THE CHALLENGES OF BUILDING A UNIFIED LIBRARY AND INFORMATION SERVICE AT KYAMBOGO UNIVERSITY

BY

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DECLARATION

I ISALA ABDU KARIM, do hereby declare that the contents of this dissertation are a result of my own study and findings. To the best of my knowledge, they have never been presented for a degree in any other University.

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DEDICATION

To my mother; Fatuma Ntono who brought me up, loved and educated me. And to my wife: Salima Nairuba and daughter: Asiina, Nuzhat, Bashiira and Fatuma who endured the hardships while I was pursuing this study and the M. Sc. Inf. Sc.
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I also wish to pay tribute to my classmates at EASLIS 2000/2001 - 2001/2002. Samuel Gita and Henry Akras Ayias, you are specially remembered for assisting me with this work.

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ABSTRACT

The world is experiencing college and university mergers that take place either voluntarily or through government intervention. In Uganda, there have been two mergers prompted by government, the latest being Kyambogo University resulting from the merger of UPK, ITEK and UNISE. This study was to establish the challenges which Kyambogo University is likely to face after merging the library and information services of the former institutions and suggest recommendations to handle these challenges early enough. The study mainly used the qualitative methodology. It was conducted at Kyambogo University. The methods of data collection involved the use of three unstructured questionnaires and an interview schedule administered to the students, academic staff, library staff and administrators.

The findings of the study are that: there are a number of library and information services currently being provided. A number of problems facing the current services were also identified. The study revealed that neither the LIS facilities nor the services being provided are adequate. The study established a number of challenges likely to face the University Library. These challenges are: untrained staff and shortage of trained staff, lack of adequate space, lack of ICT facilities, low funding from Government, high costs of merging operations, many information materials are below university level, lack of ICT facilities will lead to inadequate materials for research, while low subscription to current journals/periodicals will mean inadequate provision of information.

The study recommends that: KYU should focus on training its staff and as well as recruiting more trained staff. The University authorities should ensure that the libraries are adequately stocked with the most up-to-date and relevant materials. The library staff should work extra hard in order to satisfy users’ needs. As a long term project, a new library building is needed because not only will it solve space problems but also assist in harmonization and integration of LIS facilities. A gradual process of introducing ICT facilities in library and information services will be viable. An Internet base should be established and a policy on inter-library loan be developed. However, in the modern era, IT will help in research and the University library should take advantage of the PERI Project which allows all institutions of higher learning in Uganda to access a number of international databases. There is need to seek for donor support besides lobbying for more funding, and to find other ways of internally generating funds. There should be a deliberate move by University managers not to allow launching of programmes before the reading materials are acquired. The printed materials should form the bulk of the collection, although the electronic information resources will have to run side by side. Periodicals/Journals should be subscribed to as well as subscription to on-line sources. A well-selected stock is needed with departments playing major roles.
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1.1 INTRODUCTION

Kyambogo University (KYU) came into existence in July 2001 when the Minister of Education and Sports appointed the first interim administration called Kyambogo University Management Task Force Committee (KUMTC). This was published as a press release in The New Vision, Wednesday 25, July (2001:44). KYU was born out of two processes, that is a merger and a take-over. It is a merger because two legally autonomous institutions were amalgamated and these are: the Institute of Teacher Education Kyambogo (ITEK) and the Uganda National Institute of Special Education (UNISE). The Institute of Teacher Education Kyambogo, Statute, established ITEK 1989 while the Uganda National Institute of Special Education Act, 1998, established UNISE. It is also a takeover because Kyambogo University took over former Uganda Polytechnic, Kyambogo from the Ministry of Education, (Final Merger Report: 1999: 1). However, at the time of implementation, the Uganda National Institute of Special Education Act, 1998 which established UNISE as a self-accounting Institution, had not been repealed by the Universities and Other Tertiary Institutions Act, 2001. This is stated in Sections 130(1) and 131 (5), (Universities and Other Tertiary Institutions Act: 2001:1) of this latter Act. Hence, at the time of carrying out this study, UNISE was still outside Kyambogo University.

KYU is one of the several action plans of the Government White Paper on the Implementation of the Recommendations of the Report of Educational Policy Review Commission (Government White Paper: 1992:96). The Government White Paper recommends the government to establish a “Greater Polytechnic” which comprises UPK, the former National College of Business Studies (NCBS) and Management Training and Advisory Centre (MTAC) both of which are located at Nakawa. The delay in implementing this proposal led to time being
Overtaken by events. Hence, in 1998 NCBS was taken over by Makerere University's Faculty of Commerce to form the present Makerere University Business School (MUBS) with the mandate to develop business and management education in the country at different levels, namely the certificate, diploma, degree, professional and post experience (The New Vision, Friday August 24, 2001 :24).

The merger process of KYU has been slow but progressive. It started in February, 1998 when the then Minister of Education and Sports presented a proposal to create a University at Kyambogo Hill by merging ITEK, UPK and UNISE (Report of the Governing Bodies of ITEK and UPK: 1998:1). This proposal was presented to the two Governing bodies of both ITEK and UPK, that is, the ITEK Council and UPK Board of Governors. From then on, a series of meetings took place, first between the Ministry of Education and Sports officials and the two Governing bodies, and later between the institutions themselves after the formation of KYU Merger Task Force. This Task Force produced a Report, which was presented to the Minister of State for Higher Education, who later set up another Task Force on the Merger of UPK, ITEK and UNISE into Kyambogo University. The Task Force was inaugurated in August, 1998 with specific Terms of Reference (TORs) and come up with a Final Report (Final Merger Report: 1999:1-2). The Final Report was produced in May, 1999.

The mission of KYU was first defined in the TORs given to the Task Force as: to advance the academic and professional skills in the areas of Technology, Teachers Education and to bring to prominence Technical, Vocational and Education (Final Merger Report: 1999:1). This mission was recently revised in March, 2002 at a Workshop held in Kyambogo University. The revised mission statement is: to advance Academic and Professional Skills in Science, Technology, Special Needs, Teacher and Vocational Education (Resolutions at the Kyambogo University Vision, Mission and Motto Formulation Workshop, Tuesday 26 March, 2002). Kyambogo University's motto is: Knowledge and Skills
for Service. These were approved by the Academic Board/Senate at a special meeting held on
Tuesday 21st, May 2002. However, the finally approved mission statement is: To advance
academic and promote development skills in science, technology and education and in such other
fields having regard to quality, equity and progress of society.

1.2 HISTORICAL BACKGROUND OF UGANDA POLYTECHNIC
KYAMBOGO, INSTITUTE OF TEACHER EDUCATION KYAMBOGO
AND UGANDA NATIONAL INSTITUTE OF SPECIAL EDUCATION
Apart from UNISE, which has a very short history, these institutions have undergone various
transformations several times which means that they have also had different missions, functions,
structure and legal status.

1.2.1 Uganda Polytechnic, Kyambogo (UPK)
Uganda Polytechnic Kyambogo (UPK) started, as Uganda Technical College (UTC) in 1922 at
Makerere and it was the origin of present day Makerere University. According to the Public
Service Review and Reorganizations Commission (PSRRC) Report, (1990:512), UTC started
functioning in 1921 at the current Makerere University playgrounds. The first courses to be
offered were carpentry and mechanics besides Arts, Education, Agriculture and Medicine.

It was in 1922 that the UTC was renamed Makerere College. In 1928, the technical courses were
separated to form a new institution called Kampala Technical School (KTS.) and it was first
housed in today's Estates Department at Makerere University near Bomb Road.

KTS was transferred from Makerere site to Kyambogo in 1954 and renamed Kampala Technical
Institute (KTI) after incorporating the Engineering School of the Public Works Department
(PWD), which was located at Nakawa. The
Engineering School was part of the Muljibhai Madhvani School of Commerce and Arts. KTI was offering Craft and Advanced craft courses in Engineering.

In 1964, KTI was upgraded to become Uganda Technical College (UTC) Kyambogo. It was thus given its original name while in its infancy at Makerere. The Craft and Advanced courses were upgraded to Ordinary and Advanced Diplomas in Engineering.

The Government decision to expand Makerere University in the 1984/85 academic years led to UTC Kyambogo being absorbed by Makerere University (Mulindwa, 1998:131-2). Hence, it became part of the Faculty of Technology. But at the same time, the government realized the need for UTC to continue its role of producing technicians who would implement engineering designs and maintain engineering equipment and plants. Thus 4 new regional UTCs were created in Lira, Elgon, Bushenyi and Kichwamba (PSRRC Report, 1990:513).

In 1986, the National Resistance Movement (NRM) Government, which had taken over power, set up a Task Force to look at the situation of higher education in the country in general and the problems of Makerere University expansion in particular. One of its recommendations was to withdraw Makerere University from Kyambogo and the re-establishment of the former Technical Institution. On August 21st, the Minister of Education made sweeping changes, taking back Makerere University to its original boundaries and re-named the former UTC, Uganda Polytechnic Kyambogo (Focus, vol.3, No.5, Friday August 22, 1986: 1, 5). One would have expected such an institution to be given a legal status. Unfortunately, this was not the case thus; from 1986 to 1992 there was no serious effort either from the Ministry of Education and Sports (M.O.E.S) or from UPK itself to get a legal definition. Its status was that it physically existed and was being catered for by the Ministry of Education and Sports. In this state of affairs, UPK had no properly defined mission, functions and structure. Like all other UTCs, the Governing Body for UPK was a Board of Governors (BOG),
operating under The Board of Governors (Uganda Technical College) Rules, Section 33 of the Education Act, 1964. Yet it continued to grow in terms of courses, infrastructure, student numbers, and staff, both teaching and non-teaching.

According to the PSRRC Report, (1990:514), UPK and all UTCs were operating under the above-mentioned law which placed the overall control of the Polytechnic and the Technical Colleges under the Ministry of Education. This legislation, however, provided for a bifurcated control of these institutions, that is, by the Teaching Service Commission (TSC) and by the Board of Governors (B.O.G). Under this arrangement, the teaching (academic) staffs were appointed by the TSC while the non-teaching staff were appointed by the B.O.G. This legal confusion resulted into a number of structural problems that are clearly outlined in the PSRRC Report, (1990:515). They are summarized below as follows:

- The B.O.G lacked the powers to improve the terms and conditions of service for non-teaching staff;
- The B.O.G was also not in position to discipline teaching staff; many teaching staff members remained on temporary appointment terms for years because the TSe only confirmed teaching staff who had teaching qualifications. Being academic staff, UPK lecturers were recruited like any other academic staff of any university.
- The National Curriculum Development Centre (NCDC) controlled the curriculum while certification was controlled by Uganda National Examinations Board (UNEB). Yet none of these bodies had the expertise in providing curriculum content, let alone setting Final examinations for UPK and UTe students. They had to rely on UPK for all these activities.

Because of all these serious structural problems, the PSRRC Report, (1990:516) recommended the establishment of a Polytechnic as an autonomous institution. The only problem noted was that such efforts towards drafting a legal bill for the autonomy of UPK were being hampered by the EPRC Report's recommendation
to have an amalgamation of UPK, ITEK, NCBS and MTAC into one Greater/Super Polytechnic. The PSRRC Report strongly urged government against taking this decision.

That notwithstanding, when UPK got Dr. Abel Rwendeire as its Principal in 1992, he tried to move very fast on the question of UPK's legal status. The process of drafting a legal document was embarked on in 1994. Unfortunately, he left before his efforts were rewarded, but by the time he left in 1996, the first draft bill, known as The Kampala Institute of Technology Act, 1997 was in its final stage of publication at UPK. The Final draft bill, referred to as The Kampala Institute of Technology Act, 1998 was handed to the Minister of Education ready to be tabled at the beginning of January 1998. This draft bill was never tabled in Parliament. The next information that came out in February 1998 was the proposal for the merger of UPK, ITEK and UNISE into Kyambogo University. Thus, the Kampala Institute of Technology Act 1998 was a "still birth!"

One important fact about UPK was that it was the highest-level non-university institution responsible for engineering education and training (PSRRC Report, 1990:517). In other words, it was the pinnacle of technical education in Uganda, training middle level technicians and engineers in the fields of Civil, Mechanical, Science, and Electrical and Electronics technologies in the country (UPK Prospectus, 1998:1). Furthermore, it was responsible for Technical Teacher Education thus, training teachers for Technical Schools, Institutes and Colleges. Even without a legal definition, the M.O.E.S assigned the Principal of UPK the role of coordinating activities (like curriculum and staff development) of UTCs and the recently created Community Polytechnic Instructors' Colleges (CPICs). This role is in line with the mission of UPK stated by the PSRRC Report, (1990:517) as: to build a strong and distinctive sector for the development of technical education. Its major function was to train post-secondary graduates at, certificate, diploma and higher diploma levels in the various fields of Science and Engineering
In fulfilling this mission, UPK was carrying out some of the following functions as laid out in the UPK Prospectus, (1997/98:1)

1. To equip technicians, engineers and technical teachers with the needed skills for manning the construction, service, manufacturing industries and educational institutions like universities, schools and research organisations;
2. To impart skills and knowledge that will enable graduates provide vital support for engineers by applying specific methodologies to technical areas of expertise;
3. To promote better understanding of the basic principles and methodology along with practical knowledge of the construction, application, properties, operations and limitations of engineering systems, materials, process and equipment;
4. To equip the graduates with the analytical tools to problem solving, utilizing their scientific and appropriate technology either under supervision or independently;
5. To initiate, encourage and promote specific and specialized in scientific, technical and technological fields in accordance with the needs of Uganda. Uganda Polytechnic Prospectus, (1997/98: 1)

1.2.2 Institute of Teacher Education, Kyambogo (ITEK)

The history of ITEK can be summarised in 3 main periods: ITEK (1986-2001), National Teachers College, Kyambogo, NTCK (1965-1986), and Government Teacher Training College, GTTC (1948-1965). According to Hab'ilyalemye, Adupa and Mulindwa (1998:16), the Protectorate Government was by 1945 under pressure to establish Government Primary Teacher Training Centres. This was due to the high demand for junior secondary teachers as a result of a growing number of junior secondary schools. Yet Makerere College was producing a few teachers who were meant for senior classes of secondary schools. Hence, it was found desirable to establish at least two Governments
Centres for training men and women for junior secondary classes. The Director of Education was forced to start a GTTC in an all-purpose one room within the premises of Nyakasura School, which belonged to the Church Missionary Society until 1947. This was to be the humble beginning of ITEK. Through negotiation, the Government took over Nyakasura School and on 30th April 1948 and the GTTC was born, Hab'lyalemye, Adupa and Mulindwa (1998:5).

However, when Nyakasura became a fully-fledged Government School with a senior IV class in 1949, there was pressure to relocate the GTTC. It was relocated to Mbarara, at Ruharo in the same year. The College stayed at Ruharo for 2 years before it was given a new site at Ntare Hill, 1950/51. After 4 years, the GTIC was transferred permanently to Kyambogo in 1954. According to Sua (1998:34-60), from 1954 to 1964, Kyambogo TIC was producing Grade III Teachers for Junior Secondary Schools but it had become the pinnacle of teacher training in the country. Hence in 1965, it was upgraded by the post-colonial Ministry of Education to the status of National Teachers College, Kyambogo (NTCK) with the mandate to train Grade V teachers, taking over this responsibility from Makerere University College, Adupa (1998:61-100). Makerere University College, however, remained the awarding institution.

From 1965 to 1984, the NTCK existed but without a legal definition. Following a Cabinet decision, the NTC became one of the satellite campuses of Makerere University in the 1984/85 academic year. According to Mulindwa (1998:131-2), a School of Education was created at Kyambogo University, taking over the former Faculty of Education and National Institute of Education at Makerere University, and the NTCK. The same decision created 10 NTCs. To avoid disruption of the existing programmes, the NTCK remained distinct in the new structure with its Director reporting to the Vice Chancellor of Makerere University. It was a sweeping decision that resulted into many unforeseen problems.
When the National Resistance Movement Government took over in 1986, a Task Force was instituted to study the issue of continuing Teacher Education in Uganda in general and the problems of Makerere University expansion in particular. The Task Force recommended the establishment of an Institute of Teacher Education (PSRRC Report, 1990:505). The Government accepted this recommendation and on August 21st, 1986, the Minister of Education announced the new changes (Focus, vol.3, No.5, Friday August 22, 1986: 1, 5). Makerere University was withdrawn from the campuses of Nakawa and Kyambogo and the NTC was changed into the Institute of Teacher Education, Kyambogo (ITEK), but still without a legal status. This had to finally come after 3 years in August 1989, when the National Resistance Council passed the Institute of Teacher Education Kyambogo, Statute, 1989, but the date of commencement was August 1st, 1987 (ITEK Statute, 1989:3). Hence, ITEK became autonomous retrospectively, but the self-accounting status did not come until 1994/95 Financial Year (ITEK Prospectus: 1998/99:5). The new legal status gave ITEK a distinctive role of taking charge of Teacher Education in Uganda. This legal framework provided for the constitution, administration and functions of ITEK clearly stated in Section 3 (1) and (2) of the Institute of Teacher Education, Kyambogo Statute, 1989. These are to:

1) (a) Provide pre-service training in the field of teacher education leading to the awards of certificates, diplomas and degrees;
   (b) Provide in-service education for teachers;
   (c) Organise and conduct refresher courses, seminars and conferences for teachers, education administrators and inspectors of schools;
   (d) Organise and conduct courses in teaching and communication skills to lecturers and tutors from all institutions in the country engaged in specialised human resources development;
   (e) Co-ordinate with all Teachers' Colleges with an objective of developing curricular and achieving high standards of education;
   (f) Conduct examinations and award certificates and diplomas and where necessary to revoke such awards;
6.(g) Undertake the development and organisation of a resource and service centre in education;
(h) Undertake the development and sustenance of research and publication in education; and
(i) Perform such other functions as the Minister of Education and Sports may specify.

(2). The Institute shall conduct courses leading to the award of degrees by Makerere University under standards provided by Makerere University Act and regulations made there under or may be agreed upon by the Institute and Makerere University and shall, in connection with the awards jointly conduct examinations leading to the awards with Makerere University.

The mission of ITEK was: to encompass the principles of life-long education and continuous professional growth and development of practitioners in education. Performing the above functions stated in ITEK Statute, 1989 would fulfill this mission.

1.2.3 Uganda National Institute of Special Education (UNISE) According to Mulindwa (1998:160-1), UNISE started in 1988 as a Department of Special Education at the Institute of Teacher Education, Kyambogo (ITEK) as a result of a request made by the Ministry of Education to the Danish International Development Agency (DANIDA) to explore the possibility of setting up an Institute of Special Education. Hence, DANIDA started supporting programmes in teacher education in special needs at ITEK. In 1991, the Government of Uganda through the M.O.E.S and the Danish Government through DANIDA established UNISE under a Bilateral Agreement, which was to cover 3 phases of transformation.

The first phase covers the period 1991-1995. This phase saw DANIDA funding the construction of the infrastructure on a 3D-acre site in Kyambogo, adjacent to
UPK and ITEK. Under this phase, DANIDA fully provided the technical and financial support to UNISE. The second phase covers the period 1996-2000 which saw the implementation of more detailed programmes, the administrative structure as well as the personnel. It was also during this period that the legal framework was worked out, culminating into The Uganda National Institute of Special Education Act, 1998 passed by the Uganda Parliament. Under this phase, DANIDA funding started reducing while Government funding started rising. The third and last phase covers the period 2000-2003. Under this phase, the Uganda Government is providing the biggest amount in funding UNISE activities with less support from DANIDA.

According to the UNISE Act (Acts Supplement No 9), 1998, UNISE is an autonomous institution of higher learning but academically linked to ITEK and Makerere University. UNISE offers academic programmes leading to the award of degree, undergraduate and postgraduate diploma, and certificates. Makerere University awards the degrees while ITEK awards the diplomas and postgraduate diplomas. UNISE only awards certificate courses. According to the UNISE Prospectus, Summarised Copy, (2001: 1-3), the programmes include, a one-year Post Graduate Diploma in Community Based Rehabilitation (CBR), a two-year B.Ed. in Special Needs Education, a two-year diploma in Special Needs Education, a two-year diploma in Community Based Rehabilitation, a two-year diploma in Mobility Rehabilitation.

The main objective of UNISE is to meet the great demand of special educational needs in Uganda and the region through providing professional manpower to secure effective support of training needs. The functions of UNISE are stated in Section 6 (1), (2) and (3) of the UNISE Act, 1998 as follows:
1). (a) To train teachers and other personnel working in the field of special needs education and rehabilitation to cater for all kinds of persons with disabilities and learning needs;
(b) To conduct research with emphasis on special needs education and
Rehabilitation;
(c) To produce, document and disseminate information on disabilities to persons involved in special education and rehabilitation and the public as a whole;
(d) To design, construct and develop educational materials and aids and to repair and maintain such equipment;
(e) To gather and collect information on educational materials and aids for people with disabilities and learning difficulties from other countries;
(f) To prepare brochures, journals, handouts, pamphlets and magazines for persons working in special education and rehabilitation and for persons with disabilities and special learning needs;
(g) To conduct in-service courses for personnel working in areas of special needs education and rehabilitation;
(h) To run an orientation and mobility centre for training and demonstration purposes;
(i) To run a demonstration pre-school for the training and simulation of children with disabilities and special learning needs and to offer educational assessment for those children;
U) To conduct distance education in special education and rehabilitation;
(k) To conduct examinations and award certificates and where necessary to revoke such awards;
(l) To initiate and run appropriate and affordable outreach or extension services;
(m) To do any other thing geared at enhancement and development of special education and rehabilitation; and
(n) To do any other thing incidental or connected to the above.
(2). The Institute shall conduct courses leading to the award of diplomas by the ITEK under standards provided by the Institute of Teacher Education Kyambogo Statute, 1989 and regulations made there under or as may be agreed upon by
the UNISE and ITEK and shall in connection with such awards, jointly conduct examinations leading to the awards with ITEK.

(3). The Institute may conduct courses leading to the award of degrees by Makerere University under standards provided by the Makerere University Act, 1970, and regulations made there under or may be agreed upon by the Institute and Makerere University and shall, in connection with such awards, jointly conduct examinations leading to the awards with Makerere University.

1.2.4 Library Facilities at KYU

Kyambogo University has three (3) main library buildings: former UPK Main Library, Barclays Library of former ITEK and UNISE Library. Of the three libraries, UPK and ITEK Libraries have gone through various phases as per the background of their respective parent institutions.

ITEK (Barclays) Library

According to Adupa and Mulindwa (eds.), (1998) ITEK (1986-2001) evolved from the former National Teachers College (NTC), Kyambogo (1965-2001), which was formerly known as Government Teacher Training College (GTTC, 1948-1965). Former ITEK Library (Barclays Library) was built by Barclays Bank in 1963.

UPK Main Library


UNISE Library

UNISE Library started as a department library in 1988 in ITEK. The new Library was completed in 1995.
The three libraries now form the nucleus of Kyambogo University Library (KYULIB). Like any other academic institution, KYU Library is a very important aspect of the academic life of Kyambogo University. The library forms the basis of teaching and study as well as being a centre for research. Besides the primary obligation of an academic library, KYULIB is playing the role of training in the field of Library and Information Science by offering an undergraduate diploma in Library and Information Science (DLIS). Former ITEK Library started this role and it is now 4 years old (ITEK Library Report: 2001).

These three former institutions have been running independent of one another with different mission statements and objectives. In other words, all the three institutions have been coexisting by respecting each other's mission, autonomy, and purpose for delivery of higher education to aspiring Ugandans. They have been separately but simultaneously providing leadership in technical, teacher and special education professions. Besides, whereas ITEK and UNISE had a legal status under the Institute of Teacher Education Kyambogo Statute, 1993, and The Uganda National Institute of Special Education Act, 1998, UPK evolved from Uganda Technical College by a 'pronouncement' made by the Minister of Education in 1986. However, since the pronouncement had no legal backing, UPK remained a department probably operating under the Board of Governors (Uganda Technical College) Rules, Section 33 of the Education Act, 1964 and controlled by the Ministry of Education and Sports.

1.3 OBJECTIVES AND FUNCTIONS OF KYU

1.3.1 General Objectives

Since KYU falls in the category of institutions of higher learning, it will perform the following general functions as outlined by Report of the Public Service Review and reorganizations Commission (PSRRC Report), (1990:481). These will include:

• To train high-level manpower;
To generate knowledge through research;
To disseminate knowledge through publication, extension services and various forms of extra-mural programmes; and
To store knowledge and all products of intellectual excellence.

All the above functions will be performed to achieve two general objectives (PSRRC Report, 1990:481).
1. To promote national development through increased productivity and more efficient utilization of all national resources, and
2. To improve the quality of life for all by contributing to the development and operational effectiveness of all social institutions, enabling them to meet an increasing range of human needs.

1.3.2 Specific Objectives of KYU
The Kyambogo University's mission objectives and functions are clearly outlined in the Final Merger Report (1999:5-6). The first and major mission objective of KYU is to produce different types of graduates with the following attributes:
• Well-developed entrepreneurial skills: they must have the ability to recognise and exploit opportunities for the creation of wealth, rather than the normal inclination to seek employment.
• Practical orientation, more of technologists than scientists.

Another objective of KYU will be to meet the national challenge, which is summarised as follows:
• The need to train teachers who are competent and properly oriented to introduce required change in our educational system right from the lowest level.
• The need to train craftsmen, technicians and graduate level technologists so that they are able to:
  - Improve existing methods, processes and tools
  - Develop new methods, processes and tools
  - Spearhead applied research
1.3.3 Functions of KYU

Arising out of the above national challenges, KYU will endeavour to fulfill the following functions:

1. To train for a specific purpose rather than a general pursuit of academic excellence. The identified purpose here includes:
   (a) Training of graduate teachers equipped to introduce a fundamental change in the educational system from the lowest level, with an emphasis on science and technology. It is impossible to separate output from the process, that is to say, well trained technologists must be produced by well trained teachers right from the lowest level of education.
   (b) Training of graduate technologists to ensure rapid industrialization and exploitation of resources.

2. The University will focus on the graduate level training. However, to ensure that the lower cadres (craftsmen, technicians, primary and secondary teachers) are properly trained, KYU intends to seek the responsibility of setting up a supervision and accreditation mechanism over the various Primary and National Teachers Colleges (P/NTCs), Technical Colleges (UTCs), Technical Institutes (Tis), Technical Schools (TSs), and the Associated Community Polytechnics (ACPs). Already in existence is the Department of Teacher Education and Extension of former ITEK which is coordinating P/NTCs. It is also proposed that the new Faculty of Technology will establish a Department of Technological studies and Extension to co-ordinate the UTCs, Tis, TSs, and the ACPs.

3. The Government recognises that there are individuals who have various physical disabilities and special needs. Hence they have a right to proper education, which includes the right to acquire proper skills to ensure their participation in nation building. Hence, KYU will take the lead in making
sure these disadvantaged individuals are given a fair shot at the available opportunities. Final Merger Report (1999:6) Kyambogo University opened its gates to the pioneer students in October, 2001. The University opened with a big bang because, not only did it introduce new and unique undergraduate degree courses, but also 3 postgraduate programmes at Masters level (The New Vision, Monday September 17, 2001). Among the new undergraduate degree courses are: vocational studies in Agriculture, Art & Design, Business Studies, and Home Economics. All these are done concurrently with Education. Others include: Accounting and Finance, Management Science, Information Technology and Computing; Telecommunication Engineering, Building & Civil Engineering, Manufacturing Engineering, Arts, and Science with Education. Besides these, there are over 60 diploma and certificate courses in various fields.

Postgraduate programmes include: M.A (History), M.A (Religious Studies), and M.Sc. (Sports Science). Besides these, there are 2 postgraduate diploma programmes, that is, Post Graduate Diploma in Education, and Post Graduate Diploma in Teacher Education. These were being offered by former ITEK.

The curriculum at KYU centres mainly on science, technology, special needs, teacher and vocational education with special emphasis on entrepreneurial skills and practical orientation. The Government of Uganda recognises the universal acknowledgement that Science and Technology (S&T) plays in the process of industrial, economic and social development as outlined in its Vision 2025 (Vision 2025: A Strategic Framework for National Development, Vol. 1, Main Document (Working Draft) For National Dialogue: 1999:14). The role of Kyambogo University will be to address the shortage of properly trained technical manpower in order to build a critical mass in Science and Technology, Research and Development, and skilled labour for economic transformation and development. This is based on the new thinking by the University Leadership, that university
graduates should expect to farm, and engineering graduates should be more focused on design and fabrication (The Monitor, Monday 12 November 2001:26).

1.4 STATEMENT OF THE PROBLEM
When an institutional merger or takeover occurs it implies that the old institutions are absorbed into the new one. This also means that there will be an organisational change in the whole set up of the new institution. Organisational change for KYU Library will include the reorganization of library and information services. It may involve the application and use of Information and Communication Technology (ICT), and provision of new information products. These changes will affect institutional framework, employees and the managerial system.

Secondly, the Library and Information Services (LIS) of the 3 former institutions have been running independently on the basis of fulfilling the mission, objectives and functions of their parent institutions. They were operating under different organisational structures and besides, their services were organised under different technical systems, i.e. cataloguing/classification.

After the merger of the three (3) institutions, KYU as a public university now operates under the Universities and Other Tertiary Institutions Act, 2001. Section 35 of this Act states that:
(1) There shall be a University Librarian for each Public University who shall be appointed by the University Council on the recommendation of the Appointments Board.
(2) The University Librarian shall be responsible for the development, control, management, and coordination of all library and information services of the university.
This would mean creation of one university library system. It would also mean a reorganization of the structure, technology and services in order to fulfill the objectives of the new University.

However, what is important to note is that none of the three institutions was prepared to handle the tasks of a university library. One of the most challenging tasks will be the ability to meet the growing demands of a university. The growing numbers of students as well as increased demand for research facilities from a growing faculty need to be watched. Yet a university library is the heart of any academic institution and failure to make a university library what it is supposed to be poses a danger of failure to meet the new user demands of KYU.

Besides the above challenging tasks, there will be other associated challenges that are likely to be faced in trying to build one university library and information service. These may include administrative, infrastructure and financial challenges among others.

The challenges of this change are the concern of this study. Re-organisation has not taken place because the university is in transition. The researcher therefore deemed it necessary to find out what are the likely challenges to face the building of a unified library and information service from the former institutions, i.e. ITEK, UPK and UNISE.

1.5 PURPOSE OF THE STUDY
The study aims at establishing the challenges which Kyambogo University is likely to face after merging the library and information services of the former institutions and suggest recommendations to handle these challenges early enough.
1.6 OBJECTIVES
This study will achieve the following objectives:
1. To review the current library and information services of the merged libraries at KYU.
2. To find out how the KYU Community perceives the merger.
3. To examine the new organisational structure and the challenges it poses in terms of service organisation and provision.
4. To make recommendations that will enable the administrators to handle the challenges which could threaten future academic LIS at Kyambogo University.

1.7 RESEARCH QUESTIONS
In carrying out this study, the researcher was guided by the following research questions:
1. What are the current library and information services of the 3 libraries (UPK ITEK and UNISE Libraries)?
2. What are the likely benefits and problems of merging the three libraries?
3. What new organisational structure does KYU Administration propose for KYULib?
4. What challenges does this proposed structure pose in light of historical background of Kyambogo University?

1.8 SIGNIFICANCE OF THE STUDY
This study will be significant the following categories of people: to the university administration, to the library managers, to the stakeholders, to other researchers, and lastly to the researcher himself.
First, the new university at this point needs new development ideas. It is well known that academic libraries form the core of all the academic activities of a university. Therefore, the proposals and suggestions of this study may form a
basis of strategic planning for library and information services by the university administrators.

Secondly, the library managers have the social responsibility of organizing efficient and effective library and information services to satisfy their users. They are affected because they will be brought together in one university library system.

Thirdly, the study is significant to the users who are stakeholders in all the academic activities of the university. When the users get value for what they invest in, then they will have got the right information necessary for the development of a nation. This means that improper planning of the merger would affect users. It is the aim of this study to ensure that KYU Library System is well organised so that all its users will benefit.

Fourthly, the study is significant to future researchers and students on the subject of higher education institutional mergers. The contribution, however small, which this study will make, shall form a basis for all those who will seek information on the re-organisation of library and information services in future mergers.

This research is being carried out as part of the researcher's education for academic achievement. When this is attained, the researcher hopes to get satisfaction from the benefits that will go with this academic achievement. Not only will he have acquired good research skills, but also the status that goes with people with more academic credentials.

1.9 SCOPE
This study will cover Kyambogo University with specific reference to the three former institutions, i.e. UPK, ITEK and UNISE. It focuses on Library and Information Services. However, given the role that KYU will play in coordinating
teacher and technical education through NTCs and UTCs, these will be included in this study.

1.10 LIMITATIONS
There is no research without limitations. This study encounter the following limitations:
1. The funds were not enough to carry out a research in such limited time.
2. The respondents had little knowledge about library and information services hence they did not complete many sections.
3. It was very difficult to make appointments for interviews with very busy university administrators
4. This being a case study, the results may not be generalized.
5. There was a lot of hardship in getting the right documentary review.

1.11 CONCEPTUAL FRAMEWORK

1.11.1 Definitions
Challenges: Cambridge International Dictionary of English refers to the term challenge to a "difficult job." It is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Building: According to Webster's Third New International Dictionary of the English Language: Unabridged the term building is used here to mean: to fashion or develop according to a systematic plan, by a definite process, or on a particular base.

Unified: This is an adjective that comes from the term unify which means to bring together or combine according to Cambridge International Dictionary of English (1996).
Library: According to the Encyclopaedia of Library and Information Science, vol.6 (1993:1790), the term library can be used in different contexts, two of which can be applied here. First, it refers to a collection of books and other literary material that have been kept for reading, study and consultation. Secondly, the term is used to refer to a place, building, room or rooms set apart for the keeping and use of a collection of books, etc. Crawford and Gorman (1995:3) define a library in terms of what it does. According to the two authors, libraries exist to acquire, give access to and safeguard carriers of knowledge and information in all forms and to provide instruction in the use of the collections that their users have access. In short, libraries exist to give meaning to the continuing human attempt to transcend space and time in the advancement of knowledge and preservation of culture.

Library Service: refer to the facilities as well as outputs provided by a library. According to Encyclopaedia of Information and Library Science, vol.6, (1993:1810), library service refers to the facilities which are provided by a library for the use of the books and the dissemination of information. They include document selection, acquisition and processing; document organisation, reproduction and loan services; readers' advisory services, etc.

Information Service: Information services include, provision of information on demand and in anticipation, bibliographic instruction, indexing and abstracting services, Current Awareness Services, Selective Dissemination Information, etc.

Kyambogo University: refers to that institution which was formed as a result of merging Uganda Polytechnic Kyambogo, Institute of Teacher Education Kyambogo and Uganda National Institute of Special Education.
1.11.2 Relationship Between Concepts

The relationship between these concepts is that the institutional merger, which resulted into KYU, will create new challenges in organizing library and information services.

1.11.3 Theoretical Concept

This study will be based on the theoretical concept of synergy, particularly the Efficiency Theory, one of the seven theories about mergers put forward by Lubatkin and quoted by Vos and Kelleher (2001). Synergy implies the combined power of a group of things when they are working together which is greater than the total power achieved by each working separately. The theory envisages the challenges of mergers in terms of operating synergies, financial synergies and management synergies.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION
This chapter reviews literature related to challenges of mergers. The purpose of literature review is to examine the written works on a particular topic under investigation in order to determine the research gap and make a strong case for the study being conducted. This section therefore will assess the relevance and adequacy of the already written work on the challenges faced by institutions that result from mergers. In this chapter, however, we have to borrow from other areas like business for the purpose of clarifying on the concept of mergers.

2.2 MERGERS: A BRIEF HISTORY
According to Koutsoyiannis (1982:230) the history of mergers dates far back in 1885 in the American economy and since then the merger phenomena has been predominantly associated with modern capitalistic economies. The period 1885-1905 was characterized by an increase in industrial market concentration. According to Reddy (2001) the massification of higher education and the concurrent impact of globalization have combined to exert pressure on higher education systems worldwide. Thus the need to enroll increasing numbers of a diverse body of students with diminishing state resources while meeting an increasing demand for personnel with high level skills. Besides, higher education institutions are being compelled to be accountable for the manner in which they expend their resources, and for the quality of their programme offerings, research and community service. Hence, various governments have adopted the policy of merging institutions of higher learning. Reddy further reveals that the first records of institutional mergers is again traced to the United States where during the period 1940-1978 there were approximately between 1 to 23 mergers reported annually. In the United Kingdom, during the decade that followed the White Paper on Higher Education in 1966, 150 merger proposals led to the creation of
40 institutions. In the 1980s, 41 institutions resulted through a process of merging 314 non-university higher education institutions. According to Reddy, the most recent example of dramatic mergers is Australia where 65 universities, colleges of advanced education and technical institutes were amalgamated into 36 universities. Similar radical restructuring was affected in Dutch non-university sector where by 1987, 314 of the 348 Hoger Beropsonderwijs (HBO) institutions had merged into 52 new institutions, while 34 remained independent.

2.3 GENERAL VIEW ON MERGERS
Koutsoyiannis (1982:230) states that when the merger or amalgamation takes place, the original entities cease to exist since the new institution assumes a new legal entity. Writing from an economic point of view, Koutsoyiannis further reveals that mergers will result into increased market power, economies of scale and expected earnings and, fast growth and expected earnings. According to Simon, Mokhtari, and Simon (1995), mergers are beneficial but only in the short run. These authors were examining whether mergers are beneficial or detrimental by carrying out a study on advertising agencies. They also tried to get into the causes of mergers by exploring the theoretical concepts derived from various economists. One of the findings of their study was that mergers are not beneficial at least in the short run, but rather costly. This is because there will be a lot of costs involved in the reorganization, there are likely communication difficulties and there will also be conflicts of corporate "cultures". However, like the preceding studies, the researchers pointed out above, were looking at profit making organisations specifically the advertising agencies. Besides, they were addressing the causes, not the challenges that are the focus of this study. But their study is relevant to the current one in that they give an insight into what is likely to take place when mergers occur.

According to Sievers (1999) who conducted a study on the impact of major mergers and acquisitions on university libraries, mergers have a certain impact.
He was focusing on Bookseller and Journal Supplier mergers. In particular, he examined the two big firms, Baker and Taylor, and Blackwell Books/Academic. These two have gone through various merger and acquisition processes. According to him, the impact is double-edged, that is both good and bad. The good side is that these businesses, which run on relatively slim profit margins and are necessarily committed to ongoing system development, will greatly increase their customer bases and product turnover, as well as achieve the advantages of scale. This makes them viable for the future, which is good for the university libraries that rely on uninterrupted supply of information services and materials. The bad side of these mergers, however, is that the process of merging is often difficult and usually results in problems that didn't exist before in the short run. This would mean incorrectly entered subscriptions in supply of journals and lapses in renewals which can impact the university faculty and the user in the place it matters most- the shelf where the journal or book isn't. Another bad side is of it is that the diminished market place for libraries to negotiate and choose vendors best suited to the needs of their libraries. Negotiation for materials and services, as well as price, becomes more difficult for the library when there are fewer parties with which to negotiate. This study specifically looks at the document supplier mergers, not the parent institutional mergers of academic libraries. Besides, it examines the impact of supply mergers on university libraries, not the challenges, the focus of this new study. However, it is relevant to this .study to some extent because it discusses the information resources of libraries that the present study would also like to establish.

According to the Joint Information Systems Committee (JISC) Report (1998), the aspect of mergers referred to as "convergence" is discussed in relation to the Electronic-Libraries Programme (eLib). This programme is predicted on the concept of developing and improving access to digital and networked information resources, and the majority of eLib projects are concerned with the development of information gateways and databases, digitization of texts, and delivery to the desktop of documents and journals in digital formats. The report defines
convergence as the merging of library, computing and audio-visual services with the potential to make significant impact on methods of service delivery. This report looks at the impact of educational and technological changes in creating organisational change. According to this report, these two changes have caused many universities to question the way they have traditionally organised their academic support services. The merger of library and information services and computing provision in support of the learning process is a result of increasing commonality of some aspects of these two support services. This study is relevant because it deals with items that are available in libraries of the present study, which items would be converged as well.

In yet another related study carried out in USA, Herro (1999) tried to consider the impact of merging academic libraries and computing on user services. According to this study which was conducted at Minnesota State University, Mankato in 1998, the differences in the cultures of academic libraries and computing services staff and their impact on services provided to students, faculty, and staff after libraries and computing services were merged. The study included a survey of chief information officers (CIOs) at institutions that had merged the two operations to determine why they had done so and if they could cite concrete user enhancements following the merger. According to this study, some respondents indicated their institutions were able to offer improved user services following convergence and a number of colleges and universities are cited. This study is also relevant to the present one because computers have become part and parcel of modern academic libraries.

Herro's study however, suggests that the convergence had more impact on the efficient administration of the departments involved in the merger than on the daily lives of the users. He observes that this is the primary reason why many institutions decided to reorganize technology administration and to establish a single CIO responsible for the management of all the information technology related activities such as hardware procurement, selection, training and
evaluation of staff to handle IT related activities, etc. The study also suggests that the difference between library and computing cultures made the convergence, and therefore improving user services following convergence, to be difficult. For instance, while libraries are associated with the academic side of the campus, computing was associated with the administrative side. In addition, librarians are used to much patron contact while computing staffs have traditionally not had as much personal contact with campus patrons. Lastly, while libraries are used to providing services at no charge to users, computing centres are used to charging patrons for their services.

However, Herro also found out that these units also have much in common despite the perceived differences. For instance, both deals with information daily and there is no doubt that libraries are the second biggest users of computing technology at campuses today. The two units are also concerned with helping their patrons to use technology more efficiently.

In conclusion, Herro also observes that it may well be that increasingly sharing the goal of helping their user communities learn about and benefit from the use of technology and electronic information resources may help to ensure successful collaboration between library and computing organisations.

Much as the two papers, JISC Report and Herro's study, examined mergers or convergences as the papers prefer to call them; their presentations were about the impact of merging two different departmental support services within the same institutions. They are mergers that are referred to as intra-sectoral. This new study is about the challenges of inter-sectoral mergers, specifically higher education institution mergers, on academic libraries. As pointed out however, the studies are relevant to the present study because they reveal the trend of modern academic libraries is not only using computers in their operations and delivery of information, but also show that libraries and computing centres have a
lot in common which can be optimally shared for the efficient delivery of services to their users.

Koenig and Hildreth (2002:40-42) report on the increasing trend of mergers between Library and Information Science (LIS) programmes and other academic units in the United States and Canada. According to the authors, this trend began in the 1980s and partnership patterns have been in the communications, journalism, media and computer science. The trend began in 1982 when the Graduate School of LIS at Rutgers University was incorporated into the School of Communication, Information and Library Science. Since then, more and more independent Standalone LIS programmes have been incorporated into larger academic units. By the end of 2001, 17 of the 56 American Library Associations (ALA) accredited LIS programmes had the same experience

From the study of the 17 mergers, Koenig and Hildreth reveal that when LIS Schools are incorporated into larger units, there are five distinct configurations:

- The LIS School is the junior partner in the merger with a pre-existing, usually larger, dominant unit. 6 examples were identified.
- The LIS School is a junior partner in a newly established unit. 5 examples fell in this category.
- Repositioning or relocation (only the reporting relationship changes), but no merger within the academy. 3 examples were identified.
- The LIS School is an equal partner in the old or new unit. 2 cases identified.
- The LIS School is the senior partner in the newly established unit. 1 example is given.

Koenig and Hildreth observe that from the above statistics, the LIS programmes do not typically emerge as the top dog in the reorganization. As noted above, only 1 out of the 17 reorganizations was the case where the LIS became a senior partner.
The authors also mention some of the effects the mergers had on the faculty. For instance, the LIS programmes continued to operate as relatively discrete units. The only negative consequence of the incorporation is that the LIS programme chief typically drops the status from dean to department chair. However, the status of the LIS programme on the campus remained unchanged and faculty morale was not affected. The general observation is that the effects were minor.

The relevance of this paper to the current study is that with mergers, there is expected to be reorganization in the units that will affect the existing status positions.

Smallwood (2001) discusses the issues on the merger between George Washington University and Mount Vernon College in Alexandria, Virginia. The most important effect of this merger was that it resulted in the faculty members being unemployed. George Washington University came to the rescue of Mount Vernon College which was at the brink of collapse. However, the merger deal gave the university control over the college, that is, control of the board, the finances, and ultimately, control over whether the faculty members had any place left to work. This later led to legal battles between the professors of their former college (Mount Vernon).

The relevance of this study to the current one is also similar to the previous one where it was noted that mergers lead to reorganization of units and this may in turn result in job cuts or losses.

2.4 HIGHER EDUCATION INSTITUTIONAL MERGERS

2.4.1 The Global Trend of Mergers
The merger of higher education institutions has now become a global trend and governments in many countries have come up with policies on this issue. Some governments, especially in developed countries, have come up with clear
guidelines on the merger process. For instance, UK there is the Higher Education Funding Council for England (HEFCE); the Higher Education Funding Council for Wales (HEFCW); and in Scotland there is the Scottish Higher Education Funding Council. All these Councils besides dealing with issues related to higher education have policy guidelines for mergers. For instance, the HEFCE document titled: Approach to Mergers in Higher Education (2002) gives a summary of some of these guidelines. These include:

1. Mergers of higher education institutions are not considered by policy as either desirable or not. The HEFCE looks at each case on its merits and gives advice.
2. Not all higher education mergers involve the HEFCE. The Council will be involved only where a proposal involves a college in the further education sector.
3. There is no single right way of implementing a merger and it is not the work of the Council to tell how it should be done. Hence, the institutions have to work out themselves how best to proceed.
4. Only special interest is taken by the Council in two situations. First, where a merger arises from concerns about an institution's long-term financial viability because the Council would like to first assess carefully the impact of the merger in helping restore financial health and viability, and secondly where the merger seeks support from the Restructuring and Collaboration Fund.

The document also lays down the principles underpinning the assessment of merger proposals basing on the likely benefits such as:

- Educational provision is enriched, the academic programmes of the merging institutions are complementary, and the quality is safeguarded or improved.
- Access for students to higher education is maintained or improved.

Financial health is maintained or improved and financial risk reduced.

Resources, including capital, are better employed, for example through:

i) Opportunities for rationalization of sites and buildings, and

ii) The sharing of expensive equipment.
• The proposed changes do not unacceptably reduce the diversity of the sector as a whole.
• The proposed changes take into account the likely long-term changes in higher education, for example:
  (i) Continuing competition for research funds
  (ii) Increasing emphasis on the regional role of higher education
  (iii) Changes in student demand
  (iv) The impact of information and communications technology on the delivery programmes.
• The proposed changes do not unacceptably reduce the diversity of the sector as a whole.

This document also gives examples of the recent mergers which include: Leeds Metropolitan University and Harrogate College; Loughborough University and Loughborough College of Art and Design; University of Salford and Salford College of Technology and the University of Southampton and La Saints Union.

The relevance of this document to the new study is that, first mergers are now a global trend. Hence, KYU is one of the many cases taking place in the world. Secondly, the policy of the HEFCE on mergers is the most liberal whereby the whole process of merging falls squarely upon higher education institutions themselves. Though the merger of UPK, ITEK and UNISE was a government initiative, the Governing Councils of the three (3) institutions were given the freedom to chart out the future of the new institution.

In Wales, a Report to the National Assembly for Wales titled: *The Scope for Institutional Mergers at Higher Educational Level* (1999) also reveals that many of today's higher education institutions were a product of mergers. According to this Report, there are only a few educational institutions in Wales which were not established as a result of mergers. One of the important aspects pointed out by this report is that mergers that took place before the passing of the Further and
Higher Education Act, 1992 proved to be very significant and beneficial to Welsh higher education. To emphasize this point, the report says that without these mergers, there wouldn't have been the four institutes higher education in Cardiff, Newport, Swansea and Wrexham which have played a major role in widening the scope of higher education. On this point, the report gives an example of the merger between the University Of Wales Institute Of Science and Technology (UWIST) and the former University College, Cardiff (UCC). According to the report, this merger gave Wales an institution that compares favorably with large, research-based institutions across the UK for the first time. Its size and scope of activity has also enabled it to play a prominent part in the development of wealth creating research and innovation in South-east Wales.

The second significant aspect of this report is that the Higher Education Act, 1992 provided for the establishment of the Higher Education Funding Council for Wales (HEFCW). This Council established a Merger Fund in 1994 and gave careful consideration to the criteria it would require institutions to meet before it felt able to support their joint proposals. The HEFCW particularly sought confirmation that there would be tangible benefits arising from the proposals for higher education provision in their localities, the wider community which the institutions served, and for students, in terms of choice and access. The HEFCW also signaled that it would wish to see evidence of how the proposals would result in more effective use of resources in the merged institution. The report also gives some examples of institutions that were created by mergers. These include: University of Glamorgan (formed after merging South Wales and Monmouthshire School of Mines and Glamorgan College of Education, Barr); University of Wales Aberystwyth (formed after the merger of University College Wales, Aberystwyth and College of Librarianship, Wales); and University of Wales, Bangor (formed out of the merger between University College of North Wales and St. Mary's College, Bangor.)
Thirdly, the Report also lists the benefits that may accrue from mergers and these include among others:

- More effective use of resources, including savings (and possible capital receipts) from site rationalization and removal of unnecessary duplication, though not at the expense of an effective spread of sites for deliver;
- Enhancement of services available and savings from integration of support services;
- Sustainable savings of services secured through removal of duplicate posts, although this itself could have term cost implications (e.g. severance payments);
- Greater resources to support central services - MIS, finance, estates;
- More effective management and organisation, through the opportunity provided by the merger for institutional reorganization;
- Enhanced and shared staff development; and
- Sharing of good practice in terms of quality.

However, the HEFCW Report falls short of mentioning benefits accruing from the merged support services, which obviously include academic library services. The relevance, of this document to the current study can be seen in the following ways. First, it is a confirmation about the global trend in higher education.

Secondly, the process of merging involves costs; hence governments need to provide financial support to facilitate this support. Thirdly, the report outlines the benefits of merging of higher education institutions that might be one of the findings of the present study. Lastly, mergers usually create new large institutions with the ability to mobilize resources for research and development. It is only

unfortunate that the government has not provided financial support to KYU merger in transition, but most likely KYU will become the second largest public University with the ability to conduct research for development.
In South Africa, the government has been at the forefront in transforming the education system. This is because of the historical background characterised by apartheid. According to a press statement titled: *Transformation and Reconstruction of the Higher Education* (2002) issued by the Minister of Education, the government laid out the approved proposals for the transformation and reconstruction of higher education. According to this statement, the vision of a transformed higher education system is contained in another government policy document known as *A Programme for the Transformation of Higher Education* (1997) and the goals to be achieved by this transformation are set out in the National Plan for Higher Education which was adopted by the government in 2001.

The Minister's statement further reveals that implementation of this plan was derived from the recommendations of the *Report of the National Working Group (NWG) on Higher Education* (2001). The proposals for the transformation of higher education would involve mergers and academic programme rationalization and collaboration.

Besides, the statement under review reveals that the proposed institutional landscape (laid out in another document titled: *A New Institutional Landscape for Higher Education in South Africa*) establishes a new institutional and organisational form, namely, comprehensive institutions through merging universities and technikons. The objective of these mergers will be to strengthen the provision of technikon programmes through ensuring that technikon programmes are available throughout the country, particularly in the rural areas.

One merger had taken place in April 2002, that is ML Sultan and Natal Technikons were merged to form Durban Institute of Technology. Other examples of proposed mergers include Technikon South Africa, the University of South Africa and the distance education campus of Vista University; Port Elizabeth Technikon would be merged with the University of Port Elizabeth; and Rand Afrikaan University would be merged with Technikon Witwatersrand.
The relevancy of this document to this study is twofold. First, it is another proof that mergers are a global trend and not a new phenomenon. Secondly, the merger process in South Africa, where technikons would be merged with universities, has some similarity with the present study. KYU is a result of combining technical and teacher education and besides KYU will have the role of co-ordinating all technical and teacher education in Uganda.

Other countries that have come up with government policies on mergers of higher education institutions include China and Australia. Zhao (1998) mentions that China, like many other countries, has made attempts to optimize educational funds through institutional mergers and cooperation between institutions in sharing resources, with the intention of raising student-staff ratios and cost-effectiveness. She also pointed out that between 1992 and 1995, more than 70 institutions were merged into 28 institutions and over 100 institutions set up cross-institution consortiums. Zhao also quotes Pennington (1991) who, from the Australian experience of amalgamations between universities and colleges of advanced education, held that many problems and difficulties must be weighed against the benefits that have accrued or may accrue on the amalgamations. On this point, Pennington pointed out some major problems, such as the risks of loss of independence and diversity of the amalgamated institutions and of collegial commitment and staff’s morale.

The relevance of Zhao’s paper to this new study is that probably Uganda could also come up with a policy on mergers because this may be just the beginning of what is taking place the world over. The Ministry of Education and Sports has so far handled two mergers. First, was the merger of the former National College of Business Studies and Makerere University's Faculty of Commerce to form the current Makerere University Business School, which was implemented on the initiation of the Ministry of Education and Sports. Similarly, the same ministry proposed the merger of Uganda Polytechnic Kyambogo, Institute of Teacher Education, Kyambogo and Uganda National Institute of Special Education to
form Kyambogo University. However, there is no written policy on higher education institutional mergers in Uganda at the moment. Besides, Zhao's paper is also relevant to this study because it raises the concern pointed out by Pennington that mergers may not necessarily be beneficial, hence there is need to handle merger processes with care.

Chen (2001) discusses China's restructuring of higher education with particular emphasis on mergers. The paper first gives a brief background of the Chinese higher education system which was established in the 1950s and was fully based upon the Soviet Union pattern in the context of highly centralized and planned economy. Chen however observes that with the introduction of a market economy, the system could not cope with the new challenges and hence needed reforms. The main target of reform therefore was to change the obsolete pattern under which universities were owned and run by a variety of central ministries, so as to establish a fairly decentralized two tiered management system in which administrative powers would be shared by both central and local governments, but with the local government being required to play a major role. This restructuring process saw 452 institutions go from the central to local control with only 71 universities remaining under the jurisdiction of the Ministry of education.

Mergers, as a way for improving economies of scale and creating strong, comprehensive universities were so controversial and eye-catching. However Chen also observes that though mergers are the most difficult course of action, a total of 612 higher institutions had been merged into 250 by 2000. The essential steps were taken in the 1990s when mergers were used as a pilot mechanism to charge the structure of higher education although the restructuring process was initiated in 1975. According to Chen, there are two kinds of mergers as a way for improving economies of scale and creating strong and eye-catching mergers in China. One is to merge smaller institutions in close proximity that share the same or similar fields of study but are affiliated to different government departments. This merger aims at increasing efficiency and effectiveness,
broaden discipline coverage and tackle the problem of segmentation and provincialism. Such mergers were relatively simple procedures, were encouraged by the government and widely welcomed by the public. Chen gives the example of the 7 small colleges in Yangzhou city, Jiangsu province, which were merged to form the new Yangzhou University in 1992. This became one of the most comprehensive as well as one of largest universities and its success spurred on other mergers.

This second kind of merger is one that occurs among larger and stronger universities. According to Chen these were undertaken to build model first-class universities. However, they have not been very successful. He gives the example of the merger between Sichuan University and Chengdu University of Science and Technology, two major universities adjacent to one another which were combined in 1994. This merger had difficulties in renaming the institution, rearranging personnel, redistributing powers and allocating money, all of which almost caused it to fail. Hence, the ups and downs of this first merger of two leading universities were seen as a warning to proceed cautiously.

Chen also points out that mergers were thought to be the short cut to producing world-class universities. Such institutions, it was believed, should be comprehensive, large enough to handle increasing enrolments, and academically prestigious. Consequently, university giants mushroom through mergers. In particular, it was thought that medical universities were essential to first-class universities and should be incorporated into the new comprehensive universities.

However, Chen observes that the trend toward merging large and prestigious universities has been criticized even though it has been promoted and supported by government. According to him, critics have said "bigger is not always better," and have also pointed out that just having a wide range of study fields does not ensure they will be of world-class quality, such voices however, did not immediately impede the drive toward mergers.
Chen concludes by mentioning some lessons that have been learnt out of the whole process. For instance, one concerns the role played by government. Chinese higher education reforms have been dominated by the government, but with little attention paid to the university's role. Consequently, institutions that were forced or were at least reluctant to undergo consolidation might well react with dampened enthusiasm as they confront the implementation of mergers. In retrospect mergers between larger and stronger universities tend to encounter difficulties caused by the fusion of campuses with cultural disparities and the pressure of managing large-scale universities. By contrast, the annexation of smaller and weaker institutions by bigger and stronger universities is relatively easy to implement because the institutions being incorporated had limited power.

This paper is relevant to current study because, besides informing us of how China has undertaken education reforms to match the global trend, it gives living examples of how difficult or easy it is to carry out mergers.

Stevenson (2001) suggests a merger of Meharry Medical College, Fisk and Tennessee State Universities and believes that such a move would result in the most comprehensive historically Black College and University system in the United States. In his paper, Stevenson first gives the historical background of the 3 institutions located in the same area, with each having its recognised specialty. For instance, Fisk University was widely acclaimed for its liberal arts and sciences education curriculum race relations, and civil rights advocacy; Meharry Medical College provided pivotal training for nearby half of the nation's physicians and dentists; and Tennessee State University celebrated its position as the only public historically Black University in Tennessee, with numerous achievements in agriculture and industry. The 3 institutions coexisted independently of each other as regards mission and autonomy but with one common purpose of delivering higher education to aspiring Blacks. However, Stevenson recognises the current trend in higher education where the three institutions now coexist in a new more competitive market faced with the challenges of resource competition and accelerated technologies. He therefore believes that there is need to transform these institutions if they are to survive stable enrolments, secured funding and strategic planning. To emphasize this point, he mentions other institutions in the United States which have
recognized this transformation and have moved forward with mergers and acquisitions. These include: Marymount College merged with Fordham University; and National-Louis University merged with Roosevelt University. Stevenson therefore, it is time for Tennessee State, Fisk University and Meharry Medical College to consider the same.

According to him, institutional mergers are primarily driven by financial necessity and pursuit for prudent and prosperous economy of scale. His vision therefore is that Tennessee State has settled in the higher education desegregation case and may merge with the Nashville School of Law whereby, together, combined and consolidated as one, the new reborn institution (whose name he suggests as “Tennessee Urban University International (TUUI”) could manifest into one of the most comprehensive, urban research hubs in the world.

Stevenson further reiterates that the combined institutions would advance the quality, depth and breadth of programs and services, including virtual and on-line education delivered from the traditions of culture in the historically Black institutions. With the combined intellectual capital of all these institutions, efforts in seeking philanthropic funding and government support could be achieved and rewarded with resources. Stevenson however cautions that to achieve this, there must be commitment, trust, resource realignment, knowledge sharing, and a focused agenda for change. In order to achieve success and probably qualify for more corporate assistance and federal aid, Stevenson suggests consideration of the following during the merger process:
• The institutions need to set a stage for a win-win situation and lay the groundwork for merger negotiations.

• There is also need to identify the strengths and weaknesses in all three institutional missions, cutting across all disciplinary and departmental functions, to determine the more beneficial economy of scale.

• The need to evaluate cross-organisational resources and abilities to produce new deliverables. There is also need to be realistic in identifying capacity, capability and comparability in all the three institutions.

• There is need to establish economic goals and heuristic outcomes that will be formed from one single synergy.

• There is need to organise the partnership around shared governance and an administrative matrix that designates responsible personnel and appropriate time frame.

• Lastly, there is need to carefully examine all institutional resources with regard to emerging technology, human resources, physical plants, finances and other indirect capital or costs.

Stevenson's paper is very relevant to the current study particularly in two ways. First, it offers almost a similar situation in the number of merging institutions. Secondly it suggests proposals, which although they are looked at from the parent institutional point of view, may give some perspectives in the area of the current study that is library and information services.

Werf (2001) examines the belief that more mergers will continue to be formed and college mergers that had taken place months before March 2001 in some states in the United States. Werf's paper also looks at the reasons as to why more colleges are joining the bandwagon of merging and mentions some benefit accruing from them even when consolidations are difficult to negotiate and manage. Various examples are also indicated.
Wert gives the most important reason for college mergers in the US as being survival. According to him, the mergers that have been announced have picked off the weak institutions: the smallest of liberal-arts colleges and some specialised institutions. Hence, the reason for mergers is that it is a last-ditch effort to retain some identity for a college before the gates slam shut for good. Here, Wert gives the example of two small New England liberal-arts colleges that is, Bradford in Massachusetts and Trinity in Vermont which closed the book on a combined 272 years of history.

He also gives the reasons as to why small colleges may be failing to survive and these include: lack of market; the tendency of students who want to go to larger, better known institutions to get a brand-name degree; inroads by profit-oriented institutions; increasing competition from state Universities, which are opening honors college that attempt to replicate the small-college and the desire for a job-specific rather than a liberal-arts education. Wert believes this to be the reason why Barat College, would be subsumed by DePaul University ending its 143 years of independence. Another example is New York's Marymount College which would be consolidated with Fordham University by July 2002. Wert also observes that due to the increasing cost of higher education and the toughening competition, mergers are going to accelerate.

On the benefits of mergers, Wert believes college mergers will consolidate their activities whenever possible for instance, by setting up buying co-operatives, sharing library resources etc. This is because of the straining economic forces. Looking at merges from a corporation point of view, all the redundant services offered by the various college administrators such as accounting, plant maintenance and registration could be combined. A merger can reduce marketing costs and could allow the new institution to charge more for tuition, because there would no longer be competition on price from rivals.
Werfs paper is relevant to current study because first it gives an insight into what is happening in some countries and why. Secondly, it also mentions some of the benefits that accrue to mergers, which the current study will verify. Lastly, the paper also mentions one of the challenges of mergers as being the difficult to negotiate and manage them.

Reddy (2001) points out that higher education is very vital in modern society. Hence governments in various countries are planning to transform higher education through governing and funding arrangements. The merging of institutions has now taken centre stage as a strategy to respond to the increasing challenges of efficiency and high quality education. Reddy's paper also mentions some of the benefits attributed to mergers such as enhanced academic portfolio, attainment of quality, unanticipated synergies, economies of scale, and transparency in management and improved governance.

Reddy cautions in his paper that if mergers are to succeed, the lessons of recent international experience in Australia, the Netherlands and Norway suggest that decisive legislation and strong steering by government would be necessary. Besides, skillful and committed leadership, geographical proximity, experience of previous cooperation, existence of complementary instructional programmes and political will are necessary conditions for successful outcomes of merger processes. However, he also observes that despite all these, every merger is likely to be complex, conflictual and time consuming.

According to Hay, Fourie and Hay (2001) who carried out a study about the perception of staff on mergers and amalgamations with specific reference to the possibility of merging three institutions in the Free State Province of South Africa, mergers can be perceived differently by the staff of the merging institutions. The results indicated that the staffs were not opposed to the idea of the merger, but they were worried about their personal survival after the merger. This study is
relevant to the current one in that it concerns the perception of the affected members of staff in a merger. This is one of the objectives of this study.

Patterson (1999:9-21) conducted a study on universities as learning institutions in New Zealand. In his study, he examined how, universities as learning organisations, were responding to the changing environment. Patterson believes that universities are indeed centres of learning; they are a knowledge-intensive industry; they create and acquire knowledge; and they disseminate knowledge.

The questions he raises however are: Are universities really learning organisations? Do they apply new knowledge to improve their performance? Do they change to new ways of operating? Do they adapt to new circumstances and pressures in the environment in which they function? In his paper, he concedes that the university environment of the late twentieth century has certainly been one of unprecedented and continuing change. Universities have responded to these changing environment and pressures by adopting alliance strategies which he referred to as "models." He identifies these models as: the Contract Model, the Brokerage Model, the Collaborative Model, the Validation Model, the Joint Programme Model, the Dual-sector institution Model, the "Tertiary university" Model, the Metamorphic Model, the Merger Model, and the Federal Model. Of particular interest to this study is the Merger Model. Of particular interest to this researcher is the merger model and federal model.

According to Patterson, the merger model achieves integration through the amalgamation of formerly separate institutions into a single body, a single legal entity, with one formal administration. The new institution may have geographically dispersed campuses. Furthermore, Patterson says, mergers may be voluntary (strategic alliances initiated by institutions); or involuntary (economic system strategies initiated by government). He also notes the distinction made by Harman (1991: 176-198) who distinguishes mergers into consolidation-the combining of two or more institutions to form a new institution, and acquisition, where the dominant institution absorbs another (smaller, perhaps single
purpose). Mergers can also be inter-sectoral or intra-sectoral. Inter-sectoral mergers tend to engender more problems like issues of staff status and conditions, culture and values, sources of funding, academic priorities, teaching loads and methods, student admission, course comparability, administrative systems and, the place of research.

The federal model, according to Patterson, is just a variation of the merger where by amalgamation takes the form of a federal structure. What happens here is that the component institutions remain as separate legal entities coordinated under an "umbrella" type organisation linkage. An example of Claremont University Centre in Southern California, which links the various Claremont colleges and centralises the key administrative services. Patterson also mentions the case of New Zealand polytechnics, which floated the idea of setting up a federal university arrangement. Under this non-university/university integration proposal, a non-teaching umbrella organisation, called the New Zealand University of Technology, would have its own council, academic board and (honorary) vice-chancellor. All degrees gained in the constituent polytechnics would be awarded in the name of New Zealand University of Technology. Two advantages would accrue to this arrangement. First, it would improve the status of the polytechnic degrees in both the domestic and overseas marketplace. Second, it would enable polytechnics to award a university degree without each individual institution having to meet the full criteria (for example, a wide diversity of higher-level teaching and research) to achieve university status.

Patterson's paper is relevant to the current study in two ways. First, it question of the changing environmental conditions and pressure that are facing today's universities and how they should develop strategies in order to adapt to the new circumstances. As already noted, the various strategies are presented and discussed in form of models. Secondly, the paper discusses two models, that is, the merger and federal models that are particularly the concern of this study.
Bruhn (2001:29-41) a paper in which he discusses the politics of mergers with three main purposes: to examine and discuss how and what ways politics affect the process and outcome of mergers; to discuss the impact of imposed mergers on the development of organisations and their members; and to outline lessons learned from managing around the politics of a merger.

Bruhn examines a case of an imposed merger. There was a large state university which had 16 2-year campuses throughout the state. The main campus had two colleges which offered a 4-year degree; hence for students in other campuses to complete and graduate, they had to relocate to the main campus. However, this was a problem for students with job or family attachments. After receiving many complaints, the Board of Trustees took action by charging the newly appointed president with the responsibility to solve this problem. The president and his staff at the main campus proposed a reorganization plan whereby the 16 campuses could choose their future from the following options: to become 4-year colleges, change their mission, merge with one of the two 4-year colleges in the university system at the main campus, form coalitions, or consortia, or remain as they were.

The proposed plan however, did not auger well with the other state and private universities. Their concern was that this plan would kill their universities because the students would be attracted by the 4-year degree programmes. Hence, they pleaded with the governor and secretary for education to prevent the implementation of this plan. Meanwhile the large university used its strong alumni association to help achieve its objectives. Since many of the members were now legislators and the chairman of the Higher Education Budget Committee was a part-time doctoral student at the large university, the proposal was approved. The president of the large university went ahead to implement his plan in a lightening manner. What Bruhn observes in this case is that this merger lacked planning, was implemented due to political strong-arm procedures, and therefore resulted into political competition between campuses and colleges in the university. His point
of concern is that politics affects the process and outcome of mergers. He therefore came up with some suggestions as to how the reorganization in this particular merger would have been. First, the president should have spent more time with his trustees to develop a plan for the reorganization based on data and information including an evaluation 5 years after its implementation. Secondly, the large university could have examined existing and proposed degree offerings by the new 4-year campuses to assess the amount of overlap or competition with nearby college or universities in the state system. The large university could have then proposed a plan that would offer new degree programmes that were not directly competitive with private colleges and other state universities. Thirdly, the president of the large university could have played more effective politics with the chancellor of the state system and the presidents of the private colleges by calling a meeting to discuss the large university's reorganization plan. Lastly, the reorganization plan needed more time to be implemented.

In his conclusion, Bruhn says that a merger is an ongoing process which should be handled without using short-cuts. For the merger to be effective, the organization’s life cycle, health status, and history need to be taken into account. Bruhn’s study is relevant to the current one because it addresses some of the challenges associated with imposed mergers and how interference is likely to affect the process and outcome of such mergers. The individual ideas like those, which may come from the current study, need to be incorporated for mergers to be successful.

2.4.2 Higher Education Institution and Academic Library Mergers

Yeadon and Howard (1997) wrote a paper on the new Imperial College School of Medicine - a merger between several well-established and well-known medical institutions and the Imperial College in UK, covering 50 sites. According to these authors, the intention of the merger was to achieve academic excellence, but not to save money. They envisaged many changes, which would affect library and
information service provision. For instance, two more floors were added to a Central Library on one of the campuses to permit expansion of the collection and the entrance was redesigned in anticipation of the increased number of users. The changes also involved a complete revision of the medical curriculum. What they also noted is that each institution involved in the merger had its own library, and that while these would continue to support teaching and research at their respective locations, they will be available to everyone in the new Medical School.

Yeadon and Howard also noted that because of multiple sites and the requirements of the new course require its students and staff to be considerably dispersed, the Medical School would rely on the extensive use of electronic methods. Hence, it was envisaged that a large proportion of the teaching would be done using ICT facilities such as video conferencing, e-mail, Internet, Intranet etc. This would in turn mean that students and staff would have to access electronic information resources. Thus, the new Library extension would require connection to these facilities. What is important to note from this paper is that the merger process had several committees, which were involved in planning the whole merger operation, amongst which there were 2 committees, which were concerned with the library services. These were the Medical Information Infrastructure Committee and the Medical Libraries Working Party.

This paper is relevant to the present study because, first it gives some picture of what the new study is likely to look at. Secondly, some of the ideas given in the merger process which the paper talks about could be of great importance in augmenting the new study.

Huang (2000: 121-125) attempted to explore positive outcomes for academic libraries, presented anticipated challenges, and also tried to offer possible solutions in the library merging process. He was particularly referring to the wave of college and university mergers, which started taking place in China in the early
1990s. Huang's paper first gives a brief background to the state policy on mergers. This policy, which was spearheaded by the State Council and the State Educational Commission in China, required that college and universities improve the management system so that funding and resources for higher education would be better used. This plan was intended to enhance educational quality, improve institutional efficiency, and share educational resources. It was this same plan, which encouraged individual universities and colleges in the same geographic areas to merge or combine into one comprehensive entity.

According to Huang, the trend of college and university mergers in China which started in 1993 (when Sichuan University merged with Cheng-du Science and Technology University) was likely to continue in the next decade. What Huang observed was that those academic libraries which were affiliated to each university or college before the merger would now function as one library system serving the entire merged university community. From this observation, Huang raised 3 pertinent questions, which he tried to explore: What would be the outcomes when these libraries merge? What kind of impact would these academic libraries experience? How do we respond to challenges brought forth by these mergers?

On the question of positive outcomes Huang reveals the following:
•That combined materials from several libraries create an enlarged collection that no single academic library can afford to acquire.
•That small school or faculty libraries which now become part of the larger university library system benefit from the combined acquisitions budget that allow them to acquire desired materials.
•That when libraries merge into one large organisation, staff quality improves because all the competent staff from different libraries are brought together.
•That library services would be improved because when several colleges and universities merge, their teaching and research programs will improve hence they expect high quality library services.
• That mergers would alleviate the situation of tight funds for library acquisitions.

On the question of anticipated challenges, Huang gives the following:
• That when mergers take place, the administrative teams from the several libraries will have to be restructured, eliminating the duplicate administrative posts. This would cause anxiety, resistance and passive reactions among library administrators.
• That even staff positions will not be spared in the restructuring leading to elimination, combination, and reassignments with different responsibilities. It will lead to people losing their comfortable working zones.
• That the issues of collections and technical services needs to be resolved taking into account space and duplication in relation to centralization and decentralization.

After making the above observations and assumptions, Huang goes ahead to propose possible solutions to handle the problems and challenges of mergers. These include putting personal interests aside and keep integrity; planning ahead in terms of collections, materials usage, facilities, personnel, acquisitions and policy and procedure; forming an inspiring and united library administration; building a competent staff team, make long-range plans, weed out less-circulated materials prior to the physical move, establish a central acquisitions, cataloguing, and processing unit; and provide support to staff whose positions are eliminated.

Huang’s paper makes interesting revelations which may look similar to what will be the gist of this study. However, this paper does not present results of a study. They are just observations and assumptions of an experienced librarian. Secondly, some of the revelations from the Chinese experience may not necessarily apply to the Ugandan situation, a country which is less developed. Thirdly, Huang’s paper deals with large academic library infrastructure with facilities which can easily allow centralization of all activities in a short period yet
this may not necessarily be applicable to KYU, the area of this study. This is why this study is still necessary to find out what challenges this merger could face in the Ugandan situation. Nevertheless, Huang's paper is relevant to the current study because it revolves around the gist of the new study.

2.4.3 Important facts to know about academic libraries.

2.4.3.1 Library Buildings
An academic library building should be flexibly planned with capability to seat a high percentage of student enrolment at anyone time and also provide the use of audio-visual media (Prasher: 243). If necessary, when mergers take place expansion will take place. According to Yeadon and Howard (1997) when the new Imperial College School of Medicine- a merger between several well established and well known medical institutions and the Imperial College in UK, covering 50 sites- was established, many changes were envisaged, which would affect library and information service provision. For instance, two more floors were added to a Central Library on one of the campuses to permit expansion of the collection and the entrance was redesigned in anticipation of the increased number of users.

2.4.3.2 Furniture and Equipment
According to Kumar (1987:118) any type of library would require the following categories of equipment and furniture:
• Movable furniture and equipment
• Fixed equipment
Movable furniture and equipment would include: tables, chairs, shelving, card catalogue, office machines, worktables, desks, chairs, charging tray files, computers, book trolleys etc. Fixed equipment would consist of the following
among others: lighting, heating, cooling and ventilation, noise prevention, communication equipment, e.t.c

2.4.3.3 Information Resources
These comprise books, periodicals, government publications, newspapers, pamphlets, microforms, manuscripts, etc. A university library is a teaching instrument and a service agency for the academic community. Therefore its resources should be able to reflect and perform these functions. Furthermore, a close identity of aims and pursuits between the library and the faculty is necessary for guaranteeing effective services to students and teachers through the library resources (Prasher: 229). Information resources need to be developed in such a way as to strive a fair balance between a strong and up-to-date reference and general collection of books, periodicals and other library materials. Besides, they are built-up not only to support the curricular and research programmes of the university, but to ensure that other disciplines and subjects are also represented by standard works. The library collection should also be comprehensive enough so as to support undergraduate and post-graduate studies, doctoral and post-doctoral research, extension activities, liberal and recreational reading interests of the university community.

2.5 Summary of Chapter Two
From all the above records reviewed and all that is available, there has not been a known study in Uganda on mergers in general and on library and information services in particular. The available literature was therefore accessed from texts, journal articles and electronic format information on websites with references to other countries. This makes a very strong case for this study to be conducted.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter describes the need in carrying out the study, the study methods, the design and instruments. It also presents the methods, techniques and procedures that were used in order to gather the required data for the study.

These constitute the research methodology that was applied to this study of *The Challenges of Building a Unified Library and Information Service at Kyambogo University*. The chapter covers research design, research methods, study population, sampling strategies, research instruments, data collection, analysis and presentation.

Methodology is a system of ways of doing or studying something. It is the philosophy of the research process. According to Nuwagaba (1998:31), research methodology determines such considerations as whether to set the hypotheses or simply research questions; whether to select a relatively large representative number of elements into a sample to generalize the data; and what kind or level of evidence is necessary to make conclusions about the phenomenon under study.

3.2 RESEARCH DESIGN
Research design spells out the researcher’s type of methods he/she intends to use (Kothari 199:39). Bailey (1996) contends that research design involves the description of the order of the inquiry as a measure to the generation of new knowledge by carrying on an investigation into a phenomenon to find new facts, prove or disprove an already existing fact. Patton (1990: 196) says that the term design suggests a very specific blueprint, but in naturalistic sense, it means planning for certain broad contingencies without indicating exactly what will be done in relation to each. On this point, Patton further argues that a qualitative
design needs to remain sufficiently open and flexible to permit exploration of whatever phenomenon under study offers for inquiry.

This study predominantly used the qualitative methodology but with a few elements of quantitative research because it was inevitable for some data analysis. The reason for the choice is that the investigation was not based on a predetermined hypothesis to test. It is a study which attempts to explain the facts why there is likely to be challenges in merging the libraries at Kyambogo University.

3.3 RESEARCH PROCEDURE
3.3.1 Introduction
The researcher carried out this study systematically to cover activities such as preliminary reading and discussion of possible topics with colleagues, selection of topic, development and implementation of the research plan and time-table, carried out a pilot study, carried out the actual data collection, analyzed data and interpreted it.

3.3.2 Preliminary Reading
This was done to review secondary data about mergers in general and academic library and information service mergers in particular. An examination of what is available was done and only what was relevant for the study was reviewed to supplement the questionnaire and observation methods.

3.3.3 Selection of Topic
The researcher had in mind a case study which was unfolding over some time. The problem was how to shape the existing idea into a topic worth the sense. With the guidance of the supervisor, a reasonable topic was arrived at.
3.3.4 Research Plan and Timetable
The research plan to guide the study was compiled in form of a Research Proposal, which was presented and approved. The detailed timetable covering the period January-August 2002 was drawn to guide the researcher. It is provided in Appendix 6. However, due to some unavoidable circumstances, this timetable was not followed to the letter.

3.3.5 Pilot Study
The purpose of a pilot study was to test the usefulness and effectiveness of the research instruments in generating the required information and to become familiar with the fieldwork. According to Yates (1981: 105) there are many points on which decisions can be properly reached after preliminary investigations in form of a pilot survey. The aim of this pilot study was to improve the reliability and validity of the instruments. 5 questionnaires were distributed to students. The researcher found out that the students had problems with the questionnaire, which did not have some guiding questions that would 'open them up'. To them, the questionnaire looked too technical. Hence, the researcher refined the first two questions in some structured form.

The same problem was found among some lecturer who later told the researcher that the questionnaire was not only technical but also 'unnecessarily' too long. Besides, one respondent indicated that some questions looked like they were repetitions soliciting for similar answers.

3.4 PROFILE OF STUDY AREA
The area of study was Kyambogo University with specific reference to the library and information services of UPK, ITEK and UNISE, the 3 former institutions that were merged to form a new university. Each of these had a specialised area of operation; UPK was specialised in training middle-level technicians in the fields of engineering (including technical teacher education), science and technology; ITEK was specialised in teacher education (including business education); and
UNISE was specialised in special needs education (covering visual & hearing impairment, mobility rehabilitation and community-based rehabilitation among others).

Kyambogo University is located on Kyambogo Hill, 6 km from Kampala City centre on Kampala-Jinja Road. It is situated half a mile off this road. Kyambogo University was opened in 2001.

3.5 RESEARCH METHODS

It is important to select and use methods that meet the objectives of a particular research. The major objective of this study was to identify the challenges of merging three libraries at Kyambogo University into one unified library and information service and to explore how best they can be handled. This called for a descriptive form of study hence qualitative methods were used. Qualitative methods permit the evaluation researcher to study selected issues in depth and detail (Patton 1990: 165). Compared to quantitative methods, qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. This study used survey and historical inquiries.

3.5.1 Survey Method

The aim of a survey is to obtain information that can be analyzed and patterns extracted and comparisons made (Bell 1993:8). According to Mbaaqa (1990:3) surveys are relatively extensive and comparatively widespread studies that use interview or self-administered questionnaires as methods of collecting the data and sampling techniques are employed to select the respondents. Information is gathered from the small population to obtain empirical knowledge of a contemporary nature (Busha and Harter 1980:54). This knowledge allows generalizations to be made about the characteristics, opinions, beliefs, and attitudes of the entire population being studied. All these facts fit into what this study sought and therefore this method was used.

3.5.1.1 Interview
Kothari (1990: 120) defines an interview as a method of collecting data involving presentation of oral-verbal stimuli and reply in terms of oral-verbal response. The interview technique requires the researcher to ask questions and it may be a personal or telephone interview some of its advantages are:
- It is quite flexible, adaptable and can be used on many people.
- Information can be obtained in detail and well explained.

The interview method has its drawbacks. Some interviews are usually subjective, biased, shy or express discomfort in response.

There are three (3) forms of interview methods:
1. Structured interview which has responses limited to "Yes" or "No,"
2. Semi-Structured interview which is open and allows individual response, and
3. Unstructured interview which gives the researcher opportunity to ask broad questions.

The study used mainly the unstructured interview method to get responses from interviewees.

**3.5.1.2 Questionnaire**

This is the most popular and widely used technique in today's research. Kothari (1990: 124) says that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. These questionnaires are then sent or mailed to the respondents who individually respond in writing. Some of its advantages are:
- It is free from the bias of the interviewer since answers are in respondent's own words.
- Respondents have adequate time to give well thought out answers.
- There is a possibility of using distant respondents. The questionnaire method, however, also has its demerits some of which are:
- There is a low rate of return of duly filled in questionnaires.
- It is used to only educated and co-operative respondents.
- The questionnaires usually get misplaced and often lost by respondents who are too busy. Questionnaires are based on the researcher's specified objectives. Usually the quantitative methodology uses the closed-end or structured questionnaires while the qualitative uses open-end or unstructured questionnaires. This being a qualitative research, the investigator used open-ended questionnaires.

3.5.1.3 Observation

Quoting Chaplin, Mbaaga(1990:94) defines observation as a purposive or intentional examination of something, particularly for purposes of gathering data. Under this method, the information is sought by way of a researcher's own direct observation without asking questions from respondents. This method has continued to characterise all researches whether historical, descriptive etc. despite the fact that it is the classic method used in experimental research. Some of its advantages are:
- It avoids report bias from someone else.
- It overcomes language barrier
- It can be carried out any time.

Its most single weakness is that it is easy to misinterpret what is observed. According to Enon(1998:16) there are 3 ways in which observation can be used in research.

1. Naturalistic observation in which the subjects are not aware that they are being observed.
2. Participant observation in which the researcher participates together with the subjects.
3. Non-Participant observation in which the researcher is passive and merely takes note of what is being observed. This study employed the non-participant observation.
3.5.2 Historical Method
Kerlinger (1973:701) defines historical research as the critical investigation of the events, developments of the past, the careful weighing of evidence of the validity of sources on the past, and the interpretation of the weighed evidence. Marshall and Rossmann (1995:89) refer to it as a method of discovering, from records and other accounts what happened in the past. Historical method is used in establishing background information before interviewing and observation. It uses both primary and secondary data. This provided information for chapter one.

Primary data was derived from the management teams of former UPK, ITEK and UNISE. Secondary data included archives, written accounts in books, contemporary records, Internet sources, reports and other documents generated by KYU, and newspapers.

3.5.3 Documentary Analysis
Bell (1993:53) quotes Travers definition which refers to a document as a general term for an impression left by a human being on a physical object. This impression thus may be on paper or set of paper, or it may be in electronic format such as films, video/audio cassettes, etc. This study involved the analysis of books, journals, Internet and Website information, and where possible, minutes of meetings of the top university administration meetings. This provided information for chapter two.

3.6 POPULATION OF STUDY
The concept of population is fundamental in research. According to Busha and Harter (1980: 56-57) a population is any set of persons or objects that possesses at least one common characteristic. Mbaaga (2000:8) defines population as a complete set of individuals, objects or measurements having some common observable characteristics. Kakooza (1996: 11) refers to population as a group or category of human beings, animals and other things that have one or more characteristics in common as the target population of the universe. Enon
(1998:13) defines population as the people that a researcher has in mind from whom he/she can obtain information.

In this study, the population included professional library staff (of former UPK, ITEK and UNISE), academic staff, members of Kyambogo University Taskforce Management Committee, former UPK, ITEK, and UNISE Administrators; these provided information on management and collection development. It also included the continuing students i.e. second and Third Year Students since these had some good experience about the library and information services being provided. The total target population was 2,350.

3.6.1 Sample Size
According to Kakooza (1996: 11), the whole population should ideally be used to get the information for research. However, due to constraints in terms of resources and time, this may not be achieved. Hence, a researcher tries to use smaller portions of the population to represent all the main traits of the whole population. By definition therefore, the portion of the population selected for purposes of research is known as a "sample". Mbaaga (2000:8) defines sample as a part of the population, which is deliberately selected for the purpose of investigating the properties of the parent population.

Therefore, because the population was found to be large, that is, 2,350, the researcher used smaller portions to represent all the main traits of the whole population and was able to generate representative results.

There are a number of reasons why samples are needed by researchers. According to Payne (1990:24) studies of users and non-users of libraries and information services do not usually require the participation of a whole clientele or user population. Conclusions about the behaviour and/or views of the whole population can be based upon the responses of a sample of respondents. Some
of the reasons according to Mbaaga (1998:8) which apply to this particular study include:

- The need to save time. The population is usually big and not all of it can be studied because the time within which to conduct a research for academic purposes is very limited and the resources are not there. This particular study was supposed to be conducted within the final semester of the researcher's academic year. Hence, a sample was needed to save on the time.

- To guarantee quality. Collecting data from samples requires fewer research assistants than from a population. If data were to be collected from a whole population, it would require many research assistants whereby quality may not be guaranteed. As already noted, the time within which to finish the study was limited. Therefore, in order to guarantee the quality of data, a reliable sample was used.

- To avoid being overtaken by events. Studies that have many elements take a long time to be conducted. When they are completed, it may be difficult to specify the time to which the data refer and in addition, the phenomenon studied may change. The study was conducted during the period of transition when many of the operations had not been harmonized. In particular, the library and information services were not yet reorganized. Therefore this was the only period in which this study would prove to be significant.

According to Kakooza (1996:11), if a sample is carefully selected, the results of the sample should give an accurate picture of the whole population. Sample size refers to the selected number from the population. There are, however, no rules for sample size in qualitative inquiry (Patton 1990:184). Sample size depends on what you want to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with the available time and resources.

Patton (1990: 185) further contends that the validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness
of cases selected and the observation/analytical capabilities of the researcher that with the sample size. The sample size for this study constituted 10% of the target population (2,350). This would represent the target population. However, the actual sample size was 282, that is 10% of the students (208) and lecturers (22) plus 52 other respondents who included administrators (18) and library staff (16).

3.6.2 Sampling Strategies
Sampling is the process of selecting the participants while sampling strategy refers to the technique or mechanism used to select a sample, Enon (1998:13-14). Qualitative inquiry typically focuses in depth on relatively small samples, even in single case studies. It is usually selected purposefully and as Patton (1990:169) contends, the logic and power of purposive sampling lie in selecting information-rich cases for in-depth study. To ensure adequate representation, the study employed purposeful sampling for the purpose of selecting information rich cases.

3.6.3 Purposeful Sampling
According to Enon (1998:14), this is the type of sampling in which the researcher selects samples based on a certain purpose. The method mainly focuses on in-depth, relatively small samples selected purposively. According to Patton (1990:169), the logic and power of purposive sampling lie in selecting information-rich cases for in-depth study. This sampling technique helps to increase utility of findings because respondents who have the right information are the ones contacted. This study employed purposeful sampling strategy because the process of putting the merger into action will lie in the hands of top university administration and LIS professionals guided by information from the users who are mainly students and academic staff. For the purpose of getting the right information, long serving academic staff and only continuing students were used in the sample.
3.7 RESEARCH INSTRUMENTS

3.7.1 Introduction
According to Marshall and Rossman (1995: 104-105) the principles for data collection strategies are that the methods planned for data collection should be related to the type of information sought. They should be efficient, practical, feasible and ethical. This study relied on the qualitative techniques but with some dimension of qualitative techniques. The instruments that were used included review of literature, questionnaire guides, interview schedule and observation.

3.7.2 Questionnaire
This is the most popular and widely used technique in today's research. However, as Bell (1993:58) cautions, it is harder to produce a really good questionnaire than might be imagined. According to Kothari (1990: 124) a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. These questionnaires are then sent or mailed to the respondents who individually respond in writing. Questionnaires are based on the researcher’s specified objectives. Usually the quantitative methodology uses the closed-end or structured questionnaires while the qualitative uses open-end or unstructured questionnaires.

This study relied on the questionnaire as the main research instrument because population is literate. This being a qualitative research, the study used mainly open-ended questionnaires but with few close-ended questions for the student respondents. Three sets of questionnaires were designed for three categories of expected respondents, that is, academic staff, library staff, and the students (see Appendices II, III, and IV). The majority of questions were open-ended or unstructured to get the opinions of this category of users. 264 questionnaires were distributed to the respondents. The researcher himself distributed the questionnaires to two categories of respondents, that is academic staff (22) and library staff (21).
For the students' category, the researcher assigned two Library Assistants in ITEK and UPK Libraries while one Library Assistant was used in UNISE. Since the study was using purposeful sampling, the instruction was to distribute to only dedicated and regular library users. Besides, the large population in ITEK needed some extra hands hence 3 Lecturers in the Department of Business Studies which has the largest population were used to distribute questionnaires during lecture classes. 111 were distributed in ITEK, 87 in UPK and 10 in UNISE.

3.7.3 Interview Schedule

Kothari (1990: 120 defines an interview as a method of collecting data involving presentation of oral-verbal stimuli and reply in terms of oral-verbal response. In depth interviewing is a data collection method which is relied on quite extensively by qualitative researchers (Marshall & Rossman 1995:80). Hence, it will be a suitable strategy to use in this study. The interview technique requires the researcher to ask questions and it may be a personal or telephone interview.

The interview schedule was introduced at a later stage of the fieldwork after none of the eighteen (18) administrators with whom interviews were arranged was willing to answer a 9-page questionnaire. Every one of them claimed to have no time to fill in the questionnaire. One interview schedule was prepared for the administrators (see Appendix 4). Mainly open-ended questions were included in the interview schedule. This is because open-ended questions would allow respondents to convey the fine shades of their attitudes to their satisfaction instead of forcing them to choose one of several statements usually found in closed-ended questions (Judd et al/1991: 129).

The following officers were interviewed: former Principal of ITEK (now Vice Chancellor, KYU), former UPK Principal (now Deputy Vice Chancellor), the Director, UNISE, the Dean of Studies, UNISE, one Assistant Dean of Studies, UNISE, the Public Relations Officer UNISE, the new Academic Registrar KYU,
the former Academic Registrar ITEK (now University Secretary), the former Institute Secretary (ITEK), the Academic Registrar UPK, the Polytechnic Secretary, the Ag. Dean of Students UPK, and the Deputy Polytechnic Secretary, the Head of School of Building and Civil Engineering, the Head of School of Electrical and Electronic Engineering, the Dean Faculty of Arts, the Dean Faculty of Science, and the Dean Faculty of Vocational Studies.

3.7.4 Observation

According to Marshall and Rossman (1995:79) observation entails the systematic noting and recording of events, behaviour and art facts in the social setting chosen for the study. Quoting Chaplain, Mbaaga (1990:94) defines observation as a purposive or intentional examination of something, particularly for purposes of gathering data. Under this method, the information is sought by way of a researcher's own direct observation without asking questions from respondents. Observing events in a natural setting is a way to establish what events, or work situations are relevant to the objectives of the study. This method has continued to characterise all researches whether historical, descriptive etc. despite the fact that it is the classic method used in experimental research.

According to Enon (1998:16) there are 3 ways in which observation can be used in research.

1. Naturalistic observation in which the subjects are not aware that they are being observed.
2. Participant observation in which the researcher participates together with the subjects.
3. Non-Participant observation in which the researcher is passive and merely takes note of what is being observed.
In this study, the researcher employed the non-participant observation method. This technique was used to observe what was going on, what existed, and how the community was behaving in the new KYU environment.

3.7.5 Reliability and Validity
According to Bell (1993:51) validity is a complex concept which tells us whether an item measures or describes what it is supposed to measure or describe. According to Busha (1980) reliability is used to characterise stable, constant, and dependable research methods, instruments, data, or results. Reliability and validity are central issues in all scientific measurement (Neuman 1997: 137). The two are concerned with how concrete measures are developed for a construct. Reliability is about achieving dependability and consistency of research instruments. Validity refers to the quality that an instrument used in research is accurate, correct, true and right.

Triangulation method was adopted. This is a process of viewing something from different angles. According to Neuman (1997:151) triangulation, in social research, means using different types of measures or data collection techniques to examine the same variable. The measures chosen for this study, were fully supported and recommended by the supervisor, and included: questionnaires, observation and document review. However, because the administrators were not willing to answer the questionnaire, the researcher had to introduce the interview schedule in order to solicit information from this important category of respondents.

3.8 Ethical Considerations
Bearing in mind what respondents perceive of giving information to researchers, this researcher had to ensure confidentiality by assuring them that the information given is for academic purposes only.
3.9 DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.9.1 Introduction
The extent of one's data-collection will be influenced by the amount of time he has (Bell 1993:50). Besides, there are other constraints. For example, if one wishes to observe meetings, he will be limited by the number and timing of meetings that are scheduled to take place during the study period.

3.9.2 Data Collection Procedures
Data was collected using document review, questionnaire guide, interview schedule and observation. Document review will be done to acquire secondary data about the topic before field survey. Bell (1993:53) quotes Travers definition, which refers to a document as a general term for an impression left by a human being on a physical object. This impression thus may be on paper or set of paper, or it may be in electronic format such as films, video/audio cassettes, and etc.

The researcher reviewed the contents of books, journals, Internet and Website information, and where it was possible, some documents and reports of the top university administration. The objective of reviewing these documents was to get materials that contained information about the phenomena being studied. A number of libraries, information centres and Internet cafes were visited to access the documents containing the relevant information.

In order to develop a comprehensive review of documents, a card index was compiled to guide the study.

3.9.3 Data Analysis and Presentation
According to Peacock (1990:83), the essence of data analysis is the development of an understanding of the information it contains. Data analysis will be done to bring order, structure and meaning to data. Two types of data were
generated in this study, that is, qualitative and quantitative data. Marshall and Rossman (1995: 111) contend that qualitative data analysis is a search for general statements about the relationships among categories of data and hence it builds grounded theory. In analyzing qualitative data emphasis was placed on organisation, interpretation and description. Organisation involved editing, coding and tabulation of data.

According to Nuwagaba (1998:34), data analysis and presentation constitute the most critical and final task in the research process. The process of analysis and presentation is premised on a number of assumptions that:

i) the sampling was adequate.
ii) the questionnaire was properly constructed.
iii) the data were properly collected and done.

Editing was done to ensure accuracy, completeness and uniformity of the data (1994:97) while coding was be done to determine categories under which data fell, by assigning none numerical values to various categories in order to enable presentation and processing of data.

Coding represents the operations by which data are broken down, conceptualized, put back together and interpreted (Enon 1998:92). It is the process of analyzing data. The purpose of coding is to classify answers to a question into meaningful categories to bring out their essential pattern.

After collecting the data from the respondents, the first step was to group questionnaires and interview schedules into categories of respondents. This was followed by manual extraction of data from the questionnaires, which was coded and grouped, into categories for easy interpretation. The data was then interpreted and presented with some tabulation where necessary.
Results of the findings, discussion and interpretation are presented in detailed explanation according to themes. To ensure validity, description was done on the basis of tabulation and percentages in the next chapter four.
CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents and discusses data gathered from the questionnaires, interviews, observation and contents of documents. The findings are presented in accordance with the objectives set in Section 1.6 and the research questions in Section 1.7

The purpose of the study was to establish the challenges, which Kyambogo University is likely to face after merging the library and information services of ITEK, UPK and UNISE. The three institutions were recently merged to form KYU.

Four research questions were formulated and questionnaires and interview schedules were constructed and administered to the key subjects who included university administrators, library staff, academic staff and students.

The responses were analyzed through systematic description of the contents of the data in reduced form and grouped according to the research questions. Data was analyzed manually.

The description of the data was done looking at patterns, categories and links, repetitions and divergence. Interpretation was done the meaning were considered. The responses from the questionnaires were tabulated. The findings from the questionnaires, responses from interviews, analyses of contents of documents, and direct non-participant observation by the researcher, all show that there are quite a number of challenges that will be faced by Kyambogo University as far LIS are concerned.
### 4.1.1 Breakdown by user category

Two hundred and sixty-four (264) questionnaires were distributed and eighteen (18) interview schedules were used to conduct interviews. In all 165 (58.5%) were received against 117 (41.5%).

**Table 1. Respondent category**

<table>
<thead>
<tr>
<th>Category</th>
<th>Campus &amp; Total Number</th>
<th>Sample</th>
<th>Returned Interviewed</th>
<th>Not Returned Not Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEK (11)</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>UPK (5)</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>UNISE (5)</td>
<td>8</td>
<td>~</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>16</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Administrators</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEK (12)</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>UPK (11)</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>UNISE (8)</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>18</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEK (1,110)</td>
<td>111</td>
<td>62</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>UPK (868)</td>
<td>87</td>
<td>43</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>UNISE (103)</td>
<td>10</td>
<td>7</td>
<td>~</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>208</td>
<td>112</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td><strong>Academic staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ITEK (100)</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>UPK (87)</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>UNISE (30)</td>
<td>~</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>19</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>2,350</td>
<td>282</td>
<td>165</td>
<td>117</td>
</tr>
</tbody>
</table>

Table 1 above shows the details of categories of respondents, the total target population, the sample sizes, questionnaires returned/interviews conducted, and unreturned questionnaires/interviews not conducted.
As shown in the table, the highest return was from students. This is probably because they were many and perhaps they are largest user category of LIS at KYU. Their contribution was 112 (67.9%) of the total returned. This was followed by academic staff with 19 (11.5%), administrators with 18 (10.9%) and lastly, library staff with 16 (9.7%).

4.1.2 Background Information
The first research question sought the views of the respondents about their assessment of the current library facilities at KYU. Four (4) aspects were asked in this question and these were information resources, equipment/furniture, space and the buildings.

Information Resources
The findings indicate that 52 (31.5%) stated that the information resources were up-to-date while 31 (18.8%) said they were not up-to-date. 45 (27.3%) said the resources were inadequate, 21 (12.7%) said the resources were below university level, while only 16 (9.7%) said they were adequate. Putting together the negative aspects-not up-to-date, inadequate, and below university level, one is made to believe these findings show that information resources are insufficient. Those who said they were adequate reasoned that it was "because of the recent Indian acquisitions" or "because of the Book Aid International donation" that the collections were adequate. However, the majority did not state any reason for their response.

The indication for resources being up-to-date could be due to the fact that some of these library units recently acquired some new materials. For instance, Barclays (ITEK) Library has been fairly supported by Book Aid I international every year with new books. In former UPK, there are materials (Indian books) that were recently acquired through ADF. Those who commented "below university standard" were probably from either former UNISE or UPK which institutions were not offering degree programs before the merger.
These findings, however, do have some implications. Since the majority respondents did not indicate that the information resources were either adequate or up-to-date, it means that the current resources have a big problem. As Prasher (1991:229) observes, a university library is a teaching instrument and a service agency for the academic community. Therefore its resources should be able to reflect and perform these functions. Furthermore, a close identity of aims and pursuits between the library and the faculty is necessary to guarantee effective services to students and teachers through the library resources. Such resources comprise books, periodicals, government publications, newspapers, pamphlets, microforms, manuscripts etc. suitably arranged for effective use.

**Equipment/Furniture**

The findings show that 113 (68.5%) respondents indicated the equipment/furniture were inadequate while 52 (31.5%) indicated it was adequate for the available space. The explanation here could be that the majority who indicated inadequacy looked at it from the users' point of view while the other respondents looked at it from the angle of available library space. What is important to note here is that either way, it is significant to consider both the group number of users and the likely increase of ICT and other facilities that will need ample space to share.

**Space**

The findings indicate that 149 (90.3%) respondents stated that space was grossly inadequate. This can be attributed to the growing number of users. The revelation shows that space is a critical issue that should be given immediate consideration.

**Buildings**

The findings show that there is almost a balanced view on the question of buildings. 46.7% of the respondents suggested there was need for expansion while 40.6% said they are just good. Those who suggest that there is need for
expansion may be saying so because of the rising number of students. Those who say the buildings are good probably do not visit these libraries regularly to note the pressure.

Deducing from what the respondents say about equipment/furniture, space and the buildings, it is quite clear that the current facilities are inadequate. This inadequacy is supported by Prasher's (1991 :243) observation that no university has ever projected a plan for its library buildings, which has long endurance. It is therefore not surprising from these findings to note the situation obtaining at KYU. This background sets the ground for looking at the findings based on the four research questions.

4.2 THE LIBRARY AND INFORMATION SERVICES OF THE THREE LIBRARIES (UPK, UNISE & ITEK)

4.2.1 Library and Information Services.
The second research question sought to establish the current type of Library and Information Services (LIS). The findings indicate that with the exception of Internet-email services which are provided on a limited scale by ITEK Library, all libraries offer the following services:

- Information provision including: Limited Selective Dessemination of Information (SDI)
- Current Awareness Services
  - Provide reading materials/issue documents,
  - Reference services,
  - Photocopying services,
  - Binding services,
  - Book reservation,
- Assistance to readers including:
  - Readers' advisory services
  - Library orientation and guide in use of library facilities.
The study established that a majority of respondents were conversant with only a few of the above services, which they mentioned repeatedly. Issue of documents/provision of reading materials received the highest rating of 119 (72.1%). This was followed by photocopying services 102 (61.8%) and binding services with 83 (50.3%). Provision of information came fourth with 69 (41.8%) and book loan 65 (39.4%). Current awareness came next with 56 (33.9%), followed by guidance in use of library facilities and reservation of documents with 47 (28.5%) each. Internet E-mail came next with 35 (21.2%) followed by reference service at 28 (17%). The least mentioned services included library orientation, interlibrary loan and referral services at 5 (3%) and SDI, compilation of bibliographies, user education and security of readers' valuables (bags etc.) each of which was mentioned only once.

The above findings show that provision of reading materials is the most used service. Obviously, this is the most common service in academic libraries. The use of photocopying services is equally important probably due to two reasons. First, the reading materials are inadequate considered from the growing number of students or low budgets for libraries. Secondly, it could be that many readers would prefer to make their own copies of the reading materials and use them at their own leisure. The findings also reveal that some respondents do not know what 'library and information services' meant. Among "other services" mentioned by student respondents was the security of their property such as handbags, coats and jackets.

4.2.2 Problems associated with the current services

When asked about problems of the existing services, the responses were overwhelming. 150 (90.9%) of the respondents at least mentioned a problem. Only 15 (9.1 %) left this question blank. These problems are categorized under three subheadings: institutional problems, library management problems and problems associated with readers.
Table 2 Problems facing Current LIS

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>83</td>
<td>50.3</td>
</tr>
<tr>
<td>Management</td>
<td>47</td>
<td>28.5</td>
</tr>
<tr>
<td>User Related</td>
<td>35</td>
<td>21.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>165</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

4.2.2.1 Institutional problems

The findings in Table 2 above show that most of the problems were more of the institutional nature. They arise from the parent institutions and are mostly related to funding. 83 (50.3%) of them mentioned funding as a major problem as regards provision of LIS. The problems mentioned included: inadequate furniture, few qualified staff to offer all services e.g. processing new books in time, lack of space for readers, limited shelving space, inadequate reading materials in some relevant areas, shortage of up-to-date materials, limited rare book collection, shortage of IT facilities to improve services such as Internet and E-mail, few photocopiers which are subject to constant breakdown, lack of facilities for readers with disabilities, lack of up-to-date codes of practice and standard specifications for engineering. In former UPK and UNISE libraries for example, only spiral binding is done, there are no multi-media services, and there is no equipment for preservation of documents. There is also insufficient budgetary provision/funding for these libraries and there is poor motivation of library staff. Motivation is the willingness to expend energy to achieve a goal or reward, Stueart and Moran (1987: 159). Managers are interested in motivation because it affects both employee performance and organizational effectiveness.

4.2.2.2 Library management problems

The problems mentioned under this category have a lot to do with library management and staff. 47 (28.5%) mentioned poor relationship between users
and staff, no organised and up-to-date catalogue, lack of book reservation and where it exists, it's inadequate, bureaucratic borrowing procedures that hinder accessibility, some staff, especially ladies, being rude, book loan services are minimal, book re-shelving being ineffectively done and some books getting misplaced. It was also reported that some staff are inefficient in doing their work, security for books is lacking, and lastly there are no progressive reports/statistics.

These findings show that there is lack of leadership skills on the part of the current library managers. Chandan (1987:214) defines leadership as the art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically for the achievement of group objectives. According to him, dynamic and effective leadership is the most single factor that differentiates between successful and unsuccessful organizations.

4.2.2.3 Problems associated with readers
35 (21.2%) mentioned theft of reading materials, document mutilation, increasing number of readers putting pressure on the reading space, hiding documents by selfish readers, booking space for long periods by some readers, delay in returning loan books especially the academic staff as the major problems.

Looking at all these problems, it means a lot needs to be done. These problems are a result of the background of the institution and of users. This stems from the fact that these facilities were designed so many years ago for institutions that were not meant to handle the current university status. As for the theft and document mutilation, it means that there are many readers competing for a few documents. Alternatively, some of the readers just have such bad social habits.

4.2.3 Expected library and information services from KYU Library
This was a pertinent question that was asked in line with objective number 1 which sought to review the current library and information services of the merged libraries at KYU. Findings show that the traditional library and information
services are still needed. These include: issue/provision of reading documents 65 (39.3%), guidance in use of library facilities 25 (15.1 %), readers and advisory services 41 (24.8%), reservation of documents 36 (21.8%), book loan 70 (42.4%), provision of information 24 (14.5%), current awareness services 31 (18.8%), bibliographic instruction 7 (4.2%), reference services 21 (12.7%), bibliographic services 9 (5.5%).

Book loan received the highest rating followed by issue of documents. Readers advisory services came third followed by reservation of documents and current awareness services. Bibliographic instruction received the lowest rating probably because it is not usually apportioned enough time among library and information service matters.

The findings also show that the respondents have a great need for other non-traditional library services. These include: Internet and E-mail services 83 (50.3%), photocopying services 55 (33.3%), binding services 55 (33.3%), automated library services 21 (12.7%), research assistance 15 (9.1 %), Inter library loan services 12 (7.3%), user awareness/orientation 9 (5.5%), digital library services 8 (4.8%), assistance to users searching for information 7 (4.2%), printing services 6 (3.6%), SOI, computer and secretarial services 5 (3%), security of property 4 (2.4%), and lastly, consultancy services 1 (0.6%).

These findings indicate that the highest rating 83% is for Internet and E-mail services followed by photocopying and binding tying at 33.3%. These are followed by automated library services at 12.7% and research assistance at 9.1 %. The implication in the above findings is that there is an insatiable need for Internet and E-mail services as new services. This is probably due to the current trend of information provision to users worldwide.

This finding is in agreement with Kumar's (1991 :407) revelation that while the bibliographical sources of information may not be directly available to a user, an
information user can still have access to information by use of the latest information technology. The essence of the latest technology lies in enormous storage coupled with speed of retrieval. Besides, the most current information can be obtained through the Internet whereas the fastest as well as cheapest way to communicate is by E-mail.

Meanwhile, the need for photocopying and binding service is still great. From some of the comments, these services need to be provided adequately and the binding services need to be diversified because only spiral binding is currently being emphasized. The importance of photocopying may be due to the increasing cost of reading materials and may be lack of sufficient number of copies of needed texts in the libraries. The need for diversification in binding services is probably due to the need for more durable types of binding and because of photocopying that has increased the number of copies that need keeping together or else they keep getting misplaced or lost over time.

**4.2.4 Requirements for the provision of such services**

This question was to find out how best or what should be done to provide the expected services. The findings were greatly overwhelming with 136 (82.4%) respondents giving at least a suggestion and only 29 (17.6%) giving no suggestion although they mentioned the expected services. There were various proposals, which the researcher categorized into three subheadings: finance, library management, and manpower proposals.

**4.2.4.1 Finance**

This was the most proposed aspect in ensuring the provision of expected services. 130 (78.8%) mentioned funding as a major factor if KYU Library is to provide those services effectively. Increased funding will do all that is needed such as buying materials, equipment's. Proposals under this financial aspect include: request government to give more funds to KYU, appeal to donors for more funds ask NGOs for assistance, both in cash and kind, Library fee paid by
private be used for the right purposes, the University should give library a bigger budgetary provision, purchase of more current and relevant reading materials, expansion of current space, construction of a new and large university library, buying of more brand new quality photocopiers, not second hand, investing in IT facilities and digital library services, and subscribing to commercial data bases. There is also a need to review the library fee up words to say shillings 20,000/= (US $ 10.2), and lastly, the library managers should think of more avenues of income generation. These findings support Prasher's (1991:194) thinking that adequate finance is vital for the satisfactory running of any kind of library.

4.2.4.2 Management of Library and Information Services

The respondents raised this proposal. 64 (38.8%) proposed that if an effective efficient management system is put in place, the expected services would be provided. Among the management aspects proposed are: making a concrete plan and submit it to the University authorities for approval, presenting a budget and lobby the Interim University Council for more funds. A sound maintenance policy should be put in place for equipment and photocopying machines. Library managers should ensure co-operation among staff. They must ensure that all information in the libraries is well organised, indexed and catalogued. Library managers should put in place a coherent acquisition policy, and a Library Management Committee to plan, design and map out the university library's short and long-term plans. Library managers should seek for possible linkages with other libraries for inter-library loan services. They should ensure staffs are well motivated, and there is also need to carry out study tours of other university libraries which have been developed. Budgeting and implementing should stick to items purely related to demand. This revelation shows that probably there is poor management and supervision.

According to Boadi et al (1987:100), for any library to run efficiently, those in charge must know not only how to carry out technical processes, but should also know how to provide good leadership to
Other library staff members to ensure that library goals are accomplished and users are satisfied.

4.2.4.3 Human resource proposals

The third aspect proposed by the respondents was human resources and it was the second rated proposal by 95 (57.6%) respondents who mentioned various aspects related to work force. These were: recruitment of highly qualified professional human resources, while the existing staff should be trained and retrained to match the tasks ahead. Besides qualified staff should be deployed in the right positions. Staff members who are usually in contact with readers should be educated in public relations in order to improve staff-user relationship.

These proposals are in agreement with what Stueart and Moran (1987:96) stated about staffing. The two authors contend that people are the key to the effective functioning of any library or information agency. Hence, much as there can be an excellent collection and a magnificent building, if a library does not have well-trained, competent staff, the users will not be served effectively.

The findings reveal a lot about the current Library and Information Services being provided by the former libraries. First, the users do not know many of the services being provided and even those being offered are inadequate. Secondly, there are quite a number of problems affecting the current services being provided. These have already been identified as information provision, provision of reading materials/issue documents, reference services, photocopying services, binding services, limited Selective Dissemination of Information (SDI), Current Awareness Services (CAS), book reservation, readers advisory services, library orientation, assistance to readers, and guidance in use of library facilities.

Thirdly, the users in the new university environment have high expectations as regards library and information services. Fourthly, the suggestions given by the respondents need to be taken seriously. It means the current services must be thoroughly reviewed if not overhauled to suit the new university environment.
4.3 THE LIKELY BENEFITS AND PROBLEMS OF THIS MERGER

This research question was set to identify the likely benefits and problems that will occur in the course of merging the 3 libraries. The findings are as follows:

4.3.1 Ideas about mergers

This question was in line with objective 2 which sought to establish how the respondents perceived the merger. 112 (67.9%) students' respondents answered this question.

The findings show that 89 (79.5%) of the students indicated they had an idea about mergers while 23 (20.5%) were ignorant. There was no respondent who was not concerned. From the above findings, it is clear the students have some idea about mergers. The researcher believes they were referring to the "knowledge" about the UPK, UNISE and ITEK merger although the question was more of a general nature.

<table>
<thead>
<tr>
<th>Table 3 Perceptions of the UPK, ITEK and UNISE Merger</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Response</strong></td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Bad</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

From the above findings 100 (88.3%) of the respondents indicated the idea of merging the 3 institutions was good while only 12 (10.7%) stated it was a bad idea. What this means is that the majority of the students are happy about the new institution. This feeling is important as it supports what government had decided.
4.3.2 Benefits of the merger

The respondents were asked to state whether the merger was beneficial. Again the findings show the same pattern. 92 (82.1%) indicated there would be benefits out of the merger while only 20 (17.9%) stated there would be no benefit at all. By the majority indicating the idea of the merger being good, shows that they are enthusiastic about the status of the new institution, that is Kyambogo University. It explains why the majority indicated the merger would be beneficial.

Of the 92 who indicated the merger to be beneficial, 80 (87%) mentioned at least some benefits from the merger while only 12 (13%) respondents left the question blank. The following are the benefits that students expect from this merger.

These are:

- Improved library facilities and services
- Free access to more than one library
- More books will be provided
- More new services like Internet and E-mail are expected
- More relevant books suitable for university level will be acquired
- There will be resource sharing in the organization, i.e. KYU
- Many of the unutilized books in the former specialised libraries will now be utilized since they will be accessible to all students.
- There will be a variety of reading materials.
- Under one management, libraries that were not offering some services will have the opportunity to provide such services.

The above benefits show how the respondents have confidence in the way they perceive the merger. In addition, some of the benefits mentioned above correlate with those mentioned in The Scope for Institutional Mergers at Higher Educational Level Report (1999). The benefits mentioned in this document are:

- More effective use of resources, including savings (and possible capital receipts) from site rationalization and removal of unnecessary duplication, though not at the expense of an effective spread of sites for deliver;
• Enhancement of services available and savings from integration of support services;
• Sustainable savings of services secured through removal of duplicate posts, although this itself could have term cost implications (e.g. severance payments);
• Greater resources to support central services-MIS, finance, estates
• More effective management and organisation, through the opportunity provided by the merger for institutional reorganization;
• Enhanced and shared staff development; and
• Sharing of good practice in terms of quality.

Werf (2001) mentions some benefits of mergers. For instance, Werf believes college mergers will consolidate their activities whenever possible for instance, by setting up buying co-operatives, sharing library resources etc. This is because of the straining economic forces. Looking at merges from a corporation point of view, all the redundant services offered by the various college administrators such as accounting, plant maintenance and registration could be combined. A merger can reduce marketing costs and could allow the new institution to charge more for tuition, because there would no longer be competition on price from rivals.

One of the benefits of the Imperial College School of Medicine- a merger between several well established and well known medical institutions and the Imperial College in UK, covering 50 sites- mentioned by Yeadon and Howard (1997) is that it was envisaged a large proportion of the teaching would be done using ICT facilities such as video conferencing, e-mail, Internet, Intranet etc. This would in turn mean that students and staff would have to access electronic information resources.
4.3.3 Assessment of other respondents
The administrators, library staff and academic staff provided information on two aspects: the likely problems of the merger and possible solutions to those problems. Of these respondents, 46 (86.8%) attempted to answer the questions citing the merger problems and also gave solutions. 7 (13.2%) respondents left these questions blank. Probably they had no idea.

4.3.4 Problems of the Merger
This question was also in line with objective 2 which aimed at finding out how KYU community perceives the merger. From the many problems enumerated by the respondents, the researcher categorized them into the following:

Organisational/Managerial Problems
The managerial problems expected from the merger included the following:

- There will be library re-organisation leading to administrative problems in short run. For instance, streamlining duties may be complicated.
- Co-ordination of activities may be difficult
- There will be staffing problems
- There will be increased workload for staff
- With increased number of users, book loans may become difficult to manage.
- Increased theft and mutilation of books is expected due to increased intake
- Job re-allocation or staff re-deployment may demoralize some staff especially if it brings down their current titles

From these findings, it should be noted that with mergers, reorganization is expected in units and this will obviously affect the existing status positions. According to Koenig and Hildreth (2002:40-42), the merger of the Graduate School of Library and Information Science at Rutgers University with the School of Communication led to the former Dean of the Graduate School to became a Departmental Chair. Smallwood (2001) also mentions reorganization as one of
the effects of mergers. According to Huang (2000:121-125) when a merger takes place:

- The administrative teams from the several libraries will have to be restructured, eliminating the duplicate administrative posts. This would cause anxiety, resistance and passive reactions among library administrators and
- Staff positions will not be spared in the restructuring leading to elimination, combination, and reassignments with different responsibilities. It will lead to people losing their comfortable working zones.

**Problems associated with human resources**

The following were the expected problems associated with human resources or manpower.

- There will be a problem of staff integration since the former institutions had different policies and conditions of service.
- Job loss is expected since not everybody will be absorbed in the new institutional structure.
- Some staff will have their status changed probably to their disadvantage

**Problems associated with funds**

The respondents mentioned problems that were more or less related to finance and these included:

- Mergers in most cases mean increased costs in terms of management and service delivery
- Salary disparities will have to be harmonized hence increasing the wage bill. This is because workers in former UPK and UNISE were earning below those of ITEK due to differences in their salary structures.
Problems related to existing LIS

The following problems related to the existing library and information services were established by the findings:

- Technical services will have to be harmonized e.g. one classification scheme may have to be adopted. It would mean re-organizing and reclassifying of documents in various units. This can be expensive.

- Duplicated stock in the different libraries will be realized. Disposal of the duplicates could become a problem.

The problems mentioned in the findings are supported by Patterson (1999:9-21), Reddy (2001), Zhao (1998) and Chen (2001). Patterson mentioned that Inter-sectoral mergers tend to engender more problems like issues of staff status and conditions, culture and values, sources of funding, academic priorities, teaching loads and methods, student admission, course comparability, administrative systems and, the place of research. Reddy cautions that every merger is likely to be complex, conflictual and time consuming. Zhao raised the concern that mergers may not necessarily be beneficial and there need to be handled with care. According to Chen there were some difficulties in implementing the mergers in China. For instance, one merger had difficulties in renaming the institution, rearranging personnel, redistributing powers and allocating money, all of which almost caused it to fail. Hence, the ups and downs of this first merger of two leading universities were seen as a warning to proceed cautiously.

Chen also points out that mergers were thought to be the short cut to producing world-class universities. Such institutions, it was believed, should be comprehensive, large enough to handle increasing enrolments, and academically prestigious. Consequently, university giants mushroom through mergers. In particular, it was thought that medical universities were essential to first-class universities and should be incorporated into the new comprehensive universities.
However, Chen observes that the trend toward merging large and prestigious universities has been criticized even though it has been promoted and supported by government. According to him, critics have said "bigger is not always better," and have also pointed out that just having a wide range of study fields does not ensure they will be of world-class quality, such voices however, did not immediately impede the drive toward mergers.

Chen concludes by mentioning some lessons that have been learnt out of the whole process. For instance, one concerns the role played by government. Chinese higher education reforms have been dominated by the government, but with little attention paid to the university's role. Consequently, institutions that were forced or were at least reluctant to undergo consolidation might well react with dampened enthusiasm as they confront the implementation of mergers. In retrospect mergers between larger and stronger universities tend to encounter difficulties caused by the fusion of campuses with cultural disparities and the pressure of managing large-scale universities. By contrast, the annexation of smaller and weaker institutions by bigger and stronger universities is relatively easy to implement because the institutions being incorporated had limited power.

Looking at the current Kyambogo University LIS, the merger will create a large university library system with a main library and branch libraries. It may not be easy for the current staff to manage such a large university library service.

4.3.5 Solutions
This question sought respondents to freely suggest solutions that would counter the expected problems. They are also categorized following the same pattern.

Organisational Managerial
The findings established the following suggestions to this problem:

- Putting in place an effective management committee to look at some of expected problems.
- The need to take a gradual process in effecting integration.
• There should be motivation through remuneration and promotion.
• Competent staff should be recruited.
• Managers should carry out continuous assessment of activities.
• Regular sensitisation meetings during this transition period.
• There is also need to have committee, the library and information service managers.
• Good administrative policies on lending etc. should be put in place.
• Security checks need to be strengthened.
• Decentralization of some aspects will help to solve some management problems. A central administrative command is essential.

Human resources or staff problems
The findings revealed the following as solutions for this problem:
• The new organisational structure should try to absorb all staff in the library
• Staff re-deployment should be based on merit
• There is need to conduct open and fair internal interviews for all library staff of the former institutions
• A good sendoff package for those who will not be absorbed is essential.
These proposals are in agreement with what Stueart and Moran (1987:96) stated. According to the two authors, one of the library managers' most critical functions is to provide for and coordinate the human resources of an organization. The managerial function of staffing encompasses all the tasks associated with obtaining and retaining the human resources for an organization.
These include recruitment, selection, training, evaluation, compensation, and development of employees.

Problems with funds
The findings established that a lot of funding is needed to solve the merged LIS problems.
**Problems related to LIS**

Results of the findings on this problem reveal that:

- The library managers will have to decide early enough on whether it is necessary to harmonize the technical processing, especially adopting a single classification system.
- Some areas will have to provide computerized services
- The units being merged being a distance apart will have to be linked by a Local Area Network (LAN)
- The services being provided will have to be based on modern Information and Communication Technology.
- Qualified professionals will have to be recruited to provide better services.

The findings show that much as there are benefits to be derived from the merger as noted in Section 4.3.2, there are also likely problems associated with the merger. However, the problems can also be solved by those responsible for the success of the merger. These findings are in line with some of Stevenson's (2001) presentations in his paper on the merger of Meharry Medical College, Fisk and Tennessee State Universities as well as Kumar's (1991:407-420).

According Stevenson (2002:556-9), the combined institutions would advance the quality, depth and breadth of programs and services, including virtual and on-line education delivered from the traditions of culture in the historically black institutions in the United States. With the combined intellectual capital of all these institutions, efforts in seeking philanthropic funding and government support could be achieved and rewarded with resources. Stevenson however cautions that to achieve this, there must be commitment, trust, resource realignment, knowledge sharing, and a focused agenda for change.

Kumar on the other hand talks about the new developments in LIS. He mentions an increasing attempt to automate information processing and dissemination and how such advances have important implications for the provision of information
by libraries to their users. For instance, he says that networking is one of the modern ways that have broken barriers of physical accessibility. All that is necessary is to link the local terminal with a centralized database.

It is also important to note some of the considerations suggested by Stevenson (2001). These include:

- The institutions need to set a stage for a win-win situation and lay the groundwork for merger negotiations.
- There is also need to identify the strengths and weaknesses in all three institutional missions, cutting across all disciplinary and departmental functions, to determine the more beneficial economy of scale.
- The need to evaluate cross-organisational resources and abilities to produce new deliverables. There is also need to be realistic in identifying capacity, capability and comparability in all the three institutions.
- There is need to establish economic goals and heuristic outcomes that will be formed from one single synergy.
- There is need to organise the partnership around shared governance and an administrative matrix that designates responsible personnel and appropriate time frame.
- Lastly, there is need to carefully examine all in train institutional resources with regard to emerging technology, human resources, physical plants, finances and other indirect capital or costs.

4.4 THE PROPOSED ESTABLISHMENT OF KYU LIBRARY

4.4.1 Knowledge of proposed staff establishment

This was a specific question posed to all the respondents except the students. The question was in line with objective 3, which was to find out challenges that the proposed organisational structure poses in terms of service organisation and provision. The question was asked in section 4 of the questionnaire and interview
schedule. 51 (96.2%) respondents attempted this section while only 2 (3.8%) left it blank.

Table 4 Knowledge of proposed staff establishment

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware</td>
<td>16</td>
<td>30.2</td>
</tr>
<tr>
<td>Not Aware</td>
<td>35</td>
<td>66.0</td>
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<tr>
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<td>2</td>
<td>3.8</td>
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<tr>
<td>Total</td>
<td>53</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings show that 35 (66%) of the respondents were surprisingly not aware of the proposed establishment. Only 16 (30.2%) were aware. It was surprising to know that even among the administrators, some had not known it. For it is hard to believe that these top administrators who attend all decision-making meetings had no knowledge of the proposed establishment. One would even imagine it was a result of a few individuals' decision. Besides, this means that the proposed staff establishment has not been made public.

4.4.2 Description of the proposed structure

The second question on the establishment sought for a description of the proposed structure. Out of the 16 who were aware, only 4 (25%) were able to describe it. 8 (50%) who were all administrators referred the researcher to other offices to get a copy. 4 (25%) did not understand this question and instead defined what an organisational structure was. The reason could be that they did not comprehend that this question was arising out of the first one.

However, the gist of the matter in this question is that a majority of respondents do not understand the issues of what implication are as a result of the merger. Some directly do not know the issue of lack of knowledge.
4.4.3 Coverage of the proposed Establishment

This section aimed at finding out whether the proposed establishment covered the three institutions, that is, UPK, ITEK and UNISE.

Table 5 Coverage

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covers UPK, ITEK and UNISE</td>
<td>11</td>
<td>68.6</td>
</tr>
<tr>
<td>Covers only UPK and ITEK</td>
<td>5</td>
<td>31.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>99.9</td>
</tr>
</tbody>
</table>

The findings show that 11 (68.6%) indicated that the establishment covered only UPK and ITEK at the moment while 5 (31.3%) noted that it covers all the 3 institutions (UPK, ITEK and UNISE). These findings show that there is lack of information about what is happening at KYU. From these findings, one important aspect, which is communication, is not effective. Yet according to Asswathappa (2000:541), communication involving all key players is important in transition management.

On examining the copy of the proposed establishment, which was approved by the Interim University Council, the researcher established that it does not cover the 3 institutions. The document (see Appendix 6), titled "Kyambogo University: Approved establishment for non-teaching departments - Document A", shows in its preamble the factors upon which the proposed establishment is based. Standing out clearly on this issue is item (a) which states that the Institute of Teachers Education Kyambogo (ITEK) and Uganda Polytechnic Kyambogo (UPK) have been merged into one university. The two (2) institutions have been performing specific functions as institutions of higher learning. All academic and non-academic functions have been merged. The implication of this statement is that even those who are not aware of the happenings are covered.
The reason for this is that at the time of implementing the merger, the Universities and Other Tertiary institutions Act, 2001 had a clause 130 (1) and (5) which implied that Uganda National Institute of Special Education (UNISE) would continue to operate under its Act. The Uganda National Institute of Special Education Act, 1998. Hence until when these clauses are repealed by another law, UNISE could not be part of the proposed establishment.

With specific reference to page 6 and 7 of the proposed establishment in the Library Department, a total of 55 staff are proposed for the new university library. The implication is that since UNISE is excluded, the library staff establishment is incomplete. Currently, the establishment at former ITEK is 24, that of UNISE is 10 while the establishment of former UPK is 19 giving a total of 53. However, at the time of the merger, the former institutions with the exception of UNISE had outgrown these establishments. Hence, given the current rate of growth in number of users, the proposed total establishment is inadequate.

The proposed parts also show that there are not only a few senior staff position, but also the proposed nomenclature does not allow proper promotion towards the post of Deputy University Librarian. This could lead to more anxiety among the existing senior staff that may see it as a limitation to their promotional ladder.

4.5 CHALLENGES OF THE MERGER OF LIBRARY AND INFORMATION SERVICES
This was the most important question put to the respondents. It was the main thrust of the research. It sought to establish the likely challenges to be faced in building unified library and information service at KYU. The question was posed in Section 6 of the student’s questionnaire and Section 7 in the other questionnaires and interview schedule. The question also solicited for free views on each of the challenges as foreseen by the researcher.
Overall, 142 (86.1%) of the respondents at least attempted this section while 23 (13.9%) did not give any answer at all. Of the 142 who attempted to give an answer, 111 (78.2%) tried to give explanatory answers while 31 (21.8%) just either filled an affirmative "yes", a tick or a "no".

4.5.1 The new University's role and functions
Kyambogo as a new University has a new role to play and functions to perform. Along this line, the respondents were asked to identify and state some of the challenges which the library may face ahead in supporting its functions such as teaching and learning, maintaining academic standards, problem-solving, research, user satisfaction. It will also have a role to play in Uganda's social and economic development contribution to community development, and national resource sharing and networking.

The findings show that 122 (85.9%) agreed with the researcher, 8 (5.6%) did not agree while another 12 (8.5%) did not fill in any answer regarding the following aspects of this challenge:

4.5.1.1 Supporting teaching and learning
The findings established that currently there are inadequate teaching and learning materials - books, journals and ICT facilities. The university is moving too first with too many programmes coming up in too short a period. Reading space to support the two due to large numbers is increasingly becoming a problem. Keeping up-to-date may be a problem especially with fast changing subjects like IT, electronics and computer engineering. One would have expected the university to first provide enough funds for the library to acquire the latest reading materials in these fields as well as well as establishing the basic ICT facilities before approving such courses. Some of the new undergraduate courses introduced recently include: Bachelor of Engineering courses in Building and Civil Engineering, Telecommunication Engineering, Automotive and Power Engineering, Environmental Engineering, and Manufacturing Engineering. Other
science courses include: Bachelor of Science Technology courses in Biology, Chemistry, and Physics; Bachelor of Science in Accounting and Finance, Bachelor of Science in Secretarial Science, Bachelor of Vocational Studies in Agriculture, Home Economics, and Business Studies; Bachelor of Technical Teacher Education with specialization in civil, mechanical and electrical engineering. Postgraduate studies have also been introduced. There is a Master of Science in Sports Science, a Master of Arts in both History and Religious Studies.

4.5.1.2 Its role in Uganda's social and economic development
The findings reveal that if the university develops programmes relevant to the social and economic development of Uganda, then the library has a challenge. The University LIS has the challenge to provide information not only to the industrial sector in Uganda, but also to the public in order to spearhead social economic development.

4.5.1.3 Supporting academic standards
The findings reveal that appropriate university level texts are lacking. Quality staffs are also few in numbers. There is no current and relevant information to provide to researchers who need it.

4.5.1.4 Involvement in problem solving learning experience of students.
The findings established that the big numbers of readers make this a challenge. Yet there is no single subject specialist. Readers' advisory services were found to be wanting. Lastly, library staffs are not yet fully conversant with the new university programs and curricula.

4.5.1.5 Satisfaction of user needs
The findings revealed that the libraries lack IT facilities to provide modernized LIS. With over 6,000 freshers admitted this academic year alone, the increasing number of users vis-a-vis the available staff who are only 35 will lead to many
readers unsatisfied. This ratio of 1:171, which is likely to increase further, seems to be rather too high. Yet there are few professional among the available staff. Besides, the current facilities were designed for a few readers.

4.5.1.6 Supporting the University's research programmes
The findings established that there would be a bigger challenge to provide adequate facilities for research given the university's budget allocation. At the moment, there are no current journals, nor ICT facilities. Research requirements are very expensive. Only ITEK was offering degree courses hence, the challenge is big. There will be need to accelerate the universities research potential since research is what distinguishes university's from other institutes. There is no research section for postgraduate students and lecturers.

4.5.1.7 Contribution to community development
The findings revealed that the University Library now has a challenge of opening its services to the community otherwise it will be of no use to the community.

4.5.1.8 Its role in national information resource sharing and Networking
The findings established that being a new university it has less information than other universities, say, Makerere University. Hence the role in national information resource sharing and networking is a real challenge.

The findings in section 4.5.1 are supported by Lor's (1983:57-63) presentation on a new university library with reference to the University of Bophuthatswana (UNIBO). First, a UNIBO library philosophy was formulated and a document entitled A Planning Philosophy for the University Library was produced and approved by the University Council. This document had the following major points of reference:

- The library's initial emphasis would be on support of teaching and learning rather than research.
• The library would be very much involved in the problem-solving learning experiences of students by playing an active teaching role in collaboration with teaching staff, emphasizing the development of information seeking and utilization skills
• The library’s collection would be well selected to satisfy the needs of teaching staff.
• The library would support the university's research programmes
• The library would strive to facilitate rapid access to the resources of other libraries by means of interlibrary lending as well as personal referral
• The library would closely co-operate with the National Library hence play an active role in national resource sharing and networking.
• The library would adopt a hospitable policy to users from outside the university thus contributing to community development.

4.5.2 Management and administrative challenges
The Library Department is now curved out of three former departments. This means re-organizing the former independent units into one large single unit. The findings show that 97 (68.3%) respondents agreed with the researcher on this challenge, 18 (12.7%) indicated this would be a simple task while 27 (19%) left this question blank as regards the following aspects of this challenge:

4.5.2.1 General administration
The findings show that re-organisation of the Library Department means putting in place people with the caliber needed to run a large library organisation. Many of the former senior staff positions lack this type of cadre and attracting them in the present conditions may not be easy. It also means putting in place a new organisation structure where staff integration may not be easy. It will also mean increased workload without increased staffing and this poses a serious challenge. Adjustment to the new general management will be slow since managing change is not simple.
4.5.2.2 Co-ordination of activities of the three (3) library Units
The findings also reveal that a lot of harmonization is needed to attain unification.
The proposed structure doesn't provide for co-ordination. If there is no co-operation arising out of frustration among the staff affected by the merger, it will be difficult to co-ordinate library and information service activities.

4.5.2.3 Concern of harmonization and integration
The findings further established that once all the activities are merged, some administrators would lose their status even though others are likely to gain. With these different expectations among staff, it is a challenge because anxiety is expected. Resistance to change is also a fact. However, one respondent intimated that this aspect would only be difficult at the beginning. There will be a challenge for designing modules, which will integrate all library functions and products. Libraries are not at same level of development and one of them has different technical services.

4.5.2.4 A decentralized structure of the University Library
The findings also reveal that University authorities may decide to centralize all activities. On the other hand, a decentralized structure may have to be maintained given the nature of the campuses and areas of specialization in training programs. With less qualified staff this also poses a challenge. Hence, deciding on which structure may take time.

4.5.3 Human resource challenges
This was another challenge envisaged by the researcher and a question was put to the respondents. The findings show that 106 (74.6%) agreed to these challenges, 11 (7.7%) did not agree while 25 (17.6%) respondents did not attempt this on the following aspects of this challenge:
4.5.3.1 Senior staff positions
The findings revealed that the main challenge lies in planning and recruiting adequate numbers of experienced senior staff and development of LIS at KYU will depend on these. However, these are likely to be reduced as a result of new approved staff establishment. Senior staff positions will have to be harmonized and obviously where there were three heads of departments, only one will have to be the head with others probably becoming deputy heads.

4.5.3.2 Staff development
The findings established the challenge that most of the current staff members need to be sent for further training because they are not qualified professionals. Even among the trained professionals, the majority is intermediate and Para-professional who are not in position to effectively handle university library affairs. With a combined staff of all the three units in dire need for training, it may be difficult to sponsor a large number of staff with reduced government funding.

4.5.3.3 Quality staff recruitment
The findings established this as another challenge. Recruitment of professional staff with the ability to handle tasks will be a key factor in the development of sound services delivery. There has always been another problem regarding recruitment of library staff. The library has always been a dumping ground for relatives of top managers of the former institutions. These findings, on human resources are supported by Stueart and Moran (1987:96), and Lor (1983:59). Stueart and Moran observe that a magnificent library building with an excellent collection can achieve less without a competent staff. According to Lor, a library's single most important resource should be it staff because its quality is of decisive importance.

4.5.4 Challenges on Infrastructure
This question sought for information on the existing infrastructures at the 3 campuses. It also covered something about a proposal for a new library building.
The findings show that 98 (69%) agreed with the researcher that the current KYU infrastructure is a real challenge, 8 (5.6%) did not agree, 24 (16.9%) did not answer this question while 12 (8.5%) stated they were not knowledgeable on the following aspects of this challenge:

### 4.5.4.1 UPK Library
The findings show that UPK library facility is inadequate and therefore needs expansion. It is becoming too small for the increasing number of users. Users with disabilities cannot access its entrance design.

### 4.5.4.2 ITEK (Barclays) Library
The findings on this structure show that it also has inadequate space. Though it is bigger than the other two, it also needs expansion because of the explosion in number of students especially in teacher education. Besides, the area in which it is located lacks space for lateral expansion because of the closeness of adjacent buildings. Yet its design was not meant for vertical expansion.

### 4.5.4.3 UNISE Library
On observation of this facility, the biggest challenge is space. This facility is in the worst position because it's too small yet the numbers have already swollen. It is in the middle of buildings adjacent to one another, thus offering no room for expansion. The current floor does not absorb sound.

The findings on infrastructure reveal that there is a great need to improve on the existing buildings in order to keep abreast of the current change. What is obtaining on the ground can be summed up by Gidwan's statement quoted by Prasher (1991:243) which says that library buildings are so poorly designed and with such myopic perception of the library needs in the immediate future that what they are providing is deemed unavoidable.
4.5.4.4 Establishment of a modern central library building
The findings on this aspect show that though it may be the most viable option, the funds of the merged institution may not allow feasibility of such a venture. It will be a challenge in terms of cost, and space constraints. This will however remain a challenge to KYU. According to Prasher (1991 :243), the dynamic nature of university library building planning makes every building planned today deficient in some respects after just a few years.

4.5.4.5 Planning of a large library building
Findings on this aspect reveal that there is need to plan for a new large library building. However, in carrying out such a venture space is a major requirement. Even the distance especially between ITEK and UNISE campuses gives problems. The cost of putting up such a venture is high although it will need future consideration, given the rate in terms of readers. Besides, any shortcomings in site selection, calculating floor area, and anticipated growth, division of space by functions or subjects etc. will be a repeat of the current problems in the near future.

4.5.5 Information and communication technology (IT) challenges
On the question about information and communication technology, the researcher wanted to know the aspects involved since there is no university library in this information era without ICT facilities. The findings show that 103 (72.5%) of the respondents agreed to the expected ICT challenges which include: hardware and software, access to information in various units, establishment of a central on-line catalogue, and rapid access to external sources of information. 5 (3.5%) disagreed, 23 (16.2%) left this section blank, 7 (4.9%) said it was a simple issue while 4 (2.8%) indicated they were not sure.

4.5.5.1 Hardware and software
The findings reveal that furnishing the whole library and information service with hardware and software is real challenge because it hinges on financial ability of
the university. Each unit will require hardware equipment. But even the room to accommodate these at the moment remains a problem, let alone the manpower to handle the equipment. Such equipment also has the implication of maintenance costs.

4.5.5.2 Access to information in various units
The findings on this aspect show that easy access to information in other units from one another will be difficult unless they are interlinked. The challenge is that a local area network with a central communication network will be needed to network the services. A central catalogue will be necessary yet at the moment no library has an up-to-date catalogue.

4.5.5.3 Establishment of a central on-line catalogue
The findings established that there is no centralized catalogue and also not single up-to-date catalogue among the three library units. Besides, one unit (former UPK) had its catalogue based a different classification scheme. The current volumes available make this an enormous task to convert and yet for easy location of documents, this must be done.

4.5.5.4 Rapid access to external sources of information in other libraries
The findings established that KYU library, like most libraries, lacks ICT facilities. Usually the initial costs involved in installing such facilities tend to be high. Therefore rapid access to external sources of information may be difficult unless ICT facilities are well established.

The findings show that KYU library and information services need to move with the new Information Technology (IT) developments. There will be no shortcut on this new development. As Kumar (1991:407) puts it, due to developments in IT, we find ourselves on the threshold of a revolution. A social revolution is taking place that is making it possible for information to be made available to the farthest corners of the globe. With the latest technology according to Kumar,
networking, online services and bibliographic databases become household terms.

Barney (1996) says that technology is causing important changes in how libraries in general, and undergraduate academic libraries in particular, function. It is especially fueling increased user demands and expectations for information resources and their timely delivery. Herro (1999) also observed that the use of IT helps user communities learn about and benefit from the use of technology and electronic information resources.

4.5.6 Financial Challenges
The questions on this aspect were aimed at finding out what challenges would be confronted in financial terms given the situation of reduced government funding for higher education institutions. The findings indicate that 107 (75.4%) agreed to this challenge, 9 (6.3%) did not agree, 19 (13.4%) respondents did not fill in this section while 7 (4.9%) respondents indicated they had no knowledge about it. The following are the aspects of this challenge:

4.5.6.1 Limited government funding for higher education institutions
The findings reveal that the biggest challenge is reduced government funding of higher educational institutions. Even as a new University, KYU may not expect much funding from the government because the general policy is more funding for universal primary education and less funding for higher education. Yet as already noted, many of the challenges may revolve around finance.

4.5.6.2 Costs of Merging the Library Operations
The findings established that there is great need for expansion of existing facilities, building a new library building and new materials and equipment are required. Besides, all library technical operations will have to be merged. The costs will be high because of the need to put the services at the same improved level.
To emphasize how funding is vital in the satisfactory running of any kind of library, Prasher (1991:194) says that no matter how perfect the system of organization and its management, and no matter how efficient and well qualified the staff, the fundamental requirement of really satisfactory service is an income sufficient to operate and maintain the service to an approved standard.

He points out that no great university library comes to mind, which cannot point to state financial support as the corner stone of its success. Hence, when the financial support is scarce or inadequate, other problems come in and academic, myopic and selfishness tend to take command and libraries degenerate into uncoordinated, ill-chosen representations of sectoral interests.

4.5.7 Challenges of Collection Development

This was the last question on challenges, which covered issues such as decentralized visa-a-vis centralized collection, whether emphasis will be on research or teaching and learning, what proportion should form the larger part of collection and lastly what materials should be acquired for research. The findings show that 84 (59.2%) of the respondents agreed to these aspects, 28 (19.7%) did not agree as they stated, 20 (14.1%) indicated they did not know while 10 (7%) were not sure. Details of analysis are as follows:

4.5.7.1 Centralized versus decentralized collection development

The findings indicate that 48 (33.8%) favoured a centralized collection development while 31 (21.8%) do favour of decentralized one. 6 (4.2%) preferred the two to go together. A sizeable number of 44 (31%) respondents did not fill in this part while 13 (9.2%) indicated they were not sure which was which. These findings indicate that deciding on which option to take may probably be difficult. Nevertheless, by majority favoring a decentralized collection development, the implication may be that a centralized policy would be the best to deal with the meager resources.
4.5.7.2 Whether general acquisition policy will affect specialised Collections

The findings also indicate that 54 (38%) believe the general acquisition will not affect the specialised collection development while 39 (27.5%) say it will be affected. 43 (30.3%) did not give any answer to this section while 6 (4.2%) indicated they did not know. The explanation could be due to the belief that even in a general acquisition policy, the specialized interests can be adequately catered for if the specialized units are given a chance to provide their input.

4.5.7.3 Emphasis of acquisition-research or teaching & learning

The findings also indicate that 58 (40.8%) were in favour of emphasizing research related collection while 35 (24.6%) preferred emphasis on teaching and learning. By respondents emphasizing research means that they probably now understand what will distinguish KYU from the former institutions. Any university to be worth its name must carry out research and publication as part of its academic programmes.

4.5.7.4 Type of material to form largest proportion

Table 6

<table>
<thead>
<tr>
<th>Type of</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed</td>
<td>49</td>
<td>34.5</td>
</tr>
<tr>
<td>Electronic</td>
<td>27</td>
<td>19.0</td>
</tr>
<tr>
<td>Audio Visual</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>No answer</td>
<td>27</td>
<td>19.0</td>
</tr>
<tr>
<td>Balanced</td>
<td>28</td>
<td>19.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>8</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in Table 6 above show that 49 (34.5%) indicated that the printed materials forms the largest proportion of the collection while 27 (19%) noted that the electronic materials should form the largest proportion. However, 28 (19.7%)
preferred a balanced collection because as they indicated, a" types are needed for more
dinformation. These findings show that much as we are in the electronic age, many users are still
more comfortable with the printed word.

4.5.7.5 Type of access to research material

Table 7

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide materials</td>
<td>14</td>
<td>12.7</td>
</tr>
<tr>
<td>Provide access through IT</td>
<td>43</td>
<td>39.1</td>
</tr>
<tr>
<td>Both</td>
<td>14</td>
<td>12.7</td>
</tr>
<tr>
<td>No answer</td>
<td>26</td>
<td>23.6</td>
</tr>
<tr>
<td>Not sure</td>
<td>13</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in Table 7 above indicate that 27 (39.1%) were in favour of getting research
material through IT access while 9 (13%) indicated provision of hard copy material for research.
9 (13%) indicated use of both to provide information for research. By giving IT access the
highest rating, the respondents again show that IT can provide the most up-to-date information
for research.

4.5.7.6 Type of subscription

The findings showed that the highest number of 34 (30.9%) respondents did not fill in this part.
Probably they had no idea. 27 (24.5%) respondents rated use of both as the best option while 21
(19.1%) indicated preference for on-line searching. Probably the high rating for both could be
due to the fact that much as one would access the latest periodicals on-line, some references
could be made to say the retrospective hard copies.

4.5.7.7 Type of access to research material /

The findings reveal that 47 (42.7%) indicated it was necessary to make a good selection and as
we" carry out regular weeding while 11 (10%) stated it was not
necessary. However, another 38 (34.5%) did not indicate any answer while 14 (12.7%) did not know. By majority indicating the need for good selection with regular weeding, it puts a big challenge to the library policy makers to make sure they adopt selection and weeding policies that would not disappoint users. What the respondents imply here is that the selection should match the demands of readers but in addition, documents that are no longer in use should be weeded from the shelves.

The findings in section 4.5.7 agree with Broadus's (1981:16) opinion that the basic questions regarding the educational philosophy and procedures of its parent institution must be answered before collection development can proceed effectively. He further contends that curriculum is of prime importance therefore recommendations by the teaching staff as well as suggestions by students. However, collection development will also take into consideration other factors such as departmental enrollment, present state of collection, course offerings, and costs and volume of publications in the field.

4.6 SUGGESTIONS TO MEET THE CHALLENGES
Section 7 of the students' questionnaire and Section 8 of the other questionnaires and interview schedule were meant to generate free responses for suggestions on. the best way to handle the enumerated challenges. These challenges include: the new university's role, management and administrative challenges, human resource challenges, challenges of infrastructure, IT challenges and lastly, collection development challenges. The question was intended to get the possible answers meant for objective four of the study. The findings reveal that there were various suggestions put forward by the respondents but the most prominent ones were: -
4.6.1 Funding
According to the findings, 75 (68.2\%) respondents gave suggestions related to this funding. Proposals on raising funds include:

- Lobbying for more government funding through parliament,
- Seeking international donors and NGOs,
- Developing more ways of generating revenue in addition to strengthening those available rather than relying on government funding, and
- Increasing private student’s intake.

4.6.2 Recruitment of qualified staff
31 (58.2\%) of all respondents suggested recruitment of trained, qualified and competent staff that were not only committed but also hardworking.

4.6.3 Staff Development
27 (24.5\%) of the respondents noted that the majority of staff in KYU libraries are not trained. Hence, various suggestions such as send all untrained staff for further studies, organise in service training for library staff and organise study tours for senior library staff were echoed.

4.6.4 Co-operation with similar institutions within and outside the country
This was another suggestion with the same rating staff development. 30 (27.3\%) suggested that library managers should seek for co-operation with similar institutions in and outside Uganda. This suggestion probably implies the respondent probably believe that no single library organization can have all the information needed.

4.6.5 Procurement of more reading materials and equipment
23 (20.9\%) respondents suggested that among the priorities in library budgeting, purchase of more relevant reading materials should be one of them.
4.6.6 Gradual emphasis of Information and Communication Technology
19 (17.3%) respondents suggested for a deliberate but gradual effort to equip the libraries with ICT facilities. The respondents are aware of the global trend of using ICT in modern libraries. This finding is in line with a number of publications cited in Chapter Two. They include: Joint Information Systems Committee (JISK) Report (1998), Herro (1999), and Yeadon and Howard (1997).

4.6.7 Develop a 'Master Plan' or strategic project proposal
Another 17 (15.5%) of the respondents advised the librarian in particular to develop a master or strategic plan or write a project proposal for KYU library and information services. The respondents probably believe that a written master plan or project proposal could attract funding from not only the university authorities, but also some donors.

4.6.8 Mutual Co-operation among staff of the various units.
This suggestion also had the same rating of 17 (15.5%) with respondents advising staff to develop mutual respect and co-operation. All parties must be involved the transitional merger process.

4.6.9 Financial Discipline
15 (13.6%) of the respondents advised that university managers should emphasize discipline in financial management and avoid corruption and misallocation of priority funds. One of the issues raised by some library staff members in one of the libraries was that at times the university authorities do interfere with library revenue. What the respondents were implying was that such interference always leads to delays in implementing some budgetary expenditure.

4.6.10 Other Suggestions
The findings revealed other suggestions, which, though not repeatedly mentioned, were important. These included:
● Carrying out a user needs assessment to develop strategies

● Encouraging university administrators to put the library and information services among the priority areas in the initial years of the university.

● Expanding the current facilities should be one of the short-term plans.

● There should be a library management committee to oversee supervision and co-ordination

● The library department should be effectively represented at all policy level of organisation for proper planning of library and information services.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION
There is a global trend of university and college mergers, which has gained momentum in recent years. Almost every country has experienced these mergers taking place either voluntarily or through government intervention. In Uganda, there have been two mergers prompted by government, the latest being Kyambogo University resulting from the merger of UPK, ITEK and UNISE. The other was Makerere University Business School, which was a result of merging Makerere University, Faculty of Commerce and the National College of Business Studies.

The aim of the study was to establish the challenges which Kyambogo University is likely to face after merging the library and information services of the former institutions and suggest recommendations to handle these challenges early enough.

This is last chapter of the study in which conclusions and recommendations are presented. The conclusions are drawn from the discussions of the findings in Chapter 4 and the recommendations are drawn from the conclusions.

The presentation of conclusions are based on the themes that were earlier used in the analysis of the data resulting from the research questions.

5.2 SUMMARY
This study mainly used the qualitative methodology but with some aspects of quantitative paradigm. It was conducted at Kyambogo University. The methods of data collection involved the use of three questionnaires administered to three (3)
Categories of respondents and one interview schedule that was administered to the administrators.

The researcher himself did analysis of data manually. There were a number of factors that led to manual analysis. First, the research design was qualitative hence the questionnaires were unstructured. This meant that the respondents had to give free opinion answers that are usually explanatory. This leads to a second reason that such free opinions would cost a lot since the researcher did not have the expertise let alone the necessary hardware and software to carry out the analysis.

The sample was composed of 165 respondents of whom 112 were students, 19 academic staff, 16 library staff and 18 administrators. Of these, 147 were responded to a mainly open ended questionnaire whereas interviews were arranged for 18 respondents. The study found out that there are a number of LIS (both traditional and non-traditional) currently being provided. However, majority of these services seem not to be known by the readers.

**Problems**

The study identified a number of problems facing the current services. From the background information, the study revealed that the LIS facilities are inadequate. Besides, services being provided and are well known to the users, are inadequately being provided. The problems mentioned mainly arise from three sources and these are institutional, management and user related problems.

**Expectations**

Furthermore, the study found out that KYU Library and Information Service users have many expectations in terms of services. These services include the
traditional services but their greatest expectations are focused on the modern library and information services particularly based on ICT.

The study established that there are many requirements the library needs to provide the expected services. They include finance, management of LIS and manpower to provide those services.

Benefits

Besides, the study established that there would definitely be benefits in terms of improved facilities and services. However, the study also revealed that there would be some problems arising out of the merger processes. The problems are mainly associated with management, human resources, funding, and the provision of library and information services. However, the study found out that if some precautions are taken early enough, such problems would be minimized.

Establishment

The study established that although there is a proposed establishment, which has already been approved by the Interim University Council, it is only known to very few individuals among the University community. Besides, the study established that the proposed structure excludes UNISE because of the legal impediment.

Challenges

The study established that because of the merger of UPK, ITEK and UNISE libraries into one KYU Library and Information Service a number of challenges to the University Library would arise. These challenges are:

- The library has many untrained staff
- The existing trained staff are few
- The current three (3) (UPK, ITEK and UNISE) lack adequate space.
- There is almost no ICT facility.
• Low funding from Government and high costs of merging operations are anticipated.
• Some of the current information resources are below university level.
• With lack of ICT facilities, materials for research will be inadequate.
• Low subscription to current journals/periodicals will mean inadequate provision of information.

5.3 CONCLUSIONS
In light of the objectives (section 1.6) and research questions (section 1.7), the researcher makes the following conclusions:
• The current LIS are not adequately being provided.
• The University community believes that the merger will bring more benefits despite the expected problems.
• The proposals of the University Library harmonization and co-ordination Committee were not properly considered.
• Kyambogo University is likely to face many challenges in meeting the requirements of its new role.
• Harmonization and integration require careful planning. ITEK, UPK and UNISE have different information management systems.
• The library managers have a task of re-organizing not only the services but also the staff in the new university library.
• The LIS staff is inadequate.
• There is serious need to find a solution to the problem of space in reference to the growing number of readers. Options will have to be weighed as to whether to expand the existing ones or to build a new large modern library.
• Currently there are no ICT facilities to be proud about. The area of ICT needs special consideration if the University Library will have to offer current information needed for research.
The University authorities need to find ways of how to solicit or even generate more money.

• The issue of collection development needs to be carefully considered given the rate at which academic programmes are being launched. As already noted, many of the current information resources are not only inadequate, but also below university level.

5.4 RECOMMENDATIONS
The following recommendations are made in line with the objectives and the research questions of this study. These recommendations arise from the conclusions made from this study.

1. Library and information services
• Kyambogo University Library needs to re-invent itself by formulating a new mission and vision that is in line with that of KYU. The new vision and mission will be the guiding principle to develop a philosophy aimed at fulfilling the university's objectives. There is need for a new mission and vision because KYU will not be a replica of UPK, ITEK and UNISE, but a new and distinct institution.
• KYU must focus not only on renovating the current infrastructure, but also make a deliberate effort to expand them in order to create more space for both the readers and staff.
• KYU must also make sure LIS facilities are furnished with the necessary furniture, equipment and the relevant reading materials.
• KYU authorities should also make a deliberate effort to gradually acquire ICT facilities to improve on the current information. Given the cost of a new library building vis-a-vis the acquisition of ICT facilities, the latter would rather be given priority.
• There is need to acquire more efficient photocopiers with heavy-duty capacity.
• The Binding services should be expanded and the bindery be equipped with relevant equipment and qualified staff appointed.
• Library managers should improve delivery of services.

2. on the merger
• The merger should let harmonization and integration take a gradual process through the transition period.
• Each library unit should respect decisions resulting from the merger from a higher authority.
• All stakeholders in KYU should be involved and everybody should cooperate viewing the merger as an opportunity that will benefit all participants.
• Each library should provide a list of staff and their responsibilities and assignments to other libraries that will merge. Such a list will enable the new library administration to reassign positions and responsibilities based on individual skills and experiences.
• There is need consider paying a good sendoff package to those who will lose their jobs.

3. The Proposed Establishment
• The University authorities should make public the staff establishment since it has been approved by the Interim University Council.
• The establishment needs to be reviewed in order to include UNISE.
• The establishment needs to be expanded not only to include UNISE but also to increase on the promotional levels for building experience.

4. on Challenges
• The University authorities should ensure the libraries are adequately stocked with the most up-to-date and relevant materials.
• Being a public university KYU Library will have to provide information to the public. For instance, the former Uganda Technical College (which later
became UPK) was providing information to industries through the Uganda Technical Information Services (UTIS). This service should therefore be revived for the benefit of the public.

- The library staff will move to work extra hard in order to satisfy users needs.
- All members of KYU community should be actively involved in the transition to reduce any resistance.
- Fairness and openness should be the criteria in giving positions of responsibility. Merit should be the criteria to be used in apportioning the senior positions.
- All those members of staff on the ground who are trainable should be motivated through staff development. This would boost their morale to work for the new university with an open heart.
- Monitoring and evaluation should be emphasized by top library management. Competent coordinators will have to be identified.
- Not all the current structures were meant for university level. In the short run, they need to be given a face-lift by expansion and renovation to reflect university level status.
- As a future undertaking, however, a new library building is needed because not only will it solve space problems but also assist in harmonization and integration of LIS.
- One respondent lecturer said: "we now need an E-library". Though it may not be viable now, it should be a long-term project.
- A gradual process of introducing ICT facilities in LIS will be viable. The process could begin with the basic units and continues to other areas.
- An Internet base should be established so that the University Library can take advantage of the PERI Project in order to access international databases
- There is need to seek for donor support besides lobbying for more funding.
• The library fee should be reviewed upwards to a minimum of shillings 20,000/= per student to help in funding the most important services.
• University managers should seek assistance from library philanthropic organisations.
• The University administrators could request each faculty to contribute some small percentage of income to the library.
• There should be a deliberate move by University managers not to allow launching of programmes before the reading materials are acquired. It would be very important for the University library to be represented on the programmes committee for getting information resources.
• Although the printed materials could form the bulk of the collection, the electronic information resources will have to run side by side. IT will help in research.
• Periodicals/Journals should be subscribed to as well as subscription to online sources.

• A well-selected stock is needed with departments playing major roles.

Areas of Further Research
In carrying out this study, the researcher identified one (1) possible area for further research after this study. KYU is proposing to have two extension departments. One will co-ordinate technical education provided by Technical Colleges (UTes), Technical Institutes (Tis), Technical Schools (TSs), and the Associated Community Polytechnics (ACPs). The other will co-ordinate the teacher and special education provided by Primary and National Teachers Colleges (P/NTCs). This must have a bearing on the type of Library and information services that will be provided by Kyambogo University Library. A possible area for further study should therefore be:
To assess the feasibility of KYU’s capacity to network the library information services of the associated colleges and polytechnics.
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APPENDIX II
QUESTIONNAIRE FOR UNIVERSITY LIBRARY STAFF

I am ISALA ABDU KARIM, a Second Year student of Master of Science in Information Science at Makerere University conducting a research on "THE CHALLENGES OF BUILDING A UNIFIED LIBRARY AND INFORMATION SERVICE AT KYAMBOGO UNIVERSITY." I shall be very grateful if you contribute by giving your genuine and honest opinion on the subject by kindly filling in this questionnaire.
The questions focus on the challenges of merging library and information services at KYU and future plans for these services. All information disclosed will be used for research purpose and remain highly confidential.

Current Library ____________________________
Department/Section ____________________________
Post Title ……………………………………………

1. Background Information
A) What do you say about the current state of library facilities KYU in terms of:
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(i) Information Resources (Reading materials)
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(ii) Equipment/Furniture
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(iii) Space
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2. Library and Information Services
What type of library and information services are being provided at KYU to the readers?

3. Problems of existing services
What problems are facing the current Library & Information Services?

4. Organisational Structure
   a) Are you aware of the proposed organisational structure for KYU Library?
   b) If yes, what is this organisational structure?
   c) Does it cover the 3 former institutions i.e. UPK, ITEK and UNISE?
5. Problems of Mergers
a) What problems do you think the merger of library and information services will bring to K YU?
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b) How will these problems be solved?
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6. Nature of Library and Information Services (LIS) expected from KYU
KYU as a new university will be performing such functions as teaching, research and community development programmes.
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I) as an administrator, what type of LIS would you expect KYU to provide?
a) ……………………………………………………………………………………………
b) ……………………………………………………………………………………………
c) ……………………………………………………………………………………………
d) ……………………………………………………………………………………………
II) What do think should be done to ensure provision of such services?
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7. Challenges of the Merger of Library and Information Services
What are the likely challenges of this merger in light of the following:
I) Challenges arising out of the new University's role and functions
this should be considered in terms of the following:
a) On supporting teaching and learning.
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b) On its role in Uganda's social and economic development.
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c) On supporting academic standards.
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d) On its involvement in problem-solving learning experiences of students.
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e) On the satisfaction of user needs
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f) On supporting the University's research programmes
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g) On its contribution to community development
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h) On its role in national resource sharing and networking
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II) Management and Administrative Challenges

a) On the general administration and management of library and information services
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b) On the co-ordination of library and information services
c) On the concern of harmonization and integration

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d) On special circumstances such as a decentralized structure of the University Library System

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III) Human Resource Challenges

a) On senior staff positions

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b) On the issue of staff development

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c) On the issue of quality staff recruitment

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IV) Challenges on Infrastructure

a) On the existing facilities, that is:

i) UPK Main Library

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ii) ITEK/Barclays Library

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iii) UNISE Library

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b) i) On the establishment of a new central library building with a difference from those available in Uganda.

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ii) On planning of a library building capable of seating a high percentage of student enrollment at any one time, taking into account the best location on Kyambogo Hill.

V) **Information and Communication Technology (ICT) Challenges**

Given the various library units at KYU Campus, what challenges do you expect on this aspect in terms of:

a) Acquisition of the necessary hardware and software

b) Access to the various information resources in the different units

c) Establishment of a central catalogue which can be accessed on-line

d) Rapid access to external sources of information such as holdings of other libraries

VI) **Financial Resource Challenges**

a) On constraints of finance due to limited government funding

b) On the costs of merging the library operations
VI) Collection Development Challenges

a) On whether to establish a centralized or decentralized collection development.

b) On whether resource allocation for the specialised collections in the various units will not be affected by the general acquisition policy.

c) Whether the initial emphasis should be on teaching and learning or research

d) On the proportions of printed material, electronic and audio visual media which should form part of the collection

e) On whether to acquire and provide materials for research or provide access tools such as IT

f) On whether to subscribe to journals/periodicals or make use of IT through on-line searching.

g) On the need for a well selected and judiciously duplicated collection and regular weeding
8. Suggestions to Help KYU Meet the new Challenges

How do you expect KYU authority to handle these challenges?

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Thank you for your co-operation
APPENDIX III
QUESTIONNAIRE FOR UNIVERSITY STUDENTS

I am ISALA ABDU KARIM, a Second Year student of Master of Science in Information Science at Makerere University conducting a research on "THE CHALLENGES OF BUILDING A UNIFIED LIBRARY AND INFORMATION SERVICE AT KYAMBOGO UNIVERSITY." I shall be very grateful if you contribute by giving your genuine and honest opinion on the subject by kindly filling in this questionnaire. The questions focus on the challenges of merging library and information services at KYU and future plans for these services.

All information disclosed will be used for research purpose and remains highly confidential

Current Campus ____________________________
Reg. No. ____________________________
Faculty/School ____________________________
Course ____________________________

1. Background Information

A) What do you say about the current state of library facilities KYU in terms of:

(i) Information resources (Reading materials)
a) Up-to-date  b) Not up-to-date  c) don’t know

(ii) Equipment/Furniture
a) Adequate  b) Inadequate  c) Don't know

(iii) Space
a) Adequate  b) Inadequate  c) Don't know

(iv) The buildings
a) Attractive  b) Not attractive  c) Don't know
2. Library and Information Services
a) Which of the following library services does the library provide to you?
(Please, tick or put across)
(i) Issue of documents (books, journals, etc.) [ ]
(ii) Guidance in use of facilities and search for information [ ]
(iii) Readers' Advisory services [ ]
(iv) Photocopying services [ ]
(v) Reservation of documents [ ]
(vi) Binding services [ ]
(vii) Book loan [ ]
(viii) Other? (Specify) .
b) Which of the following information services does the library provide to you?
(Please tick or put a cross).
(i) Provision of Information [] (ii) Current Awareness [ ]
(iii) Internet Services (iv) E-mail Services [ ]

3. Problems of existing services
What problems are facing the current library and information services?
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4. Ideas about Mergers
a) Do you know anything about mergers?
[Yes] [No]
b) How do you perceive the idea of merging former UPK, ITEK and UNISE libraries?
[Good] [Bad] [Not concerned]
c) As a reader, do you expect any benefits from this merger of libraries?
[Yes] [No]
d) If yes, can you mention any such benefits

5. Nature of Library and Information Services (LIS) expected from KYU
KYU as a new university will be performing such functions as teaching, learning research and community development programmes.

I) As a reader, what type of Library & Information Services would you expect KYU to provide? You may refer to question 2 (a) and (b) for some of these services

a) ......................................................... b) ............................................................

c) ......................................................... d) ............................................................

e) f) ..............................................................................................................

g) ......................................................... h) ............................................................

II) What do you think should be done to ensure provision of such services?

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6. Challenges of the Merger of Library and Information Services
There are likely challenges to be faced due to this merger. In light of the following aspects, state whether you foresee these challenges:

I) Challenges arising out of the new University's role and functions
This should be considered in terms of the following:

a) Do you think there will be challenges in supporting teaching and learning?

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b) Do you think there will be challenges on its role in Uganda's social and economic development?

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c) Do you think there will be challenges in supporting academic standards?

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d) Do you think there will be challenges on its involvement in problem-solving learning experiences of students?

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e) Do you think there will be challenges on the satisfaction of user needs?

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f) Do you think there will be challenges in supporting the University's research programmes?

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g) Do you think there will be challenges on University Library's contribution to community development?

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h) On its role in national information resource sharing and networking?

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II) Management and Administrative Challenges

a) On the general administration and management of library and information services

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b) On the co-ordination of library and information services in the three libraries?
c) On the concern of harmonization and integration of all the operations?

d) On special circumstances such as a decentralized structure of the University Library System

III) Human Resource Challenges

a) On senior staff positions in the three campuses?

b) On the issue of staff development for the library staff?

c) On the issue of quality University Library staff recruitment?

IV) Challenges on Infrastructure

a) On the existing facilities (infrastructure, etc.), that is:
   i) UPK Main Library
   ii) Barclays Library
   iii) UNISE Library

b) i) On the establishment of a new central library building with a difference from those available in Uganda
ii) On planning of a library building capable of seating a high percentage of student enrollment at any one time, taking into account the best location on Kyambogo Hill.

V) **Information and Communication Technology (ICT) Challenges**

Given the various library units at KYU Campus, what challenges do you expect on this aspect in terms of:

a) Acquisition of the necessary hardware and software, i.e. do you think it will be a simple task to provide all these to the whole library system on KYU Campus?

b) Access to the various information resources in the different units, i.e. don't you think you will need to access information from each of these units?

c) Establishment of a central catalogue which can be accessed on-line from any library unit

d) Rapid access to external sources of information such as holdings of other libraries in the country

VI) **Financial Resource Challenges**

a) On constraints of finance due to limited government funding, i.e. do you hope government to provide more funds to the new University?
b) On the costs of merging the library operations, i.e. do you expect such costs to be high or low?

VI) Collection Development Challenges
a) On whether to establish a centralized or decentralized collection development.

b) On whether resource allocation for the specialised collections in the various units will not be affected by the general acquisition policy.

c) On whether the initial emphasis should be on teaching and learning or research

d) On the proportions of printed material, electronic and audio visual media which should form part of the collection, i.e. what should form the biggest part etc.?

e) On whether to acquire and provide materials for research or provide access tools such as IT

f) On whether to subscribe to journals/periodicals or make use of IT through on-line searching.

g) On the need for a well selected and judiciously duplicated collection and regular weeding
8. Suggestions to Help KYU Meet the new Challenges

How do you expect KYU authority to handle these challenges?

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Thank you for your co-operation
QUESTIONNAIRE FOR UNIVERSITY ACADEMIC STAFF

I am ISALA ABDU KARIM, a Second Year student of Master of Science in Information Science at Makerere University conducting a research on "THE CHALLENGES OF BUILDING A UNIFIED LIBRARY AND INFORMATION SERVICE AT KYAMBOGO UNIVERSITY." I shall be very grateful if you contribute by giving your genuine and honest opinion on the subject by kindly filling in this questionnaire. The questions focus on the challenges of merging library and information services at KYU and future plans for these services. All information disclosed will be used for research purpose and remains highly confidential.

Faculty/School  
Department  
Post/Title  

1. Background Information  
A) What do you say about the current state of library facilities KYU in terms of:  
(i) Information Resources (Reading materials)  
(ii) Equipment/Furniture  
(iii) Space  

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(iv) The buildings

2. Library and Information Services
What type of library and information services are being provided at KYU to the readers?

3. Problems of existing services
What problems are facing the current Library & Information Services?

4. Organisational Structure
a) Are you aware of the proposed organisational structure for KYU Library?

b) If yes, what is this organisational structure?

c) Does it cover the 3 former institutions i.e. UPK, ITEK and UNISE?
5. Problems of Mergers
a) What problems do you think the merger of library and information services will bring to KYU?
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b) How will these problems be solved?
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6. Nature of Library and Information Services (LIS) expected from KYU
KYU as a new university will be performing such functions as teaching, research and community development programmes.
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……………………………………………………………………………………………………
I) as an administrator, what type of LIS would you expect KYU to provide?
a)……………………………………………………………………………………………………
b)……………………………………………………………………………………………………
c)……………………………………………………………………………………………………
d)……………………………………………………………………………………………………
II) What do think should be done to ensure provision of such services?
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7. Challenges of the Merger of Library and Information Services
What are the likely challenges of this merger in light of the following:
I) Challenges arising out of the new University's role and functions
This should be considered in terms of the following:
a) On supporting teaching and learning.

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b) On its role in Uganda’s social and economic development.

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c) On supporting academic standards.

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d) On its involvement in problem-solving learning experiences of students.

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e) On the satisfaction of user needs

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f) On supporting the University’s research programmes

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g) On its contribution to community development

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h) On its role in national resource sharing and networking

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II) Management and Administrative Challenges

a) On the general administration and management of library and information services

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b) On the co-ordination of library and information services

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c) On the concern of harmonization and integration

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d) On special circumstances such as a decentralized structure of the University Library System

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III) Human Resource Challenges

a) On senior staff positions

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b) On the issue of staff development

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c) On the issue of quality staff recruitment

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IV) Challenges on Infrastructure

a) On the existing facilities, that is:

   i) UPK Main Library

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   ii) ITEKIBarclays Library

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   iii) UNISE Library

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b) i) On the establishment of a new central library building with a difference from those available in Uganda.
ii) On planning of a library building capable of seating a high percentage of student enrollment at any one time, taking into account the best location on Kyambogo Hill.

V) **Information and Communication Technology (ICT) Challenges**

Given the various library units at KYU Campus, what challenges do you expect on this aspect in terms of:

a) Acquisition of the necessary hardware and software

b) Access to the various information resources in the different units

c) Establishment of a central catalogue which can be accessed on-line

d) Rapid access to external sources of information such as holdings of other libraries

VI) **Financial Resource Challenges**

a) On constraints of finance due to limited government funding

b) On the costs of merging the library operations
VI) Collection Development Challenges

a) On whether to establish a centralized or decentralized collection development.

b) On whether resource allocation for the specialised collections in the various units will not be affected by the general acquisition policy.

c) Whether the initial emphasis should be on teaching and learning or research.

d) On the proportions of printed material, electronic and audio visual media which should form part of the collection.

e) On whether to acquire and provide materials for research or provide access tools such as IT.

f) On whether to subscribe to journals/periodicals or make use of IT through on-line searching.

g) On the need for a well selected and judiciously duplicated collection and regular weeding.
8. Suggestions to Help KYU Meet the new Challenges
How do you expect KYU authority to handle these challenges?

Thank you for your co-operation
APPENDIX V
INTERVIEW SCHEDULE FOR UNIVERSITY ADMINISTRATORS

I am ISALA ABDU KARIM, a Second Year student of Master of Science in Information Science at Makerere University conducting a research on "THE CHALLENGES OF BUILDING A UNIFIED LIBRARY AND INFORMATION SERVICE AT KYAMBOGO UNIVERSITY." I shall be very grateful if you contribute by giving your genuine and honest opinion on the subject by kindly responding questions in this interview. The questions mainly focus on the challenges of merging library and information services at KYU and future plans for these services. All information disclosed will be used for research purpose and remain highly confidential.

Current Campus---------------------------------Post/Title---------------------------------

1. Background Information
A) What do you say about the current state of library facilities KYU in terms of:
(I) Information Resources (Reading Materials?)
................................................................................................................................................
................................................................................................................................................
(iii) Space
................................................................................................................................................
................................................................................................................................................
(iv) The buildings
................................................................................................................................................
................................................................................................................................................
2. Library and Information Services
Do you know the type of library and information services being provided at KYU to the readers?

3. Problems of existing services
What problems are facing the current Library & Information Services?

4. Organisational Structure
a) Are you aware of the proposed organisational structure for KYU Library?

b) If yes, what is this organisational structure?

c) Does it cover the 3 former institutions i.e. UPK, ITEK and UNISE?

6. Nature of Library and Information Services (LIS) expected from KYU
KYU as a new university will be performing such functions as teaching, learning, research and community development programmes.

I) as an administrator, what type of LIS would you expect KYU to provide?

a)

b)

c)

d)
II) What do think should be done to ensure provision of such services?

7. Challenges of the Merger of Library and Information Services
What are the likely challenges of this merger in light of the following:

I) Challenges arising out of the new University's role and functions

II) Management and Administrative Challenges

III) Human Resource Challenges

IV) Challenges on Infrastructure

V) Information and Communication Technology (ICT) Challenges

VI) Financial Resource Challenges
VI) Collection Development Challenges

8. Suggestions to Help KYU Meet the new Challenges

How do you expect KYU authority to handle these challenges?

Thank you for your co-operation
KYAMBOGO UNIVERSITY

APPROVED ESTABLISHMENT FOR NON-TEACHING DEPARTMENTS

PREAMBLE:

The establishment for Kyambogo University was based on the following factors:-

a) Institute of Teacher Education Kyambogo (ITEK) and Uganda Polytechnic Kyambogo (UPK) have been merged into one University. The two (2) Institutions have been performing specific functions as institutions of higher learning. All Academic and non-academic functions have to be merged.

b) Provisions of the Universities and other Tertiary Institutions Act, 2001 on public University organs and staffing.

c) Recommendations of the Task Force on the merger of Uganda National Institute for Special Education (UNISE), UPK and ITEK, on structures of the proposed Kyambogo University.

d) All departmental reports and recommendations of former UPK and ITEK which were submitted to the Task-Force Management Committee on their activities and existing establishments.

e) For minimum qualifications for each post refer to Appendix I

f) The structure will be reviewed after two years of implementation.

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