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List of Abbreviations

ECD: Early Childhood Development

EIFL: Electronic Information for Libraries

ICT: Information and Communications Technology

IFLA: International Federation of Library Associations and Institutions

LIASA: Library and Information Association of South Africa

LIS: Library and Information Science

NARSSA: National Archives and Records Service of South Africa

OECD: Organisation for Economic Co-operation and Development

UNISA: University of South Africa

WITS: University of the Witwatersrand

WLIC: World Library and Information Congress

Keywords

This study represents the following keywords:

Emfuleni Library and Information Service

Emfuleni Local Municipality

Library programmes

Library space

Measurable outcomes

Poverty

Public libraries

Skills

Social capital

Societal value

South Africa

Trust

Unemployment

Abstract

The thesis is intended to assess the contribution of the public library service to the creation of social capital to reduce poverty. However, in research studies targeting this subject, the lack of empirical research is continuously mentioned or suggestions are made that more qualitative studies could shed more insight on the creation of social capital in public libraries.

The concept of social capital or rather how it is created in public libraries leads to the complexity of understanding the creation thereof in public libraries, while continuous suggestions are that more qualitative studies would give light on its creation in public libraries and also in other subject disciplines (Aguilar & Sen 2009: 425; Halpern 2005: 1; Lin 2001: 3). However, to find clarity about what social capital is, the study focuses on Pierre Bourdieu's description of social capital. Pierre Bourdieu is known as one of the first social scientists who tried to understand the concept of social capital (Bourdieu 2005: 1). The public library from a social capital viewpoint is a trustworthy social network where people have access to resources to benefit their socio-economic development.

The presence of social capital is visible in every aspect of life and for that reason it is not uncommon for social capital to have an effect on unemployment, mental health and social empowerment (Thompson 2015). Social capital is a recognisable term in Library and Information Science (LIS) literature (Stilwell 2016: 54; Strand 2016: 144; Skelly 2014: 2; Aabø, Audunson & Vårheim 2010:16; Hart 2007:22; Bhandar, Pan & Tan 2007:263). However, the idea that social capital in libraries exists may not

be recognised, such as in the case of the book *Bowling alone,* authored by Robert Putnam (Putnam 1995:22). Public libraries fulfil the role of social capital in two ways: connecting individuals and the community with their library services and programmes and promoting the staff-patron interactions that attempt to create patron trust in the library. Feldman (2009: 5) illustrates the notion of social capital in the library as generated through library services and programmes that could contribute towards empowerment, skills development, happy families and positive economic growth (Feldman 2009:5).

The study is a sequential explanatory mixed methods study using three data collection methods.Questionnaires with mostly close-ended questions, interviews and official documents. The research participants were 115 library patrons and 58 library staff of the Emfuleni Local Municipality Library and Information Service.

The researcher found several explanations on the creation of social capital, but none had measurable outcomes that could illustrate the societal value of public libraries, apart from one, which was to build a trusting relationship between the library, staff and patrons. Hence, through Vårheim's (2014: 68) observation about trust and patron attendance, library programmes were identified as the measurable outcome to rationalise the importance of the public library and the value of libraries and library staff. In such a case, the societal value of libraries can be understood. Through the correct measuring instruments that were identified in this study, public libraries address the

creation of social capital that makes it possible to show that public library services support lifelong learning and workforce development.

Declaration

I declare that **The contribution of library programmes at the Emfuleni Library and Information Service in creating social capital to reduce poverty** is my own work, and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE

(Lindall Elaine Adams)

27 March 2016

DATE 27 March 2016

Chapter 1

1.1 Background to the study

This study begins with a rhetorical question that aims to further the understanding of the societal value of public libraries. The question is the following: If public libraries were built, would they draw the community in? However, is this evidence enough to support that public libraries are important in communities? Library and Information Science (LIS) research is still looking for answers to highlight public library awareness regarding their practical use in the community and value to the government (Strand 2016: 337; Mnkeni-Saurombe & Zimu 2015:14; National Library of South Africa 2014b: 5) as South Africans do not see public libraries' positive impacts on South African households. Other studies also mention the lack of understanding of the role of public libraries such as Hart and Nassimbeni (2016: 199) and Fourie and Meyer (2016: 423). The reason for this is that, although there is sufficient evidence in the research literature to support the importance of public libraries, more research is needed to make a concrete connection to show that public libraries play a role in informal learning activities. Rationalising the existence of the public library, and the value of libraries and library staff is only possible when public libraries can demonstrate that they are able to assist with poverty reduction by creating social capital to address poverty for the government, and when stakeholders understand their societal value. Public libraries need to sell their success stories and share how they manage, through specific library services, to change the lives of community members.

This sequential explanatory mixed methods case study focuses on the specific library services that create social capital and suggests that the positive attributes of social capital through library programmes and the patron trust that is generated from the staff-patron interaction constitute the social capital outcomes in public libraries that determine the societal value of the public library. The case is built on the library services, specifically the library programmes of the Emfuleni Local Municipality Library and Information Service. The Emfuleni Local Municipality has 14 libraries and each of them is divided into three regions based on their geographical location. Region 1 includes the following libraries: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson. Region 2 includes Vereeniging, Rus ter Vaal, Tshepiso and Sharpeville, while Region 3 contains the following libraries: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North. Moreover, the three regions 'shape' the case as each library has its own communities and social capital creation through library programmes which could potentially influence the participants attending library programmes differently in each region.

This case study intended to strengthen public library awareness within the government and amongst other stakeholders by providing evidence that library programmes are very strong role players in poverty reduction. For the purpose of the study, the public library is a community education institute that creates social capital by offering innovative programmes (courses) that support literacy, education and skills development. This study

also shows how the patrons benefit from the valuable contributions of public libraries in their communities by commenting on the responses of the people that have benefited from public library programmes and how the courses have improved their quality of life as members of the community. Accordingly, the study includes a thorough literature review to identify the gaps of social capital in Library and Information Science (LIS) research. The chapter further identifies the research problem and purpose of the study, the limitations, the methodology used for the study, the ethical considerations and the research contributions.

1.2 Defining the public library role

According to the IFLA Public Library Services Guidelines (2016), public libraries all over the world share the same traditional functions, regardless of the context in which they operate. For instance, public libraries receive their funding from the local, regional or national government, and these libraries perform the role of educators of a democratic society. Public libraries socially include all members of the society, irrespective of 'race, nationality, age, gender, religion, language, disability, or economic, social and employment status' (IFLA 2016). Gill (2001:1) describes the public library as a social institution, maintained and funded by the community by means of either local, regional or government support. Gill (2001) also makes it clear that the function of the public library is to make knowledge and information accessible to all, with no discrimination regarding age, religion, nationality, background or socioeconomic status of library patrons.

The UNESCO Public Library Manifesto (2000) describes the public library as the point of entry when seeking knowledge. The public library fosters a lifetime of learning, free thinking and cultural opportunities. Akparobore (2011) says that the library builds upon improving the quality of life of disadvantaged people, since it gives people without formal education an opportunity to access information and opportunities to learn new skills and acquire knowledge.

Other functions of libraries

- Facilitate lifelong learning as the driver of knowledge creation and information access (Häggström 2016)

- Provide computers and other technologies beneficial for Internet access (Häggström 2016)

- Assist with the search process and evaluation of credible sources (Häggström 2016)

1.3 State of public libraries in South Africa

The public library service of South Africa falls under the mandate of the provincial legislature as announced in Part A of the Constitution of the Republic of South Africa (1996: 138). Previously, the responsibility of the public library was shared between the provincial and local authority, and the local authority was responsible for maintenance of the library building and staff. As for the provinces, they were responsible for the 'professional and technical service" (National Library of South Africa 2015: 27). The

new legislature requests that public libraries are now the responsibility of the provincial legislature (Constitution of the Republic of South Africa 1996: 138). However, this decision has led to poor service delivery and infrastructure in several areas which affect library operations (LIASA 2015: 12). The regression of services is evidenced in the research literature that discusses the challenges of both public (Stilwell 2016: 45; Fourie & Meyer 2016: 423; Ugwoke & Omekwu 2014:19; Mnkeni-Saurombe 2010:91) and academic libraries (Wild 2016; Hoskins & Stilwell 2011: 51). Public library funding is also complicated in the sense that when a new administration takes over from the local government, the funds that were previously administered by the prior local government should transfer to the new administration. However, no provision has been made on how to shift the funds from the local to the provincial administration (Parliamentary Monitoring Group 2005). Confusion over responsibilities is another problem; for example, the municipality is believed to upkeep the maintenance of the library building, the furniture, staff salaries, and printed and electronic resources, but the provincial administration has also become involved with the infrastructure of library buildings. According to the Parliamentary Monitoring Group (2005), certain provinces do not even make provisions for library budgets. In cases such as this, books are distributed between libraries, but the number of books allocated to the library will vary on the grounds of 'circulation, membership, and equity ratios based on rural/urban and previously advantaged versus disadvantaged status' LIASA (2015: 41.) This reveals that the allocation of resources is

also influenced by the geographical location of libraries, which means that membership and circulation in rural libraries may drop due to fewer resources being available.

As a result, the South African Government consulted with KPMG, a company involved with audit and advisory services, to provide them with guidelines on how to allocate the proposed R200 million from the National Treasury to address service delivery of public and community libraries (Department of Arts and Culture 2006: 1). The funds by the National Treasury came in the form of a Provisional Grant presented in 2007/2008 to the Department of Arts and Culture and for distribution to the local governments (LIASA 2015: 39). With the funds provided, local governments had to ensure to correct the gaps in public library service delivery of previously disadvantaged communities in urban and rural areas. These funds were to help urban and rural libraries increase printed collections, employ library staff, and provide reasonable salaries and training as well as increase the information and knowledge resources for the community that can improve their standard of living (LIASA 2015: 39). Through the provision of a generous grant by the national government, public and community libraries could focus on expanding their libraries in readiness of welcoming the 21st century library patron through the following:

- 'ICT infrastructure and free Internet access'
- 'Enhanced staff capacity and training'

- 'New libraries and library upgrades on the existing infrastructure (buildings)'
- 'Mobile library units'
- 'Toy libraries'
- 'Mini libraries for people with visual disabilities'
- 'Purchase of school text books and other library collections'
- 'Gaming equipment installed in libraries'
- 'Library automated systems'
- 'Reading programmes and literacy campaigns'(LIASA 2015: 40).

The table below indicates the funds received from the government that were allocated to the Department of Arts and Culture to upgrade the urban and rural community libraries:

Table 1: Allocated funds for the Department of Arts and Culture (National Archives and Records Service of South Africa (NARSSA) 2016)

2010/11	R512,660 million
2011/12	R543,420 million
2012/13	R564,574 million
2013/14	R597,786 million
2014/15	R1 016,210 million

Through the Conditional Grant, the following outcomes were achieved:

- 69 new libraries were built.
- The service delivery of 323 libraries was upgraded.
- 207,587 library books (accessible to readers) were acquired.

- Free Internet use became available.

- Library services for the blind were enhanced through the availability of braille computers.

- Staffing was increased by creating 1,274 new jobs. (NARSSA 2016)

Unfortunately, not all provinces made use of the funds allocated to them and did not upgrade the libraries under their jurisdiction. For example, the Emfuleni Local Municipality Libraries have not added any new books to their collection. Although the books were included on their budget during the 2011/12 financial year, no procurement of such books occurred (Chabalala 2015). Another example to confirm under spending of the conditional grant is the Free State Province which lost their Conditional Grant of R86.9 million because of failure to use the money to upgrade the service delivery of education, including infrastructure and maintenance. The R86.9 million was then assigned to the province of KwaZulu-Natal, who used the funds to reach their service delivery targets (Maqhina 2017). The Eastern Cape is another province that underspent their Conditional Grant of R1 billion and had to return the funds to the National Treasurer. The allocated funds to the Eastern Cape Province were supposed to be used for education, health, social development and rural development (Phandle 2016). Apart from the local government's reservations as to spending money, is that the local government spent their Conditional Grant, but did not deploy funds to public and community libraries, such as in the findings of the KPMG Impact Assessment Study (2006: 1). Local governments

might therefore decide to spend any money received from the National Treasurer in other areas such as housing, water, electricity and sanitation projects. For instance, in the KPMG Impact Assessment Study (2006: 1) findings, it is mentioned that provinces 'lack clarity about who has the legal mandate for providing, and therefore for funding, public and community library services'. This could very well mean that the local governments need education on public libraries.

It is not only the local governments who need understanding of public libraries - people in the communities equally lack understanding of the life-changing benefits of public libraries. Reports of public libraries that are burned down by angry people who are unhappy with the service delivery of their local government are not unusual (Ntsala & Mahlatji 2016: 220; News 24 2014; Van Onselen 2013; Lor 2013: 361). Such burning has a long history. For example, fire became the symbol of the oppressed as seen during the invasion of Alexandria when Julius Caesar's soldiers burned down the Great Library of Alexandria in Egypt (DHWTY 2014), with the burning down of the National and University Library in Sarajevo during the Bosnian War (Reuters 2014), and with the Mosul University Library that was burned down in 2014 by ISIS troops (Youssef 2017). Lor (2017: 109) explains that the response when hearing that a library was burned down is usually shock. The reason for this is that libraries are not known for creating stories in the news worth knowing about. However, libraries do become a topic for discussion when there are talks of a government's

discussion to close a library or cut down on library costs to reduce expenditure costs. Lor (2016: 109) characterises libraries as 'invisible' and 'highly visible' whereas the low visible 'invisible' libraries are present in countries with high illiteracy. Libraries in such countries usually lack sufficient information resources. Infrastructure in such countries is in most cases underdeveloped with dusty roads, non-existing sanitation facilities, and schools and clinics with a shortage of resources. On the other hand, the highly visible libraries are present in the most affluent communities and developed countries where people are oblivious of resources and facilities. In the case of South Africa, library buildings were set alight with entire collections being destroyed because of the location of the library. The libraries were part of the local offices of the municipality, and since the protesters were angry with the service delivery of the municipality, they regarded the library building as part of the municipality (Lor 2016: 108). Highly invisible libraries are not without risk, and such libraries are expected to deliver and show results of success. The posing risk of highly invisible libraries is usually concerned with unhappiness over the library leadership and management (Lor 2016: 111). In spite of the two characteristics of libraries, ('invisible or highly visible') there is a correlation between the two types of libraries. Regardless of the country or the community, both libraries are equally at risk of being destroyed (Lor 2016: 110). The reason for this lies in the perception of the library when governments and stakeholders do not understand the role of libraries. With this in mind, Joseph Belletante, at the IFLA 2014 Congress, "Libraries,

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Citizens, Societies: confluence for knowledge" that was held in France, posed an interesting observation in his paper 'Putting crises behind us: a new opportunity for libraries'. According to Belletante (Stilwell, Bates & Lor 2016: 98), libraries should share their expertise in assessing user needs by developing library programmes in line with 'social support to citizens who are demoralized by unemployment' with their local governments (Stilwell, Bates & Lor 2016: 98). Therefore, rationalising the existence of the public library and the value of libraries and library staff is only possible when public libraries can demonstrate that they are able to assist with poverty reduction through innovative library programmes for the government and stakeholders. Then, the societal value of libraries can be understood.

1.4 What is social capital?

Social capital focuses on the social interactions amongst the community and its members. The term 'social capital' was developed in the 1990s (Fine 2007:566; Hart 2007:14; Pawar 2006:211) and used in the academic disciplines of Sociology and Social Sciences. However, there are still discrepancies around defining the concept (Hassan & Birungi 2011:21; Poder 2011:350; Pawar 2006:212). It can be assumed that it is present in social relations when individuals interact with one another socially (Poder 2011:342; Fine 2007:567). Although the concept of social capital is still not clearly defined (Hassan & Birungi 2011:21; Poder 2011:350), it is agreed that it is present in social relations when individuals interact socially (Poder

2011:342; Fine 2007:567). Social capital is visible in social relations when people support one another with the aim to bring about positive life changes to improve their quality of life (Poder 2011:367). This study borrows from the ideas of both Pierre Bourdieu's and Robert Putnam's understanding of social capital and applies it to the study to come up with a measuring tool to understand the creation of social capital in public libraries. Bourdieu (2005: 194) defines social capital as 'the totality of resources (financial capital and also information) activated through a more or less extended, more or less mobilized network of relations which procures a competitive advantage by providing higher returns on investment'. According to Bourdieu, people are born with social capital or born without social capital. Those born with social capital have emotional and economic resources available and thus have a head start in life. Those without social capital, however, need opportunities of assistance to use and make use of resources that could empower them. Unfortunately, Bourdieu failed to include trust as a contributor of social capital, but trust was included in Robert Putnam's understanding of social capital. In Robert Putnam's concept of social capital, '"social capital" refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit' (Putnam 1995: 22). Trust is important to build strong relationships. The concept of social capital and how to make it applicable to public libraries is further discussed in Chapter 3.

1.4 Social capital and the relation to public libraries

Social capital is a recognisable term in Library and Information Science (LIS) literature (Stilwell 2016a: 54; Strand 2016: 144; Skelly 2014: 2; Aabø, Audunson & Vårheim 2010:16; Hart 2007:22; Bhandar, Pan & Tan 2007:263). However, the idea that social capital in libraries exists may not be recognised, such as in the case of the book *Bowling alone,* authored by Robert Putnam (Putnam 1995:22), in which he excludes social institutions such as public libraries as institutions that create social capital. However, Putnam did recognise the contribution of the public library in community engagement in Chapter 2 of the book *Better together: restoring the American community* when Putnam and Feldstein refer to the Chicago Branch Libraries as the 'heartbeat of the community' (Putnam & Feldstein 2009: 35). Putnam and Feldstein (2003: 35) illustrate the following activities in the Chicago Brand Libraries that contribute to social capital: students doing homework after school or over a weekend, adults browsing for books, books being discussed in groups, author groups meeting, and computers being used.

Public libraries fulfil the role of social capital in two ways: connecting individuals and the community with their library services and programmes and promoting the staff-patron interactions that attempt to create patron trust in the library. The power of social capital in public libraries provides opportunities of learning and improvements in socio-economic development. Feldman (2009: 5) illustrates the notion of social capital in

the library as generated through library services and programmes that could contribute towards empowerment, skills development, happy families and positive economic growth (Feldman 2009:5). In another argument to demonstrate the creation of social capital in public libraries, researchers such as Tuominen (2012:2); Huysmans and Oomes (2013:170) and Hart (2007:19) bring their argument forward by stating that social capital is visible in the vision and mission statement of many public libraries.

Although the abovementioned examples are attempting to illustrate social capital in public libraries, there is still some confusion as to what social capital means to public libraries. Capital means to gain ''income''. In the economic sciences field, capital takes on a form of financial gains, while in social sciences "capital" means capital that could improve the social and economic status of people in the community by proving incentives of education, health and wellbeing gains. However, it is difficult to confirm that the existence of social capital in public libraries is capable of reducing poverty to the government and stakeholders without having empirical evidence of such outcomes. Moreover, the existence of social capital should reflect the benefits it holds for the patrons. More about social capital and the creation thereof in public libraries is explained in Chapter two.

1.4.1. Contributions of the public library to create social capital

Social capital and public libraries have their roots strongly embedded in the community. According to Dzialek, Biernacki and Bokwa (2013:201) as

well as Vermaak (2009:50), empirical research demonstrates that social capital strengthens a community. Strong communities are measurable through indicators such as housing, health, safety, a clean environment and low unemployment rates (Winkelmann 2006:12). Fairbairn (2012) and Beyond Access (2012:2) point out that such indicators are only possible once a community has the availability, accessibility and utilisation of resources. There are two measurable outcomes in social capital: that of individual empowerment (capital gains) - and public libraries have the ability to confirm that this area is measurable through library programmes where public libraries could demonstrate their societal value - and the other is patron trust that strengthens social ties with the library. Library programmes address social issues such as unemployment, poverty, social inequality and illiteracy (Mnkeni-Saurombe 2010:92; Klasen & Woolard 2008:2). Public libraries are in many cases the only source of information for poor people (LIASA 2015: 41) and public library services could address poverty through library programmes catered for the young and old such as the following:

Adult literacy programmes

- These programmes assist with the developing of adult learners' basic reading and writing skills and boost their confidence (Nassimbeni & Tandwa 2008: 87).

- Adult learners may instil a reading culture in their children (Stilwell 2011: 15).

Early childhood development programmes

• These programmes develop literacy skills and children learn vocabulary. EDC programmes create an environment for early childhood development by exposing children to books through story times, puppet shows, crafts, rhymes, songs and poetry (Maclean 2008: 3).

Skills development programmes

• Computer classes (NetDimensions 2013).

• English Language Classes (Vårheim 2011a: 12).

• Internet searching skills (Ferguson 2012: 22).

• Job searching skills (Johnson & Griffis 2014: 188; Huysmans & Oomes 2013:171; EIFL 2013).

Other examples to support the public library's ability to reduce poverty and create social capital through library programmes are mentioned in an article by Stilwell (2016b: 124). The examples that are listed by Stilwell (2016) include the following:

Health information

Public libraries provide access to health-related information pertaining to 'health and healthcare' (Davis 2016: 17).

Services to immigrants

Library programmes help immigrants to adapt to a new country and culture (New York Public Library 2017; Diaz 2016; Vårheim 2011a: 25).

Services to people with visual impairments
Public libraries create services for people with limited vision or vision loss to benefit from gaining access to information (South African Library for the Blind 2017; City of Tswane Metropolitan Municipality 2015; Kaunda 2015; Nassimbeni & De Jager 2014:250).

Rural library services
Public libraries make provision of library services that are accessible to people living in rural areas (Mnkeni-Saurombe & Zimu 2012: 3).

Enhancing food security
Public libraries help to fight poverty through food gardens as a potential solution of reducing food scarcity in the community (Lewis 2014; Emfuleni Local Municipality 2014b).

It is therefore clear that public libraries create social capital and show the ability to reduce poverty in the community through innovative library programmes and services. In a recent study by Stilwell (2016a: 46) it is shown that to create measures that would assist libraries with their strategic goals in terms of guidelines to services, they should address poverty reduction in their library services as 'drivers of social inclusion' Stilwell 2016a: 46). Stilwell illustrates 'drivers of social inclusion' in Figure 1

(Stilwell 2016a: 46) by assigning various types of capital gains to each of the 'drivers'.

Table 1. Factors as types of capital, their influence on social inclusion through public libraries, and estimates of their importance.

Factors	Type of capital	Influence on social inclusion through public libraries	Importance (established in the literature) – low medium, high
Access to ICTs	Infrastructure	Access to personal computers and Internet	High
Access to information		Community and other information	High
Location		Overcoming isolation using opportunities for networking Community information	Low, if all other factors are well-provided for
Educational level	Knowledge	Information Literacy training	High
Health	Human	Access to information Opportunities for networking	High
Food security		Library food gardens Community information Networking with local NGOs	High
Employment	Economic	Community and job opportunity information on Internet, in newspapers etc.	High
Economic status		Community information Business Corners	Medium
Access to transport		Community information re bus routes, taxis etc. Opportunities for networking e.g. lift sharing etc., on community notice boards in libraries	High

Figure 1: Drivers of social inclusion – (Stilwell 2016a: 46)

For example, 'human capital provided outcomes of health and food security; economic capital provided outcomes of economic status, employment and transport, while knowledge capital outcomes were education and literacy.

Although the abovementioned poverty reduction examples illustrate how public library services could help the poor, many South African people and the government remain oblivious to the potential of public libraries to uplift the poor. Public libraries create opportunities of empowerment for the poor by exposing them to the use and access of information resources that could add benefit to their quality of life and social wellbeing (Fourie & Meyer

2016: 423; Raju & Raju 2010:8; Davis 2009:137; Nassimbeni & May 2006:20). Therefore, this study attempts to demonstrate that the attendance of library programmes is one of the socio-economic incentives of public libraries that have the ability to assist with poverty reduction while creating social capital.

1.5 Overview of poverty reduction strategies

Poverty reduction is a method of overcoming poverty by focusing on measures to improve the quality of life. Hipsher (2013) describes poverty reduction as that of 'increasing wealth' of people living in poverty. Increasing wealth of the poor contributes to economic wealth when poor people gain an opportunity to obtain vocational skills (King & Palmer 2007: 26), not through formal education which is often out of reach to the poor, but through government-initiated programmes targeted at reducing poverty. The history of poverty reduction dates far back in time. In an *Economist* article about poverty, the article refers to an inauguration speech by President Harry S. Truman of the United States in 1949, in which he mentioned that more than half of the world's population lived in poverty. During this speech, he acknowledged that humankind had developed their knowledge and skills in such a way to reduce the adversity of those living in poverty (The Economist 2013).

The strive towards the end of poverty has finally reached a date since the inauguration speech by President Truman. The target date for overall

poverty reduction is 2030 - a date set in most government plans such as the National Development Plan (South African Government 2016), Kenya Vision Plan (African Center for Economic Transformation (ACET) 2014: 8), Ethiopia (Girma 2016) and the United Nations Sustainable Development Goals (United Nations Development Programme 2015).

However, the alleviation of poverty is only possible when governments place the interests of their citizens first and when they take action to tackle the causes of poverty. Poverty, unemployment, illiteracy and social exclusion are major contributors to poverty (Page & Shimeles 2015: 17; Van der Berg 2014: 2010). In order to fight unemployment in South Africa, the government is structuring a job creation strategy (Organisation for Economic Co-operation and Development (OECD) 2017: 10). Currently, several poverty reduction strategies are attempting to find solutions to end poverty by 2030, such as the National Development Plan of the South African Government.

Poverty reduction has always been a vision of the South African Government and it dates as far back as the Growth, Employment and Redistribution Policy that was developed in 1996 (South African History Online 2014). This was a five-year plan and aimed at achieving the following objectives:

- Boosting the country's economy through job creation.

- Restructuring income distribution to benefit the poor.
- Promoting access to health services and education for all.
- Creating safe and productive environments (South African History Online 2014).

However, the Growth, Employment and Redistribution Policy failed to succeed in the objectives to reduce poverty and create jobs and was thus changed in 2005 to the Accelerated and Shared Growth Initiative for South Africa. Similar to its predecessor, the Accelerated and Shared Growth Initiative for South Africa aspired to reduce poverty by the year 2010 and to reduce the unemployment rate by half towards 2014. With the objective of reducing unemployment, the South African Government announced 2011 as the Year of Job Creation (South African Government 2012: 4). Although it was argued that the Accelerated and Shared Growth Initiative for South Africa showed some improvements in terms of its vision, the outlook of this initiative seemed vague. Following this, in 2013 the South African Government initiated the National Development Plan 2030 (South African History Online 2014). In line with the South African Government's expectations to reduce the unemployment, it injected R150 billion in the Expanded Public Works Programme. Another initiative as part of the National Development Plan was to create employment opportunities for all by 2019 (South African Government 2017b).

The South African Government outlined the following National Development Plan objectives to ensure the elimination of poverty by 2030:

1. Expand employment possibilities for young people and people with limited skills by assisting with job development opportunities.
2. Increase job-seeking initiatives to assist 1 million applicants with finding jobs in 2015 to 2 million by the year of 2020.
3. Extend the availability of health care by making more health care workers available to assist with health care within the community, by the provision of maternal health assistance, assistance to HIV/Aids patients, availability of vaccinations and training of more people in health care.
4. Provide aid to families living in crime-infested communities.
5. Develop a nutritional care plan.
6. Initiate early childhood development programmes.
7. Offer quality education in all schools to enable learners to attend higher education.
8. Expand the urban development infrastructure so that people have easy access to public spaces and their workplace.
9. Transform the current public transportation system in order for people to feel safe when they are using public transportation (National Planning Commission [n.d.).

The National Development Plan of the South African Government shows similarities with the United Nations Millennium Development Goals

(United Nations 2015) and Sustainable Development Goals. The United Nations and South African Government mention job creation and the creation of 'decent' jobs for all. It is only possible to reach this objective when people are equipped with a set of skills, specifically targeted at lower-skilled workers, to make them employable. In line with the National Development Plan is the 2019 target of creating 6 million new jobs. However, the current situation of unemployment is beyond the creation of 6 million jobs by 2019. The SA Labour Force Survey for the second quarter of 2015 revealed that in the period 2008 to 2015, the employment rate increased from 12.7 million to 14.8 million people (Statistics South Africa 2015:iv) and the highest number of unemployed people were in the "discouraged job-seekers" category, which is defined by Statistics SA as a person who wants to work but cannot find a job, one who does not have the relevant skills for the job or one who has become discouraged by not finding a job (Statistics South Africa 2015: xxi).

1.6 Introducing a social capital framework to measure the creation of social capital as a poverty alleviation strategy in public libraries

Rationalising the existence of the public library and the value of libraries and library staff is only possible when public libraries can demonstrate that they could assist with poverty reduction. Thus, this study introduces social capital as a poverty reduction strategy to strengthen public library awareness. The power of social capital in public libraries provides for opportunities of learning and improvements of socio-economic

development. Moreover, the social capital framework for public libraries makes it easier to support the creation of social capital in public libraries; the creation of social capital in public libraries refers to individual gains of empowerment from attending library programmes and from having trust in public libraries. Library programmes have reliable outcomes of individual empowerment, but library programmes are only successful when attendees have trust in the library and its services. Several research articles mention ordinary citizens' lack of trust in their governments (Curzon 2017; Chingwete 2016: 1; Lefko-Everett, Nyoka & Tiscornia 2011: 7). Public library services are trusted institutions (Horrigan 2016; Vårheim 2014b: 271) and their services and functions remains the same. However, trust is broken when governments fail to address unemployment which could cause the gap between the rich and the poor to further widen. To win the trust of the people, governments should turn to institutions such as public libraries that embed trust. Therefore, to ensure positive outcomes of poverty reduction, which is equally of benefit to patrons, the following measures need inclusion in a social capital framework to understand the creation of social capital as a poverty alleviation strategy in public libraries:

1.	Library programmes as a social capital measuring tool to determine the societal value of the public library.

2.	Patron trust as a social capital measuring tool to determine the societal value of the public library.

1.7 Study setting

The decision to include the Emfuleni Local Municipality Libraries in this research came from a suggestion by the Library and Information Association of South Africa (LIASA), as part of a Listserv announcement to search for public libraries to take part in the study. LIASA was familiar with the library outreach programmes at the Emfuleni Local Municipality and referred the student to contact the Library Manager, Ms Marina van Wyk. The student found that the Emfuleni Local Municipality provides a rich and rewarding site for a case study.

Emfuleni Local Municipality Map

Figure 2: Emfuleni Local Municipality Map

Source: Municipalities of South Africa 2012-2018.

The Emfuleni Local Municipality merged with the two local municipalities, including the Sedibeng District Municipality that is located in Vanderbijlpark, Gauteng, and it includes the whole southern area of the

Gauteng province and the Midvaal Local Municipality. The Emfuleni Local Municipality is closely situated near the N1 national route that stretches from Cape Town to the Beit Bridge on the border of Zimbabwe. The Emfuleni Local Municipality serves the residents from the six peripheral urban townships, which are Sharpeville, Evaton, Sebokeng, Boipatong, Bophelong, and Tshepiso; additionally, communities in the residential areas of Roshnee, Rus-ter-Vaal, Bonanne, Steel Park, Duncanville, Unitas Park, Arcon Park, Sonlandpark, Waldrift, and Debonairpark are also served.

The Emfuleni Local Municipality is located in an area that has overseen some landmark developments such as the San Rock engravings near the Vaal River, which show evidence that the San people were the original inhabitants of Emfuleni, site of the Anglo Boer War and Sharpeville Massacre on 21 March 1960.

The Emfuleni Local Municipality are divided into the following the regions:

Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson
The below table provide an overview of the demographical data which make out of the population and language groups of Region 1

Table 2: Region 1: Population by group

Region 1	Population	Black	Coloured	Indian/Asian	White
Boipatong	22168	22015	58	32	19
Bophelong	46089	45682	211	40	29
Driehoek	4956	1924	45	29	2937
Stephenson	4602	2247	175	40	2084
Vanderbijlpark	95840	40755	1219	855	52174

Source: (Van Wyk 2017)

Table 3: Region 1: Language by population

Region 1	Boipatong	Bophelong	Driehoek	Stephenson	Vanderbijlpark
Afrikaans	332	775	2900	2092	47682
English	237	634	321	286	9365
isiNdebele	104	171	20	23	383
isiXhosa	3463	4925	109	180	2870
isiZulu	3208	4270	222	306	4557
Sepedi	1062	543	81	190	1915
Sesotho	11771	31983	828	675	18652
Setswana	553	671	117	122	2154
Siswati	303	182	19	13	444
Tshivenda	110	81	37	36	828
Xitsonga	501	636	63	40	1048

Source: (Van Wyk 2017)

Region 2:

Vereeniging, Rus ter Vaal, Tshepiso and Sharpeville

The below table provide an overview of the demographical data which make out of the population and language groups of Region 2.

Table 4: Region 2: Population by group

Region 2	Population	Black	Coloured	Indian/Asian	White
Rus ter Vaal	6676	3167	3261	109	5
Sharpeville	37599	37406	81	30	16
Tshepiso	29268	29027	83	36	22
Vereeniging	99787	54928	5086	5794	33018

Source: (Van Wyk 2017)

Table 5: Region 2: Language by population

Region 2	Rus ter Vaal	Sharpeville	Tshepiso	Vereeniging
Afrikaans	3500	384	476	3317
English	432	435	275	14791
isiNdebele	10	127	117	506
isiXhosa	673	2549	2866	3981
isiZulu	210	2419	2772	7930
Sepedi	36	322	375	1690
Sesotho	1334	28581	20450	25056
Setswana	160	1157	390	2643
Siswati	27	83	283	540
Tshivenda	4	146	112	847
Xitsonga	76	396	571	1170

Source: (Van Wyk 2017)

Region 3:

Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North.

The below table provide an overview of the demographical data which make out of the population and language groups of Region 3.

Table 6: Region 3: Population by group

Region 2	Population	Black	Coloured	Indian/Asian	White
Boitumelo	17690	17588	47	13	12
Evaton	132851	131771	527	93	114
Evaton North	12409	12337	26	3	10
Residentia	24495	24359	52	16	13
Roshnee	3942	656	55	3158	15
Sebokeng	19251	19118	21	10	20

Source: (Van Wyk 2017)

Table 7: Region 3: Language by population

Region 3 Boitumelo Evaton Evaton North Residentia Roshnee Sebokeng

	Boitumelo	Evaton	Evaton North	Residentia	Roshnee	Sebokeng
Afrikaans	277	1632	136	245	226	296
English	163	1904	253	370	2934	221
isiNdebele	52	720	53	122	30	87
isiXhosa	1639	9581	755	1786	37	549
isiZulu	2187	25859	3256	6208	51	1443
Sepedi	170	1280	101	218	5	170
Sesotho	12325	80482	6373	14283	294	15293
Setswana	229	3668	408	551	56	535
Siswati	65	433	36	20	1	30
Tshivenda	28	382	43	38	5	8
Xitsonga	248	2224	140	201	7	53

Source: (Van Wyk 2017)

1.8 Emfuleni Local Municipality Libraries

The Emfuleni Library and Information Services were selected for this case study as they strive to meet the intellectual, learning, and societal and leisure needs of the community. The mission statement of the Emfuleni Library and Information Services is to provide a robust library and

information service that include lifelong learning, recreation, literacy and cultural manifestations.

1.2.1.1 Food gardens

The Emfuleni Libraries were among the first public libraries in South Africa to successfully implement a sustainable food garden.

Figure 3: Food gardens

Source: Photo provided by Emfuleni Library Services Manager

1.8.1 Reading awareness programmes

The Emuleni Local Municipality Library and Information Services have the following library programmes to promote reading awareness programmes: Born to Read Programme, Soccer Legends Reading Programmes, Early Childhood Development Programme, Community Enrichment and Empowerment Programmes and holiday programmes.

Figure 4: Born to Read

Source: Photo provided by Emfuleni Library Services Manager

1.8.2 Early Childhood Development

The focus is on introducing children to the magic of books by providing appealing books that information workers, teachers and caregivers can share enthusiastically with their children at an early age.

Figure 5: Early Childhood Development
Source: Photo provided by Emfuleni Library Services Manager

1.8.3 Skills development

In 2013, the Emfuleni Local Municipality Libraries partnered with United Kingdom based NetDimensions to start a series of skills training programmes for residents who cannot afford tertiary education (NetDimensions 2013). One of the latest partnerships is with Lulaway when

Sharpeville Library was selected as one of the Mzansi Libraries On-Line (MLO) Pilot Project

Figure 6: Lulaway launch
Source: Photo provided by Emfuleni Library Services Manager

The Emfuleni Library and Information Services were also used in the country to benchmark the GRAP 17 compliancy (Van Wyk 2017)

Figure 7: GRAP 17
Source: Photo provided by Emfuleni Library Services Manager

One of the latest additions of the Emufuleni Local Municipality Library and Information Services is the Boitumelo Library that opened its doors in 2015 and serves a community with visible hardships as most of its residents are unemployed and illiterate. One of the objectives of the Boitumelo Library is that of creating social capital through information access that is a great help for the Boitumelo High School students who in the past had to travel far to a library in order to complete a research project. The newly erected library also means that people can receive informal learning skills (Radebe 2015).

In addition to the library programmes, the Emfuleni Library Services further provides the following:

- Acquisitioning of relevant library material
- Collection development
- Resource sharing
- Exhibitions
- Reference services
- Book education sessions
- Material circulation
- Internet (ICT) access
- Holiday programmes
- Developing of library infrastructure by upgrading of existing facilities and planning of new facilities
- Establishment of community library committees to enhance community participation

- Conducting of relevant programmes to promote social integration
- Supplying social and educational support through mobile outreach services (Source: Emfuleni Library and Information Services PowerPoint Presentation)

In 2015-2016, the library had 14,328 programme participants (Emfuleni Local Municipality 2015: 96). The library membership increased with 18,323 members and the increase is due to free membership, library programmes and the acquisition of new library materials (Emfuleni Local Municipality 2015: 97).

1.9. Research problem

Social capital could determine the societal value of the public library by highlighting the civic engagement function public libraries fulfil as knowledge and information providers in addition to equipping members of the community with skills for empowerment. However, the creation of social capital and what factors constitute the creation of social capital remain a continuous topic of discussion in the Library and Information Science (LIS) profession. In research studies targeting this subject, social capital and public libraries, there are continuous reference to the lack of empirical research. Suggestions are offered that more qualitative studies could shed more light on the creation of social capital in public libraries (Aabø & Audunson 2012:138; Aabø, Audunson & Vårheim 2010:16; Vårheim 2009:372; Vårheim 2007:417).

Since social capital is not properly measured in LIS research in terms of how the creation thereof in the library could be of benefit to the community, a lack of understanding of the purpose of social capital in the library is ever present. It is further difficult to confirm that the existence of social capital in public libraries is capable of reducing poverty to the government and stakeholders without having empirical evidence of such outcomes. Public libraries' creation of social capital creates opportunities of awareness where public libraries could demonstrate the ability to reduce poverty by bringing positive socio-economic life changes to community members that could improve their quality of living (Zickuhr, Rainie, Purcell & Duggan 2013: 1). Poverty, unemployment, social exclusion and illiteracy are the major culprits in the South African economy (Van der Westhuizen & Swart 2015). Poverty reduction strategies by the government do not make provision for the public library service to assist with poverty reduction, merely because it is difficult to understand that the existence of social capital in public libraries is capable of reducing poverty. However, with the correct measuring instruments to address the creation of social capital, it is possible to show that public library services support lifelong learning and workforce development by offering specific library services such as innovative programmes in their communities as part of informal learning opportunities that create social capital when poor people develop skills that could help them improve their lives. Such skills development could assist with ideas to generate an income.

Therefore, the study attempts to find out whether library programmes to educate the community and the attendance thereof create social capital and help with poverty reduction. As more research on social capital and how it is created in public libraries is undertaken, this study addresses the following research questions:

i.   How is social capital created in public libraries?

ii.   How could specific library services such as library programmes contribute to the societal value of public libraries?

iii.   What measurable outcomes constitute the creation of social capital in public libraries?

iv.   To what extent is patron trust linked to staff-patron interaction and could it contribute to the societal value of public libraries?

1.10. Aim of the study

The aim of the study is to demonstrate that public libraries create social capital and address poverty. A hopeful outcome is that libraries will receive more recognition for the contributions which they provide and be recognised by the government as institutions that can assist with poverty reduction. This will in turn, encourage more government funding of libraries.

1.11 Research objectives

In order to achieve the abovementioned aim, the following research objectives were formulated:

i.   To determine the creation of social capital in publish libraries.

ii.   To determine the measurable outcomes that constitute the creation of social capital in public libraries.

iii.   To determine whether library programmes contribute to the societal value of public libraries when the collected data show support that library programmes could reduce poverty.

iv.   To determine whether staff- patron interaction builds trust.

1.12. Motivation for the study

The intent of the study is to add to the contributions of public libraries regarding the creation of social capital to address poverty. What makes this study different from other studies on social capital creation in public libraries is that social capital was tested against the relevancy of library programmes and their ability to reduce poverty, to show evidence of outcomes on how social capital is generated in libraries as part of a social capital study.

1.13. Literature review

The literature review of the study, which follows in Chapter two, explores research conducted in constructs similar to this research. Consideration is given to previous research done on social capital in public libraries, such as in the studies by Johnson (2015), Svendsen (2013), Ferguson (2012), Johnson (2010), and Vårheim (2009). The study also looks into sustainable library programmes by other libraries and how these have contributed

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towards society. Authors such as Svendsen (2013) and Vårheim (2009) based their findings of social capital on results with immigrants, while Johnson researched social capital through the relationship between library patrons and staff. The study by Ferguson (2012) indicates the various areas in which public libraries could create social capital. Ferguson made use of examples from other studies to show the creation of social capital. However, this literature review also explains why social capital research in public libraries remains confusing and difficult to confirm. Nonetheless, the study successfully shows the impact that the public library has made on some of the underprivileged people in South Africa who participated in the study. What makes this study different from other studies on social capital creation in public libraries is that social capital was tested against the relevancy of library programmes and their ability to reduce poverty, to confirm social capital is generated in libraries as part of a social capital study.

1.13.1 Changing role of public libraries

Libraries of the past were the custodians of knowledge. However, because of the development of technology and continual improvements in the ease of access to information, libraries worldwide are faced with the pressure of delivering better community services, compatible with fulfilling the information needs of the individuals in the community. Research studies suggest that libraries make changes to their current practices and become active role players in the community by introducing services that will

improve the quality of life of individuals (Openo 2010:216; Davis 2009:135). Berry (2011) argues that libraries should strengthen their library role and develop programmes to reduce poverty and welcome the socially excluded groups, such as homeless people, into their establishments. Libraries should create services aimed at empowerment, individual wellbeing and economic growth (Hart 2007:17; Caidi 2006:207).

1.13.2 Social capital and public libraries

Vårheim (2009:378; 2007:417) explains that researching social capital in a library setting provides for a clearer understanding to consider public libraries as a driver of social capital. Hart (2007:14) states that, in 2000, librarians discussed the presence of social capital in libraries after the publication of the book *Bowling Alone*, authored by Robert Putnam, in which he omitted to refer to libraries as social institutions that generate social capital, when libraries play an equally important role in civic engagement. However, Putnam did recognise the contribution of the public library in community engagement in Chapter 2 of the book *Better together: restoring the American community* when he refers to the Chicago Branch Libraries as the 'heartbeat of the community' (Putnam & Feldstein 2003: 35). Putnam and Feldstein (2009: 35) illustrate the following activities in the Chicago Branch Libraries that contribute to social capital: students doing homework after school or over a weekend, adults browsing for books, book discussion groups taking place, author groups forming and computers being used.

Ferguson (2012:22) attempts to shed light on how public libraries create social capital. In Ferguson's opinion (201:31), further research is needed, specifically qualitative studies, to examine social capital in public libraries. Svendsen (2013:52) discusses the creation of social capital amongst library users and between patrons and library staff working at branch libraries in rural Denmark. Research is still lacking that investigates the relationship between public libraries and social capital and more studies are needed to demonstrate the relationship (Skelly 2014: 203; Vårheim 2009:372; Vårheim 2007:417).

1.13.3 Social capital and trust in libraries

Several empirical research studies indicate that people trust the library and agree that social capital in the library brings people together (Svendsen 2013:53; Johnson 2010:148; Vårheim 2009:373: Vårheim 2007:421; Hillenbrand 2005). Trust is built in the manner in which librarians treat the patrons visiting the library. Therefore, it is plausible that libraries create social capital through trust, but there has not yet been enough research to support this fully (Vårheim 2009:372; Audunson, Vårheim, Aabø & Holm 2007).

1.13.4 Social capital and the library as a meeting place

Meeting places in libraries have strong potential to create social capital. The library as a 'place' became a discussion point in research at the

commencement of the 21st century (Skelly 2014: 34; Miller 2014:317; Jochumsen, Rasmussen & Skot-Hansen 2012:591). The research findings by Audunson et al. (2007) reveal that the library provides a space for patrons to move around freely. However, there is not enough research that delves deeper into the nature of library patrons' perceptions of the library and/or how public libraries function as meeting places (Aabø & Audunson 2012:138; Aabø, Audunson & Vårheim 2010:16)

1.13.5 Library programmes

Library programmes focus on poverty reduction, for example, by empowering individuals with literacy and information communication and technology (ICT) skills. The following are some examples that are discussed in detail in Chapter 2 that demonstrate how public libraries have changed the lives of people:

Early Childhood Development

The Masiphumelele Community Library in the Western Cape introduced Early Child Development programmes for young children and primary school learners to assist with reading and vocabulary skills, as well as family literacy programmes for parents with young children. The Masiphumelele library staff participates in outreach projects and extends their services to the day-care centres where they engage in storytelling activities. Other outreach services include skills development such as drawing, computer and media skills. The programmes mostly cater for

children and young people, and such activities empower children and equip them with the necessary skills to find employment as adults (Alexander 2015:3).

ICT skills

Emfuleni Local Municipality Libraries partnered with United Kingdom based NetDimensions to start a series of skills training programmes for residents who cannot afford tertiary education (NetDimensions 2013). The partnership led to the launch of two eLearning centres that equipped the Residensia and Sharpeville Libraries with ten computers each. Courses on computer use and business readiness are available at the eLearning Centres. The eLearning Centres are part of the strategy of Emfuleni Local Municipality Libraries to fight poverty in the community and to reduce the number of unemployed individuals in these communities by means of computer literacy training.

- South African public libraries have incorporated computer literacy skills training into their library services in all nine provinces (Matalong 2014).

- Zagreb City Libraries in Croatia helped 22 people, all of whom lived in one of the largest homeless shelters in Kosnica, find employment with ICT training (EIFL 2013b).

- The Lyuben Karavelov Regional Library in Bulgaria assisted 44 people over the age of 40 who were unemployed for an extended period. Through

library assistance, they were able to find employment because the library helped them develop ICT and interview skills.

- The branch libraries in rural Denmark train their elderly citizens how to use a computer (Svendsen 2013:63). ICT training creates bonding and bridging opportunities for elderly citizens. ICT can also create bridging opportunities for empowerment.

- In the Northern Regional Library in Tamale, Ghana, women are taught strategies to search and use the Internet and Web 2.0 tools (Beyond Access 2012).

Programmes for homeless people

The Dallas Public Library launched in 2013 a Homeless Engagement Initiative and had 4000 people from the homeless community engaged in their library services by introducing them to library programmes and mentorship programmes and by providing individual assistance to the homeless community members (Cabello & Butler 2017).

Business skills

- Lulaway Job Centre at the Sharpeville Library, South Africa (Sedibeng Ster 2017: 8).

- Library Business Corners in 80 public libraries in the Western Cape, South Africa p assist entrepreneurs with marketing of small businesses and entrepreneurship library materials (Underwood 2009: 578; Juul 2006: 160).

1.14. Research methodology

This section briefly describes the research methodology adopted for the study, which is discussed in more detail in Chapter 4.

1.14.1 Research approach

Creswell (2014:3) explains that the research approach directs the study and guides the researcher to come up with an appropriate research design, data collection methods, data analysis, and the presentation thereof, to apply to the particular area under study. The two most frequently used research approaches are quantitative and qualitative research, and the differences are underpinned in the manner data is collected (Polit & Beck 2014:8). The third research approach is the mixed methods approach (Venkatesh, Brown & Bala 2013:21).

Creswell, Klassen, Plano Clark and Smith (2011:4) describe mixed methods research as a methodology:

(i)   Where the focus is on understanding and answering the research questions;

(ii)   That employs quantitative and qualitative data collection methods;

(iii)　That mixes observation and interviews by following up with a questionnaire;

(iv) In which a mix of data collection methods is used that draws upon and complements the positive features of both techniques;

(v)　In which a combination of both methodologies creates a philosophical and theoretical framework of a study.

The research approach that was selected and applied in this study is a mixed methods approach. With the mixed methods research approach, sampling is flexible, and the use of two different sample sizes is acceptable, as discussed in Chapter 4. Other reasons for the selection of a mixed methods research approach are because it gives a clearer picture of the respondents, as portrayed in their interview responses and the importance of information resources in their lives, and that it gives a clearer picture of Emfuleni Libraries' communities and their needs.

1.14.2 Research design

There are four basic types of mixed methods research designs (Creswell 2014: 44). The selected research design for this study is the explanatory sequential case study. A case study is regarded as a favourite among researchers (Ivankova, Creswell & Stick 2006:4). The case explains that it was considered appropriate to provide a clearer picture of the successes of public libraries, in particular the Emfuleni Local Municipality Library and Information Services, by demonstrating its ability to create social capital

and to reduce poverty. The study builds its case on social capital through library programmes and investigates the success or lack thereof of the public library services of Emfuleni in creating social capital and reducing poverty through its library programmes. Another reason for selecting the explanatory sequential case study is explained in the sequence.

1.15 Population

For the purpose of this study, the research population consists of library staff at the Emfuleni Local Municipality Library and Information Services, which includes the library manager, supervisors and library assistants, since they are the members responsible for the planning, implementation and execution of the library programmes. The study also drew a sample from the library patrons, who use the Emfuleni Local Municipality Library and Information Services, but it excluded any school learners (primary or secondary), as school learners have the opportunity to broaden their skills and knowledge through formal education. These library programmes focus on school leavers and adults in the age group of 18 to 65, giving an opportunity to lower-skilled adults to learn new skills, which could provide income-related opportunities.

1.16 Sampling

Sampling is an important aspect of any research study. According to Uprichard (2013:1), sampling determines, amongst other things, whether the researcher meets the objectives of the study. There are two primary

sampling techniques, namely, non-probability and probability sampling (Polit & Beck 2014:178; Teddlie & Yu 2007:85). The sampling technique in this study conforms to the norms of the mixed methods approach since the mixed methods approach uses a combination of both quantitative and qualitative data collection tools. Using mixed methods sampling makes it acceptable that the quantitative data sample could be larger and that the qualitative data sample could be smaller (Driscoll, Appiah-Yeboah, Salib & Rupert 2007:25; Collins, Onwuegbuzie & Jiao 2007:271). The largest portion of data received for this study came from the quantitative data by means of questionnaire responses. The qualitative data (interviews conducted) consisted of a smaller sample size. Convenience sampling was used because of the convenience of obtaining participants for the study. In Chapter 4, a more comprehensive discussion is given on sampling size and the treatment of human participants according to the ethical guidelines of the University of South Africa.

1.17 Data collection methods

In any research study, the data collection method is of cardinal importance. Choosing the correct methods ensures coherence, determines the success and improves the trustworthiness of the study (Harrell & Bradley 2009:2). Quantitative data collection methods consist of activities that involve counting, such as the number of closed-ended survey responses while qualitative data collection methods include open-ended questionnaires, interviews, observations and focus groups. This study singled out three data

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collection methods, namely questionnaires, interviews, and the use of Emfuleni Library and Information Service official documents (Van Wyk 2017a).

The benefits of using questionnaires as a data collection method:

• Easy to administer and distribute, for example, by post, face-to-face, telephone or email;

• Reaches a larger audience (Bird 2009:1308);

• Cost effective.

The benefits of interviews as a data collection method:

• The interview is a less rigid form than the questionnaire;

• Interviews are semi-structured, and the sequences of questions, as well as the words used in the questions, are less important (Phellas, Bloch & Seale 2011:184).

1.17.1 Use of questionnaires in the study

In this study, two methods of delivery were used to ensure that the questionnaires reached the target audience. The questionnaires were emailed to the library manager who assigned a staff member to print the questionnaires and distribute them by hand to the library staff at the libraries of the three regions: Region 1 - Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson; Region 2 - Vereeniging, Rus ter Vaal, Tshepiso and Region 3 -Residentia, Boitumelo, Sebokeng, Roshnee,

Evaton and Evaton North, who in turn, distributed them to the library patrons attending library programmes.

The questionnaires were tested through a pilot study with a total of 10 selected public librarians in South Africa and Saudi Arabia. The student resided in Saudi Arabia for over three years and asked public librarians that worked in the same public library sector as the student to assist in the study by completing a questionnaire for the purpose of the study. The student also asked public librarians working at the Stellenbosch Municipality. As Stellenbosch was the hometown of the student completing the questionnaire, staff members were eager to assist the student and to point out problems with the question formulation. The participants who made contributions in completing the pilot study were asked to comment on any errors or ambiguity they had detected in the survey questionnaire; this helped to reformulate and correct the questions. The pretesting of the questionnaire is discussed in detail in Chapter 4.

1.17.2 Use of interviews in the study

The interview is a thoroughly planned dialogue between the interviewer and the interviewee. Gubrium, Holstein, Marvasti and McKinney (2014:1) are in consensus about the growing popularity of interviews in social and scientific research. Carlin (2008:35) suggests that the open-ended question interview is an effective method for extracting evidence. The reason for the use of interviews in this research is mainly that the interview data generated

more evidence of social capital creation in public libraries and provided substantial examples of the societal value public libraries have to their communities and their ability to play a role in poverty reduction.

1.17.3 Official Documents

The manager of the Emfuleni Local Municipality Libraries (Mrs. Van Wyk) provided the student with official documents (Van Wyk 2017a) that showed the development of the Library Services twenty years after democracy. The documents included a PowerPoint Presentation, Lulaway Launch Brochure and photos of the Lulaway Launch and demographical data of the 14 libraries. The documents were used to build the case study of the Emfuleni Library and Information Services.

1.17.4 Reliability and validity in the study

Reliability indicates that the measuring instrument is free from error and will yield consistent results (Bloor & Wood 2006:147). According to Juni (2007:835), there are three areas that researchers should focus on in an attempt to ensure reliability of the research:

• Accurate data collection tools to ensure that, in a repetition of the same study by other researchers, the findings will remain similar to those of the first survey.

• Assurance that the results will continue to be the same even when the same participants do the same test over a different time span.

• Consistency in the data collection methods.

Validity ensures that the study has provided a truthful representation of what was measured. Validity concerns may present themselves in the study design, data gathering tools, data analysis and interpretation of the data (Onwuegbuzie & Johnson 2006:49). To construct the validity of this study, the researcher used only the data collected from the survey and the interviews and attempted to interpret the data accurately. The pilot study also helped with validity.

Questionnaires

The researcher compared the results of other studies by referring to the findings of the social capital research done by Vårheim (2011) and the public library research done by Stilwell (2006) Stilwell (2011a) and Stilwell (2016a) in order to ensure reliability. The study used content validity through the design of the questions to ensure that the questions covered all areas of the problem under investigation.

Interviews

To achieve validity, questions were asked related to the objectives of the study.

1.18 Contribution of the study

The intent of the study is to add to the contributions of public libraries regarding the creation of social capital. Until now, the question of whether the social capital originating in libraries is significant, meaningful and

productive remains unanswered. This study is different from other studies on social capital creation in public libraries and tested social capital against the relevancy of library programmes and their ability to reduce poverty, to show evidence of outcomes on how social capital is generated in libraries as part of a social capital study. Although previous studies have been done on public libraries and their creation of social capital, this study is the first study case study on social capital in public libraries in South Africa. The research furthermore adds to the minimally available South African literature on social capital in public libraries by attempting to explain what constitutes social capital creation in public libraries.

1.19 Delimitations

The results of the study are limited to the library programmes of the 14 libraries at the Emfuleni Local Municipality Library and Information Services. Therefore, the study might have produced different results if libraries in other areas were included in the study. The decision to include the Emfuleni Local Municipality Libraries in this research came from a suggestion by the Library and Information Association of South Africa (LIASA), as part of a Listserv announcement to search for public libraries to take part in the study. LIASA was familiar with the library outreach programmes at the Emfuleni Local Municipality and referred the researcher directly to contact the Library Manager, Ms Marina van Wyk. Furthermore, no other public libraries reacted on the request to participate in the study and share their experiences regarding library programmes that might assist

with poverty reduction. Therefore, the results of the study were only based on collecting data from the three regions of the Emfuleni Local Municipality Library and Information Services. Although there are other public libraries in other provinces of South Africa that also focus on poverty reduction in their communities, for example, the Masiphumelele Public Library in the Western Cape does ground-breaking work, with the aid of partnerships with non-governmental organisations, to empower the youth of Masiphumelele (Alexander 2015: 5). However, libraries in the Western Cape or other provinces did not respond to the LIASA announcement.

Another limitation of the study is that the data was collected over a short time frame of only ten months. More evidence could have been generated to show the importance of public libraries if the study had been done over a longer period. Moreover, the questionnaire data only consisted of closed-ended questions. The use of more open-ended questions could have produced different results.

1.20 Guidelines of the University of South Africa

The study made use of the guidelines of the University of South Africa regarding the use of human participants (UNISA, 2007:9) and adhered strictly to the ethical considerations for the inclusion of human participants in any research work. In this regard the researcher attempted to ensure that the rules, as set out by the UNISA guidelines, were followed, by not

revealing any personal information about the participants in the research. All responses were regarded as confidential. The participants voluntarily took part in the study and were told that they could decide at any time to withdraw from the study or not to have responses included in the study.

In addition to this, the study acknowledged the work by other researchers and their contribution in existing studies dealing with the advocacy of public libraries in South Africa and abroad. All the results in the study were revealed. The findings of this study could add possible value to South African research.

1.21 Thesis outline

The thesis is divided into seven chapters. Chapter 1 introduced the study by providing a background for the undertaking of the research. The chapter further identified the research problem and purpose of the study. Accordingly, the chapter included a summary of the literature reviewed to identify the gaps of social capital in Library and Information Science (LIS) research. The chapter furthermore identifies the research problem and the methodology used for the study, the limitations and the ethical considerations and the research contributions.

Chapter 2 review the literature that was used in the study and presented the themes that emerged from the literature. For the purpose of this study, preference was further given to literature reporting on research done on social capital in public libraries. The chapter also looks into sustainable library programmes by other libraries and how these have contributed

towards poverty reduction. This literature review attempts to find similarities in the research questions, data collection methods used and the findings of previous studies and how to make this relevant to the current study.

The purpose of Chapter 3 was to develop a social capital framework for public libraries to understand the creation of social capital as a poverty alleviation strategy in public libraries Chapter 3 introduces the creation of social capital as a performance measurement tool to explain the societal value of public libraries. This chapter borrowed from the ideas and understanding of both Pierre Bourdieu and Robert Putnam regarding social capital and applied it to the study to come up with a measuring tool to understand the creation of social capital in public libraries.

Chapter 4 presents the research methodology used in the study, which served as a guideline to provide this study with directions on how to carry out the research. Thereafter, the chapter introduces the mixed methods case study, describes the case study and explains the data collection, population, sampling and analysis of research data.

Chapter 5 presents the data analysis, findings and interpretation of the data gathered in the study. The research was built on a mixed methods sequential explanatory case study on social capital against the relevancy of library programmes and their ability to reduce poverty. The researcher explored four themes that were connected to the main research questions of the study and had each of the research questions connected to themes that emerged from reviewing the literature.

Chapter 6 interpret and summarises the findings.

Chapter 7 concludes the study that has demonstrated that social capital can determine the societal value of a public library. This chapter provides recommendations, and highlights the limitations of the study.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents the themes that emerged from the literature that was reviewed by consulting the research output by Stilwell (2011b) and Stilwell (2016a), wherein reference is made of the public library's ability to reduce poverty, which this study is built on. For the purpose of this study, preference was further given to literature reporting on research done on social capital in public libraries, such as in the studies by Skelly (2014), Svendsen (2013), Johnson (2010; 2015), Ferguson (2012); Hart (2007) and Vårheim (2009). The study also looked into sustainable library programmes by other libraries and how these have contributed towards poverty reduction. This literature review attempts to find similarities in the research questions, data collection methods used and the findings of previous studies and how to make it relevant to the current study. The literature review is organised into four main sections. The first section discusses social capital and the possible contribution towards poverty reduction while the second section of the literature review explores the human nature of social capital. In the third section, the changing roles of public libraries from past to present are reviewed. The last section connects social capital with public libraries. The literature in this study serves as a suggestion that research can contribute to the creation of new knowledge. For instance, this study has identified specific gaps and possible confusion in the research literature for this study about how social capital is created in public libraries.

2.2 Social capital

Social capital focuses on the social interactions amongst the community and its members. The research on social capital is on the rise (Miller 2014; Ferguson 2012, Vårheim 2011). Other literature sources also mention the popularity of social capital research. An example is Fine (2008:442), who detected an increase in social capital research in the social sciences and in other research disciplines such as economics, management and business. Social capital research is also common in areas such as politics and sociology. According to Fine, the popularity of social capital studies is further seen in research studies conducted by the World Bank (Dudwick, Kuehnast, Jones, & Woolcock 2006: iv). According to Hawkins and Maurer (2010:1778), social capital is concerned with families and communities as well as with networking. Hawkins and Maurer further found that social capital is frequently included in research studies concerned with poverty and economic development. However, for Svendsen and Sørensen (2006:411), social capital deals with the different levels of trust. According to Seferiadis, Cummings, Zweekhorst and Bunders (2015:171), social capital gives meaning to the social environment since the availability of resources, information and networking opportunities makes it easier to fulfil individual hopes and dreams.

Nonetheless, in the opinion of Fine (2008:444), the popularity of social capital is underpinned in the context of 'it's not what you know; it's whom you know that counts'. What it means is that people need social

connections and they have to build trust in social connections. Cloete (2014:2), on the other hand, sees social capital as a society-based creation that could benefit everyone. Secondly, Cloete argues that social capital is a capital that is created by humans for the welfare of the people. Growiec and Growiec (2014:1) confirm the notion and mention that social capital and feelings of trust make people happy. The health benefits of social capital are also addressed in other research studies (Ghamari 2012:254; Poortinga 2006:265).

Two main forms of social capital can be distinguished, and because of the distinction, some research studies have highlighted both the positive and negative aspects of social capital. The two forms of social capital are bonding and bridging. However, there is a third form of social capital (Patulny & Svendsen 2007:33), which is a newly developed concept with some features of bridging social capital (Kim, Subramanian & Kawachi 2006:116). Social capital can influence people differently (Moore, Daniel, Gauvin & Dube 2009:1071). Bonding social capital limits the positive influence of bridging and linking social capital, which are both concerned with the networking possibilities of socially including people from different walks of life (Cecchi, Molinas & Sabatini 2009:26; Patulny & Svendsen 2007:33). The reason for this is that bonding social capital does not allow people from outside to enter the circle of bonding, as is often found in the case of close-knit groups that include family members and friends (Moore et al. 2009:1076). According to Gallent (2015:100), the networking and

resource sharing opportunities found in bridging social capital result in profitable benefits. Geys and Murdoch (2010:524) disagree with the notion that bridging social capital measures up better against bonding social capital.

Bonding social capital is based on people with like-minded norms and beliefs (Hawkins & Maurer 2010:1780; Poortinga 2006:256). People who share the same interests form groups and such groups may include family members and people with shared religious beliefs (Kim et al. 2006:116). Therefore, bonding social capital makes it possible for people, who live in communities with similar goals, to create safe environments with low tolerance of neighbourhood crime (Collins, Neal & Neal 2014:330). For this reason, nepotism and social exclusion are often mentioned in social capital research to explain bonding, such as in the United Nations National Human Development Report on social capital in Bosnia and Herzegovina (Nixon & Roels 2009:9). The possibility of social exclusion is not ruled out when groups with a strong social capital decide not to share their resources with the poor (James & Baiyegunhi 2014:49). Such actions could impede any income-generating opportunities of poor people.

Fine (2008:446) differs from this opinion and argues that bonding, bridging and linking social capital are in fact connected with each other and claims that 'one person's bond is another person's bridge, etcetera, or vice versa'. A similar observation is made by Geys and Murdoch (2010:524),

suggesting that bonding and bridging social capital usually coincide. However, bridging social capital is not focused on closely knit groups or communities, but rather on the interactions between people from dissimilar groups or communities, living across a wider spectrum of connections (Villalonga-Olives & Kawachi 2015:47). Weaver, McMurphy and Habibov (2013:567) claim that bridging social capital is often concerned with the growth of the economy. Since bridging social capital focuses on inclusion of all people, it often leads to discrepancies with bonding social capital, which is often viewed as the exclusion of people (Patulny & Svendsen 2007:33). Linking social capital, on the other hand, is best associated with health departments and government institutions (Blakely & Ivory 2006:614). However, in the opinion of Patulny and Svendsen (2007:33), linking social capital is not clearly defined and they found linking social capital still in the beginning phases of conceptualisation.

Several studies provide evidence on the strength of social capital in the areas of poverty reduction (Zhang, Zhou & Lei 2017:358; Weaver & Habibov 2012:49). Although social capital has other benefits, such as community building, health benefits and positive economic growth (Wepener & Cilliers 2006:787), for the purpose of this study the literature review in this section focuses on social capital and poverty reduction, as well as how social capital relates to unemployment, mental health and empowerment. This study investigates the impact of social capital on poverty and how library programmes, as an example of social capital, could

contribute to reducing poverty. The study looks at similarities in other research studies, where determinants such as networking and the availability of resources play a role in poverty reduction. In the opinion of Nasution, Rustiadi, Juanda and Hadi (2015:140), an abundance of literature concerned with social capital and poverty reduction is readily available. However, attempts to demonstrate the causes that lead to the creation of social capital are still insufficient. Although this is the case, the studies reported on in the literature review do indeed reveal the importance of networking and resources in poverty reduction research and are therefore regarded as useful for this study.

Nasution, Rustiadi, Juanda and Hadi (2015:148) investigated the role of social activities as one of the determinants of social capital and how such participation could result in poverty reduction in households in the rural parts of Indonesia. The findings of their study revealed that social activities are beneficial to poverty reduction. In their opinion, the members of rural households who attended social activities improved their chances of changing their financial positions. They also highlighted the importance of education and the possibilities of becoming better informed when social activities result in knowledge-sharing activities that could lead to poverty reduction (Nasution et al. 2015:148). Okunmadewa, Yusuf and Omonona (2007:338) had similar findings in their study that stressed the importance of social activities, in this case in the attendance of meetings. In their study, which investigated the impact of social capital on poverty reduction in

Nigeria, they found that social capital could reduce poverty. They expressed support for social capital by proclaiming its usefulness to relieve poverty in rural homes. In their findings, they identified the attendance of meetings by members of households as the social networking activities that played a role in these households' poverty reduction (Okunmadewa et al. (2007:336). They also recognised the role of education in the decision to attend meetings.

Saracostti (2007:519) claims that social capital is beneficial in any poverty reduction initiative. This notion is also confirmed by Johannes (2009:5) and Santini and De Pascale (2012:3). Johannes's study focused on social capital's features of networking and assistance to determine whether these aspects had an effect on Cameroon households. The findings of the study revealed the positive influence that social capital had on Cameroon households (Johannes 2009:20), confirming that poverty reduction is possible through networking, trust, community building and the utilisation of resources.

The findings by Seferiadis et al. (2015:180) when investigating the possibility that social capital could reduce poverty, did not confirm such a notion, but they did find that networking opportunities and the expansion of an individual's skills could result in poverty reduction. The study by Besemer (2015: 195) produces similar findings and argues that there is evidence that confirms the importance of social interactions in finding

employment. On the other hand, Boon and Farnsworth (2011:508) differ in their opinion and suggest that the utilisation of resources derived from social networking is more important than the actual networking opportunities that emerge from social capital. The research by Boon and Farnsworth to confirm that social networking is important to poverty reduction, the findings by Johannes (2009: 5), Santini and De Pascale (2012:3), Seferiadis (2015:180) and Besemer (2015: 195) are helpful and show evidence that networking is an important determinant in social capital to reduce poverty.

Social capital and poverty reduction are both mentioned in the study by Ijaiya, Sakariyau, Dauda, Paiko and Zubairu (2012:234). Their findings confirm that social capital helped with poverty reduction in the community of the Minna Metropolis in Nigeria. The study by Ijaiya et al. showed that poverty reduction was possible through trust, civic duty and the willingness to take part freely in community events. Tenzin, Otsuka and Natsuda (2015:243) explored the notion that social capital could reduce poverty in the rural districts of Bhutan. According to them the Bhutanese people had created social capital for a long time, unknowingly, through 'friendship, reciprocity, responsibility, tolerance, helpfulness and care for other living beings' (Tenzin et al. 2015:250). The findings of their study, based on survey results with 1590 households in the six eastern rural districts of Bhutan, show the benefits that social capital had on family expenses, which in turn played a part in poverty reduction. The abovementioned studies have

clearly indicated that social capital is beneficial to poverty reduction. These studies were mostly conducted in rural areas where people would benefit from networking opportunities and the availability of resources to free themselves from the grip of poverty. Furthermore, bonding social capital seems to play a role in unemployment, as seen in both the studies done by Besemer and Taga. The study by Besemer emphasises the importance of bonding social capital in the form of family members who are more likely to provide financial assistance to unemployed family members (Besemer 2015:196). Taga (2013:688) also identifies families as the main source of social capital. In the study of Taga, exploring social capital and poverty reduction in the Lahore District by interviewing 15 participants, more than half of the participants used their connections in the form of family or friends to find jobs. Taga (2013:691) agrees that social capital and the availability of resources could assist with poverty reduction. This study, for example, demonstrates that public libraries are in many cases the only source of information for people who cannot afford computers, internet access or print media and that such availability and being allowed to make use of the resources is beneficial in job seeking.

2.3 Social capital and its influences on unemployment, mental health and social empowerment

The presence of social capital is visible in every aspect of life and for that reason it is not uncommon for social capital to have an effect on unemployment, mental health and social empowerment, too (Thompson

2015). People experience unemployment differently, and for some people it could affect their mental health. However, for some unemployed persons the positive effects of social capital could result in social empowerment. In the previous section, the researcher attempted to explain to what extent social capital plays a role in poverty reduction and to link certain determinants of social capital to poverty reduction. The current section focuses on the human aspects of social capital.

2.3.1 Social capital and unemployment

According to Campens, Chabé-Ferret and Tanguy (2012:2), social capital plays a leading role in the job hiring process. In their argument, Campens et al. claim that, when unemployed people interact with family members or friends who are also unemployed, they take on their actions and that may affect potential job-seeking activities negatively. They further claim that social characteristics, such as indirect or direct behaviour and attitudes towards employment as well as exposure to networking opportunities, are determining factors in finding a job.

In the viewpoint of Freitag and Kirchner (2011:390), studies in the research areas of sociology and political science recognised the impact of social capital in the job market. Freitag and Kirchner explain that employment-seeking activities open up through networking connections. Their study investigated the influence of social capital on unemployment in Europe and their study was able to demonstrate social capital's influence on

unemployment (Freitag & Kirchner 2011:399). Although social capital could help unemployed people with employment possibilities, it is unlikely that members of marginalised groups could help one another to obtain such opportunities and get access to resources through networking (Bonoli & Turtschi (2015:91). In Bonoli & Turtschi's study regarding unemployed people in the Swiss region of Vaud, they found that attributes such as education play a role in the amount of social capital available. Highly skilled people had more social capital. Furthermore, unemployed persons, with social capital obtained through social networking and availability of resources had a better chance of finding employment (Bonoli & Turtschi 2015:93). In Verhaeghe, Van der Bracht and Van de Putte's (2015:175) study on social capital and unemployment under low-skilled and middle-skilled workers in two districts of Flanders, Belgium, they found that a person's background determines the amount of social capital available to him or her. In addition, their findings revealed the benefits of networking when unemployed people know acquaintances in the job market who could suggest available job opportunities to jobseekers (Verhaeghe et al. 2015:181).

2.3.2 Impact of unemployment on mental health

Several studies have documented the effect of unemployment on well-being (Winkelmann 2014:1). In the opinion of Winkelmann, the research in this area has identified several influences concerned with unemployment. The study of Leung, Kier, Fung, Fung and Sproule (2011:447) rather made use

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of existing data from Canada's General Social Survey (GSS) study. The results show that people are happier when experiences of trust and networking possibilities are present. Both determinants are part of social capital. Mota and Pereira (2008:15) use data from the World Values Survey. The World Values Survey (n.d.) collected data from 267,870 persons across 81 nations from 1981 to 1984, 1989 to 1993, 1994 to 1999, 1999 to 2004 and 2005 to 2006, showing evidence that happiness is not only about the comfort of 'material well-being, but happiness is also concerned with social capital, such as trust in institutions. Mota and Pereira used the example of the police as a trustworthy institution because of their valuable contribution to society.

In the opinion of Winkelmann (2014:4), social capital could improve the mental state of unemployed persons when they become re-admitted to employment. Thus, the results of networking and trust play a role in subjective well-being (Rodríguez-Pose & Von Berlepsch 2012:29). Similar findings were revealed in the study by Ferreira, Reitzle, Lee, Freitas, Santos, Alcoforado and Vondracek (2015:61) to understand how the 900 unemployed people of Portugal who had participated in their study dealt with unemployment. They found that both positive and negative emotions are present in unemployed people. According to Ferreira et al. (2015:61), once an unemployed person returns to the job market, he/she becomes inherently happier and that is only possible through trust and networking opportunities.

In another study, Winkelmann (2009:422) claims that the extent of social capital available to an unemployed person could have an effect on their frame of mind. Winkelmann argues that the more social capital is available to a person, the better he would feel and vice versa. To support this argument, Winkelmann used a sample of German people who were first active in the job market but had lost their jobs. However, the findings of the study could not confirm that the amount of social capital could increase an unemployed person's feelings of happiness. What the study did confirm was that unemployment has an impact on individual happiness (Winkelmann 2009:429). The reason for this is perhaps reflected in the argument by Paul and Moser (2009:264), stating that unemployment influences subjective well-being. For example, employed people have the income to purchase material possessions that could improve their standard of living, but unemployed people cannot do the same, despite the availability of social capital (Mota & Pereira 2008:2). From the above examples of research studies, the importance of social capital is evident and the emotions of unemployed people can be understood, but also evident is the positive impact of trust and networking, which could assist with the negative experiences of the unemployed. These emotions could reverse to positive feelings when finding employment.

Social capital is important in poverty reduction as it supports employment possibilities through networking and resources. The literature further

showed that unemployed people feel depressed but become happy and empowered when they find employment (Winkelmann 2014: 1).

Empowerment is important for poverty reduction, and social capital features in empowerment-themed studies, since the networking and social ties that connect people with one another inherently provide for opportunities of empowerment. Earning a salary empowers people as it gives one options that are favourable for a preferred way of living (Nega, Mathijs, Deckers & Tollens 2009:3). The above-mentioned research by Nega et al. had two objectives in mind. The first objective involved the influence of social capital on household decision-making. The second objective was concerned with whether gender is important to achieve empowerment through social capital. Their study included a sample of 385 rural households in northern Ethiopia. The findings revealed that social capital is affected by gender and that more empowerment possibilities become available where men are in charge of the household. Their findings highlighted that only the men in their study benefited from social capital, or that males benefit more from social capital. (Nega et al 2009: 21)

Social interaction plays a significant part in social capital as it brings opportunities of empowerment. The study by Feigenberg, Field, Pande, Rigol and Sarkar (2013: 5) focuses on social capital and social interaction through meetings and female empowerment. In this study, women attended meetings dealing with micro financing as part of an income contributing strategy for their households. The study was conducted with the

collaboration of Village Financial Services, a company that provides loans to women in Kolkata, India. The study sample included a randomly selected group of 148 women. The results of the study revealed that the meetings by the women, who had received financial assistance through microfinance, created social capital. The social ties formed by the women who attended the micro financing activities remained strong even after completion of the programme. Feigneber et al (2013: 14), argues that the continuation of strong networks between the women confirms evidence of bonding capital, which is usually present amongst people that know each other. Also, Janssens' (2010:974) study in Bihar, India, indicates that social capital is not of benefit to everyone. This study that was conducted on an empowerment programme for women in an Indian village. Janssens' study refers to the Mahila Samakhya programme, in which women in rural villages of the lower castes were identified. The women in the programme were persuaded to make suggestions on their needs and how they would satisfy such needs. According to Janssens, the women living in Bihar are mostly illiterate and do not attend school. They have limited resources available to them. Janssens used a stratified clustered sample, a survey and focus group interviews as data collection methods. The study included trust and networking as the determinants of social capital. The findings of the study revealed that the women who took part in the Mahila Samakhya programme indeed became empowered. With regard to the determinants of trust, the study could find evidence that trust is important for social capital (Janssens 2010:986).

In another study concerned with social capital and empowerment, Babaei, Ahmad and Gill (2012:120) attempt to illustrate that social capital in its three forms of bonding, bridging and linking social capital could lead to the empowerment of people living in squatter settlements of Tehran, Iran. The research undertaken by Babaei et al. sets out to confirm that the level of empowerment of the people living in the squatter settlements could improve when more social capital is available to utilise. They used a self-administered questionnaire (Babaei et al. 119) to garner results from a random sample of 328 poor people from communities living in the settlements of Islamabad and Bagh-e-Azari in Tehran. Their study found that bonding social capital had a stronger effect on empowering the respondents in the study. They reason is that the cause for strong bonding lies in the strong social networks and support that exist between members of the family, friends and neighbours, which are excellent incentives for people that seek opportunities for improvement. Although linking social capital showed some signs of empowerment, it was less strong than bonding social capital. Their results further reveal that linking social capital had no relevant influence on empowerment (Babaei et al. 2012:123).

The study by Rahman and Yamao (2007:2) examines bonding, bridging and linking social capital on organic farms of Bangladesh. Their study included a randomly selected sample of 50 farmers who lived in two different villages. A questionnaire and focus group discussions were used as the data collection instruments. The findings of the study reveal almost similar

results to the study of Babaei et al. Bonding social capital contributed to higher levels of empowerment in comparison with bridging social capital. Based on the findings by Babaei et al. (2012) and Rahman and Yamao (2007), bonding social capital is not only positively linked to employment and mental health, but it also presents benefits of empowerment. Bonding social capital implies stronger ties of solidarity among family, friends and neighbours, and that explains its popularity when people seek employment, as they would first utilise their networking connections from familiar resources. This is also the reason why bonding social capital is present as a factor in empowerment.

2.4 Changes in public libraries and user needs
2.4.1 Introduction

In this section of the literature review, changes in public libraries and in user needs are discussed. The concept 'public libraries' is not new, and the history of libraries goes back for centuries. In the past, library collections consisted mainly of 'books, manuscripts, journals and reading spaces' (Ogunsola 2011:2). Ogunsola (2011:5) further mentions that libraries have long been using manual library systems to perform their daily operations. However, with the recent changes in technology, the internet and the availability of and access to information, public libraries had no other choice but to change. Regardless of libraries' adaptations to new methods of doing business, they still have to perform the same traditional roles and those are to provide information and resources to the communities they are

serving, in addition to their responsibility of creating literate nations. Today, public libraries are expected to create services beyond traditional user needs (Alvim & Calixto 2013: 1). In the observation by Simpson (2014), the changes that libraries underwent to act as community centres and to expand their programmes to include food schemes and career advice are examples thereof.

With this in mind, Alvarez (2015) argues that Google has the same ability as public libraries to take on the role of an information service provider. Therefore, libraries should think outside the box to develop innovative programmes that could have a positive impact on the community and the economy. In the opinion of Muggleton and Ruthven (2012:234), public libraries have the ability to do so, since they equip people with opportunities and skills for empowerment. Stilwell (2011a:50) and Gehner (2010:45) further observe that public libraries are able to address poverty. Such evidence is detected in the following areas where libraries confirm that they are more than just an information provider competitor for Google:

- Services to the poor and homeless
- Information access
- Community empowerment
- Literacy
- Information communication technology (ICT)
- Unemployment (Alvarez 2015)

2.4.2 Services to the poor and homeless

More than half of the South African population live in poverty (Statistics South Africa 2017), and Sub-Saharan Africa has the highest number of people living in poverty (World Bank 2016). However, global statistics show a drop in the poverty statistics. For instance, between 1990 and 2013, the poverty rate declined from 1.85 billion people living in poverty in 1990 to 767 million people in 2013 (World Bank 2016). Libraries, then, are ideally positioned to fulfil some of the needs of homeless people (Muggleton 2013:11; Willett & Broadley 2011:659). The notion is further confirmed in the reasoning by Abubakar (2013:6), who mentions the inclusion of public libraries in poverty reduction strategies. Based on this, Mchombu and Cadbury (2006:18) observe public libraries as poverty-fighting agents, while Berry (2011:10) suggests that public libraries focus on the development of programmes and services with the emphasis on poverty reduction. Therefore, the American Library Association (1996-2017) has developed a policy document to urge public libraries to socially include the poor in their library services. The following policy guidelines are an amended version of the original American Library Association policy document guidelines and only highlight the important guidelines that are applicable to poor people, since some of these guidelines serve as recommendations in this study:

- The implementation of a no fee structure on overdue books, and by doing so the library becomes more accessible to poor people.

- The education of librarians to understand the needs of poor people in order to provide an effective library service to the poor.

- The inclusion of informational reading material on poverty and homelessness in their library collections, so that patrons become informed about the everyday social problems faced by poor people.

- The development of innovative library programmes that target poverty.

- The inclusion of library budget programmes and services that are aimed at empowering the poor.

- The provision of a support system for poor people in approaching their local government and other non-governmental organisations to provide financial aid for such a service – for instance, public displays of library resources concerning poverty to create public sensitivity for poor people.

- The scheduling of information sessions which focus on assisting poor people with information on housing, health insurance coverage for the poor, education and social grant applications. In addition, libraries should reach out by means of childcare services and include early childhood development programmes such as storytelling, reading hour sessions and puppet shows, as early childhood development programmes foster a love for reading and the building of vocabulary skills in the young.

- The implementation of libraries as depots where people may leave food and clothing donations.

- The engagement in poverty reduction activities such as book sales, after which the money is donated to charity organisations (American Library Association 1996-2017).

Public libraries have shown that they are capable of initiatives aimed at addressing poverty (Stilwell 2011a:50; Gehner 2010:45). Some examples include literacy initiatives (Nalibali 2017); skills development (Olivier 2013) and vegetable gardens at Emfuleni Local Municipality Library and Information Services (Stilwell 2011a:16; GautengOnline 2011). The Mzansi Libraries On-Line (National Library of South Africa 2015) is a programme by the National Library of South Africa in partnership with the Department of Arts and Culture and the Provincial Libraries in the nine provinces which provides free information access to empower South African communities. The Mzansi Libraries On-Line attempts to achieve the following outcomes:

- **'**Increased access to ICT, particularly by children, youth, the unemployed, women, the elderly, and people living with disabilities, especially the visually impaired'.
- 'Through digital inclusion, library users know how to use technology to meet their needs'.
- 'Increased social and economic benefits through access to health, education and economic information'.
- 'For economic development, library users access information and apply for job opportunities'.
- 'E-governance: library users access information on government services'.
- 'Culture and leisure: library users can access information on community or civic activities'.

- 'For educational needs, library users can participate in informal learning programmes and opportunities'.
- 'For improved health, library users can access and find health information that suits their needs'.
- 'Enhanced skills and capacity among the library staff for better service delivery to their communities'.
- 'Skilled and visionary library workers and leaders equipped to meet user needs, while positioning libraries as critical community assets'.
- 'A sustainable public library sector that will continue to meet the needs of the community into the future'.
- 'Sustainability ensured through impact, advocacy and policy for continued ability of libraries to meet community needs (National Library of South Africa 2014a).

2.4.3 Access to information

Information and the resources to access information are means of individual empowerment. Information creates opportunities for individuals to become informed about what is going on in and around their everyday lives. Access to information develops individuals and enables them to reason and make choices, and it also develops nations (Ukwoma & Njoku 2013:3).

The Public Library Manifesto by the United Nations Educational, Scientific and Cultural Organization (UNESCO) shows the importance of having

access to information. The objectives of the Manifesto are to ensure the following:

• That society and individuals have choices to succeed in life and that they have information available at no cost.

• That the public library serves as the first point of access to information and that individuals are provided with an opportunity to engage in 'lifelong learning' and opportunities to expand their culture (UNESCO 2000).

Access to information is a fundamental human right (Lor & Britz 2007: 388; Mchombu & Cadbury 2006:18) and it is vital to have the skills on how to access information and how to use it. Therefore, access to information must be considered in a serious light as it provides individuals with life-changing benefits (Muggleton & Ruthven 2012:218). Britz (2004:193) explains that information poverty affects billions of people and that it is the duty of society to ensure that all have access to information. However, this is not always the case in developing countries, and a lack of information could cause information poverty (Muggleton & Ruthven 2012:218). Having access to information and being able to search for, locate and use information have become required skills in the 21st century (Voogt & Roblin 2010:1). Santhirasegaram (2013:92) explains that people with access to information are more prosperous in life. Access to information and the ability to search for and locate information hold benefits for poor households by creating opportunities for breadwinners to become employable (Mchombu & Cadbury 2006:3). Therefore, having access to information is important when fighting poverty (Gebremichael & Jackson

2006:267). The findings in a case study as part of a doctoral thesis by Strand (2016: 238) that investigated information inequality and poverty in relationship to public libraries in Kwazulu-Natal revealed that access to information costs money. Therefore, 90% of the research participants value the free access to information provided at their public library. Thus, the participants mentioned that they prefer to utilise the information resources at the library because it is free.

The study by Yu (2010:929) investigated the information-seeking habits of 73 research participants in China. The study found that people without access to information were deprived of opportunities that could contribute to their well-being. A further finding was that when information was lacking in an individual's life, his/her literacy skills remained underdeveloped.

Poor people might not always be aware that information is a key to escaping from poverty, and this is often the case when people are more focused on fulfilling their basic needs (Jain & Saraf 2013:48). However, access to information and the skills to search for information and benefit from it are important. Information provides poor people with better opportunities to become informed and knowledgeable about employment, their human rights, social benefits rights, government assistance and job-searching opportunities (Ukwoma & Njoku 2013:4). Barja and Gigler (2007:24) explain that the availability of information is not enough and for

this reason Golwal and Kalbande (2012:93) suggest that it is the responsibility of public libraries to ensure that people gain access to information. Public libraries are, therefore, information service providers and specifically providers of information to the poor (Mars 2013). The notion that libraries are excellent service providers is confirmed by Islam and Ahmed (2012:128). Their study investigated the impact of library services on people living in the northern districts of rural Bangladesh. Their findings revealed the significant role that libraries play in fulfilling communal information needs. In another study, Ukwoma and Njoku (2013:8) suggest that libraries are ideal for providing information to people in rural communities. Their study attempted to understand whether access to information could empower rural women in Southeast Nigeria. For their study, they used interviews and focus group discussions for gathering data. Their findings delivered results different to those of Islam and Ahmed, and they found that the female participants from their study seldom visited libraries (Ukwoma & Njoku 2013: 14) and were oblivious to the contribution that the library makes in information provision. One of the common reasons for this is the lack of understanding of what services public libraries offer and how communities could benefit from these services (Zickuhr, Rainie & Purcell 2013: 4). Scott (2011: 193) argues that librarians do not have the ability to articulate their services to the community. For example, in a Pew Internet & American Life Project study in which 2252 Americans over the age of 16 were surveyed, only 22% of the participants were aware of the library services. Walker, Halpin, Rankin

and Chapman (2011: 9) propose that librarians need to market their services to the local government and non-library users. The marketing of public library services forms part of the recommendations of this study.

2.4.4 Community building

According to Polderman, Van Duijnhoven and Huysmans (2014:2), substantial research is available that argues the public library's role in community building. When libraries focus on their communities and make the members part of their establishment, they contribute towards the building of strong communities (Clarke, Yu & Fu 2011:34; Aabø 2005:208). Research literature furnishes evidence that public libraries are the drivers of community building (Aabø & Audunson 2012:138; Alemanne, Mandel & McClure 2011:19). Libraries do this by affording community members opportunities for self-discovery and by contributing to the country's economic wealth (Hart 2012:43). The contributions by public libraries to community outreach activities make them active role players in the community (Muggleton 2013:15; Ferguson 2012:59; Openo 2010:216). This study uses the research findings of a Pew Internet and American Life Project study on the value of libraries in the community as an example of strong community building. In the Pew study, 6224 American citizens over the age of 16 participated in a survey to reflect on the value of the public library in their community. The survey findings produced the following results that are useful to demonstrate and understand community building. Approximately 95% of the participants in the Pew study, which aimed to

estimate the value of the public library in the community, mentioned that they found the library material and resources useful and beneficial for their personal success. Another 95% of the participants mentioned that the public library's literacy awareness activities instil a love of reading. A further 94% acknowledged the value of the public library's presence in the community. Lastly, 81% of the participants appreciated the services of the public library (Zickuhr, Rainie, Purcell & Duggan 2013:1). Further evidence to show that public libraries support community building is from the findings of Skelly's (2014) thesis results. Librarian-patron interaction (Skelly 2014: 199) and computer United States by members from the poorer communities (Skelly 2014: 200) contribute to enhancing the value of public libraries.

2.4.5 Literacy

The United Nations Development Programme (UNDP, 2006:263) considers literacy as a benchmark for human development. When the literacy level of a country is high, the country experiences economic growth, since literacy is a cornerstone of education (Yeoh & Chu 2012:12). Data of the UNESCO Institute for Statistics (UIS) (2015:1) reveals that 771million adults worldwide remain illiterate, that two-thirds of adult illiterates are women and that there is illiteracy among 115 million young people. The UNESCO Institute for Statistics (UIS 2015:2) also mentions that sub-Saharan Africa has the most adult illiterates.There is a strong correlation between illiteracy and poverty (United Nations News Centre 2011; Lauer 2010). Illiterate people will remain poor and socially excluded from opportunities to

function normally in everyday life without the necessary boost by social institutions such as public libraries. Libraries open their doors and create a welcoming atmosphere with their services and resources, which can benefit all (Meek 2012:41; Caidi 2006:194). Public libraries are the places where individuals formulate new ideas by reading good books, and a reading culture can develop powerful, literate nations (De la Peña McCook & Phenix 2006:58). The importance of reading is demonstrated by Makotsi (2004:4) as a survival tool, and the author illustrates this by giving the example of 'reading the instructions on a medicine bottle'.

Furthermore, the ability to read should be seen as a means to survive socioeconomic problems (Nassimbeni & Tandwa 2008:83). The low literacy levels of children from poor socioeconomic backgrounds could jeopardise their upbringing, especially when they are not exposed to early reading practices to prepare them for school. Research shows that children living in impoverished conditions will have problems with reading (Msila 2014:344; Makotsi 2004:4). According to Ferguson, Bovaird and Mueller (2007:701), young children from impoverished households lack the school readiness skills that enable them to perform adequately on an academic and social level. These authors suggest that children raised in households with difficult socio-economic circumstances lag behind in vocabulary and critical thinking capabilities.

Public libraries play an important role in literacy by focusing on library programmes aimed at children. For instance, public libraries reach into the core of illiteracy by focusing on early childhood development programmes (Hart & Nassimbeni 2013:19; Nordtveit 2008:417). Such programmes specifically aim at exposing children to books and reading through storytelling. Research literature mentions the negative effect of the absence of an established reading culture on preparing children for school (UNICEF 2012:11). In South Africa, where there is much debate about school libraries (Hart 2013:49) and the lack thereof in certain schools, public libraries can play a supporting role in introducing learners to age-appropriate and grade-appropriate reading materials to awaken a love for reading and to make them lifelong readers. Public libraries do this through their family-orientated library programmes that include storytelling and puppet shows for the whole family. Ferguson et al. (2007:703) describe intervention strategies whereby families interact with their children to make poor children ready for school. Furthermore, libraries provide homework assistance to learners from poorer backgrounds. These initiatives contribute to learner success in school (Bhatt 2010:5). In the view of Sin (2012:236), when public libraries invest in practices that assist learners from poorer schools with searching for and location of information, they help to equip learners with the foundation skills for information literacy.

2.4.6 Information and Communication Technology

The 21st century is the digital era and has a profound impact on the way in which individuals search for and access information (Visser & Ball 2010:187). Furthermore, modern technology satisfies the demand for accessing information in a quick and easy manner (Beyond Access 2012:1). The digital divide is a clear marker that points out inequalities such as poverty, illiteracy, unemployment and social status (Kiminaitė 2012:2), and it also identifies those with or without internet access (Balina 2014:414; Hui, Wenjie & Shenglong 2013:254). Several authors have mentioned the ability of public libraries to bridge the digital divide (Kiminaitė 2012:3; Becker, Crandall, Fisher, Kinney, Landry & Rocha 2010:16; Aqili & Moghaddam 2008:235).

Having access to ICT can provide opportunities for empowerment, as it strengthens economic growth, and developed countries tend to flourish economically in comparison to developing countries with a low ICT penetration (Becker et al. 2010:15). The virtues of internet use in everyday life can never be overemphasised, and even the United Nations proclaimed access to the internet as a basic human right and a solution to social injustice (United Nations 2012:1). Unfortunately, this basic human right is only accessible to 40% of the world population, and most internet users hail from developed countries (Internet Live Statistics 2014). Poor people in rural communities are the most at risk of living a life without access to information (Kiminaitė 2012:3; Islam & Tsuji 2011:519).

Libraries create social capital through internet access and training and development in the use of it (Malachowski 2014:7). Public libraries provide ICT support in three ways: firstly, they attempt to narrow the widening gap between information-poor and information-rich, by providing free internet access (Clarke, Hui & Li 2013:142; Visser & Ball 2010:191). Secondly, they provide the poor with digital skills. Thirdly, people are given training in digital literacy, including searching skills. Library patrons are aware of the importance of free internet use in the library. The Latvian public libraries are examples of where an increase occurred in the number of library patrons using the internet in their 817 libraries (Balina 2014:415). These library patrons reported that internet access had a positive impact on their lives (Balina 2014:415). The popularity of internet use in public libraries derived from job losses related to unstable economies, unemployment and poverty (Visser & Ball 2010:187; Bertot, Jaeger, McClure, Wright & Jensen 2009). The previously mentioned Pew Internet and American Life Project (Zickuhr et al. 2013:3), concerned with library services in the digital age, surveyed 2252 Americans over the age of 16. Amongst these participants, 77% mentioned the importance of free internet access at their public library. In a United States (UNITED STATES) impact study (Becker et al. 2010:2), concerned with the importance of the internet in the lives of Americans, free access to the internet in libraries was shown to play an integral part in the lives of Americans, especially those identified as living in poverty. The UNITED STATES poverty margin was determined by a household of four members surviving on a budget of

$22,000 per year. The study revealed that 44% of families below this margin use the computers in libraries. In the age bracket of 14 to 24 years, 61% of the participants use the library computers for the purpose of homework. Respondents also mentioned that the library contributed towards changing their lives for the better because they benefited from the free availability of the internet. The more mature participants, older than 65, used library computers to search for information on health and wellness related topics. The results were drawn from a telephone survey that included 45,000 participants, in addition to interviewing hundreds of Americans (Becker et al. 2010:2).

The Lyuben Karavelov Regional Library, that serves the Ruse community in Bulgaria, found a 70% growth in its computer United Statesge from 2009 to 2011. The majority of patrons used the computer to search for jobs or to update their CVs. The library employees conducted a survey in an attempt to gain knowledge on their library patrons' needs. The survey data revealed that unemployed people in the age groups of 40 to 60 years put the blame on their inability to use a computer (Electronic Information for Libraries (EIFL) n.d).

2.4.7 Unemployment

Public libraries in Thompson's vision (2015) identified as a solution to joblessness when addressing unemployment (2015) which provides good support for the public library's role. According to Thompson, the

responsibility of local governments is to produce new spaces for communities where they can relax, enjoy social interaction with other people and develop their skills. Thompson identifies depression as a common emotional state of unemployed people and suggests a place where an unemployed person can escape from the daily emotions of not having a job. Thompson identifies libraries as community centres where the unemployed might find employment opportunities. Bolt (2015:4) advises that libraries cannot offer jobs, but that they can provide options and guidance on how and where to start looking for a job. Furthermore, the relaxing ambience of public libraries could positively influence people who struggle with mental troubles, such as troubles caused by job loss (Brewster 2014: 96). The findings of Brewster's study specifically mention the positive experiences that respondents in this study had when they visited their public library.

2.5 Public libraries and social capital

Social capital research in social sciences is growing (Johnson 2015), but the concept of social capital only emerged recently in LIS research, according to Johnson and Griffis (2009:163). In South Africa, only a few researchers published research on social capital in public libraries, such as Christine Stilwell (2016a), Lara Skelly (2014) and Genevieve Hart (2007). Miller (2014: 180; Johnson and Griffis (2014: 180); and Ferguson (2012:23), comment on the growing tendency of social capital in library research. However, when the student of the study did a search on LISTA, a database

developed for people of interest in library and information management (EBSCO 2017), the number of articles only produced 30 search results on social capital creation in public libraries using Boolean operators' search with the "And" operator and using two title fields: TI Title = social capital "And TI Title = public libraries , of which were mostly authored by Vårheim, who seems to lead social capital research in public libraries. Johnson (2015) found 99 papers in a library and information science periodical database on the topic of social capital, but points to the areas of validity in the research of social capital and libraries, specifically with the interpretation and utilisation of social capital in library studies. Therefore, both the search results on social capital and public libraries contradict the statement by Ferguson (2012: 23) with claims about the growing tendency of social capital in library research. Although there seem to be different opinions on the research done on social capital and libraries, evidence is available to confirm that public libraries and social capital form a partnership (Derr & Rhodes 2010:92). Research about social capital and libraries is important since it produces evidence for a better understanding of why patrons use libraries (Johnson & Griffis 2009:163; Vårheim 2007:417). It further draws the attention to library awareness and confirms that social capital in libraries can be researched, especially for the development of new strategies that will highlight the contributions of public libraries (Ignatow, Webb, Poulin, Parajuli, Fleming, Batra & Neupane 2012:79). Vårheim (2009:378) and Audunson, Vårheim and Aabø (2007) comment on the challenging interaction between the library and its patrons,

while Johnson (2012:53) mentions the attempts by librarians to assist patrons with their information needs. Other research on the relationship between social capital and public libraries, for example, research by Ferguson (2012:22), attempts to shed light on how public libraries create social capital. Other forms of social capital are the library staff's interactions with patrons (Johnson 2012:52; Svendsen 2013:52). When public libraries attempt to create social capital, they also develop opportunities for personal growth and individual empowerment (Ignatow et al. 2012:70), social inclusion (Goulding 2008:8) and economic growth (Child & Goulding 2012:659; Urban Libraries Council 2005:11; Hart 2007:17). However, more studies are required to shed light on the creation of social capital in libraries (Vårheim 2017; Svendsen 2013:69; Wilson 2008:9).

2.5.1 Trust, social capital and its connection with the public library

Trust is important in social capital. Everyday events that have a positive impact on the lives of individuals lead to trust and to strong communities when people believe that they can trust others. Trust is important in public institutions, but the literature reveals that people have lost trust in public institutions (Schulz-Herzenberg & Gouws 2015; Wolford 2014).

Socioeconomic background may influence trust since poor or unemployed people may have negative perceptions and experiences that lead them to believe that public institutions are not trustworthy (Hudson 2006:49).

Hudson (2006:59) and Vårheim (2014b:259) both agree that trust is important to achieve individual well-being. Allahyarahmadi (2013:782) confirms the notion of trust and well-being and that trust relies on whether an individual has reached physical, intellectual and spiritual attainment (Wang & Gordon 2011:584). Social capital enhances the presence of trust in the public institution (Baliamoune-Lutz 2011:344) and serves as the 'glue' that binds the community (Leith 2013:69).

Public libraries are perceived as trustworthy institutions (Vårheim 2014b:273; Skelly 2014: 40; Svendsen 2013:53; Leith 2013:71). People trust public libraries because they feel safe when visiting the library (Vårheim 2014a:65). Trust is also the reason why communities make use of libraries and participate in library programmes (Vårheim 2014a:67). A study of Mexican immigrant students who attended various library programmes aimed at determining the role of trust in social capital revealed that trust was established over time and that attendance was low at the beginning of the library programmes that focused on learning English and computer skills (Vårheim 2014b:271). However, once the students had gained more trust in the library, the staff and the library programmes, attendance of the library programmes increased (Vårheim 2014b:272). Trust is reflected in positive experiences (Yu, Saleem & Gonzalez 2014:28) or the manner in which library staff treat their patrons (Vårheim, Steinmo & Ide 2008:878). Trust is further underpinned by library services and the

resources that libraries offer to their communities (Library Council of New South Wales 2008: ii).

Another aspect of trust deals with safety, which is one of the basic human needs that was included by Abraham Maslow in his "Hierarchy of Needs", which aims to understand what motivates people (McLeod 2007). Libraries are considered to be safe places, and there is sufficient evidence available to confirm that patrons have trust in public libraries' attempts to guarantee the safety of their patrons (Cruz 2013). An example of this is noticeable in a study done on immigrant women in Norway, who had strong, conservative Muslim upbringings and had mostly been isolated from the world in the past. They had also been reliant on the men in the family to visit the world outside of their homes. These women were allowed to visit the library, and this served as evidence that the men trusted the library as the only social place that women in the family could visit (Audunson, Essmat & Aabø 2011:224). Therefore, it is plausible that libraries are believed to be trusted institutions that create social capital. However, more research is needed to fully confirm this assumption (Vårheim 2014b:272; Leith 2013:71), while more qualitative studies are also needed to confirm that trust and social capital are in partnership with each other (Grace & Sen 2013; 518; Ferguson 2012:31; Aabø & Audunson 2012:141; Vårheim et al. 2008:7).

2.5.2 Social capital and the public library as a meeting place

Meeting places in libraries have strong potential to create social capital. The library as a 'place' became a discussion point in research at the commencement of the 21st century (Skelly 2014: 34; Miller 2014:317; Jochumsen, Rasmussen & Skot-Hansen 2012:591). More social spaces and fewer bookshelves remain a discussion point in the planning of libraries (Niegaard 2011:175). At the beginning of the 21st century, it was evident that libraries function as 'third place community institutions' (Carroll & Reynolds 2014:586; Aabø & Audunson 2012: 148; Rasmussen & Jochumsen 2009:4) with the home as the first place, the workplace the second and the library the third (Jochumsen et al. 2012:592). With this in mind, Harris (2007:145) identifies the library as a frontier in the creation of meeting places and a place away from home for library patrons (Aabø & Audunson 2012:148). In a study by Aabø, Audunson and Vårheim (2010) using a survey to collect data from three township communities in Oslo, their findings revealed that the library as a meeting place takes on various forms, such as visiting the library for educational purposes, using it as social meeting place and having meetings. Aabø et al. (2010) observe that patrons perceive the library as a safe place that makes the library ideal ground for meetings.

Galluzzi (2009:59) argues that the availability of social space created by the library makes the public library a focal point in the community by bringing

members of the household and friends together to interact socially (Halpin, Rankin, Chapman & Walker 2015:33). The physical meeting space creates opportunities for people to connect with one another and to establish valuable networking possibilities in a safe environment (Houghton 2014:58; Griffis & Johnson 2014:96). Sequeiros (2011:261) goes even further by saying that social spaces provide benefits of 'economic, social and political' development. In this author's opinion, unmonitored movement inside the library space has a favourable effect on those visiting the library and makes it a likeable public institution (Sequeiros 2011:270). The study by Chen and Ke (2017: 49) attempted to determine whether the patrons of the Singang Library, Taiwan used the library as a meeting place or as a "third place". The results from their study revealed that the social meetings in the library are a breeding place for social capital (Chen & Ke 2017: 55). The research findings of Audunson, Vårheim, Aabø and Holm (2007) show that the library provides a space for patrons where they can move around freely. A report by the Danish Government, concerned with the re-imaging of public libraries, recorded some 36 million library visits in 2009 (Niegaard 2011:175). The popularity of libraries as a meeting place is further visible in the Mount Barker Community Library in Australia. The results from this report revealed that the Mount Barker library was a popular meeting place amongst community members (Hillenbrand 2005:57). Harris (2007:145) reports that Australian public libraries have the highest United Statesge numbers amongst Australian public institutions. Public libraries also ensure the provision of learning spaces, which are a beneficial commodity to

patrons who require a private study space (Jochumsen et al. 2012:591; Cohen 2009:228).

From the abovementioned, it is clear that substantial evidence is available to shed light on the fact that meeting places in libraries create social capital (Chen & Ke 2017: 55; Svendsen 2013:56; Meek 2012:43; Russell & Huang 2012). According to Brewster (2014:94) and Meek (2012:41), public libraries play an invaluable role in community building through the availability of such spaces. Unfortunately, not enough research is available on libraries and the meeting places that they provide and/or the types of meetings held in libraries (Aabø & Audunson 2012:138; Aabø, Audunson & Vårheim 2010:16). There is also scant research on the library as a visiting place for young people (Lin, Pang & Luyt 2015:145).

2.6 Outreach library programmes focusing on poverty reduction

Library programmes focus on poverty reduction. Unfortunately, the role that libraries play in poverty reduction is not recognised sufficiently - for example Abubakar (2013:12) highlights several projects by the Nigerian government that address poverty but have failed to recognise the contributions of the library, with similar observations by Mchombu and Cadbury (2006:10). The following are some examples of instances where library programmes have created social capital and have contributed to poverty reduction. It is included in this study since it serves as an indication of what types of library programmes are needed to reduce poverty:

2.6.1 Library programmes in Africa:

Botswana

Health related programmes

- Public and school libraries in Botswana are driving HIV/AIDS awareness campaigns (Makotsi 2004:7).

Ghana

Access to information - Search skills

- In the Northern Regional Library in Tamale, Ghana, women are taught how to use the internet and Web 2.0 tools to search for information (Beyond Access 2012).

Health related programmes

- The Northern Regional Library in Tamale, Ghana, includes a programme for expecting mothers where they can watch videos on childbirth. The library partnered with Savana Signatures and they have created a database with the contact details of expecting mothers with information that includes the due dates of the babies. Together with the collaboration of Savana Signatures, expectant mothers have their own library space, the Maternal Health Corner. Here the mothers have access to health information pertaining to their pregnancy that is uploaded on five computers specifically for this purpose (EIFL 2012b).

Kenya

Access to information – E-resource centres

- Kenya Public Libraries are rolling out 46 new E-resource centres in March 2016. The E-resource centres create possibilities of computer and internet access to rural communities with limited resources (EIFL 2016).

South Africa

Education opportunities for young people and unemployed adults

- The Massive Open Online Varsity offer international online accredited courses from Wharton School of the University of Pennsylvania, United States, University of Adelaide, Australia and the Microsoft Virtual Academy in Webmaster, web design, financial management and marketing at the following Gauteng, South Africa public libraries; White City Jabavu, Emndeni, Orange Farms, Alexandra, Westbury and Sandton (Cox 2016).

- The public libraries at the City of Johannesburg Municipality, South Africa offer digital skills programmes in partnership with Microsoft (Digital Inclusion Newslog 2016).

- The Emfuleni Local Municipality Libraries, South Africa partnered with United Kingdom based NetDimensions to start a series of skills training programmes for residents who cannot afford tertiary education (NetDimensions 2013). The partnership led to the launch of two eLearning centres that equipped the Residensia and Sharpeville Libraries with ten computers each. Courses on computer use and business readiness are available at the eLearning Centres. The eLearning Centres are part of the

strategy of the Emfuleni Local Municipality Libraries to fight poverty in the community and to reduce the number of unemployed individuals in these communities by means of computer literacy training.

- The Masiphumelele Community in the Western Cape, South Africa received a US$15,000 grant by EIFL-PLIP to assist '20 vulnerable young people find jobs and 31 vulnerable young people enter further education' (EIFL 2013a).

- South African public libraries have incorporated computer literacy skills training into their library services in all nine provinces (Matalong 2014).

Job assistance programmes

- Lulaway Job Centre at the Sharpeville Library, South Africa (Sedibeng Ster 2017: 8). The mission of Lulaway is to create a supportive environment for employment seekers by equipping potential jobseekers with an opportunity to register their CV's on the Lulaway database. The Lulaway database also has a list of employers and jobseekers have an opportunity to apply for available jobs from the employers listed on the Lulaway database. Through the partnership with Lulaway, the MLO Pilot Project Libraries (of which Sharpeville Library is one of the project libraries in partnership with Lulaway) are now becoming a 'hub of hope for the unemployed'(Van Wyk 2017) through the availability of free information and technology resources that jobseekers can use. Sharpeville Library became part of the Hubs of

Hope during the official launch on 12 September 2017 as one of 27 community libraries for Lulaway's Job Readiness Centres (Van Wyk 2017).

- Library Business Corners in 80 public libraries in the Western Cape, South Africa assist entrepreneurs with marketing of small businesses and entrepreneurship library materials (Underwood 2009: 578; Juul 2006: 160).

Early Childhood Programmes with the focus on literacy

- The Born to Read ECD programme at the Emfuleni Local Municipality Library and Information Service is a family literacy programme, which aims to promote the love and culture of reading in the upcoming generation. The motto is helping parents raise children with healthy bodies and minds. The programme is designed to create awareness in parents of their responsibility of reading to very young children. It assists parents in taking ownership of this responsibility. This programme was piloted at Residentia Library with four expectant mothers and 12 mothers with toddlers. Within three months, it has grown to seven expectant mothers plus 15 mothers with toddlers and two fathers. Monthly meetings are held at the library. The success and demand for this programme forces rolling out to other Emfuleni Libraries (Van Wyk 2017).
- The Emfuleni Library and Information Services cooperate with teachers and caregivers to assist with ECD programmes to compensate for the lack of experience of books in some children's lives by providing the books and assistance to ensure that they achieve the necessary pre-literacy skills so that by the time they go to school, they are ready to read (Van Wyk 2017).

- The Bolokanang Community Library (2016) in the Free State Province, South Africa is equipped with an educational toys library as part of the Early Child Development initiative to help young children to develop their vocabulary and numeracy skills.

  A well-equipped educational toy library service will support early childhood development and provide access to educational toys, which are building blocks in the development of skills essential for learning to read, write and count.

- The Masiphumelele Community Library in the Western Cape, South Africa introduced Early Child Development programmes for young children and primary school learners to assist with reading and vocabulary skills, as well as family literacy programmes for parents with young children. The Masiphumelele library staff also participates in outreach projects and extends their services to the day-care centres where they engage in storytelling activities. Other outreach services include skills development such as drawing, computer and media skills. The programmes mostly cater for children and young people, and such activities empower children and equip them with the necessary skills to find employment as adults (Alexander 2015:3).

Sustainable food programmes to fight hunger and poverty

- In 2010 the Emfuleni Libraries collaborated with the Sedibeng Soccer Legends and Senior Citizen Clubs to start a vegetable garden at Empilisweni Health Centre as part of their poverty reduction initiatives (Chili 2010).

- Soup kitchen at the Westfleur Public library, Atlantis Cape Town, South Africa (City of Cape Town Libraries 2017).

- The Residensia Community Library of the Emfuleni Local Municipality Libraries, South Africa collaborated with the Sedibeng Soccer Legends and Senior Citizens Clubs to develop a Vegetable Garden Project. The Vegetable Garden Project is intended to help reduce poverty (GautengOnline 2011; Emfuleni Local Municipality 2014b).

Uganda

Access to information – ICT training

- The National Library of Uganda, together with the Lira, North Uganda and Masindi Public Libraries, West Uganda, provide free ICT training to fight youth unemployment (Ehrke 2013).

Job seeking opportunities

- The National Library of Uganda, together with the Lira, North Uganda and Masindi Public Libraries, West Uganda, provide a text messaging to inform young people of opportunities for jobs (Ehrke 2013).

Zambia

Programmes for street and orphanage children

- The Lubuto Libraries in Zambia have several libraries that provide street and orphanage children of Zambia with access to information and reading materials to assist with integration back into the community. The Lubuto Libraries started the Fountain of Hope Library in LUnited Stateska in 2007. Street children from the shelters visit the library to read, listen to stories or just to relax. The library focuses on helping the children with reading skills. The Ngwerere Library was the second Lubuto Library to open in 2010. The library focuses on the well-being of children and creating activities of empowerment. In 2014, the Lubuto Libraries opened their third library, the Mumuni Library, to provide recreational activities to children (Lubuto Library Partners 2015).

2.6.2 Examples of library programmes in Asia

India

Programmes with the focus on adult literacy

- The Read Center Libraries in Nepal, with their focus on adult education, helped 5080 adults to gain literacy skills, making it possible for them to become proficient in reading, writing and numeracy basics (Read Nepal 2013).

Programmes with the focus on Early Childhood Development

- The Read Center Libraries in Nepal further focus on early childhood development by not only making educational toys available to the village children of Nepal, but also by providing reading and numeracy skills training to the children. The center also focuses on basic computer skills training, 'legal rights and advocacy training' and health education (Read Nepal 2013).

Programmes that focus on conservation

- The Read Center Libraries in Nepal, offer conservational courses to educate people on how to prepare themselves for natural disasters and inform them about the harmful effects of pollution and global changes which could affect land, water and sea.

2.6.3 Examples of library programmes in Central Asia:

Kazakhstan

Programmes for unemployed youth

- The Pushkin Library in the East Kazakhstan Oblast (region) trains unemployed youth in ICT skills and job assistance workshops (Ehrke 2013).

2.6.4 Examples of library programmes in Europe

Bulgaria

Programmes for unemployed adults

- The Lyuben Karavelov Regional Library in Bulgaria assisted 44 people over the age of 40 who had also been unemployed for a long period. The library helped them to acquire employment by equipping them with ICT and interview skills (Electronic Information for Libraries (EIFL) 2011).

- The Lyuben Karavelov Regional Library in Bulgaria implemented the Knowledge of New Opportunities for Work (KNOW) programme as part of their library services. The KNOW programme focuses on four approaches. The first deals with boosting the morale of potential job seekers in an attempt to assist them to re-enter into the job market. The second approach focuses on basic computer skills training. The third helps with job-seeking skills that include CV writing, interview skills, job applications and job interview preparations. The last approach deals with an online portal where they post job information (Electronic Information for Libraries (EIFL) 2011b).

Croatia

Programmes for homeless people

- The Zagreb City Libraries, Croatia reached out to homeless people in an attempt to equip them with employable skills. The library taught 62

homeless people computer skills and also equipped them with career guidance skills. The homeless people who participated in the library programme lived in one of the largest shelters in Kosnica (Electronic Information for Libraries 2013b).

Denmark

Programmes for the elderly

- Branch libraries in rural Denmark train their elderly citizens to use a computer (Svendsen 2013:63). ICT training creates bonding and bridging opportunities for elderly citizens. ICT can create bridging opportunities for empowerment.

Macedonia

Programmes for unemployed women

- The Public Library Braka Miladinovci, Eastern Macedonia, trained 82 unemployed women in job-seeking and computer skills. Amongst the 82 women who received the training at the library, 39 women were able to find employment (EIFL 2010).

2.6.5 Examples of library programmes in North America

Brooklyn

Programmes for homeless people

- The Brooklyn Public Library in New York, United States does outreach programmes at seven homeless shelters (Hill 2016).

Outreach programmes to prisoners

- The Brooklyn Public Library in New York, United States works with adult prisoners by providing recreational reading material, newspapers and magazines as part of an outreach service (Brooklyn Public Library 2016).
- Another service is a videoconference service where parents in prison can tell stories to their children through videoconferencing facilities (Brooklyn Public Library 2016.

Language classes to English second language speakers

- The Brooklyn Public Library gives English classes to second language English speakers (Brooklyn Public Library 2016).

California

Programmes for poor people

- The Dr. Martin Luther King Jr. Library in San José, California, United States is another example of a library that joined with InnVision, an

organisation in San José that works with impoverished people. The library used their outreach programmes, such as computer literacy training and storytelling sessions, to assist the InnVision centres (Leeder 2010).

Dallas

Programmes for homeless people

- The Dallas Public Library, United States launched a Homeless Engagement Initiative in 2013 and had 4000 people from the homeless community engaged in their library services by introducing them to library programmes and mentorship programmes. Also, they provided individual assistance to the homeless community members (Cabello & Butler 2017).

- The Dallas Public Library in Texas, United States introduced the Street View Podcast where homeless people are interviewed and topics such as drug abuse and mental illness are discussed (Hill 2016).

Guatamala

Programmes for job assistance

- Rija'tzuul Na'ooj ('Seeds of Wisdom') Library, San Juan Laguna in Guatemala in collaboration with the Riecken Foundation, developed a Business Centre where they teach computer and business skills to the women of the Tz'tutujil and K'iche communities who mainly receive an income from weaving, but do not have adequate education and business knowledge, a situation that makes them susceptible to corruption. At the centre they are taught how to incorporate the manufacturing costs into the

selling price, as well as aspects regarding the purchasing of materials, invoicing and marketing (EIFL 2013c).

Nebraska

Food gardens for low-skilled workers

- A food producing garden at the South Sioux City, Nebraska Public Library, United States was started for their patrons who are mostly low-skilled workers who live far from grocery shops (Inklebarger 2016: 18).

New Jersey

Programmes for unemployed people

- At the New Jersey State Libraries, United States) the librarians teach unemployed people how to use the computer, focusing on basic skills such as creating an email account and how to search online for jobs (Blake [n.d.]).

New York

Programmes for homeless people

- The Queens Library in New York, United States started a reading club during summertime for homeless people (Simpson 2014).

North Carolina

Programmes for job assistance

- Glenwood Branch Library of the Greensboro Central Library Information and Reference Division, in North Carolina, United States provides employment assistance through workshops (Cook 2013).

Programmes for homeless people

- In Greensboro, the North Carolina Libraries, United States focus on the well-being of homeless people and extended their library services to include 'haircuts, meals, blood pressure screening, job and business counselling' (Simpson 2014).

Ohio

Programmes for high school students

- The Akron-Summit Public Library in Ohio, United States is another library that understands the value of partnering with other organisations such as Project RISE, an organisation funded by the federal government. Here they provide tutoring and homework assistance to students attending the Akron Public Schools (Hill 2016).

Philadelphia

Programmes for homeless people

- The Philadelphia Central Library, United States helps create job opportunities for homeless people and has employed homeless people to work at the library café (Simpson 2014).

- The Free Library of Philadelphia, United States creates job opportunities through collaboration with the Project H.O.M.E. (Housing, Opportunities for Employment, Medical Care, and Education). This non-profit organisation cooperated with homeless people to start a coffee shop with employees recruited from homeless communities (Leeder 2010).

Salt Lake City

Programmes for homeless teenagers

- The Salt Lake City Library in Utah, United States implemented the Project Uplift fair at the library where they provide services such as 'haircuts, clothing, meals and raffle tickets' to homeless teenagers (Hill 2016).

Washington

Programmes for homeless teenagers

- The Kitsap Regional Library (KRL) in the Washington's Puget Sound region, United States developed a STEM programme for homeless teenagers with the collaboration of Coffee Oasis, a non-profit organisation, to conduct workshops in 'video design, robotics, computer programming, 3D printing and STEM learning internships' (Hill 2016).

Wisconsin

Programmes for homeless people

- The Madison Public Library in Wisconsin, United States welcomes homeless people to make use of their services and provides a place for them to escape from their daily hardships. In addition to this, they assist homeless people to find housing solutions, jobs and food stamps (Ruhlmann 2014). They also created parking spaces where homeless people could leave their shopping trolleys (Simpson 2014).

The abovementioned library programmes serve as guidelines for this study regarding the type of innovative library programmes libraries have implemented that could address poverty in their communities. These examples provide an indication for possible recommendations that are discussed in Chapter 6 that are useful in this study.

2.7 Conclusion

The literature that was used in the study to show the areas of social capital creation in public libraries shares a common characteristic with other similar studies. Constant reference is thus made on the lack of empirical research in order to understand social capital in public libraries and the lack of research concerning the understanding of social capital in public libraries.

South Africa, for example, lacks research on the creation of social capital in public libraries and even fails to make any reference to social capital in library research studies. Apart from the studies by Stilwell (2006; 2011;

2016); Strand (2016); Skelly (2014) and Hart (2007); social capital remains a "fresh new vision" (Hart 2007: 1). The underlying problem when researching social capital in public libraries is demonstrating what really constitutes social capital in public libraries. The reason for this may be the confusion related to the concept of social capital or to confirm the existence thereof in public libraries. Social capital consists of two dominant features. The first is "social" while the second is "capital". The "social" in social capital refers to the human interactions or social ties in the social networks while the "capital" in social capital refers to the resources in the social networks and the utilization thereof. However, when combining the two words, the term "social capital" may remain foggy, unless it is seen from an outcome point of view. Thus, social capital creation in public libraries derives in fact from the library patrons using the public library service to benefit thereof. Social capital is therefore an outcome of individual empowerment and trust, of which both are measurable in public libraries. The researcher agrees with Feldman's (2009: 5) idea of social capital in public libraries which explains that social capital is created through library services, in particular the programmes that can contribute towards empowerment, skills development, happy families and positive economic growth.

This literature review gave an account of the contributions on the creation of social capital in public libraries through the research conducted on social capital indicators such as the following:

Table 8: Social capital literature review summary

Theme	Literature
Access to information	Strand (2016: 238) Santhirasegaram (2013:92) Yu (2010:929) Gebremichael & Jackson (2006:267)
Community building	Aabø & Audunson (2012:138) Clarke, Yu & Fu (2011:34) Alemanne, Mandel & McClure (2011:19) Aabø (2005:208)
ICT	Skelly (2014: 54) Malachowski (2014:7) Stilwell (2011a: 7) Stilwell (2006: 13) Mchombu & Cadbury (2006: 4)
Library as a meeting place	Skelly (2014: 34) Miller (2014:317) Carroll & Reynolds (2014:586) Aabø & Audunson (2012: 148) Niegaard (2011:175)

	Audunson, Vårheim, Aabø and Holm (2007)
Library programmes	Vårheim (2014a: 65)
	Stilwell (2011a: 13)
	Berry (2011:10
	Reder (2010:1)
	Nassimbeni and Tandwa (2008: 91)
	Feldman (2009:5
Poverty reduction	Stilwell (2016a: 124)
	Abubakar (2013:6)
	Stilwell (2011a:50)
	Gehner 2010:45).
	Mchombu and Cadbury (2006:18)
Safety	Vårheim (2014a:65)
	Johnson (2012: 56)
Staff-patron interaction	Johnson (2012:58
	Vårheim, Steinmo & Ide (2008:878)
Trust	Vårheim (2017)
	Vårheim (2014b:273)
	Skelly (2014: 40)
	Svendsen (2013:53)
	Leith (2013:71)
	Aabø (2006: 206)

Although several studies have investigated the concept of 'social capital' in connection to libraries, most of these studies were dominated by researchers in Europe, America, and Australia. The research contributions from sub-Saharan Africa seem to be limited, and the concept of social capital is mentioned in only a few studies. Although social capital deals with networking, social inclusion, and human interaction - in which libraries can play a role - there are unanswered questions about the social capital that is created by these networking and interaction opportunities in libraries. The question of whether the social capital originating in libraries is significant, meaningful and productive remains unanswered. The next chapter introduces the creation of social capital as a performance measurement tool to explain the societal value of public libraries, specifically in South Africa.

Chapter 3: Social capital framework to measure the creation of social capital as a poverty alleviation strategy in public libraries

3.1 Introduction

The purpose of this chapter is to come up with a social capital framework for public libraries to understand the creation of social capital as a poverty alleviation strategy in public libraries, especially when the government and stakeholders need evidence that a public library is a place of learning (Strand 2016: 114). Social capital in public libraries became debateable in LIS research when *Bowling Alone*, authored by Robert Putnam (Putnam 1995: 22), omitted to refer to libraries as social institutions that are important in civic engagement. Public libraries provide patrons a feeling of belonging and contribute to civic engagement because of their role as knowledge and information providers in addition to offering library programmes that contribute to stronger communities when equipping members of the community with skills for empowerment. For this reason, Putnam after the initial omitting of the public library as a social institution in the Bowling Alone (1995: 22) publication, Putnam did include the public library as a social institution in community engagement in Chapter 2 of the book *Better together: restoring the American community* when Putnam and Feldstein refer to the Chicago Branch Libraries as the 'heartbeat of the community' (Putnam & Feldstein 2003: 35). The power of social capital in public libraries provides opportunities of learning and improvement of socio-economic development.

In Chapter two that discussed the literature that was used in the study, it was shown that social capital, for example, takes on various forms. In South African research, social capital in public libraries remains an underdeveloped area of study, apart from the research conducted by Stilwell (2006; 2011; 2016); Strand (2016); Skelly (2014) and Hart (2007). This chapter introduces the creation of social capital as a performance measurement tool to explain the societal value of public libraries. The study borrows from the ideas of Pierre Bourdieu (2005) and the understanding Robert Putnam (1995) has of social capital and applies it to the study to come up with a measuring tool to understand the creation of social capital in public libraries.

Bourdieu refers to two aspects of social capital that are applicable to the study. Bourdieu refers to social capital as the sum of all resources (Bourdieu 2005: 194), for example, the public library services as a whole, which include the resources, staff-patron interaction and the programmes (Bourdieu 2005: 194). The other aspect is that in Bourdieu's viewpoint, only the bourgeoisie or middle class has social capital (Swain 2003: 187). However, Bourdieu suggests an option where those without social capital have an opportunity to utilise the resources from a social network to generate their own social capital. The concept of social capital is not complete without adding the element of human trust. Trust is a driving force behind an individual's expectation that something they engage in would lead to a better (life changing) outcome. For instance, library programmes are a patron investment of time and effort. Patrons do this out

of free will, and only through trust in the library and its services and their expectations thereof that they would benefit from the attendance. Robert Putnam's understanding of social capital refers to 'features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit' (Putnam 1995: 22). Vårheim, for example, in his study about Mexican immigrants who attended library programmes, showed trust was built over time. What had started as low programme attendance resulted in higher programme attendance as trust was built (Vårheim 2014b: 272). The chapter also discusses work by other social capital researchers to find a common agreement on social capital.

3.1.1 Understanding social capital

The concept of social capital or rather how it is created in public libraries leads to the complexity of understanding the creation thereof in public libraries, while continuous suggestions are that more qualitative studies would give light on its creation in public libraries and also in other subject disciplines (Aguilar & Sen 2009: 425; Halpern 2005: 1; Lin 2001: 3). Lin (2005: 3), for example, mentions that since the concept of social capital brings so many different opinions forward, the use of the concept might cease to exist in future studies. In answer to Nan, Johnson (2015) and Claridge (2004) posit the underlying problem is that there are various definitions available on social capital, and that this is problematic, as the lack of understanding of the concept could not lead to a consensus. In

Chapter two the literature reviewed indicates the benefits of social capital and also how social capital is created in public libraries.

However, to find clarity about what social capital is, the study focuses on Pierre Bourdieu's description of social capital. Pierre Bourdieu is known as one of the first social scientists who tried to understand the concept of social capital (Bourdieu 2005: 1). Bourdieu sees social capital from an economical point of view and borrows from the ideas on capitalism of Karl Marx and sociologist Emile Durkheim (Swartz & Zolberg 2004: 30). Bourdieu (2005: 194) defines social capital as 'the totality of resources (financial capital and also information) activated through a more or less extended, more or less mobilized, network of relations which procures a competitive advantage by providing higher returns on investment'. In other words, Bourdieu viewed social capital as the sum of using the resources that individuals receive from social networks by investing their time in social networks, which could lead to economic gains (Swartz & Zolberg 2004: 250; Bourdieu 1986: 21). In Bourdieu's viewpoint, people are either born with social capital or without social capital, and the latter have to utilise the resources from social networks to obtain social capital (Swain 2003: 187).

Social capital is about social networks offering a helping hand to people who do not have access to resources. Johnson (2012: 53) illustrates an example such as computer literacy skills, especially when a person is now expected to fill in an online form, without prior knowledge of using a

computer. This might result in a rather intimidating experience to such an individual. Bourdieu considers the social network as an investment of time that could result in building long lasting relationships with social networks that could mean social and economic gains to an individual (Bourdieu 1986: 23).

Social capital is about utilising the resources from social networks. Social networks are important in Pierre Bourdieu's definition of social capital and individual investment in social capital outcomes increases access to resources. The individual should invest their time in the social networks to benefit from the resources. Social capital put the power in the hands of the individual. Bourdieu believed that only the middle class has social capital (Swain 2003: 187) and his work often referred to the poor worker class and cultural inequality (Bourdieu 2005: 185; Swartz & Zolberg 2004: 4).

Bourdieu's theory of social capital explains the notion that social capital is present in everyday life and links the connotation of power to social capital, giving the individual the responsibility to be in charge of his/her destiny by the amount of acquired time invested in their social networks. The assigned power requires the person to become an active player in all walks of life, be it on an economic, cultural or social level. Bourdieu's concept is unique as it focuses on the absence of social capital, its affect a person's life when a lack of networking opportunities and resources is not present (Bourdieu 1989:17).

In Halpern's (2005:1) opinion, the concept of social capital deals with the community and social networks, but even by referring to social capital as community and social networks sounds meaningless. Field (2017: 2) explains that the reason for the confusion in the concept of social capital is that it is difficult to measure 'returns on friendship/or the community' through social capital. Field further argues that the concept has been taken out of the economics arena and is now dominated by social sciences, history, politics, and education (Field 2017: 2) and for this reason, no consensus could be reached to understand social capital. Halpern (2005:1), for example, identifies two features of social capital. One feature connects social capital with the economy while the other feature is present in academic disciplines. In the viewpoint of Halpern (2005:2) social capital is defined as the social ties that bind people together. According to Halpern, such ties are visible in our everyday conduct with other people, such as with family, at work or during recreational activities. In spite of the different viewpoints on social capital, one agreed upon is that social capital boosts individual wellbeing (Halpern 2005: 3).

Halpern (2005: 10) characterises social capital as 'social networks, social norms and sanctions'. The social network is the individual interaction with the community, and social norms refer to rules of community conduct and imposed sanctions on those breaking social norms. Halpern suggests that researchers, in order to understand social capital, should refer back to Bourdieu's explanation of social capital (Halpern 2005: 23).

The public library as a social network provides resources to socially support people. Such resources could enhance their quality of life on both emotional and financial levels. Halpern unpacks social capital the same way as this study, by cracking open social capital and dividing it into two parts, with the first part social and the second part capital. Halpern (2005: 29) views capital as an investment and demonstrates through an example that capital in the case of social capital refers to an individual's spending with their social networks.

Lin (2005: 3) made several research contributions in the area of social capital and sees social capital as a form of capital. Lin, Cook and Burt (2008: 3) claim that social capital derives from the use of resources obtained through social networks. Similar to Halpern, Lin (2005: 4) sees capital gains when using the resources of social networks. However, in the opinion of Lin (2005: 11) social capital and social networks are not reliant on each other. The social networks are just the means of making resources accessible to an individual. According to Lin (2005: 12) social networks create certain ties and could tie the individual either through bonding or bridging social capital. Bonding social capital is present in communities where individuals know each other (Claridge 2013). Bridging capital provides access to resources not commonly available to individuals in their community (Claridge 2013).

According to Field (2017: 2) the notion of social capital derives from the resources that individuals receive from social networks and the size of the social networks plays a role in the amount of resources available to an individual (Poder 2011: 347; Ihlen 2005: 494; Swain 2003: 189). Field (2017: 2) views social networks as a 'metaphor', thus suggesting that social networks could generate capital when individuals invest in social capital.

Lin et al. (2008: 6) provide four possible reasons to explain that capital gains are possible through social network resources:

- Access to 'information' to keep individuals abreast of opportunities they were unaware of.
- 'Influence' on social network ties could lead to "name dropping' or referring a person to recruitment for hiring.
- 'Social credentials' - the social contacts individuals form through social ties that could benefit an organisation.
- 'Reinforcement' acknowledgement of one's value in society could make added resources available that could boost the self-esteem.

Social capital uses two dominant features. The one is "social" while the other is "capital". The "social" part of social capital refers to the social ties or human interactions while the "capital" part of social capital refers to opportunities for financial gain. To understand social capital, it is therefore best to look at it from the social networks' point of view as well as investment gains' point of view. This study relates to the notion of

Bourdieu's concept where the public library service provides a social network to people who do not have social capital. The public library as the social network is the catalyst of emotional and economic gains for people living in poorer communities.

3.1.2 The public library as a social network

The public library from a social capital viewpoint is a trustworthy social network where people have access to resources to benefit their socio-economic development. The public library as the social network makes use of various role players such as the library staff and their interactions (social ties) with the patrons. As indicated by Lin et al (2008:6) the public library as a social network could provide resources to patrons in the following manner:

- Knowledge and access to information.
- Referring a person for recruitment.
- Connections through bridging social capital.
- Discovering self-worth.

However, the underlying problem is that public libraries do not know how to measure social capital in public libraries and that is what is causing the confusion around understanding social capital creation in a public library environment. The public library provides the social network, but it is not enough to demonstrate its societal value. The public library needs to measure output that would show that the public libraries play a central role

in learning and developing the society. Social capital in public libraries is measurable through patrons and resources but both cannot constitute the societal value of public libraries. Public libraries can only show their societal value as agents of poverty reduction when library patrons benefit from their library experiences.

3.1.3 Measuring social capital

Pierre Bourdieu (2005), Lin (2001), Halpern and Field (2017) made similar assertions that people investing in social capital need benefits from their investment in a social network. Chapter 2 discussed the benefits of social capital and its contribution towards individual well-being (Helliwell, Huang, Grover & Wang 2014:17; Yamaguchi 2013:106), individual empowerment (Babaei, Ahmad & Gill 2012:123), employment opportunities (Freitag & Kirchner 2011:399), education (Liou & Chang 2008:119), economic growth (Iyer, Kitson & Toh 2005:1016) and poverty reduction (Zhang, Zhou & Lei 2017:358; Weaver & Habibov 2012:49). In addition to this, social capital enhances 'knowledge' and 'skills', which contribute towards 'education and training' (Black, Balatti, Cook & Falk 2006: 331). However, no investment is profitable without trust . Chapter 2 discussed the importance of trust in social capital. For example, Hudson (2006:59) and Vårheim (2014b:259) both agree that trust is important to achieve individual well-being. Allahyarahmadi (2013:782) confirms the notion of trust and well-being and that trust relies on whether an individual has reached physical, intellectual and spiritual attainment (Wang & Gordon

2011:584). The drivers of social capital are not the public libraries, but rather the patrons 'outcomes through experiences of the public library'. The study identifies library programmes and their outcomes as well as patron trust as measurable outcomes of social capital that are important for public libraries' societal value and of benefit to library patrons. The measurable outcomes of both library programmes and patron trust demonstrate social capital in the form of individual wellbeing, empowerment, skills development, job opportunities and poverty reduction. Library programmes create strong social ties (Hines 2015: 1) and patron trust strengthens the social ties with the library. Furthermore, library programmes and patron trust have social capital and poverty reduction outcomes. The table below illustrates the measurable outcomes of social capital creation through library programmes and the staff-patron interaction to establish trust to understand the creation of social capital in public libraries to reduce poverty. The student attempted to test the measurable outcomes of library programmes and patron trust against the case study of the Emfuleni Local Municipality Library and Information Services. The reason for this is that it is easy to measure library programme attendance and patron motivation behind programme attendance to find a definite outcome that could lead to societal value.

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3.1.4 Social capital through library programmes

Table 9: Social capital through library programmes

Societal value	Outcome
Community engagement	Strong communities (healthy communities/low crime rate)
Poverty reduction	Social interaction (staff-patron interaction)
Skills development	Income opportunities (economic development) Boosted self-esteem
Trust	Informal learning opportunities Individual empowerment
	Social interaction

	(staff-patron interaction) Safety Strong communities (healthy communities/low crime rate)

3.1.4.1 *Library programmes as a social capital measuring tool to determine the societal value of the public library*

Library programmes are part of the library services that determine the societal value of the public library (Strand 2016: 318; Skelly 2014: 207). Grace and Sen (2013: 518) consider library programmes as 'active sustainability' in an attempt to demonstrate social capital and economic value of the public library. Huysmans and Oomes (2013: 169) agree with Grace and Sen while mentioning that libraries could only establish their worth through 'outputs and outcomes'. Huysmans and Oomes refer to the library's tendency of collecting statistics such as 'number of organisations', 'branches', 'registered users', book issues, book renewals, and operating hours important for operational growth and trends. However, such statistics cannot show government and stakeholders the true value of the library. Huysmans and Oomes (2013) illustrate 'outputs' in the following manner:

- 'A product directly resulting from a program (be it an activity or a service), typically measured in numbers to demonstrate the productivity of a program'.
- 'Usually a measure of volumes (expressed in numbers, counts): i.e. number of products/services that are provided, people who are helped, activities that are organized'.
- 'The results of inputs (resources) and activities (programs or services)'.
- 'To be objectively quantified by neutral observers' (Huysmans and Oomes 2013).

Huysmans and Oomes (2013) further define 'outcomes' as the capital gains (outcomes through patron experiences of the public library) in an individual's life:

- 'They reflect the changes or improvements brought about in people's lives, showing that a program has (or has not) been successful (effective)'.
- 'They are measures of impact or benefit'.
- 'They are usually reported in amount of change in skills, knowledge, attitude, behaviour, or condition (life situation/social status)'.
- 'They are the success stories of outputs'.
- 'They are moving away from 'what did we provide' to "why do we matter" (Huysmans and Oomes 2013).

Huysmans and Oomes illustrate output in outcome of library services in Table 1 (2013: 170).

Table 1

Library story:	Output:		Outcome:
Expressed in mission statements (things we say and aim to do)	Products / services / activities	# people who are helped / reached	Perceptible effect / change (in behaviour, knowledge, skills, attitude, life situation, status)
(Things we say)	(Things we do and that we (should) count)		(Things we want to know)
Stimulate reading and contribute to the level of language skills	Collection (quantity / quality); host literacy courses, reading circles; supply schools with books and learning materials	Use of materials, # of participants	Did people truly read the books they borrowed? Were they inspired/ surprised? Did their reading skills improve? Was their horizon broadened? Are they inclined to read more often?
Stimulate local involvement and citizenship	Organization of meetings / lectures / debates; supply of government information	# of participants, visitors, brochures that were taken, web statistics	Did people learn new things? Did they meet new people? Did information help them to form / change their opinion? Were they activated to be more involved in the democratic process?

Figure 8: Huysmans and Oomes illustrate output in outcome of library services in Table 1 (2013: 170).

Source: (Huysmans and Oomes 2013: 170).

In a recent thesis by Skelly (2014: 102) to evaluate library services and their contribution to economic development, findings suggested that book circulation is a factor of economic growth and development. However, book issues cannot determine the societal value of public libraries or social capital creation through book loans, other than the librarian-patron interaction, which could strengthen social ties during the circulation

process. Therefore, it would be impossible to explain the creation of social capital through book issues to understand the societal value of the library. Library programmes are a better example and provide both 'output' and 'outcome' incentives and exhibit evidence of societal value through social capital. Library programmes improve literacy and other skills beneficial for job seeking. The life-changing incentives patrons achieve through library programmes are a form of social capital as they contribute to individual empowerment. Library programmes have economic value (Skelly 2014: 44) and create an informal learning platform aimed at skills development of those who left school at an early age or never had an opportunity to attend some formal schooling. The following research demonstrates 'output and outcome' in a manner to understand the societal value of public libraries. In the study by Johnson (2012: 58), to understand library staff and patron interactions, Johnson conducted interviews with library staff at three neighbourhood branch libraries in a large American Midwestern city. Although the two librarians that reported on their experiences who rather did not conduct a formal library programme about computer skills or job seeking, they had assisted two patrons with computer and job seeking skills. One librarian told Johnson about a patron that needed assistance with an online resume. This interaction created strong social ties when the patron returned to the librarian with the news of landing the job. The patron's social capital was the positive library experience and the capital gains of finding employment. Johnson (2012:58) reported on another librarian who helped find a patron a job. Social capital was created by utilising the

available resources of the public library. These findings agree with Lin et al (2008:6) who provided ways in which people could benefit from social network resources. Library programmes such as English Second Language (ESL) classes, computer classes and US citizenship classes for Hispanic immigrants in Vårheim's (2011: 25) study confirmed the notion that public library programmes create social capital and the programmes offered capital gains to the participants. The study by Johnson and Griffis (2014: 188), through the administering of questionnaires in five small communities in Southwestern Ontario to both library users and non-users, revealed the existence of social capital through library programmes. Since their study included small town libraries as well as urban libraries, the only difference was the amount of social capital that was created through the library programmes. They found that the library programmes offered at the smaller town libraries did not appeal to the lower income people, while the urban libraries had better structured programmes to engage the lower income people such as neighbourhood resource centres, food cupboards, employment resource centres and settlement services. Although the lower income people from the smaller town libraries found limited gains from the social capital resources available to them, the lower income people from the urban libraries gained from the social capital resources. In another study to show social capital gains conducted by Gaitán and Arboleda (2016: 5), the library programmes by the National Library of Colombia and the National Network of Public libraries provided the patrons gains of 'collective identity and self-esteem' and research skills as well as opportunities of

'dialogue and cultural expression'. The public libraries of New South Wales, in an attempt to find out the value of their libraries, administered surveys that were completed by both staff and patrons (Library Council of New South Wales 2008: ii). Survey results found that library programmes contributed to social capital gains (Library Council of New South Wales 2008: v) in the following manner:

- 'Contributing to positive community relationships and community harmony through multicultural storytimes'.

- 'Supporting book clubs and reading groups, thereby creating social interaction among people with common interests'.

- 'English Literacy programs to assist non-English speaking members of the community to develop language skills'.

- 'Encouraging parents to commit to early literacy development for their children'.

- 'Meeting the needs of the aged and members with disability, who are unable to visit the library, through Home Library or Housebound programs'.

The above discussion on library programmes gives a clear indication that library programmes create social capital, which could serve as evidence of the societal value of public libraries and no longer be considered as secondary services that supplement the core services of public libraries, that are circulation and information provision. However, the effectiveness of library programmes is only noticeable through outcomes and when patrons

attending such programmes benefit thereof that could as such constitute social capital.

3.1.4.2 Elements of patron trust to determine societal value of the public library

Patron trust is a measurable outcome for trying to understand social capital creation and the societal value of the public library. Patron trust in libraries consists of the following elements:

- Safety.
- Willingness to participate in library programmes.
- Staff-patron interaction (social ties).

Vårheim (2014: 65), for example, explains that trust in the library is visible in how patrons perceive the library. In the opinion of Vårheim, the library must demonstrate that it is a good investment for learning and relaxation and that it is a safe place. Vårheim (2014: 68) found that library programmes or the attendances thereof are only possible when patrons trust the benefits of the programmes.

Safety

People want to feel safe and sheltered from everyday problems. They visit the library and utilise the resources either for recreational purposes or to learn a new skill. While doing so, they do not want to look the whole time over their backs wondering whether someone would do them harm. Parents want to feel at ease when they know their children are going to the library,

or that the library provides children protection after school when parents are still at work. For example, in the case study by Johnson (2013: 60) to determine whether social interactions between staff and patrons could result in social capital, the library staff who participated in the case study performed a parental role by guarding over the safety of the children and arranging activities. In the case study by Vårheim (2014: 67) about refugees' attendance of compulsory introductory programmes on the Norwegian language and society, safety played a role in attendance. In another study to understand the role public libraries play in immigrant integration in Norway (Audunson, Essmat & & Aabø 2011: 114), the Muslim women who had participated in the study found that the library provided them a safe place where they could learn to adjust in a foreign country.

Willingness to participate in library programmes

Public interest in library programmes is reliant on personal interest and whether the patron could benefit thereof. Since programme attendance is not compulsory, patrons have the personal choice to stop attending a programme at any time. Therefore, what triggers a patron to continue a programme is the perception of trust that the patron has in the library to benefit from the programme. Referring back to Vårheim's (2014: 65) case study on immigrants' willingness to make use of the library programmes, it was revealed that women particularly showed interest in the children's storytelling sessions. Further findings from Vårheim's study revealed that

mothers would participate in the storytelling and would tell stories in their native language. The women benefitted from the reading group activity once a week and found it ideal to practice the Norwegian language. In Audunson et al (2011: 115) study on Muslim immigrant women's use of the public library, the women gradually participated in library programmes, when first they only used the library as a place to meet and support each other while adapting to a new country and culture.

Staff-patron interaction (social ties)

The product of trust is reflected in the social interactions (ties) between library staff and patrons (Johnson 2012: 56). When patrons feel that they can trust the staff, they will open up with their personal stories. When referring back to the study by Johnson (2013:56) to determine whether patron interactions leads to social capital, one of the young adult librarians in the study strengthened social ties with a teenage patron when he found out the librarian was brought up in the same town as his father. The boy told the librarian that his father passed away. The librarian understood the boy's grief and encouraged him to join a local teenage group. In the same case study by Johnson (2013: 58), a teenage girl told a library staff member that she was involved with an older man she had met online. The staff member immediately understood that the girl wanted her insight about the relationship (Johnson 2012: 57). Staff and patron interactions in a research study on trust and the value of public libraries in Latvia by (Pabērza 2010: 91) showed 21% of the participants visited the library 'only to speak to the

librarian'. In Pabērza's opinion, the reason for this is that in Latvia, public libraries are in many cases the only place that offers 'social and cultural services' (Pabērza 2010: 91).

3.2 Conclusion

Library programmes provide social capital not only through the expansion of an individual's social networks, but by the benefits obtained from participating in library programs. Such benefits constitute the societal value of public libraries since they provide both 'output' and 'outcome' incentives. Library programmes are empowering and develop skills. Nassimbeni and Tandwa (2008: 91) argue that library programmes could help reverse illiteracy and literacy promotes economic growth (Reder 2010:1).

Patron trust also contributes to social capital that leads to societal value. The areas that establish trust in the library, namely safety, are willingness to participate in library programmes and staff-patron action, which have the following outcomes:

- Parents do not need to worry about a loss of income, whereas before they worried about their child's safety and had to stay at home.
- Parents do not need to hire a nanny or enrol children in expensive afterschool programmes.
- Participating in library programmes develops skills.

- Staff-patron interactions are important in strengthening social networks.

More about output and outcome and the societal value of public libraries is discussed in Chapter 5 and Chapter 6. The next chapter discusses the research methodology and provides information on the selected research approach, research design and sampling methods used in the study.

Chapter 4: Research Methodology

4.1 Introduction

This chapter presents the research methodology used in the study. It begins with an explanation of the research approach and design and then follow with the data collection methods; data analysis, the population and sampling.

4.2 Research approach

Creswell (2014:3) explains that the research approach guides the researcher to come up with an appropriate research design, data collection methods, data analysis, and the presentation thereof. The two most frequently used research approaches are quantitative and qualitative research, and the differences are underpinned in the manner in which data are collected such as interviews, observations, case studies, oral history in qualitative research and questionnaires, surveys, documents and records in quantitative research (Polit & Beck 2014:8). The third research approach is the mixed methods approach (Venkatesh, Brown & Bala 2013:21). Below are the key points of the three major research approaches:

4.2.1 Quantitative research approach

The quantitative research approach works with quantifiable data such as questionnaires, surveys, documents and records. The data for the quantitative research approach are mostly used for empirical testing (Harwell 2011: 5). The quantitative researcher takes full advantage of the

study findings by focusing on the nature of the study. Thus, the quantitative researcher detaches him/herself from the study and only focuses on the nature of the study to further ensure that the study produces the same results when it would be repeated and that the results obtained from the sample population are applicable to the general population since larger sample sizes are used in quantitative research. Moreover, the positivist paradigm is used in the quantitative research approach (Gray 2014: 21). This means that the researcher that is following a positivist approach in quantitative research has influence over the evidence (Crookes & Davies 2004:3). The quantitative research approach is a useful approach when there is already an abundance of empirical evidence available to support the data (Newell & Burnard 2006:24).

4.2.2   Qualitative research approach

Rahman (2017: 103) defines the qualitative research approach as a process where the results of research findings were not obtained through quantifiable measurement such as counting. Rahman continues further to say that qualitative research is the study of the everyday realities such as daily life, life experiences, social behaviour, social interactions, feelings and emotions (Rahman 2017: 103). In the quantitative research approach, the researcher distances himself/herself from human interferences, while in the qualitative research approach, the researcher is present and actively involved in his/her study to understand the research participants (Rahman 2017: 104; Creswell 2009: 177). Thus, the qualitative research approach

attempts to understand realism in everyday life or phenomena (Polit & Beck 2014:9). The data collection instruments of the qualitative research approach are focus groups, participant observation, photos, journal records and unstructured interviews (Trochim 2008). The qualitative research approach uses a convenience sample for the study setting and to find study participants (Creswell 2009: 178). Qualitative research questions strive to find answers using a rich descriptive method (Crookes & Davies 2004:77). The qualitative research approach is not as rigid as the qualitative research approach and is more flexible in giving scope to adjust data to suit the study (Polit & Beck 2014:266). Furthermore, the researcher has the option of merging together various data collection strategies (Polit & Beck 2014:266). However, using the qualitative research approach does come with a few disadvantages such as the use of smaller sample sizes, which means that it is not possible to generalise the sample population findings to the general population (Atieno 2009: 17).

4.2.3   Mixed methods research approach

The mixed methods research method integrates the quantitative research process that includes collecting dating through surveys or experiments and the qualitative research process that includes collecting data through interviews, focus groups and observations (Harwell 2011: 3; Creswell 2009: 99; Fidel 2008: 265). The mixed methods research approach is also effective to answer primary research questions (Johnson, Onwuegbuzie & Turner 2007:129), and this study is making use of the sequential mixing

design types of mixing the data. Below is a brief description of the three sequential mixing types and the researcher's motivation for selecting a sequential mixing type.

- *Sequential explanatory design*

  According to Creswell (2009: 211), the sequential explanatory design is amongst one of the popular mixed methods procedures. Creswell reasons that the popularity of the sequential explanatory design is that it is easy to understand and to write up the findings of the results. The researcher following the sequential explanatory design usually starts with the collection and data analysis of the quantitative data, following up with the collection and analysis of the qualitative data. Subedi (2016: 572) reasons that the sequential explanatory design is useful when an in-depth interpretation is required and more qualitative data analysis is needed to support the quantitative findings.

- *Sequential exploratory design*

  The sequential exploratory design is similar to the explanatory design, but with an opposite sequence. In this case, the qualitative data is collected and analysed first and followed up by the quantitative data (Creswell 2009: 211). The exploratory design is easy to use and explaining the findings is also simple. Some of the other advantages of using the sequential exploratory design are that it is useful to investigate phenomena or to build on a new theory (Creswell 2009: 212).

- *Sequential transformative design*

  Apart from the sequence, which is to collect quantitative data and analyse the data first or vice versa where the qualitative data is collected and the data analysis is first, is another consideration; this is the transformative process, where other variables such as gender or age are also taken into consideration during the sequential preference (Creswell 2009: 212). The sequential transformative design has a theoretical framework which provides direction to the researcher (Creswell 2009:212).

  A sequential explanatory mixed methods design is selected for this case study. The quantitative data was collected first, following up with the qualitative data that provides a more in depth understanding of social capital creation through library programmes and the potential benefits thereof to attendees of such programmes.

4.3 Research design

The research design is a work plan that indicates how the collected data could answer the research question (Salkind 2010: 2). Salkind argues that the research design takes on a prominent place in research methodology as it is not only concerned with the research design, but it also includes data collection, sampling and data analysis (Salkind 2010: 2). This study makes use of a case study of the Emfuleni Local Municipality Library and Information Services and includes data from its community and main libraries as each of the libraries that is under the umbrella of the Emfuleni

Local Municipality Library and Information Services shapes the case. Each library has its own communities and social capital creation through library programmes would potentially influence the participants attending library programmes differently in each community. The student argues that it is especially interesting to notice whether there are similarities or differences between the quantitative and the qualitative data collected from the libraries as the libraries in the three regions include township and residential libraries. Therefore, a case study allows a depth of investigation into a single case in this instance the study is concerned with the creation of social capital through library programmes that could reduce poverty, but more so the expected outcome from participants attending library programmes by attempting to achieve the objectives that were identified in Chapter 1.

Furthermore, the student made use of the supporting literature in Chapter two and Chapter 3 as part of the research design for this study to eventually provide guidance to answer the research questions to demonstrate the creation of social capital in public libraries. Moreover, the measuring tools of library programmes and the trust patrons have in the library through their interaction with the staff that serves as a motivation to attend the programmes was also considered.

4.3.1 Case selection

The decision to include the Emfuleni Local Municipality Libraries in this research came from a suggestion by the Library and Information Association of South Africa (LIASA), as part of a Listserv announcement

to search for public libraries to take part in the study. LIASA was familiar with the library outreach programmes at the Emfuleni Local Municipality and referred the researcher directly to contact the Library Manager, Ms Marina van Wyk. The researcher found that Emfuleni Local Municipality provided a rich and rewarding site for a case study. The Emfuleni Local Municipality and the areas they are serving were already introduced by the student in chapter one. In this chapter, the case of the Emfuleni Local Municipality and in specific the Emfuleni Local Municipality Library and Information Services are discussed to provide for a better understanding of communities that the municipality is serving. A case study is more appropriate for this type of study to understand whether library programmes are a measurable outcome of social capital that could lead to poverty reduction.

4.4 Population

The population forms an integral part and takes on an essential role in any research design. Polit and Beck (2014:277) define the population as the overall number of people included in a location or the total number of subjects under study. Polit and Beck (2014:177) explain that it is not always feasible to include an entire population in a study as this could mean that the researcher would have to spend more time on data collecting and analysis as well as funds when the entire population is included in the study. For this reason, researchers draw up a criterion to search for

members of the entire population who are suitable for their study, which is then called the target population (Polit & Beck 2014:177).

The target population of this study includes the library staff at the 14 Emfuleni Local Municipality Library and Information Service. The target population also includes library patrons at the 14 Emfuleni Local Municipality Library and Information Service. The target population does not include and school learners (primary of secondary). The study focusses on those library programmes specially created for school levers and adults in the age group of 18-65.

4.5 Sampling

Convenience sampling was used because of the convenience of obtaining participants for the study. Another reason for the selection of convenience sampling is that it is acceptable in a mixed method case study to use convenience sampling and to combine it with random sampling (Teddlie & Yu 2007: 89). Although the study mostly used convenience sampling, a form of randomness was unintentionally achieved through the questionnaires. The questionnaires for the study were left at all the counters of the Emfuleni Local Municipality Libraries. Any of the library patrons that fit the following criteria could pick up a questionnaire, complete the questionnaire and put it in the box at the counter.

Criteria

• That participants were members of the Emfuleni Local Municipality Library and Information Services;

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- That they were representative of the different geographical areas of Emfuleni;
- Their designated age group is between 18 to 65 years old.

The sample size is widely discussed in empirical studies across various subject disciplines (Hayat 2013:944). In mixed methods research it is not exceptional to have two sample sizes (Teddlie & Yu 2007:90; Driscoll et al. 2007:25; Collins et al. 2007:271).

4.5.1 Sample size

The initial sample size was determined by the number of questionnaire and interview responses received. The number of participants who took part in this study were 173. The break down was the following:

- The social capital questionnaire was completed by 71 library patrons and 28 library staff
- The library programmes questionnaire was completed by 115 library patrons and 58 library staff
- The interviews were conducted with 36 library patrons.

The researchers took the highest number of questionnaire responses to determine the total number of research participants.

Therefore, this study employed both a small sample and a large sample size. The differences in this study's sample sizes are also seen in the quantitative data responses when a larger group of library patrons completed the questionnaires and the qualitative data when a smaller sample of participants was selected to contribute towards the interview data. The

interview participants were conveniently selected by the library staff of the Emfuleni Local Municipality Libraries, as they were known to the staff because of their regular attendance of library programmes.

4.6 Pilot study

A pilot study is a smaller scale, preliminary study that serves the purpose of ruling out any ambiguity and/or weaknesses that may arise from the methodology and/or sample (Arain, Campbell, Cooper & Lancaster 2010:1; Crookes & Davies 2004:232). Pilot studies serve two purposes: firstly, to prepare the study before the larger study is conducted, and secondly, as a preliminary test to determine the effectiveness of the data collection tools (Simkhada, Bhatta & Van Teijlingen 2006:295).

For the purpose of this study, two pilot studies were conducted with the social capital questionnaires before the final link of the questionnaires was emailed to the Head of the Emfuleni Local Municipality Libraries.

First Pilot Study April 2014

The first pilot study was done in April 2014, when ten questionnaires were emailed to staff members of South African libraries residing in the Western Cape, with whom the researcher was familiar. The selected subjects, including both public and academic librarians, were asked to complete the questionnaire, in which they were asked to answer closed-ended questions on their local public library use of and participation in library programmes as library patrons. They were also asked to evaluate the time they had spent

on completing the questionnaire as well as to comment on the questions which they did not understand or perceived as ambiguous.

Second Pilot Study June 2014

Based on the feedback from the respondents of the first pilot study in April 2014 the researcher student adapted the questions, incorporating their corrections and suggestions, and sent the edited questionnaire to another group of ten South African librarians, which included mostly friends of the researcher, who were working at the Stellenbosch University Library and its branch libraries and at the Stellenbosch Local Municipality Library. During this stage, only six of the ten questionnaires were returned to the student.

The duration of the pilot testing lasted four months, from April 2014 to August 2014, with regular reminders of the researcher for participants of the second pilot study to at least try to give feedback and to complete the questionnaires.

4.7 Data collection methods

There were three data collection methods used in this study.

4.7.1 Questionnaires

In order to find answers to the research problem, the researcher collected quantitative data by means of a closed-ended questions questionnaire. This is acceptable in the use of mixed methods research and especially when it is

paired with open-ended interviews (Harris & Brown 2010: 2). Another reason for the use of only closed-ended questions in the questionnaire was to make it easier for the participants to answer, while the student found it easier to analyse the responses of closed-ended questions. The student used SurveyMonkey, an online web tool to design questionnaires (SurveyMonkey.com).

The first questionnaire focused on impressions regarding library programmes to reduce poverty. The library programmes questionnaire was distributed to library patrons and staff and was closed-ended and designed in such a way that patrons could make a choice on the type of programme the library should offer, in order to reduce poverty. The social capital questionnaire for the library patrons and staff was targeted at the creation of social capital.

4.7.1.1 Questionnaire process in the study

- The researcher designed four questionnaires on SurveyMonkey and each had a specific function in the study.
- Questionnaire one pertained social capital questions for the completion of the library staff.
- Questionnaire two pertained social capital questions for the completion of the library patrons.
- Questionnaire three pertained questions on library programmes on poverty reduction for the library staff.

- Questionnaire four pertained questions on library programmes on poverty reduction for library patrons.
- Before the questionnaires were emailed to the Library Manager (Mrs. Van Wyk) of the Emfuleni Local Municipality Library and Information Services, the researcher conducted a pilot study.
- Questionnaire one (social capital questions for library staff) and questionnaire two (social capital questions for library patrons) were emailed to the Library Manager (Mrs. Van Wyk) of the Emfuleni Local Municipality Library and Information Services.
- The Manager (Mrs. Van Wyk) of the Emfuleni Local Municipality Libraries assigned one staff member to print the two sets of questionnaires and to distribute them to the three regions where the libraries are situated.
- The library programme questionnaires were left on the circulation counter and patrons could willingly decide to complete the questionnaire and place it in the box.
- Each of the Emfuleni Local Municipality Libraries was only asked to put twenty questionnaires on their circulation counter. The reason for this was that the student did consider printing and paper costs and that the Library Manager (Mrs. Van Wyk) did not ask the student to pay for the printing.
- The library staff questionnaires were treated similarly, and library staff could decide whether they wanted to complete the questionnaire or not.
- The duration of the data collection of the social capital questionnaires by the patrons and staff was 3 months.

- The duration of the data collection of the library programmes questionnaires by the patrons and staff was 3 months after the researcher received the social capital questionnaires.

- The duration of the data collection of the questionnaires was October 2014 to March 2015.

- The Library Manager (Mrs Van Wyk) assigned one person to collect the completed questionnaires, scan the questionnaire responses and email the responses to the student's email address.

- The questionnaires about the library programmes were completed by 115 library patrons and 58 library staff members

- The questionnaires on social capital were completed by 71 library patrons and 28 library staff.

4.7.2 Interviews

The second data collection method in this study was the open-ended interview which was used as the qualitative data collection tool. The open-ended interview in mixed methods research is acceptable when it is paired with the closed-ended questionnaire (Harris & Brown 2010: 2). The reason for the use of the interview in this study was because it is an effective method to find out how library patrons feel about library services in their communities. The collection of the interview data was done by region because it was more practical when analysing the data. The findings obtained from the interview data are useful to determine the societal value of the public library and are also useful to determine whether the public

library as a social institution creates social capital that could reduce poverty. Another reason why the interview was used in this study is that the researcher could record the participants' responses. Such recordings are especially useful during the data analysis phase. The interview questions focused on library programmes attendance and the questions were specifically asked in a way to understand whether the patrons benefitted from library programmes, which in turn could support the creation of social capital in the public library. Therefore, the type of questions might reflect that it could predetermine the outcome, but the intention was to find out whether the patrons benefitted from the library programme.

4.7.2.1 Interview execution of the study

- The researcher provided a digital voice recorder to the Manager of the Emfuleni Local Municipality Library (Mrs. Van Wyk).

- The Manager of the Emfuleni Local Municipality Libraries (Mrs. Van Wyk) assisted the researcher with the interviews

- The reason for this was that the student worked in Saudi Arabia during the data collection and was unable to fly to South Africa to conduct the interviews.

- The student requested from the Manager of the Emfuleni Local Municipality Libraries (Mrs Van Wyk) to identify a maximum of 20 library patrons from each of the three regions who frequently attend the library programmes and would be willing to participate in study by answering

questions about library programmes, their attendance, expectations and personal outcomes of the programmes.

- Interview duration: June 2015 to December 2015.
- The Manager of the Emfuleni Local Municipality Libraries (Mrs Van Wyk) assigned one staff member to collect all the interview recordings and send it through Dropbox - a cloud file sharing application of Google (www.dropbox.com).
- The student used Transcribe, a free online application, to transcribe audio text. It had an integrated text editor (https://transcribe.wreally.com/).

4.7.3 Official documents

The Manager of the Emfuleni Local Municipality Libraries (Mrs. Van Wyk) provided the student with official documents that showed the development of the Library Services twenty years after democracy (1994). The documents included a PowerPoint presentation, photos of the Lulaway Launch and demographical data of the 14 libraries. The documents were used to build the case study of the Emfuleni Library and Information Services.

4.8 Data analysis

The study is a sequential mixed methods explanatory study. Therefore, the student first focused on the collection and analysis of the quantitative data. The student received the completed questionnaires from three regions and therefore analysed the data by region.

After the quantitative data was analysed, the student followed it up with the collection and analysis of the qualitative data. The student received the interview data by region and did the analysis by region.

The data analysis is themed based. A theme "captures something important about the data in relation to the research question" and represents some level of "patterned response" or meaning in the data (Braun & Clarke 2006:82).

The study identifies themes to explain the outcomes of social capital creation and its measurable outcomes to show the societal value through the use of the literature review in Chapter two which is expanded on in Chapter three.

Theme 1 Social capital is created through community use of the library space, and social capital promotes community building while the visibility of the library in the community supports community building.

Theme 2: The measurable outcomes that constitute social capital in public libraries are measured through patron responses of their positive experiences. This theme is based on interview data collected from library patrons.

Theme 3: Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities for example:

Skills development programmes

- Computer classes (NetDimensions 2013).

- English Language Classes (Vårheim 2011a: 12).

- Internet searching skills (Ferguson 2012: 22).

- Job searching skills (Johnson & Griffis 2014: 188; Huysmans & Oomes 2013:171; EIFL 2013).

Adult literacy programmes

- These programmes assist with the developing of adult learners' basic reading and writing skills and boost their confidence (Nassimbeni & Tandwa 2008: 87).

Early childhood development programmes

- These programmes develop literacy skills and children learn vocabulary. EDC programmes create an environment for early childhood development by exposing children to books through story times, puppet shows, crafts, rhymes, songs and poetry (Maclean 2008: 3).

Enhancing food security

- Public libraries help to fight poverty through food gardens as a potential solution of reducing food scarcity in the community (Lewis 2014; Emfuleni Local Municipality 2014b).

Lastly, theme 3 is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons.

Theme 4: Library patrons who have trust in their public libraries become frequent visitors. This theme is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons. Each of the themes is connected to an objective and a research questions of the study.

4.8.1 Summary of objectives, research questions, tools and themes
Table 10: Objectives and research questions of the study

Objectives	Research Question	Data Collection Tools	Themes
To determine the creation of social capital in public libraries	How is social capital created in public libraries?	Literature review Questionnaire Interviews	**Theme 1** Social capital is created through community use of the library space, and social capital promotes community building while the visibility of the library in the community supports community building.
To determine	What measurable	Literature review	**Theme 2:** The

the measurable outcomes that constitute the creation of social capital in public libraries	outcomes constitute the creation of social capital in public libraries?	Interviews	measurable outcomes that constitute social capital in public libraries are measured through patron responses of their positive experiences. This theme is based on interview data collected from library patrons.
To determine whether library programmes contribute to the societal value of public libraries when the collected data supports that library programmes could reduce poverty	How could specific library services such as library programmes contribute to the societal value of public libraries?	Literature review Questionnaire Interviews	**Theme 3:** Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities for example:
To determine whether staff-	To what extent is patron trust linked	Literature review Questionnaire	**Theme 4:** Library patrons who have trust in their

patron interaction builds trust	to staff-patron interaction and could it contribute to the societal value of public libraries?	Interviews	public libraries become frequent visitors. This theme is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons. Each of the themes is connected to an objective and a research questions of the study.

The literature review is used as a guideline to identify the themes which could show that social capital creation in public libraries should have a purpose and that the outcome thereof should have benefits to the patron. The outcome of social capital of which patrons could benefit was discussed in Chapter 3 when the student identified library programmes and the establishment of trust between staff-patron interactions that constitutes the societal value of social capital.

Chapter 5 discusses the themes and their relation to the literature that was reviewed. The analysis of the questionnaire data was straightforward. The student looked at the responses to the questions which were related to social

capital and library programmes that could connect to the identified themes and would assist to answer the research questions.

The researcher listened to all the interview data from the three regions. It was beneficial to breakdown the data into regions as explained in Chapter 5, since Emfuleni Local Municipality has 14 libraries and each of them is divided into three regions based on their geographic location.

After transcribing each interview, the student returned to each interview transcription by reading each response and to code the key phrases pertaining to the identified themes. The student grouped the coded text to the particular research question. The questionnaire and interview data were put together after iteration, text similarities or differences in responses were found in the abovementioned themes, after which it was interpreted and as a whole discussed. The interview responses that are included in the study to answer the research questions are quoted verbatim.

4.9 Reliability and validity

Reliability is a process that indicates that anyone else who follows up on the research and uses the same data collection and sampling method as applied in a similar research study will get the same results (Bloor & Wood 2006; McNeil & Chapman 2005:9). According to Juni (2007:835), there are three areas that researchers should focus on in an attempt to ensure the reliability of the research:

• Accurate data collection tools to ensure that in a repetition of the same study by other researchers, the findings will remain similar to those of the first survey;

• Assurance that the results will continue to be the same even when the same participants do the same test over a different time span;

Reliability plays an essential part in the research, and it serves as an important component of validity to ensure that the data findings are justifiable (Gushta & Rupp 2010:1238).

The researcher attempted to achieve reliability by comparing the results of this study with the findings of other studies. Another example of how this study achieved reliability was by giving similar questions to the interviewees during their individual interview sessions.

Validity is concerned with the end product of the research. Validity attempts to achieve a truthful representation of what the study wants to measure (Gallestey 2008:1071; Bloor & Wood 2006:148) and whether the data collection methods used are appropriate measuring tools (Muijs 2011:58). Validity is constructed in two ways, either internal or by external

validity. Internal validity describes how the researcher represents his/her results from the data that were gathered. Validity concerns may present themselves in the design, data gathering tools, data analysis and the interpretation of the data (Onwuegbuzie & Johnson 2006:49). Validity is best applicable in research studies concerned with social constructs where variables such as wellbeing, social background and individual empowerment, amongst others, are measured (Gallestey 2008:1071).

This study used content validity (through the design of the questions), to ensure that the questions covered all the areas of the problem (such as that public libraries create social capital to address poverty through library programmes). Poverty reduction is an eventual outcome of individual wellbeing. External validity is achieved since the study could generalise the findings from the studies to other studies conducted in similar construct such as Stilwell (2011a), Stilwell (2016a), Johnson & Griffis (2014) and Vårheim (2009), Vårheim (2011) and Vårheim, (2014a). External validity was also achieved through the randomness of the questionnaire completion. Each patron visiting any of the Emfuleni Local Municipality Libraries could willingly pick up a questionnaire from the circulation counter, complete the questionnaire and place it in the box on the counter. The only threat to the external validity is the staff selection of the interview participants. Secondly, the type of interview questions might reflect that it could predetermine the outcome. However, the intention was to find out whether the patrons benefit from library programme attendance, which

could then support the evidence that public libraries create social capital through measurable outcomes such as library programmes and patron trust.

4.10 Ethical considerations

The University of South Africa (UNISA) requires strict ethical considerations during the inclusion of human participants in any research work, such as the following:

• Autonomy – protecting the freedom, rights and dignity of the research participants.

• Beneficence – using the research for the betterment of humanity and considering the welfare of research participants.

• Non-maleficence – not intentionally inflicting harm on the research participants or any other people.

• Justice – ensuring the equal treatment of research participants (UNISA 2007:9).

UNISA further expects researchers to adhere to the following general ethics principles when conducting research, and this particular research study attempts to do the following:

• Acknowledge existing studies in this field;

• Add value to South African research;

• Refrain from withholding any of the findings or results;

• Respect the rights of the research participants;

• Ensure the confidentiality of the responses;

• Allow research participants to withdraw voluntarily from the study;

- Ensure the safety of research participants.

The researcher used the guidelines of the University of South Africa involving research with human participants to ensure the anonymity of the participants. There were some instances, especially in the interview data, where participants revealed themselves and talked about their personal lives before answering the questions. However, the names of all participants remain anonymous in the research. The participants had the opportunity to withdraw from the interview process at any stage. All the interviews were conducted inside the library, and that was done to guarantee the safety of the participants.

4.11 Conclusion

In this chapter the researcher discussed the various types of research approaches, designs and sampling methods. After each discussion, the researcher chose an appropriate approach, design and sampling method and explained its applicability to the study. The study made use of questionnaires and interviews as the data collection tools and closed-ended questionnaires were used to obtain the quantitative data, while interviews were used for collecting the qualitative data. The chapter further explained how the data was analysed and how the researcher ensured that the research complied with the norms of achieving both reliability and validity. Lastly, since the study used human subjects, the researcher explained the guidelines to consider when making use of human subjects in research.

Chapter 5: Data Analysis and Interpretation

5.1 Introduction

This chapter presents the data analysis, findings and interpretation of the data gathered in the study. The aim of the study was to demonstrate that public libraries create social capital and address poverty. A hopeful outcome is that libraries will receive more recognition for the contributions which they provide and be recognised by the government as institutions that can assist with poverty reduction. This will in turn, encourage more government funding of libraries.

According to Rule and John (2011: 75) data analysis and interpretation play a prominent role in the whole research design process. It is here where the researcher is making sense of the study when collected data is interpreted to build a case. Thus, data analysis is the process when the collected data is analysed so that the collected data makes sense. Newell and Burnard (2008:14) identify two types of data analysis processes. The first type is quantitative data, presented in the form of statistical data, such as the proportion of the response rate of people who had responded to a survey. The other type of data identified by Newell and Burnard is qualitative data, in the form of interviews, focus groups, observations, journal writings or other published or documented works, which are then transcribed with the use of 'headings and subheadings'. A further definition of data analysis by Rowley (2014: 2) suggests that data analysis is the practice of infusing

'meaning and understanding' into the collected data sets in an attempt to build on a theory.

This case is built on a mixed methods sequential explanatory case study on social capital against the relevancy of library programmes and its ability to reduce poverty such as set out in the purpose of the study in Chapter 1, to demonstrate that public libraries create social capital and address poverty such as:

Skills development programmes

- Computer classes (NetDimensions 2013).

- English Language Classes (Vårheim 2011a: 12).

- Internet searching skills (Ferguson 2012: 22).

- Job searching skills (Johnson & Griffis 2014: 188; Huysmans & Oomes 2013:171; EIFL 2013).

Adult literacy programmes

- These programmes assist with the developing of adult learners' basic reading and writing skills and boost their confidence (Nassimbeni & Tandwa 2008: 87).

Enhancing food security

- Public libraries help to fight poverty through food gardens as a potential solution of reducing food scarcity in the community (Lewis 2014; Emfuleni Local Municipality 2014b).

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Early childhood development programmes

• These programmes develop literacy skills and children learn vocabulary. EDC programmes create an environment for early childhood development by exposing children to books through story times, puppet shows, crafts, rhymes, songs and poetry (Maclean 2008: 3).

Therefore, the data analysis attempts to confirm that the existence of social capital in public libraries is capable of reducing poverty through the empirical evidence of such outcomes. An eventual outcome would hopefully be more recognition of the library's contribution as institutions that could assist with poverty reduction by people and the Government and more funding by the latter.

5.1.1 Demographic profile of the research participants

The researcher starts the section of data analysis with the demographic profile of the research participants from each of the three regions. Salkind (2010) explains that the reason for inclusion of demographic data in research is to help determine whether the participants are representing the target population, and the findings are made applicable to the general population. In addition to this, demographic data is useful to evaluate user needs during planning of the library service. A total of 173 research participants (115) library patrons and (58) library staff participated in the study and the participants came from the following three regions:

Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong, Stephenson

Region 2: Vereeniging, Rus-ter-Vaal, Tshepiso, Sharpeville

Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton, Evaton-Noth

The study made use of three data collection tools; to gather data from participant input, as well as official documents (Van Wyk 2017a) that were provided by the head of the Emfuleni Local Municipality Library and Information Services, Mrs. Marina van Wyk. The study further included four sets of questionnaires. Two sets involved social capital questions and the other two sets library programmes for poverty reduction questions. The four sets of questionnaires were completed by both library patrons and staff from the three regions. The other data collection tool was interviews, and these were only conducted with the library patrons.

The social capital questionnaire was completed by 71 library patrons and 28 library staff

The library programmes questionnaire was completed by 115 library patrons and 58 library staff

The interviews were conducted with 36 library patrons.

The questionnaire responses were counted by Surveymonkey

Because the study is a sequential explanatory mixed methods study, the researcher first focused on the collection and analysis of the quantitative data. After the questionnaire data was analysed, the researcher focused and analysed the interview data. The researcher received the completed questionnaires and interview data by region, and therefore, the data of each

region is first discussed separately by theme and then collated together upon which the researcher looked for iteration, similarities, comparisons and differences during the coding process when treating the quantitative and the qualitative data.

5.1.2 Summary of Demographic data of all three Regions

Table 11: Library patrons age groups

Age group of library patrons

Answer Options	Response Percentage	Response Count
18 to 30	50.9%	59
31 to 40	26.3%	30
41 to 49	11.4%	13
50 to 59	7.9%	9
60 to 69	3.5%	4
70 or older	0.0%	0
Other (please specify)	0.0%	0
answered question		**115**
skipped question		**0**

The majority of participants participated in this study were young people in the age group of 18-30 years old and is further discuss in Chapter 5.

Table 12: Emfuleni Local Municipality Regional breakdown of library

Emfuleni Local Municipality breakdown of Region – library patrons

Answer Options	**Response Percentage**	**Response Count**
Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong, Stephenson	50.9%	67
Region 2: Vereeniging, Rus-ter-Vaal, Tshepiso, Sharpeville	29.3%	33
Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton, Evaton-North	15.4%	17
Other (please specify)	0%	0
answered question		**115**
skipped question		**0**

Table 13: Emfuleni Local Municipality Regional breakdown of staff

Emfuleni Local Municipality breakdown of Region – staff

Answer Options	Response Percentage	Response Count
Region 1: Vanderbijlpark, Driehoek,	43.4%	25
Bophelong, Boipatong, Stephenson		
Region 2: Vereeniging, Rus-ter-Vaal, Tshepiso, Sharpeville	37.2%	21
Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton, Evaton-North	21.7%	12
Other (please specify)	0%	0
answered question		**58**
skipped question		**0**

The majority of library patrons and staff who had completed the questionnaire came from Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson in the Region 1 area of the Emfuleni Local Municipality.

5.2 Questionnaire data analysis

The social capital questionnaire questions are mostly questions to determine whether library patrons understand the societal value of the library. The library programmes questionnaire questions are mostly about library programmes aimed at poverty reduction.

Theme 1: Social capital is created through the following four indicators: usage of library space, community building and social activities. The theme is built around the following research question: *How is social capital created in public libraries?* The student consulted the literature that was used in the study to come up with four indicators which present social capital in libraries as space, community building and collaboration initiatives with the community.

Public libraries provide patrons a feeling of belonging since the public library plays an integral part of community building Polderman, Duijnhoven and Huysmans (2014:2). The public library is considered a third place (Skelly 2014: 34; Miller 2014:317 Carroll & Reynolds 2014:586; Jochumsen et al. 2012:592) with the home as the first place, the workplace the second and the library the third. Further, public libraries provide patrons a sense of belonging as use of such space is for all to make use of. In addition to this is the role public libraries play as knowledge and information providers. Furthermore, the offering of library programmes that

contribute to stronger communities when equipping members of the community with skills of empowerment is another benefit.

The creation of social capital was measured through the following three indicators:

(1) Usage of the library physical space
(2) Community building
(3) Collaborations with the community, e.g. food gardens or social activities

Table 14: Region 1: use of library physical space – patron responses

Region 1: Use of library physical space

Answer Options	Response Percentage	Response Count
Good place to relax	29.8%	9
Quiet study areas	58.4%	19
Meeting people	7.8%	2
Learning	11.2%	3
Other (please specify)		0%
answered question		**33**

Table 15: Region 2: use of library physical space – patron responses

Region 2: Use of library physical space

Answer Options	**Response Percentage**	**Response Count**
Good place to relax	17.4%	4
Quiet study areas	25.8%	5
Meeting people	11.7%	2
Learning	54.8%	12
Other (please specify)		0%
answered question		**23**

Table 16: Region 3: Use of library physical space - patron responses

Region 3: Use of library physical space

Answer Options	**Response Percentage**	**Response Count**
Good place to relax	48.5%	7
Quiet study areas	29.2%	4
Meeting people	9.8%	1
Learning	19.4%	3
Other (please specify)		0%
answered question		**15**

There are differences in how the space of the libraries at the three regions is utilised by the 71 library patrons who had participated in the social capital questionnaire. For example, Region 1 had the highest number of participants who preferred the quiet space. The participants of Region 2 used the library space for learning, while Region 3's participants used the library space to relax or to have quiet study time. The results further shown that library patrons of the three regions prefer the quiet atmosphere then to use the library space to meet people. The use of the library space to meet people is rate low by library patrons of the three regions. The type of atmosphere which the library creates to retain its patrons was measured through the patron responses where patrons reflected on the public library's engagement with the community by creating a welcoming atmosphere, especially as the perceptions patrons have of the library when they are entering it, could encourage them to return to the library.

Table 17: Region 1: the library creates a welcoming atmosphere

Region 1: the library creates a welcoming atmosphere

Answer Options	**Response Percentage**	**Response Count**
Patron responses	58.7%	27
Staff responses	43.8%	20
Other (please specify)	0%	0
answered question		**47**
skipped question		**0**

Table 18: Region 2: the library creates a welcoming atmosphere

Region 2: the library creates a welcoming atmosphere

Answer Options	**Response Percentage**	**Response Count**
Patron responses	64.7%	21
Staff responses	33.8%	11
Other (please specify)	0%	0
answered question		**32**
skipped question		**0**

Table 19: Region 3: the library creates a welcoming atmosphere

Region 3: the library creates a welcoming atmosphere

Answer Options	**Response Percentage**	**Response Count**
Patron responses	69.3%	12
Staff responses	46.7%	8
Other (please specify)	0%	0
answered question		**20**
skipped question		**0**

A welcoming library atmosphere is important for community building. When library patrons feel welcomed they experience a sense of belonging into the community. The 71 library patrons and 28 staff members participating in the social capital questionnaire both responded positively the library's creation of a welcoming atmosphere. Collaborations between the library and the community are important for creating social capital.

Table 20: Region 1: the library collaborations - staff responses

Region 1: the library collaborations – staff responses

Answer Options	Response Percentage	Response Count
Food gardens	55.3%	7
Social activities	44.7%	5
Meetings with the community	8.6%	1
answered question		**13**
skipped question		**0**

Table 21: Region 2: the library collaborations - staff responses

Region 2: the library collaborations – staff responses

Answer Options	Response Percentage	Response Count
Food gardens	31.3%	2
Social activities	67.7%	8
Meetings with the community	8.6%	1
answered question		**9**
skipped question		**0**

Table 22: Region 3: the library collaborations - staff responses

Region 3: the library collaborations – staff responses

Answer Options	**Response Percentage**	**Response Count**
Food gardens	42.3.3%	2
Social activities	57.7%	3
Meetings with the community	8.6%	1
answered question		**6**
skipped question		**0**

The 28 library staff members that completed the social capital questionnaire of all three regions responded positively to engaging the community through collaboration initiatives such as social activities, food gardens or meetings with the community.

Theme 2: Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities. The theme was built around the following research question: *How could specific library services such as library programmes contribute to the societal value of public libraries?* This theme is based on questionnaire data and interview data collected from library patrons and staff. Chapters 2 and 3 showed support that library programmes have societal value. Researchers such as (Strand 2016: 318; Vårheim 2014b: 65l; Skelly 2014: 207; Stilwell 2011b: 13; Berry 2011:10; Reder 2010:1; Nassimbeni and Tandwa 2008: 91 and Feldman 2009:5) supported the idea that the specific library programmes could address poverty. The researcher specifically looked at the patron and staff responses in which they had identified programmes aimed at skills development, informal learning opportunities and job creation. The responses were analysed by Surveymonkey, so that the analysis could be included in the data analysis.

Table 23: Region 1: types of library programmes patrons would attend at their library

Region 1: types of library programmes patrons would attend at their library

Answer Options	**Response Percentage**	**Response Count**
Business skills development	21.7%	13
Craft (knitting, beading, painting)	4.9%	2
Computer skills	17.4%	9
Job assistance	23.4%	12
Help to write a CV for a job application	17.4%	9
Literacy classes adult literacy skills)	0%	
Health and wellness (exercise classes/health topics)	11.4%	6
Self help	6.8%	3
Parenting skills	0%	
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 24: Region 2: types of library programmes patrons would attend at their library

Region 2 types of library programmes patrons would attend at their library

Answer Options	**Response Percentage**	**Response Count**
Business skills development	9.7%	3
Craft (knitting, beading, painting)	8.2%	2
Computer skills	15.6%	5
Job assistance	21.4%	7
Help to write a CV for a job application	26.8%	9
Literacy classes adult literacy skills)	0%	0
Health and wellness (exercise classes/health topics)	21.7%	7
Self help	7.9%	2
Parenting skills	0%	0
Other (please specify)	0%	0
answered question		**35**
skipped question		**0**

Table 25: Region 3: types of library programmes patrons would attend at their library

Region 3 types of library programmes patrons would attend at their library

Answer Options	**Response Percentage**	**Response Count**
Business skills development	23.7%	6
Craft (knitting, beading, painting)	11.6%	3
Computer skills	22.7%	5
Job assistance	26.5%	6
Help to write a CV for a job application	14.6%	3
Literacy classes adult literacy skills)	0%	0
Health and wellness (exercise classes/health topics)	9.4%	2
Self help	6.9%	1
Parenting skills	0%	0
Other (please specify)	0%	0
answered question		**35**
skipped question		**0**

The library programmes the 115 patrons from the three regions would attend are mostly concerned with income generating opportunities. Computer skills, CV writing skills and skills on job assistance are amongst the type of library programmes the participants had shown their interest.

The results do not come as a surprise since the majority of the participants who took part in the data collection process belong to the age group of 18 to 30 years. This is also the age group with the highest unemployment number. In an article by Graham and De Lannoy (2016) and Graham and De Lannoy (2017a) their findings revealed that nearly half of South Africans that were unemployed in the third quarters of 2016 were in the age group between ages 15-34. None of the participants of the three regions considered literacy skills as an income generating skill. Another skill which was perceived to have no importance was parenting skills. A follow up question was for the patrons to find out about their preferences of potential library programmes at their libraries. The researcher collected the following responses from library patrons of the three regions:

Table 26: Region 1: Patron preferences for potential library programmes

Region 1: Patron preferences for potential library programmes

Answer Options	**Response Percentage**	**Response Count**
Informal learning opportunities such as taking a class/attending lectures on a specific topic	29.7%	16
Learning a new skill	45.1%	24
Opportunities to become involved in community projects or volunteering opportunities	27.7%	14
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 27: Region 2: Patron preferences for potential library programmes

Region 2: Patron preferences for potential library programmes

Answer Options	**Response Percentage**	**Response Count**
Informal learning opportunities such as taking a class/attending lectures on a specific topic	34.7%	12
Learning a new skill	32.1%	11
Opportunities to become involved in community projects or volunteering opportunities	35.7%	12
Other (please specify)	0%	0
answered question		**35**
skipped question		**0**

Table 28: Region 3: Patron preferences for potential library programmes

Region 3: Patron preferences for potential library programmes

Answer Options	**Response Percentage**	**Response Count**
Informal learning opportunities such as taking a class/attending lectures on a specific topic	41.7%	10
Learning a new skill	28.4%	7
Opportunities to become involved in community projects or volunteering opportunities	35.7%	9
Other (please specify)	0%	0
answered question		**26**
skipped question		**0**

The data reflects different results of the 115 patrons of Region 1, 2 and 3. For example the library patrons of Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson identify potential library programmes where they could learn a new skill. The library patrons of Region 2: Rus ter Vaal, Tshepiso and Sharpeville express the need of having programmes where they could become part of the community. Library patrons of Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North would want their libraries to focus on informal learning programmes where they could take a class or lecture on specific

topics. The results are similar to those of the Pew study where participants viewed their library as a place of learning and the PEW study participants perceived themselves as lifelong learners (Rainie 2016). Based on the results from the collected data, informal learning opportunities and the learning of new skills mean that the participants in this study see the library as an informal learning establishment, but also as an opportunity to broaden their skills to find employment.

Staff Responses

Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities. In order to determine whether the libraries have patrons that focus on the societal value of libraries, the library staff was presented with an opportunity to answer the following questions:

1. Does your library focus on library programmes with the focus on poverty reduction?
2. Which programmes from a pre-selected list of choices are incorporated in your library services?

Table 29: Region 1: Does your library focus on poverty reduction programmes

Region 1: Does your library focus on poverty reduction programmes? staff responses

Answer Options	**Response Percentage**	**Response Count**
Yes	93.7%	23
No	8.4%	2
Other (please specify)	0%	0
answered question		**25**
skipped question		**0**

Table 30: Does your library focus on poverty reduction programmes? staff responses

Region 2: Does your library programmes focus on poverty reduction? staff responses

Answer Options	**Response Percentage**	**Response Count**
Yes	83.7%	17
No	19.4%	4
Other (please specify)	0%	0
answered question		**21**
skipped question		**0**

Table 30: Region 3: Does your library focus on poverty reduction programmes

Region 3: Does your library programmes focus on poverty reduction? – staff responses

Answer Options	Response Percentage	Response Count
Yes	79.7%	9
No	25.4%	3
Other (please specify)	0%	0
answered question		**12**
skipped question		**0**

The majority of the 58-library staff of the three regions agrees that they incorporate in their library services library programmes that focus on poverty reduction. The library staff from the three regions had identified particular programmes at their libraries that were favourable for poverty reduction. The staff had to select from a pre-selected list of library programmes of which the choices were made from the already implemented programmes at the Emfuleni Library Services and from reviewing the literature of chapter two to compile a list of pre-selected options for programmes with the aim of reducing poverty:

- Business skills
- Computer skills
- CV writing skills

- Information search skills
- Early Childcare Development (reading/storytelling/puppet shows)
- Adult literacy
- Employment workshops
- Job searching skills

Table 31: Region 1: Types of library programmes that focus on poverty reduction - staff responses

Region 1: Types of library programmes that focus on poverty reduction – staff responses

Answer Options	Response Percentage	Response Count
Business skills	14.7%	3
Computer skills	19.9%	4
CV writing skills	15.7%	3
Information searching skills	22.4%	5
Early childcare development	14.5%	3
Adult literacy	9.4%	2
Employment workshops	8.7%	2
Job searching skills	12.4%	3
Other (please specify)	0%	0
answered question		**25**
skipped question		**0**

Table 32: Region 2: Types of library programmes that focus on poverty reduction - staff responses

Region 2: Types of library programmes that focus on poverty reduction – staff responses

Answer Options	**Response Percentage**	**Response Count**
Business skills	8.7%	1
Computer skills	17.9%	3
CV writing skills	15.7%	3
Information searching skills	19.4%	4
Early childcare development	25.5%	5
Adult literacy	9.4%	2
Employment workshops	6.7%	1
Job searching skills	9.8%	2
Other (please specify)	0%	0
answered question		**25**
skipped question		**0**

Table 33: Region 3: Types of library programmes that focus on poverty reduction - staff responses

Region 3: Types of library programmes that focus on poverty reduction – staff responses

Answer Options	**Response Percentage**	**Response Count**
Business skills	14.7%	1
Computer skills	19.9%	2
CV writing skills	15.7%	1
Information searching skills	17.4%	2
Early childcare development	22.5%	2
Adult literacy	9.4%	1
Employment workshops	8.7%	1
Job searching skills	17.4%	2
Other (please specify)	0%	0
answered question		**12**
skipped question		**0**

The 58 library staff members of all three regions, Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson, Region 2: Rus ter Vaal, Tshepiso and Sharpeville and Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North identified similar programmes that focus on the reduction of poverty such as programmes that focus on business skills, computer skills, CV writing skills, information search skills,

ECD, adult literacy, employment and job searching skills. The skills identified by the librarians of all three regions are 'youth employability programmes' that could empower young people with the acquired skills to find employment (Graham & De Lannoy 2017b). It further means that Emfuleni Library and Information Services has assessed the needs of their communities and recognised that youth unemployment is a potential problem that hinders economic prosperity.

Theme 3: The measurable outcomes that constitute social capital in public libraries are measured through patron responses of their positive experiences. Library programmes are a measurable outcome as patrons have an opportunity to provide feedback on the programme they had attended or to provide information on what motivated them as attendees of library programmes. This theme is based on questionnaire data collected from the library staff and interview data collected from library patrons. The student was looking for responses where the library staff had received positive feedback from attendees on such programmes, such as the use of words to describe positive feedback such as the following:

- Life changing experiences
- Boosted self-esteem
- Empowering of the individual

Theme 3 is therefore based on this research that shows how the patrons benefitted from the valuable contributions of public libraries in their communities, by commenting on the responses of said people regarding

how library programmes improved their quality of life as members of the community. To understand whether the library patrons had benefitted from the programmes they had attended the below graph first show the employment status of the library patrons, before discussing whether the attended programmes assisted with income generating opportunities.

Table 34: Region 1: Job status of library patrons – patron responses

Region 1: Job status of library patrons

Answer Options	**Response Percentage**	**Response Count**
Mostly employed	19.2%	10
Mostly unemployed	59.7%	32
Semi-employed (work few times a week)	23.8%	12
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 35: Region 2: Job status of library patrons - patron responses

Region 2: Job status of library patrons

Answer Options	**Response Percentage**	**Response Count**
Mostly employed	28.2%	9
Mostly unemployed	49.7%	17
Semi-employed (work few times a week)	23.8%	9
Other (please specify)	0%	0
answered question		**35**
skipped question		**0**

Table 36: Region 3: Job status of library patrons - patron responses

Region 3: Job status of library patrons

Answer Options	**Response Percentage**	**Response Count**
Mostly employed	7.2%	1
Mostly unemployed	63.7%	16
Semi-employed (work few times a week)	35.8%	9
Other (please specify)	0%	0
answered question		**26**
skipped question		**0**

The library staff of all three regions had revealed that the library patrons attending the library programmes were mostly unemployed. The societal value of attending library programmes as a measurable outcome to constitute social capital is visible from Graph 37, Graph 38 and Graph 39

Theme 3 is therefore based on this research. The research exhibits how the patrons benefitted from the valuable contributions of public libraries in their communities, by commenting on the responses of said people regarding how library programmes improved their quality of life as members of the community. To understand whether the library patrons had benefitted from the programmes they had attended, the following graph shows the employment status of the library patrons, before discussing whether the attended programmes assisted with income generating opportunities

Table 37: Region 1: Library programmes as a measurable outcome that constitute to social capital - staff responses

Region 1: Library programmes as a measurable outcome that constitute to social capital– staff responses

Answer Options	**Response Percentage**	**Response Count**
Outcome 1: helpful	100%	13
Outcome 2: I learned a lot	100%	13
Outcome 3: I have gained self-confidence	74.6%	9
Outcome 4: I've found a job	82.4%	10
Outcome 5: I could generate a sustainable income	19.7%	2
Outcome 6: I could not find a job	11.4%	1
Outcome 7: I could not generate a sustainable income	12.7%	1
Other (please specify)	0%	0
answered question		**23**
skipped question		**0**

Table 38: Region 2: Library programmes as a measurable outcome that constitute to social capital - staff responses

Region 2: Library programmes as a measurable outcome that constitute to social capital– staff responses

Answer Options	**Response Percentage**	**Response Count**
Outcome 1: helpful	100%	9
Outcome 2: I learned a lot	100%	9
Outcome 3: I have gained self-confidence	82.6%	7
Outcome 4: I've found a job	60.4%	5
Outcome 5: I could generate a sustainable income	34.9%	3
Outcome 6: I could not find a job	11.4%	1
Outcome 7: I could not generate a sustainable income	12.7%	1
Other (please specify)	0%	0
answered question		**35**
skipped question		**0**

Table 39: Region 3: Library programmes as a measurable outcome that constitute to social capital - staff responses

Region 3: Library programmes as a measurable outcome that constitute to social capital– staff responses

Answer Options	**Response Percentage**	**Response Count**
Outcome 1: helpful	100%	6
Outcome 2: I learned a lot	100%	6
Outcome 3: I have gained self-confidence	100%	6
Outcome 4: I've found a job	89.4%	5
Outcome 5: I could generate a sustainable income	72.1%	4
Outcome 6: I could not find a job	17.4%	1
Outcome 7: I could not generate a sustainable income	21.7%	1
Other (please specify)	0%	0
answered question		**29**
skipped question		**0**

The response count as to each outcome show that library programmes have measurable outcomes that constitute social capital. The patrons provided positive feedback to the library staff about their employability after attending library programmes, such as finding a job or the ability to generate a sustainable income. The findings are similar to those of the study by Johnson (2012:58) where there was a strong social bond and patrons could openly tell their library staff how specific library services such as library programmes helped them to find employment or that the learning of a new skill boosted self-confidence.

Library programmes are playing an integral part in the development of the Emfuleni communities, especially since the majority of library programme attendees are unemployed, and the expectations of learning new skills could assist with the reversal of an unemployed status. The attendance of library programmes at the Emfuleni Library and Information Services is also frequented by mostly the unemployed in the community.

Theme 4: Library patrons who have trust in their public libraries become frequent visitors. This theme is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons.

Trust is embedded in staff –patron interactions, the types of services that are offered and whether the establishment is a safe place to visit and bring family and friends. When people trust an establishment such as the library, they would frequent the library occasionally and want their family and friends to know about the library.

Table 40: Region 1: Library visit frequency - patron responses

Region 1: Library visit frequency – patron responses

Answer Options	**Response Percentage**	**Response Count**
Daily	27.2%	14
Weekly	58.7%	31
Monthly	12.8%	6
Holidays	6.4%	3
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 41: Region 2: Library visit frequency - patron responses

Region 2: Library visit frequency – patron responses

Answer Options	**Response Percentage**	**Response Count**
Daily	34.2%	11
Weekly	42.7%	14
Monthly	12.8%	4
Holidays	19.4%	6
Other (please specify)	0%	0
answered question		**35**
skipped question		**0**

Table 42: Region 3: Library visit frequency - patron responses

Region 3: Library visit frequency – patron responses

Answer Options	**Response Percentage**	**Response Count**
Daily	25.2%	6
Weekly	46.7%	12
Monthly	12.8%	3
Holidays	19.4%	5
Other (please specify)	0%	0
answered question		**26**
skipped question		**0**

The majority of the 115 participants from the three regions mentioned that they make weekly visits to the library. When patrons regularly visit their library, they make use of the benefits of their free library services. Trust is embedded in library programmes (Vårheim 2014a: 68), the staff-patron relations and the assurance that libraries attempt to guarantee safety. An example of trust and safety is therefore seen when participants of the study mentioned that they would recommend using the library to their family, friends and colleagues.

Table 43: Region 1: Patron trust - recommending the library services to family, friends and colleagues

Region 1: Patron trust: would you recommend using the library services to your family, friends and colleagues

Answer Options	**Response Percentage**	**Response Count**
Yes	100%	54
No	0%	0
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 44: Patron trust - recommending the library services to family, friends and colleagues

Region 2: Patron trust: would you recommend using the library services to your family, friends and colleagues

Answer Options	**Response Percentage**	**Response Count**
Yes	100%	54
No	0%	0
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 45: Patron trust - recommending the library services to family, friends and colleagues

Region 3: Patron trust: would you recommend using the library services to your family, friends and colleagues

Answer Options	**Response Percentage**	**Response Count**
Yes	100%	54
No	0%	0
Other (please specify)	0%	0
answered question		**54**
skipped question		**0**

Table 42, Table 43 and Table 44 is an example of bonding capital that is derived from the community. The responses show a strong form of bonding social capital, since the majority of respondents find out about library programmes from friends and family members.

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5.3 Interview data analysis

The interviews were conducted with 36 library patrons. Thirty-minute interviews were conducted at several of the 3 regions of the Emfuleni Library and Information Service. A total of 36 interviews were conducted with 21 female and 15 male respondents. The home languages of the respondents are mainly Afrikaans and Sesotho, but for the purpose of the conducted interviews with the participants, they conducted the interviews in English. The sequence of the interview process was to collect, transcribe and analyse the interviews into text. The student used Transcribe, a free online application, to transcribe audio text. It had an integrated text editor (https://transcribe.wreally.com/).

The interview respondents represented libraries from the three regions of the Emfuleni Library and Information Services.

Table 46: Interview participants - library patrons

Interview participants by region

Answer Options	**Response Percentage**	**Response Count**
Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson	38.7%	13
Region 2: Rus ter Vaal, Tshepiso and Sharpeville	46.2%	16
Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North	19.8%	7
Other (please specify)	0%	0
answered question		**36**
skipped question		**0**

Themed-based analysis identifies the iteration of themes in the text. The themes emerged from the research questions and use of literature in chapters 2 and 3. Chapter 4 discussed how the student found the themes to answer the research questions. The student looked for iteration, similarities, comparisons and differences during the coding process when treating the quantitative and the qualitative data. The below table explains the themes that are linked to a particular research question.

Table 47: Themes derived from analysing the interview data

Research Questions	Themes derived from reviewing the literature
How is social capital created in public libraries?	**Library as a meeting place** Skelly (2014: 34; Miller 2014:317; Carroll & Reynolds 2014:586) **Community building** (Van Duijnhoven and Huysmans 2014:2; Aabø & Audunson 2012:138; Alemanne, Mandel & McClure 2011:19) **Visibility of the public library in the community** (Zickuhr, Rainie, Purcell & Duggan 2013:1)
How could specific library services such as library programmes contribute to the societal value of public libraries?	**Skills development** **Job creation possibilities** **Informal learning opportunities** **Poverty reduction** (Vårheim 2014: 65; Stilwell 2011: 13; Berry 2011:10; 91; Feldman 2009:5)
What measurable outcomes	**Life changing experiences**

constitute the creation of social capital in public libraries?	**Boosted self-esteem** **Empowering of the individual** (Ferreira et al. 2015:61; Winkelmann 2014:4; Paul and Moser 2009:264)
To what extent is patron trust linked to the frequency of library visits?	**Library visit frequency** (Vårheim 2014: 670) **Attendance of library programmes** (Vårheim 2011:18) Feel **safe** to visit the library (Vårheim 2014: 670) Recommend family and friends to visit the library

Through the quantitative and qualitative data collection and throughout the data analysis stage, the following themes became present during the coding stage of the data analysis:

Theme 1: Social capital is created through community use of the library space, and social capital promotes community building while the visibility of the library in the community supports community building. The theme is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons.

Theme 2: Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal

learning opportunities and job creation possibilities. This theme is based on questionnaire data and interview data collected from library patrons and staff.

Theme 3: The measurable outcomes that constitute social capital in public libraries are measured through patron responses of their positive experiences. This theme is based on interview data collected from library patrons and questionnaire data collected from the library staff.

Theme 4: Library patrons who have trust in their public libraries become frequent visitors. This theme is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons.

To test the relevancy of the themes to answer the research problem and questions, the student made use of the data that was collected from the library staff and patrons at all the Emfuleni Local Municipality Library and Information Service. The student explained in chapter 4 how the themes were identified. The interview data is quoted verbatim, and as such, written in italics. Each indicator derived from responses during the interviews.

The literature review was used as a guideline to identify the themes which could show that social capital creation in public libraries should have a purpose and that the outcome thereof should have benefits to the patron. The outcome of social capital of which patrons could benefit was discussed in chapter 3 when the student identified library programmes and the establishment of trust between staff-patron interactions that constitutes the societal value of social capital. Thus, what the student found from

reviewing the literature of chapters 2 and 3 is that library programmes have the ability to do the following:

- Boost self-esteem
- Assist with the generation of income opportunities/economic development
- Empower individuals
- Develop informal learning opportunities
- Establish trusting relationships between staff and patrons

The interview data is conducted similar to the questionnaire data through themes that are related to answering the research questions. In order to comply with the University of South Africa's ethical considerations during the inclusion of human participants in any research work, the student conducted interviews for data analysis while ensuring the confidentiality of the research participants by withholding the occupations and names of the participants. Instead, the participants are assigned with their interview recording code; for example, BCTK1= Region 1 or R002=Region 1. Three interview participants for Boitumelo (Region 3) and two from Bophelong (Region 1) had conducted their interviews in Sesotho and had an English translator to interpret their replies. However, not all the interview data was used, as five of the interview recordings were corrupted because of sound problems with the digital recorder. The interview data is quoted verbatim and as such written in italics. Each indicator derived from responses of the interviews and counted by the researcher each time it was mentioned.

Theme 1: Social capital is created through the following three indicators: usage of library space, community building andsocial activities. The theme is built around the following research question: *How is social capital created in public libraries?*

Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson

Table 48: Theme 1: Region 1 - Indicators of social capital - interviews

Theme 1: Indicators of social capital   Participant   Interview responses

Usage of library space	P 15 REC005 *This is basically more than a home to me than anything else. When you walk into this library, you find elderly people reading, entrepreneurs who need help with business start-ups and students asking for help with bursary applications.* P1 BCT1 *Attend library programmes.* *Use to find information.* *Borrow books.* P3M *Borrow books for my day care.* P4. BSK *Find information.* *Attend library programmes.*

Community building	P012 REC1 *Libraries keep learners busy during school holidays.*
	PREC002 *A library has impact on a community. Librarians come to the crèche – when children see library people are coming, they want to show off to the library people.*
	PREC 4 *After the first time of elections, we had a library for the first time in Bophelong. The library plays a valuable role, especially in the Bophelong community. The library has deviated the perception that it is not just a place where you go and take out books; the Bophelong Library has become a place of learning.*
	PREC10 The library helps the community members; it helps their kids because that is where they get information and that is where they learn how to use the Internet. That is where they learn how to write and this is where they learn how to read: the library is important.
	P1RE003 *If there were no library in the community, the community would have suffered to acquire knowledge, so the library help them in acquiring knowledge and knowledge is power*

	- it will give the community power.
Social activities	None of the interview participants of Region 1 gave examples of social activities in their interviews.

Table 49: Theme 1: Region 2 - Indicators of social capital - interviews

Region 2: Rus ter Vaal, Tshepiso and Sharpeville

Usage of library space	PREC 2 *Search for information.*
	PREC 4 *Use the library to find information.*
	PREC 7 *I come with my children to read.*
	PREC012 *Use the library to find information.*
	To study.
	PREC09 *Attend programmes that they offer.*
	Library is nice and quiet.
	PREC011 *Come to use the information.*
	PREC12 *Library programmes.*
	To learn here.
	PREC014 *Library programmes.*
	I learn. I come to learn.
	PREC17 *Look for information.*
	Attend programmes.
	PREC17 (2) *Library programmes.*
	Find information.
	Reading books.
	PREC17(3) *The library is nice and quiet. The Internet is here.*
	PREC00 *Find information.*

Community building	PREC 3 *The library adds value to our community. When in the past we used to strike. We would rather burn down the clinic than the library. When we burn down the library, where will we read, and where will we make photocopies?* PREC16 *The library helps the community members.* PREC 17 *Knowledge is power - it will give the community power.*
Social activities	REC18 *Tea party for senior citizens.* REC19 *I attended a youth summit that was organized by the library and I had to interact with other youth and we could discuss different topics.* *We also talked to the library manager to talk about the challenges we are facing in Rus ter Vaal.*

Table 50: Theme 1: Region 3 - Indicators of social capital - interviews

Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North

Use of library space	PREC022 *I come with my children to the library.* PREC024 *Library programmes.* PREC025 *Cool and spacious place and quiet. I am not disturbed by anyone.* PREC029 *Library programmes.* *Reading books.* PREC030 *Quiet place to learn.* PREC031 *ECD programmes.*
Community building	PREC023 *Libraries play an important role in the community since we did not have a library. We can now come to the library to read and bring our children to read.* *The library is adding value.* PREC022 *The library has a food gardening project Monday to Friday.* *The food garden helps community members not to starve.*

Social activities	None of the interview participants of Region 3 gave examples of social activities in their interviews.

Theme 1 explored the areas in which social capital is created in libraries:

Libraries as a place

The participants from each of the 3 areas of the Emfuleni Library and Information Services visit the library for a specific purpose. The library as a social place is strongly emphasised in social capital and public library research. For the participants that took part in the interviews, the library became a spacious and quiet place of informal learning. The responses were mainly centered on the library as the ideal place to study, read, and bring the children to attend library programmes. The library as a place and the activities that are held in the place correspond with the findings by researchers such as Aabø and Audunson (2012: 143) and Vårheim (2007: 421).

Community building

Community building is another area that is explored in social capital, and public libraries are identified as builders of the community (Aabø & Audunson 2012:138; Alemanne, Mandel & McClure 2011:19). The interview participants in this study demonstrated that their libraries are drivers of their communities. From the above responses that support the notion that public libraries strengthen the community are the following responses from the participants of the three regions.

The library helps the community members; it helps their kids because that is where they get information and that is where they learn how to use the Internet. That is where they learn how to write and this is where they learn how to read: the library is important.

If there were no library in the community, the community would have suffered in acquiring knowledge so the library helps them in acquiring knowledge and knowledge is power; it will give the community power.

The library adds value to our community. In the past when we used to strike, we would rather burn down the clinic than the library. When we burn down the library where will we read, or where will we make photocopies?

Social interaction

Social interaction/relations strengthen social capital as they bring with them opportunities for networking that are important in social capital creation. Networking in the forms of collaboration and sharing of the resources is a

form of bridging social capital. Here the Emfuleni Library and Information Services developed food gardens with their communities, held events for senior citizens in the community and also initiated a youth summit to interact with the youth of Rus ter Vaal, where the youth had an opportunity to speak with the library manager about the challenges they as youth are facing in Rus ter Vaal.

Theme 2: Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities. The theme was built around this research question: *How could specific library services such as library programmes contribute to the societal value of public libraries?* The student specifically looked at the patron and staff responses where they had identified programmes aimed at skills development, informal learning opportunities and job creation.

Table 51: Theme 2: Region 1 - Indicator to measure library programmes

Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson

Indicator to measure library programmes societal value align Patron Interview Responses

Skills development	P1BCT1 *I am self-employed now.*
	P 3PM *ECD programmes teach me how to develop the children's vocabulary.*
	P15REC005 *Just in terms of search improvement, the library plays a very vital role in that.*
	We used to attend public speaking workshops the library.
	P1REC003Yes, I would say it did not only

	change my life but also it has been eyeing opening. I am going to cite programmes I had attended - they are community-based programs, and they involve different communities. Therefore, when we meet and share ideas, you start to understand and know that there are certain groups of people you are doing certain types of skills training.'' PREC4*The library programmes that I had attended changed my life because before I didn't know I could work with kids, and I didn't know that I could teach somebody to do something.*
Informal learning opportunities	PREC10 *Library programmes helped with unemployment.* P012REC1 *We are students who study at Wits University who started a programme together with the library to help learners from Bophelong with applications (university admission forms).*
Job creation	P1RE003 *I am self-employed now.*

	P3. BSK *CV writing workshops.*

Table 52: Theme 2: Region 2 - Indicator to measure library programmes

Region 2: Rus ter Vaal, Tshepiso and Sharpeville

Skills development	PREC 2 *Learned how to work on the computer.*
	PREC012 I learned how to use the computer. I can't say I have mastered the computer, but I am familiar with most of the programmes.
	PREC 015 *The library is where you get knowledge, and where you get skills; it is a platform here and you could utilise the platform here in order to broaden yourself.*
	PREC 017 *Learn how to use the computer.*
	PREC17(2) Develop more skills of the computer.
	PREC18 *We got a low level of education. What we learn from the library is skills and we have access to books.*
	PREC19 *I have developed some skills on how to work on the computer.*
	PREC012 *When you attend the programmes at the library, they are not only referring to stereotype learning - they even include knowledge of different skills such as how to help*

	people to write proposals in business or how to acquire funds and the programmes also empower you to be versatile in many aspects of life.
	PREC014 Coming to the library there are a lot of books and sometimes there are people who do not know how to read and the librarian teaches them how to read.
Informal learning opportunities	PREC 3 *Library broadens my knowledge. I am studying now towards a degree so the library is always helping me particularly in learning as such.*
	PREC011 *I attend the programmes at the library because you learn a lot.*
	PREC00 *Helping me with employment and to give me more knowledge.*

Job creation	PREC 3 *LoveLife had a workshop at the library, and that is why I am now working at LoveLife. I found out what they were doing and I wanted to work with them.* PREC17(3) *I have seen other people who come to the library and type up their CVs or borrow some books or attend some courses in the library. Also some workshops that we do have and those who help them to write their CVs.*

Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North

Skills development	PREC029 *Impart knowledge of different skills such as business writing skills and how to acquire funds.* *Empowers you to be versatile in various aspects of life.*
Informal learning opportunities	PREC022 *I want to learn more about the planting programme from the Food garden project. I want to learn how to plant and what season to plant.* PREC026 *Food garden programmes opened eyes on how to plant and what to plant for every season.*
Job creation	PREC025 *I want to sell the products of whatever I am planting.* PREC026 *Library programmes could reduce poverty, because I could sell my vegetable and knitting products.* PREC028 *The library is important, especially for the jobseekers.* PREC023 *Library programmes encourage*

	you to write a CV and prepare you for interviews.

Specific library services, such as library programmes, contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities. The data revealed that library programmes that focus on skills development, informal learning opportunities or on job creation could highlight the societal value of the libraries. There is specifically a need for computer and job seeking skills. These were also the skills that were most beneficial to the interview participants of all three regions.

Theme 3: The measurable outcomes that constitute social capital in public libraries are measured through patron responses of their positive experiences. The theme is built around this research question: *What measurable outcomes constitute the creation of social capital in public libraries?* Library programmes are a measurable outcome as patrons have an opportunity to provide feedback on the programme they had attended or to provide information on what motivated them as attendees of library programmes. This theme is based on questionnaire data collected from the library staff interview data collected from library patrons. The student was looking for responses where the library staff had received positive feedback from attendees on such programmes, such as the use of words to describe positive feedback such as the following:

- Life changing experiences
- Boosted self-esteem
- Empowering of the individual

Table 54: Theme 3: Region 1: measurable outcomes that constitute social capital

Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson

Life changing experiences	P15REC005 *Improved my life.*
	P3.BSK *The library helped me with information and programmes. I was selected to study overseas as an exchange student.*
	P 3PM *My life has changed and also my teachers.*
	P1REC003 *The information like the career guidance programmes for example helped me because everyone does Engineering and Teaching, but at the library I was exposed to different careers and I get to see how many careers there are and how to get to that career, not just to do Engineering.*
	PREC4 *The library programmes that I had attended changed my life because before I didn't know I could work with kids; I didn't know that I could teach somebody to do something.*

Boost self-esteem	None of the interview participants of Region 1 gave examples of boost self-esteem
Empowering of the individual	P15REC005 *One programme about personal finance literacy and my parents benefited from that programme.* P4.BSK *The library has really helped me and shaped me into the person I am today. Everything I learned in here I did not learn in school. It is truly a privilege to work with the library to help school learners that want to go to study.* P4.BSK *These programmes help me not to lose hope, not to give up, and to not limit my dreams.* P012REC1 *It has it helped me not to lose my dreams.* *PREC012 ECD programmes teach us patience with the kids.*

Table 55: Theme 2: Region 2 - measurable outcomes that constitute social capital

Region 2: Rus ter Vaal, Tshepiso and Sharpeville

Life chancing experiences	PREC015 *Information is power and it makes people clued up in certain areas. I have family and friends who participated in the library programmes, and I could see the changes in them and they are doing better for themselves now.*
Boost self-esteem	PREC14 *I improved my reading by coming to the library and borrowing books.* PREC18 *Library programmes I had attended changed my life since now I can learn other skills I did not have, like communication skills and I can communicate with children and communicate with adults and I am able to communicate to the community at large.*
Empowering of the individual	PREC3 *I always come to the library*

	and ....(librarian name) always has programmes that empower us. PREC012 *I am more aware of the elderly people in the community's needs.* PREC17 *Helping me with employment.* PREC00 *I got six years of attending library programmes which I can still say it improved me - I am self-employed now.* PREC17(3) *Reading for me is the key to open up all education.* *I think the library can actually start a culture of positivity of you can do that.* PREC17(2) *I definitely think for coming generations it can definitely improve their lives because they still have a chance and also there is a garden at the library which helps people who need food who are not able to get food each and every day so it definitely helps us.*

Table 56: Theme 3: Region 3 - measurable outcomes that constitute social capital

Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North

Life chancing experiences	PREC022 *Library programmes had positive impact on life. Knowledgeable about HIV and cancer and how to prevent it.*
	PREC021(2) *Library programmes bring positive impact – I attend programmes on pregnant women to learn to take care after the baby and also during pregnancy how to look after an unborn baby.*
	PREC026 *Library programmes had a positive impact, especially the programme on culture.*
	PREC023 *Attending the library programmes has been fruitful to me. I have attended motivational programmes which helped to grow and develop myself. The motivational speakers taught us to change our circumstances.*
	PREC023 *Upgrade myself.*

	Eye opening – community-based programmes I had attended when we meet and share ideas start to understand certain groups of people that have certain programmes.
Boost self-esteem	PREC031 *Upgrade myself.*
Empowering of the individual	PREC029 *The food garden programme empowered me to master the skills I have learnt from planting seed.* PREC029 It is not *just about the gardening. I also do knitting at the library and I can sell my knitting.*

In Chapter 3 the researcher discussed what constitutes the creation of social capital in public libraries. The researcher applied Pierre Bourdieu's (2005) viewpoint of social capital to the study in which social capital should have visible and measurable outcomes. The utilisation of resources from the social network should serve a purpose to the individuals that are using such resources. Such resources could either derive from specific library services such as library programmes where the individual experiences life-changing

events that boost their self-esteem or programmes that empower the individual. The interview participants in this study successfully demonstrated that social capital should have measurable outcomes in order to understand the creation of social capital in public libraries.

Theme 4: Library patrons who have trust in their public libraries become frequent visitors. The theme is built around this research question: *To what extent is patron trust linked to the frequency of library visits?* This theme is based on questionnaire data collected from library patrons and staff and interview data collected from library patrons.

Trust is embedded in staff –patron interactions, the types of services that are offered and whether the establishment is a safe place to visit and bring family and friends. When people trust an establishment such as the library, they would frequent the library occasionally and want their family and friends to also know about the library.

Table 57: Theme 4: Region 1 - library patron trust

Region 1: Vanderbijlpark, Driehoek, Bophelong, Boipatong and Stephenson

Staff-patron relationship	P3BSK *You can talk to staff about your unemployment and maybe they can tell you where you can look for jobs.*
	P 15 REC005 *Everything I learned from the library was from the people who worked here before and the people coming in.*
	Staff is very supportive. In 2009 first time students from Bophelong studied at Wits University to study medicine with the help of the library. They helped us with the admission forms. We give back to the community by developing a programme over the past seven years - we call it Double Developing Opportunity Programme with the help of the library to assist learners that want to go to university. We look at where they apply for a bursary. We also help students to register online in the library.
	People just need people to talk to and they

	come to the library and talk with the library staff.
Safety	None of the interview participants of Region 1 gave examples of safety in their interviews
Frequency of library visit	None of the interview participants of Region 1 gave examples of frequency of library visits in their interviews

Table 58: Theme 4: Region 2 - library patron trust

Theme 4: Region 2 - library patron trust

Region 2: Rus ter Vaal, Tshepiso and Sharpeville

Staff-patron relationship	PREC2 *I received lots of assistance on how to use the computer from the librarian ...(name was mentioned in the interview.*
	PREC3 *I saw how ....(.librarian's name was provided) helps people to read - even the old people.*
	PREC012 *.... (librarian's name provided) here is very helpful and she can help you to find information on the Internet here.*
	PREC14 *....(librarian name) she teaches us a lot with the ECD programmes.*
	PREC15 *Library people are clued up and they always know how to help me find information.*
	PREC00 *There is always a helping hand when you come in here.*
	PREC17 *....(librarian name) helped me a lot to use the computer.*
	PREC17(2) *...(librarian name) is here to answer your questions.*

Safety	PREC2 *During the school holidays the children can only come to the library.* PREC012 *Safe place for children after school.* PREC17 *During the holiday's school children come here. Parks are not right. Library staff observes the children.*
Frequency of library visit	PREC3 *I attend the library every day. I am most of the times at the library.*

Table 59: Theme 4: Region 3 - library patron trust

Region 3: Residentia, Boitumelo, Sebokeng, Roshnee, Evaton and Evaton North

Staff-patron relationship	PREC023 *There is a librarian that assists you and to use the computer changes your lifestyle.* PREC029 *Librarians are helpful - they tell you how to get government grants and help you with filling in ID.*
Safety	PREC022 *Children come after school to the library. When it is school holiday, children come to the library for the activities.*
Frequency of library visit	None of the interview participants of Region 3 gave examples of frequency of library visits in their interviews

Theme 4 has demonstrated that trust is an important determinant of social capital. The reason for this is framed in the networking opportunities that could develop out of social capital, but which are only possible when individuals trust each other (Tittenbrun 2013:8). Vårheim (2014:258) refers to trust as the significant key to any social interactions, which develops

when individuals interact. Trust in public libraries is about the consistency of library services, about feeling safe to return as regular library patrons or to have successful relationships with the library staff. The interview responses from the participants in this study particularly emphasised the importance of the staff-patron relationship. This is especially visible in responses from Region 2 where the participants in fact singled out a particular librarian by mentioning the librarian's name in several of the interview responses of Region 2. The results of theme 2 correspond with the research by Vårheim (2014: 65) and Johnson (2013: 60); Audunson, Essmat and Aabø (2011: 114) in which these researchers had identified safety and staff-patron relations as features of trust in public libraries.

5.4 Conclusion

This chapter discussed the procedures that were used to analyse the data, followed by a thorough account of the interpretation of the data. Based on the analysis and the interpretation of the data, the results collected from the study participants demonstrated the creation of social capital in public libraries, and also indicated how it is created. The results further showed that public libraries could have the ability to reduce poverty by altering their library programmes, specifically those aimed at skills development, to include literacy, computer skills, business skills and job seeking skills.

The next chapter is summarises the findings by answering the research questions of the study.

Chapter 6: Interpretation of findings, discussion of findings

6.1 Introduction

This chapter interpret and summarises the findings. The chapter make constant reference to Chapter 2 that is the literature review and Chapter 5 that is the data analysis to explain the findings.

6.2 Interpretation of findings

In order to achieve the objectives of the study, the researcher made use of questionnaires, interviews and official documents.

Objective 1: To determine the creation of social capital in public librariesis built around this theme: Social capital is created through community use of the library space, and social capital promotes community building and social collaborations with the community.

Social capital is created through library space

The public library makes a physical space available to fulfil the community's social needs for all types of human interactions that could, as a result, create opportunities of social capital. From the questionnaire and interview responses, the questionnaire data revealed that the participants prefer to visit the library because it is quiet and spacious and a good place to relax. Further, one can utilise the peaceful atmosphere of the library to learn. The results of the questionnaire data are similar to those of the interview data, and the respondents of the three regions preferred the quiet

and spacious interior of the library to study, read, attend library programmes or bring their children. In a country where the majority of people struggle with inadequate housing, the library provides a space and a place away from home whenever there is a need for some peace and quiet. Although the participant responses did not necessarily reflect opportunities of interacting with other people, the participants visited the library with a specific purpose in mind, and peace and tranquillity help people to rejuvenate mentally – which is important to note as mental health is linked to social capital (Thompson 2015).

Social capital is created through community building

Community building is another creator of social capital. The literature reviewed in Chapter 2 provided substantial evidence that public libraries play a role in community building, and for this reason it was included in Theme 1: Social capital is created through community building. The research by Polderman, Van Duijnhoven and Huysmans (2014:2); Aabø and Audunson (2012:138); Alemanne, Mandel and McClure (2011:19); Clarke, Yu and Fu (2011:34) and Aabø (2005:208) furnished evidence that the public libraries are drivers of community building. Libraries build their communities by affording community members opportunities for self-discovery and by contributing to the country's economic wealth (Hart 2012:43). However, to attract the members of the community, the libraries must foremost create a welcoming atmosphere conducive of learning and relaxing. A welcoming atmosphere provides library patrons a feeling of

belonging and that they can trust the library. All the participants that participated in the social capital questionnaire positively responded to their libraries' attempts of creating a welcoming atmosphere. The positive atmosphere that is created by the library is reflected in the interview responses.

The trust between the library and interview participants is visible in the comments below:

If there were no library in the community, the community would have suffered in acquiring knowledge, so the library helps them in acquiring knowledge - knowledge is power; it will give community power. (Region 1) – Table 48

The library adds value to our community. In the past when we used to strike, we would rather burn down the clinic than the library. When we burn down the library, where will we read, and where will we make photocopies? (Region 2) – Table 49

The library plays an important role in the community since we did not have a library; we can now come to the library to read and bring our children to read. Table 50

The library has a food gardening project Monday to Friday. Food gardens help community members not to starve (Region 3) – Table 50

The responses portray the strong role of the library in the community. The interview responses that are included in community building portray the library's importance in the community as an information provider, a place

that encourages reading, and a place of community projects to empower and encourage community members to play an active role in food production to supply food and to generate an income.

Social collaborations with the community

Social capital creates opportunities of community interaction and libraries build healthy communities. The library provides opportunities where people can expand on their social capital networks by drawing the community in to different social activities. Rus ter Vaal that is part of Region 2 of the Emfuleni Library and Information Service hosted a youth summit (Table 44) where they interacted with the Library Manager and had a turn to tell the library of the community challenges they were experiencing and what the library could to support the Rus ter Vaal youth. Another social event at the Region 2 Emfuleni Library and Information Services was a tea party for the elderly (Table 44).

Objective 2: To determine whether library programmes contribute to the societal value of public libraries. This objective is built around the following theme: *Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities.*

Library programmes are playing an integral part in the development of the Emfuleni communities, especially since the majority of library programme attendees are unemployed, and the expectations of learning new skills could

assist with the reversal of an unemployed status. Researchers such as Strand (2016: 318); Vårheim (2014: 65l); Skelly (2014: 207); Stilwell (2011: 13); Berry (2011:10); Reder (2010:1); Nassimbeni and Tandwa (2008: 91) and Feldman (2009:5) supported the idea that specific library programmes would address poverty. To understand the type of library services that could contribute to the societal value of public libraries, libraries that offer programmes to enhance skills provide informal learning opportunities that improve job creation possibilities, which demonstrate the societal value of libraries.

The data that was collected from the questionnaires revealed that library programmes that focus on job related skills such as computer, business, job assistance and CV writing skills were the type of programmes that enhance skills in a competitive job market (Table 31, Table 32 and Table 33) and were the type of programmes they would want to attend. The type of programmes the interview participants would attend is further confirmed by their needs of types of programmes they wanted their libraries to include in their library services. As seen in Table 25, Table 26 and Table 27 there was the need for programmes where they could learn new skills, attend classes of informal learning or become active players in volunteering project.

The library patrons who participated in this study were between the ages of 18-30, and they were in the age group which falls in the highest unemployed group in South Africa (Statistics South Africa 2018; Graham

& De Lannoy 2016). Therefore, the programmes that were identified by the participants or their needs of potential library programmes were those programmes beneficial to poverty reduction. Such programmes are a good example of enhancing the societal value of the library though programmes aimed at empowering the unemployed. The interview data posted similar results and the data from the interview responses revealed that library programmes that focus on skills development, informal learning opportunities or on job creation could highlight the societal value of the libraries. There was specifically a need for computer and job seeking skills across all three regions of the Emfuleni Library and Information Services.

The health and wellness programmes were equally popular amongst the patrons from the three regions. Health and wellness are another theme that plays a role in social capital (Halpern 2005: 3), and at Region 2 of the Emfuleni Library and Information Services there are weekly aerobics classes after six as an alternative for a fun way to get healthy as well as monthly health awareness campaigns.

Objective 3: To determine the measurable outcomes that constitute the creation of social capital in public libraries. This objective is built around the following theme: *The measurable outcomes that constitute social capital in public libraries are measured through patron responses of their positive experiences.*

In Chapter 3, Huysmans and Oomes (2013: 169) view outcomes as the 'experiences in an individual's life or the changes or improvement brought

about that would show that a library progamme has (or has not) been successful (effective)'

- 'To be objectively quantified by neutral observers'

Huysmans and Oomes further define 'outcomes' as the capital gains (outcomes through patron experiences of the public library) in an individual's life:

- 'They reflect the changes or improvements brought about in people's lives, showing that a program has (or has not) been successful (effective)'

The student also looked for responses that showed the benefits of attending library programmes through responses that measured positive for the following:

- Life changing experiences
- Boosted self-esteem
- Empowering of the individual

The questionnaire results have shown that library programmes have measurable outcomes that constitute social capital. The patrons provided positive feedback (see Table 27, Table 28 and Table 29) to reveal that the library programmes had changed their life or had empowered them as an individual. Excerpts borrowed from the interview data analysis of Chapter 5 confirm the measurable outcome that constitutes social capital such as the following:

Life changing experiences

The library helped me with information and programmes. I was selected to study overseas as an exchange student. Table 54

The library programmes that I had attended changed my life because these programmes helped me not to lose hope and not to give up or limit my dreams. Table 54

The library programmes had a positive impact on life. Knowledge about HIV and cancer and how to prevent them. Table 56

The library programmes bring positive impact – I attend a programme on pregnant women to learn to take care after the baby and also during pregnancy how to look after an unborn baby. Table 56

Boosted self-esteem

I didn't know I could work with kids; I didn't know that I could teach somebody to do something. Table 51

I improved my reading by coming to the library and borrowing books. Table 55

I learned other skills I did not have, like communication skills, and I can communicate with children and communicate with adults. Table 55

Empowering of the individual

Helping me with employment. Table 53 and Table 55

I got six years of attending library programmes which I can still say it improved me - I am self-employed now. Table 55

There is also a garden at the library which helps people like who need food who are not able to get food each and every day so it definitely helps. Table 50

Food garden programmes empowered me to master the skills I have learnt from planting seeds. I also do knitting at the library and I can sell my knitting. Table 51

The findings are similar to those of the study by Johnson (2012:58) where there was a strong social bond and patrons could openly tell their library staff how specific library services such as library programmes helped them to find employment or that the learning of a new skill boosted self-confidence.

Objective 4: To determine whether staff- patron interaction builds trust.

This objective is built around this theme: *Library patrons who have trust in their public libraries/staff become frequent visitors.*

Library patrons join the library voluntarily and the frequency of visiting the library is reliant on how well they were received at the library. The library has to create a welcoming atmosphere to encourage patrons to return and bring their family, friends and colleagues with them. This is only possible when patrons develop a trusting relationship with their library. Trust does not happen at first glance, but is built through staff-patron relationships, the willingness to participate in library programmes and the library's guarantee of protecting those who is entering the library. Some effective examples of staff-patron trust during the interview responses came from the participants

from Region 2. The researcher cannot mention the particular library in Region 2 as such information could reveal the name of the librarian in question. The following responses showed the strong bond of trust between the patrons and the librarian:

I received lots of assistance on how to use the computer from the librarian…(name was mentioned in the interview Table 53

I saw how …(librarian's name was provided) helped people to read - even the old people Table 58

*…(librarian's name provided) is very helpful and …can help you to find information on the Internet here.*Table 58

…(librarian's name) teaches us a lot with the ECD programmes Table 58

…(librarian's name) helped me a lot to use the computer Table 58

…(librarian's name) is here to answer your questions. Table 58

Secondly, the theme confirmed the literature about South Africans who had lost trust in the government (Staff Writer 2017; Gerbi 2016) but view the library as an institute of trust (Vårheim 2014b:273; Skelly 2014: 40). Several respondents mentioned that the government neglects to provide proper service delivery to the Emfuleni Library and Information Services. Books are old and outdated and past their shelf life. Moreover, there are not enough computers to serve the communities and only 30 minutes is allocated per patron at a time, with usually a queue of other patrons waiting. Furthermore, the Wits students that visit the library cannot use a USB to save information or searches. What is more, some of the Region 2 interview

participants mentioned that their libraries are more than 32 years old, and nothing has been done on the building infrastructure. The participants put the blame on the government neglecting the library services. Excerpts from the interview responses support such statements:

Are there certain areas that government prefers because every area has a budget that government gets for libraries and they can squeeze us into this budget because this library is now 32 years and since it has been built, it is just like that.

In support of the participant, regarding the government funding of the State of Municipal Finances and Expenses 4th quarter publication 2016/2017 that was issued by the National Treasurer (2017: 15), whom had as a result, deduced that libraries were being underfunded; the result of allocating sufficient funds to libraries is reflected in the following participant responses which exemplify their dissatisfaction with library collections.

Buy new books because all the books are out-dated.
No books; shelves are not full.

That is a thing from my side; remove the books from the shelves we had read. Come and bring new books in.

Only thing main problem is books. If you don't have relevant books and right information, they will not come. They only come to library for newspaper and Internet.

If you look back at Rust ter Vaal 15 years ago whatever, it still is the same and it is not right so we want to know whether there are developments in Rust ter Vaal in terms of the library going to expand and develop.

Google and the Internet are a bit slow from time to time and you can only print out the information because some of the people can't afford to print out as much. For example, if their research is 10 pages you can't afford to print out 10 pages because you can't afford it, so I think we should upgrade by using a memory stick not stealing the information but sharing information.

6.3 Discussion of findings

Public libraries play an important role in their communities, but to strengthen the existence of the public library and the value of libraries and library staff is only possible when public libraries can demonstrate that they are able to assist with poverty reduction. Only then, may the government and stakeholders understand their societal value. The reason for this is that although there is sufficient evidence in the research literature to support public libraries, more research is needed to make a concrete connection that public libraries play a role in informal learning activities in a time when

countries are trying to find solutions for poverty reduction. Public libraries are ideally positioned to provide in the needs of their communities, whether it is for the borrowing of books, ECD programmes, the use of the Internet, the provision of a meeting space or through specific library services such as library programmes to equip job seekers with the required skills when entering or re-entering the job market. With the above-mentioned in mind, there is sufficient evidence that the public library is a driver of community building and as such a creator of social capital. The library is a creator of social capital as its intention is to build a trusting relationship with the community while sharing its resources free of charge to all members of the community.

However, the literature reviewed on social capital in public libraries indicates a lack of sufficient understanding of the creation of social capital. Although several studies mention the creation of social capital in public libraries, suggestions are offered that more qualitative studies could shed more light on the creation of social capital in public libraries Aabø & Audunson (2012:138); Aabø, Audunson & Vårheim (2010:16); Vårheim (2009:372); Vårheim (2007:417). The researcher further found that more research is needed to understand trust in libraries through social capital such as mentioned by Vårheim (2014:272); Grace & Sen (2013: 518); Leith (2013:71) and Ferguson (2012: 31). Furthermore, in South Africa for example, there is a lack of research on the creation of social capital in public libraries and very little reference is made to social capital in library

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research studies. Apart from the studies by Stilwell (2006; 2011; 2016); Strand (2016); Skelly (2014) and Hart (2007) social capital remained a "fresh new vision" (Hart 2007: 1). The reason for this is that social capital has several meanings in different disciplines (Aguilar & Sen 2009: 425; Halpern 2005: 1; Lin 2001: 3). Within the public library social capital is visible in almost all these functions to include borrowing of books, ECD programmes, the use of the Internet, the provision of a meeting space or through specific library services such as library programmes to equip job seekers with the required skills when entering or re-entering the job market. However, such functions should help to determine the societal value of the library. The reason why social capital is not clearly defined in public libraries is it lacking of clarity on how to apply social capital in public libraries. The literature reviewed in Chapter two concerned with social capital and public libraries illustrates social capital creation in public libraries in the following forms:

Library as a meeting place (social space)

Meeting places in libraries have strong potential to create social capital. In a study by Aabø, Audunson and Vårheim (2010) using a survey to collect data from three township communities in Oslo, their findings revealed that the library as a meeting place takes on various forms, such as visiting the library for educational purposes, using it as social meeting place and having meetings. Sequeiros (2011:261) goes even further by saying that social spaces provide benefits of 'economic, social and political' development. In

this author's opinion, unmonitored movement inside the library space has a favourable effect on those visiting the library and makes it a likeable public institution (Sequeiros 2011:270). However, while reviewing the literature the researcher came across researchers such as Aabø & Audunson (2012:138); Aabø, Audunson & Vårheim (2010:16) who identified the scantly available research that adequately explains social capital through library space. The reason for this is that research studies have not thoroughly investigated patron motivation of the use of library space.

In this study, the use of the library space had the fulfilled the following functions:

(i)   Good place to relax (Table 16)

(ii)   Quiet study space (Table 14)

The results from the questionnaire data had shown the need of having a third place away from home or work to just come and relax, or a place where it is quiet and have uninterrupted time to study. Table 37, 38 and Table 39 show some similarities to the questionnaire findings on the use of library space, such as studying or benefitting from the quiet atmosphere at the library. The interview data revealed similar responses for the use of the library space, which is for personal use. However, the library was also used for other functions such as the attendance of library programmes, to borrow books, to read or to have reading time with the children or ECD programmes. The student made further recommendations later in this chapter about the use of library space in social capital.

Trust

Trust is reflected in positive experiences (Yu, Saleem & Gonzalez 2014:28) or the manner in which library staff treat their patrons (Vårheim, Steinmo & Ide 2008:878). Trust is further underpinned by library services and the resources that libraries offer to their communities (Library Council of New South Wales 2008: ii). Trust is also the reason why communities make use of libraries and participate in library programmes (Vårheim 2014:67). However, the researcher found that the lack of clarity to understand social capital comes from omitting the benefits of the library services to the patron. Therefore, this study suggests two measurable outcomes to understand the creation of social capital in public libraries. Social capital creation derives in fact from the library patrons using the public library service to benefit thereof. Social capital is therefore an outcome of individual empowerment and trust, of which both are measurable in public libraries. The researcher agrees with Feldman's (2009: 5) idea of social capital in public libraries which explains that social capital is created through library services, in particular the programmes that can contribute towards empowerment, skills development, happy families and positive economic growth. The study revealed that social capital requires measurable outcomes and that these outcomes should predict the societal value of the public library. Huysmans and Oomes (2013: 169) and Feldman (2009:5) suggest, similar to the findings of this study, that social capital is reflected in the benefits of library programmes to its attendees. The visible outcome of such benefits should show that the library services and the

library programmes had changed lives, boosted self-esteem and facilitated the learning of a new skill, which opened doors of opportunities. This study has successfully shown that the Emfuleni Library and Information Services has changed the lives of the participants who participated in this study.

Trust was the other measurable outcome of social capital, and this was seen through the staff-patron interactions, especially those of Region 2 where the participants had in fact mentioned the name of the librarian and that the particular librarian at one of the Region 2 libraries had built a trusting relationship with the patrons such as the findings by Johnson (2012:57) suggested. Trust is further measured through unforced frequency of library visits, unforced attendance of library programmes and the willingness to bring the family, friends or colleagues to the library. Therefore, the student argues that in spite of researchers suggesting that more studies on social capital in public libraries are needed to understand the creation thereof, social capital should only measure patron benefit outcomes. The success stories of the patrons who visit and take part in the library programmes are the stories libraries should share as this provides support of the societal value of public libraries and supports the notion that public libraries are a place of learning.

The study found that social capital is created in public libraries. The student agrees with the findings of by Skelly (2014: 34), Miller (2014: 317), Carroll & Reynolds (2014: 586) and other researchers that were mentioned in

Chapter 2, that public libraries have the ability to create social capital. However, social capital is only of benefit when public libraries can demonstrate their societal value through the portraying of the library as a place of learning, of which is only possible when patrons benefit from the library services.

The next chapter concludes the study and discusses the recommendations, limitations and conclusion.

Chapter 7: recommendations, limitations and conclusion of the study

7.1 Introduction

This chapter concludes the study that has demonstrated that social capital can determine the societal value of a public library. The concept of social capital, or rather how it is created in public libraries, leads to the complexity of understanding the creation thereof in public libraries, while continuous suggestions are that more qualitative studies could highlight its creation in public libraries. The student has been guided by Pierre Bourdieu's understanding of social capital (Bourdieu 2005: 1) and Robert Putnam's (1995: 2) inclusion of trust in social capital to come up with a measuring instrument that measures the outcome of social capital in public libraries. Bourdieu viewed social capital as the sum of using the resources that individuals receive from social networks by investing their time in social networks, which could lead to economic gains (Swartz & Zolberg 2004: 250; Bourdieu 1986: 21). In Bourdieu's viewpoint, people are either born with social capital or without social capital, and those without have to utilise the resources from social networks to obtain social capital (Swain 2003: 187). Social capital is about social networks offering a helping hand to people who do not have access to resources. Social networks are important in Pierre Bourdieu's (2005) definition of social capital, and individual investment in social capital outcomes increases access to resources, meaning individuals should invest their time in social networks

to benefit from the resources. Therefore, the student used two measurable instruments with visible outcomes of social capital in public libraries to add to the existing literature on the creation of social capital in public libraries. However, this chapter begins by including the summary of the previous chapters as this explains the research journey that was followed that led to Chapter 7 and the outcome of the overall study.

7.2 Summary of chapters

The study begins by pointing out that in spite of sufficient evidence in research literature to support the importance of public libraries, there is still a gap in research that could make a concrete connection to show that public libraries play a role in informal learning activities. Therefore, rationalising the existence of the public library and the value of libraries and library staff is only possible when public libraries can demonstrate that they are able to assist with poverty reduction for the government and when stakeholders understand their societal value. In order to do this, public libraries need to sell their success stories and share how they manage, through specific library services, to change the lives of community members. The researcher thus suggests that specific library services, such as library programmes that create social capital, could determine the societal value of the public library. Although social capital could determine the societal value of the public library, the creation thereof and the factors that constitute the creation of social capital in public libraries remain a continuous topic of discussion in Library and Information Science. It is further difficult to

confirm to the government and stakeholders that the existence of social capital in public libraries is capable of reducing poverty without having empirical evidence of such outcomes. Therefore, the study attempts to find out whether library programmes to educate the community and the attendance thereof create social capital and help with poverty reduction.

In order to explore the research problem, the researcher reviewed literature that was used in the study and presented the themes that emerged from the literature that was reviewed by consulting the research output by Stilwell (2011) and Stilwell (2016), wherein reference was made to the public library's ability to reduce poverty. For the purpose of this study, preference was further given to literature reporting on research done on social capital in public libraries, such as in the studies by Skelly (2014), Svendsen (2013), Johnson (2010; 2015), Ferguson (2012); Hart (2007) and Vårheim (2009). The research literature made it possible for the researcher to come up with a social capital framework to understand the creation of social capital as a poverty alleviation strategy in public libraries. A performance measurement tool was then introduced to explain the societal value of public libraries. Furthermore, the researcher borrowed from the ideas and understanding of both Pierre Bourdieu (2005) and Robert Putnam (1995) regarding social capital and applied it to the study to come up with a measuring tool of social capital in public libraries. The researcher next presented the use of the measuring tool for social capital in the form of a mixed methods sequential explanatory case study, and the data for the case study was

collected at the three regions of the Emfuleni Local Municipality Library and Information Services. Following this, the researcher analysed the data by exploring four themes that were connected to the main research questions of the study and through the themes that had emerged from reviewing the literature. The data analysis then attempted to confirm that the existence of social capital in public libraries is capable of reducing poverty through the empirical evidence of such outcomes.

7.3 Recommendations

Specific library services such as library programmes contribute to the societal value of libraries through skills development, informal learning opportunities and job creation possibilities. The below recommendations map out the existing programmes as well as the modifications still needed. Some of the existing library programmes in South Africa that focus on poverty reduction:

Computer/digital skills

- Free computer training classes at the Masiphumelele Library, Western Cape. Students who attended the computer classes reported that the chances for employment had improved, and in some cases had received employment where they could utilise the digital skills learned at the library (Masicorp 2017).
- Computer skills at the Nkalimeng Leutsoa Public Library in Sharpeville (Brand South Africa 2016).

- Computer skills at the City of Johannesburg Municipality (Digital Inclusion Newslog 2016).

- ICT training and job creation opportunities for 60 unemployed young people at the Provincial Library Services in KwaZulu-Natal through a training programming where they would work as cyber cadets to train and assist library patrons with digital and searching skills (NLSA 2014).

- Computer skills at the Emfuleni Local Municipality Libraries (NetDimensions 2013).

Job assistance skills

- Lulaway Job Centre at the Sharpeville Library, South Africa (Sedibeng Ster 2016).

- Cape Town libraries are focussing on career exhibitions, job readiness skills and CV writing to tackle youth unemployment (Ramphele 2017).

- Library Business Corners in 80 public libraries in the Western Cape, South Africa, assist entrepreneurs with marketing of small businesses and entrepreneurship library materials (Underwood 2009: 578; Juul 2006: 160).

Entrepreneurial/Business skills

- Food garden programme and knitting classes at the Emfuleni Local Municipality Library and Information Services (Source: from the data analysis of Chapter 5 of this study).

- Library Business Corners in 80 public libraries in the Western Cape, South Africa assist entrepreneurs with marketing of small businesses and entrepreneurship library materials (Underwood 2009: 578; Juul 2006: 160).

Opportunities to receive an online university qualification

In the current economic climate where tertiary learning is expensive, the public libraries demonstrate their ability to become a place of learning. The researcher recommends that public libraries currently hosting the online courses at their libraries visit the schools and have talks with the Grade 11 and Grade 12 students, informing them about the online university qualification programme at their public libraries such as the City of Johannesburg that provides higher education opportunities for young people in collaboration with international universities at the public libraries (Cox, 2016; Raborife 2015).

Although the current library programmes focus on skills development to combat poverty reduction and the abovementioned examples revealed that public libraries are more than just recreational social spaces and places to have free access of the Internet, some modifications are needed for the current programmes.The recommendations in this study coincide with the findings of this study. Based on the findings of Chapter 5, the patrons who took part in this study were interested in programmes where they could learn computer, business and CV writing skills.

Computer/digital skills

Computer/digital skills should also encompass information seeking skills. Information seeking skills would teach the library patron how to search for credible information on specific topics, whether it be job, health, government or education related.

- Job related – patrons could search for jobs on online job sites.
- Health related – patrons could read more on life threatening diseases or how they could support family members or friends that battle with cancer, diabetes, HIV/Aids, tuberculosis or children with autism.
- Government related – patrons could learn to find government forms to apply for their ID or passport, register a birth/death/marriage, or apply for a social grant.
- Education related – parents could learn how to help their children with homework, find activity sheets, or locate information related to their own studies.

Job assistance skills

- Job assistance skills should not only focus on how to write CVs, but they should also incorporate teaching to search for CV templates in Word format. Such templates would enable the library patron to download the template as a Word document and to edit inside the CV template. Public libraries that offer job assistance skills should also teach patrons how to upload their CVs to recruitment websites and create a LinkedIn profile.

Entrepreneurial/Business skills

- Public libraries should have entrepreneur workshops where entrepreneurs in the community are invited to have talks on how to start up a business.

- Patrons who show interest in starting up a business should also learn how to write business plans.

- Public libraries could also invite representatives from banking institutions that could hold talks on how people could apply for small business financing.

7.3.1 Areas where there is a gap in library programmes should consider extending:

Vulnerable people

Library programmes should focus on reading and skills development outreach programmes for juvenile delinquents and adults in prison in collaboration with the Department of Correctional Service. When prisoners are released from prison, they will be equipped with the skills to start a new life.

Library activities during school holidays

The collected evidence derived from this study showed the need for library activities during school holidays. Some of the participants mentioned that school holidays are a major concern to parents living in the poorer communities. For children growing up in impoverished communities, the

option of playing outside in the street during school holidays is out of the question. A gang fight can break out at any time and children could find themselves amidst the crossfire. Public libraries are a place of safety (Neri 206; Horrigan 2016:3), and for this reason could seize an opportunity to offer not only a safe place for children, but also equip them with life skills during school holidays. Holiday programmes keep children off the street and out of danger, and further ease the concern of parents that their child is in a safe and protected environment.

7.4 Suggestions for further research

The researcher made the following suggestions for further research:

- More case studies to test library programmes and patron trust as the measurable outcomes of social capital in public libraries.

- South African LIS research needs more case studies on public libraries that sell and share their success stories on how public libraries manage, through specific library services, to change the lives of community members

- A further suggestion is to explore the use of library space in a South African context. This study found that the participants of this study mainly used the library as a haven to seek peace and quiet or for study purposes. Therefore, the economic benefits of library space could be investigated that could form part of the measurable outcomes of social capital in public libraries. Further research could perhaps look into communities living in the townships and their motivation to use the library space.

- A further suggestion is to investigate the influence of collaborations on library services to create specific library services, through library programmes targeted at poverty reduction and job creation. This study had highlighted several successful collaborations where organisations such as Microsoft (Cox 2016); Lulaway (2017); Mzansi Libraries On-Line Pilot Project funded by the Bill and Melinda Gates Foundation (National Library of South Africa 2014) and NetDimensions (2013) had help public libraries to address unemployment in their communities.

7.5 Conclusion

The starting point of the research was to find out whether public libraries could demonstrate their societal value to the stakeholders and government through social capital. However, social capital is not clearly defined in public libraries as it is lacking of clarity on how to apply social capital in public libraries. In order to understand how the public library could create social capital, the researcher came up with a set of objectives that were developed though the research questions in Chapter 1. The researcher found several explanations on the creation of social capital, but none had measurable outcomes that could illustrate the societal value of public libraries, apart from one, which was to build a trusting relationship between the library, staff and patrons. Vårheim (2014: 65), for example, explains that trust in the library is visible in how patrons perceive the library. However, the trusting relationship between library staff and patrons could not measure the societal value of public libraries. In the opinion of

Vårheim, the library must demonstrate that it is a good investment for learning and relaxation and that it is a safe place. Vårheim (2014: 68) found that library programmes or the attendance thereof is only possible when patrons trust the benefits of the programmes. Hence, through Vårheim's (2014: 68) observation about trust and patron attendance, library programmes were identified as the measurable outcome to rationalise the existence of the public library and the value of libraries and library staff. In such a case, the societal value of libraries can be understood. Through the correct measuring instruments that were identified in this study, public libraries address the creation of social capital that makes it possible to show that public library services support lifelong learning and workforce development. The participants from the study demonstrated the creation of social capital in public libraries, and also indicated how it is created. The study further found that public library services offer specific library services such as innovative programmes in their communities as part of informal learning opportunities that create social capital when poor people develop skills that could help them improve their lives. The study based the findings on a sequential explanatory mixed methods case study to test the measuring instruments of library programmes and trust at the Emfuleni Library and Information Services. The researcher made use of questionnaires, interviews and official documents to demonstrate that the libraries at the three regions of Emufleni Local Municipality create social capital when the libraries in the study could show that their patrons benefit from the library service and in particular, the library programmes. The

participants in this study responded favourable to programmes where they had learnt new skills, in particular those of regarding the computer, business and financial literacy, communication, ECD and learning to plant. Most of the participants attended the library programmes because they provided them with an opportunity to find employment or to generate an income. The evidence derived from the interview data collection revealed that the interview participants found that attending specific library programmes had changed their lives, had boosted their self-esteem and had empowered them as individuals in the society. With this in mind, the study is extending on Joseph Belletante's vision in his IFLA 2014 Congress paper, "Libraries, Citizens, Societies: confluence for knowledge" (Stilwell, Bates & Lor 2016: 98) by showing concrete evidence that public libraries develop library programmes in line with 'social support to citizens who are demoralized by unemployment' with their local governments. The results of this study agree with the social capital research of Johnson (2012:61) and Vårheim (2011b:25), amongst others, to demonstrate that library programmes do indeed create social capital. The results of this research agree with the findings by Abubakar (2013:11), Stilwell (2011:17) and Raju and Raju (2010:10), that public libraries could fight poverty with skills development library programmes.

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Appendix A: Consent for

EMFULENI
LOCAL MUNICIPALITY

Vaal River City, the Cradle of Human Rights

Office of the Manager: SPORT, RECREATION, ARTS, CULTURE, LIBRARY & INFORMATION SERVICES

To: DMM: P S & C D J.F. Mokoena	From: Manager: SRACLIS B.N. Manzi
	18 October 2013

Ref. Nr. / File Nr.:
Leonieb@emfuleni.gov.za

Re: Research that will investigate the Social Capital & the Poverty Reduction Programmes of the Emfuleni Library Services to empower the Nation

Appended hereto please find the request by Lindall Elaine Adams to conduct research on the matter alluded thereto above. An opinion is held that such permission be granted to her and that he results be shared with Emfuleni Local Municipality before publishing.

Hope you will find all the above in to be in order.

Regards

B.N. Manzi
Manager: SRACLIS

Recommended / Not Recommended

DMM: P S & C D
J.F. Mokoena

MM, for your consideration please. 2013-10-22.

Appendix B

Social Capital Questionnaire for the Library Manager, Senior Library Staff and Library Assistants of the Emfuleni Library and Information Services

* 1. What is your age group?

☐ 18-30

☐ 31-40

☐ 41-49

☐ 50-59

☐ 60-69

☐ 70 and older

Other (please specify)

* 2. What is your gender?

○ Female

○ Male

*3. Does your library create a welcoming atmosphere to all library patrons? Please select 1 answer

○ Yes

○ No

Other (please specify) [   ]

*4 Does your library provide services to homeless people?

○ Yes

○ No

Other (please specify) [   ]

* 5. Does your library focus on community projects such as food gardens? Please select 1 answer.

○ Yes

○ No

Other (please specify) [   ]

* 6. Does your library focus on job seeking skills programmes? Please select 1 answer.

○ Yes

○ No

Other (please specify) [   ]

* 6. Does your library focus on ECD programmes? Please select 1 answer.

○ Yes

○ No

Other (please specify) [   ]

*7. Does your library ensure safety to its library patrons? Please select 1 answer

   ○ Yes

   ○ No

Other (please specify) [   ]

*8. Does your library have sufficient seating areas? Please select 1 answer

   ○ Yes

   ○ No

Other (please specify) [   ]

*9. Does your library create social gatherings or group work activities where members of the community have an opportunity to interact with each other? Please select 1 answer

   ○ Yes

   ○ No

Other (please specify)

Done

Appendix C

Social Capital Questionnaire for Patrons at Emfuleni Library and Information Services

***1. What is your age group?**

☐ 18-30

☐ 31-40

☐ 41-49

☐ 50-59

☐ 60-69

☐ 70 and older

Other (please specify) [   ]

* 2. What is your gender?

○ Female

○ Male

* 3. What is your impression of a library? Please select 3 answers

☐ Books

☐ Friendly staff

☐ Safety

☐ Quiet study areas

☐ Meeting people

☐

Other (please specify) [   ]

* 4. How often do you visit the library?

☐ Daily

☐ Weekly

☐ Monthly

Other (please specify) [   ]

* 5. What do you like most of your library? Please select 4 answers.

☐ My library is close to where I live

☐ Plenty of seats available

☐ I like the opening hours

Other (please specify) [   ]

☐ A good place to relax

☐ Quiet

☐ Welcoming atmospher

☐ A good place to meet p

* 6. How do you find out about the services and programmes at your public libraries? Please select 3

☐ family members

☐ your children

☐ neighbours

☐

☐ friends

☐ at work

☐ local newspaper

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Other (please specify) [   ]

* 7. Do you feel happy when you visit the library? Please Select 1 answer

○ Yes

○ No

Other (please specify) [   ]

* 8. Will you recommend your library to your family, children/friends/neighbours/colleagues? Please select 1answer

○ Yes

○ No

Other (please specify) [   ]

Done

Appendix D

Poverty Reduction Library Programmes Questionnaire for the Library Manager, Senior Library staff and Library Assistants of the Emfuleni Library and Information Services

* 1. Does your library focus on poverty reduction programmes? Please select 1 answer

○ Yes

○ No

Other (please specify) [   ]

* 2. If yes, do the programmes include any that is listed below? Please select what is relevant to your Library services

☐ Early reading

☐ Storytelling

☐ Adult literacy

☐ Employment workshops

☐ Job searching skills

☐ Business skills

☐ Computer skills

☐ CV writing skills

☐ Searching skills

Other (please specify) [   ]

* 3. Who attends these programmes? Please select

☐ Mostly Employed

☐ Mostly Unemployed

☐ Mostly Semi-Employed

Other (please specify) [   ]

* 4. Do you think the library patrons attending your library programmes receive benefit by attending the programmes?

○ Yes

○ No

Other (please specify) [   ]

* 5. If yes, what are the types of feedback you receive helpful? Please select 5 answers

☐ Helpful

☐ Not helpful

- ☐ I learned a lot

- ☐ I did not learn anything

- ☐ I gained self-confidence

- ☐ I did not gain self-confidence

- ☐ I found a job

- ☐ I did not find a job

- ☐ I can generate an income for myself

- ☐ I cannot generate and income for myself

Other (please specify) [_____] Done

Appendix E

Library Programmes Questionnaire for Patrons at Emfuleni Library and Information Services

* 1. What is your age group?

☐   18-30

☐   31-40

☐   41-49

☐   50-59

☐   60-69

☐   70 and older

Other (please specify)⎸＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

* 2. What   is   your   gender?

◯   Female

◯   Male

* 3. What type of programs would you most likely attend? Check all that apply.

☐   ECD programmes

☐   Health/Wellness programmes

☐ Adult Literacy classes

☐ Self-Help

☐ CV writing skills

☐ Job Assistance skills

☐ Computer skills

☐ Craft (knitting, beading, painting) etc.

☐ Business development skills

Other (please specify) [   ]

* 5. What type of programmes interest you most?

☐ Learning about something (taking a class, attending a lecture)

☐ Learning how to do something (learning a language, craft, gaining a skill)

☐ Opportunities to do something (volunteering, social change, community projects)

☐ Other (please specify)

Other (please specify) [   ]

Done

Appendix F   Emfuleni Local Municipality Official document

Vision and Mission

EMFULENI
LOCAL MUNICIPALITY
Vaal River City, the Cradle of Human Rights

Emfuleni Library and Information Service are preserving the past and securing the future through our Vision, Mission and different programmes.

Vision

To provide free access and guidance to information which fulfill the intellectual, education, social and recreational needs of the people of Emfuleni in order to improve the quality of life.

Mission

Community libraries intent to act as development agents providing dynamic Library and Information Services to all the people of Emfuleni in their quest for lifelong learning, literacy, cultural expression, recreation and economic development.

Document is available upon request

Appendix   G   Lulaway   launch

INVITATION

Lulaway and the National Library of South Africa cordially invite you to the official launch of their groundbreaking job creation project.

Date

12th September 2017

Time: 10am

Venue

Sharpeville Library, Seeiso Street, Sharpeville

26.6869°S, 27.8708°E

Keynote Speaker : Mark Sham

Founder and CEO of SUITS & SNEAKERS

RSVP

www.onejobatatime.co.za

or Sandheera:

0101409515 | sandheera@lulaway.co.za

Transport

Transport from Johannesburg and Pretoria will be available. Transport reservations can be made on www.onejobatatime.co.za

ABOUT THE PROJECT

The partnership between Lulaway and the NLSA will see 27 community libraries house Job Readiness Centres, with a further 300 earmarked for rollout in 2018, capitalising on the technology provided through the NLSA's MLO Project and the Job Portal hosted by Lulaway.

Each of these job centers will offer job seekers the opportunity to register their full CVs, for no charge, on the Lulaway online database and apply for available vacancies. These job seekers will be instantly connected to a range of employers nationally and be able to access a diverse range of job opportunities.

These job centers will be managed by the 65 graduates of the NLSA BCX Graduate Internship Programme. The previously unemployed youth completed the training programme where they acquired ICT skills and training. Through the Internship Programme they also received training on the Lulaway Portal in order to assist job seekers.

ICT skills play a crucial role in helping the youth create more opportunities for themselves in terms of employment and entrepreneurship. This collaboration between the NLSA and Lulaway will play a significant role in contributing to skills development amongst the youth. This initiative will provide unemployment youth with access to technology and information in order to take advantage of employment opportunities as well as align libraries as information hubs contributing to the developmental needs of the communities.

FREEDOM TO LEARN FREEDOM TO CHOOSE FREEDOM TO SHARE IDEAS

The Sharpeville massacre marked a watershed moment in South Africa's history.

57 years later, we will gather peacefully at the Sharpeville library in a democratic South Africa. At the site of where unspeakable tragedy once transpired, we will stand united to support solutions for sustainable transformation.

Libraries represent what South Africans will never take for granted: the freedom to learn, the freedom to choose and the freedom to share ideas.

It is where anyone, no matter their background or race, can engage with the greatest minds of all ages.

In a library, everyone is equal. In local communities, libraries provide the gateway to otherwise unattainable knowledge.