

**CHANGE MANAGEMENT IN ACADEMIC LIBRARIES: A CASE STUDY OF  
THE TECHNICAL UNIVERSITY OF KENYA LIBRARY, NAIROBI COUNTY**

**BY**

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UNIVERSITY**

**APRIL, 2019**

**DECLARATION**

I declare that this research project is my original work and has not been presented in any other university/ institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including internet, these are specifically accredited and reference cited using current APA system and in accordance with anti - plagiarism regulations.

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## **DEDICATION**

I dedicate this research project to my loving family and especially my spouse Velma Makanga for her tremendous support she gave me before passing on at the time of completing the research project 24<sup>th</sup> June, 2018.

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I wish to thank the Almighty God, for His mercies and blessing. In a special way, I would like to acknowledge and thank most sincerely my supervisor; Dr. Joshua R. Njuguna for his immense support and guidance throughout this research project.

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May the almighty GOD bless you!

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## **ABBREVIATION AND ACRONYMS**

<b>CCTV</b>	:	Closed Circuit Television
<b>ICT</b>	:	Information Communication Technology
<b>IFLA</b>	:	International Federation of Library Associations and Institutions
<b>INASP</b>	:	International Network for the Advancement of Availability of Scientific Publication
<b>KLA</b>	:	Kenya Library Association
<b>KLISC</b>	:	Kenya Library and Information Science Consortium
<b>KU</b>	:	Kenyatta University
<b>OPAC</b>	:	Online Public Access Catalogue
<b>PESTLE</b>	:	Political Economical Social Technological Legal Environmental
<b>RFID</b>	:	Radio Frequency Identification System
<b>SWOT</b>	:	Strength Weakness Opportunity Threats

## **ABSTRACT**

The purpose of the study was to find out how the library leadership has initiated and managed change at The Technical University of Kenya, Nairobi in order to meet the expectations of diverse categories of users and get support from the parent organization and donors. The study was guided by the following objectives: To identify the change management programs at the Technical University of Kenya Library, to identify the role of the University Librarian in change management, to establish both the driving and inhibiting forces for and against change, to determine the strategies and processes adopted by the University Librarian in managing change. The study was guided by Kurt Lewin's theory of change management and adopted the case study research design. The target population for this study was thirty (30) staff members from the subject university excluding and subordinate staff. Systematic random sampling was used to obtain a sample size of 28 respondents. Questionnaires and interview schedules were used as data collection instruments. Data were analyzed using descriptive statistics with the aid of the Statistical Package for Social Scientists (SPSS). The interview schedules were decoded and explained in prose. The study's key finding was that; TUK Library leadership was committed to change, had developed a library strategic plan and involved library staff in change management program for successful results. The study further established that developments in information technology with mean 3.35, the changing economy, changing educational and learning environment and changes in scholarly communication with a mean of 3.10, 3.05 and 3.0 respectively influenced change (forces for change) at TUK library. Change from USC of Dewey Decimal Classification (DDC) to Library of Congress Classification (LCC) and the implementation of KOHA library management system were the major change programs implemented by TUK library, while staff training and capacity development as the least change programs initiated. The research recommends staff training program, succession plan, provision of modern facilities and further study on change management strategies. The study findings will inform the TUK library and other academic libraries in policy formulation, contribute to the body of knowledge in schools of information science.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study and research questions. The chapter further highlights the significance of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

#### **1.2 Background to the Study**

Change is a transition from one state to the desired state. Change generally implies innovations, introducing something new in the organization. It refers to the alteration of activities aimed at strengthening an organization's performance and sustains its existence. It involves changes in structures, modification of work tasks, the introduction of new products or services, change in technology, change in attitude and so on. Change impacts more on the process, the system, the structure and roles /responsibilities. It is meant to improve the organization (Prosci, 2007).

Change management is defined and given different meanings by various authorities. Cameron and Green (2009) assert that change management is the systematic approach to adjusting and transitioning organizational processes, procedures, strategies, attitudes, functions or technologies from their existing state to one that is considered the best. The Society for Human Resources Management (2007) describes change management as a systematic approach and a formal process for organizational change that entails application of knowledge; while Fincham and Rhodes (2005) define it as the leadership and direction of the process of organizational transformation. Change

management focuses on people. It is a structured and systematic approach to achieving a sustained change in human behavior within an organization (Todd, 1999).

These definitions reflect a clear linkage and relationship between people, organizational change, performance and strategy. Therefore, this study is of the view that change management is a structured approach to transition individuals, teams, and organizations from a current state to a desired future state, to fulfill or implement a vision and a strategy. It is an organizational process aimed at empowering employees to accept and embrace changes in their current environment.

In the business world, change management is fundamental. It is critical for the survival of any organization in the present competitive environment. It has remained with the corporate world for a long time and it will remain so much longer. Managing change minimizes the risks and optimizes the opportunities. Burnes (2004) explains that rapid technological development, informed workforce and enforcing the best work practices make change the feature of organizational life. He further states that the dynamics of the work environment, globalization, and technology advancement, complexity of multinational organizations and partnership of business organizations contribute towards continuous change initiatives.

The importance of change is to improve performance, productivity; efficiency and innovation so that organizations can increase production, make profits, and get a higher market share (competitive advantage). Furthermore, it is noted that efficiency and cost-effectiveness were the motivating factors for change in Sweden and Finland firms, while the need to improve and maintain market share were the reasons for the change in Denmark and Canadian firms in order to meet domestic and global competition to increase profit. (Bollingtoff,2009).Organizational change is driven by the desire to make better use of knowledge, technology, and human resources for the

firms are adopting new knowledge management strategies to drive organizational change. The reasons for change management vary from one organization to the other. However, the principles for change management remain the same: to ensure organizations are more efficient, effective and responsive to changing environments.

A number of countries and organizations have in the past embraced change management. They take different categories of change for various reasons depending on what they want to achieve. Globally, Danish state railways which operated without competition had to embrace programs after the railway sector across Europe was liberalized in order to get opportunities in both domestic and foreign markets. In February 2007, the management took the initiative to transform the Danish state railways to enable to compete with other railway companies (Peterson, 2008). In the United States of America, Michigan, General Motors was the sole carmaker in 1908 as the world's largest motor manufacturing company of brand cars and it had no competitor. When Japan's automakers Toyota joined the market, General Motors felt threatened for its supply in North America declined. It had to seek financial support from the Government to restructure its services. This change initiative enabled General Motors to come back into business and secure market in China (Khan and Hashmi, 2014)

In Africa, the African Merchant Assurance Company initiated strategic change management to remain relevant in the market. It targeted departments focusing on products, behavior, values and culture. The company embraced performance rewards, team building and seminar training strategies to successfully implement change (Otiso, 2008). According to Saunders (2005), the South African countries (Zimbabwe, Zambia and South Africa) made use of technology to change their library and archival collections in their respective national archives by digitizing them to improve access and preservation.

Kenya has witnessed the change from all fronts. The banking sector, for instance, Barclays Bank of Kenya, has radically restructured its services due to harsh economic conditions and the dynamics of information systems that process data faster and efficiently. The adoption and use of automated teller machines, plus online banking resulted into the restructuring of banks leading to the closure of several branches and merging of departments to cut on operational costs (Central Bank of Kenya, 2009). In the transport sector, Kenya Airport Authority and the Kenya Railways Corporation have transformed the airports, in particular, the Jomo Kenyatta International Airport to comply with international standards and the construction of the Standard Rail Gauge from Nairobi to Mombasa to ease passenger travels. Both are meant to compete with other companies and promote tourism and trade.

Change is not dominant in the business sector alone. It is embraced in other areas of the economy. Library and information service have witnessed the change in response to dynamics in the environment. The emergence of the internet and web technology has changed the way information is searched, published and dispatched (Jantz, 2012). Libraries worldwide are using the new technology to manage and deliver information. The new concept of Library 2.0 that focuses on user-centered change has a significant paradigm shift from traditional library processes and services. Academic libraries as organizations continue to initiate change management. They have critical and important roles in supporting research in all universities and colleges (Jubb and Green, 2007).

Rawlinso (2000) observes that in the United Kingdom, the electronic libraries project (eLib) was established with the aim of providing on-demand electronic resources for students in higher education, by the creation of a database of digitized texts already in publication. Chicago State

University library leadership initiated change management programs in their library processes and services in response to changes in curriculum, instruction techniques and new teaching methods, the emergence of a new generation of students and the use of E- Communication in the University (Darga and Hu, 2012). In Hong Kong, Tam, and Averill (2002) state that the University of Hong Kong library developed library strategic plan due to changes in their education system in order to improve its library services, promote lifelong learning and meet user expectations.

In Africa, Shafack (2012), states that the University of Bae Library in Cameroon embraced ICTs programs to facilitate open access and institutional repositories to enable utilization of scientific publications and data in the digitized environment. In Nigeria, Philip (2012) explains the planning, development and implementation of the digital repository to serve as a knowledge bank and retrieval media of abstracts and citations at the University of Uyo in Southern Nigeria.

Universities in Kenya acknowledged the change in the early 1980s with the University of Nairobi Library automating its library services (Mathagani, 2005). In other institutions like, Kenyatta University, Moi University, Catholic University of East Africa libraries have shifted from conventional services to automated systems which have enabled integration of information search, electronic document delivery and circulation services into one common stop shop. The Kenyan libraries have exhibited change management programs in the last few years. A study by Oyieke (2012), indicates that twenty-seven university libraries, for instance; Egerton, Daystar, Kenyatta, Catholic, Kabarak, Moi, Masinde Murilo and others apply the use of web 2.0 with(37%) linked to Twitter and (52%) to Facebook for marketing and creating awareness of library services, scholarly online communication and engagement and interaction in the knowledge society. Kwanya, Stilwell and Underwood (2012), in their survey and documentary analysis, alludes that a half of the libraries surveyed in Kenya use web 2.0 tools for library services. The researcher acknowledges

the implementation of integrated information systems at Kenyatta, Moi and United State International University of Africa libraries that enhanced online public accesses to unlimited services by registered members every seven hours a day.

The analyses of the reviewed literature reflect a tremendous usage of electronic devices to retrieve and access relevant information resources reflecting a strategic shift in information seeking behaviors of users. Therefore, it is essential for academic libraries to initiate technological changes in order to keep pace with the emerging trends.

Technical University of Kenya, Nairobi has also experienced government policy changes. It is one of the recently upgraded universities from a technical college. The study will be conducted at the Technical University of Kenya (TUK) Library, Nairobi. The reason for selecting the TUK library is that being one of the most recently accredited universities it will have to upscale its services through various change management programs in order to provide services that fit the university status. The study will focus on library leadership, the librarians and the library technicians who plan and manage library resources to enhance the university library services.

The Technical University of Kenya is situated in Nairobi Central Business District, on Workshop Road, off Haile Selassie Avenue. It is the former Kenya Polytechnic established in 1961 to take over the functions of the former Royal Technical College as a Centre for Technical Education (Kimani, 1982). In 2005, the Government of Kenya launched Sessional paper no.1, a Policy Framework for Education, Training and Research that upgraded the then Kenya Polytechnic to a constituent College of the University of Nairobi on 23<sup>rd</sup> August 2007. The Kenya Polytechnic University College was later elevated to University status and named The Technical University of Kenya in line with the University Act number 42 of 2012. It was granted a charter in January 2013.

### **1. 3 Statement of the Problem**

The academic libraries that have successfully implemented change programs and recognized the importance of modern technologies witness the effective and efficient delivery of library services. With sufficient structures, policies and adequate professionals, academic library are able to ensure information security and integrity and provision of services. The upgrading of Kenya Polytechnic into a University College and later to a fully-fledged University status within a period of six years may have raised the number of academic programs that impact on the Technical University of Kenya library services (Kenya University Act,42 2012). The Technical University of Kenya Nairobi, being a newly established university with high student enrollments and many academic programs expects its previous college library to provide satisfactory services fit for a university. Rosenberg, (1997) reported that fifty to seventy-five percent of the academics at Kenyatta and Moi universities never stepped in their respective libraries. Kavulya (2004) attributes this apathy to the perceived alienation and deteriorating quality of library services. The observation of these scholars is likely to be a replicate Technical University of Kenya Library. Furthermore, the constant shifting expectations of the users and the desire for libraries to cope with new demands, justify the need for this study, otherwise, users may disregard services unless positive changes are implemented. Bryson(2006) is of the view that academic librarians face the challenge of working in a changing environment driven by technological innovation, growing client expectations, shifting in policies and financial pressure to provide effective services and products based on stretched library resources. On the other hand, Pearce and Robinson (2007) argue that there is a need for library managers and policy makers to understand how to react to changes in the environment. Therefore, change management is an essential instrument of administration without which the academic library may not keep pace with information evolution or landscape taking

shape that may lead to dissatisfaction of services. This is a challenge that the Technical University of Kenya Library management has to strategize in order to meet the expectations of the university community. This study was therefore meant to investigate how the Technical University of Kenya Library managers embrace change in order to meet the expectations of the university community.

### **1.3.1 Purpose of the Study**

The purpose of the study was to find out how the library leadership has initiated and managed change at The Technical University of Kenya, Nairobi Library in order to meet the expectations of diverse categories of users.

### **1.4 Objectives of the Study**

The objectives of the study were:

- i. To establish the leadership role of university librarian and change management programs at The Technical University of Kenya, Nairobi Library.
- ii. To identify the change management programs implemented at the Technical University of Kenya Library.
- iii. To identify the driving force for and against change at the Technical University of Kenya, Nairobi Library.
- iv. To determine the strategies and processes adopted by the University Librarian and other library staff in managing change at The Technical University of Kenya, Nairobi Library.
- v. To establish the benefits accruing to The Technical University of Kenya, Nairobi Library from change programs

## **1.5 Research Questions**

The study was guided by the following questions:

- i. What leadership role does the university librarian play the change management process and what are the change management programs at The Technical University of Kenya Library?
- ii. What are the driving forces for and against change at The Technical University of Kenya Library?
- iii. What are the strategies and process used to manage change at The Technical University of Kenya Library?
- iv. What benefits have accrued from change management at The Technical University of Kenya Library?

## **1.6 Significance of the Study**

This study intends to benefit various stakeholders as follows:

- i. To the parent institutions i.e. TUK and the library, it will provide useful information in formulating and reviewing its policy on work programs.
- ii. To Kenyatta University, it will contribute to the body of knowledge in information consultancy and strategic management
- iii. To the library and the profession, it will be a useful reference source for managing academic libraries
- iv. To the society in general, it will contribute towards transformational leadership necessary for change management in libraries

## **1.7 Limitations and Delimitations of the Study**

### **1.7.1 Limitations of the study**

This Study was limited and delimited in the following ways:

(a) A case study type of research, the findings may not be generalized to all academic libraries in the institutions of higher learning without regard to transformation management styles and overcoming the change barriers. As such, the findings may not necessarily reflect a true representative of the situation in academic libraries in other institutions of higher learning. Therefore proper sampling was done to make it more representative.

(b) The questionnaires as instruments for data collection may have some research bias; however, this will be overcome by piloting the research instruments.

### **1.7.2 Delimitation of the study**

The study was delimited to the provision and use of information resources at the Technical University of Kenya Library.

## **1.8 Assumptions of the Study**

The following were the assumptions of the Study:

- The participants will be willing to participate in the study voluntarily
- The participants may withdraw from the study without notice.
- The respondents will answer the questions truthfully and honestly
- The findings of the Study will improve the management of libraries in the institutions of higher learning

## **1.9 Theoretical Framework**

This study was guided by Kurt Lewin's (1952, 1958) change management theory.

Kurt Lewin's theory is mainly concerned with:

- 1) Changing the individuals in the organization (their skills, values, attitudes and eventually behavior)
- 2) Changing various organizational structures and reward systems, reporting relationships, work designs.
- 3) Directly changing the organizational leadership style and decision making.

Lewin's three model theory is among several models developed to provide structure for planned change management in organizations. The other models are Prosci (2007) ADKAR model for individual change that describes five building blocks for successful change, Kotter (1995, 1996 2000) eight steps model useful for transformational (radical) change extends Lewin's three-phase model. However, the researcher opted Kurt Lewin model because it is relevant to this study in various ways.

This theory is relevant to this study in the following respects:

- 1) The theory may help the researcher to understand how academic libraries react to and respond to changes (innovations) their attitudes and behavior.
- 2) The theory further assists to find out how academic libraries as institutions and librarians as professionals perceive change; their reactions to change and what stimulates or impedes them.
- 3) On the same note, library change is intentional and therefore leadership is expected to receive different responses and reactions to take appropriate decisions to manage change.

Furthermore, while other models emphasize personal or individual emotions and behavior, Kurt Lewin theory advocates for change evolutions in an organization for planned change. The model also presents a systematic approach to change management, describing a sequence of well define interrelated processes. Its major focus is on organizational change structures, rewards, policy and systems; individual change culture, attitudes, behavior, traditions, leadership and decision making. Lewin's model has been tested in several studies where it has received praise and criticism. Eldrodll and Tippet (2000), claim Lewin's model is too broad in approach .Rosemond and Asamoah, (2012) in their study to find out the factors that influence employee' resistance to organizational change at Oti-Yeboah Complex Limited at Sunyanion confirm that Kurt Lewin's theory as the most relevant to overcome the interaction between opposing sets of forces-those seeking to promote change (driving forces) and those seeking to maintain the status quo (restraining forces); while Wilson, (1992) asserts that Kurt Lewin's theory is a suitable approach for planned change.

Upon the information gathered on several change management models available, the researcher believes that Kurt Lewin model stands out as the most suitable for organizational change which is the subject of this study

## 1.10 Conceptual Framework

The conceptual framework identifies the concepts under the study and their relationships. This study's conceptual framework is as shown in the conceptual framework in Figure 1.1 below.

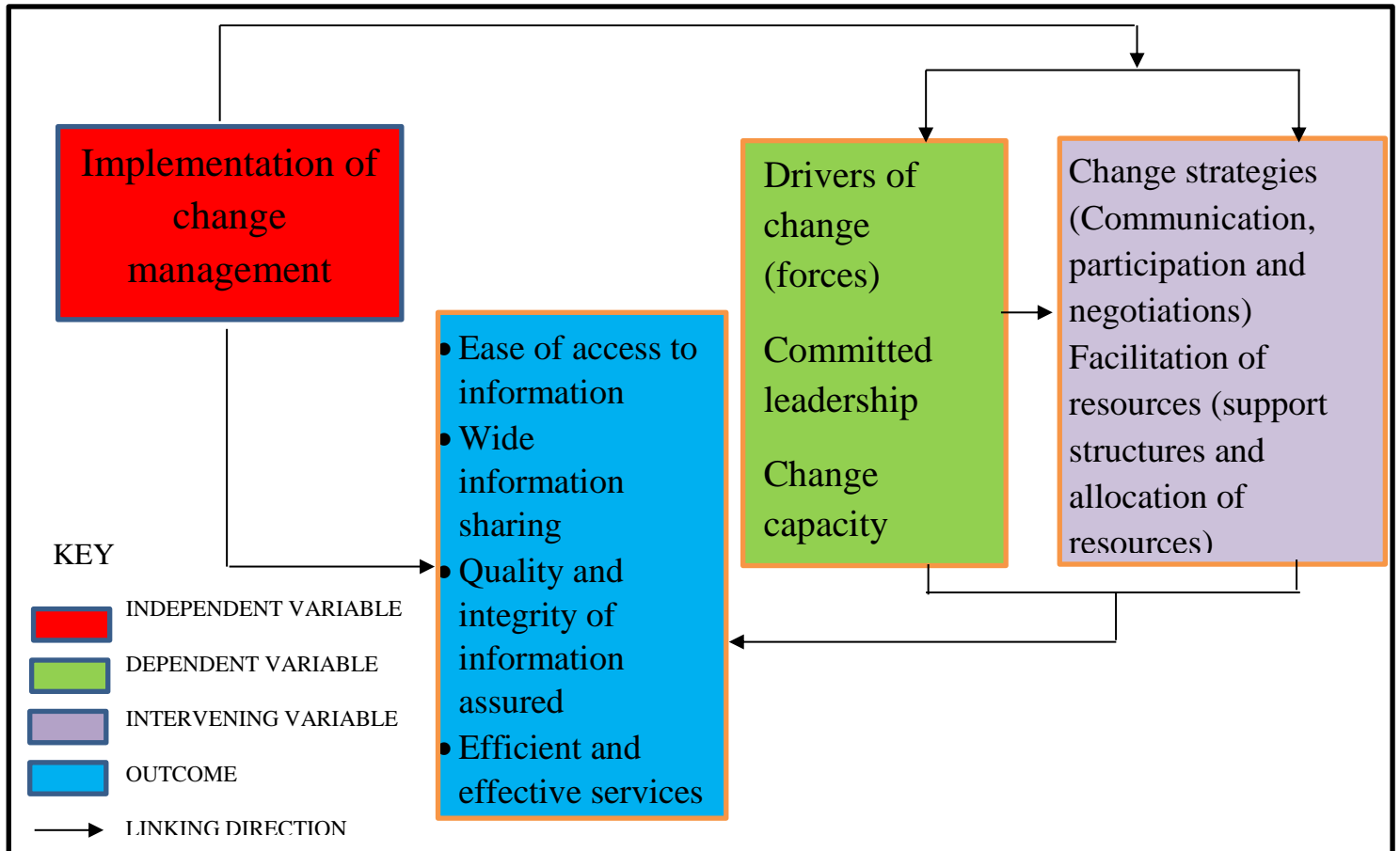


Figure 1.1: Conceptual framework

Source: Researcher(2016)

The Conceptual Framework in figure 1.1 shows the relationships between the independent variables, the dependent variable and intervening variables.

The independent variable (implementation of change management programs) will be guided by dependent variables (committed leadership, driving forces, change capacity) while the intervening variables thus effective communication, participation; negotiation will enhance the implementation process.

### **Independent Variable**

The successful implementation of change management programs requires optimal utilization of resources for timely completion, efficient delivery of service and improved quality of products. This will entail dependent variables and intervening variables to provide control systems to avoid breaking of links that may result in effective implementation of change management programs.

### **Dependent Variables**

The leadership shows commitment by identifying the need for change, having clear plans and setting governance structure that support the independent variable. The driving forces for or against change forms the dependent variables that make the change to occur, fail or be realized in an organization. These dependent variables ensure that library leadership is proactive in managing the library services. Instant external force is where customers demand better services in academic libraries that create the need to improve the quality of the library services, products or improve innovative processes. Some forces of change oppose change programs therefore leadership has to develop intervening strategies to embrace change acceptance. The change capacity is another essential dependent variable for a successful change program. The organizational leadership has to anticipate change in advance, create change preparedness atmosphere by building financial, technical and cultural capacity to ensure the program is not incapacitated.

### **Intervening Variables**

Effective strategies (communication, participation, negotiation) are some of the variables to break resistance from employees, create change awareness, build confidence and instill ownership of the process. Effective communication should provide knowledge about change program, the need for change and the benefit of change. Once the employees understand the problems in the organization and are aware of the benefits for the change, then they will participate in the change program and ensure it is successfully executed with minimal disruption. On the other hand, the use of participation strategy is to get the stakeholders involved in management and implementation so

that they internalize the program and own it as theirs. This creates confidence and results in proper care and protection of program resources. Negotiation is the final strategy applied when there is resistance from trade union members. It entails a give and take process and signing of agreements. The other intervening variables are the facilitation of resources thus support structure, allocation of resources are provided by the leadership to enhance the implementation process. The timely provision of these variables ensures quality work is achieved as per the agreed schedule.

In conclusion, the researcher is of the opinion that leadership commitment is the main and determining variable to the change process in academic libraries. It makes the implementation of change management program in academic libraries thrive or halt. The study conceptualizes dependable variables as factors that determine the successful implementation of change management in academic libraries without which there is a likelihood to have change implementation failing. The study also considers intervening variables as policies related to effective communication, change preparedness and creating awareness among the staff to own the change processes and overcome change resistance for positive outcome comprising: ease of or speedy location and access to a variety of information, wider information sharing, effective and efficient information service delivery, provision of quality and integrity of information assured, improved staff capacity and development; and finally improved library image. In view of the above, the conceptual framework model demonstrates the need to focus and be committed on dependable variables; at the same time use intervening variables to check the impediments to change management in academic libraries to ensure the benefits are realized as anticipated.

## 1.11 Summary of Chapter One

Following the analysis of the information gathered, the researcher concludes: change is a continuous requirement for improving and enhancing services and products to satisfy customer needs; change management has been accepted and practiced globally to gain competitive advantage; change management is not for business firms only, even service entities like libraries embrace it to cope with emerging trends in the information industry; that there exist a problem of new and more users at TUK library due to upgrading of The Technical University College to University status that demand library to cope with; the choice of change management theory to guide organizational change depends on the type of change to implement and nature of the organization; and finally there was no evidence of research studies with regard to change management about The Technical University of Kenya Library.

## 1.12 Operational Definition of Terms

**Academic libraries** Information, research and resource centers established in institutions of higher learning (universities & colleges) to facilitate learning and research through provision of relevant information materials and other physical facilities conducive for study (Jubb and Green, 2007).

**Change** A transition process of moving out of a current state to a desired future state. The term describes the effects or outcomes after the transition or transformation of a function, method, or thing. The process of causing a function, practice, or thing to become different compared to what it is at present or what it was in the past (Prosci, 2007).

**Change management** The systematic approach to adjusting and transitioning organizational processes, procedures, strategies, attitudes, functions, or technologies from their existing state to one that is considered superior (Burnes, 2009).

**Transformational leadership** A style of leadership where the leader works with employees to identify the needed change, creating a vision to guide the change through inspiration and executing the change in tandem with committed members of the group (Bukusi, 2004).

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter reviews related literature and it is organized in line with the objectives of the study comprising of: the leadership role of the University Librarian in managing change and change management programmes in academic libraries, the driving force for and against change, the strategies and processes of change management, and the benefits accrued from change management. The purpose of literature review is to identify the existing problem and the possible solutions or answers to the problem. It also helps to understand the topic under study, what has already been done on the same topic, how it was researched and the exiting key issues. This helps to know the available theories, how they have been applied, developed and criticism made on the topic if any.

### **2.2. Leadership Role of University Librarian in Academic Libraries**

The librarian has a significant role to play for change management in academic libraries to succeed. According to Change Management Leadership Guide (2011), librarian acts as the champion of change as well as change agent whose responsibility is to gather relevant information and submit it to the sponsor. Successful change requires effective leadership from the librarian to plan, organize, direct and control the change process. Yuki (2013) argues that librarians as change agent of academic libraries have to adopt greater use of transformational leadership behaviors to effectively manage change for leaders are more effective than managers during the process of change; while Lankes (2011) emphasizes that library managers must adopt transformative style of leadership, be proactive not reactive to achieve successful change in academic libraries..

The roles of change agent in an organization are to prepare for change, plan for change and reinforce change. Stephen (2012) identifies the librarian's role in academic libraries to include: determining the need or desire for a change; preparing a tentative plan; analyzing probable reactions; identifying bottlenecks/sources of resistance; making a final decision; establishing a timetable; communicating the change and lessons learned; facilitating evaluation activities and monitoring and reporting progress of change. The researcher is of the opinion that the change champion or agent has to develop library strategic plan using two methods: the Political, Social, Economic, Technological, Legal, Environmental (PESTLE) scanning framework for identifying and analyzing factors that shape the external environment and a SWOT (strengths, weaknesses, opportunities and threats) analysis, to gather valuable information for strategic decision-making for the library change. The strategic plan requires the librarian to set overall mission, policy, goals, and needs, and then operationalize it by developing objectives and specific policies; establishing priorities; designing strategies and schedules and constant monitoring and evaluating progress.

In Kenya, the researcher attributes change management initiatives in academic libraries to policy changes in higher education, the establishment of several library and information science schools and the formation of Kenya Library and Information Science Consortium (KLISC) and Kenya Library Association (KLA). The Kenyan university library leadership has transformed library services through KLISC and KLA award scheme. The KLISC, through seminars and workshops has developed sustainable governance capacity to enhance leadership and management skills and advocacy plans to promote innovations and ICT infrastructures in libraries. The annual Maktaba award by KLA has motivated library leadership who has initiated impressive innovation, implementation of new systems, new library structures and effective decision making. The Catholic University of East Africa and the Aga Khan University libraries are the beneficiaries of

the award in the past for their outstanding library services. A number of universities have modern libraries for instance Kenyatta, Masinde Muliro and Strathmore due to transformational leadership from University Librarians. The content literature reviewed and the research discussion represents the view that transformation in academic libraries fails to take off successfully due to the laxity of leaders who lack a clear and current vision to champion the desired change. Therefore, the researcher is of the opinion that strong library leaders are needed to navigate change that instills professionalism in managing library services for the profession to survive. Furthermore, the university librarians should assume the role of an entrepreneur whose responsibility equals environmental scanning to search for new opportunities to champion the interest of the library, staff and develop clear library plans with achievable objectives to implement change.

### **2.2.1 Change management programs in academic libraries**

The implementation of change management programs in academic libraries can be categorized as: organizational structural change, technological change, tasks change, people change, and organizational cultural change. In order to improve output and efficiency, there is the need for organizational structural change. Such change might include introducing computerized information-processing systems, the formation of committees, task forces, working groups and cross-divisional working groups, and abolition of irrelevant departments and establishing communication networks to the staff at all levels (Burke, 2011).

Kenya has witnessed great organizational structure change in academic libraries since post-independence era. Postmodern libraries with defined departments have been constructed at various universities, for instance, at Kenyatta University, Catholic University of East Africa and many more. Technological changes in academic and research libraries will include the designing of a new system that is Web-based capable of searching, generating reports, and allowing users to

customize it according to their needs. It includes a management information system designed to reflect policy, the strategic plan and the change management process. Eikenberry (2011) advocates for an interactive user-librarian service system that could incorporate a user profile system to trace users and prevent misuse of library resources; a digital resources system; a financial management system to link the library directly to the publisher and vendor databases, and to an accounting system to monitor use of particular services. The adoption of ICTs in Kenyan university libraries that have enabled installation of integrated information systems, automation of services, and massive usage of Web 2.0 and OPAC in library operations in almost all academic libraries is not in question.

Task changes entail making alterations in the tasks carried out in the library and information services that will need alignment in job design and specifications or responsibilities, and having staff development committee with responsibility to ensure that all staff has access to the resources they need for the success of change program in the library (Mansfield, 2011). University libraries in Kenya provide information literacy programs to staff and users that ensure maximum utilization of services and resources. Furthermore, staff is encouraged to join professional bodies like KLA, IFLA and KISC that provide skill-based courses for librarians to cope with task change. Kenya has also schools of information sciences that promote task change through their education programs.

People change in the organization needs to be translated into an individual change agenda. Spencer (1994) believes that people change is to identify the competencies needed for staff of all levels, arouse motivation and commitment to change, and allocate the library's resources optimally to implement change. Every organization has its unique organizational culture that may work against the organization if it is not properly checked. Organizational culture change requires the

organization to focus on internal processes such as intergroup relations, communication and decision making and analyze the culture of the organization through, team building and training to break existing culture (Thota, 2012).

The researcher having reviewed relevant literature on change management programs in academic libraries concludes that implementation and success of any change depends on the people's change and organizational culture change; academic libraries in Kenya appreciate organizational structure change; technological change, task change; people change and culture change as extremely important in anticipating and satisfying user needs. However, the research has not come across the studies on The Technical University Library on these specific matters, thus creating a gap that has to be examined by the study.

### **2.3 The Forces For and Against Change in Academic Libraries**

Academic institutions are not static, but are continuously changing in response to a variety of forces from both within and without that need proactive leadership to identify the existing forces in the institution and develop response mechanisms for change programs to thrive. Organizations operate within an increasingly volatile environment and are in a state of constant change. The pressure to change stems from a variety of internal and external sources such as political, economic, social and technological factors (Boojihawon & Segal-Horn, 2006).

#### **2.3.1 The forces for change in academic libraries**

Kotter (1999) identifies the forces / factors leading to change which include: library budgets that are flat or declining; an information explosion; continuing inflation in the cost of serials and other library resources; new developments in higher education and a relentless tide of technological

innovation. Cardina and Wick (2004) similarly allude to Kotter's findings and describe four key forces of change in academic libraries as follows:

Developments in information technology have resulted in advancement in both information technologies and in telecommunications which has revolutionized information society. D'Agustino, (2011) argues that new technology has reduced users' visits to the library for they are able to access information via local and global networks and digitization of records has enabled easy and speedy delivery of information in electronic form, making users reluctant to use physical materials which they can access through the internet. The academic libraries are facing other competitors for information provision therefore end-users require training and real-time support, and expert database searches and subject knowledge in order to survive. Due to changing economy, information technology has brought electronic economy which is supported by knowledge-based databases and technologies such as smart cards and intelligent systems. Brimley & Garfield (2009), assert that cost-effectiveness and efficiency become increasingly important to the library's survival and libraries are using consortia power to obtain better prices for information resources, and developing diversified programs to attract partnerships.

Changing educational and learning environment has made lifelong learning to become the norm, a universal right and a prerequisite for success. The library is the gateway through which users pass in order to acquire that learning. Lifelong learning requires varying levels of informational materials to be available to users at all different stages of the learning process. This call for new competencies and skills for librarians in academic libraries for their role will be dealing with more complicated legal, ethnic, technical and advocacy issues. The access to essential research resources by scholars is significantly affected due to the high cost of journals and commercialization of scholarly publishing leading to a crisis in scholarly communication. The new pattern of scholarly

communication via electronic publishing has simplified the access to information by making it easier and faster, enabling communication among scholars and promoting direct contact between scholars and their readers. Academic libraries have to enhance scholarly communication by subscribing to e-journals to attract users and print version which includes free online access. The Electronic Libraries Project (eLib) in the United Kingdom is a good example that provides on-demand electronic resources for students in higher education, by the creation of a database.

### **2.3.2 Forces against change in academic libraries**

Fundamental to the success of organizational change is the acceptance of the change by employees. There are many reasons that cause change rejection in organizations. These may include : fear of the unknown, loss of position, lack of prerequisite qualifications for the job, preferring the comfort zone and so on. According to Judge and Douglas (2009), the reasons for change failure range from a lack of understanding about organization's capacity for change to other human factors. The primary reason for resistance is that change requires employees to alter their existing individual and organizational identities. Spector (1989) notes that resistance occurs when people distrust or have past resentments towards those leading the change, have different understandings or assessments of the situation, an effort to protect established social relations is perceived threatened and argues it threatens the status quo or increases the fear of anxiety about real or imagined consequences. Bryant (2006) hold the view that people resist change because it threatens personal security and confidence in the ability to perform, selfishness such as lack of future vision, short of capability and fear of relocation. Misunderstandings among employees also cause resistance to change when they do not fully understand the change and its implication and they perceive the weaknesses in the proposed change initiative (Van Dijk& Van Dick, 2009).

Another change resistance factor is a low tolerance for change. Uncertainty and fear of the unknown also make people prefer the actual situation which is certain to something unknown (Martin, A., Jones, E., & Callan, V. 2006). Participants in change programme who lack prerequisite skills, knowledge and experience will resist change because they will not be able to develop the required skills and behaviors needed for the new situation for change may demand too much from them. The previous history of repeated change failure makes people in the organization doubt the success of the change program and opposes the initiative. Danişman (2010) describes culture as not aligned with people's way of doing things and direction as to cause rejection to the new change management programs. Rooted cultural values always interrupt change initiatives.

Information on the resistance to change is quite relevant to the study for employees' resistance to change is natural and an expected part of an organizational change. The library leadership has to develop the ability to respond effectively in order to avert failure of the change effort. Effective communication at all levels in the organization and getting the employees own the process through participation is a skill library leadership ought to embrace for successful organizational change.

#### **2.4 Change Management Strategies and Processes**

The common strategies for change management are: effective communication to create awareness, training to provide knowledge, participation to instill a sense of ownership and transparency, negotiations to handle disputes and facilitation of resources to ensure quality, and timely implementation of change programs. A number of authorities have different findings on these. Burtonshaw (2007) advocates for directive strategy (use of authority to impose change), expert strategy useful for technical change than cultural change, negotiating strategy that involves leadership willingness to negotiate with individuals and teams and be able to accept adjustments

and concessions, educative strategy is changing people's values and beliefs so that they support the change and are committed to a shared set of organizational values and participative strategy that promotes an active involvement of people and is likely to increase their commitment to, and enthusiasm for, the change process.

Kotter and Schlesinger (1979) preferred the following strategies: education by communicating the desired changes and reasons for change; participation involving potential resisters in designing and implementing the change; facilitation providing skills, training and emotional support; negotiation offer incentives for making the change and coercion threaten loss of jobs or promotion opportunities; fire or transfer those who can't or won't change.

The researcher, after analyzing the available literature, concludes that: continuous communication creates high confidence from the stakeholders that leads to change support; and there was no evidence to suggest that a study has been carried out on change strategies at The Technical University of Kenya Library.

#### **2.4.1 Change management process**

Managers introducing change should recognize that change involves a sequence of organizational processes that occur over time. In the first instance, the need for change must be recognized. More importantly, the management should define where the organization stands relative to the problem, where it wants to be, and how it is going to get there (Balogun and Hope, 2004). Lewin (1951) explains the change process is in three steps: unfreezing, moving, and refreezing. The three-step process intends to reduce the forces acting to keep the organization in its current condition. Bullock and Batten (1985) give a four-stage model consisting of exploration, planning, action and integration, while Kotter (1996) and Lueker (2003) suggest an eight stage process and seven steps

respectively to apply as a sequence of actions (processes) for organizations to increase the chances of successful change.

The researcher having looked at various research content discussions related to change process is of the view that an organization can adapt to a particular process depending on the type of change and nature of the organization; transitional change may need a differed approach from transformational or developmental change and there is no evidence a study on change processes has been done at TUK library.

## **2.5 Benefits Accruing From Change Management in Academic Libraries**

The benefits of change management are both to organizations and the individuals and are known before implementation that acts as motivators. Change management in academic libraries has more benefits that amount to improving teaching, learning and research, promote open access, properly manage high flow of data, enhance scholarly communication, consolidate partnership, promote institutional reputation and prestige, blended professionalism is in place and there is security for information. Change management improves teaching, learning and research activities by use of internet and other ICTs, provides value-added services in academic libraries in the areas of indexing, abstracting and publication of local research and their digitization as a means of facilitating learning. Iwu and Yusuf (2010) affirm that the use of OPACs by students to locate materials enhances learning and research. Also, Krubu and Osawaru (2011) and Nwezeh (2010) state that introduction of ICT resources; internet, CD-ROM, online database, and world wide web and their use in academic libraries have an impact on the research projects in promoting efficiency and effectiveness in teaching, learning and research.

The potential role of academic libraries is to promote open access which enhances scholarly communication at institutional, national and international levels. Okon (2005) observes that

technological development creates a shift from the traditional environment to an e-environment such as CD-ROM, online services, as well as online databases that make information accessible faster globally.

The size of the research community has increased enormously resulting into high growth research data that need to be properly managed. According to Berg van der (2012) and Swan and Brown (2008), change management brings the benefits of maintaining research infrastructure and scientific data management plans which ensures undisturbed access, usage, repeated usage, processing, evaluation and reliability of data. Change management comes with new structures based on partnership and consolidated by common goals that help in promoting information networking and resource sharing. Swati (2002), states that resource sharing networks enable the library user get access to more materials or services at all levels at less cost and the management share human expertise and services.

The usage of electronic resources has progressively changed public perception about the library services that enhance overall institutional reputation and prestige. Gerritsma, Togh, and Veller, P. (2011), argue that the engagement of professional librarians, use of high level of bibliometric instruments and proper presentation of results increase visibility and add value to the library in an academic community. Change sharpens transformation of staff into blended professionals who are capable not only to face coming events, but also to anticipate them, to plan and manage changes as a key factor for survival and success of academic library as an organization. Allen (2005), explains that changes in information need to be coupled with widespread adoption of IT for academic librarians “to develop, and continually update their technology skills and competencies for multi-functional jobs”. Change management brings improvement in library security. It comes with electronic security systems devices (electronic surveillance camera (CCTV), 3M electronic

security systems (electronic security gates), radio frequency identification (RFID) system, perimeter alarm system, etc.) and helps to secure library materials. This controls, minimizes or avoids library material theft and unethical losses (Rajendran & Rathinasabapathy, 2007). Greenwood and McKean (1985), report that after installing an electronic security system at the University Kentucky Library, book loss rates decreased significantly.

## **2.6 Summary and Research Gap**

The analysis of the content discussions and the literature reviewed on change management in academic libraries, change and leadership in academic libraries, the role of University Librarian in managing change, change management programs, forces of change, change strategies, change management process and benefits of change reflect a lot of information. The researcher therefore is of the opinion that change in academic libraries is as a result of changes in higher education, information explosion and the use of ICTs. Committed leadership to champion change in academic libraries, effective communication and facilitation are key to successful change management. However, there is no evidence to suggest that any study has been carried out on change management in academic libraries with reference to The Technical University of Kenya Library to determine how library leadership manages change. Therefore, there exists a gap that needs to be filled. The results of this study would be a basis for policy formulation, a body of knowledge for information professionals, a reference source for academic libraries, and finally, the results will contribute towards transformational leadership in society.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research design and methodology used in the study, sampling procedures, the location of the study and the target population. The other areas of discussion include: the sampling techniques and sample size, pretesting, data collection instruments, data collection and data analysis, data presentation and ethical considerations.

#### **3.2 Research Design and Locale**

The study used descriptive research design as it is the most appropriate method of describing the variables in order to get an in-depth understanding of change management in the academic library at The Technical University of Kenya . It articulates what data was required, what methods were used to collect and analyze data to answer the research questions. Kombo & Tromp (2006), argue that a case study approach enables the researcher to describe the study problem in depth within a limited timescale. The study was conducted at The Technical University of Kenya Library, Nairobi.

##### **3.2.1 Research methodology**

The study used quantitative and qualitative methods to gather data. The advantage of this method is to give in-depth information for the study to be used with other statistical methods for inferences. Both primary and secondary data were collected. Questionnaires and interviews were used to collect data. Secondary data was collected directly by the researcher using print and electronic media.

### **3.2.2 Variables**

Implementation of change management programs as the independent variable was measured by dependent variables that comprise leadership commitment to change that identify the need, plan and direct the process; driving forces that cause change or delay change, and change capacity (financial and technical) that is availed to ensure quality, and timely delivery. Also, the independent variable success was measured with the level of intervening variable strategies of communication, participation and negation to break resistance and support structures and timely allocation of resources to enhance the process.

### **3.3 Target Population**

The target population for this study comprised of all the library staff including those in management working at The Technical University of Kenya library for they had the required information needed for the study. The population of The Technical University of Kenya library was thirty (30) librarians and technicians from which the researcher drew the sample.

### **3.4 Sampling Techniques and Sample Size Determination**

#### **3.4.1 Sampling techniques**

According to Kothari (2004), sampling is the process of obtaining information about an entire population by examining only part of it. The study used purposive sampling (non-probability sampling) to select the library staff for the study because they were directly involved in the day to day running and managing the library services at The Technical University of Kenya library, and therefore had the required information for the study.

### 3.4.2 Sample size determination

A sample is a small collection of units derived from a larger study population that enables the researcher to make accurate generalizations about the larger group (Neuman, 2006). The sample size for this study was determined using Krejcie and Morgan 1970 sample size table attached as appendix viii, that is suitable for a finite population. Therefore, the sample size for this study was twenty-eight library staff from the target population of thirty (30) as indicated in Table 3.1.

**Table 3.1 Sample Size**

Study population	30
Study sample size	28

### 3.5 Research Instruments

The researcher used questionnaires, interview schedules, observations and secondary sources as research instruments for the study. Questionnaires and interview schedules were formulated based on the study objectives and the research questions. Questionnaires had both open-ended and closed questions. Questionnaires were administered to the respondents who comprised of the management staff, the librarians and the library technicians of the TUK library by the researcher and collected within the stipulated period of one month. The researcher had face to face interviews with the staff and management to collect data not provided for through the questionnaires, get clarifications on some issues and personal perception from the library staff. The study also used personal observations to verify the responses; their accuracy and staff behavior; the outcome from interactions were recorded in the researcher's notebook. The selection of these research

instruments was informed by their advantages which include: low cost, are quantifiable, provide confidentiality, time-saving; reduce interview biases (Fowler, 1993).

### **3.6 Pilot Study**

The researcher carried out a pilot study on 10% of 120 of the library staff at the University of Nairobi Library which is an academic library like the TUK library. The purpose for the pilot study was to ensure the reliability of the data collection instruments. The questionnaires were analyzed to establish their suitability with the aim to establish whether the questions asked were understood, relevant to the study and whether the answers to the questions were clear. This enabled the researcher to make appropriate corrections to the questionnaire before they were administered to the actual participants of the study.

#### **3.6.1 Validity**

The study adopted content validity to indicate whether the test items represented the content that the texts were designed to measure. The researcher piloted the questionnaires to ensure the items used in the questionnaires were consistent and valid. The piloting enabled the researcher to get likely response patterns that helped in rephrasing and modifying the questionnaires to avoid ambiguity before using them for data collection.

#### **3.6.2 Reliability**

Mugenda and Mugenda (1999), define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. The researcher used the triangulation approach to increase the reliability of the data to be collected. To establish reliability test for the questionnaires, the researcher re-visited the research objectives when formulating the questionnaires to ensure that they were within the research study.

### **3.7 Data Collection**

Data collection is to gather specific information that provides or refutes some facts (Kombo and Tromp, 2006). The researcher developed a scheduled work plan to guide in data collection, administration of questionnaires and interview sessions with the participants. Two sets of questionnaires were administered to the respondents. One set was used to collect data from the management staff and the second set was used to gather data from librarians and library technicians. The researcher also developed an interview schedule with semi-structured questions to assist in conducting interview sessions with the management staff of the TUK library. The researcher's visits to the library and staff interactions were an opportunity to observe and record the relevant information for the study.

### **3.8 Data Analysis**

The collected data was first cleaned and edited by sorting to confirm the number received before they were coded accordingly. Interview sessions were transcribed to facilitate qualitative data analysis. Qualitative data was systematically organized into relative categories and identifications of various patterns of relationships were done to quantify them for ease of analysis. Data analysis was done using computer-based statistical package for social sciences (SPSS) version 21.0. A descriptive statistical analysis was done using frequencies and percentages to describe the basic characteristics of the data. The interpreted data was discussed and from them, inferences were made and a report written.

### **3.9 Logistical and Ethical Considerations**

Kitchin and Tate (2000), state that ethical issues in research development entail privacy, confidentiality, and anonymity. Ethical research includes informed consent from respondents in the study and respect for their rights being protected. The researcher sought official permission from The Technical University of Kenya library authority to use its library as a case study; availed a consent letter from Kenyatta University and research permit from National Council of Science and Technology (NACOST) as evidence to pursue the research study. The researcher disclosed all information about the study, including the purpose of the study to enable the respondents to make an informed decision to participate in the study or not. All the respondents were assured of the confidentiality of the information provided in the questionnaires, the reason for carrying out the study and how the findings of the research would improve or contribute to effective change management in the library. The researcher adhered to research ethical standards to avoid research malpractices.

### **3.10 Summary**

The methodology used for the research study determines the credibility of the research. Triangulation which is the combination of methodologies in the study of the same phenomenon aims to ensure approaches, methods, and techniques used to overcome the potential bias.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents findings, interpretation and discussion based on the objectives, research questions and the literature review of the study. The study used questionnaires, interviews and document reviews to obtain data and information. Likert scale was used in collecting data and SPSS analyzing the data whereby the scale of four points was used in computing the means and standard deviations. The results were then presented in frequencies tables, graphs and charts as appropriate followed by explanations in prose. Interviews were transcribed from the interview schedules and decoded in prose.

#### **4.2 General Information**

The researcher administered the questionnaires with the assistance of Director of Library and Learning Resource Center who requested the heads of sections to help in the distribution and collection of the questionnaires to their respective staff and organized for the researcher to have an interview with the Deputy Director, Library and Learning Resource Center. The data collection exercise took two weeks and the researcher did not experience any challenge as both the library management and the respondents were very cooperative.

##### **4.2.1 Response rate**

The study targeted a total population of 28 respondents of whom seven were top management staff while 21 were middle level staff. The response rate was as presented in Table 4.1.

**Table 4.1: Response Rate**

<b>RESPONDENTS</b>	<b>DISTRIBUTED</b>	<b>RETURNED</b>	<b>PERCENTAGE</b>
Middle level Library Staff	21	15	71.4
Top Management Staff	7	6	85.7
<b>TOTAL</b>	<b>28</b>	<b>21</b>	<b>75.0</b>

The questionnaires were distributed to twenty eight respondents. However, Fifteen questionnaires from middle level library staff were returned, and six from top management were also returned. However seven questionnaires were not returned. The researcher interviewed one top management staff. The overall response rate was 75% which was considered adequate for analysis.

### **4.3 Background Information on the Respondents**

The study sought information on various aspects of the respondents' background in terms of age, gender, level of education and years of working experience. The focus on demographic characteristics was to provide a basis for a clear understanding of the respondents included in the study and analysis of other results that would follow based on the research objectives. This information therefore, aimed at testing the appropriateness of the respondent in answering the questions regarding Change Management in Academic Libraries in Kenya.

#### **4.3.1 Age of the respondents**

The study asked the respondents to indicate their age bracket which is a very important demographic factor because it affects the way one accesses and even uses information in any form such as oral, print or electronic. The responses were as presented in Figure 4.1

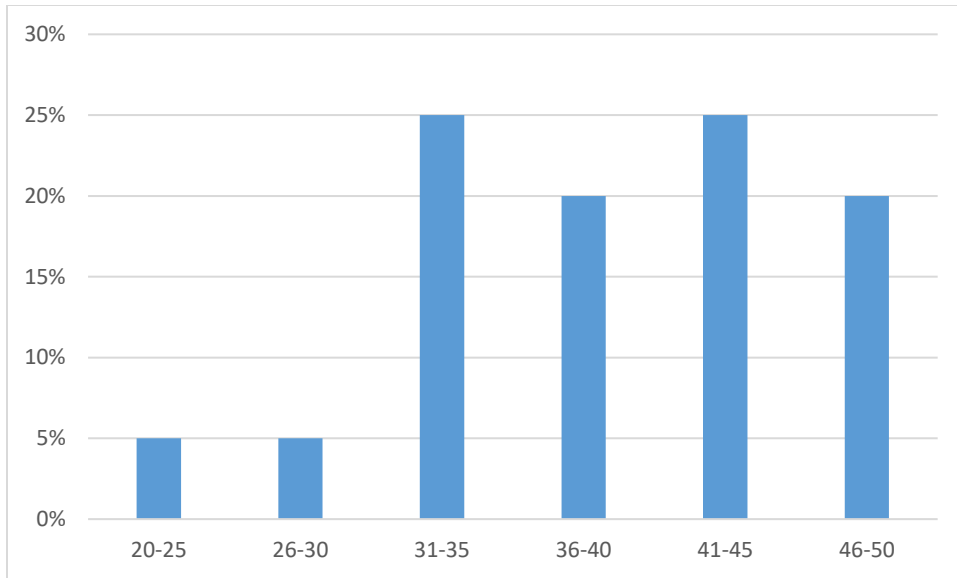


Figure 4.1: Age of the Respondents

The study established that most of the respondents were of older age and were therefore better placed to provide vital information regarding the topic of research. The analysis established that those of 20-25 years and those of 26-30 years were 5% respectively while those who were in the age brackets of 31-35, 36-40, 41-45 and 46-50 reported a slightly higher percentage of 25, 20, 25 and 20 respectively. This could be attributed to top managerial positions that are always accompanied by advancement in age.

### 4.3.2 Gender distribution

The respondents were asked to indicate their gender and their responses were as presented in Figure 4.2.

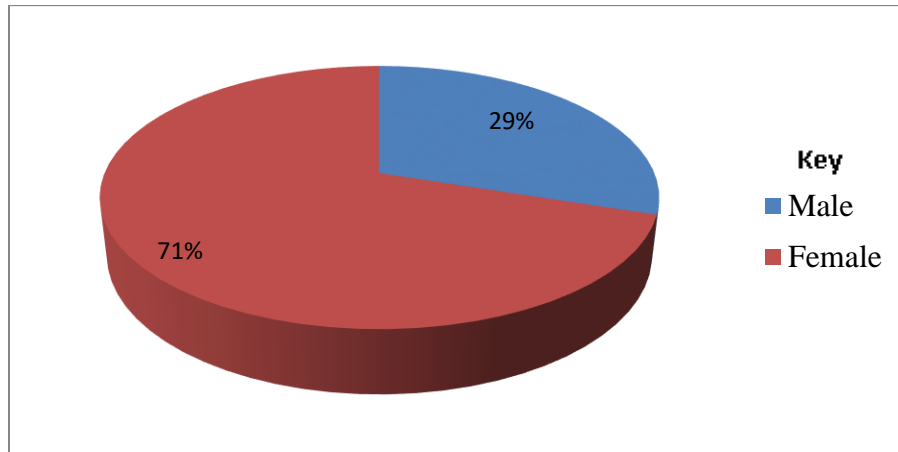


Figure 4.2: Gender of the respondents

The male respondents were six that represented 29% while female respondents were fifteen which represented 71%. The study therefore established that the majority of the respondents in the study were female.

### 4.3.3 Educational level

The respondents were asked to indicate their educational level since this could reflect their understanding of the questions and the accuracy of answers given. The responses were as indicated in Table 4.2.

**Table 4.2: Respondents' Educational Level**

<b>RESPONDENTS</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Certificate Level	2	10.0
Diploma Level	4	20.0
Bachelor's Degree Level	8	40.0
Master's Degree Level	6	30.0
<b>TOTAL</b>	<b>20</b>	<b>100.0</b>

The findings indicated that 10% of the respondents were certificate holders, 40% bachelor's degree holders, 30% master's degree holders and 20% diploma holders. From this statistics, it is clear that change management process and strategies can be upheld to enhance the development of libraries as a high level of understanding is envisioned with a high level of sustained performance in academic libraries.

#### **4.3.4 Work experience**

Respondents were requested to give information about the period they had worked in the library. This is because their knowledge and experience could help provide needed information. The responses were as presented in Figure 4.3.

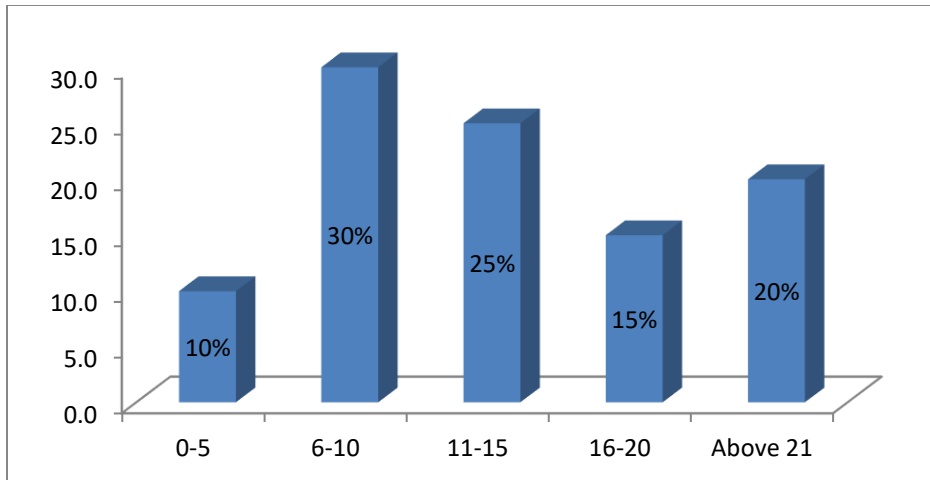


Figure 4.3: Years of work experience

From figure 4.3, highest number of years of experience were 6-10 years while the lowest were 0-5 years at 10%. 11-15, 16-20 and above 21 years were represented by 25%, 15% and 20% percent respectively. The study therefore shows that majority of the respondents had more than six years of work experience which was necessary to provide sufficient information on the trends of change management in the library.

#### 4.4 Role of Library Management in Change Management

In this section, the researcher sought to establish the role played by library staff in the change process, success factors for change, issues that influenced change and whether TUK Library had developed its own strategic plan. The responses were as shown in Figure 4.4, 4.5 and 4.6 and Tables 4.3, 4.4 and 4.5.

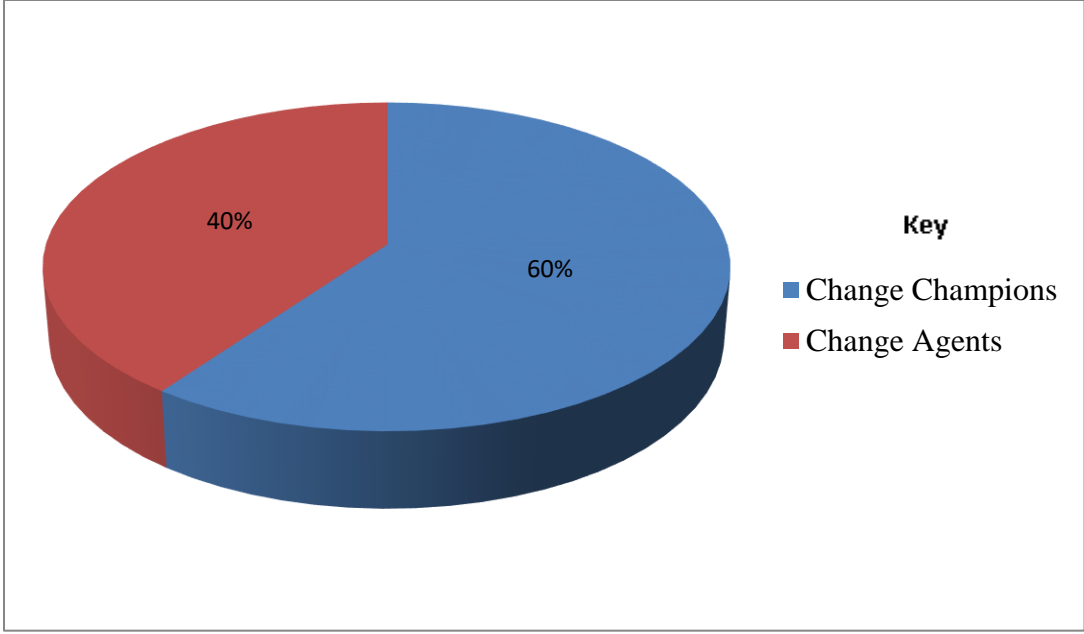


Figure 4.4: Role of top management in change management.

The study established that majority of the top management staff acted as change champions in supporting change management. This is represented by 60% of the respondents while 40% acted as change agents. When asked about what change management and change players encompassed at TUK University, the deputy director noted that change management entails taking the lead in introducing a new order of doing things. This cannot occur without initiating best practices such as making statements that honor the work and contributions of those who brought success to the organization in the past.

The middle level staff were also involved in change management in various ways. When asked their specific roles, the responses were as indicated in Table 4.3.

**Table 4.3: Role of Library Staff in Change Management.**

<b>ROLE</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
The Champion of Change	1.3	0.4
The Change Agent	1.6	0.5
The Sponsor	1.2	0.4

The most important change management players are the administrative staff and support staff while the staff at the service points act as a liaison with the faculty in their response to the faculty's needs.

To confirm the deputy director's opinion, the library staff noted that they indeed acted more as change agents rather than sponsors with a representation of a mean of 1.6 and 1.2 respectively. Representation as change champions and the change agents was represented by a mean of 1.3 and 1.6 respectively.

The respondents were also requested to indicate the success factors in change management.

Their response were as presented in Table 4.4

**Table 4. 4: Success Factors in Change Management**

<b>FACTORS</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Planning	1.7	0.6
Defined Governance	1.9	0.6
Commitment and Leadership	2.1	0.7
Informed Stakeholders	1.9	0.6
Aligned Workforce	1.8	0.6

In terms of success factors for change management programmes, commitment and leadership stand out as the most important in championing change management programmes with a mean of 2.1. Defined governance (mean=1.9), informed stakeholders (mean=1.9) and aligned workforce (mean=1.8) will have a moderate effect while planning was the least noted successful factor with a mean of 1.7.

The top management staff further noted that availability of the library strategic plan was essential in carrying out the change management programmes as indicated in Figure 4.5.

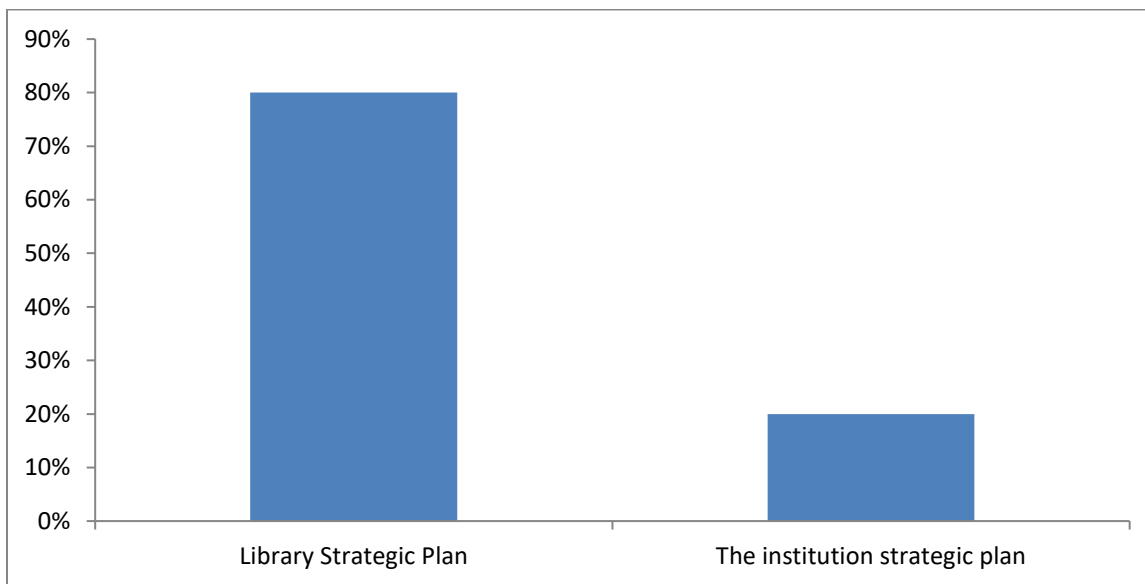


Figure 4.5: Strategic Plan

The majority of staff represented by 80% used library strategic plan to initiate change while 20% used the institutional strategic plan for reference purposes to check whether the library strategic plan conforms to the overall development of the institution.

Top management and staff involvement in change management process is evident at the Technical University of Kenya Library. When asked their level of involvement in the change process, staff responses were as presented in Figure 4.6.

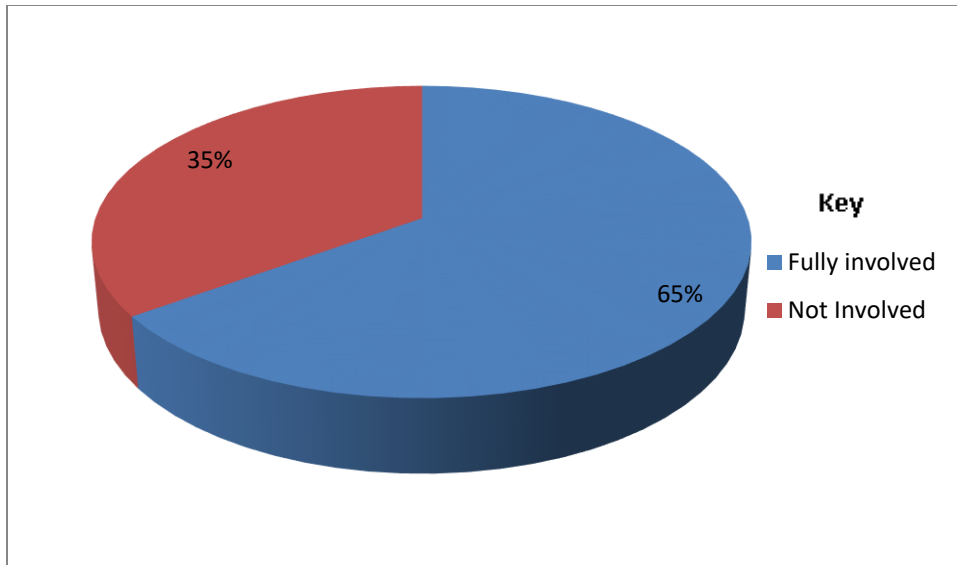


Figure4.6: Staff Involvement in Change Management Process

The study established that 65% of respondents noted the inclusion of both staff and management in change management process while 35% of the respondents noted lack of staff involvement in the entire change management process.

The findings under this section affirm to Change Management Leadership Guide (2011), that noted the librarian acts as the champion of change as well as change agent whose responsibility is to gather relevant information and submit to the sponsor. Further, to a greater extent, respondents implied that commitment and leadership are the most important factors in championing change management programmes. This does not deviate from Lankes (2011) whose sentiments emphasize that library managers must adopt the transformative style of leadership, be proactive, not reactive to achieve successful change in academic libraries. Defined governance, informed stakeholders and aligned workforce have a moderate effect while planning was the least as shown in Table 4.4. This confirms the Deputy Director’s affirmation on the need for teamwork and focusing on the goal to realize successful change management programmes.

Consequently, a library strategic plan was an essential management tool for effective implementation of change management programmes in the realization of the institution’s overall goal as shown in Figure 4.5.

This has been supported from the literature review, where the researcher notes the importance of library strategic plan in gathering valuable information for decision-making, setting mission, policy, goals, and needs for library change. At the same time, involvement of both middle level staff and top management in change management process enhanced understanding of the process as illustrated in Figure 4.6.

The study also wanted to establish the important issues that influenced change at TUK library. The responses were as shown in Table 4.5.

**Table 4.5: Issues Influencing Change**

<b>Issue</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
The Changing Economy	3.1	1.0
Changes in Scholarly Communication	3.0	0.9
The Changing Educational & Learning Environment	3.1	1.0
Developments in Information Technology	3.4	1.1

The findings showed that developments in information technology (mean=3.4), played a crucial role in influencing change at the TUK Library, the changing economy, changing educational and learning environment and changes in scholarly communication with a mean of 3.1, 3.1 and 3.0 respectively were also noted to have contributed immensely to successful implementation of change management. This is as shown in Table 4.5. This implies that all the listed factors were crucial in the realization of change management in the library which is also in line with the

literature review from D’Augustino (2011) in order to realize efficiency and effectiveness urged by Brimley and Garfield (2009) for advancement in various academic libraries in Kenya.

#### 4.5 Change Management Programmes

The study sought to identify the change programmes that TUK library had implemented in order to meet expected needs of diverse library users. The respondents were therefore asked to indicate what influenced change at TUK Library and change management programmes initiated at TUK Library. The responses were as presented in Table 4.6

Table4 .6: Change Management Programs

PROGRAMMES	MEAN	STANDARD DEVIATION
Technological Changes	3.4	1.1
People Changes	2.9	1.0
Organizational Structure Change	3.1	1.0
Task Change	3.0	1.0
Staff Training & Capacity Development	2.7	0.9
Organizational Culture Change	2.9	1.0

The findings indicated that Technological changes (mean=3.4), Organizational structure change (mean=3.1) and Task change (mean=3.0) took center stage in change management programs at TUK Library .Other programs such as Organizational culture change (mean=2.9), people changes (mean=2.9) and staff training and capacity development (mean=2.7) were also given priority as evidenced in Table 4.6. Respondents further noted other programMEs to be considered for effective change management to occur included expansion of the library, provision of training

scholarships, increasing library facilities and equipment, additional budget allocation and funding to the library.

On being interviewed, the Deputy Director, was of the opinion that: identification of user needs, evaluation of the existing collection, acquisition of current information resources and enhancing public relations all play a major role in supporting change management programmes. She also noted that the conversion of the classification scheme from Dewey Decimal Classification (DDC) to Library of Congress Classification (LCC) and the implementation of KOHA library management system were major programmes implemented in the library. This supports Burke (2011) who asserted that incorporating technological, organizational, task and peoples change in the management of change in academic libraries cannot be overlooked. The views from the Deputy Director, Library Services also allude to citation from the literature review in which Okon (2005). This was also advocated by Iwu and Yusuf (2010) and Krubu and Osawaru (2011).

## 4.6 Reasons for Change Resistance

The study was interested to establish whether TUK Library experienced any resistance from staff against the proposed changes and if so, their reasons for doing so. The results were as presented in Figure 4.7 and Table 4.7

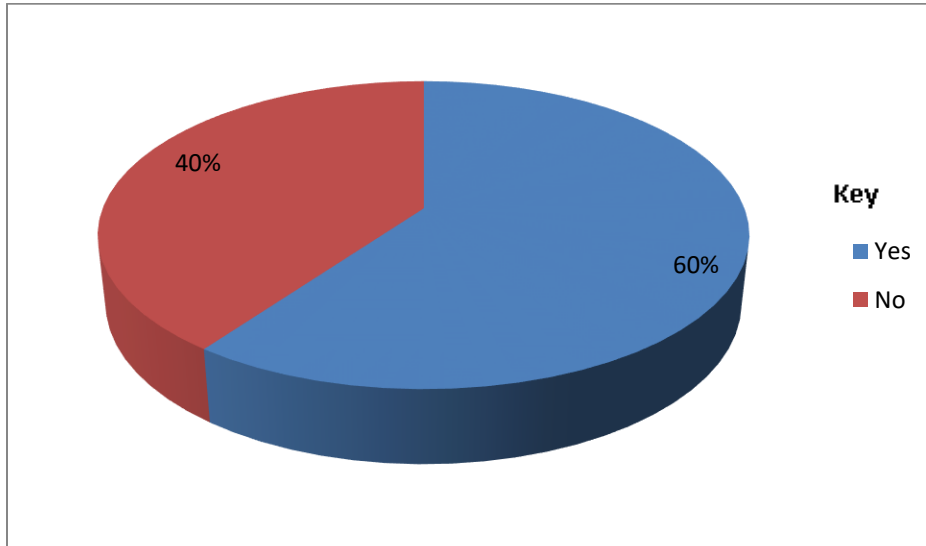


Figure 4.7: Resistance to Change Management

**Table 4.7: Reasons for Employee Change Resistance**

<b>PROGRAMS</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Self-interest/Fear of Personal Loss	3.0	1.0
Misunderstanding the Change Concept	3.1	1.0
Having different assessment of the change program	2.9	1.0
Having a low tolerance for change	2.9	1.0
Lack of Skills	3.0	1.0
Change Cynicisms (Doubting of its success)	2.9	1.0
Uncertainty	2.5	0.8
Mistrust in Administration	2.8	0.9
Awareness of the weakness in the Change Program	2.7	0.9

The results indicate that 60% of library staff supported change management while 40% were opposed to change as illustrated in Figure 4.7. Among the reasons for opposition were: poor change infrastructure, poor communication from stakeholders, fear of change in roles, lack of essential skills, skepticism and loss of jobs as shown in Table 4.7.

Misunderstanding the change concept (mean=3.1) and lack of skills (mean=3.0) were the most noted reasons causing employee resistance to change management at TUK. Self-interest/Fear of Personal Loss (mean=3.0), having different assessment about the change program (mean=2.9), having low tolerance for change (Mean=2.9), Change Cynicisms (mean=2.9), Mistrust in Administration (mean=2.8), Awareness of the weakness in the Change Program (mean=2.7) and uncertainty (mean =2.5) as illustrated in Table 4.8.

However, the deputy director was of the opinion that loss of morale and burnout were the main threats exhibited in the implementation of change management programmes. Despite this, the University Library was able to meet the needs of its clientele. This is in line with the need for academic libraries to become automated and stocked with electronic resources as a result of transformational leadership. Although costs of change management are high, change is inevitable.

These findings support Martin, Jones & Callan (2006) who assert that uncertainty and fear of the unknown also make people prefer the actual situation which is certain than something unknown. Additionally, misconception of change concept, misunderstandings and lack of relevant skills as noted by Judge and Douglas (2009) and Van Dijk and Van Dick (2009) from the reviewed literature were the most attributed reasons for employee resistance to change management at TUK library.

#### **4.7 Strategies for Change Management**

Strategies are a major component in realizing the objectives and goals of the organization that intends to implement any program. The study therefore wanted to determine the strategies that TUK library preferred to ensure it achieved its change vision with minimal resistance. The respondents were asked to indicate if the Library had a communication plan and the strategies they preferred. The responses were as shown in Figure 4.8 and Table 4.8.

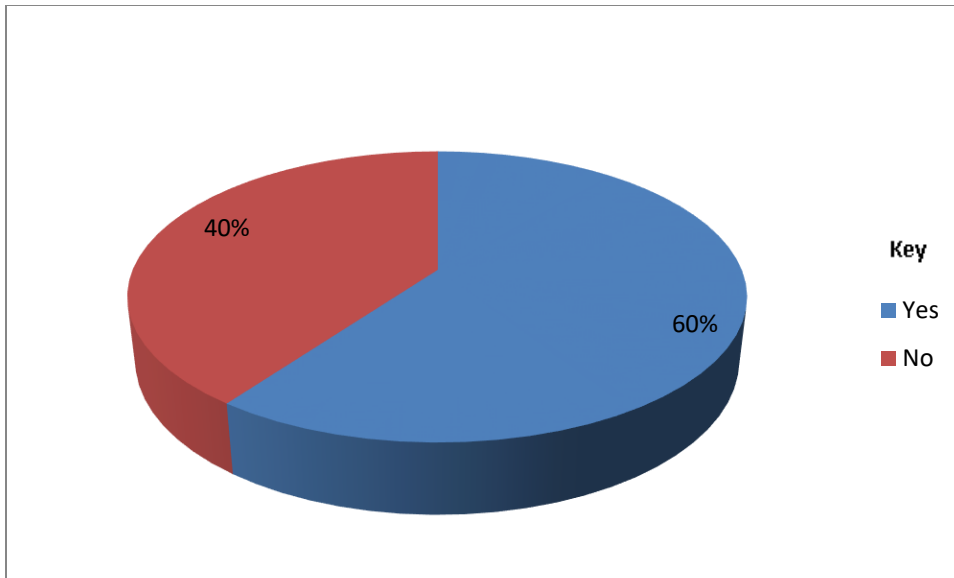


Figure 4.8: Communication Plan

**Table 4.8: Change Management Strategies**

<b>PROGRAMS</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Change Preparedness Program	2.7	0.9
Education and Training	2.3	0.8
Participation	2.4	0.8
Effective Communication	2.4	0.8
Negotiation	2.3	0.8
Coaching	2.4	0.8
Facilitation	2.4	0.8

The findings indicated that communication of change management process from those championing change recorded 60% of the respondents while 40% noted lack of a communication plan as illustrated in figure 4.8

Sources of communication included section heads weekly meeting, bulletin boards, social media and email.

Change preparedness program (mean=2.7) was the most favored strategy in tackling the change process. Participation (mean=2.4), facilitation (mean=2.4), effective communication (mean=2.4), coaching (mean=2.4) and education & training (mean=2.3) were slightly preferred while negotiation was the least preferred strategy in initiating change management programs at TUK as illustrated in Table 4.8.

The Deputy Director's disposition on change management strategies included avoiding reaction to false accusations and maintaining positivity on the change management effort to support the programmes at the library. This finding slightly deviates from Kotter and Schlesinger (1979) citation from literature review who prefers education, participation, facilitation, training and emotional support and negotiation over change preparedness program; as Burtonshaw (2007) suggest directive and expert strategies be considered.

#### **4.8 Benefits of Change Management**

The respondents were asked to indicate whether change implementation at TUK Library came with some benefits. Their responses were as presented in Table 4.9.

**Table 4.9: Benefits of Change Management**

<b>PROGRAMMES</b>	<b>MEAN</b>	<b>STANDARD DEVIATION</b>
Improved Teaching, Learning and Management of Research Data	2.1	0.7
Promoted Open Access to Scholarly Information	2.1	0.7
Transformed Library Staff into Blended Professionals	1.9	0.6
Promoted New Library Cooperation & Partnerships	2.2	0.7
Enhanced Institution, Prestige and Image	1.9	0.6
Enhanced the Security of the Library Collections	1.8	0.6

The findings of the study showed that change initiative promoted new library cooperation and partnerships (mean=2.2), improved teaching, learning and management of research data (mean=2.1) and promoted open access to scholarly information (mean 2.1). Transformed library staff into blended professionals (mean=1.9), enhanced institution prestige and image (mean=1.9) and enhanced the security of the library collections (mean=1.8) were least noted as implications of change management. This is as shown in Table 4.9.

When the Deputy Director of library services was asked whether the library managed to reach its goal on change management, she noted that: despite not being able to meet the stated goals of the change management programmes in the scheduled timelines, the benefits of change management has been immense. For instance, more computers have been installed for assessing electronic information resources, the creation of a digital repository has been realized, additional staff have been incorporated, staff have advanced academically, and installation of advanced technological gadgets has been done. These findings support information gathered from literature review as

stated by Okon (2005) on the need to shift from traditional environment to digital environment, embracing ICTs as advocated by Iwu and Yusuf (2010) and Krubu and Osawaru (2011).

#### **4.9 Chapter Summary**

This chapter has presented and analyzed data collected from the study. The findings have been presented and discussed in relation to the objectives of the study. This information was used to discuss the findings and inform the summary, conclusions and recommendations that are presented in the next chapter.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a summary of the findings of the study; presents key conclusions in accordance with the objectives and gives recommendations made from the study.

#### **5.2 Summary of the Findings**

The aim of the study was to find out how the library leadership has initiated and managed change at The Technical University of Kenya Nairobi Library in order to meet the expectations of diverse categories of users and get support from the parent organization and donors. Objectives of the study were to: establish the leadership role of university librarian and change management programs at The Technical University of Kenya, Nairobi Library; identify the change management programs implemented at the Technical University of Kenya Library; establish the driving force for and against change at the Technical University of Kenya, Nairobi Library; determine the strategies and processes adopted by the University Librarian and her/his staff in managing change at The Technical University of Kenya, Nairobi Library and establish the benefits accruing to The Technical University of Kenya, Nairobi Library from change programs.

Study findings are summarized as follows:

##### **5.2.1 Demographic information of the respondents**

The study generated general information on every respondent's age, gender, highest education level and years of working experience. This was necessary to validate the responses which helped the researcher to understand from which level of experience and education the respondents answered questions. The majority of the respondents were female aged between 31 and 50 years. The study further revealed that most respondents were master's degree and bachelor's degree

holders hence confirmed the assumption that staff with higher levels of education contributes immensely in support of change management programmes in libraries to support service delivery. The study thus noted most of the respondents had 6-10 years and while others had 21 years of work experience. This may have exposed them to new or modern library systems to improve efficiency and effectiveness at the workplace.

### **5.2.2 Role of library management in change management**

The first objective of the study was to establish the leadership role of university librarian and issues that influenced change management programmes at The Technical University of Kenya, Nairobi Library. The study findings established that TUK Library leadership were committed to change implementation, developed its own library strategic plan, and majority of the staff in top management acted as change champions, while other staff played the role of agents and liaisons officers in supporting change management. The study also revealed that developments in information technology lead in influencing change at the TUK Library followed by the changing economy, changing the educational and learning environment and changes in scholarly communication.

### **5.2.3 Change management programmes**

The second objective of the study was to identify the change management programmes implemented at the Technical University of Kenya Library. The notable findings were the technological changes, organizational structure change, and task change, organizational culture change, people change; staff training and capacity development were identified to be the most desired.

### **5.2.4 Change resistance**

The third objective of the study was to establish the driving force for and against change at the Technical University of Kenya, Nairobi Library. The study revealed that majority of the staff supported change management programmes, while those who objected noted poor change infrastructure, poor communication from stakeholders, and fear of change in roles, lack of essential skills, skepticism and loss of jobs.

### **5.2.5 Change management strategies**

The fourth objective of the study was to determine the strategies and processes adopted by the University Librarian and her/his staff in managing change at The Technical University of Kenya, Nairobi Library. The study established that the change preparedness programme was the most preferred strategy in tackling the change process. Participation, facilitation, effective communication, coaching and education & training were slightly preferred while negotiation was the least preferred strategy in initiating change management programmes.

### **5.2.6 Benefits of change management**

The fifth objective of the study was to establish the benefits accruing to The Technical University of Kenya, Nairobi Library from change programmes. The study established that promotion of new library cooperation and partnerships; improved teaching and learning; management of research data and promotion of open access to scholarly information were of top benefits of change management. Transformed library staff into blended professionals, enhanced institutional prestige and image; and enhanced security of the library collections were the least rated.

### **5.3 Conclusion**

The purpose of the study was to investigate how the library leadership has initiated and managed change at The Technical University of Kenya Nairobi Library in order to meet the expectations of diverse categories of users and get support from the new parent organization and donors. The study concludes that TUK Top library leadership realized that, to initiate new order and embrace best practices that could meet the expectations of diverse categories of users required commitment and leadership that involves all library staff in the change management process and developing a library strategic plan that responds to the needs of the TUK library were key in successfully managing change and attracting possible donors for the newly established University. The study further concludes that change preparedness through the introduction of technological change, structural change and task change were prerequisites to ensure that resistance to change initiative at TUK library was minimal to allow successful implementation of envisioned programmes.

## **5.4 Recommendations**

Based on the study findings, the study makes the following recommendations:

### **5.4.1 Education and training**

Appropriate education and training should be conducted before the initiation of the change management programs to make sure that all library staff members are aware of the benefits and the need for the set programmes.

### **5.4.2 Increase of technical staff**

Staff succession plan should be put in place so that there is no vacuum in staff development to sustain change management process.

### **5.4.3 Adequate modern facilities**

There is a need for policy formulation on the use of new technologies which are bound to be absolute with time. This is because information communication technology plays a key role in facilitating change management programmes.

## **5.5 Recommendations for Further Research**

The study identified some gaps and therefore suggests the following area for future research:

### **Sustainable Strategies for Change Management Programs**

Sustainable strategies are important in ensuring that change management practices occur. A study detailing the strategies should therefore be carried out to cater for public, special and other academic libraries.

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## APPENDIX I: RESEARCH INSTRUMENTS

### Questionnaire for middle level staff

#### Introduction

I am a postgraduate student at Kenyatta University, library and information science department. I am carrying out a research on Change Management in academic libraries; a case study of The Technical University of Kenya Library, Nairobi, for my postgraduate degree.

I am kindly requesting you to fill out this questionnaire for me. I want to assure you that the information provided will be used for the purpose of the study only and will be treated with absolute confidentiality. Please as you participate in this exercise note the ethical requirements in the consent / introductory letter copy of which is attached for reference.

#### INSTRUCTIONS

1. Tick appropriately in the brackets or fill in the space provided.
2. Feel free to give further relevant information to the research which is not in the questionnaire.

#### Section A: Background Information

##### 1. How many years have you been working in the library?

0 – 5 years        6 – 10 years        11 – 15 years      
16 – 20 years        above 21 years

**Section B: Objectives**

**Role of library management**

**2. What would you consider to be the important factors for a successful change management programs?**

(Rank: 3, Very important; 2, Important; 1, Less important; 0, Not important)

	Very important	Important	Less important	Not important
Planning				
Defined governance				
Commitment Leadership				
Informed Stakeholders				
Aligned Workforce				

**3. The library management participated in change process as: (Yes /No)**

The champion of change    Yes     No                   

The change agent            Yes     No                   

The sponsor                    Yes     No                   

Stakeholder                    Yes     No                   

**4. The management involved library staff in change management process :( Agree or Disagree)**

Agree

Disagree

5. Among the issues stated below, which ones were important in influencing change?

(Rank: 4, Very important; 3, Important; 2, Less important; 1, Not important)

	Very important	Important	Less important	Not important
The Changing Economy				
Changes in Scholarly Communication				
The Changing Educational and Learning Environment				
Developments in Information Technology				

## Change Management Programs

6. Among the listed change management programs, which ones were implemented at TUK library?

(Rank: 4, Very important; 3, Important; 2, Less important; 1, Not important)

	Very important	Important	Less important	Not important
Technological changes				
People changes				
Organizational structure change				
Task change				
Organizational cultural.				
Staff Training & Capacity Development				
Tasks Change				
Organizational Culture Change				

Which change program would have preferred that is not listed in the question above? Briefly describe them

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**Forces against change. Reasons for resistance**

**7. Did you have any reasons which made you to oppose the proposed change management program?** Yes [  ] No [  ]

If yes, briefly state some of the reasons

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**8. Which reason(s) listed below made you resist change at TUK library?**

(Rank: 4, Strongly Agree; 3, Agree; 2, Disagree; 1, Strongly Disagree)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Self-interest/fear of personal loss				
Misunderstanding the change concept				
Having different assessment about the change program				
Having low tolerance for change				
Lack of Skills				
Change Cynicisms (doubting of its success)				
Uncertainty				
Mistrust in Administration				
Aware of the weaknesses in the change program				

**Strategies used in change management**

**12. Did you get information about planned organizational change at an early stage?**

Yes  No

**9. Which of the following strategies were used during change program?**

(Rank: 3, Frequently Used; 2, Occasionally Used; 1, Seldom Used; 0, Never Used)

		Frequently used	Occasionally used	Seldom Used	Never Used
1.	Change preparedness program				
2	Education & training				
3	Participation				
4	Effective Communication				
5	Negotiation				
6	Coaching				
7	Facilitation				

**Benefits accrued from change management**

**10. Change program comes with several benefits.**

(Please answer this question by indicating the benefits accrued from change at the university library)

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
Improved teaching, learning and management of research data				
Promoted open access to scholarly information				
Transformed library staff into blended professionals				
Promoted new library cooperation & partnerships				
Enhanced institution prestige and image				
Enhanced the security of the library collections				

Thank you for participating in the program.

## Questionnaire for Top Management Staff

### Introduction

I am a postgraduate student at Kenyatta University, library and information science department. I am carrying out a research on Change Management in academic libraries; a case study of The Technical University of Kenya Library Nairobi for my postgraduate degree.

I am kindly requesting you to fill out this questionnaire for me. I want to assure you that the information provided will be used for the purpose of the study only and will be treated with absolute confidentiality. Please as you participate in this exercise note the ethical requirements in the consent / introductory letter copy of which is attached for reference.

### INSTRUCTIONS

1. Tick appropriately in the brackets or fill in the space provided.
2. Feel free to give further relevant information to the research which is not in the questionnaire.

### Section A: Background Information

#### 1. How many years have you been working in the library?

- 0 – 5 years    [ ]    6 – 10 years    [ ]    11 – 15 years    [ ]  
16 – 20 years    [ ]    above 21 years    [ ]

### Section B: Role of library management

#### 2. As a library manager which role did you play in the change process?

The champion of change   

The change agent   

The sponsor   

Stakeholder

**3. What would you consider to be important factors for a successful change management programs?**

(Rank: 3, Very important; 2, Important; 1, Less important; 0, Not important)

	Very important	Important	Less important	Not important
Planning				
Defined governance				
Commitment leadership				
Informed stakeholders				
Aligned workforce				

**4 Did you have a library strategy plan or you relied on the institution strategy plan?**

Library strategy plan  the institution strategy plan  e of the above

**5. Were the library staff involved in the change process by: YES [ ] NO [ ]**

**Forces of change**

**6. What are the important issues that influence change in the library?**

(Rank: 4, Very important; 3, Important; 2, Less important; 1, Not important)

	Very important	Important	Less important	Not important
The changing economy				
Changes in scholarly communication				
The changing educational and learning environment				
Developments in information technology				

**Change management programs**

**7. Among the change management programs stated below, which ones did you consider for implementation at TUK LIB.?**

(Rank: 4, Very important; 3, Important; 2, Less important, 1, Not important)

	Very important	Important	Less important	Not important
Technological changes				
Peoples change				
Organizational structure change				
Task change				
Organizational culture change				
Staff training & capacity development				
Organizational structure change				
Tasks change				

**Forces against change, reasons for resistance**

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**8. In your view could the reasons listed below have caused employees resistance to change?**

(Rank: 4, Strongly Agree; 3, Agree; 2, Disagree; 1, Strongly Disagree)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Self-interest / fear of personal loss				
Misunderstanding the change concept				
Having different assessment about the change program				
Having low tolerance for change				
Lack of skills				
Change cynicisms (doubting its success)				
Uncertainty				
Mistrust in administration				
Aware of the weaknesses in the change program				

**Strategies used in change management**

**9. Did you have any communication plan?** Yes  No

**If yes, briefly state how the staffs were informed about intended change?**

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**10. Among the strategies described below state the most applied during change program?**

(Rank: 3, Frequently Used; 2, Occasionally Used; 1, Seldom Used; 0, Never Used)

		Frequently Used	Occasionally Used	Seldom Used	Never Used
1.	Change preparedness program				
2.	Education & training				
3.	Participation				
4.	Effective communication				
5.	Negotiation				
6.	Coaching				
7.	Facilitation				

## Benefits accrued from change management

### 11. What were the benefits accrued from change?

(Tick: Strongly Agree, Agree, Disagree, Strongly Disagree)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Improved teaching, learning and management of research data				
Promoted open access to scholarly information				
Transformed library staff into blended professionals				
Promoted new library cooperation & partnerships				
Enhanced institution prestige and image				
Enhanced the security of the library collections				

Thank you for participating in this program.

## **Interview Schedule for Top Management**

### **Change management**

1. Briefly what does change management entail?-
2. What are some of the best practices you considered in managing change at the Technical University of Kenya Library?

### **Change management players**

3. Who are the major players in managing change at the Technical University of Kenya Library? Please explain the specific role for each player.

### **Change management programs at the Technical University of Kenya Library**

4. Which programs do you think should be initiated in academic libraries and why? -
5. Which change management programs have you implemented at the Technical University of Kenya Library since it was accredited as a University?

### **Leadership in academic libraries**

6. In your opinion, which type of leadership style is required in managing change in academic libraries?
7. Do you think academic librarians have embraced the leadership style that is geared towards library transformation? Please explain with examples.
8. As a leader or manager what are some of the challenges you face which inhibit your performance?

### **Reasons for change at the Technical University Library**

9. What are some of the internal or external forces that made it necessary to implement change in your library?

### **Resistance to change at the Technical University Library**

10. What is the response/reaction of the library staff for change program(s)?

11. What are the reasons for their kind of response /reaction?

### **Change strategies at the Technical University Library**

12. What are the key strategies or methods did you consider in managing change in order to be successful?

### **Change management process**

13. What are principles and procedures you did apply to implement change at The Technical University Library.?

### **Benefits of Change Management at the Technical University Library**

14. Do you think you were able to achieve your set goals or objectives within the timelines?

15. Briefly state some of the benefits of change programs for the library?

Thank you.

## APPENDIX II: WORK PLAN

Activity	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	Aug. 2026	Sept 2016	Oct. 2016	Nov.2016	Dec. 2016
Background & problem formulation											
Literature review											
Methodology											
Proposal Submission, Defense & corrections											
Piloting											
Data collection											
Data analysis											
Project writing											
Project submission & corrections											

### APPENDIX III: BUDGET

Activity	Research in put	Unit	Unit cost	Sub total
Literature review	Modem & Data bundles		3000.00	3000.00
Typesetting & Pre-testing of research Tools	Typesetting	50 No.	50.00	2500.00
	Printing proposal	10 No.	500.00	5000.00
	Binding Proposal Copies	10 No.	200.00	2000.00
Data Collection	Full expenses		15000.00	15000.00
	Stationery	6 No.	10.00	60.00
	Printing Questionnaires	100 No.	10.00	1000.00
	Photocopy of Questionnaires	200 No.	3.00	600.00
Data Analysis	Printing Papers	1 ream	500.00	500.00
	Data Entry & Analysis		7000.00	7000.00
Thesis Writing	Cartridge	1 No.	4500.00	4500.00
	Printing Papers	2 reams	500.00	1000.00
	Travelling & Consulting Supervisor	7 Trips	1000.00	7000.00
	Printing the Final Report	700 pages	10.00	7000.00
	Binding of the Final Report (Hardcopy)	7 Copies	500.00	3500.00
		<b>SUB-TOTAL</b>		
	Contingency 10%			5966.00
	<b>Grand Total</b>			<b>65626.00</b>

## **APPENDIX IV: INTRODUCTION LETTER**

P.O Box 30259-00100

NAIROBI

Tel: 0711517601

Dear Sir /Madam,

### **RE: REQUEST TO COLLECT DATA IN THE LIBRARY**

I am a Postgraduate Student at Kenyatta University, Library and information science department; undertaking a research on: Change management in academic libraries; a case study of The Technical University of Kenya Library Nairobi for my postgraduate degree.

I therefore kindly request you to allow me collect data from your library staff within the next two weeks.

Thank you in advance,

Yours Faithfully,

Jason M.Makanga0711517601E65/CTY/PT/28665/14

**APPENDIX V: APPROVAL OF RESEARCH PROPOSAL FROM KENYATTA UNIVERSITY**



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 4150

**Internal Memo**

**FROM:** Dean, Graduate School

**DATE:** 1<sup>st</sup> February, 2018

**TO:** Jason Makanga  
C/o Library & Information Science Dept.

**REF:** E65/CTY/PT/28665/2014


**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 10<sup>th</sup> January, 2018 entitled "Change Management Academic Libraries: Case Study of the Technical University of Kenya Library, Nairobi City County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

  
ANNBELL MWANIKI  
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Library & Information Science

Supervisors:

1. Dr. Joshua R. Njuguna  
C/o Department of Library & Information Science  
Kenyatta University

AM/lnn

**APPENDEXI VI: RESEARCH PERMIT**

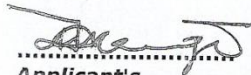
**THIS IS TO CERTIFY THAT:  
MR. JASON MAKANGA MAINA  
of KENYATTA UNIVERSITY, 623-0  
TURBO, has been permitted to conduct  
research in Nairobi County**


**Permit No : NACOSTI/P/18/18730/21473  
Date Of Issue : 21st February, 2018  
Fee Received :Ksh 1000**

**on the topic: CHANGE MANAGEMENT  
ACADEMIC LIBRARIES: CASE STUDY OF  
THE TECHNICAL UNIVERSITY OF KENYA  
LIBRARY, NAIROBI CITY COUNTY, KENYA**



**for the period ending:  
21st February, 2019**

  
.....  
**Applicant's  
Signature**

  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

## APPENDEXI VII: TUK'S PERMISSION TO COLLECT DATA



### THE TECHNICAL UNIVERSITY OF KENYA

Haile Selassie Avenue, P. O. Box 52428, Nairobi, 00200. Tel: +254 (020) 343672, 2249974, 2251300, 341639,  
Fax: 2219689, E-mail: dvc-api@tukenya.ac.ke, Website: www.tukenya.ac.ke

#### Office of the Deputy Vice-Chancellor Administration, Planning and Infrastructure

Ref: TUK/ADM/DHRS/2018/EXT.Vol.07

17<sup>th</sup> April, 2018

Jason M. Makanga  
Kenyatta University  
P. O. Box 43844 - 00100  
NAIROBI  
Tel: 0711 - 517601

Dear Mr. Makanga,

RE: PERMISSION TO COLLECT DATA

Reference is made to your letter requesting for permission to collect data for your ~~PHD~~ <sup>MSC.</sup> studies. We note that your research topic is "Change Management in Academic Libraries: a Case Study of the Technical University of Kenya Library."

I am pleased to inform you that permission has been granted to you to collect data. This permission is subject to the information collected being treated with confidentiality and used for academic purposes only.

I also take the opportunity to wish you success in your studies.

PROF. JOSEPH KIPLANG'AT, PhD  
DEPUTY VICE-CHANCELLOR, API

Copy to: Director, Library & Learning Resource Services  
Director, Human Resource Management

KM/aac

Education and training for the real world



ISO 9001:2008 Certified

**APPENDIX VIII: KREJCIE AND MORGAN 1970 SAMPLE SIZE TABLE**

TABLE 1  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.