Time for Studies: Critical Temporalities of the professional development of working students in South Africa

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Student number: 3279568

A thesis submitted in fulfillment of the requirements for the degree of Master of Education (MEd)

August 2015
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Last but not least, special thanks to my friends and family (particularly MZA, AED, and Spockel) who supported my studies throughout.

Catherine WynSculley
Cape Town, South Africa
August 2015
DECLARATION

I declare that Time for Studies: Critical Temporalities of the professional development of working students in South Africa is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Catherine Michelle WynSculley

August 2015

Signed...........................................
ABSTRACT

Time for Studies: Critical Temporalities of the professional development of working students in South Africa

By Catherine WynSculley

Masters by research thesis, Faculty of Education, University of the Western Cape

Working students registered for a professional degree, who are also employed in public service, have some interesting hurdles to overcome with finding time for studies (from attending classes, and completing assignments to writing exams). Central to this study is using theories of Critical Temporalities around working university students and the time they have for studies, at home or in the workplace. Critical Temporalities is a way of understanding and describing the time, timing and time-related issues and concerns that the students have. Critical Temporalities examines an often over-looked aspect of working students’ experience as they undertake their professional development studies. The overarching theoretical orientation for this thesis is the contradictions of Cultural Historical Activity Theory (CHAT) as applied to the professional development and time for studies. There is also an analysis of the temporal dimensions theory from sociology of time in the workplace as it relates to time for professional degree studies. Two major insights result from the research. Firstly, a confirmation that there are multi-faceted levels of personal disadvantage (that is, a mix of social and cultural issues) that affect the time for studies related choices of these selected students. And secondly, the particular kind of feeling or perception of acceleration in the pace of life that these students experience whilst studying is a notable feature of their university based professional development.

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<td><em>Baccalaureus Bibliothecalogie</em> (Bachelor of Librarianship)</td>
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<td>BLIS</td>
<td>Bachelor of Library and Information Science</td>
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<td>CHAT</td>
<td>Cultural Historical Activity Theory</td>
</tr>
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<td>CHE</td>
<td>Council for Higher Education (Republic of South Africa)</td>
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<td>DLL</td>
<td>Division for Lifelong Learning (University of the Western Cape)</td>
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<tr>
<td>FLTP</td>
<td>Flexible Learning and Teaching Project</td>
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<td>ILO</td>
<td>International Labour Organisation</td>
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<td>LIS</td>
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<td>LIASA</td>
<td>Library and Information Association of South Africa</td>
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KEYWORDS

Critical Temporalities
Study leave
Temporal dimensions of the workplace
Time for Studies
Contradictions of time for studies
Assemblages of social scientific theories and concepts
Acceleration in the pace of life
Library and Information Science
Professional working students
University of the Western Cape
CHAPTER 1
Introduction & Background

1.1 Introduction

The broadest aim of this thesis is to deepen understandings of working students’ use of time for obtaining a degree, by qualitatively unpicking aspects of their daily lives whilst they are undertaking their professional development studies. The selected students are workers in public and university library services, and the chosen theorising frames and concepts revolve around these workers’ time usage. Why these particular students present a useful and informative case study is outlined below. Why particular theories and frames were chosen as facilitative and illuminating for these students’ time usage is also discussed below.

Note that the thesis has two main thrusts: Firstly, understanding the student who is a worker in their “organisational setting” (which is a mix of their workplace, university, and home) when they are studying towards a professional degree. This will be done by examining the methodology for data collection and scoping of the case study, and secondly, understanding that the assemblage of methods, concepts and frames is a good technique in social science currently. These two thrusts will lead to both deepened understandings and deepened theorisation of the complex social-cultural-organisational-legal-economic-political situation that these student/workers find themselves in. This research into time for studies hopes to explore some of these ways that students have of working through and around their social and historical and economic circumstances.

The research aims to describe the relationship between the individual and their workplace, their university and their professional body. This in turn might shed light on the nature of the flexible provision that the university is considering. It might also shed light on solutions for workers who are studying, provided by developing labour law or workplace policy.
Below is an overview of the thesis. That is to say: What the data is, where it was collected, how it was collected and why the data was collected. In this chapter you will read more about the research question, and the scope of the research project will be discussed. But first the major aims of the research will be outlined, in terms of the content and theory.

1.2 Research aim and objective

The primary academic aims of the time for studies research is to explore and theorise the experiences of working students registered for a professional degree at a university, and to investigate and analyse the ways in which students find time for studies. The students in question are studying for a professional librarianship degree at a South African university. The degree is the BBibl and BLIS degree – which represent different naming conventions, but both meaning the same officially professionally recognised degree, offered by the Department of Library and Information Studies at the University of the Western Cape (UWC). So the primary aim of the research in this thesis revolves specifically around adult learner’s experiences use of time for studies. The librarianship student at UWC provides a fascinating instance of a student that is pressed for time having to juggle work, life and university. The assemblage of theories helps to shed light on these students’ experiences.

The broad secondary strategic aims of this research conducted in this thesis include recommendations for policy change and guidelines for management practice for allocating study leave to working students.

The research into time for studies hopes to explore some of these ways that students have found to navigate through and around their social and historical and economic circumstances. This in turn might shed light on the nature of the flexible provision that UWC is considering. And it might shed light on solutions for the country in terms of developing law to serve working students, as well as workplace guidelines for workers who opt for further studies.
1.2.1 Formulation of the main research questions

The title for this thesis is “Time for Studies: Critical Temporalities of the professional development of working students in South Africa”.

The main research question is: Given the constraints of their university, work, home and other environments, how and when do working students find time for their studies that will lead to a professional qualification?

Subsequent questions that arise are: What are the available choices around time for studies for these working students? And how do the selected working students use the assigned and/or policy related hours of study leave to complete their qualification? And how and when was study leave negotiated at work and/or with family, friends, and other people in their lives? And how does broader society (such as religious, and public, events and holidays, and leisure activities) impact time for studies?

1.3 Context(s) of the case study

This section covers the context of the case study, in terms of the way the writing of the thesis was conceptualised.

This research is part of a broader Flexible Learning and Teaching Project (FLTP) within the Division for Lifelong Learning (DLL) at UWC, which is seeking to develop flexible learning and teaching methodologies for working students. The Library and Information (LIS) department at UWC is one of the pilot sites for the research.

1.3.1 Social and theoretical background

One of the most obvious ways to refine one’s identity as a professional is to pursue further studies. And one of the key physical resources that is often overlooked is finding time for studies. This can come in the form of an agreement to work time in, time taken
as part of a study leave policy or arrangements to take paid or unpaid leave during peak study times.

Labour legislation in South Africa is generally silent on the matter of study leave. For the purposes of current Labour Law, study leave does not exist (see chapter 3 of The Basic Conditions of Employment Act of 2002 which makes provision for annual leave, sick leave, maternity leave and family responsibility leave). Study leave is seen as a matter for arrangement entirely between the employer and the employee. It is usually the employer that is required to state how study leave must be deducted, if the employee’s annual leave entitlement can be tapped into, or whether unpaid leave has to be taken for study purposes. And this means the employees are often left out in the cold if there is no recourse to an internal policy for study leave.

Internationally, the current situation sees only a small proportion of nations formulating legislation so that study leave days become a recognised benefit of working people (for example, see the Study Leave Act of Finland and Gould (2003) which offers a review of study leave in Sweden). The International Labour Organization (ILO) document on Decent Work Indicators (2012) mentions study leave only once. This means that there is a massive call for professionalization in the workplace, but a huge gap in terms of creating a recognised space and time in which professionals can develop.

1.3.2 Two contexts of the case study – literal and theoretical

There seems to be two contexts of the case study – one is literal and the other is theoretical – and they both have methods associated with picking out the relevant details for making sense of the research. First, the basics of librarianship education in South Africa will be outlined, looking at the current system and what that is based on.

Second, the theoretical overlay of the literal description is broadly called “Critical Temporalities”. The definition of a range of concepts that tackle the contentious issue of time and the workplace / university / life will be provided. A note on the theoretical assemblage of techniques will say why the particular frames and methods were chosen.
1.3.3 About the literature review and major information sources for the thesis

Background readings in education and learning and professional development were done first. Notable academic peer reviewed journals relevant to this thesis topic include:

- South African Journal of Library and Information Science (SAJLIS)
- European Journal for Research on the Education and Learning of Adults
- Journal of Education and Work
- Organization Science
- Time & Society

A substantial portion of time was spent trawling through the 800 item *Temporal Belongings* bibliography at citeulike.com as it was compiled by the research group at the University of Manchester that is studying time and society. I found this list most useful and have added in relevant readings, and have compiled a list for further research this year.


With such a large body of knowledge related to educational research, texts were carefully selected with assistance and guidance from colleagues in the DLL who are also working on the broader Flexible Learning and Teaching Project.
1.4 Library and Information Science overview

This section contains information on public service libraries, academic staff in Library and Information Science (LIS), the LIS professional body, and the outline of the BLIS degree.

Whilst I am not researching the nature of librarianship, nor am I looking at the profession itself, it is important and useful to become more familiar with some basic information on the nature of librarianship as it is discussed and referred to in this thesis.

As background, I now provide a basic outline of the BLIS degree, and mention key factors regarding the profession of librarianship.

1.4.1 Library and Information Science for the present and future

More than ever today Library and Information Science workers are required to be responsive as a workforce, as the environment they work in is rapidly changing, especially with regard to technology and society. For example, see Davis (2009: 2) for a discussion of libraries as “more than mere dispensers of timeous information” as librarians are finding themselves at the heart of political, cultural and community life.

But, particular in-service training for librarians in South Africa has certain deficiencies that were noted by Stilwell (1997: 207) where time was a significant factor, with the respondents replying to the question of making time for studies with: “there is not enough time” and “staff rotation could assist training if time allowed”.

As many professionals are currently experiencing acceleration and demands of the workplace, so too the working world of the librarian is constantly responding to both changes in the field, changes in technology, and the needs of the library users they serve (from young children, school age youth looking for assistance with projects and assignments, to adults wanting to read for pleasure and retired readers who might want a set of hobby related magazines).
The range of activities, the workload demands, and the career paths accessible to these workers are also not straightforward or hierarchical because librarianship is in a constant state of flux due to the nature of “information work” itself. Adaptability, flexibility and being open to a series of changes at the workplace are hallmarks of the work of library staff:

“Information specialists need to have a new type of flexibility which is more compatible with rapid technological change, new service techniques, and altered organisational structures. The information service of tomorrow is therefore transitory and should reflect the ability to design whatever structures, processes and services may be required to meet clients’ needs” (Oosthuizen & du Toit 1997: 187).

With the Equal Education (www.equaleducation.org.za) lobbying for more school librarians, and with South African political and economic rhetoric calling for us to be a nation of lifelong learners, it seems that there will be a continuing demand for more and better equipped librarians and information workers.

Based on the range of views found in the South African Journal for Library and Information Science, in certain spheres, the library function is still seen as a low status activity and time and resources for development in this area is contested and misunderstood. But this potential apathy towards libraries and the work of library staff seems to be slowly changing. More recently, school libraries have come under the spotlight, and academic libraries are seen as core function of the university system with access to information being directly linked to academic output. On the other hand, for example, in the school system often libraries and those taking on a librarianship role are seen as a “waste of staff, money and time” by both the employer and the employees. Radebe (1997: 223) further discusses the range of employment and professional issues that South African public librarians face.

To this end, Minishi-Manjanja (2009) mentions a range of work-integrated learning opportunities for professional development where studying for a formal qualification proves difficult. There is also the view that library staff education and enrichment are crucial for the optimal functioning and quality of service at libraries in South Africa (Meyer 2009).
Raju (2005) provides a detailed overview of LIS education in South Africa, covering the nature of provision at the range of tertiary institutions, the details of the syllabus and the pedagogical debates related to LIS basic education and continued professional development. A full historical description of Library and Information Science Education and training in South Africa can be found in Raju (2005a).

1.4.2 Outline of the BLIS degree: Bachelor of Library & Information Studies

The degree that is of concern in this thesis has been recently renamed as the “Bachelor of Library and Information Studies (BLIS)”. Previously it was known as the BBibl degree, or Baccalaureus Bibliothecologiae or Bachelor of Library Studies in Latin. The BLIS is equivalent in every way to the BBibl degree format. This degree is the standard recognised degree for librarianship in South Africa. The BLIS degree under discussion in this thesis is the degree undertaken by first time students after their matriculation from a South African high school, and usually having done no formal studies previously in libraries work.

The route of progression in studies is the standard format from bachelor through honours, masters and finally doctoral work.

Other library and information science degrees in South Africa include:

- The BLIS (Ed) is for those wishing to specialise in the educational aspects of librarianship offered by UWC.
- the BLIS (Alt) which is an additional two years after any Bachelors degree where the candidate wishes to specialise in Librarianship offered by UWC.
- A Lower Diploma in LIS is offered by the department at UWC as well
- The masters degree offered at the University of Cape Town in Library and Information Science.
- The BInf or Bachelor of Information offered at the Cape Peninsula University of Technology (CPUT) and at the University of South Africa (Unisa).
Internationally, degrees range from information science to librarianship in the same mix as local offerings. These degrees are articulated internally to an educational institution, but articulation between universities requires a range of requests for credits transfer. UWC and Unisa have a recognition agreement for some LIS modules.

The BLIS degree at UWC is the preferred qualification for librarians as workers who wish to professionalise in the field. The time that these working students have for studies directly impacts on their success in obtaining their degree. The Flexible Provision Project is researching the ways in which the LIS department could be more “flexible” in its course design, and more specifically course delivery online using the university’s web-based Learning Management System (LMS). Through the work of this research on time for studies, stakeholders may strengthen their understanding of how and why and “when” students are studying and completing their assignments and undergoing assessment, in order to create more effective teaching and learning approaches.

It is important to understand what the content and structure of the degree is because it is the degree that is taught by the academics and taken by the students that were interviewed. The degree, and how it is taught, managed and how it is completed is at the heart of both the successes and the range of problems that are encompassed here by the term “time for studies”.

The BLIS degree affects students’ choices of electives. It affects choices around studying elsewhere. It affects how students can exit and proceed. The rules and pedagogy for the degree affects the student in a range of ways. Therefore it is worthwhile to read a few lines about the basic meaning of what BLIS degree entails.

1.4.3 Curriculum of the BLIS degree

This section covers the basic overview of the university rules and information for the BLIS degree at UWC. Basically it is a four year degree, requiring a matriculation certificate or similar and must be completed over no more than 6 years.

The degree is divided into Library Science modules, Information Science modules and a range of electives that can lead to subject specialisms.
The first year of the BLIS degree focuses on introducing students to the history and practice of library and information science. The compulsory modules are Library Science 111 titled “History of recorded information and information agencies” and Library Science 121 titled “Introduction to information literacy”.

The second year includes modules on children’s literature, youth literature, fiction for adults, library administration systems and basic cataloguing. The information science component deals with information sources and tools for reference work.

The third and fourth years of the degree follow on from these subjects and include modules on library management at the 400 level. The rules state that “All candidates must do the modules Information Science 421 and 422 to obtain credits for 200 hours of practical fieldwork”.

To summarise, the BLIS degree is a 4 year degree. It is a degree with core library and information studies subjects plus specialist subjects and electives in the 4th year. For example, the students that I interviewed had taken interest in a range of subject areas including ethics, psychology and anthropology, for convenience of compiling a timetable, or love of the subject.

Assessment is through a set of written tests, exams and a scaffolded and pre-determined set of pre-requisites and co-requisites.

There is an early exit strategy for those who have completed most of the compulsory modules which results in the student obtaining a Lower Diploma in Library and Information Science.

To conclude, the BLIS degree is comprehensive and demanding. It is designed for the full time student. But provision is made for part-time students to undertake the degree through “after hours” classes in the evening. More information on the BLIS degree, LIS student numbers and their throughput rates, as well as other context can be found in the research site report of Abrahams & Witbooi compiled in 2014. More information on the After Hours classes can be found in Walters (2011).
Regarding “the core” of what a first level library and information science degree should contain, Raju (2003: 229) says:

“The issue of what constitutes or should constitute the 'core' in library and/or information science (LIS) education and training is one that is frequently debated. This article reviews literature related to this matter and cites findings from an empirical study conducted in South Africa on library and/or information science education and training. The literature reviewed as well as findings in the study suggest that while it is possible to identify certain knowledge and skill components as being appropriate for the core library and/or information science curriculum for a first-level LIS qualification, it is difficult to be precise about what exactly constitutes or should constitute the core in library and/or information science education and training. This core is continuously evolving, as the information environment to which LIS education and training programmes need to respond is also in a state of flux “

This means that there is still debate about the nature of the set of compulsory courses that a student requires in order to professionalise in the area. But at the moment, the range of subjects, skills and content provided by the BLIS is still regarded as the standard by the library professional body in South Africa by the Library and Information Association of South Africa (LIASA).

1.4.4 Nature of librarianship as a profession in the making

Academics and professionals in the field of librarianship across the board are currently discussing the skills, aptitudes, abilities and professionalism of library staff in South Africa. Of particular importance are the needs, work processes and insights of future library managers.

Regarding the evaluation of education and training, these library managers explain that the ongoing training and enhancement of the library workforce is a way to improve service delivery, seeing this particular development as a priority for South Africa.
But, few of the proposals for development of staff mention the time, cost and complexity of operationalizing such learning and study activities.

In this thesis I provide an indication of how working students find the time to study, and professionalise themselves through obtaining the recognized university degree for entry into the field of librarianship.

1.4.5 Effects of workplace policy for study leave on aspiring librarians

Study leave has been a bone of contention in the public library service for at least the last 10 years. A generous study leave allocation of 40 days was reduced to just 10 days from the mid 2000s. This has caused some tension for those wishing to pursue studies. Even those receiving loans, assistance and employer sponsored bursaries have the same constraint of time for studies.

To state the conundrum in plain terms: The current situation for BLIS/BBibl students as per the UWC 2012 Handbook states that each course averages 100 hours, with the first year courses taking up to 150 hours for teaching time, tutorials, projects and assignments, and of course examinations. This means that the current policy of providing 10 days of study leave per year (adding up to 80 working hours) will never be enough, and is essentially designed to cover mainly the preparation and actual exam days, although more lenient applications of the policy means that these study leave hours can also be used for attending lectures, tutorials and class tests.

This means that finding ways to be flexible in terms of the LIS timetable (and with knock-on effects for the university calendar) are crucial for working students. And discovering, amongst other things, the ways in which the working students work with or "beat the system" will be essential.
1.5 Theories and methods for analysing temporality in the workplace

This section outlines the theories of Organisational Development and Management, and Social Science that deal with time in the workplace, in life and whilst undertaking further studies. The overarching theoretical orientation for this thesis is Cultural Historical Activity Theory (CHAT) as applied to lifelong learning and professional development for librarians in South Africa, as well as a life course model; including the temporal dimensions theories from sociology in the workplace.

The study of meanings of “time” in human society, in everyday life of individuals and communities (covering the social, religious, economic and political spheres) has been a current in academic inquiry for at least the last 50 years (see Harevan 1983, Bluedorn & Denhardt 1988, Southerton 2006).

A range of methodologies and forms of inquiry are still being tested by researchers interested in this area (see Michelson 2006), from broader sociological research into human ecologies, simple testing of understanding for workers and managers, to complex formations of identity in a world of uncertainty, including “when” learning takes place in the workplace (see Whipp 1994, Melucci 1998, Hayes 2007 and Lervik et al 2010 respectively).

Central to this study is using theories of temporalities around working university students and the time they have (or the time they make) for studies at home, and in their workplace, or elsewhere. This will then be integrated with the descriptions of opportunities, affordances and calendars (or time structures, for example, study leave allocations or after hours classes) provided by both the university and the employers involved. These relationships and dynamics are fraught with a range of tensions as individual, institutional (including corporate or government labour) related complexities collide – sometimes in positive uplifting ways, and sometimes in a discordant clash of priorities, strategies and budgets.
1.5.1 Critical Temporalities: Time and the workplace

Critical Temporalities is a way of understanding and describing the time, timing and time-related issues and concerns that the students have. Together with the input of their workplace and university staff (to provide clarity and shed light on the policies and tensions and conundrums prevalent in the system as it is now), the analysis of the Critical Temporalities examines an often over-looked aspect (or background resource, or set of social and political circumstances) that working students experience and face as they undertake their professional development studies.

Temporality in the workplace is a relatively new and under-developed research area. There are a range of ways into understanding the definitions, role and effects of time – from theory building for anthropology to deepening understandings of organizational development, and even workplace mythology (Bender & Wellbery 1991, George & Jones 2000, Abbott 2001 and Hodges 2008). See also Gibbs (2010) for a philosophical overview, linking Heidegger’s (1962) definition of temporality for human beings to useful theoretical foundations for the meaning-making and self-making behind any higher educational studies.

But the way forward chosen here is Critical Temporalities related to how time is symbolically constructed in the workplace, to formulating ideas around change, resistance, process and power for marginalised or working class groups in the workplace, as well as providing a “critical” challenge to ordinary understandings of life-course narratives (see Ballard in Rubin 2007). A review of the theoretical literature follows in Chapter 2.

1.5.2 Professional development theories and frames with regard to timing of studies

Much has been written and theorised over the last 50 years regarding the nature and meaning of professional development. A literature review follows as part of chapter 2.
The main question to be covered is how to approach the question of professional development in cases where working students are taking a degree in order to enhance their working capacity and their prospects at work (for example, increasing their chances of promotion, personal development and career success).

Professional development forms part of the concerns of the management sciences under human resources management, as well as Organizational Psychology. Some of the theory of time use in organizations that I will use in the analysis section stems from recent research by organizational psychologists trying to theorise dimensions of employees’ time.

The provision of opportunities for professional development comes through a variety of educational interventions, but the case in this thesis is in higher education, regarding a degree at a South African university.

There are a range of differences between professional development meanings, such as:
- climbing the hierarchy at a particular organisation
- climbing the hierarchy through different organisations
- developing skills and values related to a job
- developing skills and values for a new career path
- developing skills and value related to any job that the individual wishes to pursue.

The sort of professional development discussed here is the practice and acquisition of specialist knowledge. Methods for the individuals’ acquisition of this specialist knowledge is what will be discussed in this thesis.

Is it a case of force-feeding specialist knowledge and a case of rote learning, a mix of methods, or a process of becoming a connoisseur in the specialist area? These are some of the questions that may be answered.

An interesting aspect to note is that any “professional development” theory cannot be divorced from adult learning theory. But how can these two best be joined, or at least, how can they sit aside each other in our understanding of workers who wish to professionalize? This will be addressed in the conclusion and as a way into understanding
why assemblages of methods and understandings are crucial for social science at the moment.

1.5.3 A question of personal communicative agency

In this research, for individual students, it seems that managing personal stress and micro-negotiations amongst study buddies and colleagues are integral to the student’s quality of life. This relationship management is termed personal communicative agency and will be discussed in Chapters 3 and 4.

How the students and academics manage through an increasing acceleration of time whilst studying activities are happening, and then how the students “return to normal” after graduation is also discussed and theorised in terms of personal attitudes, abilities and agency.

Time management then becomes stress management and life management strategies in general. The proxy of time then means “coping mechanism” and “decision-making strategy” for registered students who are also working full-time.

And these are the things I will set out to show in this thesis. The thesis is a description of individuals through a snapshot of their lives in their own words based on a semi-structured interview guide around time use on study days.

A range of the theories and methods follows in Chapters 2 and 3.

1.5.4 Methodology for the research

This section shows how the research moved from an initial inquiry through a proposal and ethics approval process to the writing up of the research thesis.
1.5.4.1 Baseline inquiry

The baseline inquiry was done in 2012 with five students currently registered for the BBibl degree, who are also working in public libraries in the Western Cape. Key actions include spending approximately 15 hours with the prospective research participants in the classroom and/or workplace (public libraries in Cape Town). Three of the students (one female and two male) were from the LIS111 course which is the first semester course of the first year level – the first professional introduction to the field. The remaining two students (both female) were completing their senior year courses, at third and fourth year level. All are working students from working class backgrounds, seeking to professionalise in library studies through the BLIS / BBibl degree.

In addition, as a researcher, I was exposed to the larger project by attending strategic meetings and attending relevant workshops. Based on these inputs and initial information gathering, for the research moving into 2013, the research plan was developed.

Following from the baseline enquiry, a three-point circular interactive relationship was discovered to be at the heart of the tension for the working librarians who were willing to give feedback to me about their working lives. How the individual – seeking to develop themselves professionally – was caught in the ebb and flow of the university’s BBibl course provision, the workplace (usually a publically funded library) and the course and tides of their lives in general. This set of influences, demands, and conundrums can be simply illustrated as follows:
Figure 1: Triangular relationship between the individual life, workplace and university.
From this basic diagram flows the research design, choice of frames and methodologies and finally the results and analysis as set out below.

The conceptualisation of the research was based on qualitative research analysis. The research took the form of “student’s time for studies related life histories” following students’ aspirations and choices and how these might have been influenced by their background, social and historical circumstances, etc. Health, economics, family, opportunity, funding and individual inclinations will also play a part in students’ choices, range of meanings and motivations, and "success" in studies. This relates to and feeds into support systems for students, from basic university and workplace administration to self-awareness and tapping into social networks.

1.5.4.2 Semi-structured interviews

The main focus of the research is to analyse the study time usage considering the general “lifeworld” of the participant (in terms of home, work, university).

There is a range of research participants, including 6 students and 4 academic staff members of the LIS department at UWC. The selected students are former BBibl
graduates, and currently registered working BLIS students who are also working librarians.

The major question is to ask participants to describe their own study times over a given week. This week is preferably after the first few lectures and before the first test or major assignment deadline, as suggested by lecturers and students as a way to capture their most stressful times.

The semi-structured interviews with each participant is about taking note of their perceptions, descriptions and narrations of their home and working lives, emphasising again the aspect of time for study. Interviews were the main way to gather data for analysis from the research participants.

Also, with permission, the researcher gathered information regarding the workplaces of the participants to capture information on their employer’s understandings of professional development, time off and management of studies, and opportunities for development.

Interviews with the relevant LIS department staff at UWC saw further insights into students’ time at university.

1.5.5 Assemblages of methodologies, theories and frames

This will be addressed in Chapter 2 as a way into understanding why assemblages of theories and methods and understandings are important for social science at the moment.

1.5.6 The complex nature of being an “embedded” social scientific researcher

The embedded researcher’s grappling with complexity theoretically and in terms of data is what this research demonstrates. To understand what time for studies means for the working student registered for a professional qualification at a university in South Africa.
In this thesis, you will see how I see the work and how it was done. Below is a simple phase diagram which shows how I viewed the work that was done. I am an individual researcher reading for a postgraduate degree. I was embedded in a project at the university which included understandings of the workplace. Finally, I gathered data using semi-structured interviews with academics and students in a particular degree programme, as well as organizational information through attending meetings relevant to the project.

This sets up the first picture of what the thesis is about. It is a diagram that shows the major vantage point which is the individual researcher’s best interpretations of the situation, in line with current social science theory and methodology.

1.6 Rationale for the research

The reason behind conducting this research and the way in which the research was designed stems from the influence of the funding source, which is interested in deepening understandings of qualifications frameworks, and the overarching interest of everyone involved in developments in Lifelong Learning and its meanings for people on the ground.

It was during the initial baseline inquiry in 2012 at UWC, that a theme emerged where working students registered for the BLIS degree – one of the recognised Library & Information Science qualifications in South Africa – who are also working in public
libraries in the Western Cape, have some interesting contradictions to grapple with when finding time for studies – from attending class to organising time to complete and submit assignments, and even to allocating time for exam preparation.

It is for these reasons that the title for this thesis is “Time for studies: Critical temporalities of the professional development of workers studying Librarianship”. And the main research questions are regarding the constraints of their university / work / home / other environments.

1.6.1 Purpose and significance of the research

The purpose of the research is to understand how time constraints affect both formal and informal ways of learning.

The significance of the research lies in the potential to show that change is required in South African workplace policies, and even labour law where study leave is currently non-existent.

1.6.2 Scope of the research project

The scope of the research project section gives the details of the reach and limitations of the thesis. These guiding principles of what to include and exclude from the research for this thesis are as follows:

- To understand the individual student’s situation, since it is central to the study that I wish to conduct. This working student is subject to a host of tensions and contradictions related to university studies, professional development and workplace needs with time for studies as a core concern for everyone involved.
- To describe the relationship between individual and their workplace, university and professional body.
- To focus on the site described as the BLIS degree which is offered by the LIS department at UWC. The students that I am interviewing are the
adult learners taking subjects towards the BLIS degree with a view towards professional development which they will practise in their information related workplaces. BBibl is currently recognised by LIASA as a professional librarianship qualification in South Africa.

The research participants are all from the department of Library and Information Studies at UWC. This is because they were available for interviews and because they were chosen as interesting examples of students developing themselves professionally through degree studies directly related to their work, and also their employer was amenable to the research being done.

The scope of the research in this thesis describes the relationship between the individual and their workplace, their university and their professional body. In this case it is the student reading for the BLIS degree, who is also working at a public library and is governed by the rules of LIASA (the Library and Information Association of South Africa).

But, after the interviews were conducted in 2013, the problem of time for studies was not only found in the one module of the first year, but it was discovered to be a problem facing all working students taking the BLIS degree.

The particular journey undertaken for this thesis started with the Library Science 111 module, but over the course of examining the details of students and their use of time, and with speaking with a range of the staff members, the problem of finding “time for studies” became much more than the issues experienced by the first year students. Subsequently I interviewed 2 first years, 2 mid years and 2 that had completed their BLIS (or BBibl) degree.

1.6.3 Baseline enquiry in 2012

The baseline enquiry done in 2012, the students, university academic staff, as well as the City of Cape Town as the employer of public librarians, recognise and point out that time for studies is an issue on a variety of levels, but this range of factors specific to their situation as workers and students in the Western Cape has not yet been documented and
analysed through individual “time for studies related life histories”. This means the life and world of the student documented through their own descriptions and narratives surrounding their understanding of time for studies.

This will then be integrated with the descriptions and analyses of opportunities, barriers and affordances (for example, seasons and calendars, helpers and hindrances, time structures at the university and in the workplace, study leave allocations).

### 1.6.4 Background to funding and originating research project

The choices made in this thesis are influenced in a positive way by funding received from the South African Qualifications Authority (SAQA), and being based at the Division for Lifelong Learning at the University of the Western Cape (UWC), and the Flexible Teaching and Learning Provision project (FLTP). The participants, research questions, and some of the theoretical frames stem from the FLTP and its guiding frameworks.

The Flexible Provision Project is funded by the South African Qualifications Authority (SAQA) and is hosted by the UWC Division for Lifelong Learning as one of its leading research projects. The project background can be found in Walters, Witbooi and Abrahams (2012) which sets the scene for the project and specifically LIS as one of the research sites for the project. The project “sets out to explore how the university can develop more appropriate pedagogical approaches to help working students to succeed. This entails understanding the working lives of students, engaging their workplaces, and influencing the teaching, learning and administrative environment of the university (Walters, Witbooi and Abrahams 2012: 3)”.

Also in this paper, the definition of flexible provision is stated as follows:

“…‘flexible learning and teaching’ have implications for teaching, learning and administration in the institution, which can include issues relating to curriculum, delivery, access, and assessment. They refer to a range of responses to different situations and learners’ needs. The paper explores the origins and meanings of ‘flexible provision’; and in the light of workplace realities for many librarians, speculates as to what new dance steps HEIs, workplaces, individual professionals
and their professional bodies may need to learn to enhance professional learning in troubling times (Walters et al 2012: 1).”

Flexible provision has a range of meanings, and includes flexibility in admission criteria, curriculum design and delivery modes for the course (Walters et al 2012).

The Flexible Learning and Teaching Project is significant for SAQA as it is concerned with access, redress and equity; therefore it seeks deeper understandings of learning, lifelong learning, professional and personal development in practice – which is in keeping with the original vision of the SAQA Act and the 2008 NQF Act.

The original purpose of the research was to feed into understandings of flexible provision principles, policy development and practice. It would also help SAQA and UWC have a deeper understanding of the barriers and affordances for working people to get access to HE in order to succeed. This is still very much the same two years on and the research data provided here gives evidence of how students have used and juggled time in order to pursue their studies.

Following from the acceptance of the Flexible Learning and Teaching Project at Senate level, and the initial baseline inquiry in 2012, a theme that emerged was that students registered for the BBibl degree (one of the recognised Library & Information Science qualifications in South Africa), who are also working in public libraries in the Western Cape, have some interesting hurdles to overcome with finding time for studies – from attending class to finding time to submit assignments, and even to allocating time for exams.

Therefore proposed title for the thesis incorporated the “critical temporalities of the professional development of working librarians”. The research questions regarding the timing constraints of the students wishing to professionalise related to the wider Flexible Learning and Teaching Project by filling in a particularly thorny gap in how, when and why the university relates (or not) to the workplace through understandings and analysis of the experiences of these working students as they become library professionals.
1.6.5 What has changed and developed from the proposal to the finalisation of the thesis?

The scope of the research data collected means that there can be more analysis of the students and academic participants. In the initial proposal, only the students from the first year courses were to be interviewed. But subsequent discussions with the academics teaching the students led to students in other levels of the librarianship degree that had interesting stories to tell about their management of their time for studies. This meant that the research project increased in size and complexity gradually as the interviews proceeded over a period of 2 years (i.e. from informal talks in 2012 to recorded semi-structured interviews in 2013).

1.6.6 Researcher’s interest

I have worked in career development focussing on university graduates (from techniques for self-assessment to managing work opportunities), and with university labour unions addressing a range of complex labour related issues (from salaries and benefits to performance policy). The research is an extension of my work interests.

1.6.7 Feasibility of the research

While feasibility means that the research was able to be done, it is important to note that the research required the goodwill of the research participants. It was my aim to see that the balance was reached between reliable research data and also allowing the research participants’ educational stories to be told.

1.6.8 Follow up or support programme

My involvement in the Flexible Learning and Teaching Project was from 2012 to 2014. Regarding follow up, the dissemination of this research will be discussed on graduation. There is no support programme for the research participants regarding this research.
1.7 Structure of the thesis

This thesis comprises of six chapters:

Chapter 1: INTRODUCTION and brief overview of the background to the case study
- The broader Flexible Provision Project
- Setting the flexible provision scene at UWC with regard to LIS
- Specifications of the “time for studies” investigation

Chapter 2: KEY CONCEPTS. Theoretical framework of this case study, namely, concepts and terminology to this case study is provided.
- for flexible provision
- for time for studies and time in organizational development
- for Library and Information Science
- Theory building in the Social Sciences – summary of conceptual development and theory regarding time for studies
- literature review

Chapter 3: Research design and METHODOLOGICAL APPROACHES used for this in-depth descriptive case study
- overview of methods
- rationale for assemblage of methodologies
- thick description and definition of methods

Chapter 4: Research FINDINGS AND ANALYSIS of the interviewees. Content analysis, identifying and explaining contradictions and emerging themes identified.
- presentation of data; vignettes, quotes from interview transcriptions forming a time for studies related life history
- applying selected assemblage of methods to these

Chapter 5: Summary and FURTHER ANALYSIS of the findings from chapter 4
- summary of conclusions regarding time for studies
- recommendations for the broader Flexible Provision Project
Chapter 6: CONCLUSION. The discussion re-engages with the literature, draws conclusions and makes recommendations for further research.

1.8 Summary

The introduction locates the thesis within the Flexible Learning and Teaching Project all of which have influenced the design of the thesis. It gave an overview of the main research questions and some information on the thesis and its insights into the relationships between the workplace, time usage and society. Some background information on the baseline study, the nature of the degree and the insights into time and society were provided.

1.8.1 What this thesis contains

What is in this thesis is a development of understandings of workplace time in context of professional development studies. This will touch on the debate about the nature of working time, classroom time and online time.

To understand the individual working student, is central to the research. This working student is subject to a host of tensions and contradictions related to university studies, professional development and workplace needs with time for studies as a core concern for everyone involved. After the baseline interviews were conducted in 2013, the problem of time for studies was not only found in the one module of the first year, but it was discovered to be a problem facing all working students taking the entire degree programme.

In this thesis you will discover more about time for studies where participants who are working students have undertaken professional development studies at a higher education institution. The main insights from the research revolve around time usage whilst working and studying. This means that both official working hours and study time allocations will be analysed. The social and philosophical aspects of working hours will be discussed under the umbrella of critical temporalities.
Finally, the introduction offers a road map for the thesis, covering some of its major topics, from professional development to development of a profession (i.e. librarianship).

### 1.8.2 What is not in this thesis?

I am in no way trying to become a librarian myself. I am not making any statements about the nature of the librarianship degree content and structure. I am not making statements about the HR machinery of the City of Cape Town or provincial structures. I am in no way hinting at what the profession of the South African librarian should look like.

I am not using time ideas and theory from the field of physics and cosmology – an overview can be found in Prigogine 1980.

What is in this thesis is a development of understandings of workplace time in context of studies. I’m interested in how the curriculum of the degree can be more flexible in order to liberate some time that working students could be using more effectively. This might touch on the debate about the nature of classroom time and online time.

And the nature of university calendar time and how it relates to workplace time and school term time, public holidays and religious time and how these intersect and affect individual’s lives when they study.

These form explorations of micro times and macro time in individuals’ lives currently as they are studying and developing themselves professionally. The micro time is about daily life, and how each hour of the day becomes a crucial nexus of negotiations around studies. And the macro time that affects individuals comes in the form of the larger calendar, term and holiday cycles of the university, workplace and country we find ourselves in.

What is central to my thesis is the personal agency resulting from Critical Temporalities of the workplace whilst studying. The data and analysis will show how an organisation and institution is currently functioning in terms of study time.
1.8.3 Concluding remarks for the Introduction

To conclude, this research thesis will feed into understandings of flexible provision principles, policy development and practice because of deepened understandings of time for studies. It will help organisations and agencies to have a deeper understanding of the barriers and affordances for working people to get access to HE in order to succeed with their studies and graduate timeously. Insights from the lives of adult students in the first year first semester Library and information science course, who are adult learners working in libraries or similar, will be compiled and made available to the university. And there is potential to show that change in South African law regarding study leave is required since it is currently non-existent, relying on employers to develop their own guidelines which can become cumbersome and problematic for all stakeholders.

But, as with any thesis, the responsibility for gathering the data and its interpretation rests solely with the researcher. Whilst my influences during the time I was conducting the research are from the realm of Higher Education studies, and my data gathering was amongst librarians, the thesis itself is about the nature of working hours. For this reason I chose the new and growing sphere of Critical Temporalities as a primary way to theorise and interpret the participants’ time usage that spills over from work and professional development studies, into family, leisure, spiritual, public and other time.
CHAPTER 2
Key Concepts

2.1 Introduction

This chapter presents the theoretical framework and literature review that I consider useful for the understanding and analysis of the research problem. I have chosen to use critical temporalities and aspects of CHAT to help look at ‘time for studies’ from a variety of angles.

Regarding the broader design of this thesis, the theory, meta-theory and methodology follows the thesis outline as found in Mouton (2001).

Currently, there does not appear to be a standardized way to theorise time for studies for working students. Also, currently there is a commonly understood working definition, but no standard methodology for the concept of Critical Temporalities.

A note about the terminology: the term “concept” in this chapter can be any core idea or key term, or it can be a useful approach, a theory that will be applied, or use of a particular framework. What must also be noted is that the key concepts in this research take into account the assumption of chaos, complication and uncertainty in social scientific research.

In this section, I will provide a brief overview of each of the key concepts, highlights in the use of the theory, and a basic literature review showing the relevant material used and referenced in this thesis. Sections to this chapter move from discussing the process and function of selecting such a range of concepts, to organizational time and its critical temporalities, then unpicking the two applications of CHAT, and finally discussing the timing of professional learning. At the end of the chapter there are additional theoretical concepts related to lifelong learning and the timing of studies, as well as educational and social scientific concepts related to the timing of studies.
To keep the text clear and simple, each sub-section will flow with the same basic formulation. First the naming of the terminology under discussion will be concretised and then defined. This will be followed by a literature review, including any major debates that will affect the analysis in this study. And finally a justification of why this concept, theory or frame was chosen – and why it is deemed appropriate.

Note that the literature review does not always focus on the history and philosophy of the key concept. Instead, the practical value of the concept for analysis is foregrounded.

I will take a pragmatic approach which will be further elucidated in Chapter 6 under Further Analysis. There will also be a note on the ethics of research and analysis.

2.1.1 Outline of the chapter - assemblage as the process and function of selecting a range of concepts, organizational time and its critical temporalities, and two elements from CHAT

The sections of this chapter are as follows: Process and function of selecting a range of concepts; organizational time and its critical temporalities; two applications of portions taken from the CHAT stable; timing of professional learning; and additional relevant theoretical concepts are listed.

First, I will provide the reasoning behind the usage of this particular “methods assemblage” or patchwork of methodologies and theories and why it was chosen for the study. Followed by a focus on the aspects of Cultural Historical Activity Theory (CHAT) that will be used in the analysis, specifically contradictions as they relate to time for studies. The broader unit of analysis also follows the CHAT way of structuring the research snapshot.

The major portion of this chapter is the discussion of Critical Temporalities of the workplace focusing on working hours. This follows the tradition of organizational development theories regarding the “dimensions” of time usage in the workplace – which is a recent theoretical advance in that field.
There are three general conceptual areas covering the timing of professional degree studies, Cultural Historical Activity Theory (CHAT), and tensions between time in the workplace and time in society.

### 2.1.2 Initial meanings of time for studies

As stated above, a central aim of this research is using theories of temporalities to analyse working students and the time they have (or the time they make) for studies at home, and in their workplace, or elsewhere. This will then be integrated with the descriptions of opportunities, affordances and calendars (or time structures, for example, study leave allocations or after hours classes) provided by both the university and the employers involved. These relationships and dynamics are fraught with a range of tensions as individual, institutional (including corporate or government, labour) related complexities collide – sometimes in positive uplifting ways, and sometimes in a discordant clash of priorities, strategies and budgets.

This research will focus on issues related to time for studies as a social construct in the workplace, highlighting the ambitions and aspirations to succeed that working students report in their responses during interviews supported by a selection of workplace information gathering.

The meaning of time as a resource and as a way to promote learning for professional development is of concern here. A range of results are expected, but time for studies related life history narratives of working students as they manage their careers and lifelong learning will be of particular interest. It is envisaged that conclusions from the analysis of “time for studies” will shed light on tensions and ways forward for individuals and organizations, as issues of learning, development, care, health, well-being, stress, life cycles, and the impact and costs of these are explored and described.

### 2.2 Benefits of working with a range of concepts

There is a substantial benefit to working with a freely developed range of concepts where the selection of the concepts has been driven by the data and research practices found in
the literature reviewed. This gives the researcher the freedom to search for terminology, lenses and frames that resonate with their own research stance, and helps to shine a research led light on the results from the data collection.

2.2.1 Working with a range of theories, frames, lenses, concepts, techniques and approaches

Working with a range of theories, lenses, frames, techniques and approaches in this thesis is a pragmatic way of solving analytical problems. While originally Cultural Historical Activity Theory (CHAT) was a possible one-stop-shop method, theory and predictive framework for the thesis, where I had the option of tagging on time, in the end, I have chosen a slightly different pathway. This is mainly because I could never find a clear cut way to stitch dimensions of time and additional theories onto CHAT in a nuanced way. Therefore, for now, this research uses the tried and trusted aspects of CHAT (namely, the unit of analysis, and the typology of contradictions); and meshes it together with a range of relevant concepts dimensions of time in the workplace, to acceleration in life’s pace, to elements of lifelong learning amongst other concepts that are listed in full below.

2.2.2 Metaphors of assemblage, weaving, collage, quilting, patchwork, bricolage and cherry-picking for structuring the selection of key concepts

There are many metaphors to structure, combine and even collide a selection of key concepts in research analysis. I will discuss the meanings of the following metaphors: Assemblage, weaving, collage, quilting, patchwork, bricolage and cherry-picking. And then will explain how my set of key concepts in this thesis is a cherry-picked assemblage.

The concept of assemblage comes from the work of Deleuze and Foucault where theory is seen as a tool kit from which a practical and powerful social science researcher can select (Deleuze & Foucault 1977: 208). But the concept of a research assemblage is
further developed by the theorists in the social scientific field as follows. Marcus & Saka (2006: 101) states that, “the concept of assemblage has been derived from key sources of theory and put to work to provide a structure-like surrogate to express certain prominent values of a modernist sensibility in the discourse of description and analysis”. This is a critique of analytical assemblages, where the assemblage brings an element of structure to a collection of lenses and theories that a researcher might use. They go onto explain anti-structural approaches based on deconstruction which helps in certain cases where analysis unveils results in a postmodern way. For the purposes of this thesis, I have adopted a structured approach. It might be modernist, but it is not old-fashioned. But it is not postmodern in the sense of colliding, jarring or jamming concepts together. The assemblage in this thesis is a collection or basket of key concepts, which are all from the social sciences, which are sometimes used and applied in whole or in parts, and always with a view of respecting the data collected and providing an analysis that elucidates the material in useful and pragmatic ways.

Moving along to the next metaphor, from a complexity perspective, one could argue that bricolage “embraces both order and disorder” in a way that ties closely to a “complexivist interpretation” of educational research (Alhadeff-Jones, 2013). The order of the bricolage of key concepts stems from the fact that there is a set of criteria used to select the concepts that will be woven together in a mix. The disorder results from not always being able to smoothly connect all the disparate elements of the concepts, which may have come from a range of different philosophies and traditions of conducting social scientific research enquiry.

Metaphors of assemblage, weaving, collage, quilting, patchwork, bricolage and cherry-picking for structuring the selection of key concepts are important to consider because there is no way that a researcher can apply an analysis that does not have some purpose. In the big scheme of things, even when these metaphors of structuring research can be deconstructed and reconstructed and even disrupted, there is always a reason, and usually to see things in a particular way – unfortunately, there is no such thing as purely freeform research, because if it is truly freely formed, then the research falls into the realm of art.

The benefits of a bricolage or assemblage of methods and theories is as a result of using complexity to the researcher’s advantage, and for probing the depths and breadths of data collected. This follows the technique of Law (2003 and 2004) who says that researchers
may embrace complexity, and potentially use narratives and allegorical descriptions as one of the many ways out of complexity, towards deepening understanding of social complexities. Savage (2009: 155) also discusses the challenge of descriptive assemblage in the social sciences.

The metaphor for the research that I have chosen to metaphorically reflect the process of selection of key concepts is an assemblage that has been cherry-picked through the process of initial data analysis and devising a set of basic criteria, from elegance, and relevance to ratings of current research practice, and ease of applicability in this research case. While it is a specialized selection, it is also aiming to describe more general circumstances. The other metaphors have imagery of knitting and sewing the selection together. My imagery is more like a basket of carefully selected items. All the selected key concepts seem to sit together, as they are from the same species of concepts that are social scientific and interpretative.

2.2.3 Qualitative approach

The research in this thesis is qualitative. This research approach was taken for this thesis, because the deepened understandings of the students and their issues related to time for studies could not be understood with only statistics and empirical data, and without a qualitative immersion into their worlds.

2.3 Critical Temporalities – understanding time in society, and time in organizations

In this section is the overview of time studies in the social sciences, then a working definition of Critical Temporalities and its meaning and application in the workplace. The analytical application of Critical Temporalities in terms of identifying dimensions of time is in chapter 4.
2.3.1 Definitions of the time under discussion

In this section are the literature reviews for conceptions of time and the social world.

2.3.1.1 Broadiest definitions of social time from the ancient world

Very few attempts at analyzing social time from a sociological perspective have been made (Cipriani 2013: 25), and for this reason terminology is still in the making. Going back in time to some terminology from the ancient world gives the first insight into analysing the large scale structures of social scientific time. There are four modalities which lead to two major divisions in the social analysis of time called Chronos and Kairos, and finally a listing of the social scientific time and timings in their broadest sense at the end of the section.

A superficial categorization might be founded on four modalities that an empirical analysis can help to identify as the existential path followed by every social individual: micro-time, meso-time, macro-time, and mega-time (Cipriani 2013: 26).

The definition of micro-time concerns the direct experience of a reduced, minimal, easily controllable time-space, as it is literally associated with the instant, the fleeting moment that flows rapidly. The definition of meso-time is an entire existence, studded with experiences, with phases of wakefulness and sleep that becomes an individual’s passage from life to death. The definition of macro-time is that time period which spans centuries to millennia. The definition of mega-time is the term used to define the entire arc extending from the supposed origins of the universe to its hypothetical dissolution. This way of relating to an external order, which marks and places a whole series of events in a linear, and potentially circular sequence, provides an idea of what we mean when speaking of time as Chronos (Cipriani 2013: 10).

In classical Greek culture, there is another connotation of time, contained in the word Kairos, which refers to a kind of time which is opportune, proper, right, in reference to an action to be accomplished, to a decision to be reached, or to an initiative to be undertaken. (Cipriani 2013: 10).
From understandings of *Chronos* and *Kairos*, the following English terms and words related to time use in the social sphere may include (based on Cipriani 2013: 23):

1. **Cycle**: Term, semester, season, stage, phase, tense, lifetime.
2. **Duration**: Rate, pace, schedule, interval, fraction, span, limit, deadline.
3. **Orientation**: Past, present, future.
4. **Temporal units**: Age, era, epoch, year, second, minute, hour, day, week, month, date, calendar, clock.
5. **Events**: appointment, course, opportunity, chance, occasion, holidays and feasts.

This conception of time and how it may be analysed is used here as a broad container of where and how the time discussed is placed on the stage of human lifetimes and reflecting on human made worlds.

### 2.3.1.2 Postmodern conceptions of time

Using the book, *The Deconstruction of Time* (Wood 1989) as a guiding resource, it is clear that time has been a topic for philosophers for more than 2000 years. But the main theorists used in this research have published more recently, covering the last two decades, and they are amongst the set of scholars of critical theory.

Wood (1989) covers Nietzsche’s transvaluation of time, Husserl’s phenomenology and temporality, Heidegger’s treatment of time and temporality, and Derrida’s deconstruction of time and its limitations and also future analysis that must still be done on time and temporalities.

Time as a “complex textuality” has two distinct levels of articulation: that of primitive event, and that of structure. Whether or not the event and the structured aspect of time has any “inner unity”, is still “a matter of speculation (Wood 1989: xxxvi)”. Here, there is an emphasis on the “event-like” nature of time, specific the movement of working students between their workplace and university classroom.
2.3.1.3 *Time and society*

Zerubavel (1976, 1979, 1981, 1982 and 1985) is my selected guiding theorist when it comes to analysing the problem of time in society from a sociological perspective. The two core papers from this side of the field of enquiry into human experience of time, is “Hidden rhythms: Schedule and Calendars in Social Life (Zerubavel 1981)” and “Private-time and Public-time: The Temporal Structure of Social Accessibility (Zerubavel 1979)”. Zerubavel is concerned with understanding how literal policies and structures of time, such as the development of a collective religious calendar, impacts on and constrains or envelops human experience.

I found that the academic journal, *Time and Society* is a crucial resource, and any or all of its articles can be used to shed light on human experience and usage of time. One of its key articles is “The problem of time in sociology: An overview of the literature on the state of theory and research on the ‘sociology of Time’, 1900-82” by Bergmann (1992). Historical and cultural variations of social time, is the focus of this useful survey. The problem of time as it is dealt with in several major disciplines (sociology, economics, cultural anthropology, psychology and history) is covered. The theories of time developed by Durkheim (1915, and also Katovich 1987, and Maines 1987) and other theorists are introduced. In addition, six themes in the contemporary sociology of time are examined: (1) time perspective and time orientation; (2) temporal ordering and social structure: time reckoning and the social construction of time schedules; (3) time structure of specific social systems and professions: the economy, the legal system, the family, and formal organizations; (4) evolution of social consciousness of time; (5) social change and time; and (6) concern with time in social theory and methodology.

One of the key insights from this article regarding time as an object of study is that “sociology has much to learn from its neighbouring disciplines because no thorough sociological treatment of time has yet been done and, above all, that there is a lack of empirical studies that are adequately grounded in theory (Bergman 1982: 1)”.
The conceptions of time and the temporal, and the analytical messages about time, still appear similar in the literature today, thus indicating that the topic of analysing time using social scientific research is under-theorised and under-utilized.

A range of methodologies and forms of inquiry are still being tested by researchers interested in this area of time research in the social sciences (see Michelson 2006), from broader sociological research into human ecologies, simple testing of understanding for workers and managers, to complex formations of identity in a world of uncertainty, including “when” learning takes place in the workplace (see Hayes 2007, Whipp 1994, Melucci 1998, and Lervik et al 2010 respectively).

2.3.2 Conceptual definition of Critical Temporalities

Developing a terminology for “Critical Temporalities” is a crucial step that moves the thesis from a broadly philosophical discussion and critique of time-in-society in general, to a more specific application of time-in-organisations, time-and-labour, as well as time and professional development.

The Centre for Research on Socio-Cultural Change (CRESC) definition of critical temporalities can be seen as a useful guide even though it is wide ranging:

“Recognising that particular kinds of time uphold, and seek to enforce, particular kinds of social formations and power relations, a range of what might be called ‘critical temporalities’ have been proposed, both from within and outside of the academy… The need to think and live time differently has come to be seen as a necessary part of the work of challenging particular hegemonic regimes and of opening up new modes of agency and action (Centre for Research on Socio-Cultural Change definition 2013)”.

This means that “social formations” and “power relations” and time are intertwined to form a nexus that can be critical for those involved. Time as a social construct has been long discussed in the literature (see Bruneau 1977, Schriber & Gutek 1987, Adam 1990 and 1995, Bergmann 1992, Payne 1993, Ancona & Chong 1996, Lee & Liebenau 1999, Mitchell & James 2001, Bluedorn 2002, Kirby & Krone 2002 and Yakura 2002). Even
though there is much literature on the subject, in peer reviewed articles, websites, workshop presentations, the techniques and procedure for analysis of critical temporalities is still being developed by researchers currently.

### 2.3.2.1 Working definition for Critical Temporalities

For purposes here, Critical Temporalities can be described as an inter-twining of decision-making (about choices, priorities, opportunities, rights, duties, policies) by a variety of stakeholders or role-players (i.e. student, manager, lecturer, etc.) about when a working student (BLIS) is able to complete a study related task (e.g. class attendance, exam preparation, reading, undertaking practicals, field trips). It is reflected diagrammatically by the triangular relationship that an individual has with their workplace, university and home life. Once these three aspects are identified, the analysis can show which tensions, contradictions and conundrums are at work in the case studies, and how these pan out for better or worse.

The relevance of “Critical Temporalities” to understanding “time for studies” is of utmost importance. It provides a lens to pinpoint the factors and indicators in the lives of working people that allow them to proceed with studies, or not. By creating a meta-level of description, we can move towards a deeper understanding of how, for example, online/modular/block course provision could assist a working student that cannot attend a particular class time to succeed.

Critical Temporalities, can shed light, untangle the economic-social-cultural-labour related tensions, and describe ways forward for individuals and organizations. This, while issues of professional learning, professional development, care, health, well-being, stress/strain, life cycles, impact and costs of these studies are, explored and analysed.

### 2.3.2.2 Meaning of the definition of Critical Temporalities

At each stage of our lives we have social, political and economic aspects and influences dominating our interactions in some or other way. The natural rhythms of life from birth to death, from working life to retirement, from childhood to adulthood are the first level
and most basic foundations for critical temporalities. While social rhythms across cultural and traditional timelines also shape the times that we live in and live through.

Personal time and life cycles and patterns over the years, from changing schools to transitioning into the workplace, to marriage and generational cycles within families and society also form part of the waves of Critical Temporalities we deal with on a daily basis.

There are also temporal facets to social inequality. Social class times, gendered times, racial times are also part of critical temporalities theory.

The more obvious aspect of critical temporality is the standardization of clocks and calendars worldwide.

Temporalities of social institutions include family times, school times, sacred times of religion, work times, leisure time, consumer time, political times, and even scientific times.

Therefore, using a term like “Critical Temporalities” is a way of theorising, deepening understanding and describing in a sociological way the time, timing and time-related issues and concerns that the students have.

2.3.2.3 Social scientific research application of the definition of Critical Temporalities

As stated above, together with the input of their workplace and university LIS staff (to provide clarity and shed light on the policies and tensions and conundrums prevalent in the system as it is now), the analysis of the “critical temporalities” examines an often over-looked aspect (or background resource, or set of social and political circumstances) that working students experience and face as they undertake their professional development studies.

From the baseline enquiry in 2012, and introductory meetings with an employer and LIS academic staff in 2013, it was noted that top management in the workplace provides
bursaries to some librarians to pursue their professional degree. But, line management on the ground often finds it difficult to release a librarian for classes during the working day. This is a contradiction that will be further analysed in later chapters.

The worker has access to study leave, but it is deemed insufficient. The student then has to ask for or negotiate to take a different form of leave that then impacts on their leisure and family time. This is an issue involving Critical Temporalities because it involves power relations at work, and highlights a time-related tension for professional development, and it also sheds light on the nature of the workplace-university interaction. This is also further analysed in the relevant chapter later in this thesis.

There are many other examples of time-related disjunctures, tensions, conundrums and dilemmas that these students face that can be analysed using critical temporalities as a lens and way forward for analysis.

2.3.3 Time and organizations

The concept of time is still a major topic for organizational and management research. The two types of organization that this research focusses on is the workplace (in the form of the public service library), and the university (which is also publically funded). The literature review below will give the selected major theorists in the field of time and organisations.

Bluedorn and associated researchers (Bluedorn & Denhardt 1988, Bluedorn, Kalliath, Strube & Martin 1999, Bluedorn 2002, Bluedorn & Waller 2006, and Bluedorn & Jaussi 2007) are major theorists in the field of time in organizations – with updated research and theorisation of time in organisations from Ancona and associates (Ancona & Chong 1996 and also Ancona, Okhuysen & Perlow 2001), and most recently from Ballard (2007), and Ballard & Seibold (2003 and 2004a).

Temporality in the workplace is a relatively new and under-developed research area. There are a range of ways into understanding the definitions, role and effects of time – from theory building for anthropology to deepening understandings of organizational development, and even workplace mythology (Hodges 2008, Abbott 2001 and Bender & Wellbery 1991). See also Gibbs (2010) for a philosophical overview, linking Heidegger’s
definition of temporality for human beings to useful theoretical foundations for the
meaning-making and self-making behind any higher educational studies undertaken.

But the way forward chosen for this thesis is “Critical Temporalities” related to how time
is symbolically constructed in the workplace, to formulating ideas around change,
resistance, process and power for marginalised or working class groups in the workplace,
as well as providing a “critical” challenge to ordinary understandings of life-course
narratives (see Ballard in Rubin 2007) and professional development.

Ballard and Seibold (2003: 380) provide a model of time in the workplace that
“addresses 10 dimensions of time—separation, scheduling, precision, pace, present time
perspective, future time perspective, flexibility, linearity, scarcity, and urgency”. The link
to scheduling, pace and flexibility dimensions are relevant to analysing time for
professional development studies.

2.3.3.1 Polychronicity in the workplace

Bluedorn & Jaussi (2007: 1) states that “addressing the challenges of temporal concepts
in organizations involves precise measurement and clear definitions”. The identification
of a unit of analysis using the sense of polychronicity is useful in guiding the analysis of
what the fabric of Critical Temporalities consists of. To describe the situation where
workers have to choose what to prioritise in their working / social / cultural / spiritual /
family lives, or be guided in their choice, for example, by a manager, child, spouse,
family member, means that I am working with the polychronicity experienced by those
who are multi-tasking, and doing many things all at one with their available time.
Bluedorn & Jaussi (2007: 253) state that future research should factor in the dimension of
urgency to further understand decision-making around polychrons (i.e. workers who are
polychronic). Polychronicity (one aspect of which is multi-tasking, the other aspect being
triage), considers the worker as being surrounded by a multitude of tasks which they have
to decide to undertake at any given time (see Bluedorn 2002). The opposite is
monochronicity which is defined as a linear task by task approach to one’s work.

Allen Bluedorn is concerned with temporal constructs in the workplace. And he is a
proponent of polychronicity as a technique for analysis. Kaufman-Scarborough and
Lidquist (1999: 289) also explain that “polychronic time use is characterized by overlaps of activities, interruptions, and the dovetailing of tasks”. Bluedorn’s use of the term is a bit more wide-ranging and helps to shed light on the choices made by working people when deciding to study for a professional degree.

Therefore, polychronicity is the term that describes the current situation for work and studies playing off one another in the life of the working student. Whether this is a sustainable way of managing to find time for studies is still to be determined.

2.3.3.2 Dimensions of time in the workplace

From the world of communication research in organizational psychology and management studies, Ballard and Seibold have written numerous articles on time in organizations with a specific focus on communication. They have developed the “Ballard and Seibold (2003 and 2004b) model of organizational temporality”.

Ballard and Seibold (2003: 380) provide a model of time in the workplace that “addresses dimensions of time. These dimensions of time are labelled as separation, scheduling, precision, pace, present time perspective, future time perspective, flexibility, linearity, scarcity, and urgency”. The link to scheduling, pace and flexibility dimensions are relevant to analysing time for professional development studies.

Ballard & Seibold (2004a: 6) outline three broad perspectives, with each approach focussing on different varieties of time at the workplace:

1. Variables relating to legal and policy enactments of time (e.g. length of the work week, time of for leisure, travel time, family responsibility leave, etc.)
2. Time management strategies
3. “Intersubjective temporal experience” at work, including national and cultural factors.

Ballard & Seibold (2004a:6) analyse the theoretical perspectives on organizational members’ temporal experiences. They identify the macro-organizational structures (which include dominant cultural patterns, environmental characteristics, industry norms, occupational norms, and organizational culture) and micro-organizational structures
including individual characteristics such as personal influences, work-home conflicts, personality, and social identity) that enable and constrain members’ actions and interactions in the workplace context (Ballard & Seibold 2004a:6).

Ballard & Seibold (2004a) write about “dimensions of time” in a scale that was developed with workplaces as focal points. Generally, members of an organisation experience these eleven dimensions of time as enactments of time, and construals of time. This is the way a working student works within their time constraints, and how they think about their available time. This is tabulated below in Table 1 and Table 2 separately as enactments and as construals of time.

**Table 1: Enactments of time – the way we negotiate to do work in timeous ways:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Flexibility</td>
<td>Regarding the notion of “rigidity” are task completion plans.</td>
</tr>
<tr>
<td>2</td>
<td>Linearity</td>
<td>“Associated with actual task execution” and is the equivalent of <em>monochronicity</em>, with the opposite being <em>cyclicity</em>.</td>
</tr>
<tr>
<td>3</td>
<td>Pace</td>
<td>Fast or slow, depending on inputs and stimuli.</td>
</tr>
<tr>
<td>4</td>
<td>Punctuality</td>
<td>Precision of matching a task completion to a negotiated time.</td>
</tr>
<tr>
<td>5</td>
<td>Delay</td>
<td>Level of tardiness related to work processes or tasks.</td>
</tr>
<tr>
<td>6</td>
<td>Scheduling</td>
<td>Concerns the extent to which how <em>precisely</em> plans, activities, and events are formalized against an external calendar or clock.</td>
</tr>
<tr>
<td>7</td>
<td>Separation</td>
<td>“Indexes the degree to which extraneous factors are eliminated or engaged during task completion”.</td>
</tr>
</tbody>
</table>

Here we see that the enactments of time list the ways in which we negotiate how to do work in timeous ways. Flexibility is the enactment of workplace time that describes how rigid a task completion plan is. Linearity is associated with the actual task execution, and the sequencing of the tasks. This is the equivalent of monochronicity, or completion of tasks one after the other, which is sometimes necessary in certain types of workplaces where the work has to be scaffolded (Bluedorn 2002).

Pace of tasks can be fast or slow, depending on inputs and stimuli which is an intuitive way of understanding how fast tasks have to be completed. Punctuality regards the precision of matching a task completion to a negotiated time. Delay is about the level of
tardiness related to work processes or tasks – that is to say, how late or how early in the sequence of tasks or team tasks can the work be. Scheduling concerns the extent to which how precisely plans, activities, and events are formalized against an external calendar or clock. And finally, the dimension of separation is an understanding of how external factors affect task completion.

Table 2: Construals of time – the way we think about time:

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Scarcity</td>
<td>Time is seen as a “limited and exhaustible resource” and can be referred to as “time tangibility” (Conte 2007: 227).</td>
</tr>
<tr>
<td>9</td>
<td>Urgency</td>
<td>Pressure and prioritisations of time needed for deadlines and task completion.</td>
</tr>
<tr>
<td>10</td>
<td>Present time perspectives</td>
<td>“When developing strategies designed to address a range of emergent problems”.</td>
</tr>
<tr>
<td>11</td>
<td>Future time perspectives</td>
<td>If there is a requirement to do near future or long term planning.</td>
</tr>
</tbody>
</table>

Here we see that the construals of time – the way we think about time – includes how much time there is for a task, and aspects of individual and team task planning. The dimension of scarcity is a description of time when it is seen as a limited resource. Urgency is the straightforward prioritisation of time needed for deadlines and task completion. Having a present time perspective, means that the individual is dealing with a range of emergent problems. And having a future time perspective means that the person views time as part of their long term planning.

These enactments of time and construals of time make up the 11 dimensions of time used in this thesis to analyse the time for studies of working students.
2.3.3.3 Factors affecting interpretations of the dimensions of time in the workplace

There are influences on a worker’s time orientation which include (see Ballard & Seibold 2004a: 13):

- Whether they are white-collar or blue-collar workers,
- Whether they are part-time and full-time employees,
- Gender,
- Age, and
- Ethnic background.

This time orientation list also forms the contexts that Bluedorn & Jaussi (2007: 253) discuss when analysing polychronicity.

Also, Ballard & Seibold (2004a: 31) states that a “full theoretical account of organizational temporality would require analysis of the connections among the realms of time, history, culture, and general system (organization/work groups) including communication, management structures, collegiate relationships and technology”. In this thesis, the CHAT unit of analysis covers the relevant aspects required here.

“Organizational members’ enactments of time included dimensions relating to flexibility, linearity, pace, precision, scheduling, and separation, and their construals of time included dimensions concerning scarcity, urgency, present time perspective, and future time perspective (Ballard & Seibold 2004a:1)”.

All of this means that time in the workplace is a social construct. Although this terminology was developed around communication at work, these theoretical outlines give a language for description of critical temporalities in the workplace. It is this language that I will use in the analysis.

The outline above demonstrates and provides the technical and critical terminology for showing how work and studies for library staff desiring to complete a BLIS degree are situated between two inflexible and often competing systems of time. This will be used as the basis of analysis in the following chapters.
Part of the conclusion for this study is to show how important it is that the university responds to this inflexibility using “flexible provision” of education through e-learning, online courses, block modules and a range of other educational techniques to encourage the success rate of working students.

2.3.4 So what is Critical Temporalities really about?

Critical Temporalities is about a specific type of description, unpicking or mapping dimensions of time as applied to organisations and individuals. This overarching concept of Critical Temporalities is important for my analysis of time for studies.

In summary, the theoretical backbone consists of these two main thrusts in Critical Temporalities:

1. Polychronicity is the state the students find themselves in – doing a lot, multi-tasking in a variety of contexts at home, university and the workplace. This will eventually be linked to research participants’ expressions of their perceptions of the acceleration of the pace of life.
2. Dimensions of temporality gives us the language to describe the workplace and the university being at odds when it comes to time for studies, and shows a way to demonstrate how the student is caught between these two systems – this is to complement the CHAT unit of analysis and the range of contradictions experienced by the research participants.

This concludes the section on Critical Temporalities. The next section is about the two aspects of CHAT that are crucial for the analysis in this thesis in order to understand the time and timing issues of working students.

2.4 Two parts of CHAT – unit of analysis and contradictions

In this section there is the definition and overview of Cultural Historical Activity Theory (CHAT), including a literature review. This is followed by the description of CHAT being used as a snapshot frame of a system at a particular point – and the description of
the broader unit of analysis used. Finally, there is a typology of contradictions that form part of CHAT theory that will form part of the analysis.

2.4.1 Definition and overview of CHAT

CHAT is a popular theory to use when reviewing organisations, mainly because it is a tool with which one can manage a range of complexities and realities. CHAT is used here to broadly understand the socio-cultural nature of the workplace.

2.4.2 Basic literature review for CHAT

Activity Theory is seen today as a multidisciplinary research approach. In the mid-1980s Scandinavian researchers re-developed Activity Theory (AT). A seminal paper, “Learning by expanding” written by Engeström (1987) resulted in a reformulation of AT which added principles and expanded the elements of the unit of analysis.

In research, CHAT has as its main points of departure the broad developmental dimensions of a workplace problem, rather than the customary linear dimensions that a simpler empirical research design may bring (Engeström 1999). Engeström explains that, “Cultural-historical activity theory is a new framework aimed at transcending the dichotomies of micro- and macro-, mental and material, observation and intervention in analysis and redesign of work. The approach distinguishes between short-lived goal-directed actions and durable, object-oriented activity systems (Engeström 2000: 1)”. This means that CHAT as conceived of by Engeström is about having an integrated approach to work related activities.

For Engeström (2000), one of the major insights of CHAT is that an individual’s mental functioning (including remembering, deciding, classifying, generalising, abstracting and so forth) is a product of our social interactions with other people and of our use of tools.

A fundamental literature review for CHAT covers all of Engeström’s publications, especially *Expansive learning at work: Toward an activity theoretical reconceptualization* (Engeström 2001) and *Learning by expanding: An activity-
theoretical approach to developmental research (Engeström 2002). Additional perspectives on activity theory can be found in Engeström et al (1999). An explanation of expansive learning environments as developed by Engeström can be found in Fuller and Unwin (2003).

2.4.3. Description of the CHAT Unit of Analysis

The classic diagram for Cultural Historical Activity Theory (CHAT), can be found below, and it shows the triangular relationships between the selected pivotal point labels.

The above diagram is the extended unit of analysis for CHAT. For Activity Theory, the most basic unit of analysis (the top triangle in the diagram) in its simplest form describes the relationship between a human subject (or actor), an object (or outcome) and a tool or mediating artefact (see Engeström 2001). The extension at the bottom of the triangle includes rules, communities of practice and the division of labour that the actor may be part of, or subject to.
In addition, for ease of reference, the table below summarises the elements of an activity system which have been concretised for use in this case study as described in chapter 3.

**Table 3: CHAT Unit of Analysis**

<table>
<thead>
<tr>
<th>Components of the CHAT Unit of Analysis</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td>Explicit and implicit regulations, norms, conventions, standards that constrain actions with an activity system.</td>
</tr>
<tr>
<td>Community</td>
<td>Individual groups and subgroups who share the same general object.</td>
</tr>
<tr>
<td>Division of Labour</td>
<td>Horizontal division of tasks and the vertical division of power and status.</td>
</tr>
<tr>
<td>Subject</td>
<td>Position and point of view of an individual group / sub-group as a perspective of analysis.</td>
</tr>
<tr>
<td>Instrument / Tool</td>
<td>Tools and signs / mediating artefacts.</td>
</tr>
<tr>
<td>Object</td>
<td>Problem space / raw material to be turned into an outcome.</td>
</tr>
</tbody>
</table>

An integral part of this research is to conceptualise the unit of analysis in terms of Cultural Historical Activity Theory. The CHAT unit of analysis is useful for understanding the “lay of the land” in terms of focus and important aspects to consider.

Metaphorically speaking, it is a way to zoom in on parts of the jungle of complexities and complicated data that the research might contain. The basic CHAT triangle relates an **Actor** with a **Mediating Artefact** to an **Objective** or **Outcome**. In the extended CHAT unit of analysis, in no particular order, one has to also consider the **Rules** that the Actor is subject to, the **Communities of Practice** that he or she might belong to, and finally the **Divisions of Labour** that impact on the actor whilst they are trying to achieve their objective (Engeström 2001).
To further define the *unit of analysis* in its simplest form, as it describes the relationship between a human subject, an object and a tool, according to Engeström (2001) the unit of analysis contains:

1. **Object-orientedness** - the objective of the activity system. Object refers to the objectiveness of the reality; items are considered objective according to natural sciences but also have social and cultural properties.
2. **Subject or internalization** - actors engaged in the activities; the traditional notion of mental processes
3. **Community or externalization** - social context; all actors involved in the activity system
4. **Tools or tool mediation** - the artefacts (or concepts) used by actors in the system. Tools influence actor-structure interactions, they change with accumulating experience. In addition to physical shape, the knowledge also evolves. Tools are influenced by culture, and their use is a way for the accumulation and transmission of social knowledge. Tools influence both the agents and the structure.
5. **Division of labour** - social strata, hierarchical structure of activity, the division of activities among actors in the system
6. **Rules** - conventions, guidelines and rules regulating activities in the system.

In addition to this identification of things, people and processes that are important for the analysis, other “principles” of CHAT also are brought to shed light on the mix, most notably the contradictions and expansive learning cycles of the system.

### 2.4.4 Principles of CHAT

To see the link between the use of CHAT in this thesis as part of the assemblage of theories and methods used to understand the problem of time for studies in the lives of working students, an overview of the principles of CHAT will be provided below.

The first principle is that a collective, artefact-mediated and object orientated activity system, seen in its network relations to other activity systems, is taken as the *prime unit of analysis* (Engeström 2001: 136).
The second principle is the multi-voicedness of activity systems. This means that the division of labour in an activity creates different positions for participants, the participants carry their own diverse histories, and the activity system itself carries multiple layers and strands of history engraved in its artefacts, rules and conventions (Engeström 2001: 136).

The third principle is historicity. Activity systems take shape and get transformed over lengthy periods of time. History itself needs to be studied as local history of the activity and its objects, and as history of the theoretical ideas and tools that have shaped the activity (Engeström 2001: 136-137).

Fourth principle of Contradictions which are not the same as problems or conflicts. Contradictions are historically accumulating structural tensions within and between activity systems. The primary contradiction of activities in capitalism is that between the use value and exchange value of commodities.

The fifth principle of CHAT anticipates expansive learning and the dialectical resolution of contradictions.

2.4.5 Third generation Cultural Historical Activity Theory (CHAT)

The “Third Generation of Cultural Historical Activity Theory” attempts to link two units of analyses through the object/outcome/purpose with the aim of fleshing out the theory in order to create greater explanatory and interpretative value. Object-orientated actions are “characterised by ambiguity, surprise, interpretation, sense making, and potential for change” (Engeström 2001: 134, Bakhurst 2007 and 2009: 200 and Roth & Lee 2007: 188).

A basic illustrative 3G CHAT diagram reflecting the links between the student, university, workplace and home can be found in Appendix 3. It can easily be used as a guideline for thinking about how the issues and research problem is conceptualised.
2.4.6 Motivations for using CHAT as a frame for the research

CHAT provides a method of understanding and analysing a professional development phenomenon (episode or snapshot) which allows the researcher to:

1. Locate patterns / trends in goal-directed or purposeful interactions,
2. Make inferences across interactions,
3. Describe phenomena through a built-in language which forms the basic unit of analysis.

CHAT is a way to qualitatively analyse a “complex system and in part because it involves a rich human texture (Bakhurst 2009: 206)”. As it is used here, CHAT is applied as an interpretative and descriptive theory and methodology.

2.4.7 Contradictions

Engeström (2001: 133) believes that, “contradictions are historically accumulating structural tensions within and between activity systems” which are neither accidental nor arbitrary. This means that it is a definite given that contradictions will be identified in the research data collected.

Expansive learning requires “articulation and practical engagement” with inner contradictions of a professional’s activity system (Engeström and Sannino 2010: 4-5).

Contradictions introduce tensions (Yamagata-Lynch 2010). This is an interesting term to describe the connection between contradictions and tensions in the unit of analysis.

The research will suggest how systemic contradictions could potentially be driving transformations in future activities and portray how human activities are “tied to several complex phenomena in a natural setting rather than predicting a causal relationship (Engeström 1993 and also 2001)”.

There are four levels of contradictions in CHAT theory. The four levels of contradictions are termed primary, secondary, tertiary and quaternary contradictions.
Primary contradictions are systemic. Secondary, tertiary, and quarternary contradictions explain “the processes of cyclical development (Foot 2014: 26-27)”.

2.4.7.1 Typology of contradictions

According to Engeström (2005: 180) there are four levels of contradictions in a network of human activity systems, namely:

**Level 1: Primary** inner contradiction (double nature) within each constituent component of the central activity.

**Level 2: Secondary** contradictions between the constituents of the central activity.

**Level 3: Tertiary** contradiction between the object/motive of the dominant form of the central activity and the object/motive of a culturally more advanced form of the central activity.

**Level 4: Quaternary** contradictions between the central activity and its neighbour activities.

The first level or primary contradiction in activity systems captures the tensions in capitalist societies that stem from the tension between “use value” and “exchange value” (Foot 2014: 26). The professional’s work activity contains a primary contradiction where the professional help is a service to uplift humanity, but it is also a service that is the source of revenue and profit for that professional.

Secondary contradictions can be identified when two nodes of the unit of analysis conflict with one another (Foot 2014: 26). As a new element enters into the activity system from outside, secondary contradictions appear between the elements. A secondary contradiction in a professional’s work would be that caused by the emergence of new kinds of objects, that is, clients and their range of problems. Conflicts emerge between the increasingly ambivalent and complex problems and problems of the clients and the traditional professional knowledge and instruments. Client’s problems increasingly often do not comply with the regular standards. They require an integrated social, psychological and biomedical approach which may not yet exist.
Tertiary contradictions arise when “when the object of a more ‘culturally advanced’ activity is introduced into that system (Foot 2014: 26)”. A tertiary contradiction appears when a culturally more advanced object and motive is introduced into the activity. Such a tertiary contradiction arises when professionals, using experiences from other settings, design and adopt a new model for their work that corresponds to the ideals of a more holistic and integrated professional service. The new ideas may be formally implemented, but they are internally resisted by the vestiges of the old activity.

Quarternary contradictions are “triggered by a ripple effect from efforts to remediate a tertiary contradiction … arising between the central activity and its neighbouring activity systems when a new form of practice is employed based on a reformed or expanded project (Foot 2014: 27)”.

In this section contradictions were discussed focusing on the theory or typology of contradictions into primary, secondary, tertiary and quaternary.

The critique of the CHAT frame includes a criticism that there is no place for with large data sets, human emotions, time and issues of power (Lee 2011: 410-411, and Roth 2009:53). But, CHAT still has an important role in social scientific research analysis, and “we should not abandon it to reductionist, functionalist or systemic views (Engeström 2006: 40)”.

Currently, there is a fourth generation of CHAT which includes issues of human emotions and identity.

Daniels (2004: 121) argues, “…there is a need for the development of the theory itself if its analytical potential is to be realized”. Even Engeström (2008: 382) states that CHAT is an “evolving framework” which needs “mid-level theoretical constructs”.

2.5 Lifelong Learning theory basic overview

I provide a basic overview of lifelong learning, with a basic definition and how it relates to Critical Temporalities of working students. Lifelong Learning theory will be used in
later chapters to theorise the timing of working students’ decisions to pursue professional development studies.

Field (2000 and 2003: 3) describes lifelong learning as “a field of policy and practice, rather than using as a scientific concept, and this has important consequences for the way in which scholarly debate has developed”. This means that lifelong learning means a range of things to a range of researchers.

In this research, the definition of lifelong learning follows UNESCO’s *International Commission on Education for the Twenty-first Century* which maintains that lifelong learning has 4 pillars, 6 elements and a range of indicators.

According to Delors *et al* (1996), the four pillars of lifelong learning are: “learning to know,” “learning to do,” “learning to live together” and “learning to be.”

Six essential elements are identified by European Communication include: Partnership working, insight into the demand for learning in the knowledge-based society, adequate resourcing, facilitating access to learning opportunities, creating a learning culture, and striving for excellence (Laal & Laal 2012: 1).

Indicators range from expenditure on lifelong learning to measures of student participation in various initiatives.

Other handbooks on lifelong learning that I found useful are Aspin *et al* (2012) and also Jarvis (2010).

Cooper & Walters (2009: xx) provided background reading on how to mix and problematize issues of the workplace and lifelong learning, in order to “critically analyse the social relations that underpin workplace conceptions and practices”. The particular workplace conception and practice discussed here that relates to lifelong learning is, firstly, creating the policy environment for working students to find time for studies, and secondly, to understand some of the drivers behind the choice of working students to professionalise at a particular point in their lives.
2.6 What I have not covered

The central focus of this thesis is time for studies for working students who wish to obtain a professional degree.

While it may be that issues of gender become apparent, it is explained in the analysis why in this particular case of pressurized time management, and feeling an accelerated pace in life, is not so much a gender (or racial or religious or family related) based issue as it is one of polychronicity plus levels of disadvantage. See an explanation in chapter 4 (at 4.10.1).

I am not discussing a critique of the profession of librarianship, except to provide information on the nature of the work and timing of a para-professional librarian as they seek to develop professional expertise through professional degree studies at the university.

There is no discussion of the cognitive or situated learning mechanisms of adult learners, except to see how time for studies might enhance or deepen understandings of adult learning in a professional development setting. And there is no discussion of flexible provision theories, except to understand how time for studies impacts on flexible provision.

This research does not touch on theories of continuing professional development.

It is also not an historical look at the functioning of the university as it interfaces with the public service as a workplace for graduates.

This research does not touch on stress management, time management strategies, or discussion of emotions as a psychological issue. The focus of the research is to understand stress and acceleration in the pace of life and the associated emotional toll it takes when considering time for studies.

There are also theories of time relevant to philosophy of science, purely scientific and mathematical use of time, economic and econometric theories of time as a resource, and
other theories of time in the workplace – from semiotics of calendar time and chronemics – which will not be discussed here.

2.7 Summary

This chapter shows how Critical Temporalities is a way of understanding and describing the time, timing and time-related issues and concerns that working students have.

This chapter introduces and explains the conceptual understanding and the language associated with developing assemblages of theories, concepts, frames and models. Then there is a detailed examination of time in society and time in the workplace, leading to definitions and application of Critical Temporalities which is the analytical focus of the thesis. Finally, Concepts from CHAT helps to identity and describe the data collected, particularly the Unit of Analysis and the typology of contradictions.

In this research, Critical Temporalities for time for studies is about describing the unit of analysis, the dimensions of time for working students, and the contradictions of these working students.

There is also a section on the concepts that will not be covered in this chapter, such as archaeological and geological and physics related time scales. There are also a host of ways of looking at the time for studies problem from social scientific viewpoints, but the emphasis in this thesis is on the time for studies of working students aiming to obtain a professional degree.

Next, there is the presentation of the research methodology, followed by a presentation of the data collected.
CHAPTER 3
Research methodology

3.1 Introduction

This chapter has the broad outline of my original ethics form which has been expanded to include the method that was guided by ethical choices all along. The ethics form which includes the questions for research participants, and permissions from research participants, can be found in Appendix 2.

This chapter also has a kernel in the centre under 3.3 which is the section on case studies, which follows an outline from Rule and John (2011) which I found useful and in which I have included 3 important truths that I have learned about research: rhetoric, bias and the selection of units of analysis.

If I mention data collection in section 3.3 it is only to show how it fits into the case study lore and methodology. Section 3.4 has more details on the data collected and expands on what was briefly mentioned in 3.3. That is how this chapter has been conceived. To amalgamate it and edit it would seem to be a good choice, but would lose the importance of sewing both ethics and methodology together, but seeing them as separate parts of the quilt or patch work.

This chapter focusses on the way the research data was collected. It provides an outline of the process for ethics clearance, selected strategies for the research plus the literature review which gives the foundations for decision making about all of these aspects of the research. The research took the form of a case study with semi-structured interviews followed by qualitative data analysis.
3.1.1 Purpose of the research

The purpose of the research is to understand how time constraints affect the formal ways of learning and professional development for BLIS (formerly BBibl) working students.

3.1.2 Conceptualisation: Qualitative research analysis

The research takes the form of “student’s time for studies related life histories” following students’ aspirations and choices and how these might have been influenced by, for example, their background, social and historical circumstances. Health, economics, family, opportunity, funding and individual inclinations will also play a part in students’ choices, range of meanings and motivations, and "success" in studies. This relates to and feeds into support systems for students, from basic university and workplace administration to self-awareness and tapping into social networks.

3.2 Qualitative research design literature review

For the purposes of this study I limited my search to research ethics and research design that is relevant to my domain of study which is termed “researching Higher Education” and found a range of peer-reviewed academic journal articles and books that are relevant worldwide and also in South Africa – as outlined below.

3.2.1 Research ethics literature review

A basic and initial approach to understanding ethical requirements can be found in the postgraduate research handbook by Wisker (2007) which focusses on “Ethics and Confidentiality: Typical Procedures and their history”. The checklist for the researcher (Wisker 2007, the whole of Chapter 8) includes informed consent, how to share information and results, protection of interests and physical protection, access to participants and giving access to information, managing information and data, ethical analysis, and what happens after the research is done and disseminated.
There are many articles on the role of virtues in research ethics, which is essentially an Aristotelian notion. These are attitudes and skills and abilities and values that the researcher embodies as they conduct their research activities. McFarlane, Zhang and Pun (2012) provide an overview of “all aspects” of integrity in academic research. Chapfika (2008) writes about integrity as a core virtue for the academic researcher in education, as a way to be a more ethical and effective researcher. Jarvie (1969) explores the ideals and ethics of participant observation. Eckstein (2003) deals with academic integrity and academic fraud internationally in a UNESCO booklet on the topic. Pring (2001) mentions the ethical dilemmas faced by researchers who are unduly influenced by research sponsors, research teams they may belong to, and even the university that employs them. Udo-Akang (2013:60) refers to “six ethical values (a) honesty, (b) fairness, (c) objectivity, (d) openness, (d) trustworthiness, and (e) respect for others” as major virtues for all aspects of scholarly work.

Seidman (1991) is a general handbook on interviewing in educational and social science research, dealing with the meaning and administration of informed consent for higher education researchers interviewing human participants, the rights of the participants, issues of confidentiality, as well as a chapter devoted to “The Ethics of doing Good Work”.

A guide for research methods in higher education research is found in Cohen, Manion & Morrison (2007), where the chapter on research ethics covers informed consent, access and acceptance, sources of tension, ethical dilemmas and the range of the responsibilities of the researcher.

Responsibilities and ethical norms of the researcher include: Avoid harm to interviewees, trust, accountability, mutual respect and fairness, reduction of potential for doing harm, protection of human subjects, confidentiality, non-disclosure of identity, permission to disclose identity, and identity protection through pseudonyms, levels of anonymity.
3.2.2 Qualitative research design and method literature review

Bryman (2012, 4th edition) provides a comprehensive guide for the social science researcher through all aspects of the research process including: research design and choosing research methods, research politics and “influences” on the research to be conducted (see also Babbie 2011: 75), differences between qualitative and quantitative research (and strategies to “break down” this divide in Chapter 26), the process and “messiness” of social research, effective collection, analysis and interpretation of data, and the dissemination of those findings to others. But it is Chapter 6 of the handbook (pages 129 to 154) that covers ethical considerations in detail, with vignettes and information on ethical principles regarding: Harm to participants and researchers themselves, lack of informed consent and providing participants with options, research that unnecessarily or unconstitutionally invades of privacy, and the use of deception in conducting observational methods of research (for both positive and negative purposes). The most notable section here is the “tips and skills” box (Bryman 2012: 146) which outlines the framework for ethical research used by the UK Economic and Social Research Council (ESRC) covering the following important aspects: the relationship between ethical integrity and research quality (see also Bryman 2012: 144), informed consent, confidentiality, voluntary participation, avoidance of harm and independence of the research. Bryman (2012: 137) gives general advice on research data protection, from the legal framework information that researchers need to know, to practical and secure storage. The main lesson that can be drawn from Bryman (2012) is that the researcher has to be aware of, and work with a view that ethics pervades all the decisions in and around social science research, in different ways and at different levels.

Informed consent of research participants is further problematized by Alderson& Goodey (1998: 3) which explains that there are many varieties of what we commonly refer to as informed consent, and the article aims to “review the advantages and limitations of theories about real consent, constructed consent, functionalist and critical consent, and postmodern choice. The article shows how an analysis of theories can clarify practical knowledge about the advantages of and problems in obtaining consent, which will help everyday practice and research”. The conclusion is that informed consent is a complex concept that might require a new approach as “too complex to be explained by any one theoretical model”. The two most important considerations here are “understanding and
voluntariness” with regard to the information provided to the research participant, and the
decision making process of the research participant.

### 3.3 Choosing the case study

As explained in the introduction, the site of research was supplied by the Flexible
Learning and Teaching Project. The UWC Library and Information Science department
and its students were ready for the research process, having been part of the initial
meetings to set up the project, and being ready to articulate their concerns as well as their
success stories.

The case study at hand is the students and staff involved in the *BBibl / BLIS* degree within
the LIS department at UWC, focussing on time for studies for professional development.

### 3.3.1 Methodology for the case study in this thesis

The major method of this thesis is to examine a case study of time for studies for working
librarians at a particular South African university. It is a complex case study which has
the workings of the university and employer as areas of discussion. This section of the
chapter on methodology reveals the major aspects of the case study method used. In the
next chapter the case study method will be outlined, and major findings presented. In
chapter 5 there will be a further analysis.

In this section there are the 10 aspects of case studies as outlined by Rule & John (2011).
First the researcher has to “understand the case” which means that researchers have to
define the types of case study that they feel are appropriate for their research – and this
first step is an entry point into finding the broadest aspects of the research problem. Then
the researcher must “identify and select” the case through developing criteria for the case
and conducting an initial or baseline study. Then the researcher must develop a set of
“questions” around the case, to delve into the nature of the problem and also find ways of
generating the data. The context of the case must be given as part of “situating” the case.
Then filling in the data of the case and interpreting that data follows. From this
foundation the researcher can theorise further about the case, using existing theory or
creating new theory. The researcher must also “ensure the quality of the case” by creating an awareness of the data as well as the researcher’s own processes, even personal processes that might influence any part of the research. Finally the organising and presenting of the case is as important as the conception and data collection. Rule & John (2011) also have a concluding section on “closing and re-opening the case” which is mentioned as part of the theory, but is not part of the research done for this thesis.

Also in this section, to add to the selected way of proceeding through the case study information explained above, where appropriate, I will include additional information found in the literature.

Firstly, I will explain how the CHAT unit of analysis is the “unit of analysis” that I have used in my case study, and why this is a useful way to proceed.

I will also introduce the notion of the “Rhetoric of Social Science” briefly as part of the section on organising and presenting the case study information.

I will also mention the “bias of the researcher” as crucial in deciding how the research was conducted when discussing the quality assurance strategies for the research.

### 3.3.2 Literature review

The case study method is deemed a popular research approach in the social sciences and education in the useful resource titled, “Your guide to case study research” which was written by Rule & John (2011). The case study method can “complement and extend other research approaches (Rule & John 2011: 12)”.

Additional sources will be discussed as their contribution is noted in the sections below. For example, case studies can be a way to design a “science of the singular (Simons 1980)” This shows how a case study’s insights or results could be generalised in some ways.
3.3.3 Understanding what is the case study

This section covers the definitions of the case study, the types of case study and the purposes of doing case study research. There is also a discussion of what the unit of analysis is of the case study.

3.3.3.1 Definitions of the term “case study”

Case study research has a variety of definitions. Rule & John (2011) chose four definitions for researchers to consider.

The first definition is that “case study consists in the imagination of the case and the invention of the study (Bassey 1999)”.

The second definition is that “a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event (Bogden and Biklen 2003: 58)”.

The third definition is that a case study is a “study of a bounded system” (Louis Smith cited by Bassey 1999).

The fourth definition provided is that “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomena and context are not clearly evident (Yin 2003)”.

Rule & John (2011: 3) see the case study as involving three major aspects. A “case study” is a particular instance of a matter that is ready for research. Or it is a problem that requires research and investigation. Or a case is a “body of evidence” that leads to a particular set of conclusions and research judgements. The case study has a definitive focus on the “unit of analysis” and because of this it has the potential to “generate depth and insight (Rule & John 2011: 12)”.

These definitions highlight aspects of case study methodology with a slightly different emphasis each time. The researcher’s choice of the problem, the unitary and bounded
nature of a case as an instance, and that there is a “real-life context” are all part of the case study method. Basically a case study revolves around a focal point and there is a history and other information around it. But more importantly, the case has a set of research led assumptions and conclusions around it that leads to researched analysis and recommendations.

All of these definitions are useful because they all define the case with a particular focus. All of these foci are important for the social scientific and educational researcher.

Therefore, the working definition for case studies used in this thesis is: Case studies are intensive, seeks depth of understanding, focusses on a single instance of a phenomenon, and it is usually qualitative, but combines mixed methods of analysis as required.

This means that a researcher chooses the case study in order to research the “depth” of a particular instance of an issue or phenomenon that is of interest. The researcher has the “flexibility” in choice of units of analysis, as well as a “versatility” in methods and approaches. And eventually, over time, the research becomes “manageable” as there are economies of scale in how the research is done (Rule & John 2011: 7).

3.3.3.2 Types of case study

There are many types of case study. It is currently an open ended methodology for social research:

- The Intrinsic and instrumental case studies discussed by Bassey (1999).

- The Exploratory, explanatory, and descriptive case studies discussed by Yin (2003).

- The Historical organisational, observational, life history and community case studies described by Bogden and Biklen (1982).

- The Ethnographic, evaluative, educational and action research oriented case studies identified by Stenhouse (1985).
The case study in this thesis is instrumental as it is a good example of professional development studies from both student and academic angles. It is a descriptive case study using an ethnographic method of semi-structured interviews with selected research participants. The case study is part of a wider action research project on Flexible Teaching and Learning at the university in which the case study is embedded.

### 3.3.3.3 The purposes of a case study

Part of selecting and placing boundaries on the case study, and fishing out its limitations, is to understand the four *purposes* served by case study:

1. To portray, analyse, and interpret the uniqueness of real individuals, and situations through accessible accounts.
2. To catch the complexity and situatedness of behaviour
3. To contribute to action and intervention
4. To present and represent reality – to give a sense of “being there”.

(Cohen, Manion, and Morrison 2000: 79)

The purposes listed above that fits most closely with this case study are under points 2 and 3, which is to understand a complex system of educational behaviours regarding time for studies, and to contribute to policy development. This is because the system is very complex and any attempt to describe the immensity of the mix of feelings, activities, views and behaviours is too great. But the element of finding time for studies is a means to an end for understanding the bigger picture in professional development for librarians at the university.

Other purposes of the case study research is to use a multi-methods and multi-theories approach to the research that all moves toward deepened understandings that we require as researchers.

The next section focusses on identifying and selecting a case for study.
3.3.3.4 Identifying and selecting the case study

There can be one case study, large or small. And there can be an array of case studies of varying or similar sizes. Choosing the right unit and type of case is vital to the success of the case study research. The criteria and process of identification and selection of a case study requires the “careful consideration” of the researcher (Rule & John 2011: 24). This section shows the processes of case identification and selection.

The way to construct and focus the case study can be done by finding the answers to these questions. The first question is who or what is the case? In this case study the people involved as research participants are all based in the Department for Library and Information Science, either as a selected student or as a selected academic. What this is a case study of is “time for studies”. This is an issue that affects both students and academics. What the case study is not about is anything unrelated to the time or timing issue of professional development for the librarians. It is a complex case study design, but essentially it is one case with many aspects on the same issue of professional development and time for studies.

Table 4: Quick Check for Case study design [Rule and John 2011]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the key issues/s that you wish to investigate in the case/s?</td>
<td>Time for professional development studies</td>
</tr>
<tr>
<td>2. What is the purpose of your study?</td>
<td>To analyse the issues revolving around decisions and choices that students have for time when taking professional development studies.</td>
</tr>
<tr>
<td>3. What is your unit of analysis?</td>
<td>The unit consists of the university LIS department, the public library as workplace, and the students that are studying librarianship at the university whilst working at the public library. The information from the public library HR system and the LIS academics are also relevant.</td>
</tr>
</tbody>
</table>
4. What questions do you wish to answer?  
   - The major questions are about time usage and issues associated with this.

5. Is your study a single case or multiple case study? If multiple, how many case studies?  
   - It is a single case study with multiple angles or aspects.

6. Is it an instrumental or intrinsic case study?  
   - It is both, because it is a leading and influential LIS department with a professionally recognised degree. This means that it is a case for understanding current and leading practice, and it is a case which can be generalised.

7. What are your own constraints in terms of time, travel, expense, access, and so on? How will these affect your selection of cases?  
   - The researcher has full access to the case as a result of the path being opened through the wider Flexible Learning and Teaching Project.

8. What related aspects fall outside of this case study? What is not included?  
   - Psychological or management related theory and methods fall on the periphery of this case study. The actual materials of study and the duties of the work of the librarian will not be critiqued by the researcher.

---

**Table 5: Delimiting the case study as a bounded system [Rule & John 2011: 20]**

<table>
<thead>
<tr>
<th>Form of delimitation</th>
<th>Description</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Describe the unit of analysis clearly: an institution, a person, a programme, a practice.</td>
<td>The university and the workplace, the students and the academics selected from LIS, the BLIS degree, and the way that students allocate time for studies.</td>
</tr>
</tbody>
</table>
### Spatial

Include the setting/s where this unit will be investigated: local, regional, provincial, national, international

Local, specific to the University of the Western Cape, but with wider ramifications.

### Temporal

Set out the chronological boundaries: contemporary, historical, specific period of time

Contemporary from 2012 to 2013 with the addition of information up to 10 years prior. This thesis is written in 2014.

### Thematic

Identify the issue/s to be investigated within the case.

Time for professional development studies for working students.

---

**Table 6: Pre-selection screening checklist (Rule & John: 23)**

<table>
<thead>
<tr>
<th>Pre-selection screening checklist (Rule &amp; John: 23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initial site visits</td>
</tr>
<tr>
<td>2. Preliminary interviews with key participants</td>
</tr>
<tr>
<td>3. Viewing of websites and literature</td>
</tr>
<tr>
<td>4. Analysis of easily available statistical [and other] information</td>
</tr>
<tr>
<td>5. Reflection on own experience of the case</td>
</tr>
</tbody>
</table>
3.3.3.5 Using the CHAT unit of analysis as the case study unit of analysis

This case study and its sub-units have a set of particular “argumentative fabrics” and “discursive histories” (Engeström 1999: 169).

3.3.4 Questions that inform the case study

Questions in a case study are more than just lines of inquiry (Rule & John 2011: 37). They are also lenses that focus the case in particular ways. They bring certain issues to the fore and leave others in the background, and they crucially shape what the study of a case will reveal. This is why formulating the right key research question is worth the effort. Good field questions can generate the data that will answer the key research questions, while self-reflective questions can enrich a study at all stages. Good questions might emerge from a study as well as direct it. A key outcome of case study research might be a question or a set of questions that informs further research.

In this chapter shows the purpose and importance of key research questions, field questions, and reflective questions in case studies. It includes guidance and examples to help formulate good quality questions. However, besides questioning the case, it is also important to contextualise the case.

Generating key research questions means that the researcher has to grapple with questions from practice, theory and policy (Rule & John 2011: 26-27).

Field questions are those questions that the researcher asks in interviews, focus group discussions, participant observations, document analysis, etc. (Rule & John 2011: 34).
<table>
<thead>
<tr>
<th>Self-reflective question</th>
<th>Researcher’s comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Am I clear about what the case is and what it is a case of?</td>
<td>Yes.</td>
</tr>
<tr>
<td>2. How are my research instruments working?</td>
<td>Standard social scientific research instruments used.</td>
</tr>
<tr>
<td>3. Is the data that I am gathering relevant to my research purpose and questions?</td>
<td>Yes, much care was taken to interview selected students and academics.</td>
</tr>
<tr>
<td>4. Do I need to read more about the content or methodology of my study before I continue?</td>
<td>Enough reading was done in year 1, and reading has continued throughout the registration period.</td>
</tr>
<tr>
<td>5. What am I finding out?</td>
<td>Policy and implementation sometimes have wide chasms between them. And the person studying experiences acceleration in their life during studies which means different things depending on the circumstances.</td>
</tr>
<tr>
<td>6. How does my study relate to existing theory or is theory emerging from my study?</td>
<td>In terms of the librarians, it is about deepening understandings of their time for studies. In terms of theory, it is about applying a new patch work of theories, and finding an appropriate methodology for Critical Temporalities.</td>
</tr>
<tr>
<td>7. Do I have enough data? If not, how much more and what kind of data do I need?</td>
<td>I have too much data. It is about using and analysing the data appropriately.</td>
</tr>
<tr>
<td>8. How do I feel about the research and how are my feelings affecting the study?</td>
<td>I like the research even though it is exhausting and I have to pace myself. I am learning about managing my own research project and writing it up so that others can understand and appreciate what was done and discovered.</td>
</tr>
<tr>
<td>9.</td>
<td>Am I behaving ethically? If not, what do I need to do about it?</td>
</tr>
<tr>
<td>10.</td>
<td>What are my different roles and positions in the case study and it context? How does this affect the study?</td>
</tr>
<tr>
<td>11.</td>
<td>What do I need to change, adapt, omit or revise?</td>
</tr>
<tr>
<td>12.</td>
<td>How can I improve the research?</td>
</tr>
<tr>
<td>13.</td>
<td>What am I contributing to the field of scholarship through my study?</td>
</tr>
<tr>
<td>14.</td>
<td>How has this study affected me as a person? What have I done and learnt?</td>
</tr>
</tbody>
</table>
3.3.5 The context of the case study

Context enriches the case study at all levels. Rule & John (2011: 49) argue that a case “may relate to its context in a wider society, as an exception to the norm, or as a catalyst which has an influence on its own context”. I think that the case study in this thesis has elements of all three of these aspects.

There are a range of types of contexts, providing a contextual framing for the case study. These contexts can be cultural, institutional, discursive, and socio-historical contexts.

The key contextual factors that influence the case study in this thesis are broadly stated as the university, the workplace and the individual student’s life.

3.3.6 Filling the case – collecting data

Case studies can generate both quantitative and qualitative data. Strategies for organising and managing the data efficiently are important for the researcher as the data can be far reaching and variable. The data in this case is taken from semi-structured interviews and notes of meetings, as well as additional information such as emails that might shed additional light on cases that were hard to follow up on for a range of reasons. More information on the data collection process follows below.

3.3.7 Interpreting the case

Data analysis and interpretation enable the researcher to make sense of the case. Data was gathered from participant interviews, background documents, participant observation, surveys and questionnaires done by colleagues, and selected photographic sources.

Data analysis strategies include content analysis, discourse analysis, and narrative analysis. These analytical methods are suitable for the data collected. The data collected and the analysis will elucidate the research purpose, the research questions, and the selected conceptual framework.
3.3.8 Theorising the case study

Theory generally can be classed as inductive, deductive and dialogical. Rule & John (2011: 101) states that “Exploratory case studies tend towards inductive models as they seek to generate theory from the case, whereas explanatory studies tend to be deductive as they often begin with theory and test or apply it using cases. The dialogic model suggests that, in both inductive and deductive research, there can be a productive interaction between theory and research at different stages of the research process”.

In this case study, the theory is of utmost importance. The theorisation of time for studies in this thesis brings together educational, sociological and organisation psychological models and concepts which the researcher selected in order to deepen understandings of the processes and problems facing librarians who are registered for professional development studies.

I see the case study as explanatory and therefore deductive in nature. I don’t plan to make a theoretical contribution, except to use a new selection or assemblage of theories. But the methodology is definitely new, and I believe is innovative when it comes to Critical Temporalities. This means that I had to create a methodology in order to discover more about the Critical Temporalities experienced in this case study.

3.3.9 Ensuring the quality of the case

When thinking about quality assurance for research, the researcher has to take into account the whole research process, from the collection, analysis and interpretation of the data, including all the procedures followed, and the developed relationships with a range of people at all levels. This means that the treatment of data, plus ethics, and also the researcher’s professionalism is included in research quality.

In order to raise the quality and the level of trustworthiness of this case study, many issues were taken into consideration. The research design has conceptual coherence, and the key research questions are clear and researchable (John & Rule 2011:113). The research is social scientific, using social scientific methods and methodologies. The
research design has both theoretical and methodological alignment. This means that the method feeds into the theory and vice versa. The researcher has reviewed the literature in the field and used techniques and information from related fields where appropriate.

Full details of the research process was discussed in chapter 1, adding to the transparent and ethical methods of the research data collection.

More than one method of data collection was used. There were semi-structured interviews with participants and organising committee meetings notes. These were conceptualised as part of the holistic treatment of the case study. It has been a challenge to find ways of incorporating all the different sources and types of data, but necessary to include various forms of data in order to build up a picture of the case study.

The raw data been systematically recorded in digital format as well as transcribed. These have been kept confidential and will be finally filed at the university departmental archive.

Research participants have had the opportunity to verify the data, and will be invited to attend any events related to the work. The thesis is free for public viewing as it will become downloadable on the university library website upon graduation.

Any claims made in this thesis are defendable, and any reference or information stated here can be verified independently from the sources quoted. The narrative outlines in chapter 4 and the main conclusions in chapter 5 are supported by key themes and findings coming from the data collected.

As far as I know, this case study fully satisfies the requirements for ethically sound research, having gone through a rigorous university ethics committee process. No research participant was harmed during this research process, and none will be harmed once the results are published.

The limitations of the study are declared up front in chapter 1. This includes the researcher’s interest and position as student and researcher.
Everything in this research was done in order to educate the researcher about good research practice, and to find out more about the time for studies issues that bring to light some of the issues regarding the professional development of librarians. Every effort was made to write up the research in a fair and useful manner. All the theoretical work was done with care and concern for coherence and to use theory effectively to deepen understandings.

3.3.9.1 Bias of the researcher is case studies

Every attempt has been made by the researcher to avoid making blind assumptions, and to unpick any assumptions made at the beginning.

3.3.10 Organising and presenting the case

Rule & John (2011: 126) examine “three ways of organising a case study: as a story, as a word picture, and as an argument”. It is up to the researcher to find creative or narrative forms of presentation to enhance their case study report. Where and how will to include theory in the report is crucial, especially when reporting on results from a thesis. In this thesis, the theory has been laid out in chapter 2, while chapters 4 and 5 discuss the application and results of the data mix as viewed through the theoretical lenses.

Usually, the primary readership for your research report should be considered. For this thesis, the primary readership is academic, with the possibility of other audiences in government and the public. The presentation structure that best suits the purpose here is the formal thesis structure.

The case study in this thesis does not include a comparative dimension. But, the researcher has considered background reading on other similar studies done in Canada and Ghana. These are the three articles that I found most useful and most relevant:

1. Few researchers have examined the problem of time for studies for librarians. Reference is made in the library literature to “the time spent on scholarly activities” by university librarians (Fox 2007: 1). One of the main findings in this
paper states that, “Ideally, librarians would like to spend 15 percent of their work time on scholarship, but most often are taking extended time on work days and weekends to fulfil their desire for professional enrichment and scholarship activities (Fox 2007: 457).”

2. A research paper from Africa states that “only 29% of Library Assistants in the Kwame Nkrumah University in Ghana had enjoyed study leave with pay, while over 55% were desirous to be granted study leave to pursue further studies in Library and Information related programmes (Borteye & Ahenkorah-Marfo 2013: 1 and 111).” And their major conclusion in this paper was that “Library Assistants should be encouraged to take advantage of the various distance learning education programmes in Ghana and elsewhere rather than joining the queue for study leave with pay. Attempts should be made by the Library to encourage especially those who for some reasons cannot do a campus based programme to consider distance learning as an option to upgrade their knowledge and skills (Borteye & Ahenkorah-Marfo 2013: 113).”

3. In addition, social implications of professional development was discussed in some peer reviewed academic journal articles. Researchers in Africa stated that “library managers and administrators in federal university libraries in Nigeria should formulate job satisfaction policies such as adequate provision of working facilities, provision of conducive working environment, work incentives (car loan, housing loan, study leave allowance, etc.) for improving career commitment of their librarians (Gboyega Adio & Popoola 2010:1).”

3.3.10.1 Case studies and the rhetorics of social sciences

Social Science has a way of looking at the world and a way of arguing a case. The researcher has had to learn standard social scientific and educational research’s ways of thinking about what’s important in a case and why. The researcher has learned how to use new frames and lenses to see and explain the case study, and these have been discussed throughout this thesis.
3.3.11 Closing and re-opening the case

Rule & John (2011: 137) write about ways of closing and re-opening case studies. Closing a case study means concluding the writing up of the understandings gained from the case study. This means that the researcher has to provide a summary of the major results by matching their case study findings to the original set of research questions and selected theory. Closing off the case study is about providing the reader with a way of appreciating what was discovered and how it fits in. This thesis is a way of showing how to close off a case study.

Potential for re-opening this case study will be discussed briefly in chapter 6.

3.3.12 Summary

The section on case studies provided the definitions and conceptions of the case study. The researcher has to decide what shape the case study will take. In this section there are the 10 aspects of case studies as outlined by Rule & John (2011). First the researcher defined the types of case study that they feel are appropriate for their research. Then the researcher identified and selected the case through developing criteria for the case and conducting an initial or baseline study. Then the researcher developed a set of “questions” around the case, generating the data. The context of the case must be given as part of “situating” the case. Then filling in the data of the case and interpreting that data follows. The researcher must also “ensure the quality of the case” by creating an awareness of the data as well as the researcher’s own processes, even personal processes that might influence any part of the research. Finally the organising and presenting of the case is as important as the conception and data collection. The researcher has followed the advice of Rule & John (2011) in as far as possible.

The sections below continue with the broader concerns around methodology and ethics for this thesis.
3.4 Data: Sources and collection methodology

This section continues from the information touched on above. It goes into greater details about the data gathered and the method of data collection.

3.4.1 Methods of gathering information: Multimodal data collection methods

The main focus of the research is to analyse the study time usage considering the general “lifeworld” of the participant (in terms of home, work, university). They are currently registered working BLIS students who are also working librarians.

There was a semi-structured interview process, with a view to collecting important pieces of information from the participants regarding their time for studies. Participants were asked to report on their own study times over a given time period, whether it was a stressful day, deadline driven week, or generally their strategy over a particular year of studies. It was suggested that the interview focus on the week after the first few lectures and before the first test or major assignment deadline, as suggested by lecturers and students as a way to capture their most stressful times. But, given the nature of the interview times and place this was not always possible. But, for each of the participants I collected some narrative and reflection on their own study habits and behaviours.

Interviews with selected LIS department staff at UWC provided further insights into students’ time at university, particularly around the timing of the first year first semester course as a crucial foundation building, formative professional development experience. The change in the original understanding of the proposed research came when we began to understand that it’s not always the first year students who created ways and opportunities for time for studies – it was in fact the 4th year students that had found interesting and sometimes incredible ways around finding time to complete their studies. These were current students and students that had graduated that were keen to talk about their negotiations with their workplace, university and family regarding timing of their classes, and working towards submitting their assignments and taking exams.
The “time for studies related life histories” that were developed around each individual participant focused on working student communities and is intended to shed light on actual time used for study. These specific micro life histories built up around individual students, plus the mapping of the broader context through use of the CHAT theory will provide the picture of “things as they are now” plus a lens through which to analyse the working BLIS student in the university context, university-workplace interaction, student-university-workplace professional social and political structures.

3.4.2 Process for the interviews

All the interviews were voluntary and were recorded and then transcribed. A signed informed consent document will be required as per the university Ethics Committee rules.

In addition, the researcher ensured that the preliminary and introductory remarks for all recorded interviews included information on:

- the purpose of the study,
- assurances of confidentiality, and anonymity if the interviewee wishes,
- permission to record the interview
- that the research is being done for degree purposes
- that the research will not have any negative effects in their working environment
- the interviewee had to verbally acknowledge on the recording that they understood the terms and conditions of the interview.

3.4.3 Emotions triggered by the interview

It was noted that the research interview might conjure up some feelings, regarding the individual’s own history or current working situation that might in some cases trigger strong emotions. I was aware of any response that the interviewee might have that is stress or anger related, and will suggest a termination of the interview, or a comfort break
before continuing, or access further support as required (for example, a referral to the union for labour related advice, or even personal counselling).

### 3.4.4 Sampling

There was no sampling strategy as the students were selected from the LIS department on their fellow students and academics recommendations. Their desire to assist and participation was entirely voluntary.

At the end of the interviewing process (from September to November 2013) there were 6 student participants who were interviewed, with 2 student stories collected by email and phone call. And there were 4 academic interviews conducted on campus at the LIS department’s offices.

### 3.4.5 Semi-structured interviews

Semi-structured interviews fall somewhere between fully structured interviews (for example the interview questions asked during a general census) and an open-ended interview which has a broad ranging agenda.

Semi-structured interviews are the most widely used interviewing format for qualitative research and can occur either with an individual or in groups. These interviews are generally organised around a set of predetermined questions, with other questions emerging from the dialogue between interviewer and interviewee. Most commonly they are only conducted once for an individual or group and takes between 30 minutes to many hours. There may be follow up interviews or follow up correspondence for clarity if required.

There are many different types and styles of semi-structured interview. The particular type of interview followed for this research is based on the individual’s life history, to unpick and even unravel some of their personal biography and life story with a view to understanding their constraints and issues regarding time for studies.
There are many resources that supply information and sample question techniques. My major resource was the *SAGE Handbook of Qualitative Research* and the many academic journal articles which focused on particular details of semi-structured interviews (for example, DiCicco-Bloom & Crabtree 2006).

### 3.4.5.1 Semi-structured interview questions

I developed a range of questions for the “Time for studies” interview and participant observation based on basic information and more specific information on time for studies.

The basic data for the research participant covered biographical information (name, confirm South African citizenship, area living in, age range), family information (marital status, children, range of support at home), study status (institution, year of study, bursary or other funding), employment information (employer, place of employment, job title, permission to speak to colleagues, line manager’s name, colleagues names, subordinates names).

The specific time for studies related interview questions:

a) What were the factors that led you to study further at university level?
b) Why did you register for the *BLIS* degree?
c) Describe a day when you have to attend lectures on campus.
d) What are the issues that make or break study leave days?
e) Have you ever use a computer at work for study purposes?
f) Do you use your course’s online learning management system, and how (e.g. at work or at home)?
g) Does your employer have a policy for study leave?
h) Have you asked your colleagues for assistance with regard to study leave arrangements?
i) Has your line manager ever declined study leave for you, and can you explain why?
j) Do you intend to complete your *BLIS* degree, and how?
k) Additional or further comments or questions from the interviewee
l) Follow up and clarification - permission to so via email or telephonically.
m) Diary samples will include dates, times and participant notes on study and work activities for not more than a given week during term time.

n) Basic workplace observation (in person, with minimal intrusion) will take place over no more than 2 hours, with permission.

The basic data for academics was the same, but the content related questions for academics were slightly different. Information on courses taught, number of students, throughput and graduation, and the academic calendar was asked early on. Then specific issues pertaining to students and time for studies were discussed.

Academics were also asked to comment on policies for time for studies, from the workplace and the university. If there were any trends, highlights, tensions and paradoxes/conundrums with regard to timing of classes and courses, and students’ finding time for studies, then they could share their perceptions.

Academics were also asked if there were any specific student stories (difficulties, challenges, achievements, hopes) related to timing. And whether there was any time related “work arounds”, problem solving, trouble-shooting and innovations to respond to changing student and staff needs.

If there were any background teaching materials that could be shared by the academic such as printed material and/or their learning management system access then it was explained that it would be helpful, together with access to class lists and student contact information, and/or referral to particular students with interesting stories regarding finding time to study.

For both groups, students and academics, it was explained that they had the opportunity usually at the end of the interview for any additional or further comments or questions. And the option for follow up and clarification was sought - permission to contact them via email or telephonically was always given.
3.4.6 Documentary sources

- The FLTP Mapping document provides quantitative data regarding numbers of students.
- The *UWC Handbook* provides curriculum information for the *BLIS* degree.
- Notes of meetings attended – from the organizing group for the FLTP to meetings with HR managers of the workplaces involved – were consulted.
- The range of workplace, university and South African legal and policy documents were consulted.

3.5 Data analysis

The major data collected is in the form of transcribed semi-structured interviews of LIS 6 students and 4 academics in the department.

Data analysis proceeded according to the key concepts discussed in chapter 2.

The inter-relationships and themes around time for studies were the focal points of the data analysis. Additional themes will be highlighted as well where appropriate.

3.6 Validity and generalizability

To the best of my knowledge, the process for the collection of data was valid and reliable. The data can be generalized, but the point of individual case studies is to deepen understandings of the situation on the ground.

There are limitations and strengths to this model and method for qualitative research. A limitation is that the research focusses on the situation in South Africa – and this is also its strength as South African librarians provide a solid case for analysis of time for professional degree studies. These will be discussed in greater detail in chapter 6.
3.7 Ethics

The research was done in accordance with the University’s ethical standards. The university Ethics Committee approved the research proposal and ethics commitment in September 2013. All interviews are confidential and the participant is most welcome to have access to both the interview transcript and the final thesis. The original interview records and transcripts will be archived securely at the UWC Division for Lifelong Learning (DLL) and may be used further, with permission, for reporting purposes.

3.7.1 Selected code of ethics

The university Ethics Committee required a statement that the research is in line with the ethical rules of a national disciplinary association, as well as rules of an international disciplinary association, and the world standard ethical practice is in the particular discipline. But, in South Africa, there is no particular association or professional body that directly deals with the category “Researching Higher Education”.

For this reason, researchers in HE in South Africa then have to look to other research sources for guidance on ethics in the journals, relevant academic peer-reviewed books on research ethics, university Research Ethics Committees information posted online, scholarly articles and scholarly searches for professionals in the field who have an interest in research ethics.

Locally, the South African “Human Sciences Research Council” (HSRC) provides opportunities for researchers to have their work in researching higher education evaluated by their Ethics Committee. The HSRC Code of Research Ethics covers a set of values and principles, mentioning Respect and Protection, Transparency, Scientific and Academic Professionalism and Accountability.
The associations and groups internationally that researchers in HE look to for guidance on ethical matters related to research include:

- UK Higher Education Academy (HEA)
- American Association for Higher Education (AAHE)
- American Educational Research Association (AERA)
- British Educational Research Association (BERA)

The code of ethics that I subscribed to for the purposes of this research is from AERA.

### 3.7.2 About the AERA Code of Ethics for researchers

According to the AERA website, the Code of Ethics of the American Educational Research Association was approved by the AERA Council in February 2011. The main purpose of the code is “the welfare and protection of the individuals and groups with whom education researchers work. It also serves to educate education researchers, their students, and others who would benefit from understanding the ethical principles and standards that guide education researchers in their professional work”.

The American Educational Research Association (AERA) code of ethics for social science researchers includes the following:

- Principles for Professional Competence, Integrity, Scholarly Responsibility, Respect for Human Rights.
- Ethical standards, Competence, Use and Misuse of Expertise (Fabrication, Falsification, and Plagiarism), Avoiding Harm, Non-discrimination, Non-exploitation, Harassment, Conflicts of Interest, Adherence to Professional Standards, Disclosure, Avoidance of Personal Gain
- Maintaining Confidentiality, Limits of Confidentiality, Electronic Transmission and Storage of Confidential Information, Anonymity of Sources, Minimizing Intrusions on Privacy
- Scope of Informed Consent
- Research Planning, Implementation, and Dissemination, Offering Inducements for Research Participants, responsible Data Sharing, Authorship Credit.
The full text of this code, and other Codes and Ethics Statements mentioned earlier, are listed in the bibliography.

### 3.7.3 Additional ethics guidelines

Additional research ethics guidelines were obtained from the following sources:

- **WMA Declaration of Helsinki** - Ethical Principles for Medical Research Involving Human Subjects Sociology (Note: While this code is directed at researcher in the medical field, many important guidelines can be generalized for the purposes of social science research).
- **Statement of Ethical Practice** for the British Sociological Association
- **UWC Research Ethics Policy**

Therefore, the research in this thesis was conducted in line with the ethical rules of a national disciplinary association (as represented by the generic HSRC guidelines), as well as rules of an international disciplinary association, and the world standard ethical practice in the particular discipline I am working in (as represented by the AERA ethical code).

### 3.7.4 Conflicts of interest

There is always the possibility for conflict of interest as the research covered the full picture of employer and its employees that are also students of the university. This potential for tension was managed through maintaining a level of anonymity and confidentiality of students, and in as far as possible working through the UWC Department for Library and Information Science (LIS) which has good working relationships with students/graduates and their employers.
3.7.5 **Bursar and University access to research data and analysis**

The original bursar, SAQA, and the university might require information regarding the work done and this is purely for research purposes in appreciating how time for studies is understood for working students as part of the theory and practise of lifelong learning.

3.8 **Consent and confidentiality**

The declaration that each participant had to sign showed that they understood that the Time for Studies interview is sound recorded and will be used for research purposes only, and is part of the requirements for the researcher’s postgraduate degree.

They were given the chance to decline to comment at any point during the interview. Participants could also gain access to my interview transcript and associated research results at any time.

Participants also gave permission for the researcher to take a few photographs of me, in the workplace, and also at home (depending on timing and place of the data collection activities). These may be used in the thesis and disseminated in academic and related publications as deemed appropriate.

It was explained to participants that the research results would be made available through the university library (on award of the degree) and academic channels (e.g. seminars, journals and other relevant publications). They were also informed that the transcripts and photographs will be stored securely at the Division for Lifelong Learning at the University of the Western Cape.

Research participants were free to withdraw as a research participant at any time, without fear of consequences. They were assured that their confidentiality will be maintained even though my research data will be destroyed and not used in any part of the study analysis if they so wished.
3.8.1 Obtaining permission to conduct the interviews

Obtaining permission for data collection included providing research participants with an information sheet outlining the study as well as contact details for the researcher and supervisor.

The research participant was provided with an interview guide to inform themselves of the scope of the interview.

Participants had to sign off a form giving the researcher permission to interview them, and observe them, as well as take a few relevant photographs. These documents and forms can be found in the appendices below.

Semi-structured informational interviews were conducted with selected academic staff members of the UWC LIS department, and they were asked to sign off both an organizational participant permission form (by the Head of Department), and individual academics signed a participant permission form before being interviewed. (See the appendix below for the relevant forms.)

The LIS department is a selected site of the Flexible Provision Project and has been involved with the project since inception through the research organizing group as well as site specific information and project management meetings. This made obtaining permissions much easier.

The specific request to interview employees of the City of Cape Town libraries went through their Marketing and HR departments and was done as a request from the Division for Lifelong Learning by the researcher and supervisor. The relevant forms and information sheets for participating organizations were sent to them as well, and can be found in the appendices below.
3.9 Researcher’s oath and official ethical undertaking

The UWC Ethics Committee required the researcher to make an official undertaking as follows. The ethics approval would not be given without this particular form of commitment to standards and ethics by the researcher:

“I undertake to uphold the relevant ethical codes and guidelines with regard to my research design, interviewing and analysis, as well as the publication and dissemination of conclusions and results.

This undertaking notes the responsibilities of the researcher, professional issues for the researcher and ethical norms. These include avoiding harm to interviewees, building trust, accountability, fostering mutual respect and fairness, reduction of potential for doing harm. The researcher also has a responsibility for the protection of human subjects through confidentiality, non-disclosure of identity, permission to disclose identity, and identity protection through pseudonyms, and a certain amount of anonymity.

This undertaking considers that well-being of the individual participant, specifically in terms of their voluntary participation, avoidance of coercion, their informed consent, their understandings of levels of risk of harm, confidentiality, and their freedom to withdraw from participation without consequences & destruction of associated data. Similar principles will hold for organizational participants.

The researcher undertakes to write up a data analysis that promotes responsible quotation, responsible transcript editing, and ethically guided conclusions drawn from the results and data collected.

The researcher undertakes to ethically disseminate the results, most notably through peer reviewed academic channels. The researcher will provide an opportunity for participants to receive results and give feedback regarding the research/interview process, in writing during the data collection period, and additionally as part of the forum of a seminar at the university.
The researcher understands their role of guardianship of collected data, and undertakes to ensure the safety of the data for the duration of data storage, together with the Division for Lifelong Learning. Data will be stored securely, and either destroyed or archived appropriately using relevant university systems.

Since this research project is registered with the University of the Western Cape, I will remain faithful to the research ethics procedures as specified by the UWC research ethics policy”.

The researcher has upheld the oath in all aspects of her work to date on this research project, and will continue to function at and uphold the highest possible ethical standards in her future work.

3.10 Summary

This chapter covers the purpose of the research and the conceptualization of the qualitative research analysis in this thesis. It provides a qualitative research design literature review as well as a research ethics literature review.

The chapter continues with information on the case study and the data sources and collection methodology thereof, that is mainly through semi-structured interviews.

The process for the interviews and issues related to the interviewing process are discussed. One of the major concerns was the emotional nature of the interviews and how to handle the emotions that might be triggered by the interview.

The nature of the sample of research participants and related documentary sources that form the basis of the data analysis are clarified.

The validity and generalizability of the data and analysis are briefly mentioned.

A major section of this chapter discusses the selected code of ethics followed during the research construction period and implementation of the data gathering processes was highly guided and informed by the ethics approval process. The ethics concerns covered
include listing potential conflicts of interest and who will have access to the research data and analysis.

Consent and confidentiality are covered together with a description of how the permission to conduct the interviews was obtained.

Concluding thoughts for this chapter revolves around the researcher’s oath and commitment to ethical research methods. The researcher was keen to go through the ethics approval process and use that as a streamlining process to develop the methodology, and then take the opportunity to conduct interviews in the field accordingly. This practical and useful experience will remain with her as part of her own lifelong learning.
CHAPTER 4
Research findings and initial analysis

4.1 Introduction

Chapter 4 is about setting out the basic and initial analyses and then a preliminary analysis of the data.

The data consists of semi-structured interviews, plus other information gathered through background interviews, background meetings and background paper work that feeds into the interviews and the understandings built up around these.

This chapter focusses on the range of ten interviews conducted between September and November 2013. The chapter provides the details of the semi-structured interviews conducted in 2013 with 6 student research participants and 4 academic participants.

Most of the data was collected on the University of the Western Cape campus. With the rest being at the workplace and one interview was conducted at the research participant’s home.

All the interviews went well, and while some were longer or shorter, each of the interviewees gave me the information I needed to build up an adequate picture of their lives and use of time whilst studying towards their professional degree. It’s really thanks to all the research participants for being so obliging and giving of their time that I could collect the information needed to build up a certain understanding of their sometimes tense but mostly joyful circumstances related to their professional development.

Below are the narratives and interview summaries, plus an initial analysis. The end of the chapter gives a list of topics forming a preliminary analysis. Further analysis will be amplified in chapter 5. These levels of analysis help to build up the picture of the individual participants as well as their common issues, and includes a hint of what sort of system they find themselves in.
4.1.1 What to expect in this chapter

The data below provides information that will be used to show the mix of issues deemed as the individual’s Critical Temporalities. These are the timing of studies during their life course, and the literal time that they have for studies on any given day.

In the following chapter the discussion of the idea of optimal timing and whether there is an ordinary timing for professional development during a lifetime will be discussed together with ideas and theories from Lifelong Learning.

For the students, the initial analyses after each part of the data captured and described will cover the - timing of professional development, dimensions of time pointing out the enactments and construals of time, any contradictions, information about the study leave policy implementation for that individual, and noting any micro negotiations with colleagues and managers.

For the academics interviews, which were originally conceived of only as further information gathering, there was career information that sheds some additional light on their initial professional development, and the timing of their first professional degree.

The data from meetings consists of the basic overview of the number and type of meetings. This is followed by the information and analysis for the two crucial time related meetings, firstly with the HR team from a public service employer, and secondly with the Deputy Dean for Teaching and Learning in the UWC Arts faculty, to discuss the part-time and after hours classes which impact that BLIS subject specialty options.

The final information is observational and is termed the “desk to desk” activities or movements between desks that creates substantial stress for the students. It is at the point of having to move from desk to desk that feelings, learning, options and negotiations outcomes sometimes collide. Here we will see a little bit more into the meaning and policy and management of the circulation desk as a major aspect of library service. The classroom desk, or lecture theatre seat and desk also has a time and meaning, but the movement between the circulation desk and the lecture theatre seat are pivotal points during the days where and when learning occurs, as well as feelings of living an accelerated lifestyle as a result of mixing studies and work.
This technique of following a material item is based on complexity and socio-material techniques found in the work of Fenwick (2010a and 2010b), and also Fenwick, Edwards and Sawchuk (2011).

At the end of the chapter there is some consolidated information from the student interviews, with the list of major topics they covered. There is also information from those who were not interviewed, noting the employment and study issues they were addressing as well.

### 4.2 The nature of the data in this thesis

Note that there are many direct quotes from the student participants, and only descriptions and general quotes of the interviews with the academics. This is because the academic interviews were initially conceived as simply as information exchange. I was to go to them for further information on students to contact. Only afterwards did I see that their information about family life whilst studying and their own career paths, which was just introduction at the time, actually became fodder for research analytical thought.

Other data is from emails or meetings notes that fill the gaps and these are briefly explained.

The third set of data is observational and stems from the research observations during the interviews and some site visits to the workplaces.

#### 4.2.1 The nature of data in social science

The data in this thesis comes in the form of interviews, levels of analyses against selected theoretical frames, as well as nuts and bolts information about biographical or educational information.
4.3 First level analysis framework

First and second level analyses are my strategy to build up a set of meanings and understandings of what the Critical Temporalities are for working students. The first level analysis unpacks all the categories, and elements, that will be needed for further analysis. The strategy for this thesis is to identify the dimensions of time, contradictions, timing of studies, identifying the basic notions of lifelong learning in the data collected.

4.3.1 Identifying the dimensions of time present in the lives of the research participants

The dimension of time forming the analytical framework here are separation, scheduling, precision, pace, present time perspective, future time perspective, flexibility, linearity, scarcity, and urgency. These form the construals and enactments of the dimensions of time experienced by working students (Ballard & Seibold 2004a).

Dimensions of time consist of construals of time and enactments of time. A construal is the way that the research participant thinks about time that they have at their disposal at work. And an enactment of time means how they act out, or act on, these construals during the working day.

Listed here in summary are the seven Enactments of time – the way working students decide to experience or negotiate their daily tasks and duties. Flexibility is the enactment of time regarding the notion of “rigidity” are task completion plans. Linearity is associated with actual task execution. Pace is perceived by the worker as fast or slow, depending on their inputs and stimuli. Punctuality is about the precision of matching the completion of a task to a negotiated time. Delay is about the level of tardiness related to work processes or tasks. Scheduling concerns the extent to which how precisely plans, activities, and events are formalized against an external calendar or clock. And finally, Separation indexes the degree to which “extraneous factors are eliminated or engaged during task completion”.
In addition, listed here in summary are the four Construals of time that working students might have which affects how they perceive time and think about time in their daily working lives. The construal named Scarcity is about thinking of time as a “limited and exhaustible resource”. Urgency is the construal of time when the worker finds that there is a pressure and prioritisations of time needed for deadlines. Having a Present perspective is a construal of time where the worker is “addressing a range of emergent problems”. And having a Future perspective is when the worker is involved with future or long term planning.

The initial analysis proceeds by identifying the dimensions of each of the construals and enactments that are particular to each research participant. This provides a framework that is not psychological, but is based in educational and organizational ways of being. Chapter 2 goes deeper into the theory and history of these dimensions of time. Chapter 5 provides greater insights into the major dimensions of time experienced by the research participants and what this says about the nature Critical Temporalities they have.

4.3.2 Identifying the levels of contradictions in the lives of the research participants

Contradictions are historically accumulating structural tensions within and between activity systems. The four levels of contradictions are termed primary, secondary, tertiary and quaternary contradictions. Primary contradictions are fundamentally systemic, and secondary, tertiary, and quaternary contradictions underscore the processes of expansive learning cycles. Chapter 2 goes into greater detail, but here follows a reminder of what will be highlighted in the analysis below.

It is noted that the primary contradiction of all activities in capitalist socio-economic formations is that between the exchange value and the use value within each element of the activity system. Primary, fundamental and system wide contradiction, between the exchange value of the BLIS degree and the use value of the BLIS degree will be identified and analysed. Problems of (1) self-development, and (2) professional advancement amongst peers, and (3) remuneration and (4) promotion opportunities fall into the set of primary contradictions.
Secondary contradictions arise when the actor is different to what the activity expects under regular or historical conditions. In this case, I will translate the example of working BLIS students and their study problems where the conflicts emerge between their complexities and the traditional university environment not being able to respond to their educational needs – not in terms of curriculum content, but in terms of the surrounding enabling affordances and barriers to their obtaining access to the curriculum. This contradiction takes a huge toll on both the students and the academics involved, and is one of the major issues and lamentations found in the baseline and collected set of semi-structured interviews. To theorise this conundrum is a major part of this thesis. It starts out as an academic’s complaint about the structure of the calendar and her available tutoring times which do not coincide with the working students’ availability. This means that her day is stretched or that the After Hours academics have to carry the load. And it ends up with students either coping with massive accelerated lives during studies, or they cannot cope and either become disillusioned or drop out. The university finds it difficult to change as they see their main clients as the full-time students attending lectures during the day. The workplace is equally tied up in notions of giving working students the minimum amount of days for studies which would cover a conference or short course or workshop, but does not give working students of the BLIS degree a fighting chance. In fact those who succeed are the survivors of the system, who beat the system in some ways. While fairness in the workplace is a consideration, there are recommendations for all stakeholders (individuals, university and workplace) for overcoming this secondary contradiction in chapter 6.

A secondary contradiction can be identified when a student’s problems do not comply with the current educational provision. One of the issues is chronic insufficiency of time for these students to complete their classes and assignments and exams successfully. For individual narratives summarised here, in the initial analysis, I will focus on identifying secondary contradictions for the individual students and academics. So while there are four levels of contradictions discussed in this section – many times only the secondary level contradiction will be identified and related to acceleration experienced as a result of professional development studies and the resultant coping mechanisms will be noted in the initial analyses.

A level three contradiction is about internal resistance to change. There were no overt resistances found in the any of the data collected. What was a problem found in one
instance was the line manager’s resistance to facilitating the professional development of their staff. And the problem of lack of time for studies itself was a hidden third level contradiction.

I did not find any fourth level contradictions. This is because the university, professional body and the workplace are in some ways are already integrated, and so teaching of new professional skills proceeds according to the feedback from the workplace. There are regular meetings, consultations, conferences and enough publications to be satisfied that fourth level contradictions would not easily appear in the South African system of libraries and librarianship.

What can be commented on at the fourth level of contradictions is the disjuncture between rhetoric and action in the system. So the system is adopting a holistic and integrated approach, but the people development policy is at times lagging behind. This high level contradiction will be discussed further in chapter 5.

4.3.3. Identifying personal communicative agency

Who, what, when, and how discussions with colleagues, family or study buddies took place is what I will be looking for.

4.3.4 Timing of the professional degree studies

This takes the form of a statement of when in the life of the student stated they are studying and why.

4.3.5 Paragraph identifying the initial analysis sections

At the beginning of each interview’s analysis section, the following text will appear as a reminder to the reader of what is to come: The initial analysis states the nature of the enactments and construals of the dimensions of time experienced in the workplace, the
nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why. This is easier to keep the flow of the text than to break it up with an artificial numbering system. The idea is for the student narratives to begin to take shape, and to get a feel for their stories, and then to shape their interviews around 4 key areas in time management, contradictions, relationships and timing of studies.

4.4 A day in the life of librarians while they were working students

The librarians that were interviewed all studied at the UWC, taking the Bachelor of Library and Information Science degree. Four are current students and 2 had graduated and reflected on their study time experiences. There were 2 male and 4 female respondents, and all are from a disadvantaged background, and all grew up in the Western Cape.

There are two additional student experiences that I wish to touch on, the case of the student who had to drop out due to family responsibilities. And the other case of a student who preferred to be in a state of silence than to speak about her experiences as a student – even though she is both an employee and a student in good standing.
IMAGE 1: The public library – as viewed from the circulation desk of one of the workplaces I visited in 2012. While it is smaller in layout, and geared towards a Primary School setting, and situated just outside of Cape Town’s city limits, it is typical of the public libraries where the research participants work. There are spaces for learning in groups or completing homework at the library in the afternoons after school. There are a range of resources from reference works to novels and non-fiction to periodicals and magazines. There is also computer access for online searching and information retrieval from the world wide web.

As discussed in detail in Chapter 1, the profession of librarianship comes under substantial pressure to respond to developments in the educational, marketing, and information technology spheres. The work of the librarian is diverse and especially so for the public librarian who must cope with shelving, circulation desk duty, workshops and story-telling activities, and collections management plus administration, sometimes all on the same day.

Most of the public libraries were designed for use by Primary and High School pupils. The libraries were located on the Cape Flats and just outside of Cape Town. One participant worked at the university academic library. These are all libraries aimed at encouraging learning and providing services to learners is a priority. Additional adult and retired users were also catered for.
While the location and workplace and daily activities of each participant is important to note, it is really their use of time that was crucial for the research. Below you will find the details of each research participant’s narrative, with an initial analysis.

4.4.1 Academic interviews summaries and initial analysis

It is important again to note that the student issues were initially at the top of the list of questions. Academics were interviewed in order to officially mine their knowledge of student narratives and provide contacts. But their own academic career path and study insights were useful in understanding lifelong learning issues and were thus incorporated into the research findings below.

4.5 Research findings

Below are the summaries of the interviews conducted with the student and academic research participants. The focus for all the interviews was on the student experience. The academics also reflected on their own experience as students moving through the academic hierarchy. The research participants are numbered 001 to 010 and they are in this order: First the 6 students and then the 4 academics which made it easier to analyse.

There are additional students’ information in the form of two emails and a brief overview based on discussions. There are also meetings notes that can enrich the data collected, and at these meetings I was always introduced as the researcher on the team and accepted by the meeting as such a reporter and note-taker.

4.5.1 Participant 001

Participant 001 is a male in his mid 30s. He has a life partner and recently they have had their first child. He is a Coloured South African, born and brought up in Cape Town. He works at an academic library. His family life and work and studies need careful balancing in his life, especially with the new baby on the way and he wants to be a dutiful father as well.
Participant 001 is registered for the BLIS degree, and is a current student. He is one of the students I contacted through guest attendance at the After Hours class in 2012. He was interviewed in September 2013, on campus, for about 20 minutes.

Regarding his career path, Participant 001 says: “I actually worked in the university cafeteria for quite a while. And I used to approach the guys working on campus to see if there is not a job where they are working. Not actually wanting a position but – so one day one of the staff members came to me saying there is a position, but basically it's a contract for a year, where you work in the evenings. So with the prospect of getting employed on a permanent basis, I started off in the evening with the night librarian, which eventually became permanent”. This means that he started out as casual worker in the academic library in 2010 and after 6 months he was made permanent at circulation desk level. Professional studies are required for promotion purposes, and the university rebate for staff tuition has eased the economic burden of professional development studies.

His line manager always encourages him to study, and colleagues are supportive – noting that many of them are near retirement age. Regarding his decision to study further, Participant 001 says: “I actually wanted to study, and when I became permanent, obviously with being permanent you don't really pay for your studies. It's only the registration, so that was a major stumbling block out of the way and my senior manager actually encouraged us, to study which actually helped the process”.

The university policy for working students says that he can attend one course, and there is a policy for tuition fees and rebates for studies. The internal arrangement in the workplace is first about making up the hours rather than taking days off from the leave allocation.

About his working and studying situation, Participant 001 says: “I was actually fortunate. Apparently the university as my employer allows me to attend only one class, that is to say, four modules across the year. But they allowed me to do two classes last year. This is because I start at 2PM on a Thursday. I work in the hours that I am in class, from about 8AM in the morning till 2PM on that day. The other hours I make up when I work in the evening, where I can find an extra hour or so to make up time”.
An additional comment is that Participant 001 has access to a computer and feels that an online aspect for some courses can be useful.

### 4.5.1.1 Initial analysis for Participant 001

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

Regarding the enactments of time in the workplace, the participant’s job schedule is made less rigid by colleagues who are willing to fill in for him when he is attending classes. This is because there is a linear schedule of being at the circulation desk providing a service during library hours which are rigid. But the understanding the line manager and colleagues means that they can negotiate around who is staffing the circulation desk and when. For this individual the pace of both work and studies seems manageable and they are coping as they have support. For this participant there were issues of flexibility, linearity and pace, but they were easily resolved.

Regarding the construals of time, this participant clearly showed an appreciation of time as a limited and limiting resource. He had a present time orientation due to the nature of juggling work, university and family life. But he had a definite future orientation knowing that whatever studies he is investing in now will pay in the future.

There is a primary contradiction in studying further, with hope of promotion. The primary contradiction of being placed at the circulation desk in the job, but learning higher functions through the professional degree is also evident. But there is no real danger in experiencing this contradiction, as it serves to push along the unwritten and undocumented expansive learning cycle as the management and staff of the library turns over.

But Participant 001 says that he can do some assignments at work, and he explains: “I’m not actually supposed to do my work [studies] during my working hours. But my colleagues are very understanding. My boss I – what he told me was I should be very
considerate towards my colleagues, because when I'm in class they're doing the job for me. They're basically expecting me to – like I said, be considerate towards them. But they know I'm eager to give 120% every day. So if I'm there, I do my bit and more. I don't think they have a problem with me if I do a little bit of research here and there”.

Participant 001 is confident that he has the support of his colleagues and line managers and if he needs time he has enough practise at developing personal communicative agency to work things out with his employer and colleagues to get both his studies and daily job tasks done.

The secondary contradictions for this participant is also not bringing him into a danger zone of not being able to cope with both studies and working at the same time, because he has support at home and the office. It seems that the secondary contradiction here is experienced as a garden variety mismatch between offerings of the university, time off from the university as an employer, and the responsibilities of family life.

This participant is enabled by all of his colleagues and family so is able to negotiate a way through the contradictions. His personal communicative agency is clear and the generosity shown to him is returned by him through determination to succeed and take care in both his private and professional life.

The timing of the degree studies comes in his 30s after he obtained his current position. It is a way of formalising his knowledge and preparing for his future career development. Regarding his studies, Participant 001 says: “To have a professional degree is nice. It’s something that you can fall back on. In case of retrenchments and the unforeseen, then you know you have a degree”. This means that for Participant 001, obtaining a professional degree means both learning a profession and receiving recognition, but also a degree means that he is employable throughout his lifetime which is of concern to him.

**4.5.2 Participant 002**

Participant 002 is also a male in his mid 30s, and he has a wife and two young children. He is Black African, and grew up in South Africa. He is employed by the public library service of the City of Cape Town public library, in the same area where he resides. He
works at the circulation desk. At the time of interviewing, Participant 002 was registered for the BLIS degree, but classified himself a deferred student. The interview took place on campus, in September 2013 and lasted for about 20 minutes.

Participant 002 feels that he has to consider his young children before continuing with studies. His family responsibility is taken seriously as he has a young family. He even proudly mentions how he helps with cooking over the weekends. He noted the effects of lack of sleep as a factor in daily life whilst studying. He attended the After Hours classes last year from 18h00 to 20h00.

Participant 002 was able to make leave arrangements for studies, in order to attend classes in the mornings and write exams. His motivation to succeed includes career development.

He received bursary assistance from the City of Cape Town. About the allocation of leave, Participant 002 says: “We used to take our leave sometimes, but you go to work, go to university, and then come to work, as long as they make their arrangement.” This means that through discussions with his colleagues and line manager, Participant 002 was able to arrange ways to find times for attending class on campus without always having to tap into his annual or other leave.

Participant 002 obtain financial assistance from his employer. Regarding the bursary he says: “I was on a bursary for last year, and I have to reapply. Since this year I did not go for studies. I have to reapply again for next year.”

Participant 002 described a day when he was attending class. He was at the circulation desk from the morning until about 14h00, which was a time when the school pupils arrive, and he considered them to be the major library users. In the morning, between 10h30 and 12h00 he was caught up with administrative work. In the evenings from 17h00 to 20h00 he was on campus attending the After Hours classes.

Participant 002 says he has access to a computer and the internet at work which forms part of the public library system.
4.5.2.1 Initial analysis of Participant 002

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student they are studying and why.

Regarding the enactments of time in the workplace, the participant’s job schedule is made less rigid by colleagues who are willing to give him time off to attend classes. This is because there is a linear schedule of being at the library providing a service during library hours which are rigid. But the understanding of the line manager and colleagues means that they can negotiate around who is staffing the library and when. For this individual the pace of both work and studies seems manageable and they are coping as they have support. For this participant there were issues of flexibility, linearity and pace, but they were easily resolved.

Regarding the construals of time, this participant clearly showed an appreciation of time as a limited and limiting resource. He also had a present time orientation due to the nature of juggling work, university and family life. And he also had a definite future orientation knowing that whatever studies he is investing in now will pay in the future.

There is a primary contradiction in studying further, with hope of promotion. Participant 002 says that “the reason why I'm doing this is also work related, and I also want to develop myself, it's not nice to stay in the same position, for instance, I started work as a library aid in 2000. And then I got a promotion as an assistant, by 2008. So now I want to grow into becoming a professional librarian! So that is why I want to push myself, to finish up my studies.” The primary contradiction of being placed in an administrative job, but learning higher functions through the professional degree is also evident. But there is no real danger in experiencing this contradiction, as it serves to push along the unwritten and undocumented expansive learning cycle as the management and staff of the library turns over.

The secondary contradictions for this participant is also not bringing him into a danger zone because he has support at home and the office. The secondary contradiction is
experienced as a garden variety mismatch between offerings of the university, time off from the university as an employer and the call of family life.

This participant is enabled by all of his colleagues and family so is able to negotiate a way through the contradictions. His personal communicative agency is clear and the generosity show to him is returned by him though determination to succeed and take care in both his private and professional life.

The timing of the degree studies comes in his 30s after he obtained his current position. It is a way of formalising his knowledge and preparing for his future career development.

4.5.3 Participant 003

Participants 003 and 004 requested a joint interview in October 2013. They were good friends attending the same classes for their BLIS degree. They both worked at public libraries on the Cape Flats, and at the time of interviewing were completing their BLIS degree part-time, focusing on their third year level studies. The age range for both is late 30s, and both fall into the Coloured female category. The interviewees preferred to speak in Afrikaans, and the translation was done by the researcher.

Participant 003 is married, but has no children. She was born in Cape Town, and has worked at the public library for 15 years. She is studying to obtain a professional degree, but enjoys learning about other areas of study whilst at university. She has a bursary from the City of Cape Town.

For Participant 003, the course modules are tough and there’s a lot of study related pressure. When describing a typical day where study and work collide, she explained that Mondays are filled up with tuition and the feeling is that she has to be everywhere on that day.

I asked Participant 003 to give me an outline of her day, to which she replied that she gets ready in the mornings from 05h00, also putting in lunch for her husband. Then from 07h00 she leaves her home to open up the library which is just opposite where she lives. At 08h30 she takes public transport to campus which is a few kilometres away, because
she would like to be calm and prepared for class. By 10h40 the class ends and she returns to work via taxi. She clocks in and immediately feels like she is limited by time in some ways. She feels pressured for time, even though she enjoys service to her clients and colleagues. By 17h30, her time at work ends. Sometimes she might attend meetings, for example, Church gatherings, after work. Participant 003 works on Saturdays every second weekend from 10h00 to 13h00.

Participant 003 prides herself on always being able to hand in her assignments on time, and tries to lead a somewhat balanced life even when she feels constantly tired. But Participant 003 mentions that her time over weekends was also crunched: “Weekends, gosh, weekend I am very – weekends – the things that I could not do during the week I have to do on weekends! Because that is my only time! And on Saturdays I work! Every second Saturday I work, from 10AM till 1PM. Then you must go back and do work at home. And then, your time goes, so – and then – your house work must be done. From the Monday it starts, there’s work from the university that must also be done. You can't say that you’re not a full time student, and say that that's your reason. You work and that's the reason you – it is a lot – it's something – from the start when I began studying if there's something to be handed in then I hand it in on time. That's something that's a permanent feature for me. You're there on the same conditions as the full-time students, you must do the same, that's what my – you must just do what has to be done.” While some of the hesitation found in this quote can be attributed to an Afrikaans speaking second language English, there is also a sense of the frantic in this explanation of her use of time. The hysterical can also be found here, but I prefer to say it is indicative of the overwhelming time pressure that the working student has to deal with. Participant 003 has high standards and wants to be on par with the full time students, not receiving any special concessions or dispensations because she is a working student. While this is admirable, it also increases her experiences of pressure, often in a complete acceleration of her time experienced. But she is competitive and says “you must do what has to be done” and that’s how she wants to prove herself which is also noteworthy.

This positive attitude towards managing studies feeds into this working student’s pragmatic motivation to succeed. Participant 003 says she has a passion for books and wanted learn more about librarianship. When she received bursary assistance she took the opportunity to go to university to broaden her horizons. About her perspective, Participant 003 says: “Many times then it goes difficult at university. Resulting from your
working and you must go to classes. But in the end – the point is that you must finish, that you graduate, because you have the qualification, then you will look back to the situation through which you had to go, and such things…” Participant 002 has the wherewithal to see her way clear and move forward towards graduation, if all goes well, at the end of 2014.

Participant 003 has support from her line manager (who obtained her own BBibl degree in 2012). She believes that her studies have a direct application to her work. She also put in a motivational letter for extra time off for submitting assignments which was facilitated by her line manager.

4.5.3.1 Initial analysis for Participant 003

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

Regarding the enactments of time in the workplace, Participant 003 is extremely inflexible for both her workplace and university commitments. But, it seems that she has good time management skills. Her home and religious life might suffer as a result, but she manages these with a professional courteous and efficient manner as well. The participant admits that she feels the pressure and at times her psychological health and well-being might suffer as a result of juggling all these responsibilities. But she is able to see the end to her accelerated time whilst studying and has support at home and in working life. Participant 003 is also extremely punctual for both work and university tasks and assignments. She experiences immense stress if there is any delay in her life, due to her own or other’s action or inaction.

Participant 003 is very aware of clock time when she says: “I won't say this is a problem, but we must clock in. It's a clocking in and you are then you are at service. This action means that you are at work. And that limits and determines your time. If the class is over then you must go, you must hurry up, there's no other word for it, you missed time there – you must get to work, your time, you're pressed for time. And the clock-in time says what
time you arrived at work. There's no time for sitting around, there's no time to take your lunch break, there is, you must go work, because for an hour you were away from the workplace - your colleagues are there, they have their working hours, you must now be considerate towards them, you come back and you go straight to work. You immediately fall into the work. There is not time to sit back and enjoy tea and lunch, this is now working time.” Participant 003 describes herself as rushing back from class and “falling” back into her work. This is not a complaint but a style of coping with accelerated working time. She also expresses the guilt she feels over having attended class and in some ways abandoning her colleagues, and then she has to make up for the loss of time at work while she was at class.

Regarding her construal of time, it is always scarce and everything is in some ways urgent. She has a present time focus and addresses all of her problems in a systematic and efficient way. She has a future focus where she is relatively confident that future career, family and study goals will be met.

A secondary contradiction can be identified since one of the issues is chronic insufficiency of time for these students to complete their classes and assignments and exams successfully. The student then creates a solution which consists of dealing with the feelings of acceleration and guilt themselves by working faster or harder. Participant 003, she decided to become super-efficient. While this is a practical solution, it does take its toll on her personal and professional life. She asks for assistance and receives it willingly in order to achieve and succeed in her studies. In return she works more efficiently to improve her life and give back to her colleagues and community. Her motivation to succeed is also clear when she says: “At the end of the day, it is worth the effort. And if I fill in a form again, then my highest qualification is not grade 12, but it is the BLIS degree!” With all her issues, barriers, problems, concerns, inability to deliver as timeously as she wants, stealth and chutzpah are on her side and she will eventually pull through in some form or another. I’m not sure of whether or when she will finish her professional degree studies, and will follow up with her again in due course.

Regarding the timing of studies, it is taking place during her mid 30s when she has been in her librarianship position for more than 15 years. She sees the value of studies and has financial and other support.
4.5.4 Participant 004

Participant 004 is a Coloured female, in her 30s, and is married with two small children. She has been working in the public library service for 14 years. She started out as a library assistant, and started studying in 2009. She matriculated in 1998.

Participant 004 reiterated the fact that she enjoys learning a wider range of academic knowledge at university, and particularly mentioned the referencing work that she has been taught, which is a new skill that she applies in her job.

About the allocation of leave, Participant 004 says: “We get 10 days, following the calendar of the financial year, so firstly, from the sixth month of 2013 to the next year, you can use that ten days up to the month of June. But, by January there's nothing left over. And then the ten days story comes in. It was then that I decided that I'm not going to go to classes every day.”

Her major concern and issues revolves around the policy of only having 10 days of study leave, from June to June each year. This means that she had to cut classes, by not attending any of her BA subjects classes and instead relies on friends and study buddies to assist her with these subjects. So she uses her available study leave time to attend the BLIS modules on a Wednesday, and she attends the Library Science practical sessions.

When asked to give a description of a typical day when she has to attend class and be at work, she said that her day is structured as follows. By 08h30 she leaves home, and attends class on campus until 13h00. By 14h00 she starts work. By 19h00 she has had supper and washed and seen to her family.

Participant 004 explained that her colleagues cover for her when she is at class in the mornings. She says that it is a mind switch to move from study to work mode in one day. She feels guilty for having been away from the library in the mornings, and then goes straight into work mode on arriving back at the office. She also feels guilty about not giving her 2 year old son enough of her time, even though her husband is supportive.
On some days Participant 004 has little to no sleep and when it gets to 16h30 she says she sometimes “feels like a zombie”, and often drinks energy drinks to get by. She is the only one studying further at her library. They are not open on a Saturday, and so it is not as easy to work in the time she might use for studies.

4.5.4.1 Initial analysis for Participant 004

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

Regarding the enactments of time in the workplace, Participant 004 finds the separation between work and studies difficult. Her construal of time is as a limiting and limited resource. Even though she has an idea of a future where studies are complete and the hope of a different professional life awaits her, Participant 004 seems to be wholly present oriented as she experiences a rough and tumble day where everything crunches into one big sense of urgency and all tasks and deadlines seem to be happening at the same time in her experience of acceleration in life whilst studying.

There is a secondary contradiction revolving around the chronic insufficiency of time for these students to complete their classes and assignments and exams successfully. This student clearly was not coping and is currently entering discussions with her workplace, study buddies, family and the UWC LIS department to alleviate her constant high levels of stress due to clashes in her work, family life and studies. This is because she believes in her studies and dropping out is not an option for her right now.

Evidence of personal communicative agency is clear, but the question is whether or not it is benefitting her or causing her even more problems. She says that in 2012 her study buddy helped her tremendously with the Library Science content and class notes. In 2013 she had another colleague from a library nearby who helps her with class notes. The full time students who she befriends also help her out with additional class notes and shared understandings. There is also information exchange at student support group meetings and social activities. It seems that the work needed to befriend a range of colleagues and
study buddies is a load in and of itself and demonstrates a system of personal communicative agency amongst working students. While it might not seem efficient and sometimes not even ethical, it seems to be the best way in which this participant is managing the time that she has for attending classes.

But this evidence of personal communicative agency also has some powerful and strong emotions attached to it. This is how Participant 004 described her negotiations with her colleagues and lecturers on a day when she had to manage both work and studies: “So I must attend because it is practicals, and so on. Then I go at 08h30, leave my house. If my husband is at home or not, but usually he takes me to campus, then I’m there till 2PM, actually till 3PM, but I don’t stay till 3PM, because if I still till 3PM and then still must return to work, then I just go for 2 hours, and then it’s not really – that’s why I always ask the lecturer if I can’t just stay till 1PM. Then I come to work and I steal the work time. Then I do my homework there. I am not allowed to actually, but my current senior manager – one day I was sitting and busy with my assignment, the library was quiet, so he comes to me and asks me what I’m doing. And I told him that I’m busy with my assignment, then he said that I’m not allowed. So I said to him that the library is quiet now, there are no children there, if someone comes in then I will give them attention. But he told me that I’m stealing the employer’s time. Afterwards he said he was only joking, but for me it wasn’t so, you know, you’re not allowed… steal their time, then I do it. There’s a colleague that always covers for me. Then she’ll say to me, “Okay, go sit there at the back, then do an hour or so, I will in the meantime sit here and cover for you”. And if she can’t on a day, and then I say to her can I shelve books. So the one hand washes the other.” It’s clearly a complex matter to ask for time for studies in the workplace even when your colleagues are good natured and supportive. It’s an awkward matter when there is no clear policy. The feelings of stealth and guilt coat this participant’s experience of professional development.

Participant 004 is studying during her mid 30s after being in the world of librarianship for more than a decade. In spite of her difficulties and issues, she is performing at a high level at work, is well liked by colleagues who understand her distressing situations, and she implements much of what she is learning in her professional development studies. Her challenge is to find pathways through where she can manage her competing realities, health and personal welfare whilst studying as she is clearly stretched at the time of interviewing.
4.5.5 Participant 005

Participant 005 is super organised and was keen to be interviewed during October 2013 when I spent the better part of 2 hours getting to know more about her and her job and how she conducted her studies.

Participant 005 is in her early 50s, Coloured female, born and raised in Cape Town, and works at a public library in Cape Town’s northern suburbs as a Senior Library Assistant. While she is hard of hearing and has a hearing aid, she does not consider herself disadvantaged. She decided to study in order to professionalise and improve her service delivery capability. She also wanted to keep up with new development in the LIS field as she had been working for some 30 years before obtaining her BBibl degree in 2012, after 6 years of studying part-time.

Participant 005 explains that she is not married, but during her studies she had a partner with his two children, and she owns a dog. She takes an interest in her mother and two brothers as well.

I asked Participant 005 to give me an idea of what happened on a particular day when she had to go to class and be at work. She explained that she has a very early start, at 02h00 in the morning, when she completes assignments and does revision. Then at about 05h00 she walks the dog. Then at 07h20 she starts work, staying there till 08h00, and she sees to her list of priorities. On Wednesdays the post goes out, so she types up letters and documents specifically to go out on that day. By 08h00 she leaves her office to attend class. On returning to work in the afternoon, she used to stay at the office to work in time, till 18h30 or 19h00. This is when she finished her work tasks for the day and recorded the hours. But she says that she took a lot of her annual leave as well. In 2010 she had to attend during the day as there were no evening classes for some of her subjects.

Participant 005 explained that there was no specific relief or cover obtained from colleagues for her at work. She says that when she comes back to the office, it was difficult to switch modes between studies and work. But at the same time she explains
that she has a “wonderful support structure at work” referring to the enabling environment where she was afforded the opportunity to study further.

Participant 005 explained that at the same time that she was studying, she was seconded to a special library project. But she explains that she “kept it together” and received a merit award for this additional work, and values this project management experience. She prides herself on being systematic, and forward looking in her use of time for studies. But she also acknowledges that “it was hectic sometimes” and “it was a challenge”.

Regarding the allocation of leave, Participant 005 says: “I had to work out a program for myself, stating the hours taken, the hours away – from work and at class… so that was recorded. So at the end of my studies, the period when I finished with my studies, then I could say, look here, this is what I have taken, spent away from my work – this is what I've worked for. So we had an agreement between me and my manager, to work in that extra time, just accumulate the times and then see how best to work in the time again. Extra time was hectic. Because exam leave was normally 50/50. They call it 50/50. So if I'm not writing tomorrow, so the previous day will be counted as study leave. I worked on that basis. Because I'm someone that always wants to be prepared, I prepare myself well in advance, so then each subject then will be breakdown with that time.”

This shows that Participant 005 had a system of accumulating work time, and then using the time gained for studies. The nature of her job and the hours that she could work made this arrangement possible. It also shows the complexity, required transparency and worker accountability around the counting hours and allocating time for studies for working students.

Participant 005 says she liked to download the class notes and online resources.

**4.5.5.1 Initial analysis for Participant 005**

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.
Regarding the enactments of time in the workplace, Participant 005 finds a certain flexible timing in her workplace in order to deliver on her university commitments. She understands the nature of her job and her studies very well, and so obtains flexible work hours to be able to participate in her inflexible study hours on campus. She knows her job’s times and seasons which she fits in with her studies whilst studying. Her home and religious life might suffer as a result, but she manages these with a professional courteous and efficient manner as well. The participant feels free and confident to work and study at the same time. Participant 005 is also extremely punctual for both work and university tasks and assignments.

Regarding her construal of time, there is no limitation, even though she feels acceleration when project work is added on top of her work and studies balance. She has a present time focus and addresses all of her problems in a systematic and efficient way. She has a future focus where she is relatively confident that her future career, family and study goals will be met.

I felt keenly that there is a clear example here of a primary, fundamental and system wide contradiction, between the exchange value of the BLIS degree and the use value of the BLIS degree. Problem of (1) self-development, and (2) professional advancement amongst peers, and (3) remuneration and (4) promotion opportunities. The student is now a graduate, she has had project experience and she is a loyal and dedicated worker. But all the posts in her area have been frozen and there is no promise of career advancement unless she moves elsewhere.

The secondary contradiction identified here is about the chronic insufficiency of time for these students to complete their classes and assignments and exams successfully. Participant 005 says: “I still had to cook, and I still had to do the washing and I still had to do whatever I had to do. And I would sometimes go down to my mother and do some things there also. I had to run some personal errands, and do the working hours. And remember there was still church work also. I had to attend class, it's choir, it's this activity, it's that activity, and all that also formed part of my activities in life.” The working student has to juggle many activities. Working students then create a solution by working overtime, sacrificing family time and keeping up the unhealthy pace whilst studying. After which it seems that life returns to a more normal and healthy pace and
walking the dog is pushed back by half an hour each day to 05h30. This could also indicate a meta-skill that is learned by working students to deal with the overwhelm, and to prioritise tasks and commitments under tremendous time pressure.

Participant 005 studied in her early 50s out of sheer interest in her subject and desire to provide an increased level of service at work. She is considering a masters degree in the near future. Regarding her motivation to study, she says: “sometimes the younger generation comes in and theoretically have their degrees and diplomas. I've been around for a couple of years… [laughs]. I've been here now for almost 31 years. And that's why I thought to myself, at this point, okay, things are rapidly changing, especially in the work, how information is processed, how it is accessed. And if I don't do something now then I'm going to stay back. That was my main aim, the main point, why I took the degree. Not to apply for higher positions or anything like that, it was just basically to equip me for the job. I mean that there's still a lot like that that I must learn about the internet and how information is processed and that type of thing. Because technology changes all the time. … I must constantly upgrade myself, skill myself for that matter.” For Participant 005, studying further meant job security and lifelong learning all rolled into one development effort. The concern to “upgrade oneself” is related to being ready and skilled in the job and provide a better service. It is not just a technical matter, but a matter of well-being, remaining competitive and employable.

4.5.6 Participant 006

Participant 006 asked to be interviewed on a Saturday afternoon in November 2013 at her home in Cape Town. She is a female in her mid 30s, a Coloured South African from Cape Town.

In 1995 she graduated with a Lower Diploma. In 2010, she had a high risk pregnancy, but eventually she graduated in 2013 with a BBibl degree. She is second in charge at the local public library.

In her early years as a librarian, she did not have funding to study further. Her husband passed away which made life even more difficult. But she found money and time to study towards a BInf degree from a distance learning university, but she says that she “did not
like the lack of infrastructure”. This she explained meant that she did not like the life of a distance learner, and that the university’s provision for the Bachelor of Information Science was not adequate for her needs at that time. But in 2009, COCTLIS management persuaded her to register for the BBibl degree at UWC. In 2008 and 2009 her bursary application was turned down due to some workplace administrative errors, and she had to pay her own fees. From 2010 her bursary allocation was guaranteed to 2012.

She had previous work experience at a different library based under another municipality. At the time of interviewing, she noted that there were differentials in pay in her current job and had to motivate for recognition as 2nd-in-charge which was at deputy level.

Her memories of the 1990s – when she proudly mentioned the government’s looking into librarians’ salaries and seeing racial and other discrimination in the system, which saw them creating standard pay bands/lines which saw a triple increase in her basic salary. She was earning close to minimum wage then, approximately R2000 at the time.

At the beginning of her working life she was unemployed, and then stayed for 16 years in library services. Collections development is her passion.

Staff and collegiate support was always there, they “carried the load for her” whilst supporting her during studies, and she in turn made up the working time during holidays.

On reflection, the description of a day when she was attending class on campus in 2012 was as follows. At 08h30 the class starts. Participant 006 always made sure that her time sheets for work were in order, and that her class attendance with the lecturer’s signature on the time sheets were submitted to her HR department.

There was no lunch time – just a tea break. Then she did counter duty for 2 hours at the circulation desk, followed by shelving duty.

Her duties included story-telling and library orientation talks. When she could not fulfil these duties whilst studying she made up time during the holidays and took on additional duties then to even out the workload with her colleagues.
Her working hours are: Mondays to Thursdays, from 09h00 to 18h00, and on Fridays from 08h00 to 17h00, and then there are Saturdays (twice per month), from 08h30 to 12h30.

Regarding the allocation of leave, Participant 006 says: “So previously what would happen was, you would, in 4 subjects a year, spend 99% of your day at the university of the Western Cape, and then at the end of the year, or come June holidays, you still take your leave. They brought in a new rule, that was in 2011, the employer gives you ten days when your ten days are finished, you then use your annual leave. It was 2010, yes, it was 2010 when it came into being. A lot of people were shocked by it. When you had more than one subject because it meant that you had to use your own annual leave. So the ten days just basically covers you for the first semester and then from July onwards you have to use your own leave. Which resulted in people like myself not taking leave at all because you had to keep your days.”

Participant 006 noted the old rule where working students taking degree studies could take 3-4 subjects per year and spend 90% of their day at class. Her understanding of the new rule since 2011 is that there is only 10 days of study leave available to working students. This meant to her that study leave can cover the first semester, but from July the working students used their annual leave. Participant 006 explained that she used all her study leave plus her all of her annual leave in order to complete her studies in a given year.

**4.5.6.1 Initial analysis for Participant 006**

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

Regarding the enactments of workplace time for Participant 006, there was an understanding of all tasks and how they feed into each other. The most notable aspect of her experience of time at the workplace whilst studying was that her year never ended. She had minimum breaks at work, and her year end was taken up with work as she had
used all her leave during the year for studies. This is not so much a problem of acceleration, but a problem of **extension** of time.

The secondary contradiction is about the chronic insufficiency of time for these students to complete their classes and assignments and exams successfully. The student then creates a solution where she becomes super-efficient and then winds down after studies to a more normal life having her qualification now under her belt. She is considering moving on to better prospects in other parts of the public service or even elsewhere.

Her personal communicative agency in all spheres of her life is excellent and is one of the reasons why she succeeded in her studies. But again, feelings of guilt at not being able to do everything for both work and studies became apparent in this participant’s case. Participant 006 says: “In 2010, I fell pregnant with him [acknowledging the 2 year old that also was mixed in to the interview] which meant I then had to go to class, go to see the gynaecologist once a month because I was a high risk patient, so I just – so I had to study, make sure I was at work and get to the gynaecologist once a month. My day would start, I would come basically from class, you were not allowed to take lunch, but you could take a tea break. So I'd come in, and it was my due time to be at the counter, I would come in, take a ten minute break and go straight to the counter [circulation desk]. When my two hours were over I would then see to my shelves, and then I would go pack my shelves. If someone else was unable to do it in the morning.” Even the way the participant had to explain her situation at the time was disjointed. This was illustrative of how the working and studying days were hectic, disjointed, jumbled, and a little bit frantic. The negative and strong emotions associated with that day was also thrown in, of guilt especially felt towards colleagues who had supported her, or who she was not able to support in return.

Participant 006 graduated with her professional degree in her mid 30s, and took it for professional development purposes.
4.5.7 Overview of topics discussed in the student research participant interviews

The following keywords were used as tags when analysing the content and topics of the student participant interviews. Using these tags, the quotes were sorted into groups and summarised as per the data descriptions above.

Concept tag and keywords are as follows:

1. Allocation of leave
2. Benefits
3. Career path
4. Computers and internet access at work
5. Degree
6. Description of a day
7. Family responsibility
8. Motivation to succeed in professional development studies
9. Nature of the work
10. Support at work from line managers and colleagues.

These keywords seemed to reflect the main ideas in the quote. Quotes were taken from the transcripts. The interviews followed the same pattern so it was easy enough to discern the topic that was being discussed at the time.

4.5.8 Participant 007

Participant 007 is a Coloured female academic who has been lecturing for at least 33 years at the university. She is teaching introductory and postgraduate studies.

She completed her undergrad degree at UWC, and proceeded to the honours and masters level as well at UWC. Her first job was at public library. After she completed her honours degree, she “migrated to alma mater high school” to work, but her ex-principal then mentioned a job at a social science institute, and so she “migrated back to UWC” and stayed on ever since. She was a student in 1979 and then eventually became staff, after
she went on to the masters and her old lecturer told her about a job in the Library Studies department. She says she went from the UWC library and then to the LIS department and she’s still there as an academic.

Participant 007 explains that her portfolio includes curriculum and study advice for undergraduates (mentioning specifically completion of the degree, credit accumulation and subject choice issues). She mentions that there are articulation issues for the BLIS degree, related to time and class scheduling such that working students subject choices become limited. These limited subject choices for the part-time group (which includes working students) also result from the After Hours course offerings being are phased out. Working students are then forced to become full-time students in order to benefit from the wider selection of available subjects. This means that they often have to reconsider their working lives from second year of the BLIS.

She explained that the subject choices for BLIS include History (but not for the part-time students), Latin, French, and options that must be in the Arts Faculty Handbook.

She also explained that in her course, working library staff have to attend classes in the mornings.

In her understanding, in 2012 specifically, many students have decided to just terminate their studies.

In her opinion, the internet access for public use at libraries, seems to need a policy so that library staff can use it for study purposes.

Discussion off the record afterwards was interesting, including issues around the value of a professional degree versus an open-ended degree, and the promotion opportunities for library staff, as well as library and study related seminars and conferences that Participant 007 will attend for her own personal and professional development.
4.5.8.1 Initial analysis of Participant 007

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

Regarding the enactments of time at the workplace, Participant 007 has views for both her workplace which is the university and her students. There is a *rigidity* regarding time for both.

Regarding the construal of time, Participant 007 is always experiencing pressure and shortage of time during teaching. She sees her students experiencing the same, sometimes in extreme ways where minutes before or after a lecture are crucial *punctuality* for those micro times for negotiation around teaching and learning times and spaces.

For the academics, the value of their degree is directly related to their job and thus the primary contradiction of the system is worked out. But the secondary contradiction of dealing with their working students who are not able to fit into a standard model for university education can sometimes become a point of tension between ailing students and accommodating lecturers.

The personal communicative agency for an academic is between themselves and their students, academic colleagues, non-academic colleagues, and family. They are able to handle all of these with some alacrity.

Participant 007 is studying towards her doctorate in her 50s and feels that it is an academic expression of the creative culminating of years of work in library services and teaching her subject.
4.5.9 Participant 008

Participant 008 is a male academic in his 50s, Coloured, born and brought up in Cape Town. He was specifically pleased to be interviewed and recorded – thanks to the ethics clearance received which he was keen to know before going on record.

In his experience, as a lecturer and during his time as one of the rotating departmental chairs, the students have come to see him about tensions in the workplace with colleagues and managers over studying issues, timetable clashes, and transportation issues that directly affect their ability to study and attend classes. These he can’t give details about, but he can sympathise as he himself has always studied part-time, even up to doctoral level.

He mentioned the leave policy for the City of Cape Town Libraries, which states that there is 80 hours of leave available for study, but he also says that this was not always so. See Appendix 1 for the wording of the City of Cape Town leave policy.

Participant 008 gave a clear overview of his career path – and some insights from family life – that led him to the university from working in the local public libraries. He explained that he had worked in a library, and there he was introduced to the philosophy of librarianship. He then took distance learning courses under advisement from his workplace supervisor and so he completed a Lower Diploma in Library Studies.

Through an arrangement at work “back in the day”, he also attended classes during the working day, and studied towards a BA in the evening in the 1990s. Travelling time was a huge issue. He acknowledges that there was an impact on his family life while he was studying. But eventually, they moved house and he obtained a job at the local library, and he even acquired a motor vehicle which to his mind was a luxury item at the time.

Participant 008 completed his degree in 1989 after 6 years. He remembers the class boycotts due to unrest in South Africa at that time. He finished his honours degree in 1991. His supervisor helped him to find a better job, at another local library, where the library is integrated with social development and health services. He helped to revamp the library and modernise it, did some collections planning, made sure that the overdue monies collected, implemented some cultural and organisational changes, and studied
towards his masters for 2 years until 1992. Then there was an issue of over-qualification for his job in the public service, and so in 1994 he joined the university. In 2004 after 4 years Participant 008 obtained his PhD. He noted that all studies were taken on a part-time basis.

Participant 008 mentioned his concern around the articulation issues of the BLIS degree, both internal to the university, and externally with other universities offering similar degrees and courses. He is concerned about how to maintain the integrity of the BLIS as a nationally recognised degree for Librarians.

**4.5.9.1 Initial analysis of Participant 008**

The initial analysis states the nature of the enactments and construals of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

The interview’s main purpose was to find more working student stories and their experiences of the dimensions of time. But on interviewing the research participant was keen to talk about his own career development and this became the focal point of a two hour interview. This was most welcome and gave me further insight into the development of librarians and then how they step into the academic role.

For the academics, the value of their degree is directly related to their job and thus the primary contradiction of the system is worked out. But the secondary contradiction of dealing with their working students who are not able to fit into a standard model for university education can sometimes become a point of tension between ailing students and accommodating lecturers. As Participant 008 was chair of the department at the time of interviewing, which is a rotating position, he was privy to many details of the working students and their use or lack of time. I followed up on the leads he gave me.

The personal communicative agency for an academic is between themselves and their students, academic colleagues, non-academic colleagues, and family. They are able to handle all of these with some alacrity. As chair and as a colleague Participant 008
developed his career at the LIS department, and this made his advice was useful, and also allowed me to glimpse the inner workings of the department, in turn allowing me a deeper understanding of the professional development system I was researching.

Participant 008 is in his 50s, and has achieved his doctorate already and hopes to continue researching his subject as an academic and leader in the field.

4.5.10 Participant 009

To warm up at the beginning of the interview, Participant 009, an academic, a White woman, gave an overview of her career and family life. She has four children. She completed her BBibl degree with psychology, and then took a position at a South African high school, followed by university teaching research at a local university. She studied via distance learning and eventually obtained her PhD on information literacy and levels of literacy amongst South African university students. She currently teaches first level credit bearing foundation courses at the university.

She gave a brief history of the first level course that she teaches in the second semester, and how it came to look and feel as it does over many years of tweaking and refining the offering, for both BLIS and BA students. In 2013 was the first time that she used the university’s online learning management system. She now has a set of resources there for students to download.

She wondered about online learning versus learning in a physical class environment, and what the pros and cons are. She seems to feel that there’s a different quality to the learning experience in a class setting for her course.

She mentioned that she believes that time is most pressured from second year onwards in the BLIS, and this is when she sees students making some difficult choices. She mentioned the students in the 4th year class of 2012 who had to negotiate with their managers to get time off to study.
4.5.10.1 Initial analysis of Participant 009

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they are studying and why.

Regarding the construals and enactments of time, the discussion with Participant 009 revolved around how she noticed that her second, third and fourth year working students were more prone to scheduling issues as their time for class attendance was limited.

She noticed that her students presented themselves as part of a secondary contradiction where the system was not able to accommodate them as working students.

Participant 009 was most impressed with the personal communicative agency of her students in the fourth year class who negotiated time to attend class with their managers. Participant 006 is one of those students.

Participant 009 is currently in her late 40s and is a white female South African who is fully bilingual with English and Afrikaans. She studied towards her doctorate early on in life and managed to have a career and family life at the same time. This says a lot about her own personal communicative agency and orientation towards lifelong learning.

4.5.11 Participant 010

Participant 010 is a part-time lecturer in library and information science. He has a wife and family and is a devout Coloured and Muslim man in his late 30s who was born and brought up in Cape Town.

After the welcome and introductory remarks about the recorded interview, there was a long session of looking at the emails he received from students and getting some background information. I explained my own bursary conditions and journey in finding research participants. I spent a full 45 minutes with him in the lab at the department, and
previously I had attended his evening classes for the first year first semester course on information agencies.

He was concerned about the students that decided to deregister from studies in 2013 even though they were in good standing for the previous year. He sent me a set of forwarded emails to follow up on which I duly did.

One of the most interesting comments that Participant 010 made was: “How you justify… and the lecturers’ availability after hours with full time students attending the university… it boils down to financial viability for the university…” But he also added that it was a “question of the soul of the university” which advertises itself and prides itself on being a haven for students who are from the downtrodden and disenfranchised groups in society. He acknowledged this role of the university, to scoop up disadvantaged students, which was in sharp contrast to the current realities of a purely business approach – he said it was a challenge to face such dual and duelling demands. He wondered how the university could “go the extra mile and be responsive”. At the same time, the university is expected to be magnifying its international role and ranking. Then he went on to explain how he sees the situation as a pure meritocracy versus educating those students who were obviously the products of an unequal education system. He formulated many rhetorical questions, the most important being how does one balance these two views?

Participant 010 made some general comment on the BLIS profession and how in previous years a librarian could take a BA degree and then “top up” with a librarianship diploma or postgraduate studies.

A quick overview of the career development of Participant 010 followed. He completed a BBibl with a major in education. In 1988 he worked at a local university library in the interlibrary loans section. Then he obtained a teaching bursary. He found teaching to be less stressful than library duties. But after 3 months he decided that managing a primary school class was not for him, and so he began teaching at a high school. Eventually he went back to the university to finish his masters degree, and then he went back to high school teaching. He completed his HDE in 4 years, and took 2 years for his masters, and took 4 years to complete the BBibl.
Participant 010 has a family of 2 sons, and he mentions that his wife is currently looking after children while he works. But his PhD options are there, but he says that studying further is a “tension”. He says that teaching, studying and family and part-time work demands will lead to a “pressure cooker” situation.

4.5.11.1 Initial analysis of Participant 010

The initial analysis states the nature of the construals and enactments of the dimensions of time experienced in the workplace, the nature of the primary or secondary contradiction experienced by the individual, any evidence of personal communicative agency, and when in the life of the student are they studying and why.

The reason for interviewing Participant 010 was because he had noticed the scheduling problems experienced by working students where they had to be at work and at class at the same time when there were no After Hours class or online options. He could then refer me to his email list.

He saw the secondary contradiction in action. He saw his working students as being somehow ignored by the system, even when he deeply understood the nature of this contradiction as being a tussle between responding to the activist roots of the university and neoliberal regimes of university management.

His own personal communicative agency tells him to delay his doctoral studies or face a highly pressured time management scenario.

Participant 010 has taken full advantage of life and what it has to offer him in terms of family, career and professional studies as both educator and librarian. He hopes to proceed to a PhD “as soon as God and the world allows”.

4.6 Additional data and information

There are three additional sets of information that I wanted to document, even though their usefulness in analysis may be a limited contribution.
4.6.1 Potential Student Research Participant’s Email - Participant 011

Participant 010 sent me one of the emails he had received from a student who was no longer able to pursue her studies. I have named her Participant 011, and she is a Coloured female student of the Muslim faith and born and brought up in Cape Town. She wrote a heart-breaking tale of her husband who had died of cancer recently, and she was left to look after two young children. She was working as a dental receptionist and was studying further to follow her dream of becoming a librarian. But she had to withdraw from her BLIS degree. I tried to follow up with her telephonically to set up an interview time, but to no avail. In this type of situation, it is of little to no use to talk about time for studies when death and family responsibilities are at the forefront of every day.

4.6.2 Potential Student Participant Drop Out of the Research – Participant 012

During the baseline enquiry in 2012, I met three promising research participants by attending the evening classes to understand a little bit more about the nature of librarianship education. I followed up with those students who have been named above as Participants 001 and 002, and their interview summaries are above.

But the third potential participant, named now as Participant 012, was a Coloured female working student in her mid-40s, born and brought up in Cape Town who was working at a library just outside of Cape Town. Her library is in the photo above. She was a good and dedicated student, and I met with her at her library in 2012 and she was keen to talk about her studies, supportive family and working life. But her main gripe was about a line manager that was not facilitating her professional development studies. A year later, I followed up with this student again and she was no longer keen to participate in the research. I thought perhaps her story could highlight a systemic contradiction in the library system, but I do not have sufficient data to pursue this line of thought.
4.6.3 Comments in email follow-up another year later in 2014

At the end of 2014, just before handing in the thesis, I sent a request via email to the research participants to check in with them again one last time.

**Participant 001** now has a year old baby, and is still working at the academic library and completing his studies.

**Participant 002** was not quite clear in his email about his study goals.

**Participant 006** said that, “Since we met a lot has happened. I graduated on the 11 March 2013. I went for my first job assessment in 15 years, but did not make it. I then applied for the acting position at my library and got it. The senior librarian has resigned and finished up last month. She got a job in the Eastern Cape, which is closer to her family. Otherwise, I have grown a lot thanks to having two wonderful senior managers. I can apply what I have learned at work.”

**Participant 003** wrote that, “This year was hectic for me, but the Lord carried me through and I have finished my exam the 24th November. I was very tired and had to take a lot of supplements, but I think it was just a year almost coming to an end and exam nerves. I also had my first re-valuation, but things happen for a reason and I was calm about writing this paper.”

**Participant 007** reported as follows: “I would like to pursue an MPhil in Digital Curation, but my 2015 calendar is already full, so I am thinking of enrolling in 2016. I will be traveling to Finland on a lecturer exchange from 6-18 April 2015. I am also the local project manager for an IFLA satellite conference here at UWC from 11-12 August 2015.”

**Participant 011** kindly returned the following explanation about her studies: “I am currently working, but not studying at UWC. From the last email, I have been doing other courses, but not in the same field. I have done a hair and make-up course, and I am finishing a short photography course at the moment. I get a bit nervous and stressed when I think of going back to UWC, especially that thought of doing assignments, and the challenge of trying to hand it in on time, and of course the stress of exams. I am not sure if I will be going back, but it won't be next year.”
4.7 Meetings attended as part of the embedded researcher process

As a researcher, I attended more than 84 meetings over the period 2012-2013 related to the Flexible Teaching and Learning Provision Project. Each meeting averaged 2 hours with some meetings covering whole mornings, whole afternoons or day long meetings for workshop, promotion or review purposes.

This section gives an overview of the analysis of selected meeting records. In this section there is a brief description of the meeting types. This is followed by a more detailed description of the two major meetings called to clarify options around BLIS students and their time for studies. The first is the meeting with the public service employer HR department representatives. And the second is an internal university meeting to discuss the narrowing of subject choices for those attending the university’s After Hours set of classes.

What is set out here is the data. The literature review of key concepts for this section is in Chapter 2, and the analysis after data collection is in Chapter 5.

4.7.1 Overview

When one considers ways in which to analyse meeting notes and record them as social scientific data, then the following topics can be helpful.

Basic information about the meeting includes the title and number of meetings, and the dates of meetings, and how they fit in with other meetings that might be running before, after or concurrently. The length of meetings, location and that the meetings were in held in person (as opposed to telephonically or video), structure and composition, meeting model, and the level of formality are all important.

The description here also includes information about the life cycle of the project and its associated meetings cycles.

One of the most important functions of the research project meetings was to develop a common language and common set of understandings that fed into the research about
flexible provision. The meetings were more than a research management of tasks and objectives, but allowed the free flow of information between the site specific sub groups and the larger research group, as well as the wider university community.

There was a range of meeting types. The Flexible Research Organising Group (FROG) meetings were about the tasks for the project as a whole. The LIS Site Meetings was a sub-group that met only to discuss the LIS issues.

Additional “Mapping meetings” were held inviting a selected larger group of researchers to discuss how to “ring fence” the project and its sites.

Project Review meetings occurred annually and invited facilitators were given a chance to help the project researchers to think about, and rethink, some of the research and how it was conceptualised.

Seminars held periodically through the year helped the university community and public to understand some of the concepts and data. Academic conferences also saw times where the project group met to discuss their insights and share information.

Meetings I was not privy to include the higher level meetings of the university Council and Senate and the relevant Advisory Board meetings. But where appropriate I received briefings on information relevant to the research.

4.7.2 Meeting with the public service HR representatives

This meeting was held on 16 January 2013 on campus in the LIS department. The meeting was attended by the LIS Chair and LIS staff involved in the FLTP project, DLL project members, and two Human Resources professionals from the public service employer.

The main topics discussed were that LIS students taking BLIS degree have to juggle their subject choices due to university class timetable clashes. Potential solutions discussed include:

- Timetable and educational flexibility for undergraduate professional studies. The masters and undergraduate have different ways of dealing with timetable clashes.
The university offers postgraduates their courses on Saturdays to offset and alleviate timetable and work time clashes.

- Summer and winter school options
- Block and modular classes during the year
- In an effort to “problem solve” for key clients, exploring solutions for e-learning.

Main outcomes of the meeting was a clarification of the policy for study leave for that organisation. The major issue then was policy implementation. The policy existed, and we received a copy of it (see the Appendix), but the way the policy was being interpreted in some cases was now to be resolved. This research is part of the analysis and resolution of study leave policy implementation issues.

Critical Temporalities issues for the BLIS students discussed at this meeting covered the possibility of students having to be away from their posts for whole days while not having enough leave to cover the time. The policy stated that there was 10 days of study leave, and 10 days of preparation time and 5 days for any additional training and development inputs. The library is a service industry that requires workers to be present to serve clients in real time and therefore it is not always easy to “work time in”.

Generally the library day shift is from 08h00 to 16h30. Managers have to adjust shifts for each deviation, and allocate leave time from other staff members when students have to be at class. For these students the first option is to “make up the time”, then they can use study leave, and then use annual leave, and then negotiate days that are unpaid leave.

Time is tightly managed at the libraries with a clock-in and clock-out finger-print system.

A professional development issue noted at the meeting was that nationally, all the municipalities downgraded the post of Assistant Librarians. This downgrade affected one of the student research participants (Participant 004) who mentions as a major concern in her job that she is performing in her job at a particular level and yet she is not being paid appropriately. This means that the roles and recognition of non-qualified para-professionals and professional qualified librarians in the workplace needs greater exploration and clarification.
4.7.3 Meeting with the Deputy Dean for Teaching and Learning

The meeting took place on 7 November 2012 and was attended by the LIS Site champion, DLL staff on the FLTP project and the Deputy Dean for the Arts faculty.

The purpose of the meeting was to discuss course articulation options for the BLIS degree because part-time options are being phased out. The Deputy Dean is on the advisory committee investigating the phasing out of After Hours options. In the past dual registration was possible, which allows students to complete within 6 years. The reduced range of options available for BLIS students in 2013, regarding subject choices, due to shutting down of the After Hours classes, is of great concern.

The main issues discussed at the meeting follows. The LIS department has a list of recommended subjects – preferably a language or content subject. The current situation with subject options for BLIS degree is that only “dead-end” language options are available (i.e. they do not go to third year major level). The university rule book states that BLIS students need to register for one other subject in another faculty, provided that they are accepted and that there are no timetable clashes. There is Afrikaans, Xhosa, and English. Anthropology, Sociology, Language/Communication, and Linguistics are also available. Ethics and Hermeneutics go to 2nd year. Psychology, Political Studies and Information Systems are also popular options.

This means that the situation currently regarding subject choices for BLIS students is not very student-centred. With regard to flexible delivery, there is an e-presence only for English and Sociology. Modules from a distance learning university can be taken, and there is a recognition agreement between the two universities for this, but it is an additional expense for the student on top of their university fees.

How to problem solve facilitating subjects for BLIS students was a major topic of the meeting. The possibility of adding Women & Gender Studies (which falls under the centre managed by the Deputy Dean) was discussed, as it is not currently a “facilitating” subject. The LIS Champion and Deputy Dean also undertook to take next steps in talking to faculties about improving subject choices for BLIS students.
In this meeting it was explained that the facilitating subjects are required to produce the range of “Subject librarians” for the country. These facilitative subjects need a certain robustness so that librarians can take it further – meaning that they need majors in these subjects which can be taken also at postgraduate level if need be.

The situation in past experience for the LIS department was that the BA students took BLIS subjects at first year level during regular class hours. And the BA subjects would be attended at night by BLIS students making use of the After Hours provision. The latter is about the university’s response and support for students who are working. However, it was noted that the long term strategy for the university seemingly is to stop providing After Hours classes in the evening.

The number of students affected are 130 BA and BLIS students in their first year, and 21 BLIS students in their second year.

The Critical Temporalities faced by all here regard the professional development of students that is literally curtailed due to university timetable issues. This is of concern to both students and lecturers.

4.8 Observational data: Desk to Desk movement

One of the most interesting activities that I observed for both the students and the academics is that, during their working day, they are moving “from desk to desk”. They are also moving from their office desk to a meeting table, or from the circulation desk to the office in the case of the public libraries.

The movement of the academics are considered normal in their daily activities and was of academic interest to the researcher, simply noted as interesting. But, the movement of the students between their posting at the Circulation Desk of their library to their classroom desk was clouded with emotion and negotiation and change of mode in their being (from student to worker and back again).

Below is a brief introduction to the two desks that the students move between that affect their Critical Temporalities.
4.8.1 A brief introduction to the two types of desk

This is a brief note on the classroom desk that I am referring to. There is a flat seminar room with a table and chair, and there are classes attended in the modern lecture theatre which has a swing chair and long desk across the floor space.

The Circulation Desk is a powerful area in the library for the working librarian. It is a panopticon device. It is designed to be a service area and it is an area of discipline and work for the librarian. It is a focal area in the library. The librarian is on the one side and the clients are on the other side, but it is not a barrier, but it is a place of help and service to clients – whether school pupils or members of the public who need assistance. It is usually circular or winding around the administrative space of the library.

The Circulation Desk has many functions, and includes lending materials to library users, collecting statistics on library use, charging and receipting overdue fines, and is a general point of service for all queries from administrative questions to educational and service questions.

The lecture theatre is also a panopticon device with the focal point being on the lecturer. The ancient Amphitheatre design like a massive ear has remained with us for thousands of years. The lecture theatre has many modern conveniences with plugs for overhead projectors, audio-visual equipment and special printable electronic writing boards.

The lecture theatre though is an interim or transitional space. A student or group of students might have their favourite place near their study buddy, but essentially they are there for the duration of the class. The Circulation Desk on the other hand is much more part of the librarians identity and the way they see themselves providing key library services to its users.

4.8.2 Students moving between the circulation and class desks

How to leave the Circulation desk at the library they are working at is of great concern to them. Each and every minute away from the Circulation Desk is as a result of negotiation
with colleagues, feelings of guilt at not being able to fulfil their duties as per their routine even when colleagues are obliging. Even transport is resented as it takes up the time between the Circulation Desk and the Classroom desk.

4.8.3 The socio-material and professional development – the two desks and the professional development of librarians

With analysis of how and when the working students move between the Circulation Desk and their classroom desk, it is easy to highlight some deep education and feelings of acceleration issues. Different modes of being experienced by the individual moving from desk to desk sometimes in the same day has a huge effect on how they feel about their studies and how they manage a mix of priorities for professional development and for their daily set of tasks at work. A student on a given day when they have to attend class is moving between the Circulation Desk, through a transportation seat (most notably in a taxi or bus), and into their classroom seat (in a lecture theatre or seminar room). This is not about coping or massive change, but it is about different modes of being during the day and different modes of thinking that is applied. These eventually feed into the tacit knowledge and meta skills developed by working students.

4.9 Additional data collected

Additional data collected include a massive photo album of all activities during my time as an embedded researcher. Additional data can be garnered from the educational resources and class notes from the evening classes I attended as part of the baseline study in 2012.

4.9.1 Foregrounding particular types of data

It is important to note what has been foregrounded in the research, what has been made present to the reader and what has been left out purposefully, and what was relevant but not collected. From an ethical perspective I have only included here what I set out to
capture and for what I was given ethical clearance to collect. Of that collection I have foregrounded particular portions of the information that help me to unfold the story of the critical temporalities of these working students and the academics teaching them.

4.10 Preliminary analysis

The data set out in this chapter follows the sequence of interview, transcription of the interview, summary of the interview transcript with quotes as it appears in the section above each of which is followed by an initial analysis. Below is a preliminary analytical summary of the data from this chapter, followed by the chapter summary. A more detailed analysis with further discussion will follow in chapter 5.

4.10.1 General observations about the participants

All the research participants are South African, and all are based in the Western Cape. They are all associated with the same university. They all have studied towards or graduate from the BBibl or the equivalent BLIS degree. Some have gone on to become professional librarians, while others are academics.

Of the student research participants, two were male and the rest female. They are all from a disadvantaged background in some way and yet are uplifting themselves through professional development studies.

With regard to race categories, I follow the four main categories used by the government in discerning White, Black, Coloured and Indian categories which are used in labour law for employment equity reporting purposes. I follow the terminology of the Employment Equity Act of South Africa No. 55 of 1998 where “Black people is a generic term which means Africans, Coloureds and Indians”.

The term Coloured has been used in political ways in South Africa to determine a social, cultural and/or biological group. But it was used under apartheid law, most notably under the Population Registration Act of 1950 which recognised White, Black and Coloured racial classifications for South African citizens – based on biological characteristics such
as skin colour, hair type, and the city/town/area where the person lived. Since the grouping is mostly a political construct of apartheid architects, aiming to promote racial profiling and division under separate development, Coloured identity is still debated today in newspapers, and even the current political parties often refer to “the Coloured vote” as if it is a political bloc. There have also been calls to abolish the term coloured.

There is a superb overview of Coloured identity covering academic and other positions and definitions in Hadland, Louw, Sisanti & Wasserman (2008: 187-189). They quote major theorists in the field of Coloured identity (such as sociologist, Zmitri Erasmus). In discussing the Coloured as a social and political construct developed in apartheid and colonial times in South Africa, in summary the term refers to a people associated with a fluid and ambiguous label that has meanings related to creolization, slavery, segregation and “separate development” of races in South Africa (Erasmus 2001: 14).

Disadvantage is also a term for a sociological and political construct, generally denoting designated groups of people who have suffered under apartheid. Reference can be found to “historically disadvantaged” and ”previously disadvantaged”. This term can refer to a wide range of social and racial groups, both Black and Coloured. Systemic discrimination and inequality for Whites, Black Africans, Coloureds and Indians, women and the disabled is still being grappled with in South Africa. Moreover, the country’s history of colonialism and apartheid and its effects have been documented extensively, exhaustively and widely (McGregor 2011: 112-113).

On closer examination and further thought on the matter, it can also be interpreted that no matter what the biological or socio-economic aspects of the person are, if they are saddled with family responsibilities, work duties, a marital relationship, and other involvements, then it is fair to always assume in that case that any study related time will be squeezed and under threat – even if the person is motivated, and desires to further their professional development studies. This is the reason why I have called it “levels of disadvantage” because it is a complex mix of issues related to the person and the circumstances of the research participants that affect their time for studies.

Specifically, regarding male and female research participants, I am not ignoring the biological or psycho-socio-cultural elements in this analysis. I am open to saying that it is more commonly women who are studying librarianship and juggling all the other facets
of their lives. If it were a male, transgender, or even a hypothetical non-gendered human being then they would have the same problems of lack of time and accelerated living, if they were juggling a career and professional development studies with family life. In fact, Participant 002 who is a Black African man faces the same range of obstacles as Participant 004 who is a Coloured female when it comes to finding time for studies. I have opted to speak about levels of disadvantage. For example, where both research participants are Coloured female, in some cases, being a married female is more of a disadvantage to finding time for studies than in other cases where the research participant was an unmarried female. The range of issues and the mix of issues are different for each of the participants. It is not always appropriate to state broad trends garnered from a specially selected group of research participants.

4.10.2 Working days descriptions

For students their working days are variable, but most are finding ways to attend classes on campus. If they attend classes in the morning, they will find a way to work in the time. If they are able to attend After Hours classes then they have more annual leave at their disposal. Note that for the academics there was no working day description.

4.10.3 Daily life descriptions

Whilst studying, daily life is pressured and accelerated in many ways for the working students. Issues for working students range from managing levels of exhaustion and feelings of guilt to being able to implement newly learned skills in their job straight away. Specific issues for academics revolves around managing expectations of working students in a university that is geared towards full time day time students.
4.10.4 Pressed for time – perceptions of accelerated living

Acceleration in the experience of all of life’s activities was a hallmark of the working student. They are rushing from home to the office and to class during the time that they are registered for professional development studies.

4.10.5 Hidden literacies and meta skills

Time management, pressure management, becoming more efficient at making decisions about time and duties is one of the major meta-skills learned during their professional development studies.

One of the issues for further study is the human condition described by polychronicity – the simplest version of which is multi-tasking during the working day. From the research above, meta-skills and decision making types that both LIS students and academics adopt during their working lives needs further analysis (Bluedorn & Jaussi 2007: 253 and Bluedorn 2002).

4.10.6 Line manager’s assistance and support

Working students had many similar experiences in finding support amongst their colleagues and line managers.

4.10.7 Opportunities to work time in

Working students had differing experiences in finding ways to work time in, but all were given the opportunity. One of the recommendations that I will discuss in chapter 6 is the opportunities to work time in and do relief work at other libraries as ways of exploring alternatives and increasing opportunities for working time in.
4.10.8 Opportunities for promotion

There are differing experiences for the academic librarians at a university where there is some opportunity for promotion and project work, while at the public service end there are frozen posts and limited career paths.

4.10.9 Health and sleep

Working students reported that they “felt like a zombie” or that they “feel dead” when they get back to the office after attending classes. It is a major concern that their health and well-being slip into the background whilst studies and work need balancing.

4.10.10 Emotions

Guilt at having been at class and not being of service to supportive colleagues at work are most often reported by the working students I interviewed.

4.10.11 Types of experiences of time

Accelerated, extended and crunched experiences of time will be discussed further in chapter 5.

4.10.12 Career path descriptions

All the academics gave some inkling of what their career path looked like. This will be further analysed in chapter 5.
4.10.13 Lifelong learning

All the research participants in some way were conscious of having a lifelong learning orientation.

4.10.14 Motivations to succeed

All the research participants were keen to succeed in their studies.

4.10.15 Employability

All the research participants were concerned about their employability in some or other way.

4.11 Summary

This chapter sets out the data collected in the form of semi-structured interviews with research participants who were either a BLIS working student or an academic teaching them. It follows on with meeting information related to the Critical Temporalities of the student research participants as understood by the academics and employers. Finally the data regarding movement between desks is discussed as a way to interpret the perceptions and experiences reported by the student participants.

The chapter starts with the outline for the presentation of data in terms of identifying dimensions of time, identifying contradictions in the system, and evidence for personal communicative agency as well as understandings of the timing of each participant’s professional development studies. Additional information that was collected, and that was not able to be collected, is mentioned. The chapter ends with a run through of some of the topics that will be further analysed in chapter 5.
CHAPTER 5
Further Analysis

5.1 Introduction

This chapter provides an overview summary of the results, in relation to the research question. There are three topics covered in this chapter. First there is a discussion of the mix of uncertainty and Lifelong Learning principles to shed light in timing of professional development during the life course. Then there is an outline of the movements between desks at work and desks in the classroom and what this means for the daily timing of professional development studies. Further issues related to summarising the data of chapter 4 is presented next. And finally a summary of the chapter is presented before moving on to the conclusion of this thesis.

5.1.1 Summary of the results from data collected and theories applied

This section will revisit the context of the thesis and its results. And the summary at the end of this chapter revolves around the extent to which the results answer the research questions.

The professional development here refers to the BLIS degree offered at the University of the Western Cape and is recognized as the industry standard by the Library and Information Association of South Africa (LIASA). The career development of the working students discussed in this thesis refers to the careers of professionals and para-professionals working in public libraries. The research participants were selected from the LIS first and fourth year cohorts who were studying and graduating from 2005 to 2014. They are working students from the City of Cape Town Public libraries system (municipal), the Government of the Western Cape libraries system (provincial, falling under the Department for Arts and Culture), and the academic libraries at selected universities (falling under the Department of Higher Education). The final group of
research participants are academics involved with teaching and researching in the field of LIS, and they come from the university’s LIS Department.

The data collected from these selected research participants is related to the research questions which were concerned about the working student’s time for studies. After the data collection and analysis, this has turned into two understandings of what time for studies means. Time for studies during the life course of an individual became a highlight when participants were asked to give an outline of when they decided to register for their BLIS. And the time during the day when working students were allowed to attend classes became another way in which to understand time for studies. Both these interpretations will be further analysed below.

5.2 Timing of professional degree studies during the life course

Identifying “professional” and “career development” moves is part of the technique of analysing the timing of professional development degree studies. These are changes in the life of the research participant of their own accord. This means that they made the decision to study at some point as they felt it was in their own interests. This decision is surrounded by barriers and affordances, opportunities and setbacks, all of which forms the nest of Critical Temporalities in which they operate as human beings.

Generally, for ease of use of terminology, the term career development here refers to job progression, and professional development is used to mean professional degree studies.

In this section there are composites of timelines for professional development that can be drawn from the data collected for this thesis. Firstly, there is the “classic” timeline (my terminology) which reflects a standard way that one would think of professional development, for middle or privileged classes of people: First there is schooling, then university is attended and then a job is found. In the broadest sense, this is what has been the development model for around 100 years for those who can afford to be educated in this way.

Then there are three other timelines coming out of the analysis which are termed earlier, later and academic timelines for professional development.
### Timeline 1 – CLASSIC PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>STEP A</th>
<th>STEP B</th>
<th>STEP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 13 to 17</td>
<td>Age 18 to 24</td>
<td>Age 25+</td>
</tr>
<tr>
<td>High school studies leads to matriculation.</td>
<td>Tertiary education culminating in graduation with a professional degree.</td>
<td>Individual enters the world of work and moves through career stages.</td>
</tr>
</tbody>
</table>

### Timeline 2 – EARLIER PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>STEP A</th>
<th>STEP B</th>
<th>STEP C</th>
<th>STEP D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 13 to 17</td>
<td>Age 18 to 40</td>
<td>Age 25 to 50</td>
<td>Age 25+</td>
</tr>
<tr>
<td>Matriculation</td>
<td>Obtained basic job at the library</td>
<td>Took bursary and development opportunities through the library system resulting in registrations for BLIS degree whilst working</td>
<td>Study and work overlaps during career and professional development stages</td>
</tr>
</tbody>
</table>

### Timeline 3 – LATER PROFESSIONAL DEVELOPMENT

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<thead>
<tr>
<th>STEP A</th>
<th>STEP B</th>
<th>STEP C</th>
<th>STEP D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 13 to 17</td>
<td>Age 18 to 60</td>
<td>Age 35 to 55</td>
<td>Age 25+</td>
</tr>
<tr>
<td>Matriculation</td>
<td>Remained in first job at the library</td>
<td>At a later stage took bursary and development opportunities through the library system resulting in registrations for BLIS degree</td>
<td>Study and work overlaps during career and professional development stages</td>
</tr>
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</table>


**Timeline 4 – ACADEMIC PROFESSIONAL DEVELOPMENT**

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<tr>
<th>STEP A</th>
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<th>STEP C</th>
<th>STEP D</th>
<th>STEP E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 13 to 17</td>
<td>Age 18 to 60</td>
<td>Age 35 to 55</td>
<td>Age 30 to 55</td>
<td>Age 35+</td>
</tr>
<tr>
<td>Matriculation</td>
<td>Used range of</td>
<td>At various stages</td>
<td>Moved into an academic job that is related to</td>
<td>Study and work overlaps during academic</td>
</tr>
<tr>
<td></td>
<td>jobs at the</td>
<td>took part-time,</td>
<td>teaching and research in the LIS field</td>
<td>career and professional development</td>
</tr>
<tr>
<td></td>
<td>library as</td>
<td>full time, bursary and other</td>
<td></td>
<td>stages</td>
</tr>
<tr>
<td></td>
<td>“stepping stones”</td>
<td>development</td>
<td></td>
<td>culminating in doctoral level studies.</td>
</tr>
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<td></td>
<td>positions from</td>
<td>opportunities</td>
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<td>which to launch</td>
<td>through the</td>
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<tr>
<td></td>
<td>their professional</td>
<td>library system</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>development</td>
<td>resulting in</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>registrations</td>
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<td>postgraduate</td>
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<td></td>
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<td>degrees.</td>
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</table>

In the first *Classic* professional development timeline, the individual will have moved through high school which leads to matriculation. And then they attend a tertiary education institution, culminating in graduation with a professional degree. And then the individual enters the world of work and moves through career stages. Their life stages are sharply divided in age terms, where school ends at age 18, and university ends at about age 24, and working life is between age 25 and their deemed retirement years.

In the second *Earlier* professional development timeline, matriculation is obtained, and then a basic job at the library is taken, and then a bursary and other development opportunities through the library system results in registrations for *BLIS* degree whilst working. In this timeline study and work overlaps during career and professional development stages. The only defined age and study entwined moment is matriculation roundabout age 18. The reasons why this timeline is called *Earlier* is because the research participants exhibiting a close match to this timeline had all taken their professional development studies earlier in their lives, that is to say, before the age of 50.
In the third *Later* professional development timeline, the research participant explained that they matriculated and then remained in their first job at the library for a long time. At a later stage they found funding for their professional development studies, and so took the bursary and other development opportunities through the library system resulting in registration for the BLIS degree. Study and work overlaps during career and professional development stages in this timeline. But most significantly, the timing of the studies takes place much later in life, at or after the age of 50.

In the fourth *Academic* professional development timeline, matriculation happens at the age of about 18. Then the research participants explained that they remained in their library jobs, whether it was their first job at the library or a series of library related positions. They used a range of jobs at the library as “stepping stones” positions from which to launch their academic professional development. At various stages they took part-time, full time, bursary and other study opportunities resulting in registrations for postgraduate degrees in LIS. They moved into academic jobs eventually, that is related to teaching and research in the LIS field. For individuals on this timeline, study and work overlaps during both their academic career and professional development stages culminating in masters and doctoral level studies.

These timelines illustrate that professional development studies is about choice, ability, socio-economic circumstances for each individual and opportunity for taking those studies. Hence the use of uncertainty, Critical Temporalities and Lifelong Learning – through which to view these professional development timelines that I have analysed here. These timelines are confirming the notion that there is always an element of career planning, especially as the individuals are aware of their growing older and they are planning for their future. The uncertainty aspect of Lifelong Learning states that we live in a complex and uncertain world, and we must take whatever opportunities exist for us to grow, learn and develop. The research participants are all from a disadvantaged background, and they have all used the opportunities and circumstances of their working lives to improve their professional status.

With each of these timelines, what I observed was that the career and professional moves became more complex and inter-linked as I understood more about the type of career development being taken. Not one of the research participants was following anything close to the classical or standard idea of progression from school, through university to
the workplace between the ages of 18 and 24. All of the research participants had a mix of study and work at least once in their lives. The earlier professional development occurs, the more it resembled a straightforward step from study to professionalization. But the two timelines where study and work integrated over a longer period made for a more complex understanding of work, study and return to work cycles.

The most detailed and most complicated decisions around career and work was in the case of the academic participants. Over the lifetime of the academic from high school to retirement, there as always a time when they were working and studying, that is both informal and formal studies, whether for continued professional development, academic development or purely out of interest in the research.

While this understanding of the timing of professional development might not be new, it does serve to analyse what is happening in the research participants’ lives before, during and after professional development studies.

5.2.1 Timing of professional development and Critical Temporalities

Critical Temporalities is a concept that allows the researcher to view the research participants in a particular way. Critical refers to issues of critical theory, most notably power relationships. With this lens, the researcher sees the research participant as being surrounded by a plethora of barriers and affordances related to their social, political, economic, historical, psychological, organizational, religious and physical circumstances. All of these mentioned are used by social scientists, but the Temporalities part of the concept ties in the element of time as a crucial aspect of any resource, barrier or affordance the individual might have. The way that Critical Temporalities is used in this thesis is to explain and shed light on very particular circumstances that are faced by working students, and in this case it is the working students at a university offering the recognised professional degree they need in order to professionalise. The reason why Critical Temporalities was chosen was because it allows the researcher to see time in the workplace, and time for studies as a collection of issues. It’s about using the dimensions of time (enactments and construals) in the workplace, and the contradictions related to time for studies, and the topics raised by the research participants to form a holistic
picture of what is happening on the ground, and so deepen understandings of what time for studies means.

Lifelong learning is therefore linked to time for professional development studies. To understand the timing of professional development during the life course is to understand something about the critical temporalities of the individual. These Critical Temporalities can be listed as dimensions of time, contradictions about time, timing of studies, and time for studies. Research participants have a lack of time and perceive time as being scarce, they have an accelerated view of life whilst studying, they have chosen when during their lives they wanted to study for professionalising their skills set, and their days whilst studying is filled with a range of decisions and negotiations on where and when to be a student and where and when to be a worker. This mix of time, place and embodiment in certain locations at certain times is what Critical Temporalities aims to describe. The next section goes into two timelines that illustrate the movements underscoring the Critical Temporalities of research participants using a material object, the desk, as a pivotal or focal point during time for studies.

5.3 Moving between desks

The two desks used in this analysis refer to the Circulation Desk and the classroom desk that the students need to be at on the days that they are working and also attending classes. The timeline used in this section refers to activities in a day of 24 hours. There are two basic timelines that results from the data analysed. The first is when the research participant has to move between the workplace and the university campus. There are two versions of this timeline, depending on whether there was class attendance in the morning or at the After Hours classes. And the second is when the research participant moves between the workplace, the university and an additional library project location.
Timeline 5 – Between the MORNING HOURS classroom desk and the circulation desk

<table>
<thead>
<tr>
<th>STEP A</th>
<th>STEP B</th>
<th>STEP C</th>
<th>STEP D</th>
</tr>
</thead>
<tbody>
<tr>
<td>6AM to 8AM</td>
<td>9AM to 1PM</td>
<td>2PM to 5PM</td>
<td>6PM+</td>
</tr>
<tr>
<td>Classroom desk</td>
<td>Circulation desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home – family and study responsibilities</td>
<td>Class attendance, including transport</td>
<td>Work, including transport time</td>
<td>Home – family and study responsibilities</td>
</tr>
</tbody>
</table>

Timeline 6 – Between the AFTER HOURS classroom desk and the circulation desk

<table>
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<tr>
<th>STEP A</th>
<th>STEP B</th>
<th>STEP C</th>
<th>STEP D</th>
</tr>
</thead>
<tbody>
<tr>
<td>6AM to 8AM</td>
<td>9AM to 1PM</td>
<td>2PM to 4PM</td>
<td>5PM to 8PM</td>
</tr>
<tr>
<td>Circulation desk</td>
<td>Classroom desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home – family and study responsibilities</td>
<td>Work, behind the scenes duties</td>
<td>Work, including transport time</td>
<td>Class attendance, including transport time</td>
</tr>
</tbody>
</table>

Timeline 7 – Between the AFTER HOURS classroom desk, circulation desk and another library project desk

<table>
<thead>
<tr>
<th>STEP A</th>
<th>STEP B</th>
<th>STEP C</th>
<th>STEP D</th>
<th>STEP E</th>
</tr>
</thead>
<tbody>
<tr>
<td>3AM to 7AM</td>
<td>8AM to 12AM</td>
<td>1PM to 4PM</td>
<td>5PM to 8PM</td>
<td>9PM+</td>
</tr>
<tr>
<td>Circulation Desk</td>
<td>Project desk</td>
<td>Classroom desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home – family and study responsibilities</td>
<td>Work, including transport</td>
<td>Work at another location, including transport</td>
<td>Class attendance, including transport</td>
<td>Home – family and study responsibilities</td>
</tr>
</tbody>
</table>

The days of the student research participants were varied during a given year. This depended on their class attendance options and their After Hours class options. The timelines 5, 6 and 7 are composed of elements described by the research participants.

As illustrated by timeline 5, the typical day structured around classroom attendance in the morning requires a huge input of study leave, whether paid or unpaid. It takes away from
working time. This day is a normal working day cut in half, with one half being at class and the other half consisting of being at work.

The day illustrated by timeline 6, shows that the individual was working behind the scenes in the morning (on administration or shelving), and then did Circulation Desk related activities in the afternoons, and finally attended their classes in the evenings. This means that their day is much longer, but a full working day means that time off for studies does not have to be negotiated. Sometimes classes in the morning are compulsory for certain subjects at certain points in the degree, but having the After Hours classes alleviated the need to apply for study or unpaid leave.

The day illustrated by Timeline 7 was made possible due to attendance at the After Hours classes. The day is extremely long and was a day that only a few of the research participants said they could manage, and then only for limited periods of time. The day moves from the Circulation Desk, includes a stint at another desk, and then time in the evenings at class.

The transport time is included when the students had to move between work and the classroom. Transport time is usually about 15 to 30 minutes and is usually on public transport. This transport time is not included in the equation for study leave, and is negotiated as part of leaving and arriving. It is a hidden time, and a hidden activity, even though it has an impact on the students’ perceptions, energies available on the day, and levels of anxiety about punctuality for both class and work.

As discussed in chapter 4, there are three main issues when moving between the desks, as illustrated in the daily timelines above. There are feelings of guilt about not being able to be at the Circulation Desk (or behind the scenes) when class has to be attended. There are perceptions of acceleration in life whilst studying due to the movements between desks. And there is a noticeable change between different modes of being in time, perceived by the research participants themselves, as working students move between their worker and student modes.
5.3.1 Professional development – a comment on the socio-material

It seems that the research participants are always moving between their tables, consoles and desks. This does the desk mean that the desk has an integral effect on learning. It is a traditional piece of furniture, and sometimes a physical necessity for writing, taking notes, issuing books, receiving information or looking up information on a computer.

Using the desk as an illustrative pivotal or focal point around which to understand the Critical Temporalities of working students on a particular day has shown the daily timings in a way that is easier to grasp, and gives the researcher a way to add the complications of the associated policy without too much fuss.

But more importantly, it shows how we as human beings need our desks in order to do our work. So the desk is not a tool for thinking, but it is a tool of service, in our labour and in studies. It provides us with a way of interacting, giving and receiving information, providing services, and in class it is the bench over which students receive inroads into understanding what is needed for professional development. The humble desk is not a passive place, on the contrary, it is a place of action, service and learning.

In this research, it is noted that professional learning could not take place without public transport either. And e-learning cannot take place without a suitable device and bandwidth. These are the material realities of professional development. They form the costs of learning, and also the technological developments crucial for professional learning.

5.4 Additional analytical topics for critical temporalities of professional development

In this section we will cover dimensions of time and contradictions for professional development studies and relate these to Critical Temporalities. Tacit or latent knowledge is also mentioned as crucial for professional development and results from professional development studies as work and studies are dealt with at the same time.
5.4.1 Identifying the dimensions of time present in the lives of the research participants

In chapter 2 and chapter 4, Ballard & Seibold's (2004a) ideas about the “dimensions of time” in a scale that was developed with workplaces as focal points was discussed. Generally, staff members working an organisation experience eleven dimensions of time, divided into enactments of time and construals of time.

As a quick reminder, the Enactments of time – that is the way we negotiate doing work in timeous ways – are Flexibility of tasks, Linearity of task execution, Pace of tasks, Punctuality is the “precision of matching a task completion to a negotiated time”, and Delay is about task timing, Scheduling is about how precisely those tasks were matched to the negotiated time, and Separation “indexes the degree to which extraneous factors are eliminated or engaged during task completion”.

Construals of time – the way we think about time – was delineated as Scarcity of time, Urgency of task, Present time perspectives, and having a Future time orientation.

Considering the data collected from the research participants, as set out in chapter 4, the following can be said about the dimensions of time that working students have to deal with.

Regarding the enactments of time in the workplace, generally the research participants’ job schedules were made less rigid by colleagues who are willing to give them time off to attend classes. This is because there is a linear schedule of being at the library providing a service during library hours which are rigid. But the understanding of the line manager and colleagues means that they can negotiate around who is staffing the library and when. For this reasons when there were issues of flexibility, linearity and pace, they were easily resolved.

Regarding the enactments of time in the workplace, the research participant found that there is a separation between work and studies, often difficult to manage. When tasks and times were continuously overlapping, the research participants spoke of different modes of being, as a student and as a worker.
All the construals of time were present in the data collected. Whilst studying and working, all the research participants thought about time as *scarce* resource, they experience urgency of task completion for both work and studies which contributed to their perception of acceleration in daily life. And finally, they had both the present time and future time *perspectives*, focussing on getting through their daily lives now with a different future awaiting them as a library professional with a professional degree behind them.

This approach of using dimensions of time to describe the perceptions and experiences of working students was useful. The dimensions served as indicators and measures of time experienced in the workplace. The language of description was required as a way to untangle what was generally referred to as Critical Temporalities. With the use of the dimensions of time, an analysis of what exactly the Critical Temporalities means can be described as summarised in this section.

### 5.4.2 Identifying the levels of contradictions in the lives of the research participants

To recap, the four levels of contradictions are termed primary, secondary, tertiary and quaternary contradictions. Primary contradictions are systemic. Secondary, tertiary, and quaternary contradictions “explain the processes of cyclical development (Foot 2014: 26-27)”. Contradictions are historically accumulating structural tensions within and between activity systems (Engeström 1999).

To note again, that the problem of (1) self-development, and (2) professional advancement amongst peers, and (3) remuneration and (4) promotion opportunities were identified as primary contradictions of the activity system in which working students were studying towards a professional degree that is directly related to their jobs.

Then, secondary contradictions arise because the students require an integrated social, psychological approach which may not yet exist. The working BLIS students and their time for studies problems result from the conflicts that emerge between their complexities and traditional university environments that are not able to respond to their educational needs. This contradiction led to perceptions of an *acceleration* in life, experienced as a
result of professional development studies and the resultant coping mechanisms when all
tasks were perceived as urgent, and the university and working environments were not
flexible enough. This is how the dimensions of time are interfacing with the
contradictions experienced by working students.

Tertiary contradictions are descriptions of internal resistances to changes. It is interesting
to noted again that there were no such overt resistances found in the any of the data
collected. In fact, the two meetings discussed in Chapter 4 show that there is an active
discussion in both the university and the workplace about tackling resistance, which
comes in two forms. Firstly, the range of applications of the study leave policy,
sometimes leading to unfair labour practices, is a resistance that can be smoothed over
with educating line managers and staff about their benefits, rights and responsibilities
regarding study leave. Secondly, the university is grappling with a change in After Hours
provision, which was originally a change introduced by the university to respond to
working and part-time students.

To remind the reader, I did not find any fourth level contradictions because the university,
professional body and the workplace are in some ways integrated, and are in dialogue
with each other. This means that the teaching of new skills proceeds according to the
profession and workplace inputs.

Contradictions and Critical Temporalities are intertwined at the secondary and tertiary
levels. This means that the resistances need to be smoothed, which are in the process of
being addressed by the workplace. The Flexible Learning and Teaching project is one of
the ways in which the university’s addressing the problem of time for studies amongst
other issues facing working students. Critical Temporalities here then means the
application of study leave parameters. It also means that access to the After Hours classes
is a real need. Both these issues are related to the circumstances of the worker who has
assumed the student status, where their temporalities are affected by critical issues
ranging from their ability to negotiate with colleagues, to their power in challenging the
university’s education provision.
5.4.3 Meta skills developed whilst studying

It is easy to notice from the research results that the working student has to develop a range of meta skills, in addition to the practical and professional skills learnt on the job or through the degree process.

There are micro negotiations with colleagues and family members throughout the study time. The working student has to be careful in how they do their work and studies at the same time, resulting in knowledge and experience of forward planning. They feel emotions and they feel life’s acceleration rate increasing – all of this they have to manage within themselves. And the fact that they are working students means that they are juggling to learn – by managing studies and work at the same time.

5.5 A final note on the research questions and the answers discussed in this thesis

To recap, the title for this thesis is “Time for studies: Critical temporalities and working students studying towards a professional degree”. The main research question is: Given the constraints of their university, work, home and other environments, how and when do working students find time for their studies that will lead to a professional qualification?

Subsequent research questions that arise are: What are the available choices around time for studies for these working students? And how do the selected working students use the assigned and/or policy related hours of study leave to complete their qualification? And how and when was study leave negotiated at work and/or with family, friends, and other people in their lives? And how does broader society (such as religious, and public, events and holidays, and leisure activities) impact time for studies?

The trends, patterns and relationships that are revealed in the data in regard to each question can be stated as follows. Regarding the main research question, given the baseline enquiry information, the assumption was that the student had constraints at university, work, home, and in other environments (such as an additional work based project at another library location which was an additional complexity in one of the
research participant whilst studying). Working students found time for studies leading to their professional qualification by negotiating with their colleagues, negotiating with their line managers, negotiating with their families, and negotiating with their HR department. These students found time for studies during their life course at different points, depending on their ability to fund themselves, and find time to do all the work required for their degree. The daily times for study were either in the mornings or in the evenings, because the afternoons were crucial times to be at work, especially to provide a library service to school pupils.

The available choices around time for studies for these working students were based on their ability to take negotiate time off, take official study leave, take special leave, take unpaid leave, and manage family responsibilities. The selected working students used all of the assigned and/or policy related hours of study leave to complete their qualification. Whilst studying, as much time on a daily and weekly basis was required, in the early hours or late at night, and even weekends were used, and public holidays provided either a time for catching up with work or catching up with assignments. During professional development studies the selected participants used as much available time and energy as humanly possible to attend classes, complete their assignments, as well as prepare and write their exams.

These results are neither contradictory nor unexpected when compared to other research in the field. What is new and different is that we now have a deeper feel and understanding for what is happening at a particular time for a particular university and a particular kind of employer (i.e. the public service). Also, for the first time, the lens of Critical Temporalities was used to unpick the dimensions of time for these participants and the contradictions in their activity system. The results can be seen to confirm that there is not just “one way” of doing professional development. And the way of understanding the desk-to-desk movement between class and the workplace is new.
5.6 Summary

Chapter 5 discusses the further analysis of the theory from chapter 2, the methodology from chapter 3, and the initial results presented in chapter 4.

Chapter 5 aims to develop a deeper understanding of the Critical Temporalities of professional development – moving towards a theory and associated methodology. This was done by providing a summary of the results from data collected and theories applied. Timing of professional degree studies during the life course.

The timing of professional development and Critical Temporalities was explained in two ways, using the life course, and using the daily activities of the research participants. Moving between desks was explained as a way to more easily understand the critical temporalities in the daily life of the working student. Timelines 1 to 4 are about the life course. Timelines 5-7 are about the structure of a day when attending classes.

Additional analytical topics for critical temporalities of professional development were described as identifying the dimensions of time present in the lives of the research participants, identifying the levels of contradictions in the lives of the research participants, and mentioning key meta skills developed whilst studying.

A final note on the research questions and the answers discussed in this thesis, as a reflective exercise and to show how the research was done.

This chapter sets out what Critical Temporalities means for working students. It was concluded that Critical Temporalities in this case is about applying a concept that is using the dimensions of time (enactments and construals) in the workplace, and the contradictions related to time for studies, and the topics raised by the research participants to form a holistic picture of what is happening on the ground, and so deepen understandings of what time for studies means.

The next and final chapter concludes, and notes recommendations resulting from the data collected and the analysis presented here.
Chapter 6
Conclusion and Recommendations

6.1 Introduction

In this thesis the reader discovered more about time for studies where research participants who are working students have undertaken professional development studies at a South African university.

The main insights from the research revolve around time usage whilst working and studying. This means that both official working hours and study time allocations of hours were analysed. The social and philosophical aspects of working hours was discussed under the umbrella concept of Critical Temporalities.

This chapter concludes the thesis by presenting the main findings. The strengths and limitations of the broader case study are discussed. The implications for policy and practice are highlighted, and recommendations are made for further research.

6.2 Snapshot of the thesis

The introduction located the thesis within the Flexible Provision project all of which have influenced the design of the thesis. It gave an overview of the main research questions, and some background information on the thesis, and its insights into the relationships between the workplace, time usage and society. Information on the baseline study, the nature of the professional degree being taken by the research participants, and the theoretical insights into time and society were provided. The introduction offered a road map for the thesis, covering some of its major topics, from theory and methodology to analysis. It explains that what is in this thesis is a development of understandings of workplace time in context of professional development studies. One of the main topics for research was how the curriculum of the degree can be more flexible in order to liberate some time that working students could be using differently, or more effectively.
This might touch on the debate about the nature and mix of classroom time, working time, social or cultural time, and online learning time.

Essentially, the thesis is about the tension between working hours and classroom hours. For this reason I chose the new and growing concept of Critical Temporalities as a primary way to theorise and interpret the participants’ time usage that spills over from work and professional development studies, into family, leisure, spiritual, public and other time. Chapter 2 shows how Critical Temporalities is a way of understanding and describing the time, timing and time-related issues and concerns that working students have. Applying the concept of Critical Temporalities to time for studies is about describing the unit of analysis, the dimensions of time for working students, and the contradictions of these working students.

Chapter 3 covers the purpose of the research and the conceptualization of the qualitative research analysis in this thesis. It provides a qualitative research design literature review as well as a research ethics literature review. The chapter continues with information on the case study and the data sources and collection methodology thereof that is mainly through semi-structured interviews.

A major section of Chapter 3 also discusses the selected code of ethics followed during the research construction period and implementation of the data gathering processes was highly guided and informed by the ethics approval process. The ethics concerns covered include listing potential conflicts of interest and who will have access to the research data and analysis.

Chapter 4 sets out the data collected in the form of semi-structured interviews with research participants who were either a BLIS working student or an academic teaching them. It follows on with the information from meetings, related to the Critical Temporalities of the student research participants, as understood by the academics and employers. Finally the data regarding movement between desks is discussed as a way to interpret the perceptions and experiences reported by the student participants. The chapter starts with the outline for the presentation of data in terms of identifying dimensions of time, identifying contradictions in the system, and evidence for personal communicative agency as well as understandings of the timing of each participant’s professional development studies.
Chapter 5 discusses the further analysis of the theory from chapter 2, the methodology from chapter 3, and the initial results presented in chapter 4. Chapter 5 aims to develop a deeper understanding of the Critical Temporalities of professional development – moving towards a theory and associated methodology. This was done by providing a summary of the results from data collected and theories applied. The timing of professional development and critical temporalities was explained in two ways, using the life course, and using the daily activities of the research participants. Moving between desks was explained as a way to more easily understand the critical temporalities in the daily life of the working student.

In Chapter 5, additional analytical topics for Critical Temporalities of professional development were described as identifying the dimensions of time present in the lives of the research participants, identifying the levels of contradictions in the lives of the research participants, and mentioning key meta-skills developed whilst studying.

Chapter 5 set out what Critical Temporalities means for working students. It was concluded that Critical Temporalities in this case is about applying a concept that is using the dimensions of time (enactments and construals) in the workplace, and the contradictions related to time for studies, and the topics raised by the research participants to form a holistic picture of what is happening on the ground, and so deepen understandings of what time for studies means.

6.3 Main findings

The main findings of the thesis are related to the perception of acceleration in the pace of life when working students grapple with home, work and university life. The university's and the workplace’s response to the working student is discussed.

This research is a demonstration of the usefulness of qualitative methods in the form of case study analyses when there is a small sample of research participants, located within a bounded textured case.
6.3.1 Have the research questions been answered?

The main research questions in this thesis are:

- How do working students find time for their studies?
- When do working students find time for their studies?
- What are the available choices around time for studies for working students?
- How do the selected working students use the assigned and/or policy related hours of study leave to complete their qualification?
- How and when was study leave negotiated at work and/or with family, friends, and other people in their lives?
- How does broader society (such as religious, and public, events and holidays, and leisure activities) impact time for studies?

The findings answer the research questions as follows:

- Working students found the time for studies leading to their professional qualification by negotiating with their colleagues, negotiating with their line managers, negotiating with their families, and negotiating with their HR department.
- These students found time for studies during their life course at different points, mainly in their mid 30s, depending on their ability to fund themselves, and find time to do all the work required for their degree.
- The daily times for study were either in the mornings or in the evenings, because the afternoons were crucial times to be at work, especially to provide a library service to school pupils.
- Available choices around time for studies for these working students were based on their ability to take negotiate time off, take official study leave, take special leave, take unpaid leave, and manage family responsibilities.
- The selected working students used all of the assigned and/or policy related hours of study leave to complete their qualification. Whilst studying, as much time on a daily and weekly basis was required, in the early hours or late at night, and even weekends were used, and public holidays provided either a time for catching up with work or catching up with assignments.
- That there is not any one specific time in a human life for professional development studies is again confirmed.
These results are neither contradictory nor unexpected when compared to other research in the field. What is new and different is that we now have a deeper feel and understanding for what is happening at a particular time for a particular university and a particular kind of employer (i.e. the public service).

Also, for the first time, the lens of Critical Temporalities was used to unpick the dimensions of time for these selected research participants, and doing this type of analysis sheds some light on the contradictions in their learning and activity systems. The key concepts from understandings of dimensions of time in the workplace, of scarcity of time and having a sense of flexibility around time in the workplace, were both particularly useful, and clearly seen in the research data above.

6.4 Findings in context of literature reviewed

All the literature reviewed for this thesis came from peer-reviewed academic resources (in the form of books, encyclopaedia entries, or journal articles). The literature and the findings in this thesis were not divergent.

6.4.1 The main findings show that…

Working students, especially if they are studying for a professional degree that is directly related to their job, need assistance from all spheres of their life. Any person who has a career, family, active social life and takes on further studies will feel the acceleration of life’s pace due to myriads of demands placed on them. But, in many cases, women who are working students are especially vulnerable to stress and burn out or break down due to the many competing demands made on them whilst studying.
6.5 **Strengths and limitations**

This section takes the form of a SWOT analysis, where the strengths, limitations, gaps in the research, opportunities and challenges of the work are discussed briefly.

The strength of the research relies on the use of current theoretical frameworks and guiding texts, developing the Critical Temporalities concept. The research is generalizable and valid, to the best of my knowledge.

The process for the collection of data is valid and reliable. The data can be generalized, but the point of individual case studies is to deepen understandings of the situation on the ground.

There are limitations and strengths to this model and method for qualitative research. A limitation is that the research focusses on the situation in South Africa – and this is also its strength as South African librarians provide a solid case for analysis of time for professional degree studies.

6.5.1 **Gaps in the research**

The limitation that all social scientists face is mapping a pet theory onto irregular collected data. In this research I tried my best to find relevant theory and theoretical lenses to shed light on the data, weaving the two together, not always harmoniously. Sometimes I had to remove elements of theories from their original theoretical context, for example the contradictions and unit of analysis was separated out from CHAT as its most useful aspects.
6.6 Selected recommendations

6.6.1 Asynchronous classes and After Hours classes

Asynchronous learning, After Hours options, and other flexible provision (for example, modular or Saturday classes) may alleviate the extremes of acceleration felt by working students.

6.6.2 Study leave policy and practice

Policy and implementation for study leave are still uneven across the public service, and it seems that the library line managers are crucial in managing leave requests.

6.6.3 Sharing the costs of professional development

In the analysis in chapters 4 and 5, it was explained how the contradictions and Critical Temporalities of working students are intertwined at various levels. This means that the resistances need to be smoothed, which are in the process of being addressed by the workplace. The university response to the working student needs to be formulated in light of the dire needs of working students. Critical Temporalities here means the application of study leave parameters. It also means that access to the After Hours classes is a real need. Both these issues are related to the circumstances of the worker who has assumed the student status, where their temporalities are affected by critical issues ranging from their ability to negotiate with colleagues, to their power in challenging the university’s education provision.

It seems that the cost of education, together with a moral responsibility towards working students, is part of the responsibility of employers, the university, and even the state. Considering the complexities and challenges that working students face, as explained in this research, it cannot be left to the individual working student to find their way on their own. At this point, many students are receiving some sort of financial (for books or laptops) or bursary related assistance for their studies. The employer gives the working student time off in most cases when they need it. The department providing the professional degree works closely with students and in some cases will be super-flexible.
and accommodate the students as their own capacity allows. The university is in the process of reviewing its After Hours class provision, and developing a new approach for flexible teaching and learning.

6.6.4 Timing of professional development

There seems to be no clearly demarcated time during a human lifetime for developing a professional skill in librarianship. This might be different for a sports person, pianist, surgeon, physicist, etc.

6.7 Further research

The use of Critical Temporalities from a feminist perspective in order to understand more deeply their different use of time would be an important addition. Women who are studying librarianship, and analysis of their experiences with a specific feminist lens, was highlighted in this thesis, but it needs further research. Similarly, women who support their spouse or partners during professional development studies can also provide further insights into home and study dynamics. The guilt feelings experienced by adult learners, based on loyalties at work or home life, also requires further research.

Time and the development of law for working students may require an update for the South African Basic Conditions of Employment Act (BCEA). This is an issue for the lobbyists and legal fraternity to tackle.

Employability and career mobility was touched upon in this thesis as a reason for and motivation for completing studies. More work needs to be done in this are specifically around recruitment and retention of talent in South Africa.
6.8 Summary

The chapter starts with a snapshot of the thesis. Then the main findings of the research is summarised. A checklist goes through the research questions and their answers. Then the findings are placed in the context of literature reviewed.

Strengths and limitations are discussed, as well as stating some gaps in the theory and data. This is followed by selected recommendations which include the value of asynchronous and After Hours classes, comments on the implementation of the study leave policy and practice, sharing the costs of lifelong learning, and the timing of professional development. There are also suggestions for further research.
References


Centre for Research on Socio-Cultural Change (CRESC). http://www.cresc.ac.uk  


Critical Temporalities, bibliography at Citeulike.org  


Division for Lifelong Learning, Flexible Research Organising Group (UWC) and the South African Institute for Distance Education (SAIDE) (2012). *Flexible Learning Provision at UWC Guiding Framework*.


APPENDIX 1

City of Cape Town Special Leave policy

THIS CITY WORKS FOR YOU

Key Aspects of the Policy - Special Leave

- Employees shall be entitled to maximum of 25 days paid leave per financial year for PDP interventions:
  - 10 days for study leave / exams – formal (approved) studies;
  - 10 days for class attendance / training courses; and
  - 5 days for continued professional development (CPD) workshops, conferences & seminars.
- Exemptions to 25 day cap to be approved by City Manager, e.g. learnerships, and AET.
APPENDIX 2

UNIVERSITY of the WESTERN CAPE

UWC RESEARCH PROJECT REGISTRATION AND ETHICS CLEARANCE

This application will be considered by UWC Faculty Board Research and Ethics Committees, then by the UWC Senate Research Committee, which may also consult outsiders on ethics questions, or consult the UWC ethics subcommittees, before registration of the project and clearance of the ethics. No project should proceed before project registration and ethical clearance has been granted.

A. PARTICULARS OF INDIVIDUAL APPLICANT

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Catherine WynSculley</th>
<th>TITLE: Ms</th>
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<tr>
<td>DEPARTMENT:</td>
<td>Division for Lifelong Learning</td>
<td>FACULTY: Education</td>
</tr>
<tr>
<td>FIELD OF STUDY:</td>
<td>Higher Education, Flexible Provision</td>
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ARE YOU:
- A member of UWC academic staff? Yes □ No √
- A member of UWC support staff? Yes □ No √
- A registered UWC student? Yes √ No □
- From outside UWC, wishing to research at or with UWC? Yes □ No □

B. PARTICULARS OF PROJECT

<table>
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<th>PROJECT NUMBER:</th>
<th>TO BE ALLOCATED BY SENATE RESEARCH COMMITTEE:</th>
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<td>EXPECTED COMPLETION DATE:</td>
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PROJECT TITLE:

Time for Studies: Critical temporalities of the professional development of working librarians in South Africa

THREE KEY WORDS DESCRIBING PROJECT:

Flexible Provision, Bachelor of Library and Information Science (BLIS) degree, critical temporalities
PURPOSE OF THE PROJECT: To analyse the critical temporalities of the professional development of working Librarians reading for the BLIS (formerly Bibl) degree at UWC

M-DEGREE: Masters in Education (MEd) D-DEGREE: n/a

POST GRADUATE RESEARCH: n/a

C. PARTICULARS REGARDING PARTICULAR RESEARCHERS

<table>
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<tr>
<th>FAMILY NAME:</th>
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<tr>
<td>PRINCIPAL RESEARCHER: WynSculley</td>
<td>CM</td>
<td>Ms</td>
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<td>OTHER PROJECT LEADERS:</td>
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<td>OTHER CO-RESEARCHERS:</td>
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<tr>
<td>THESIS: STUDENT RESEARCHER: WynSculley</td>
<td>CM</td>
<td>Ms</td>
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<tr>
<td>THESIS SUPERVISOR: Walters</td>
<td>S</td>
<td>Prof</td>
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C. GENERAL INFORMATION

STUDY LEAVE TO BE TAKEN DURING PROJECT (days): n/a

COMMENTS: DEPARTMENTAL CHAIRPERSON: n/a

IS IT INTENDED THAT THE OUTCOME WILL BE SUBMITTED FOR PEER REVIEWED PUBLICATION?

YES √ NO □

SIGNATURE OF THESIS STUDENT RESEARCHER – WHERE APPROPRIATE:

SIGNATURE OF THESIS SUPERVISOR – WHERE APPROPRIATE:

SIGNATURE OF PRINCIPAL RESEARCHER – WHERE APPROPRIATE: n/a

DATE: n/a

SIGNATURE OF DEPARTMENTAL CHAIRPERSON: n/a

DATE: n/a

NOTE: THESE SIGNATURES IMPLY AN UNDERTAKING BY THE RESEARCHERS, TO CONDUCT THE RESEARCH ETHICALLY, AND AN UNDERTAKING BY THE THESIS SUPERVISOR (WHERE
APPROPRIATE), DEPARTMENTAL CHAIRPERSON TO MAINTAIN A RESPONSIBLE OVERSIGHT OVER THE ETHICAL CONDUCT OF THE RESEARCH.

E. DESCRIPTION OF PROJECT AND RESEARCH ETHICS STATEMENT
Please type below, or attach a typed document, usually between 500 and 5000 words, setting out the purpose and process of the research. Please include a clear research ethics statement. The onus is on the applicant to persuade UWC that the research will be conducted ethically. This will normally require evidence of an up to date research ethics literature search in the particular discipline; evidence of what the world standard ethical practice is, in the particular discipline; a very detailed justification of any proposed departure from world standard ethical practice; and an explanation of how the proposed research is to be conducted ethically; and how the proposed research is to be conducted ethically; and a clear undertaking to conduct the research ethically. It may be useful also to agree to conduct the research in line with the published ethical rules of a national or international disciplinary association. UWC reserves the right to stop or suspend any research undertaken by its staff or students, or by outsiders on its property or in association with it, if the research appears to be unethical.

Purpose of the research

The purpose of the research proposed here is to understand how time constraints affect the formal ways of learning and professional development for BLIS (formerly BBibl) students.

Process of the research

The baseline inquiry was done in 2012 with five students currently registered for the BLIS degree, who are also working in public libraries in the Western Cape. Key actions include spending approximately 15 hours with the prospective research participants in the classroom and/or workplace (public libraries in Cape Town). Three of the students (one female and two male) were from the LIS111 course which is the first semester course of the first year level – the first professional introduction to the field. The remaining two students (both female) were completing their senior year courses, at third and fourth year level. All are non-traditional students from working class backgrounds, seeking to professionalise in library studies through the BLIS degree.

In addition the researcher was exposed to the larger research project on ‘flexible provision’ by attending strategic meetings and attending relevant workshops. Based on these inputs and initial information gathering, for the research moving into 2013, the research plan was developed.

Following from the baseline enquiry, a three-point circular interactive relationship was discovered to be at the heart of the tension for the working librarians who were willing to give feedback to the researcher about their working lives. How the individual – seeking to develop themselves professionally – was caught in the ebb and flow of the university’s BLIS course provision, the workplace (usually a publically funded library) and the course and tides of their lives in general. This set of influences, demands, and conundrums can be simply illustrated as follows:
From this basic diagram flows the research design, choice of frames and methodologies and finally the results and analysis as set out below.

**Conceptualisation: Qualitative research analysis**

The research will take the form of “student’s time for studies related life histories” following students’ aspirations and choices and how these might have been influenced by their background, social and historical circumstances, etc. Health, economics, family, opportunity, funding and individual inclinations will also play a part in students’ choices, range of meanings and motivations, and “success” in studies. This relates to and feeds into support systems for students, from basic university and workplace administration to self-awareness and tapping into social networks.

**Methods of gathering information: Multimodal data collection methods**

The main focus of the research is to analyse the study time usage considering the general “lifeworld” of the participant (in terms of home, work, university).

There will be two ways of collecting information from the participants – between 6 and 10 students, depending on their availability. They are currently registered non-traditional BLIS students who are also working librarians.

The first is to ask participants to monitor their own study times using a 24 hour diary entry over a given week. This week is preferably after the first few lectures and before the first test or major assignment deadline, as suggested by lecturers and students as a way to capture their most stressful times.

The second part is to have at least 2 semi-structured interviews with each participant taking note of their perceptions, descriptions and narrations of their home and working lives, emphasising again the aspect of time for study. The first interview would cover the range of issues based on the diary exercise, and the second would be a follow up interview. Interviews will be the main way to gather data for analysis from students.

Also, with permission, the researcher will also gather information regarding the workplaces of the participants to capture information on their employer’s understandings of professional development, time off and management of studies, and opportunities for development. Interviews with the relevant LIS department staff at UWC will see further insights into students’ time at university, particularly around the timing of the first year first semester
course as a crucial foundation building, formative professional development experience. The 2013 course provision will be flexible and this will be compared and contrasted to the baseline captured in 2012.

The time for studies related life histories that will be developed around each individual participant will focus on non-traditional student communities and is intended to shed light on actual time used for study. These specific life histories built up around individual students, plus the mapping of the broader context through use of the CHAT theory will provide the picture of “things as they are now” plus a lens through which to analyse the non-traditional BLIS student in the university context, university-workplace interaction, student-university-workplace professional social and political structures.

Interviews are voluntary and will be recorded and then transcribed. A signed informed consent document will be required as per the university Ethics Committee rules. In addition, the researcher will ensure that the preliminary and introductory remarks for all recorded interviews will include:

- the purpose of the study,
- assurances of confidentiality, and anonymity if the interviewee wishes,
- permission to record the interview
- that the research is being done for masters degree purposes
- that the research will not have any negative effects in the working environment
- the interviewee will need to verbally acknowledge on the recording that they understand the terms and conditions of the interview.

The research interview might conjure up some feelings, regarding the individual’s own history or current working situation that might in some cases trigger strong emotions. The researcher will be aware of any response that the interviewee might have that is stress or anger related, and will suggest a termination of the interview, or a comfort break before continuing, or further support as required (for example, a referral to the union for labour related advice, or even personal counselling).

**Obtaining permission**

Obtaining permission for data collection includes providing research participants with an information sheet outlining the study as well as contact details for the researcher and supervisor. The research participant will be provided with an interview guide to inform of the scope of the interview. Participants will need to sign off a form giving the researcher permission to interview them, and observe them, as well as take a few relevant photographs. These documents and forms can be found in the appendices below.

There is always the possibility for conflict of interest as the research considers the full picture of employer and its employees that are also students of the university. This will be managed through maintaining a level of anonymity and confidentiality of students, and in as far as possible working through the UWC Department for Library and Information Science (LIS) which has good working relationships with students/graduates and their employers.

Semi-structured informational interviews will also be done with selected staff members of the UWC LIS department, and they will be asked to sign off both an organizational participant permission form (by the Head of Department), and individual academics will sign off a participant permission form before being interviewed. (See the appendix below for the relevant forms.) The LIS department is a selected site of the Flexible Provision Project and has been involved with the project since inception through the research organizing group as well as site specific information and project management meetings.
The specific request to interview employees of the City of Cape Town libraries goes through their Marketing and HR departments and will be done as a request from the Division for Lifelong Learning by the researcher and supervisor. The relevant forms and information sheets for participating organizations can be found in the appendices below.

Feasibility of the project
The research is entirely feasible. It relies on the goodwill of research participants which to date has been freely available as many would like their voices to be heard and their educational story to be told.

Research Ethics statement
As far as the researcher knows, no human or animal will be physically harmed during the conduct of the research. All interviews are confidential and the participant is most welcome to have access to both the interview transcript and the final thesis. The original interview records and transcripts will be archived securely at the UWC Division for Lifelong Learning (DLL) and may be used further, with permission, for reporting purposes.

There is always the possibility for conflict of interest as the research considers the full picture of employer and its employees that are also students of the university. This will be managed through maintaining anonymity of students. In addition, I will be working through the relevant academic staff of the UWC Department for Library and Information Science. The specific request to interview employees of the City of Cape Town libraries goes through their Marketing and HR departments and will be done as a request from the Division for Lifelong Learning by the researcher and supervisor.

The South African Qualifications Authority (SAQA) is the bursar. They will require information regarding the work done and this is purely for research purposes in understanding how the BLIS as a qualification is achieved at the university and for what purposes it may be recognised in the workplace.

The researcher has the appropriate training and preparation for proceeding with this research and will conduct the research in accordance with the ethical and professional guidelines of the university and best practice for educational researchers.

I undertake to uphold the relevant ethical codes and guidelines with regard to my research design, interviewing and analysis, as well as the publication and dissemination of conclusions and results.

This undertaking notes the responsibilities of the researcher, professional issues for the researcher and ethical norms. These include avoiding harm to interviewees, building trust, accountability, fostering mutual respect and fairness, reduction of potential for doing harm. The researcher also has a responsibility for the protection of human subjects through confidentiality, non-disclosure of identity, permission to disclose identity, and identity protection through pseudonyms, and a certain amount of anonymity.

This undertaking considers that well-being of the individual participant, specifically in terms of their voluntary participation, avoidance of coercion, their informed consent, their understandings of levels of risk of harm, confidentiality, and their freedom to withdraw from participation without consequences & destruction of associated data. Similar principles will hold for organizational participants.

The researcher undertakes to write up a data analysis that promotes responsible quotation,
responsible transcript editing, and ethically guided conclusions drawn from the results and data collected.

The researcher undertakes to ethically disseminate the results, most notably through peer reviewed academic channels. The researcher will provide an opportunity for participants to receive results and give feedback regarding the research/interview process, in writing during the data collection period, and additionally as part of the forum of a seminar at the university.

The researcher understands their role of guardianship of collected data, and undertakes to ensure the safety of the data for the duration of data storage, together with the Division for Lifelong Learning. Data will be stored securely, and either destroyed or archived appropriately using relevant university systems.

Since this research project is registered with the University of the Western Cape, I will remain faithful to the research ethics procedures as specified by the UWC research ethics policy.

For the purposes of this study I limited my search to research ethics that is relevant to my domain of study which is termed “researching Higher Education” and found a range of peer-reviewed academic journal articles and books that are relevant worldwide and also in South Africa – as outlined below.

A basic and initial approach to understanding ethical requirements can be found in the postgraduate research handbook by Wisker (2007) which focusses on “Ethics and Confidentiality: Typical Procedures and their history”. The checklist for the researcher (Wisker 2007, the whole of Chapter 8) includes informed consent, how to share information and results, protection of interests and physical protection, access to participants and giving access to information, managing information and data, ethical analysis, and what happens after the research is done and disseminated.

There are many articles on the role of virtues in research ethics, which is essentially an Aristotelian notion. These are attitudes and skills and abilities and values that the researcher embodies as they conduct their research activities. McFarlane, Zhang and Pun (2012) provide an overview of “all aspects” of integrity in academic research. Chapfika (2008) writes about integrity as a core virtue for the academic researcher in education, as a way to be a more ethical and effective researcher. Jarvie (1969) explores the ideals and ethics of participant observation. Eckstein (2003) deals with academic integrity and academic fraud internationally in a UNESCO booklet on the topic. Pring (2001) mentions the ethical dilemmas faced by researchers who are unduly influenced by research sponsors, research teams they may belong to, and even the university that employs them. Udo-Akang (2013) refers to “six ethical values (a) honesty, (b) fairness, (c) objectivity, (d) openness, (d) trustworthiness, and (e) respect for others” as major virtues for all aspects of scholarly work.

Seidman (1991) is a general handbook on interviewing in educational and social science research, dealing with the meaning and administration of informed consent for higher education researchers interviewing human participants, the rights of the participants, issues of confidentiality, as well as a chapter devoted to “The Ethics of doing Good Work”.

A handbook for research methods in higher education research is found in Cohen, Manion & Morrison (2007), where the chapter on research ethics covers informed consent, access and acceptance, sources of tension, ethical dilemmas and the range of the responsibilities of the researcher.

Responsibilities and Ethical norms of the researcher include: Avoid harm to interviewees, Trust, Accountability, Mutual respect and Fairness, Reduction of potential for doing Harm,
Protection of human subjects, Confidentiality, non-disclosure of Identity, permission to disclose identity, and identity protection through pseudonyms, levels of anonymity.

Bryman (2012, 4th edition) provides a comprehensive guide for the social science researcher through all aspects of the research process including: research design and choosing research methods, research politics and “influences” on the research to be conducted (see also Babbie 2011: 75), differences between qualitative and quantitative research (and strategies to “break down” this divide in Chapter 26), the process and “messiness” of social research, effective collection, analysis and interpretation of data, and the dissemination of those findings to others. But it is Chapter 6 of the handbook (pages 129 to 154) that covers ethical considerations in detail, with vignettes and information on ethical principles regarding: Harm to participants and researchers themselves, lack of informed consent and providing participants with options, research that unnecessarily or unconstitutionally invades of privacy, and the use of deception in conducting observational methods of research (for both positive and negative purposes). The most notable section here is the “tips and skills” box (Bryman 2012: 146) which outlines the framework for ethical research used by the UK Economic and Social Research Council (ESRC) covering the following important aspects: the relationship between ethical integrity and research quality (see also Bryman 2012: 144), informed consent, confidentiality, voluntary participation, avoidance of harm and independence of the research. Bryman (2012: 137) gives general advice on research data protection, from the legal framework information that researchers need to know, to practical and secure storage. The main lesson that can be drawn from Bryman (2012) is that the researcher has to be aware of, and work with a view that ethics pervades all the decisions in and around social science research, in different ways and at different levels.

Informed consent of research participants is further problematized by Alderson (1998) which explains that there are many varieties of what we commonly refer to as informed consent, and the article aims to “review the advantages and limitations of theories about real consent, constructed consent, functionalist and critical consent, and postmodern choice. The article shows how an analysis of theories can clarify practical knowledge about the advantages of and problems in obtaining consent, which will help everyday practice and research.” The conclusion is that informed consent is a complex concept that might require a new approach as “too complex to be explained by any one theoretical model". The two most important considerations here are “understanding and voluntariness” with regard to the information provided to the research participant, and the decision making process of the research participant.

A list of relevant international peer-reviewed academic journals which may be consulted during the course of the research outlined here include:

- Journal of Academic Ethics
- International Journal for Educational Integrity
- Research Integrity
- International Journal of Social Research Methodology
- Journal of Research Administration
- Qualitative Research Journal
Statement that the research is in line with the ethical rules of a national disciplinary association, as well as rules of an international disciplinary association, and the world standard ethical practice is in the particular discipline:

In South Africa, there is no association or professional body that directly deals with the category “Researching Higher Education”.

Researchers in HE in South Africa then have to look to other research sources for guidance on ethics in the journals, relevant academic peer-reviewed books on research ethics, university Research Ethics Committees information posted online, scholarly articles and scholarly searches for professionals in the field who have an interest in research ethics.

Locally, the South African “Human Sciences Research Council” (HSRC) provides opportunities for researchers to have their work in researching higher education evaluated by their Ethics Committee. The HSRC Code of Research Ethics covers a set of values and principles, mentioning Respect and Protection, Transparency, Scientific and Academic Professionalism and Accountability.

The associations and groups internationally that researchers in HE look to for guidance on ethical matters related to research include:

- UK Higher Education Academy (HEA)
- American Association for Higher Education (AAHE)
- American Educational Research Association (AERA)
- British Educational Research Association (BERA)

The code of ethics that I will subscribe to for the purposes of this research is from AERA.

The AERA “Code of Ethics” for researchers

According to the AERA website, the Code of Ethics of the American Educational Research Association was approved by the AERA Council in February 2011. The main purpose of the code is “the welfare and protection of the individuals and groups with whom education researchers work. It also serves to educate education researchers, their students, and others who would benefit from understanding the ethical principles and standards that guide education researchers in their professional work.” The American Educational Research Association (AERA) code of ethics for social science researchers includes the following:

- Principles for Professional Competence, Integrity, Scholarly Responsibility, Respect for Human Rights.
- Ethical standards, Competence, Use and Misuse of Expertise (Fabrication, Falsification, and Plagiarism), Avoiding Harm, Non-discrimination, Non-exploitation, Harassment, Conflicts of Interest, Adherence to Professional Standards, Disclosure, Avoidance of Personal Gain
- Maintaining Confidentiality, Limits of Confidentiality, Electronic Transmission and Storage of Confidential Information, Anonymity of Sources, Minimizing Intrusions on Privacy
• Scope of Informed Consent
• Research Planning, Implementation, and Dissemination, Offering Inducements for Research Participants, responsible Data Sharing, Authorship Credit.

The full text of this code, and other Codes and Ethics Statements mentioned earlier, are listed in the bibliography.

Additional research ethics guidelines will be obtained from the following sources:

• WMA Declaration of Helsinki - Ethical Principles for Medical Research Involving Human Subjects Sociology (Note: While this code is directed at researcher in the medical field, many important guidelines can be generalized for the purposes of social science research).
• Statement of Ethical Practice for the British Sociological Association
• UWC Research Ethics Policy

The research I wish to undertake for my Masters in Education is in line with the ethical rules of a national disciplinary association (as represented by the generic HSRC guidelines), as well as rules of an international disciplinary association, and the world standard ethical practice in the particular discipline I am working (as represented by the AERA ethical code).

Bibliography

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GENERAL INFORMATION SHEET

About the thesis: “Time for studies” for professional development

ACCEPTED TITLE
“Time for Studies: Critical temporalities of the professional development of working librarians in South Africa”

Main Research Questions

1. Given the constraints of their university / work / home / other environments, how do non-traditional students find time for their studies that will lead to a professional qualification?

2. How do students use the assigned and/or policy related hours of study leave to complete their qualification? And how / when / why was study leave negotiated?

3. How do these students’ ambitions to succeed (and other influences or deciding factors that they might have) in their professional development as librarians affect their available choices around time for studies?

ABOUT THE PROJECT

Following from the acceptance of the SAQA (South African Qualifications Authority) funded UWC (University of the Western Cape) Flexible Provision Project at Senate level, and the initial baseline inquiry completed by the researcher in 2012, a theme that emerged was that students registered for the BLIS degree (i.e. the Bachelor of Library and Information Science, one of the recognised Library & Information Science qualifications in South Africa), who are also working in public libraries in the Western Cape, have some interesting hurdles to overcome with finding time for studies – from attending class to finding time to submit assignments, and even to allocating time for exams.

The title for the MEd is “Time for studies: Critical temporalities of the professional development of working librarians”. And the main questions and ideas for the proposed topic are:

1. Given the constraints of their university / work / home / other environments, how do non-traditional students find time for their studies that will lead to a professional qualification?

2. How do students use the assigned and/or policy related hours of study leave to complete their qualification? And how / when / why was study leave negotiated?

3. How do these students’ ambitions to succeed (and other influences or deciding factors that they might have) in their professional development as librarians affect their available choices around time for studies?

These questions relate to the wider Flexible Provision Project by filling in a particularly thorny gap in how, when and why the university relates (or not) to the workplace through understandings and analysis of the experiences of these non-traditional students as they become library professionals. And secondly, in the baseline enquiry done in 2012, the students, university academic staff, as well as the City of Cape Town as the employer of public librarians, recognise and point out that time for studies is an issue on a variety of levels, but this range of factors specific to their situation as workers and students in the Western Cape has not yet been documented and analysed through individual
“time for studies related life histories”. This means the life and world of the student documented through their own descriptions and narratives surrounding their understanding of time for studies.

Central to this study is using theories of “critical temporalities” around non-traditional university students and the time they have for studies, at home or in the workplace. Critical Temporalities is a way of understanding and describing the time, timing and time-related issues and concerns that the students have. Together with the input of their workplace and university staff (to provide clarity and shed light on the policies and tensions and conundrums prevalent in the system as it is now), the analysis of the “critical temporalities” examines an often over-looked aspect (or background resource, or set of social and political circumstances) that non-traditional students experience and face as they undertake their professional development studies.

The individual student is key to the study that I wish to conduct. This non-traditional student, registered for the BBibl degree in the UWC department of Library & Information Science, is at the centre of a host of tensions and conundrums related to university studies, professional development and workplace needs.

This will then be integrated with the descriptions and analyses of opportunities, barriers and affordances (for example, seasons and calendars, helpers and hindrances, time structures at the university and in the workplace, study leave allocations). The overarching theoretical orientation for this thesis is Cultural Historical Activity Theory (CHAT) as applied to lifelong learning and professional development for librarians in South Africa, as well as a life course model; including the temporal dimensions theories from sociology in the workplace.

**Key terms:** Library, Flexible Provision, BBibl degree, professional development, study leave, non-traditional students, public libraries, critical temporalities, temporal dimensions, CHAT.

**Contact details**

Researcher – Catherine WynSculley, email: wynsculley@yahoo.com, mobile: 084 995 6302
Supervisor – Prof. Shirley Walters, email: ferris@iafrica.com; swalters@uwc.ac.za
Division for Lifelong Learning [http://www.uwc.ac.za/Students/DLL/Pages/default.aspx](http://www.uwc.ac.za/Students/DLL/Pages/default.aspx)
Permission and Guidelines for the Research Participant

STUDENTS

Time for Studies: Critical temporalities of the professional development of working librarians in South Africa

Researcher: Catherine WynSculley, Division for Lifelong Learning, University of the Western Cape (UWC) (researcher contact email: wynsculley@yahoo.com and mobile 084 995 6302)

Interviewees: selected BLIS (Bachelor of Library and Information Science) students at UWC

Declaration prior to participant observation, diary exercise, semi-structured interview and photographs

I, ________________________________________ understand that the Time for Studies interview is sound recorded and will be used for research purposes only, and is part of the requirements for the researcher’s Masters in Education (MEd) degree. I can decline to comment at any point during the interview. I can have access to my interview transcript and associated research results at any time.

In addition, the researcher will require me to participate in a “time for studies” related diary keeping exercise, as well as participant observation times whilst at work, as arranged with all relevant parties.

I hereby also permit the researcher to take a few photographs of me, in the workplace, and also at home (depending on timing and place of the data collection activities). These may be used in the thesis and disseminated in academic and related publications as deemed appropriate.

Research results will be made available through the university library (on award of the degree) and academic channels (e.g. seminars, journals and other relevant publications). The transcripts and photographs will be stored securely at the Division for Lifelong Learning at the University of the Western Cape.

I am free to withdraw as a research participant at any time, without fear of consequences. I understand that if so, then my confidentiality will be maintained even though my research data will be destroyed and not used in any part of the study analysis.

Name: _____________________________
Signed: _____________________________
Dated: _______/__________/___________
Email: _____________________________
Telephone / Mobile: __________________
STUDENTS

Range of questions for the “Time for studies” interview and participant observation

1) Biographical information (name, confirm South African citizenship, area living in, age range)

2) Family information (marital status, children, range of support at home)

3) Study status (institution, year of study, bursary or other funding)

4) Employment information (employer, place of employment, job title, permission to speak to colleagues, line manager’s name, colleagues names, subordinates names)

5) Specific time for studies related interview questions:
   a) What were the factors that led you to study further at university level?
   b) Why did you register for the BLIS degree?
   c) Describe a day when you have to attend lectures on campus.
   d) What are the issues that make or break study leave days?
   e) Have you ever use a computer at work for study purposes?
   f) Do you use your course’s online learning management system, and how (e.g. at work or at home)?
   g) Does your employer have a policy for study leave?
   h) Have you asked your colleagues for assistance with regard to study leave arrangements?
   i) Has your line manager ever declined study leave for you, and can you explain why?
   j) Do you intend to complete your BLIS degree, and how?

6) Additional or further comments or questions from the interviewee

7) Follow up and clarification - permission to so via email or telephonically.

8) Diary samples will include dates, times and participant notes on study and work activities for not more than a given week during term time.

9) Basic workplace observation (in person, with minimal intrusion) will take place over no more than 2 hours, with permission.
Permission and Guidelines for the Research Participant

ACADEMIC STAFF

Time for Studies: Critical temporalities of the professional development of working librarians in South Africa

Researcher: Catherine WynSculley, Division for Lifelong Learning, University of the Western Cape (UWC) (researcher contact email: wynsculley@yahoo.com and mobile 084 995 6302)

Interviewees: selected academic staff members at the UWC department of Library and Information Science

Declaration prior to a semi-structured interview

I, _____________________________ understand that the Time for Studies interview is sound recorded and will be used for research purposes only, and is part of the requirements for the researcher’s Masters in Education (MEd) degree. I can decline to comment at any point during the interview. I can have access to my interview transcript and associated research results at any time.

I hereby also permit the researcher to take a few photographs of me, in the workplace, and also at home (depending on timing and place of the data collection activities). These may be used in the thesis and disseminated in academic and related publications as deemed appropriate.

Research results will be made available through the university library (on award of the degree) and academic channels (e.g. seminars, journals and other relevant publications). The transcripts and photographs will be stored securely at the Division for Lifelong Learning at the University of the Western Cape.

I am free to withdraw as a research participant at any time, without fear of consequences. I understand that if so, then my confidentiality will be maintained even though my research data will be destroyed and not used in any part of the study analysis.

Name: _____________________________

Job title: ____________________________

Academic rank: _______________________

Signed: _____________________________

Dated: ________/_______/___________

Email: ________________________________

Telephone / Mobile: ___________________
ACADEMIC STAFF
Range of topics for the “Time for studies” interview

1. Biographical information (name, confirm occupation and title/academic rank)
2. Courses taught, number of students, throughput and graduation, academic calendar
3. Specific issues pertaining to students and time for studies
4. Knowledge of policies for time for studies, from the workplace and the university
5. Perceived trends, highlights, tensions and paradoxes/conundrums with regard to timing of classes and courses, and students’ finding time for studies
6. Any specific student stories (difficulties, challenges, success, hope) related to timing
7. Time related “Work arounds”, problem solving, trouble-shooting and innovations to respond to changing student and staff needs
8. Teaching materials that can be shared: Printed material, Ikamva and/or Learning Management system access
9. Access to class lists and contact information, and/or referral to particular students with interesting stories regarding finding time to study
10. Additional or further comments or questions from the interviewee
11. Follow up and clarification - permission to so via email or telephonically.
Permission and Guidelines
PARTICIPATING ORGANIZATIONS

Time for Studies: Critical temporalities of the professional development of working librarians in South Africa

Researcher: Catherine WynSculley, Division for Lifelong Learning, University of the Western Cape (UWC) (researcher contact email: wynsculley@yahoo.com and mobile 084 995 6302)

Interviewees: selected BLIS (Bachelor of Library and Information Science) students who are employed at your organization.

Declaration prior to participant observation at the workplace and diary exercise, and photographs

We, ____________________________ understand that the Time for Studies workplace observation will be used for research purposes only, and is part of the requirements for the researcher’s Masters in Education (MEd) degree. Participants employed with us can decline to participate at any point. Note that a semi-structured interview will also be conducted with the research participant with their permission.

The researcher will require selected employees to participate in a “time for studies” related diary keeping exercise, as well as participant observation times whilst at work, as arranged with all relevant parties.

Individual participants will maintain a certain amount of confidentiality, and even anonymity, and also freedom from coercion or harassment in any form in the workplace whilst they are part of the data collection activities.

I hereby also permit the researcher to take a few photographs of the workplace, people and/or premises, as negotiated with the relevant parties. These may be used in the thesis and disseminated in academic and related publications as deemed appropriate.

Research results will be made available through the university library (on award of the degree) and academic channels (e.g. seminars, journals and other relevant publications). The transcripts and photographs will be stored securely at the Division for Lifelong Learning at the University of the Western Cape.

We can have access to the research results through the research results reports and attending the relevant seminars at the university, as well as summary information published in peer reviewed academic journals.

We are free to withdraw as a participating organization at any time, without fear of consequences. We understand that if so, then confidentiality will be maintained, even though the research data will be destroyed and not used in any part of the study analysis.
Permission and Guidelines

PARTICIPATING ORGANIZATIONS:
Library and Information Science Department
University of the Western Cape

Time for Studies: Critical temporalities of the professional development of working librarians in South Africa

Researcher: Catherine WynSculley, Division for Lifelong Learning, University of the Western Cape (UWC) (researcher contact email: wynsculley@yahoo.com and mobile 084 995 6302)

Interviewees: selected academic staff at the UWC department of Library and Information Science.

Declaration prior to semi-structured interviews with academics

We, _____________________________________________ understand that the Time for Studies semi-structured interview will be used for research purposes only, and is part of the requirements for the researcher’s Masters in Education (MEd) degree. Participants employed with us can decline to participate at any point. Note that a semi-structured interview will also be conducted with the research participant with their permission.

Individual participants will maintain a certain amount of confidentiality, and even anonymity, and also freedom from coercion or harassment in any form in the workplace whilst they are part of the data collection activities.

I hereby also permit the researcher to take a few photographs of the workplace, people and/or premises, as negotiated with the relevant parties. These may be used in the thesis and disseminated in academic and related publications as deemed appropriate.

Research results will be made available through the university library (on award of the degree) and academic channels (e.g. seminars, journals and other relevant publications). The transcripts and photographs will be stored securely at the Division for Lifelong Learning at the University of the Western Cape.

We can have access to the research results through the research results reports and attending the relevant seminars at the university, as well as summary information published in peer reviewed academic journals.

We are free to withdraw as a participating organization at any time, without fear of consequences. We understand that if so, then confidentiality will be maintained, even though the research data will be destroyed and not used in any part of the study analysis.

Name: ______________________________

Signed: _____________________________

Designation: _________________________
Physical address: ______________________

Website: ____________________________

Dated: _____/_______/___________

Email: _____________________________

Telephone / Mobile: __________________

Form issued by: Professor Renfrew Christie, Dean of Research, February 2002.
APPENDIX 3

3G CHAT diagram
Student–university–workplace–home

MEDIATING ARTEFACT (Set 1)

SUBJECT (Role 1)
Registered BLIS Student

OBJECT 1
University

RULES
Academic calendar for the year. Years to complete the BLIS degree. BLIS degree structure. Options for subject specialisation.

COMMUNITY of PRACTICE
LIASA as professional body
LIS department at UWC

DIVISION OF LABOUR
Lecturers, tutors, professors in the LIS department at UWC, CIECT staff, ICT staff, and administrators of the university, Members of the Advisory Board for FLTP Project

MEDIATING ARTEFACT (Set 2)

SUBJECT (Role 2)
BLIS Student as Family member

OBJECT 2
Home, Leisure, Spirituality

RULES
Family policies
 Constitutional and Human rights

COMMUNITIES (of PRACTICE)
Family, Cultural & Religious groups, Societies, and Political groups

DIVISION OF LABOUR
Family members and their duties

MEDIATING ARTEFACT (Set 3)

SUBJECT (Role 3)
BLIS Student as Worker

OBJECT 3
Workplace (Public Library)

RULES
Provincial government employment policies

COMMUNITIES (of PRACTICE)
LIASA professional body, informal professional groups at the public library

DIVISION OF LABOUR
Library assistants, Library Technicians, Librarians, Line

ANNEX 3