justice oriented
Constructivism	Post-positivism
<ul style="list-style-type: none"> • Socio-historical construction • Generates theory • Understanding • Multiple participant meanings 	<ul style="list-style-type: none"> • Empirical observation and measurement • Verifies theory • Reductionism • Determination

(Source: Adapted from Creswell, 2014)

4.8.1 THE POST-POSITIVIST RESEARCH PARADIGM

Sekaran and Bougie (2013:29) claim that in a post-positivist worldview, science and scientific research is considered as the way to get at the truth. This claim is supported by Du Plooy-Cilliers *et al* (2014:24) who argue that post-positivism applies the methods of the natural sciences to study phenomena, including social phenomena. Furthermore, Sekaran and Bougie (2013:29) state that post-positivism is concerned with rigour and replicability of research, the reliability of observations as well as the generalisability of the findings of the study. Creswell (2014:7) mentions the following aspects of the post-positivist paradigm:

- it is a deterministic worldview in which causes determine effects;
- it is reductionist in nature given that its objective is to divide the ideas into small sets with the aim of testing the variables that compromise research questions and hypotheses;
- it is premised on the belief in the existence of objective reality which must be carefully observed and measured through numeric measures and observation of the phenomenon being studied; and
- it is used to test and verify theories and laws governing the universe so that human beings can get a better understanding of the world.

The above assertions are supported by Sekaran and Bougie (2013:29) who state that the key approach of positivists is the experiment, which makes it possible for researcher to test the causal-effect relationships by means of observation and manipulation. The post-positivist worldview is suitable for quantitative research studies because it is used for studying phenomena that can be seen with the naked eye and objectively quantified numerically, thus it cannot be used to describe thoughts, emotions, feelings and perceptions (Sekaran and Bougie, 2013:29). Maree (2013:65) citing Seale (1999:43) asserts that the post-positivism paradigm is suitable for researchers who have an interest in aspects of positivism, namely: quantification, but at the same time wish to incorporate interpretivist aspects regarding meaning and subjectivity, and who have an interest in a pragmatic mixture of quantitative and qualitative methods. Furthermore, Maree (2013:65) argues that using a combination of quantitative and qualitative methods complementarily strengthens the process of data gathering and analysis.

The post-positivist paradigm endeavours to frame laws that apply to populations (Creswell, 2014:6). These laws help to account for the causes of social realities of visible conduct. Thus, a social science study which is underpinned by the post-positivist approach would come up

with generalisations comparable to those generated through natural science research. Since researchers who follow the post-positivist paradigm use quantitative strategies of inquiry such as surveys and experiments, it is possible for them to be neutral, non-participatory and detached from the study (Creswell, 2009:12). Such a stance makes it possible for the investigator to analyse and interpret the collected data in an unbiased and objective manner. Surveys give a numeric or quantitative description of views, attitudes or trends through studying a sample of a population using structured interviews or questionnaires for collecting data with the aim of generalising from a sample to a broader population (Babbie, 2007:73, cited in Creswell, 2009:12). Hence, the researcher in this study has made use of quantitative data collection tools in the form of surveys to collect data from within the Edendale community.

4.8.2 THE CONSTRUCTIVIST RESEARCH PARADIGM

The constructivist or interpretivist worldview is a direct opposite of the positivist or post-positivist worldview in that constructivism criticises the positivist notion that there is an objective truth (Sekaran and Bougie, 2013:29). Consequently, constructivist researchers do not search for objective truth but rather they, instead, seek to understand how the participants' views of the world result from their interactions with others, in their natural settings and context in which they occur (Sekaran and Bougie, 2013:29). Antwi and Hamza (2015:219) citing Maxwell, 2(006) concur with Sekaran and Bougie's argument by arguing that in the constructivist worldview, the research paradigm associated with qualitative research, views the world as constructed, interpreted and experienced by individuals in their interactions with others as well as with broader social settings. Furthermore, the above scholars' arguments are supported by Creswell (2014:8) who also argues that constructivist researchers focus on the interaction among people and on particular contexts in which individuals live so as to get an understanding of the participant's cultural and historical setting. Unlike the post-positivist research paradigm, which basically verifies a pre-determined theory, constructivist researchers generate a theory or develop a pattern of meaning during using qualitative data analysis methods (Creswell, 2014:8). Crotty (1998) cited in Creswell (2014:9) identifies the following points with regard to a constructivist worldview:

- As they interact with the immediate environment that they interpret, humans create meanings in the process. Constructing meanings is made possible by posing open-ended questions in qualitative studies which makes it possible for the participants to freely share their experiences and views.

- The cultural; social and historical contexts form the basis on which human beings construct their view of the world they interact with, hence constructivist researchers strive to understand the cultural, social and historical contexts of participants by personally visiting the participants in their naturalistic settings for gathering information through first-hand experience.
- Constructivist researchers generate meanings through social interaction with human beings. Thus, they generate meanings from the data collected personally from participants using qualitative methods.

Owing to the fact that constructivist researchers put a strong emphasis on a better understanding of the world through first-hand experience, accurate reporting and quotations from insiders' viewpoints, instead of testing laws of human conduct, they use data collection methods which are context-sensitive and that allow a detailed account of social phenomenon by way of motivating study participants to express themselves freely and understand the researcher's pursuit for insight into the phenomena experienced by the participants (Antwi and Hamza, 2015:219). Thus, researchers employing qualitative research methodology mostly use naturalistic observation, focus groups and interviews as their data gathering methods (Antwi and Hamza, 2015:219). Hence, in this study, the researcher made use of structured interviews as one of the data gathering methods for the Edendale community.

4.8.3 THE TRANSFORMATIVE RESEARCH PARADIGM

The transformative or the advocacy and participatory or emancipatory worldview is a relatively new research paradigm which arose in the 1980s and the 1990s and as such, there is very little literature on this worldview thus far (Creswell, 2014:9). Furthermore, Creswell (2014:9) claims that the transformative paradigm was advocated in order to address two concerns, namely:

- that the post-positivist paradigm imposed theories and laws that did not cater for disadvantaged and marginalised sections of society or address issues of oppression, social justice and power as well as discrimination; and
- that the constructivist paradigm did not adequately advocate for the action agenda to address the case of the marginalised individuals in society.

Mertens (2010:147) cited in Creswell (2014:9) asserts that a transformative research seeks to interlink research with a political change agenda and also entails an action agenda that addresses social issues such as inequality, empowerment alienation and domination. Du Plooy-Cilliers *et al* (2014:31) concur with Mertens (2010:147) by asserting that the goal of

transformative researchers is to transform society and to empower communities to build a better future for themselves.

4.8.4 THE PRAGMATIC RESEARCH PARADIGM

Unlike other research paradigms which are associated with specific research designs (for example the (post)positivism research paradigm is strictly associated with quantitative research; constructivism or interpretivism and transformative research paradigms are associated with qualitative research), pragmatism does not subscribe to any one specific research design or philosophy. Instead, pragmatists subscribe to a mixed methods research design which integrates components of both quantitative and qualitative research approaches (Creswell, 2014:3). The above claim corroborates the assertion of Johnson, Onwuegbuzie and Turner (2007:113) that pragmatism is primarily a philosophy of mixed methods research.

According to Sekaran and Bougie (2013:30), pragmatists believe that research on both subjective meanings and observable and objective phenomena can yield valuable knowledge, subject to the research questions of the study. Furthermore, pragmatism emphasises the socially constructed nature of research since they regard research as a process in which concepts and meanings represent generalisations of the individual's previous actions and experiences as well as the interactions they have had with their environment (Sekaran and Bougie, 2013:30). Consequently, pragmatic researchers employ the mixed methods approach in order to reap the benefits of both the qualitative and quantitative research data gathering and analysis methods within a single study (Creswell, 2009:2003).

Morgan (2007:59) cited in Creswell (2014:11) advances the following features of the pragmatic research paradigm:

- pragmatic researchers believe that research takes place in cultural; historical; political and social contexts and settings. Hence, the use of mixed methods by pragmatists in conducting their studies;
- researchers that subscribe to pragmatism do not view the world as an absolute unity, therefore they combine qualitative and quantitative approaches when collecting and analysing data;
- pragmatic researchers are at liberty to choose research techniques, procedures and methods that are suitable for fulfilling the purposes and needs of their studies;

- the pragmatic research paradigm does not confine itself to any one form of research design or philosophical beliefs, but instead, researchers use both qualitative and quantitative methods in their studies; and
- pragmatism offers the mixed methods researcher a wide range of methods, different methods of data gathering and analysis, and diverse paradigms for conducting research.

This study adopted the pragmatic philosophical worldview because it is compatible with the mixed methods research design data collection and analysis methods and techniques, as well as research procedures used in the study. Compatibility of pragmatism with the mixed methods research is affirmed by Feilzer (2010:6) when he asserts that pragmatism as a research paradigm supports the use of a combination of different research methods and modes of data gathering and analysis as well as a continuous cycle of abductive inference while being guided mainly by the investigator's objective to produce knowledge that will be useful to society.

4.9 DATA ANALYSIS

According to De Vos *et al* (2010:281), quantitative data analysis refers to ordering, categorising, manipulating and summarising data to find answers to research questions. Furthermore, De Vos *et al* (2010:281) maintain that the purpose of analysing data is reduced to an intelligible and interpretable form so that relations of research problems can be studied, tested and conclusions drawn. Furthermore, White (2004:110) defines qualitative data analysis as a system of selecting, categorising, comparing, synthesising and interpreting data with the aim of providing explanations of the phenomenon being studied.

Since this study adopted the mixed methods approach, both the qualitative data analysis method and the quantitative data analysis method were used. Qualitative data was analysed through thematic analysis and quantitative data was analysed using a computer software programme called Statistical Package for the Social Sciences (SPSS).

4.9.1 STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES (SPSS) FOR QUANTITATIVE DATA

The researcher made use of a computer software programme known as SPSS to analyse quantitative data for this study. The SPSS was launched in 1968 as a computer software

programme designed initially for the social sciences to perform statistical analysis by way of graphs and tables (Ozgur, Kleckner and Li, 2015:6).

For purposes of understanding quantitative data relating to the role of the KZN-DAC in the promotion of a culture of reading in the Edendale community, the SPSS method of analysis was crucial for this study. The general demographic information, for example: age, gender, employment status and educational background of the Edendale community members who participated in the survey, was conducted using the SPSS analysis technique. In addition, the study sought to ascertain the perceptions of the Edendale community members with regard to the promotion of a culture of reading in their community.

4.9.2 THEMATIC ANALYSIS FOR QUALITATIVE DATA

Braun and Clarke (2006:6) define thematic analysis as a technique used to identify, analyse and report themes or patterns contained in data. Themes are the main constructs or patterns identified by the researcher during, before or after the collection of data (Welman *et al*, 2005:211). Furthermore, Braun and Clarke (2006:6) argue that thematic analysis does not optimally categorise and describe a data set in a detailed fashion, yet often it does go beyond organising and describing data, and actually interpret different aspects of the topic of the study. The main themes or variables that informed the data analysis for this study relate to the issues that pertain to the promotion of a culture of reading in the Edendale community.

4.10 ENSURING RELIABILITY AND VALIDITY

The terms used to define reliability' and validity in this study are far more wide-ranging than those conventionally concomitant with quantitative research. This is on account of the fact that the study encompasses research data collected using quantitative as well as qualitative data collection techniques. Pietersen and Maree (2007:215) define reliability as the extent to which an instrument produces the same results if it is used at different times or administered to different subjects within the very same population. Koonin (2014:254) concurs with the definition by stating that reliability refers to whether the same results would be produced if a different researcher repeats the same study on the same population at a different time using the same instrument or method. It is closely related to assuring the quality of field notes and guaranteeing the public access to the process of publication of research results. In addition, Koonin (2014:254) asserts that reliability is about credibility, repeatability and consistency of research. The reliability of an instrument is measured by its ability to reproduce the same results

of a study over and over again, using the same methodology. The findings of this study corroborate issues arising from the review of literature.

White (2004:11) states that 'validity' is the extent to which the researcher's conclusion matches the actual reality. This statement is in line with the assertion of Babbie and Mouton (2011:122) that the extent to which the empirical measurement sufficiently mirrors the real meaning of the phenomenon being studied. Furthermore, validity is one of the strengths of qualitative research in that it is centred on determining the accuracy of the research findings from the perspective of the participants and the researcher (Creswell, 2009:191). In respect of the used data collected qualitatively, dependability, credibility, trustworthiness and transferability are the constructs that reflect the assumptions of the qualitative paradigm more accurately. In this study, the data collected by means of qualitative interviews was corroborated by the theory and literature relating to human capital development. This was crucial for arriving at tangible results on the role of the KZN-DAC HRD Unit in the promotion of a culture of reading in the Edendale community. In addition, it is critical to have valid data in order to be in position to produce concrete recommendations for the study to be of value.

4.11 ETHICAL CONSIDERATIONS

According to Louw (2014:263) ethics refer to a person's professional or moral code of conduct that sets a standard for his or her behaviour or attitudes. Louw (2014:263) further argues that in research the implications of ethics go far beyond the personal integrity of the researcher because the lack of ethics affects stakeholders involved in a study. For this reason, it is important for a researcher to conduct himself with integrity and in a respectful and trustworthy way during the researcher process. Mertens (2012:22) asserts that researchers should be guided by the following three basic ethical principles when conducting research, namely:

- **The principle of justice:** research must make sure that the research participants are those who stand to benefit from the study. This should be done by using fair, non-exploitative and reasonable procedures.
- **The principle of beneficence:** the results should be used for science and humanity and minimise the risk of harm to participants.
- **The principle of respect:** participants, particularly people who are mentally challenged and children, should be treated with courtesy and respect.

Accordingly, the researcher in this study considered the above ethical principles and applied for the ethical clearance certificate from the Ethics Committee at the UKZN. The following

ethical considerations, namely: confidentiality and privacy, voluntary participation and informed consent and permission to conduct a study, were considered. During the research process, in compliance with the rules and regulations of the University of KwaZulu-Natal governing the conducting of research involving human participants.

4.11.1 CONFIDENTIALITY AND PRIVACY

According to Moore, Snyder, Miller and An (2007:221), confidentiality is a characteristic aspect of privacy in that it stems only from a professional or special relationship, such as a researcher-participant relationship. In addition, those with information arising from the special confidential relationship are Duty-bound to maintain its confidentiality; therefore, confidentiality safeguards informational privacy by obligating recipients of information considered confidential to control access to such information (Moore *et al*, 2007:221).

Accordingly, participants were given the reassurance that their names would be kept anonymous. Attached to this is the principle of trust, and the researcher again reassured the respondents that their trust would not be betrayed in any way for material, monetary or personal gains.

4.11.2 VOLUNTARY PARTICIPATION AND INFORMED CONSENT

The respondents were given a clear explanation with regard to the principle of voluntary participation as well as the right they reserved to withdraw from the study at any time. Furthermore, the informed consent principle was attached to the questionnaires and a verbal explanation was given to those interviewed. The principle of voluntary participation and the informed consent principle required that the aims of the study as well as the research process be explained to the participants.

4.11.3 PERMISSION TO CONDUCT A STUDY

The researcher sought and acquired written permission from the Head of Department of the KwaZulu-Natal Department of Arts and Culture and from the Manager of the Msunduzi Municipality Libraries. These two letters of permission ensured that the study was conducted legally.

4.12 CHAPTER SUMMARY

The chapter dealt with the research design and methodology underpinning the study. This chapter further provided an extensive exploration of aspects of the mixed methods design, as a research design adopted for this study. Chapters five and six respectively are informed by the methodological propositions espoused in this chapter by analysing the qualitative and quantitative data using the proposed data analysis and presentation techniques. The next chapter deals with the analysis and interpretation of data.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

Three aspects of the study are dealt with in this chapter, namely: presentation, analysis and interpretation of data. The foundation for the study is laid in the preceding chapters. The previous chapters further presented an account for the rationale behind the study, a synopsis of the research objectives, along with the research questions and an exposition of how this study finds expression within the overall body of research associated with the topic being investigated, namely: the role of the HRD Unit of the KZN Department of Arts and Culture in promoting a culture of reading in communities with specific reference to the Edendale community. This chapter proceeds to the presentation of the findings generated through the mixed methods approach.

5.2 DATA PRESENTATION

Data presentation denotes an explicit and clear presentation of data in a study. The presentation of data discusses the key characteristics of data described in a way that is easy to comprehend, denoting disseminated data and indicators (Henning, 2003:107). Furthermore, data presentation entails the outlining of the data set dispersed with the key variables being studied, the area of reference, summary information pertaining to the time period covered as well as the categorisations and breakdowns utilised (Leedy, 2010:72). Bless *et al* (2013:249) argue that the representation of data in the form of charts, graphs and tables has a huge advantage of allowing one to grasp the main characteristics of the information instantly. Bless *et al*'s (2013:249) argument is in line with the views expressed by Wellman and Kruger (2007:64) that the presentation of data in the form of charts, graphs and tables is an essential aspect in the data analysis process as well as in report writing. Generally, data tends to be more digestible if presented in the form of a chart, graph or table, even though results can be articulated in a report text (Sekaran, 2011:111). In this context, the data of the study collected through a mixed methods approach, is presented below. The advice advanced by Welman and Kruger (2007:66) to the effect that the presentation of data ought to be as clear and uncomplicated as possible and that the investigator should shun the temptation of adding a lot of information, was taken into account by the researcher in presenting data. The main aim when presenting data is to

include a summary of the essential characteristics one is trying to establish and not to include all the information the researcher has gathered.

5.2.1 THE PRESENTATION OF QUANTITATIVE DATA

A total of fifty (50) questionnaires were administered to community members of Edendale which is situated within the Umsunduzi Local Municipality and who are serviced by the Georgetown Public Library. All the questionnaires received from the respondents were adequately completed for statistical analysis. These data from completed survey questionnaires were then coded and captured in SPSS. The data were used to perform descriptive as well as inferential analysis for this study.

5.2.2 THE PRESENTATION OF QUALITATIVE DATA

The interviews were conducted with three (3) officials from the HRD Unit of the KZN-DAC, four (4) officials from the Promotions and Marketing Unit within the Library Services Directorate in the KZN-DAC and fifteen (15) officials from the Georgetown Public Library and analysed through thematic analysis to complement the results and to fill the gap left by the questionnaires. The qualitative approach was selected on account of its potential to uncover additional information and to give more substance on the promotion of a culture of reading by KZN-DAC in the Edendale community. Bless *et al* (2013:338) enunciate the advantages of qualitative research when they opine that qualitative research seeks to arrive at a clear understanding of the problem being investigated in a rather compound manner than a generalised manner, which is the result of survey questionnaires. Conducting the interviews with officials from the HRD Unit of the KZN-DAC; the officials from the Promotions and Marketing Unit within the Library Services Directorate in the KZN-DAC and the officials from the Georgetown Public Library was intended to acquire first-hand information in respect of the role of the Department of Arts and Culture in promoting a culture of reading in communities, with specific reference to the Edendale community under the Msunduzi Municipality. To this end, the investigator utilised semi-structured interviews to solicit information from the Director; Deputy Director and Assistant Director from the HRD Unit of the KZN-DAC; the officials from the Promotions and Marketing Unit within the Library Services Directorate in the KZN-DAC and officials from the Georgetown Public Library. The outcomes of the interviews demonstrate that the DAC generally has a limited budget, hence the DAC HRD Unit

does not have funds set aside for developing specific strategies geared towards training and skilling public librarians to promote a culture of reading in communities.

5.3 DATA ANALYSIS AND INTERPRETATION

The quantitative and qualitative data analysis and interpretation are presented in this section. Data analysis is crucial for purposes of making sense of the outcomes of surveys; for supplying information in respect of data gaps; planning new statistical activities; formulating quality objectives; crafting and re-crafting surveys; and pilot studies as well as administrative sources. Reliability and validity were used to corroborate the relevance of the data collected (Binder and Roberts, 2003:21).

5.4 RELIABILITY AND VALIDITY OF RESULTS

According to White (2004:116), reliability refers to the precision or accuracy of a measure or instrument; the extent of dependability among two autonomously resultant collections of tallies and the extent to which sovereign execution of the same study yield the similar or same outcomes if conducted under analogous settings. Accordingly, this study was premised on techniques espoused by diverse scholars of research methodology (Babbie and Mouton, 2011) ; (Bless *et al*, 2013) and (de Vos *et al*, 2010). According to Pallant (2007:122) Cronbach's Alpha tests extent of validity of the questionnaire. Pallant (2007:123) claims that a level above 0.7 is regarded as sufficient for proclaiming a questionnaire or question as valid. However, Pallant (2007:124) further claims that it is not uncommon to have lower values down to 0.5 consisting of scales with less than ten items, consequently, Cronbach Alpha was conducted on questionnaire, thus the findings reflect as in Table 9.

The questions in the questionnaire were drawn up based on the literature review. Cronbach's Alpha was used to measure the issue of reliability in order to understand whether the questions in the questionnaire all reliably measure the same underlying variable. The table above contains the results. Cronbach's Alpha was calculated at 0.890 which is above 0.7, so the scale can be considered reliable with the samples (Pallant 2007:124). In other words, the Cronbach's Alpha co-efficient of 0.890 shows that the questionnaire was consistent.

Table 9: Cronbach Alpha

Case Processing Summary			
		N	%
Cases	Valid		94.9
	Excluded ^a	2	5.1
Total		39	100.0
a. Listwise deletion based on all variables in the procedure			
Reliability Statistics			
Cronbach's Alpha		N of Items	
0.890		9	

5.5 QUANTITATIVE DATA ANALYSIS

The quantitative analysis and interpretation of data is presented hereunder by way of graphs and tables. Sekaran (2011:111) argues that data is generally much easier to comprehend when presented by way of either graphical displays or as tables. Sekaran (2011) further observes that charts and graphs promptly reveal the conspicuous trends as well as salient points contained in the data to the reader. The researcher used secret coding to reflect responses of the participants for purposes of upholding the principle of anonymity of respondents.

5.5.1 QUANTITATIVE DATA ANALYSIS AND LIST OF TABLES AND FIGURES

Table 10 below depicts the age distribution of the respondents.

Table 10: Age distribution of the respondents

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25	24	61.5	64.9	64.9
	25- 35	5	12.8	13.5	78.4
	30 - 45	6	15.4	16.2	94.6
	45-55	2	5.1	5.4	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

The above table reveals the age distribution of the respondents. The largest percentage of respondents fell in the 21-25 age group with a high level percentage of 61.5%, followed by 30-45 years at 15.4%, 23-35 years at 12.8%, 45-55 years at 5.1% and no response also at 5.1%. These statistics suggest that the majority of the subjects who participated in the study were between the ages of 21-25. In most cases, the youth in this age group have matriculated and graduated obtaining their first tertiary qualification. Furthermore, the youth in this age group are expected to play leading roles in terms of encouraging the culture of reading in any given society (Mahala, 2010:15).

Figure 6 below reflects the gender representation of the respondents from the Edendale community who participated in the survey.

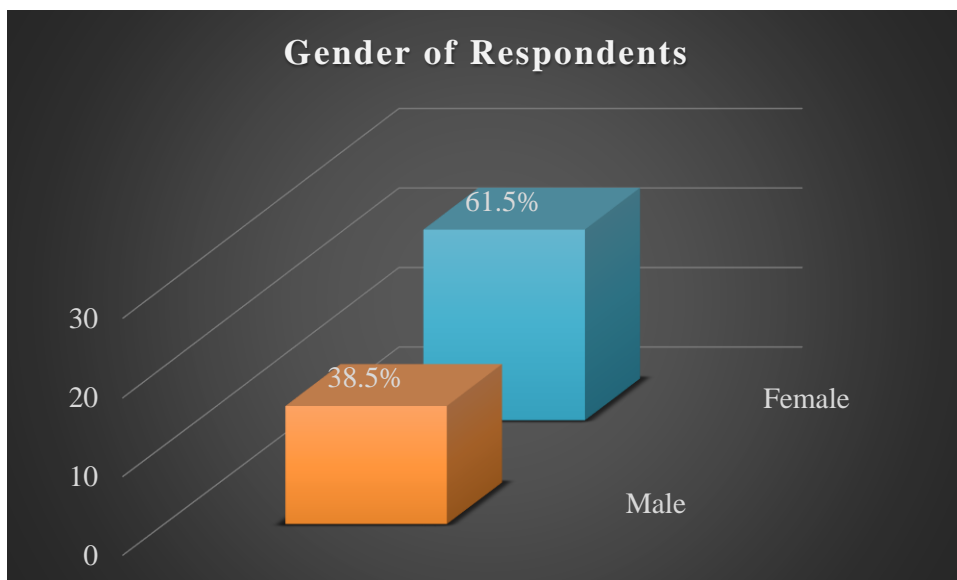


Figure 6: Gender representation of the respondents

The figure above reveals the gender dispersion of the respondents who participated in this research. The highest gender of participants in this research is female at 61.5% and male at 38.5%. These percentages reflect that women play a huge role in the quest for community development. This is indicated by the rate (62%) in which they participate in reading and encouraging the culture of reading as opposed to their male counterparts.

Figure 7 below reflects the racial composition of the respondents from the Edendale community who participated in the survey.

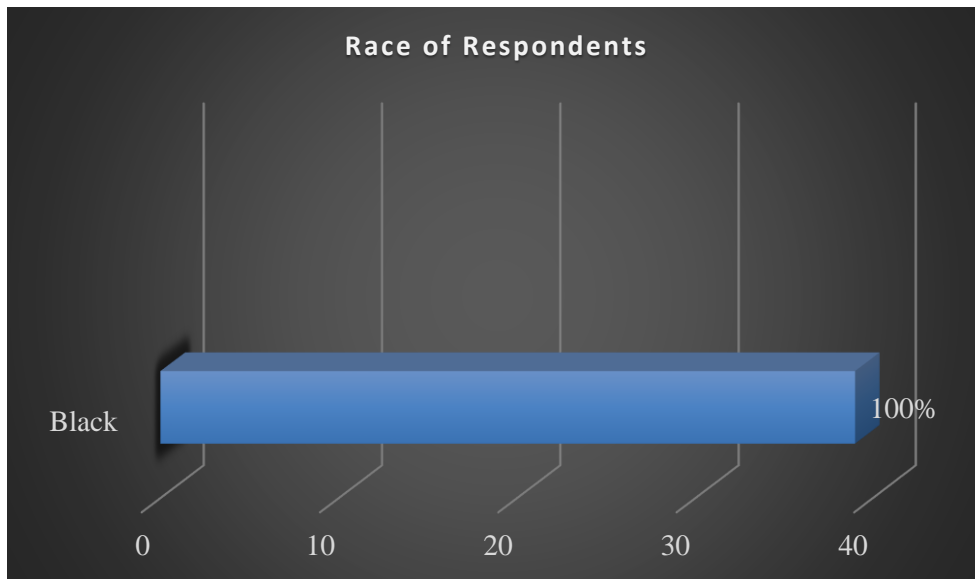


Figure 7: Racial composition of the respondents

The above figure reveals the ethnic background dispersion of the respondents who participated in this research. The ethnic background of the participants is exclusively black (100%). This is informed by the fact that the Edendale community in the Umsunduzi Local Municipality in which the study was conducted, is dominated largely by Black South Africans (Census 2011).

Table 11 below indicates the educational background of the respondents.

Table 11: Educational background of the respondents

		Educational Background			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary Education	5	12.8	13.2	13.2
	Post-matric Education	25	64.1	65.8	78.9
	Other	8	20.5	21.1	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

The above table reveals the educational background dispersion of the respondents who participated in the research. The highest number of participants fell in the "post-matric education" category at 64.1%, followed by "other" at 20.5%, "secondary education" at 12.8% and "no response" at 2.6%. This study reveals a somewhat better picture for the Edendale

community in terms of education levels than what the literature review reveals (Census 2011 as cited in the Msunduzi Municipal IDP Document (2016:32). Census 2011 reveals that in terms of education levels, the Greater Edendale stands at a 5.5 % illiteracy rate while residents with qualifications higher than a matric account for 33.7%. These figures necessitate the need for the promotion of a culture of reading so that residents can be able to access information which will allow them to participate in the economic activities, develop personally and have a better quality of life.

Figure 8 below indicates the employment status of the respondents.

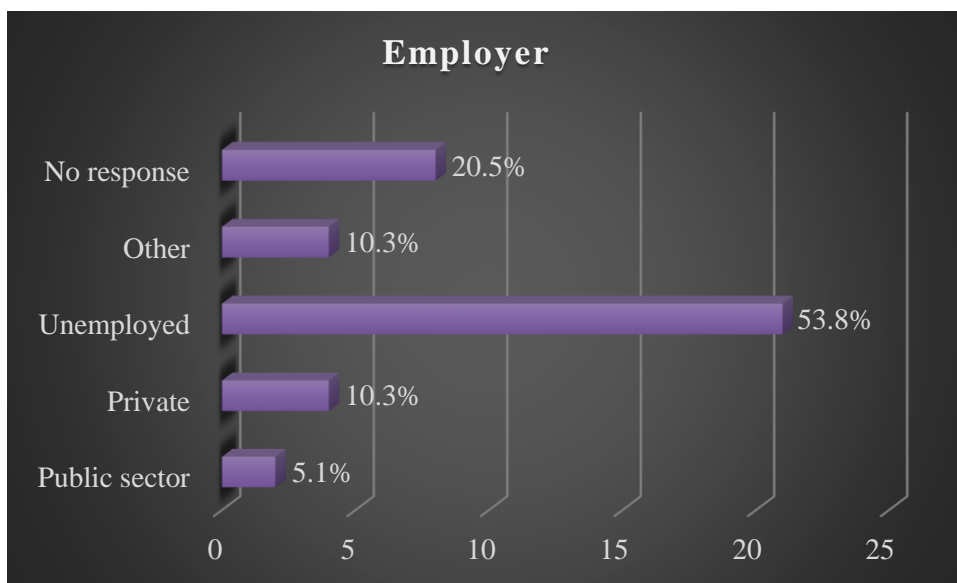


Figure 8: Employment status of the respondents

The figure above reveals the employer dispersion of respondents who participated in this research. The highest number of participants in this research fell in the "unemployed" category at 53.8%, "no response" followed at 20.5%, followed by "private" at 10.3%, "other" followed, also at 10.3%, and "public sector" at (5.1%). These statistics confirm the high unemployment levels in the Edendale community. Census (2011) as cited in the Msunduzi Municipal IDP Document (2016:33) revealed that the levels of unemployment and literacy in the Msunduzi Municipality stand at 33% and 5.5% respectively. Given these statistics, there is a need for the promotion of a culture of reading in the Edendale community. Mahala (2010:13) opines that a nation with a strong culture of reading has greater chances of being knowledgeable and thereby contributing to the economic development of the communities.

Table 12 reflects reading of books distribution of respondents.

Table 12: Reading of books dispersion of the respondents

Do you read books?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	12	30.8	30.8	30.8
	No	24	69.2	69.2	100.0
	Total	39	100.0	100.0	

The table above reveals the reading of books dispersion of respondents who participated in this research. The highest number of participants in this study fell in the group of those respondents who do not read books at 69.2%, followed by those who have developed reading habits at 30.8%. These percentages provide a clear indication that a large number of the Edendale community members are not ardent book readers. This finding corroborates the findings of the study conducted by Xaba in 2015 which found that only 14% of South Africans are ardent book readers (Xaba, 2015:2). This situation makes the need for the promotion of a culture of reading by the KZN-DAC even more imperative. The implications for these findings in terms of the country's development and the realisation of the NDP: Vision 2030 are that we do not stand any chance to escape poverty, unemployment and inequality unless we address this situation. Therefore, the HRD Unit of the KZN-DAC should set aside a budget for training and equipping public librarians with the requisite skills, specifically for the promotion of a culture of reading in communities.

Figure 9 below reflects the motive for reading of books distribution of the respondents.

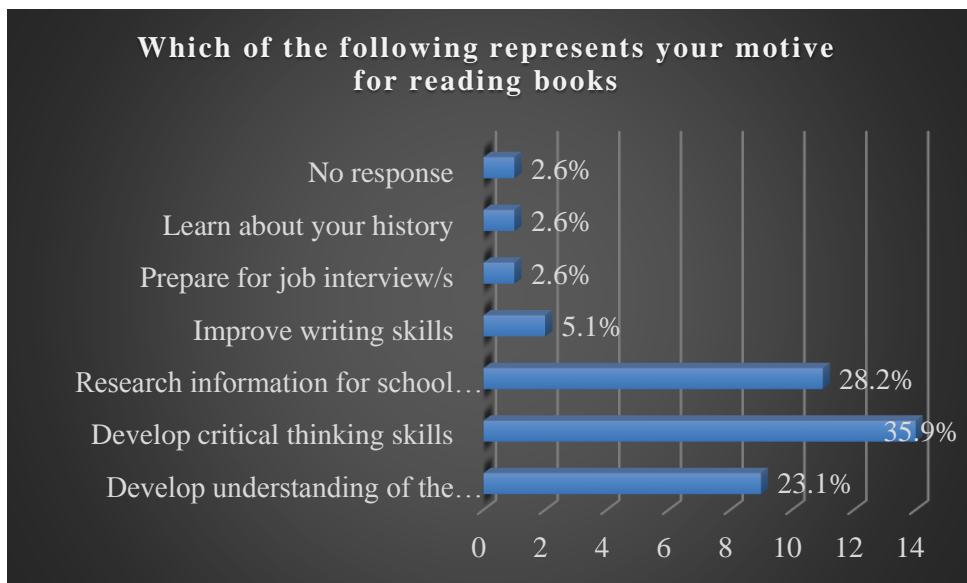


Figure 9: The motive for reading of books distribution of the respondents

The above figure reveals the motive for reading books dispersion of the respondents targeted in this research. The highest number of participants in this research fell in the "developing critical skills" at 35.9%, followed by "researching information for school work" at 28.2%, followed by "developing understanding of world issues" at 23.1%, followed by "improving writing skills" at 5.1%, followed by "preparing for job interview" at 2.6%, followed by "learning about their history" at 2.6%, and "no response" at 2.6%. It is worth noting that only 2.6% of respondents read books to prepare for job interviews and this confirms the fact that there is a high rate of unemployment in the Edendale community in the Msunduzi Municipality in which the study was conducted (Census 2011).

Table 13 below reflects the institutions promoting reading in the community distribution according to respondents.

Table 13: Institutions promoting reading in the community distribution according to the respondents

Besides schools in your community, which other institutions listed in the below list promotes the culture of reading in your community?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Libraries	33	84.6	86.8	86.8
	Municipality	1	2.6	2.6	89.5
	Multi-purpose community centres	1	2.6	2.6	92.1
	Churches	3	7.7	7.9	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

The above table reveals the institutions promoting reading in the community dispersion of the respondents who participated in this research. The highest number of participants in this research fell in the "libraries" group at 84.6%, followed by "churches" at 7.9%, followed by "municipality" at 2.6%, followed by "multi-purpose community centres" at 2.6%, and "no response" at 2.6%. This indicates that social institutions have key roles to play in integrating societies and knowledge sharing and in the quest for community development.

Table 14 below reflects the use of library facilities in the community distribution of the respondents.

Table 14: Use of library facilities in the community distribution of the respondents

Do you use the library facilities available in your community?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	10.3	10.3	10.3
	No	35	89.7	89.7	100.0
	Total	39	100.0	100.0	

The above table reveals the use library facilities in the community dispersion of the respondents targeted for this research. The highest number of participants in this research fell in the "no" group (89.7%); the "yes" response was 10.3%. Once again, this situation makes the need for the promotion of a culture of reading by the KZN Department of Arts and Culture that more important.

Table 15 below reflects the kilometres travelled to reach the local library distribution of the respondents.

Table 15: Kilometres travelled to reach the local library distribution of the respondents

How many kilometres do you have to travel reach the library?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between 0 - 5 km	11	28.2	28.2	82.1
	Between 6 - 10 km	21	53.8	53.8	53.8
	More than 10 km	7	17.9	17.9	100.0
	Total	39	100.0	100.0	

The table above reveals the kilometres travelled to reach the library dispersion of the respondents who participated in this research. The highest number of participants in this research fell between 6-10 km (53.8%), followed by 0-5 km (28.2%) and more than 10 km (17.9%). This finding substantiates Lehlere's claims (2010:1) that very few libraries are built for rural communities, hence their inhabitants are forced to travel long distances or to towns or cities if they need to access well-resourced library.

Table 16 below reflects the average use of the library distribution of the respondents.

Table 16: Average use of library distribution of the respondents

Indicate the average in which you use the library					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than once a month	9	23.1	23.1	23.1
	Once a month	2	5.1	5.1	28.2
	Once every two weeks	4	10.3	10.3	38.5
	Once a week	6	15.4	15.4	53.8
	Two or three times a week	14	35.9	35.9	89.7
	Daily	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

The table above reveals the average use of the library dispersion of the respondents who participated in this research. The highest number of participants in this research fell in "two or three times a week" (35.9%), followed by "less than once a month" (23.1%), "once a week" (15.4%), followed by "daily" (10.3%), "once every two weeks" also at 10.3% and "once a month" at 5.1%. These statistics may be informed by the finding that 53.8% of the participants indicated that they have to travel between 6 to 10 km to reach the local library.

Table 17 below reflects the extent to which respondents knew of the location of the community library.

Table 17: Awareness of the area in which the public library is located

I am aware of where the public library is located in my area					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	5.1	5.3	5.3
	Agree	24	61.5	63.2	63.2
	Strongly agree	12	30.8	31.6	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

The above table reveals the awareness of the area in which the public library is located dispersion of the respondents targeted in this research. The highest number of participants in this research is in the category of those who are aware of the location of the community library (61.5%), followed by those who are somehow aware of the geographical location of the library at 30.8%, while 5.1% of the respondents had no idea where the library in their community was located.

Figure 10 below reflects the frequency in which community members visit the library.

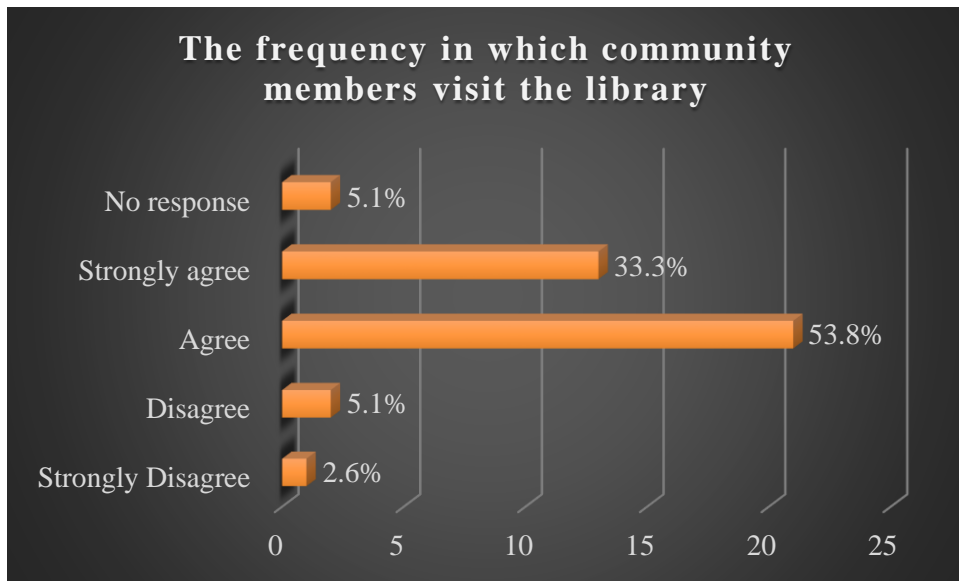


Figure 10: Distribution of respondents in terms of the frequency in which community members visit the library

The above figure reveals that the highest number of participants in this research agree that they usually visit the community library (53.8%), followed by those who visit the community library more often (33.3%), followed by those who do not normally visit the community library (5.1%), and those who did not give an indication (5.1%), and lastly those who indicated that they do not visit the library at all (2.6%).

Table 18 below reflects responses in respect of whether the library has enough resources or not.

Table 18: The level of sufficiency of library resources dispersion of the respondents

The library in my community has enough resources					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	30.8	30.8	94.9
	Disagree	10	25.6	25.6	51.3
	Don't know	5	12.8	12.8	64.1
	Agree	10	25.6	25.6	25.6
	Strongly agree	2	5.1	5.1	100.0
	Total	39	100.0	100.0	

The above table reveals that the highest number research participants felt strongly that their community library is not well-resourced at all (30.8%), followed closely by those who also felt that the community library does not have enough resources (25.6%), followed by those who felt that the community library has sufficient resources (25.6%), followed by those who didn't know (12.8%), and lastly a very few who strongly agreed that the community library was adequately resourced (5.1%). This finding corroborates claims advanced by Issak (2012:48) that community libraries in Africa are characterised by scarce resources and out-of-date material. Furthermore, this finding confirms Kamba's claim (2012:11) that supplies of library services in Africa is biased towards urban areas at the expense of rural communities, such as Edendale which is a semi-rural area.

Table 19 below reflects the views of respondents regarding the promotion of a culture of reading and improvement in the socio-economic conditions.

Table 19: Promotion of a culture of reading and improvement of socio-economic conditions of people

Do you think the promotion of a culture of reading in your community can improve the socio-economic conditions of the people?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	87.2	87.2	87.2
	No	5	12.8	12.8	100.0
	Total	39	100.0	100.0	

The above table depicts the dispersion of the respondents used in this research with regard to the promotion of a reading culture in the community. The highest number of participants in this research felt that the promotion of a culture of reading in their community would have a positive impact on their material and socio-economic conditions (87.2%), followed by a very few who were of the view that the promotion of a culture of reading would not change their socio-economic circumstances (12.8%).

Table 20 below reflects a reaction to the encouragement of a culture of reading in household distribution of the respondents.

Table 20: Encouraging of a culture of reading in households distribution of the respondents

Do you or does anyone in your household encourage a culture of reading?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	10.3	10.3	10.3
	No	35	89.7	89.7	100.0
	Total	39	100.0	100.0	

The table above reveals reactions to the encouragement of a culture of reading in household dispersion of the respondents targeted in this research. The highest number of participants in this research indicated that nobody encourages a culture of reading in their respective households (89.7%), followed by a very few who revealed that a culture of reading is promoted in their households (10.3%). This finding corresponds with Xaba’s claim that only 5% of parents in South Africa make time to read to their children (Xaba, 2015:2).

Table 21 below reflects the distribution of the respondents to a question regarding the promotion of a culture of reading by the KZN Department of Arts and Culture.

Table 21: Encouraging of a culture of reading by the KZN-DAC

Does the Department of Arts and Culture promote a culture of reading in your community?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	20.5	20.5	43.6
	No	9	23.1	23.1	23.1
	Not sure	22	56.4	56.4	100.0
	Total	39	100.0	100.0	

The above table reveals the distribution of the respondents with regard to the promotion of a culture of reading by the KZN Department of Arts and Culture. The highest number of participants in this research indicated that they are not sure whether the KZN Department of Arts and Culture does really promote a culture of reading in their community (56.4%), followed by a sizeable number of those who felt that the Department of Arts and Culture does not promote a culture of reading (23.1%), while those who felt that the Department does promote

a culture of reading in their community constituted 20.5%. This finding implies that the KZN-DAC needs to make funds available for the implementation of initiatives and programmes specifically designed to promote a culture of reading in communities.

5.5.2 VIEWS AND OPINIONS OF COMMUNITY MEMBERS ABOUT THE ROLE OF THE KZN-DAC IN PROMOTING THE CULTURE OF READING IN THEIR COMMUNITY

The respondents concurred that the promotion of reading by the KZN-DAC is limited as there is limited access to libraries. *“...There are no libraries nearby, you have to walk long distances in order to get to the libraries...”* (Sources cited in secret code: R3-2017, R20-2017). *“...From my point of view the message of developing our culture of reading is not enough. Family (as an institution) does not work together with other institutions such as libraries and schools. This is not a good thing because families are the closest to a person and they can play a huge role in influencing a person’s culture. I did not grow up in a family where they read bed-time stories to me that is the reason why the only reason why I read is for school work or research purposes...”* (Source cited in secret code: R30-2017).

“...In my community people are so lazy to engage themselves in reading; all they do is they spend their time on unnecessary things, like drinking alcohol and committing crime, especially the youth, so I think the Department (government) should introduce a feeding scheme so that people will be encouraged to go to the library and read books. Food plays a huge role for people’s attendance...” (Source cited in secret code: R29-2017).

“...It will help more kids to stay off the streets and not involve themselves in drugs and so forth, so I strongly think that the promotion of a culture of reading will help a lot...” (Source cited in secret code: R7-2017).

“...It’s a good thing, it will help the kids a lot. It will make it easier to do their school work or search for information...” (Source cited in secret code: R8-2017).

“...My view is that the culture of reading should be strongly promoted as it will help encounter the socio-economic activities that we face every day. It will also make communities a better place to live as it will be more informed and be able to make better and wiser decisions...” (Sources cited in secret code: R9-2017, R10-2017, R11-2017, R12-2017, R13-2017, R14-2017, R15-2017, R16-2017, R17-2017, R18-2017, R19-2017, R20-2017, R21, R22-2017, R23-2017,

R24-2017, R28, R31-2017, R32-2017, R34, R35-2017, R36,-2017 R37-2017, R38-2017, R39-2017).

5.6 QUALITATIVE DATA ANALYSIS

This section presents the analysis and interpretation of qualitative data. Below follows the presentation of findings in the form of main themes which were derived from both the empirical survey and the literature reviewed for this study. The analysis denotes the views of the officials from the HRD Unit of the KZN-DAC, the officials from the Promotions and Marketing Unit within the Library Services Directorate in the KZN-DAC, and the officials from the Georgetown community library about the role of the HRD Unit of the Department of Arts and Culture in promoting a culture of reading in communities with specific reference to the Edendale community in the Umsunduzi Local Municipality under the Umgungundlovu District Municipality. The researcher used secret coding to reflect the responses of the subjects for purposes of upholding the principle of the anonymity of respondents.

5.6.1 RESEARCH QUESTION ONE

What role is the HRD Unit of the KZN-DAC playing in creating and developing strategies that improve the skills of public librarians of the KZN Province to promote a culture of reading?

Table 22: The role played by the KZN-DAC HRD Unit in creating and developing strategies that improve the skills of public librarians of the KZN Province to promote a culture of reading

Themes emerged from qualitative data	Response	Source (cited in secret code)
No training is provided by KZN-DAC HRD Unit for public librarians specifically for promotion of a culture of reading, lack of capacity and resources	<p><i>“...HRD does not provide training for public librarians. The provision of library services is a collaboration between the Department and municipalities. In terms of the Constitution of SA this is a provincial mandate. Due to lack of capacity and resources this function is performed by municipalities in collaboration with the Department of Arts and Culture. Public librarians are employed by municipalities, and training and development needs are addressed at municipal level. The only development and training that is provided by the Department is through the Annual Conference, interest group meetings and initiatives by the national Department of Arts and Culture through the National Library of South Africa...”</i></p>	MP1-2017

The HRD Strategy for the Public Sector (2002-2006) stresses the need for the HRD Unit of each government Department to invest in the training and development of employees in order to enhance service delivery and the prospects of creating a better life for all (DPSA, 2002:14). Furthermore, the Skills Development Amendment Act (2008) obligates the HRD Units to ensure that employees access quality education, training and learning in the workplace (RSA, 2008). This finding indicates that the KZN-DAC HRD Unit is not observing some of the national legislative and policy frameworks that guide the HRD strategies in the post-apartheid South Africa with regard to training and capacitating public librarians, specifically for the promotion of a culture of reading in communities.

5.6.2 RESEARCH QUESTION TWO

Are there HRD strategies geared towards supporting the Library Services Directorate, specifically to promote a culture of reading in communities?

Table 23: HRD strategies geared towards supporting the Library Services Directorate to promote a culture of reading

Themes emerged from qualitative data	Response	Source (cited in secret code)
Non-existence of strategies from HRD Unit of KZN-DAC for promoting culture of reading in communities	<i>“...No, the HRD Unit does not develop strategies for librarians regarding the promotion of a culture of reading. Firstly, if the Department were to develop such strategies, it would not, in any event, have financial resources to implement them because it receives a meagre budget allocation from Provincial Treasury. Secondly, the training of public librarians, specifically for the promotion of a culture of reading, is not the function of the HRD Unit of the KZN-DAC but it is delegated to the municipalities...”</i>	HRD2-2017

This finding could be one of the underlying causes that account for Xaba’s claim that the reading statistics in South Africa indicate that only 14% of the population ardently reads books and 5% of parents make time to read for their kids (Xaba, 2015:2).

5.6.3 RESEARCH QUESTION THREE

What challenges and opportunities have you identified in your skills development initiatives, especially when it comes to the staff of the Library Services Directorate in respect of the promotion of a culture of reading in communities?

Table 24: Challenges and opportunities identified by the HRD Unit of the KZN-DAC in skills development initiatives for the Library Services Directorate officials in respect of promoting of a culture of reading

Themes emerged from qualitative data	Response	Source (cited in secret code)
<p>Limited budget for the HRD Unit of the KZN-DAC, lack of meaningful working relationship among the HRD Unit of the KZN-DAC, municipalities and LIASA.</p>	<p><i>“...The biggest challenge that we face as the HRD Unit is the insufficient financial resources to carry out our skills development initiatives. Consequently we end up prioritising training needs that we feel are urgent and pressing for the Department. As a result, projects such as the training and equipping of public librarians for the promotion of a culture of reading get relegated to the periphery because they are not regarded as pressing and urgent for the Department. Although the Constitution of the country determines that library services are the function of our Department, the training and skilling of public librarians rests with municipalities and LIASA (Library Information Association of South Africa), there is no strong working relationship between as HRD Unit, the municipalities and LIASA when it comes to training programmes for public librarians...”</i></p>	<p>HRD1-2017</p>

The review of literature on the community libraries in Africa compiled by (Issak, 2012:48) portrays the public library system as extremely pathetic and characterised by financial constraints, lack of human resources and lack of co-operation with other sectors (Issak, 2012:48). These findings expressly corroborate the above claims advanced by Issak (2012:48).

5.6.4 RESEARCH QUESTION FOUR

What initiatives do you have in the community to promote the culture of reading?

Table 25: Initiatives of the KZN-DAC Promotion and Marketing Section for promoting a culture of reading in communities

Themes emerged from qualitative data	Response	Source (cited in secret code)
Lack of initiatives for promoting a culture of reading in communities	<p><i>“...As KZN-DAC Promotions and Marketing Section, we do not necessarily have our own initiatives for promoting a culture of reading in communities, however, we do celebrate and observe the national special calendar days such as the South African Library week, National Book Week, World Book Day, World Play Day, International Illiteracy Day, World Read Aloud Day and International Translation Day...”</i></p>	MP3-2017

This finding resonates with Issak’s assertion that the 21st century community librarians in Africa should begin to be more innovative and come up with exciting programmes, initiatives and services which are both appealing and attractive to the potential consumers (Issak, 2012:51). Thus, the KZN-DAC Promotions and Marketing Section should not only rely on national library-related events but should develop its own in-house initiatives geared towards promoting a culture of reading in communities.

5.6.5 RESEARCH QUESTION FIVE

What are your views regarding a culture of reading at community levels?

Table 26: Views and opinions of Edendale community members regarding the culture of reading in their community

Themes emerged from qualitative data	Response	Source (cited in secret code)
Lack of co-operation between social institutions and libraries with regard to the promotion of a culture of reading, libraries are far from communities	<p><i>“...From my point of view the message of developing our culture of reading is not enough. Family (as an institution) does not work together with other institutions such as libraries and schools. This is not a good thing because families are the closest to a person and they can play a huge role in influencing a person’s culture. I did not grow up in a family where they read bed-time stories; that is the only reason why I read is for school work or research purposes...”</i></p> <p><i>“...There are no libraries nearby, you have to walk long distances in order to get to the libraries...”</i></p>	<p>R30-2017</p> <p>R3-2017, R20-2017</p>

This finding substantiates the responses from the survey questionnaire of the Edendale community which indicated that 53.8% of respondents travel between 6-10 km to reach their community library. Travelling such long distance to reach the nearest library is likely to have a negative impact on the community’s reading habits. The lack of co-operation between libraries and other social institutions such as households, churches and community centres with regard to the promotion of a culture of reading is substantiated by the responses of the survey questionnaire of the Edendale community which revealed that 89.7% of respondents indicated that no one in their households encourages a culture of reading. Xaba’s (2015:2) claim that only 5% of parents in South Africa make time to read to their children, further validates the finding of this study that there is lack of co-operation between libraries and other social institutions (Xaba, 2015:2).

5.7 SYNERGY BETWEEN RESEARCH OBJECTIVES AND QUALITATIVE RESEARCH FINDINGS

Research objectives and qualitative findings are synergised with a view to provide informed recommendations on the study based on the data collected through qualitative interviews.

Table 27 below entails synergy between research objectives and qualitative research findings.

Table 27: Synergy between research objectives and qualitative research findings

Research Objectives (ROs)	Qualitative Research Findings	Recommendation
RO1: To ascertain the perception of the KZN-DAC librarians with regard to the administration of the HRD Unit in promoting the culture of reading.	Non-existence of policies and strategies for promotion of culture of reading.	The need for formulation of policies and strategies.
RO2: To explore the challenges experienced by the HRD Unit of the KZN-DAC regarding the promotion of the culture of reading.	Financial constraints.	The need for more funds towards promotion of culture of reading.
RO3: To explore the opportunities that are concomitant with HRD in inculcating a culture of reading in Edendale community of the Msunduzi Municipality.	No opportunities identified by HRD Unit as promotion of a culture of reading is not considered by KZN-DAC as pressing currently.	The need for paradigm shift at the KZN-DAC with regard to the promotion of a culture of reading.
RO4: To investigate the critical factors which should be demonstrated by the HRD Unit and librarians of the KZN-DAC in promoting the culture of reading.	No training is provided by HRD Unit for librarians towards promotion of a culture of reading.	The need to prioritise training of librarians for promotion of a culture of reading.
RO5: To draw conclusions and submit proposals and recommendations for the HRD Unit of the KZN-DAC to promote the culture of reading in the communities of the Msunduzi Municipality.	The above conclusions were drawn.	The above proposals and recommendations were submitted.

5.8 SYNERGY BETWEEN RESEARCH OBJECTIVES AND QUANTITATIVE RESEARCH FINDINGS

Research objectives and quantitative findings are synergised with a view to provide informed recommendations on the study based on the data collected through quantitative surveys.

Table 28: Synergy between research objectives and quantitative research findings

Research Objectives	Quantitative Research Findings	Recommendation
RO1: To ascertain the perception of the KZN-DAC librarians with regard to the administration of the HRD Unit in promoting the culture of reading.	Administration of HRD Unit with regard to the promotion of a culture of reading is poor and inefficient.	The need for training of HRD staff.
RO2: To explore the challenges experienced by the HRD Unit of the KZN-DAC regarding the promotion of the culture of reading.	Limited budget.	Adequate budget should be set aside for the promotion of a culture of reading.
RO3: To explore the opportunities that are concomitant with HRD in inculcating a culture of reading in Edendale community of the Msunduzi Municipality.	Promotion of a culture of reading does not form part of KZN-DAC's priorities.	The KZN-DAC should rethink its stance on the promotion of a culture of reading in communities.
RO4: To investigate the critical factors which should be demonstrated by the HRD Unit and librarians of the KZN-DAC in promoting the culture of reading.	There is no close working relationship between KZN-DAC, librarians and other role players in promoting a culture of reading.	The need for collaborative efforts between KZN-DAC, librarians and other stakeholders such as NGOs, NPOs, households, DoE and National DAC.
RO5: To draw conclusions and submit proposals and recommendations for the HRD Unit of the KZN-DAC to promote the culture of reading in the communities of the Msunduzi Municipality.	The above conclusions were drawn.	The above proposals and recommendations were submitted.

5.9 SYNERGY BETWEEN LITERATURE AND RESEARCH FINDINGS

According to Xaba (2015:1), 14% of South Africans are devoted book readers. The findings of this study confirm this assertion because 69.2% of respondents indicated that they do not read books. In addition, 89.7% of respondents in this study indicated that nobody encourages reading of books in their households. This finding corroborates Xaba's (2015:2) claim that only

5% of parents reads to their children. The study found that 53.8% of respondents travel between 6-10 kms to reach a local library. This finding is in line with Lehulere's (2010:1) claim that very few libraries are built for rural communities. According to Issak (2012:48) supported by Kamba (2012:11) public libraries are not adequately resourced and urban areas receive better library services than when compared to rural areas. These claims are substantiated by the fact that 30.8% of respondents in this study indicated that their local library was not well-resourced. It is unlikely that a culture of reading can flourish under such conditions.

5.10 CONVERGENCE AND DIVERGENCE OF QUALITATIVE AND QUANTITATIVE DATA

According to Pluye, Grad, Levine and Nicolau (2009:58), in mixed methods studies, qualitative and quantitative results or data sometimes diverge and converge. In addition, Pluye *et al* (2009:59) assert that convergence and divergence is essentially the comparison of qualitative and quantitative data or results. The combination of methodologies in studying the same phenomenon is referred to as triangulation (Todd, 1979:602). Furthermore, Todd (1979:603) asserts that triangulation is used to:

- integrate fieldwork and survey data;
- examine the same phenomenon from multiple perspectives;
- enrich the researcher's understanding by allowing for new or deeper dimensions to emerge; and
- compensate weaknesses in each single method by the counter-balancing strengths of another.

This study explored the role of the HRD Unit of the KZN-DAC in promoting a culture of reading in the Edendale community. The study adopted the mixed methods approach with the aim exploiting the benefits of both quantitative and qualitative methods. Quantitative survey questionnaires were administered to 50 community members of Edendale to solicit their opinions regarding the promotion of a culture of reading in their community. Similarly, semi-structured qualitative interviews were conducted with the HRD Unit of the KZN-DAC officials, the Promotion and Marketing Unit within the Library Services Directorate of the KZN-DAC officials and Georgetown Public Library officials. Quantitative survey results indicated that a large percentage (56.4%) of respondents were not sure whether the KZN-DAC does promote a culture of reading in their community. These results converged with the qualitative interviews results of the KZN-DAC officials which revealed that the KZN-DAC does not have its own initiatives for promoting a culture of reading in communities due to

financial constraints and capacity. Quantitative interview data revealed that KZN-DAC does not have formal working relationship with other stakeholders such as households, LIASA and municipalities for promoting a culture of reading. Subsequently, quantitative survey results revealed that 89.7% of respondents indicated that no one encouraged a culture of reading in their households.

5.11 CHAPTER SUMMARY

This chapter presented both the qualitative and quantitative analysis and interpretation of data of the current study. The empirical data analysis is aligned with the objectives of the study and further responds to the key questions that guide the study. The primary objective of the study was to ascertain the role of the HRD Unit of the KZN-DAC in promoting a culture of reading in the Edendale community situated in the Msunduzi Municipality. The findings demonstrate that, although in terms of the Constitution of South Africa the provision of library services is a mandate of the provincial Department of Arts and Culture, the HRD Unit of the KZN-DAC does not provide training for public librarians. Instead, the Department has shifted this mandate to municipalities. The senior management officials of the HRD Unit of the KZN-DAC attribute this neglect of the promotion of a culture of reading, to the fact that the Department generally has a limited budget and hence the HRD Unit is not able to cater for the training of and equipping public librarians with the requisite skills to promote a culture of reading in communities. The findings further indicated that the HRD Unit of the KZN-DAC does not set aside a budget allocation dedicated to the promotion of the culture of reading among communities. The findings indicated that community members have to walk long distances to reach the community library. These findings necessitate that the HRD Unit of the KZN-DAC should rethink its stance on the training of public librarians and make budget allocations for this function. The Department should also make funds available for the building of a community library in each community so that people would not have to walk long distances to access library services.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The study examined the role of the HRD Unit of the KZN-DAC in promoting a culture of reading among the communities of the Province of KwaZulu-Natal, with specific reference to the Edendale community in the Msunduzi Municipality. The preceding chapter presented the findings of the study which expressly demonstrate that there is a pressing need for the HRD Unit of the KZN-DAC to begin to incorporate the promotion of a culture of reading in its skills development programmes by developing strategies and initiatives specifically geared towards promoting a culture of reading among the communities of the Province. On the bases of issues examined in the study and research findings, the current chapter gives general findings and, by proposing recommendations, it further paves the way for future studies in the field of the culture of reading. The general conclusions are given in the first part of this chapter, which reviews the contributions of each chapter of the thesis.

6.2 GENERAL CONCLUSIONS

This research was conducted with the aim of exploring the role played by the HRD Unit of the KZN-DAC in promoting a culture of reading among the communities of the Province of KwaZulu-Natal, in particular the Edendale community in the Msunduzi Municipality. This study contends that reading is an essential element towards community development. For this reason, there is need for initiatives to inculcate a culture of reading in communities so that they can value reading as a fun and enjoyable exercise and make it an integral part of their daily life (Xaba, 2015:3). Furthermore, Mahala contends that there is a link between literacy and economic prosperity on the one hand, and illiteracy and poverty on the other, and literacy is the bedrock of societal development and is key to economic prosperity (Mahala, 2010:1). Improved education enhances prospects of employment and leads to higher earnings and rapid economic growth which broadens opportunities for citizens of the country (National Planning Commission, 2014:16). The assumption of the theory (HCT) used in this study is that the KZN-DAC should set funds aside for investment in the promotion of a culture of reading. Therefore, for communities to be able to play a meaningful role in economic activities and contribute to economic growth, it is important that the promotion of a culture of reading is prioritised. A mixed methods approach was employed by the researcher to explore the role of the HRD Unit

of the KZN-DAC in promoting a culture of reading in the Edendale community. Hereunder follows the manner in which the research report was structured:

Chapter One introduced the study and gave an extensive synopsis of the state of literacy in the global, African and South African contexts. This chapter further provided a profile of the Edendale community in the form of population figures, unemployment levels as well as literacy levels. Generally, the community of Edendale, being a semi-urban area, experiences high levels of unemployment and low levels of literacy. The objectives and key questions of the study were provided in this chapter. The chapter provided a cursory overview of the literature reviewed, and theoretical framework and paradigms or philosophical worldviews that underpin the study. The research methodology was briefly highlighted and streamlined in this chapter.

Chapter Two explored literature on literacy. The literature explored in the study provided a picture of how South Africa compares with other countries on the African continent and globally in terms of literacy levels. Furthermore, the literature review explored South African Government policies as well as legislation that are aimed at promoting literacy post-1994. For example, a selection of legislative frameworks on which HRD strategies in the post-apartheid South Africa are based, were explored with the aim of establishing whether the KZN-DAC adheres to these frameworks when developing its training and skills development programmes for public librarians to equip them with skills for promoting a culture of reading in communities. The literature reviewed for the study revealed that Sub-Saharan countries, which include South Africa, have the lowest rate of literacy when compared with other regions of the world, and that only fourteen of South Africans read books while only 5% of parents make time to read to their children. Most of the post-apartheid legislative and policy frameworks that seek to promote literacy and a culture of reading have failed due to poor implementation and financial constraints. This is confirmed by the findings of this study that the HRD Unit of the KZN-DAC does not have strategies and initiatives aimed at equipping community librarians with the requisite skills necessary for the promotion of a culture of reading in communities. Financial constraints are cited by the HRD Unit of the KZN-DAC as the major challenge in this regard.

Chapter Three unpacked in detail Human Capital Theory, which underpinned this study, in relation to the training and equipping of community librarians by the HRD Unit of the KZN-DAC with the relevant skills for promoting a culture of reading in communities. The utilisation of this theory in this study was necessitated by the point of view of the researcher that a theory is a logical explanation of the interrelationships among variables and the purpose for using it

was to explain the underlying relationship between these variables. The three elements of HCT, namely: investment in education, productivity and efficiency were elaborated in this chapter.

Chapter Four provided the methodological approach which underpinned the study. A mixed methods approach was employed by the researcher to conduct this research. The mixed methods approach was considered appropriate for this study on account of its ability to collect adequate data using qualitative and quantitative philosophical worldviews. A total of 50 survey questionnaires were administered to Edendale community members who are serviced by the Georgetown community library. Semi-structured interviews were conducted with the HRD Unit officials of the KZN-DAC, namely: Director, Deputy Director as well the Assistant Director; the four officials from the Promotion and Marketing Unit within the Library Services Directorate and officials from the Georgetown Public Library. The non-probability purposive sampling method was used by the researcher to select subjects for qualitative interviews for this study. This sampling method was selected based on the researcher's familiarity with and knowledge of the target population, namely: officials from the HRD Unit of the KZN-DAC, officials from the Promotion and Marketing Unit within the Library Services Directorate and officials from the Georgetown Public Library who could provide the most appropriate information to address the purpose of this study.

Chapter Five dealt extensively with analysis and the interpretation of data. In view of the fact that the study employed a mixed methods approach, the data analysis and presentation was two-fold, namely: quantitative and qualitative. The quantitative data analysis represented the opinions and experiences of Edendale community members regarding the promotion of a culture of reading by the KZN-DAC in their community. A total of 50 survey questionnaires were administered to Edendale community members and 39 participants responded. Quantitative data analysis indicated that the Edendale community feel that the KZN-DAC is not doing enough to promote a culture of reading in their community. The qualitative analysis expressly indicates that the HRD Unit of the KZN-DAC does not prioritise the promotion of a culture of reading, hence there are no funds set aside by this unit for training and equipping public librarians with the requisite skills for promoting a culture of reading in communities, and has no strategies, initiatives and programmes designed specifically for promoting a culture of reading.

Chapter six drew conclusions from the empirical survey and the themes that arose from the literature. The research findings indicate that generally a lot needs to be done by the KZN-DAC regarding the promotion of a culture of reading in communities. Accordingly, the researcher furnishes apposite recommendations for subsequent studies.

The conclusions of the study based on the empirical studies and literature are provided under four broad themes. These conclusions are concomitant with the objectives of the study.

6.2.1 THE PERCEPTIONS OF KZN PUBLIC LIBRARIANS REGARDING THE ADMINISTRATION OF HRD IN PROMOTING A CULTURE OF READING IN COMMUNITIES

Any nation that aspires to be knowledgeable and to be technologically, economically and academically advanced needs to inculcate a strong culture of reading in its citizens. To this end, post-1994, the Government of South Africa introduced a number of legislative and policy frameworks geared towards promoting literacy levels and reducing levels of illiteracy. These legislative and policy frameworks are meant to be the bedrocks of HRD strategies in the post-apartheid South Africa. However, the perception of KZN public librarians is that the HRD Unit of the KZN-DAC seems to ignore the provisions of these legislative and policy frameworks under the guise that there are financial constraints caused by the limited budget the Department receives from the Provincial Treasury. Thus, the issue of a limited budget for the KZN-DAC requires an active engagement between the Department and the Provincial Treasury so that the training and skills development strategies and programmes for public librarians to equip them with skills for promoting a culture of reading in communities can be elevated within the HRD Unit of the KZN-DAC. This will assist in creating literate communities in which all citizens acquire basic education and training necessary for meaningful participation in the economic activities, thus reducing the impact of the triple challenges of development, namely: unemployment, inequality and poverty besetting communities such as the Edendale community.

6.2.2 CHALLENGES EXPERIENCED BY THE HRD UNIT OF THE KZN-DAC IN PROMOTING A CULTURE OF READING

Although the Human Resource Development Strategy (2010-2-30) categorically states that for purposes of developing human resources in the Republic of South Africa, HRD units should ensure that the investment levels for all sectors of education and training systems are above the global average. However, the HRD Unit of the KZN-DAC claims that a lack of funds prevents it from prioritising the training of public librarians to equip them with the relevant skills for promoting a culture of reading in communities. The HRD Strategy for the Public Sector (2000-2006) has as one as of its objectives, the development of and inculcating a culture of high quality lifelong learning. This objective can be successfully realised if the HRD Unit of the KZN-DAC invests sufficiently in the training and development of public librarians for

promoting a sustained culture of reading. Accordingly, every possible effort should be made at management level to ensure that the issue of financial constraints within the HRD Unit in relation to the promotion of a culture of reading is addressed so that South Africans in general, including the Edendale community, are not left behind in the fourth industrial revolution. The role played by a strong culture of reading and literacy in improving the socio-economic conditions of communities cannot be over-emphasised.

6.2.3 OPPORTUNITIES ACCRUING FROM THE PROMOTION OF A CULTURE OF READING IN THE EDENDALE COMMUNITY

Promoting a strong culture of reading can contribute positively to improving the socio-economic conditions of the community of Edendale. This assertion is corroborated by the 87.2% of respondents who were of the view that the promotion of a culture of reading in their community can improve the quality of their life, both socially and economically in the sense that high levels of unemployment, which stands at 33% in this community, could be reversed. As most scholars of literacy are in agreement that literacy creates economic opportunities which, in turn, lead to an improved quality of life of the citizens, every efforts should thus be made to promote and inculcate a strong culture of reading in communities.

6.2.4 CRITICAL FACTORS NECESSARY FOR PROMOTING A CULTURE OF READING

Given the fact that the KZN Department of Arts and Culture is the custodian of language and culture-related matters in the Province, it is thus incumbent upon the HRD Unit of the KZN-DAC to demonstrate willingness and commitment towards the promotion of a culture of reading. Without the realisation by the HRD Unit of the significance of and the contribution that can be made by a strong culture reading towards reducing unemployment and poverty levels in communities, there will always be excuses such as lack of budget for promoting a culture of reading. Therefore, in view of a weak culture of reading coupled with high levels of unemployment in the Edendale community, it is imperative for the HRD Unit of the KZN-DAC to rethink its posture towards the promotion of a culture of reading by formulating strategies, initiatives and programmes and allocating budget for implementation of those strategies.

6.3 RECOMMENDATIONS OF THE STUDY

The recommendations of the study are presented in two-fold: firstly, the recommendations arising from the literature and secondly, those arising from the empirical study.

6.3.1 RECOMMENDATIONS EMANATING FROM THE LITERATURE

Below is the presentation of recommendations arising from the literature review.

6.3.1.1 RECOMMENDATION ONE: THE NEED FOR INNOVATIVE LIBRARY PROGRAMMES

Technology is improving every day and that necessitates that the KZN-DAC should embrace this technological advancement by exploring ways of using social networks as one of the strategies promoting a culture of reading, particularly among the youth. It has emerged from the literature that public libraries in Africa use out-of-date material. There is thus a need for the KZN-DAC to introduce innovative and appealing library services programmes to make reading fun and a pleasurable experience, using modern technology as Facebook, WhatsApp, Twitter, e-books, etc. in a quest to promote a culture of reading, especially among the younger generation.

6.3.1.2 RECOMMENDATION TWO: THE NEED FOR THE KZN-DAC HRD STRATEGY TO BE INFORMED BY THE LEGISLATIVE AND POLICY FRAMEWORKS THAT GUIDE THE HRD STRATEGIES IN THE POST-APARTHEID SOUTH AFRICA

After 1994, the Government of South Africa introduced a plethora of legislative and policy frameworks guiding HRD strategies in the democratic South Africa. The KZN-DAC HRD strategy should be informed by the following legislative and policy frameworks that have relevance to literacy and the promotion of a culture of reading: the Constitution of the Republic of South Africa (1996), the Ten Year Innovation Plan (2008-2018), the Human Resource Development Strategy (2010-2030), the National Development Plan: Vision 2030, the White Paper on Public Service Training and Education (1997), the Human Resource Development Strategy for South Africa (HRD-SA), the National Skills Development Strategy (NSDS) 2005-2010 (Including Scarce Skills List 2007), the Basic Education Strategic Plans (ECD, ABET), the HRD Strategy for the Public Sector (2002-2006), the Skills Development Act (1998), the Skills Development Amendment Act (2008) and the National Framework Qualifications Act (2008). The researcher is of the firm view that the promotion of a culture of reading can be

boosted if the HRD Unit of the KZN-DAC can consider all these national policies when formulating its HRD strategies.

6.3.1.3 RECOMMENDATION THREE: THE NEED TO RAISE THE LEVEL OF AWARENESS OF THE IMPORTANCE OF LIBRARIES

The literature review on community libraries on the African continent reveals that the level of awareness on the value and importance of libraries is very low among African communities, including South African. Hence there is wanton destruction of community libraries and university libraries during service delivery protests and student protests, as witnessed During the Fees Must Fall student protests in South Africa in 2015 and 2016, respectively. As a Department responsible for building and sustaining public libraries in the Province, the KZN-DAC should embark on vigorous campaigns to educate communities on the need and importance of public libraries so that they can develop a sense of ownership of libraries and protect them.

6.3.1.4 RECOMMENDATION FOUR: THE NEED FOR BUILDING PUBLIC LIBRARIES FOR EACH COMMUNITY

Chapter two of the current study revealed that the provision of library services across Africa is biased towards urban areas at the expense of rural, semi-rural and semi-urban areas. Consequently, people in such areas have to travel long distances to reach the libraries and this may contribute to a poor culture of reading in these areas. Thus, this study recommends that the KZN-DAC, as the Department responsible for building libraries, should consider building a community library for each and every municipal ward so that people can easily access library services, as this will improve a culture of reading in all communities irrespective of their geographical location.

6.3.2 RECOMMENDATIONS EMANATING FROM THE EMPIRICAL STUDY

Below is the presentation of recommendations arising from the empirical study. The empirical survey of this research revealed major challenges that hamper the HRD Unit of the KZN-DAC from initiating programmes geared towards promoting a vibrant culture of reading. The promotion of a culture of reading could in turn contribute towards reducing the levels of unemployment and the alleviation of poverty in communities. For this reason, recommendations are provided for further research in the field of the promotion of a culture of reading.

6.3.2.1 RECOMMENDATION FIVE: THE NEED FOR COLLABORATION AMONG INSTITUTIONS WITH INTERESTS IN THE PROMOTION OF A CULTURE OF READING

A lack of collaboration among structures such as Municipal Library Services, LIASA, the HRD Unit of the KZN-DAC and the Department of Basic Education and the NGOs regarding the initiatives adversely affects the promotion of a culture of reading. These structures are working in silos, for example: the Department of Basic Education conducts its own literacy programmes such as COLTS, Read- to-Learn Campaign etc., while the Department of Arts and Culture celebrates its own library calendar days such as the National Book Week etc., as does LIASA, Municipal Library Services, as well as NGOs. Furthermore, these institutions should explore ways of involving households and make them an integral part of inculcating a culture of reading, as this study revealed that 89.7% of respondents indicated that households do not encourage a culture of reading. There is thus a need for all institutions to work together in spreading the message of the importance of reading.

6.3.2.2 RECOMMENDATION SIX: THE NEED FOR THE HRD UNIT OF THE KZN-DAC TO PROVIDE TRAINING FOR PUBLIC LIBRARIANS, SPECIFICALLY FOR PROMOTING A CULTURE OF READING

It has emerged from the discussions in this study that there is a direct link between improved socio-economic conditions of communities and literacy, and between poverty and illiteracy. With high unemployment levels of 33.7% besetting the Edendale community (Census 2011), it is imperative for the HRD Unit of the KZN-DAC to develop strategies for training and equipping the community librarians with the requisite skills for promoting a culture of reading so that communities can stand a chance of escaping the triple challenges of development (unemployment, poverty and inequality).

6.3.2.3 RECOMMENDATION SEVEN: THE NEED FOR THE HRD UNIT OF THE KZN-DAC TO PROVIDE THE BUDGET FOR THE PROMOTION OF A CULTURE OF READING

Notwithstanding the limited budget that the KZN-DAC receives from the Provincial Treasury, the HRD Unit of the KZN-DAC should design a financial support model which will ensure that strategies, initiatives and programmes including, but not limited to, the training of public librarians for promoting a culture of reading are implemented. In simple terms, this means that

the HRD Unit of the KZN-DAC should ensure that it allocates funds specifically for the promotion of a culture of reading in communities.

6.4 LIMITATIONS OF THE STUDY

Delimitations address the boundaries of a research study, and on the other hand, limitations detect possible shortcomings of an investigation. One of the limitations of this study was the fact that only one public library in this Province had been included in the study, and it was likely that some public libraries that were not part of this study could have provided a better perspective on the focus area of this study. Furthermore, generalisation of the findings of this study may not be relevant to other government institutions. Of the 50 survey questionnaires that were administered to the Edendale community members, 39 respondents returned the questionnaires. Furthermore, the library under study, the Georgetown Public Library had only one (1) qualified librarian. Be that as it may, every effort was made to minimise the impact on the study.

6.5 CHAPTER SUMMARY

This study was conducted in order to ascertain the role played by the HRD Unit of the KZN-DAC in the promotion of a culture of reading in provincial communities, with specific reference to the Edendale community. For any country to have a knowledgeable citizenry that contribute to economic growth, it must inculcate a strong culture of reading in its communities. Unfortunately, the findings of this study expressly revealed that the promotion of a culture of reading is not the priority of the HRD Unit of the KZN-DAC since this Unit does not allocate any budget for this purpose and it has no strategies in place for promoting a culture of reading in communities. Based on this study, the researcher argues that one of the implications of this neglect of the promotion of a culture of reading by the HRD Unit of the KZN-DAC is that the triple challenges of development besetting communities such the Edendale community, which has high levels of unemployment, will continue unabated. For this reason, an urgent need for the HRD Unit of the KZN-DAC to address challenges such as a lack of financial resources and capacity that hinder it to prioritise the promotion of a culture of reading in communities.

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LIST OF ANNEXURES

Annexure A 1: Informed Consent – English version

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY AND PUBLIC
GOVERNANCE**

Dear Respondent,

Master's degree in Public Administration Research Project

Researcher: Abednego Babayi Ntokozo Gumede (Cell. Number: 072 712 2232)

Supervisor: Dr. S. Zondi Name (Office Telephone number: 031 260 8247)

Research Office : Ms. M Snyman (031 260 8350)

I, Abednego Babayi Ntokozo Gumede, a Master's degree in Public Administration student, at the School of Management, Information Technology and Public Governance, of the University of KwaZulu-Natal. You are invited to participate in a research project entitled The Role of the Human Resource Development Unit of the KwaZulu-Natal Department of Arts and Culture in Promoting the Culture of Reading in Edendale community. The aim of this study is to: examine the role of Human Resource Development Unit of the KZN Department of Arts and Culture in promoting the culture of reading amongst the communities of KwaZulu-Natal in general and in particular the Edendale community under Umsunduzi Local Municipality in Pietermaritzburg.

Through your participation I hope to understand the strategies (if any) employed by the KwaZulu-Natal Department of Arts and Culture HRD Unit and the Marketing and Promotions Unit within the Library Services Directorate to promote the culture of reading among communities. The results of the survey are intended to contribute to cultivating a culture of reading so that every South African citizen can be a fluent reader who reads to learn, and reads for enjoyment and enrichment.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence.

There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by School of Management, Information Technology and Public Governance, UKZN.

If you have any questions or concerns about completing the interview or about participating in this study, you may contact me or my supervisor at the numbers listed above.

This interview should take about fifteen minutes to complete.

Sincerely

Investigator's signature _____ Date _____

On separate page

CONSENT

I.....(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

I hereby consent or do not consent to have this interview recorded

SIGNATURE OF PARTICIPANT

DATE

.....

Annexure A 2: Informed Consent – isiZulu version

INYUVESI YAKWAZULU-NATALI SCHOOL OF MANAGEMENT, INFORMATION TECHNOLOGY AND PUBLIC GOVERNANCE

Sawubona,

Ucwaningo lweziqu ze-Master's Kwezokuphatha

Umcwani: Abednego Babayi Ntokozo Gumede (Cell. Number: 072 712 2232)

Umelekeleli: UDkt. S. Zondi (Office Telephone number: 031 260 8247)

Ophethe ihhovisi lezocwaningo: uNksz. M. Snyman (031 260 8350)

Mina, Abednego Babayi Ntokozo Gumede, ngiyisitshudeni esenza iziqu ze-Master's in Public Administration, ngaphansi koPhiko lwe-School of Management, Information Technology and Public Governance, eNyuvesi yaKwazulu-Natali (UKZN). Ngiyakucela ukuba ubambe iqhaza ocwaningweni engilwenzayo isihlolo salo esithi Iqhaza Lophiko Olubhekele Ukuthuthukiswa Kwabasebenzi eMnyangweni Wezobuciko Namasiko Ekutshal Uthando Lokufunda Emphakathini wase-Edendale. Inhloso yalolu cwani: ukubheka iqhaza Lophiko Olubhekele Ukuthuthukiswa Kwabasebenzi eMnyangweni Wezobuciko Namasiko Maqondana Nokutshala Uthando Lokufunda Emiphakathini yaKwaZulu-Natali jikelele ngeso lomphakathi wase-Edendale ngaphansi kukaMasipala Wendawo uMsunduzi eMgungundlovu.

Ngokubamaba kwakho iqhaza kulolu cwani ngizothola ukuthola ukuqondisisa amasu (uma ekhona) asetshenziswa Uphiko Olubhekele Ukuthuthukiswa Kwabasebenzi eMnyangweni Wezobuciko Namasiko kanye Nophiko Lwezokumaketha Nokugququzela olungaphansi Kwemisebenzi Yemitapo Yolwazi ekutshaleni uthando lokufunda emiphakathini ikakhulukazi umphakathi wase-Edendale. Imiphumelela yaloku cwani kuhloswe ngayo ukuba kufakwe isiko lokufunda ukuze umuntu oyisakhamuzi salapha eNingizimu Afrika akwazi ukufunda kahle ngaphandle kokungingiza efundela ukuthola ulwazi, futhi afundele ukuzithokozisa kanye nokuzinithisa ngolwazi aluthola ezincwadini.

Ukubamba iqhaza kulolu cwani ukwenza ngokuzikhethela. Unganqaba ukubamba iqhaza uma uthanda kumbe uhoxe noma inini ekubambeni iqhaza kulolu cwani ngaphandle kokuthola isijeziso ngalokho. Ayikho imali ozoyithola ngokubamba iqhaza kulolu cwani. Uphiko lwe-School of Management, Information Technology and Public Governance, eNyuvesi yaKwazulu-Natali (UKZN) luzoqinisekisa ukuthi imininingwane yakho kanye namarekhodi okubamba kwakho iqhaza kulolu cwani kuyohlala kuyimfihlo.

Uma unemibuzo maqondana nokuphendula okubuzwa ngalolu cwaningo kumbe maqondana nokubamba iqhaza kulolu cwaningo, ngicela ungithinte noma uthinte umelekeleli wami ezinombolweni ezingenhla.

Ukuphendula konke okubuzwa ngalolu cwaningo kuzothatha imizuzu ebalelwa kweyishumi nanhlanu.

Ozithobayo

Isignesha yomcwaningi _____ Usuku _____

Bhala kwelinye ikhasi

IMVUME

Mina.....(amagama aphelele alowo obamba iqhaza ocwaningweni) ngiyaqnikisa ukuthi ngiyakuqonda okuqukethwe yile ncwadi kanye nohlobo locwaningo olwenziwayo, futhi ngiyavuma ukubamba iqhaza kulolu cwaningo.

Ngiyazi ukuthi nginelungelo lokuhoxa noma inini ocwaningweni, uma ngithanda.

Ngiyavuma or angivumi ukuthi kurekhodwe ukuphendula kwami imibuzo yocwaningo

ISIGNESHA YOBAMBE IQHAZA USUKU.....

Annexure B1: Permission letter to conduct the study from the Department of Arts and Culture



arts & culture

Department:
Arts & Culture
PROVINCE OF KWAZULU-NATAL

To Whom It May Concern: Department of Arts and Culture Gatekeeper's Consent

Re: Master of Public Administration Research Project

This letter serves to confirm that **Mr. ABN Gumede, a Master of Public Administration student registered with the University of KwaZulu Natal, Westville Campus, student number: 215 080424**, has been granted permission to conduct his study in the Department of Arts and Culture: 171 Boshoff Street DAC headquarters, Pietermaritzburg, 230 Prince Alfred Street Library Services Directorate and Georgetown Public Library in Edendale, Pietermaritzburg.

The study is titled **"The Role of the Human Resource Development Unit of the Department of Arts and Culture in Promoting the Culture of Reading in Edendale community."**

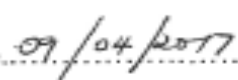
Your support towards this research would be highly appreciated.

Yours faithfully

Acting HOD

M.B. Mnguni

Signature.....

Date.....



Annexure B2: Permission letter to conduct the study from Msunduzi Municipality

Msunduzi Municipality
Community Services & Social Equity
Bessie Head Library
Office No. 2
P. O. Box 415
Pietermaritzburg
3201

Telephone/Ucingo: 033 392 2629/83
Facsimile/isikhahlemez: 033 394 0095
E-Mail: mandla.Ntombela@msunduzi.gov.za



Enq:	Our Ref:	Your Ref:
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Dear Mr A. B. N. Gumede,

RE: MASTER OF PUBLIC ADMINISTRATION RESEARCH PROJECT: The role of Human Resource Development Unit of the Department of Arts and Culture in Promoting the Culture of reading in Edendale community.

Please be advised that you are hereby granted permission to conduct your research within the George Town Public Library for the purpose of the above mentioned study.

I trust that the above is in order and for further information or any other queries please do not hesitate to contact me on the above mentioned details.

Thank you,

Yours truly,

Mandla Ntombela
Manager: Library Services

Signature  Date: 10/04/17

Annexure C 1: Questionnaire for community members

SECTION A

QUESTIONNAIRE FOR THE COMMUNITY MEMBERS

The Role of the Human Resource Development Unit of the Department of Arts and Culture in Promoting the Culture of Reading at Edendale Community

DEMOGRAPHIC INFORMATION OF PARTICIPANTS

(ALL PARTICIPANTS TO ANSWER)

Please indicate your response by using a tick

A1. Age

<input type="checkbox"/> 1 - 25	<input type="checkbox"/> 25 - 30	<input type="checkbox"/> 30 - 45	<input type="checkbox"/> 45 - 55	<input type="checkbox"/> 55+	<input type="checkbox"/>
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A2. Gender

<input type="checkbox"/> Male	<input type="checkbox"/>	<input type="checkbox"/> Female	<input type="checkbox"/>
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A3. Ethnic Background

<input type="checkbox"/> White	<input type="checkbox"/>
<input type="checkbox"/> Black	<input type="checkbox"/>
<input type="checkbox"/> Coloured	<input type="checkbox"/>
<input type="checkbox"/> Indian	<input type="checkbox"/>
<input type="checkbox"/> Other	<input type="checkbox"/>

A4. Educational Background

<input type="checkbox"/> No education	<input type="checkbox"/> 1
<input type="checkbox"/> Primary Education	<input type="checkbox"/> 2
<input type="checkbox"/> Secondary Education	<input type="checkbox"/> 3
<input type="checkbox"/> Post metric education	<input type="checkbox"/> 4
<input type="checkbox"/> Other	<input type="checkbox"/> 5

A5 Employer, if employed

<input type="checkbox"/> Public Sector	<input type="checkbox"/> 1
<input type="checkbox"/> Private	<input type="checkbox"/> 2
<input type="checkbox"/> Business Sector	<input type="checkbox"/> 3
<input type="checkbox"/> Self-Employed	<input type="checkbox"/> 4
<input type="checkbox"/> Unemployed	<input type="checkbox"/> 5
<input type="checkbox"/> Other	<input type="checkbox"/> 6

A6. Do you read books?

Yes	
No	

A7. Which of the following represents your motive for reading books

Develop understanding of the world issues	
Develop critical thinking skills	
Research information for school work	
Improve writing skills	
Prepare for job interviews/s	
Learn about your history	

A8. Bedside Schools in your community, which other institutions listed in the below list promotes the culture of reading in your community

Libraries	
Municipality	
Multi-purpose community centres	
Churches	
Other, please name the institution	

A9. Do you use the library facilities available in your community?

Yes	
No	

A10. How many kilometres do you have to travel to reach the library?

Between 0 - 5 kms		Between 6 - 10 kms		More than 10 kms	
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A11. Indicate average in which you use the library

Less than once a month	
Once a month	
Once every two weeks	
Once a week	
Two or three times a week	
daily	

A 12. In the table below, indicate your understanding of the library facilities in your community

Strongly Disagree – SD	Disagree – D	Don't Know – DK	Agree – A	Strongly Agree – SA
------------------------	--------------	-----------------	-----------	---------------------

		SD	D	DK	A	SA
E1	I am aware of where the public library is located in my area					
E2	I normally visit the public library.					
E3	The library in my community has enough resources					

A13. Do you think the promotion of the culture of reading in your community can improve the socio-economic conditions of the people?

Yes	
No	

A 14. Do you or does anyone on your household encourages the culture of reading

Yes	
No	

A15. Does the Department of Arts and Culture promotes the culture of reading in your community.

Yes	
No	
Not sure	

A16. what are your views regarding the promotion of the culture of reading at the community levels?

Annexure C 2: Sample of interview schedule for officials

SECTION B

INTERVIEW SCHEDULE FOR THE OFFICIALS

This section of the interview schedule is ONLY for HRD unit (Directors, Deputy, Directors and Assistant Directors only)

B1. Is the DAC HRD Unit aware of the skills requirements for the promotion of the culture of reading at the community level? Please elaborate.

.....
.....
.....

B2. Does the DAC HRD Unit comprehends, and is it capable and willing to fulfill its roles in developing and capacitating public librarians of the KZN Province to promote the culture of reading?

.....
.....
.....

B3. What role is the HRD Unit playing in creating and developing policies and strategies that improve the skills of public librarians to promote the culture of reading among communities?

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.....
.....

B4. Are there HRD strategies geared towards supporting Library Services Directorate specifically to promote a culture of reading communities?

.....
.....
.....

B5. What challenges and opportunities have you identified in your skills development initiatives, especially when it comes to the staff at Library Services Directorate?

Challenges:

.....

Opportunities

.....

**This section of the interview schedule is for the Promotions and Marketing Unit-within
the Library Services Directorate**

B6. Does the Promotions and Marketing Unit communicate the training needs of their officials for the promotion of the culture of reading in communities to HRD Unit?

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B7. To what extent does the Promotions and Marketing Unit involve HRD Unit in the planning and implementation of the promotion of the culture of reading campaigns?

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B8. How are the skills that the public librarians acquire through your training and development going to assist in implementing the promotion of reading amongst communities?

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B9. What initiatives do you have in the community to promote the culture of reading?

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This section of the interview schedule is for the Georgetown Public Library personnel

B10. Please explain how the promotion of culture of reading campaigns is executed in communities?

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B11. What are the critical factors required of HRD unit for you to be able to promote the culture of reading in communities successfully?

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B12. What in your opinion, can the HRD unit do in the development of your skills?

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B13 Do you get sufficient support from the Promotions and Marketing unit at the Head Office to develop your skills especially concerning the promotion of the culture of reading in communities?

.....

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.....

.....

Annexure D: Ethical Clearance Letter



13 June 2017

Mr Abednego Babayi Ntokozo Gumede (215080424)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Gumede,

Protocol reference number: HSS/0520/017M

Project title: The role of the Human Resource Development Unit of the Department of Arts and Culture in promoting the Culture of Reading in Edendale Community

Full Approval – Expedited Application

In response to your application received on 12 May 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

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 Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr Si Zondi
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 290 3557/0350/4557 Facsimile: +27 (0) 31 200 4609 Email: simbac@ukzn.ac.za / hrsc@ukzn.ac.za / mohunob@ukzn.ac.za

Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Faculty Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

TO WHOM IT MAY CONCERN

Hereby I, JN Engelbrecht, declare that I have edited the language of the thesis of **Abednego Babayi Ntokozo Gumede** with the title:

**THE ROLE OF THE HUMAN RESOURCE DEVELOPMENT UNIT OF THE
DEPARTMENT OF ARTS AND CULTURE IN PROMOTING A CULTURE OF
READING IN THE EDENDALE COMMUNITY**

JN Engelbrecht
BA (University of Pretoria), BA Honours in Linguistics: Translation and Editing (Unisa)

DATE: 22 February 2018

21 Sheraton Wood
51 McCarthy Drive
Chase Valley
3200

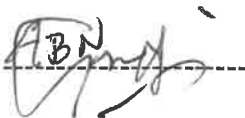
Cell: +2776 856 8542
Email: kobuse1957@gmail.com

DECLARATION

I, Abednego Babayi Ntokozo Gumede, student number 215 080 424, declare that:

- (i) The research reported in this dissertation or thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation or thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation or thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation or thesis 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; and
 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This dissertation or thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation or thesis and in the references sections.

Signature: _____



Date: _____

17/08/2018