

**FUNDRAISING AS A SOURCE OF FUNDING FOR PUBLIC UNIVERSITY
LIBRARIES IN KENYA**

BY

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the Requirements for the Award of the Degree of Doctor of Philosophy in
Library and Information Studies, Department of Library, Records Management
and Information Studies**

MOI UNIVERSITY

ELDORET, KENYA

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DEDICATION

To the Almighty God for his Grace,

To my wife Phyllis for her support,

To Sheilar, Gloria, Godwin and Emmanuel for their understanding,

And

To you all who encouraged me in my academic journey

ABSTRACT

Public universities in Kenya continue to rely on state funding which has become inadequate over the years. Insufficient funding in these institutions has led to adoption of cost-cutting measures one of which is the reduction of expenditure in their departments. One of the key university departments whose expenditure has heavily been reduced is the library. Reduced library funding has resulted in inadequate information and human resources, lack of modern facilities, inadequate space and over-stretching of the existing facilities. In this regard, the library department needs to urgently consider fundraising as a supplementary source of funding. The aim of this study therefore was to examine fundraising as a viable supplementary source of funding for public university libraries in Kenya. The objectives of the study were to determine the funding requirements of public university libraries in Kenya, establish the funding policies of public university libraries in Kenya, identify the sources of funding for public university libraries in Kenya, assess the adequacy of funding allocated to public university libraries in Kenya, examine the possibility of fundraising as a supplementary source of funding in public university libraries in Kenya, determine fundraising challenges faced by public university libraries in Kenya and suggest measures needed to undertake successful fundraising activities in public university libraries in Kenya. This study was guided by the Resource Mobilization Theory (RMT) which emphasizes the need to mobilize various resources towards the furtherance of desired goals and the need to form a core group of highly influential and professional strategists to plan and execute resource mobilization activities. The study adopted the survey research design and primarily used its qualitative and some aspects of quantitative approaches to obtain data from library managers and selected informants from the then seven public universities in Kenya. Specifically, a personal (face-to-face) interview and secondary data analysis methods of data collection were used. The study employed a semi-structured interview schedule to collect data from the respondents. The study used content analysis method to analyse the data and a mixture of qualitative and quantitative methods to present and interpret the findings. The findings of this study indicate that public university libraries in Kenya had funding requirements based on their activities, did not have funding and fundraising policies, received inadequate funding mainly from the state, donors and tuition fees, undertook some forms of fundraising activities albeit without a well structured system and faced a number of fundraising challenges. This study recommends among others, the need for public universities in Kenya to establish funding and fundraising policies, integrate fundraising as a core activity for University Librarians, establish centralized fundraising departments, direct all funds collected in the name of the library towards library use, establish strategic fundraising lobby groups and establish feasible library fundraising models. The study also recommends that public university libraries should market themselves aggressively and improve their visibility, equip librarians with fundraising skills, adopt creative fundraising strategies, establish fundraising units or sections and work closely with other university departments engaging in fundraising work.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|------------|--|
| AAU | Association of African Universities |
| CAL | Campus Librarian |
| CDF | Constituency Development Fund |
| CHE | Commission for Higher Education |
| COL | College Librarian |
| CUE | Commission for Universities Education (Formerly CHE) |
| CUEA | Catholic University of Eastern Africa |
| DUL | Deputy University Librarian |
| FR | Fundraising |
| GOK | Government of Kenya |
| HELB | Higher Education Loans Board |
| HOS | Head of Section |
| ICT | Information and Communication Technology |
| JKUAT | Jomo Kenyatta University of Agriculture and Technology |
| KLISC | Kenya Library and Information Science Consortium |
| KU | Kenyatta University |
| MMUST | Masinde Muliro University of Science and Technology |
| MU | Moi University |
| NCST | National Council for Science and Technology |
| NWCCU | Northwest Commission on Colleges and Universities |
| R1, R2 ... | Respondent Number One, Two and so on. |
| RCT | Rational Choice Theory |
| RMT | Resource Mobilization Theory |

| | |
|--------|---|
| SSAO | Special Student Advisory Office |
| SCI | Science Citation Index |
| SSCI | Social Science Citation Index |
| SMO | Social Movement Organization |
| UASU | University Academic Staff Union |
| UNTESU | University Non Teaching Staff Union |
| UON | University of Nairobi |
| UL | University Librarian |
| UNESCO | United Nations Education, Science and Cultural Organization |
| UONAA | University of Nairobi Alumni Association |
| USA | United States of America |
| USIU | United States International University |
| USLS | University Students Loans Scheme |

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION TO CHAPTER ONE

This chapter presents an introduction and background information to the study which ultimately lays the foundation for the statement of the research problem. It also provides information about the following aspects of the study: aim, objectives, research questions, assumptions, significance, scope, limitations, ethical considerations, definition of operational terms and organization of the thesis.

1.2 BACKGROUND INFORMATION TO THE STUDY

The background information to this study covers the role of universities in human society, role of university libraries, history of university education in Kenya, current status of universities in Kenya, financing of university education in Kenya and challenges facing university education in Kenya.

1.2.1 THE ROLE OF UNIVERSITIES IN HUMAN SOCIETY

Universities seem to have operated in isolation from human society during their early years of establishment. According to Thomas (2002), then the Vice-Chancellor at the University of Bristol, universities were disengaged from their immediate communities. While addressing a gathering of The Bristol Society, Thomas made the following comments:

“Then, universities were about intellectual pursuit, predominantly for its own sake, and they educated a very privileged minority. They were

placed in cities but were not really part of them. Their activities were hidden (they were almost abstract) the academics were ... immensely talented, rigorously intelligent and indulging in activities that were above the daily pursuits of ordinary folk. They led cloistered lives, unengaged with the outside world. People from outside looked on in awe and wonder, completely unsure of what went on within the hollowed walls (universities). ... They were places of power and change but remote and barely relevant to the man or woman in the street.”

Despite the fact that universities may have disengaged themselves from human society in the past, Boadi (2006), Simui and Kanyengo (2004) and Thomas (2002) all agree that present day universities have a special role to play in society. Universities contribute towards the development processes in society by improving the quality and increasing the number of human resources needed to partake in the social, economic, educational and cultural activities. The primary role of universities in society is to teach, do research, preserve and enhance knowledge, promote learning and stimulate intellectual discourse among learners in all spheres of knowledge. They also collaborate with the industry with a view to integrating teaching, research and effective application of knowledge and skills into the life, work and welfare of people. Because of their sheer size, knowledge transfer and spin-out commercial activities, universities form part of the major economic forces in society today. They offer employment opportunities and hence contribute substantially to the national revenue earnings. As part of their economic roles, universities provide education in and for enterprise development. From the social and cultural perspective, universities

demonstrate good citizenship by engaging in activities geared towards improving good governance, accountability and transparency. The universities have cultural activities which are of great benefit to their surrounding communities like public lectures and concerts.

Sirat and Kaur (2007) observe that education is considered an important factor contributing to the growth of the economy of the 21st century. In this regard, the society needs more educated, informed and highly skilled human capital. However, while acknowledging the changing role of knowledge in society, they assert that the research agendas of universities around the globe are increasingly defined by their interaction and negotiation with non-academic parties and in particular with the government and industry or private sector. Sutz (2005) points out that due to the increasing costs of high level research and reduced government funding in many higher education contexts, more universities are leaning towards university-industry links. This linkage with the industry provides important benefits for the university in its research and training objectives. These linkages takes various forms such as operating joint research centres, contract research, consultancies, grant-funded research, joint appointments, staff exchanges and placements, industry-based research project experience for university students, industry inputs as guest lecturers or seasonal staff and industry input into university committees and advisory bodies.

In the United States of America, universities have contributed a lot towards the advancement of research and development. Mowery (2001) asserts that US universities have long played a central role in research and development system. The public universities have historically involved themselves with agricultural research.

However, together with private universities, they have also engaged in collaborative research relationships with the industry in areas ranging from engineering to physics and chemistry. On a similar note, Sirat and Kaur (2007) observe that the role of universities in society has evolved over time due to a number of pressing factors which have triggered the need to forge new links between higher education policy and institutional regional developments. Some of these factors include the changing economic and social conditions of the second half of the 20th century which affected the higher education landscape. Universities are increasingly being seen as higher education providers awarding academic degrees. This means that their primary role is teaching, researching and providing social services activities. The members of the public therefore perceive the university as an industry producing trained and educated personnel for the development of the rest of the economy. On a related note, Sen (2010) points out that universities ought to move beyond their traditional roles of teaching, learning and research towards another core function of linking campuses to communities. They can do this through organizing programmes in which students have the opportunity to be engaged in civic activities. Promoting civic engagement at universities would allow students to interact with one another beyond their small groups, communicate with one another, work together to achieve a common purpose and to learn about one another which leads to a better understanding of each other. This process is critical for confidence and trust building. Generally, civic engagement will enable young students to build or connect the missing link between the academic world and the real world.

Badat (2009) identifies three purposes of universities. First is the production of knowledge which advances the understanding of the natural and social worlds and

enriches humanity's accumulated scientific and cultural inheritances and heritage. Boulton and Lucas (2008) observe that universities realise the above purpose by researching into the most theoretical and intractable uncertainties of knowledge that seek practical application of new discoveries, testing, reinvigoration and carrying forward the inherited knowledge of earlier generations seeking to establish sound principles of reasoning and action. Second is the dissemination of knowledge and the formation and cultivation of the cognitive character of students. This is achieved through production of graduates who can think effectively and critically, have gained in-depth knowledge in some field and have critical appreciation of the ways in which we gain knowledge and understanding of the universe, society and ourselves. The university graduates should also have a broad knowledge of other cultures and be able to make decisions based on reference to the wider world and to the historical forces that have shaped it. Third is to undertake community engagement. This refers to community outreach, student and staff volunteer activities and service learning. In order to realise these three purposes, the universities play a number of roles. First is to cultivate highly educated people through provision of imaginative, thoughtful and rigorously conceptualised, designed and implemented teaching and learning programmes whose qualifications are pegged to knowledge, competency, skills and attitude requirements and social and educational experiences. Second is to inculcate democracy and democratic citizenship among the graduates which is achieved through academic programmes and institutional culture and practices which ensure observance of ethics, democracy and human rights. Third is to participate in community engagement and service learning. This role helps to connect universities and communities with development needs through carefully conceptualized and planned mutually respectful and reciprocal partnerships with communities. This

relationship has the potential to create opportunities for economic and social advancement while at the same time enriching and enhancing research, learning and teaching. Fourth is to engage in the intellectual and cultural life of the society. Fifth is to engage in research and scholarship.

In a nutshell, universities play a pivotal role in contributing towards the success of their respective nations by assisting them not only to plan their future but also to embrace their economic, social and cultural responsibilities through quality education, research and innovation. Kenya's universities have not been an exception when it comes to supporting national development activities. They work around the clock to improve both the quantity and quality of human resources required to provide professional leadership in the various sectors of Kenya's society. They work to achieve this mandate through distinctive teaching, training and research, learning and preservation, conservation and dissemination of researched knowledge. Kenya's universities collaborate with the industry for purposes of promoting innovation, applied research and providing university trainees with hands-on industrial knowledge. Universities in Kenya also promote sports and social activities and in fact some of them have produced leading sportsmen and women in the country.

1.2.2 THE ROLE OF UNIVERSITY LIBRARIES

Ndirangu and Udoto (2011) observe that the university library and information resources are very crucial in supporting teaching, learning and research activities of the university. Adequate provision of library and information resources is necessary for effective intellectual, cultural and technical development of students enrolled in courses and programmes offered by the university. The academic staff needs adequate

library resources for effective delivery of the curriculum to their students. In this regard public universities in Kenya still need to do a lot to improve the quantity and quality of library resources if they are to adequately meet the needs of their students and academic staff.

Boadi (2006) observes that the university library is more often than not perceived as the heart or the nerve centre of the university and the hub around which the university's academic and research activities revolve. The library exists to support learning, teaching and research activities of the university by performing the primary role of selecting, acquiring, processing, organizing and ensuring accessibility to quality yet affordable information resources. In addition, it hires highly skilled staff and acquires facilities including Information and Communication Technologies (ICTs) needed for offering optimum and quality information services.

Rodriguez and Amaral (2002) point out that the main purpose of libraries especially public ones is to develop diverse ideas among its users. With regard to university libraries, in addition to supporting education and research, they play an important role of providing a place where different social policies, theories and ideologies meet. They provide a place where to study different arts and cultural disciplines and generally analyze the trends of daily life in the society. University libraries, therefore play the role of preserving knowledge, enhancing free access to information using advanced information technologies, promote democracy, diversity and lending services.

According to Lund University website, studying at a university implies being able to search, evaluate and use relevant information. In this regard, the library plays the role of offering training in information searching and retrieval skills. The university library helps students to develop their information literacy skills and therefore act as a support in the learning process. Similarly, Tomescu (n.d.) in her article about the importance of electronic library services for academic study and research points out that a university library fulfils the role of informing, educating and training. Through its content availability, the library meets its primary mission to inform. Through its involvement in the conduct of major cultural events, it serves as a cultural agent. It contributes to the mission of educating and training by providing complementary specialized librarianship training and by assisting in the processes of research and becoming a provider of training and research support. It also contributes towards distance learning by providing materials at a distance including newspapers, magazines, reference works and online materials. The library reinforces the university's role of initiating, innovating, training and supporting scientific research tailored towards shaping the society. University libraries aim at increasing access to information, education and research opportunities, diversification of initial and continuous training programmes through provision of electronic services.

Kovacs (2000) observes that the use of electronic resources has become more and more popular in academic institutions. In this regard, the collection, management and production of these resources has become an essential part of the work of university libraries. Ka Wai Fan (2005) explains that the type of electronic resources acquired by university libraries include electronic journals and databases. Wakimoto (2003) points out that university libraries list electronic journals and databases alphabetically and in

categories so as to enable users to easily search and retrieve information from them. Similarly, Ka Wai Fan (2005) points out that, university libraries ought to improve their information services as a way of responding to the changing needs of academic institutions. In this regard, they need to take selection of electronic resources more seriously by offering well-organized, high quality, informative and accurate websites which are different from those of general search engines such as Google. When university libraries provide very good service in the selection of appropriate journals, Professors and Ph.D students decrease their publication concerns and rely on university library services to develop their academic careers. University libraries also play the role of evaluating Internet resources accessed by its users. This is because information found on the Internet is frequently inaccurate and wrong. This evaluation exercise is based on specialist knowledge of the subject and of information science. (Harris, 2010).

Ka Wai Fan (2005) observes that the Science Citation Index (SCI) and Social Science Citation Index (SSCI) are important information searching and retrieval tools to researchers. In this regard, University libraries ought to establish what information about SCI and SSCI is needed by the researchers. The best effective way therefore is for university libraries to conduct a survey asking professors and Ph.D students what information they require about these information searching and retrieval tools.

1.2.3 THE HISTORY OF UNIVERSITY EDUCATION IN KENYA

The historical perspective of university education in Kenya dates back to the colonial period. Nyaijotti-Chacha (2005) states that higher education in Kenya started in 1922 when the then Makerere College in Uganda was elevated to a small technical college

to meet the training needs of the three East African countries (Kenya, Uganda and Tanganyika and Zanzibar) as well as those of Zambia and Malawi. This college became the sole provider of university education in Kenya until 1956 when the Royal Technical College was established. At independence (1963), The Royal Technical College was elevated to be the University College, Nairobi following the establishment of the University of East Africa with three constituent colleges to be located in Nairobi, Kampala and Dar es Salaam. These colleges offered programmes and degrees of the University of London. In 1970, the University of East Africa was dissolved to pave way for the establishment of three autonomous universities in the region. This gave birth to the University of Nairobi in Kenya, University of Dar es Salaam in Tanzania and Makerere University, Kampala in Uganda.

Since the establishment of the University of Nairobi as the first fully-fledged public university in Kenya, there has been a rapid expansion of public universities, public university constituent colleges and branch campuses in the country. The rapid expansion of university education in Kenya has largely been attributed to three factors, namely:

- i) First, is the government's recognition at independence of the critical role of education in promoting economic and social development and especially the need for trained personnel (Sifuna, 1998 and Court and Ghai, 1974). This happened when the Kenya government resolved at independence to fight against three issues as part of its development agenda namely ignorance, diseases and poverty. One way for the government to address these issues was through the improvement of the education standards in the country and expansion of the education systems. It was for this reason that the Kenya government placed a considerable importance

on the role of education in promoting economic and social development soon after attaining its independence in 1963 (Sifuna, 1998). On a similar note, Court and Ghai (1974) points out that the Government's belief in the critical role of education on development issues prompted it to rapidly expand the education system with a view to providing qualified persons for the growing economy and administrative institutions and to undertake certain reforms reflecting the aspirations of the newly independent state. Similarly, Nyaigotti-Chacha (2005) notes that the Government throughout 1970s strengthened and expanded the University of Nairobi as a deliberate effort to provide university education to all qualified Kenyans and as a means of developing the necessary human resource for the private and public sectors.

- ii)** Second, is the increasing number of Kenyans seeking university education which had exceeded the capacity of the University of Nairobi. This led to the establishment of Moi University in 1984 as the second university in Kenya following the recommendations of the Presidential Working Party popularly referred to as the MacKay Report (Nyaigotti-Chacha, 2004).
- iii)** Third, is the rapid rise in student enrolment which has led to further expansion of public universities, diversity of programmes and setting up of new universities, constituent colleges and branch campuses. According to the Kenya National Bureau of Statistics (KNBS) (2007), the student enrolment in universities (both public and private) was projected to increase by nearly 22.5% from 91,600 in 2004 to 112,200 in 2006. The rapid rise in student enrolment in Kenya's universities has partly been due to the two double intakes which have occurred since 1987 and introduction of parallel (private or self-sponsored) degree programmes. Nyaigotti-Chacha (2005) notes that the first double intake took place

in 1987/88 academic year. This was as a result of the Government's directive for an indefinite closure of the University of Nairobi which lasted for almost a year following the 1982 attempted coup. The effect of this directive denied selection for admission about 8000 applicants who qualified for university admission by end of 1982 in the 1983/84 academic year. The ripple effect of the prolonged closures coupled with other shorter term closures was a backlog of qualified students due for admission. As a way forward to providing a solution to this problem, the universities were directed to embark on a double intake of students starting with 1987/88 academic year. The second double intake occurred in 1990/91 academic year following the transition period in Kenya's education system from 7-4-2-3 to 8-4-4. The 1990/91 admission process accommodated both the 8-4-4 and 7-4-2-3 applicants for entry into the university. This further stretched the meagre facilities that these institutions had in place (Nyaigotti-Chacha, 2004).

However, it should be noted that despite the government's efforts to increase the number of public universities and establish public university constituent colleges and campuses, the demand and enrolment for university education by Kenyans far supersedes the capacity and ability of these institutions. This scenario subjected the government to facilitate, through the Commission for Higher Education (CHE), the establishment of private universities to bridge the widening gap in higher education demand. Mutula (2002) points out that, private universities in Kenya emerged as viable options for acquiring higher education. He observes that private universities offer market driven courses and provide an enabling environment to academic

excellence since most of them have modern infrastructure which includes libraries and new Information and Communication Technologies (ICTs).

1.2.4 UNIVERSITIES IN KENYA DURING THE STUDY PERIOD

As at the time of carrying out this study there were seven public universities, 15 public university constituent colleges, 14 chartered private universities, four private university constituent colleges, 11 private universities with letters of interim authority and two registered private universities in Kenya (Commission for Higher Education (CHE) website accessed on 29/9/2011). These universities are as listed below:

1.2.4.1 Public Universities

Each of the seven public universities existing in Kenya during the study period was established through an Act of Parliament as follows:

1. University of Nairobi, 1970
2. Moi University, 1984
3. Kenyatta University, 1985
4. Egerton University, 1987
5. Jomo Kenyatta University of Agriculture and Technology, 1994
6. Maseno University, 2001
7. Masinde Muliro University of Science and Technology, 2007

1.2.4.2 Public University Constituent Colleges

Each of the 15 Public university constituent colleges existing in Kenya during the study period was established in 2007 by a Legal Order under the Act of the university shown in brackets against it. This was done after a requisite verification of academic resources by CHE. These constituent colleges are listed below:

1. Kisii University College (Egerton University)
2. Chuka University College (Egerton University)
3. Kimathi University College of Technology (JKUAT)
4. Mombasa Polytechnic University College (JKUAT)
5. Kenya Polytechnic University College (University of Nairobi)
6. Pwani University College (Kenyatta University)
7. South Eastern University College (University of Nairobi)
8. Meru University College of Science and Technology (JKUAT)
9. Multimedia University College of Kenya (JKUAT)
10. Kabianga University College (Moi University)
11. Narok University College (Moi University)
12. Bondo University College (Maseno University)
13. Laikipia University College (Egerton)
14. Chepkoilel University College (Moi University)
15. Karatina University College (Moi University)

However, following the enactment of universities Act No. 42 of 2012, all the 15 public university constituent colleges were awarded charters and became fully-fledged universities. These universities received charters in the dates shown against them:

1. Kisii University (6th February, 2013)
2. Chuka University (8th January, 2013)
3. Dedan Kimathi University of Technology (14th December, 2012)
4. Technical University of Mombasa (30th January, 2013)
5. Technical University of Kenya (15th January, 2013)
6. Pwani University (31st January, 2013)
7. South Eastern Kenya University (1st March, 2013)

8. University of Kabianga (1st March, 2013)
9. Maasai Mara University (12th February, 2013)
10. Jaramogi Oginga Odinga University of Science and Technology (13th February, 2013)
11. Laikipia University (19th February, 2013)
12. University of Eldoret (11th February, 2013)
13. Karatina University (1st March, 2013)
14. Meru University of Science and Technology (1st March, 2013)
15. Multimedia University of Kenya (1st March, 2013)

1.2.4.3 Chartered Private Universities

These are universities that were fully accredited by the then Commission for Higher Education (CHE) and now renamed Commission for University Education (CUE).

These universities include:

1. University of Eastern Africa, Baraton, 1991
2. Catholic University of Eastern Africa, 1992
3. Scott Theological College, 1992
4. Daystar University, 1994
5. United States International University, 1999
6. Africa Nazarene University, 2002
7. Kenya Methodist University, 2006
8. St. Paul's University, 2007
9. Pan Africa Christian University, 2008
10. Strathmore University, 2008
11. Kabarak University, 2008

12. Mount Kenya University, 2011
13. Africa International University, 2011
14. Kenya Highlands Evangelical University, 2011
15. Great Lakes University of Kisumu (GLUK), 2012
16. KCA University, 2013
17. Adventist University of Africa, 2013

1.2.4.4 Private University Constituent Colleges

Catholic University of Eastern Africa has five (5) constituent colleges namely:

1. Hekima College (CUEA)
2. Tangaza College (CUEA)
3. Marist International College (CUEA)
4. Regina Pacis University College (CUEA)
5. Uzima University College (CUEA)

1.2.4.5 Universities with Letters of Interim Authority

The private universities that are operating with Letters of Interim Authority, while receiving guidance and direction from the Commission for Universities Education in order to prepare them for the award of Charter are:

1. Kiriri Women's University of Science and Technology, 2002
2. Aga Khan University, 2002
3. Gretsia University, 2006
4. Presbyterian University of East Africa, 2007
5. Adventist University of Africa, 2008
6. Inoorero University, 2009

7. The East African University, 2010
8. GENCO University, 2011
9. Management University of Africa, 2011
10. Riara University, 2012
11. Pioneer International University, 2012
12. UMMA University, 2013

1.2.4.6 Registered Private Universities

These are institutions that were offering university level education before the establishment of the Commission for Higher Education in 1985. They were issued with Certificates of Registration in 1989. However, a number of these institutions have since progressed to the award of Charter leaving two which are at various stages of preparedness for the award of Charter. These are Nairobi International School of Theology (NIST) and East Africa School of Theology (EAST).

1.2.5 FINANCING OF UNIVERSITY EDUCATION IN KENYA

In Kenya, university education was free of charge during the early years of their establishment and even shortly after independence. The Government used to pay for both tuition and living allowances (Weidman, 1995). The rationale for offering of free university education in Kenya during those early times was that the Government desired to create a highly trained manpower that could replace the departing colonial administrators. Under this arrangement of free university education, the graduates were bound to work in the public sector for a minimum of three years. However, Cutter (2001) explains that due to economic difficulties coupled with rapid increase in

population and oil prices, the Kenya government changed its free higher education funding policy into one of reduced recurrent budget and charging users (cost sharing).

Nyaiigotti-Chacha (2005) points out that by 1974, the number of students seeking university education had grown to an extent that it became increasingly difficult for the Kenya Government to adequately finance university programmes through provision of full scholarships and grants. As a result, the Government decided to introduce the University Students Loans Scheme (USLS) managed by the Ministry of Education. Under this scheme, Kenyan students pursuing university education at Makerere University, University of Nairobi and Dar es Salaam University received loans to cover their tuition and personal needs which they would repay on completion of their education. However, the USLS soon faced a number of problems. It lacked the legal basis to recover matured loans from beneficiaries. In addition, the members of the general public and the university students wrongly perceived that the loan was a grant from the Government which was not to be paid after all. In order to address this problem, the Kenya Government passed an Act of Parliament in July 1995 that established the Higher Education Loans Board (HELB) with a mandate to administer the students' loans scheme. In addition HELB was empowered to recover all outstanding loans given to former university students by the Government since 1952 and to establish a revolving fund from which funds could be withdrawn to lend out to needy Kenyan students pursuing university education.

Sifuna (1990) attributes the decline in state funding for public universities in Kenya to the persistent sour relationship between the Government and these institutions. The state appears to have perceived public universities' student and staff protests on

several occasions to be undermining its development efforts. In retaliation, the Government spearheaded budgetary cut-backs and general neglect of problems facing universities. This situation was worsened by World Bank and International Monetary Fund's demand on the Government to introduce structural adjustment programmes. Onyenjekwe (1993) on a similar note, points out that the rationalization programmes that public universities in Africa were asked to do were implemented in an *ad hoc* basis without any meaningful justification whatsoever. The imposition of fees on students, reduction or cancellation of student subsidies, privatization and commercialization of universities are all recommendations that despite their well intentions have not yielded good fruits for universities.

1.2.6 CHALLENGES FACING UNIVERSITY EDUCATION IN KENYA

Ndirangu and Udoto (2011) observe that the Kenyan public university sector has been experiencing an unprecedented demand for places beyond its capacity to supply. Kenya's public universities have been operating in an environment of shrinking government financial support leading to demand related challenges in terms of access, relevance and quality of higher education. Therefore, the main challenge to public university managers in the twenty-first century is how to provide quality higher education in the face of spiralling demand and declining government funding.

According to Nyaigotti-Chacha (2005) public universities in Kenya are facing a host of challenges most of which are attributed to the low funding situation and soaring inflation rates that have raised the cost of running these institutions. Generally low levels of research and publication, poor leadership and management, poor remuneration for staff, inadequate financial resources, poor ICT capacity and

utilization, poor quality standards, brain drain, poor staff development, poor student welfare, gender inequality, poor access to university education and globalization are some of the challenges facing public universities in Kenya.

Structural adjustment programmes coupled with rapid and unplanned expansion of universities together with the Government's seemingly diminishing enthusiasm for university education have created a major crisis in the universities. The major problem that has worsened the funding of public universities is the Government's failure to rationalize the machinery for determining and allocating budgetary resources for universities. The poor implementation of the structural adjustment and privatization programmes has contributed to the deteriorating conditions of facilities in universities (Sifuna, 1990 and Rwomire, 1993)

According to Mutula (2002), public universities in Kenya face numerous problems resulting from constant rise in the unit costs of education, declining academic achievements and near collapse of physical facilities. A quick survey of most public universities reveals a general decay of the once good facilities that existed in the 1970s and early 1980s when universities enjoyed significant budget support from the Government. In early 1990s, the Bretton Wood Institutions (World Bank, International Monetary Fund and key donor agencies) put pressure on the Kenyan Government to cut subsidies to the public universities by introducing fees and stopping student allowances. This move caused new challenges and problems to public universities namely: lack of staff houses, lack of space for expansion and research, poor roads, duplication of academic programmes, political meddling,

attracting poor quality students, paucity of contemporary programmes, poor leadership, poor research and development and poor remuneration for staff.

The rapid increase in student enrolment coupled with lack of basic physical facilities is a challenge that public universities in Kenya have been facing for about two decades. Nyaigotti-Chacha (2005) and World Bank (1994) point out that due to rapid increase in student enrolments in African universities there has been deterioration in the quality of education offered by these universities. Giving a similar view, the Commission for Africa (2005) says that African universities are in a state of crisis as is evident by lack of basic physical facilities such as Internet connectivity, books, laboratory equipment and classrooms. Kinyanjui (2007) shares the same sentiments by pointing out that there is a widespread perception of a decline in the quality of higher education and training in Kenya due to over-enrolment and inadequate and outdated teaching and learning facilities and low staff morale.

Mutula (2001) observes that as part of the efforts to address the above challenges, public universities in Kenya have adopted a number of intervention measures. The introduction of parallel degree programmes, retrenchment of staff and mounting of income-generating projects are some of the measures taken by public universities to ensure survival in the midst of declining resources. However, the tragedy about these measures is the fact that the funds generated from them have hardly been used to improve the learning environment. Instead, the funds have been directed to paying of hefty salaries and allowances to a few staff who are directly involved in the money generating programmes. This therefore beats the very logic why these programmes were mounted in the first place. Ndirangu and Udoto (2011) reinforce Mutula's

observation by pointing out that the rapid expansion of public university education in Kenya has not been adequately supported by the requisite building infrastructure and teaching and learning resources.

1.3 STATEMENT OF THE PROBLEM

Public universities in Kenya continue to depend on government funding for recurrent and development expenditure. However, this funding has largely reduced or remained constant over the years regardless of the soaring inflation rates, increasing demands and deteriorating economic conditions. Table 1.1 below shows the approved budget estimates of recurrent expenditure for public universities for the period 2005/2006 to 2010/2011 financial years.

Table 1.1: Approved Budget Estimates of Recurrent Expenditure for Public Universities in Billion Kshs for 2005/2006 to 2010/2011 Financial Years

| UNIVERSITY | ACADEMIC YEARS | | | | | | TOTAL |
|-----------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | 2005/2006 | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011 | |
| UON | 3.65 | 3.27 | 3.38 | 3.38 | 4.31 | 4.85 | 22.84 |
| Kenyatta | 1.27 | 1.56 | 1.86 | 1.86 | 2.86 | 3.17 | 12.58 |
| Egerton | 1.63 | 1.75 | 1.75 | 1.75 | 2.61 | 2.85 | 12.34 |
| JKUAT | 0.85 | 0.91 | 0.88 | 0.88 | 1.98 | 2.24 | 7.74 |
| Maseno | 0.91 | 0.76 | 0.78 | 0.78 | 1.1 | 1.32 | 5.65 |
| Moi | 1.6 | 1.85 | 1.85 | 1.85 | 2.81 | 3.3 | 13.26 |
| MMUST | 14.12 | 12.78 | 0.44 | 0.44 | 0.6 | 0.69 | 29.07 |
| TOTAL | 24.03 | 22.88 | 10.94 | 10.94 | 16.27 | 18.42 | |

Source: GOK Estimates of Recurrent Expenditure for 2005/2006 to 2010/2011 Financial Years

It is evident from Table 1.1 on page 22 that the total approved budget estimates of recurrent expenditure for the seven public universities fluctuated over the six year period. The estimates declined by approximately 54.5% from 24.03 billion in 2005/2006 to 10.94 billion in 2007/2008. The budget estimate remained constant in 2008/2009 at 10.94 billion. Although the estimates increased by approximately 68.4% from 10.94 billion in 2008/2009 to 18.42 billion in 2010/2011, it is obvious that the increment is below the budget requirements that were approved for 2005/2006 and 2006/2007 financial years.

Table 1.2 below shows the approved budget estimates of development expenditure for public universities for the period 2005/2006 to 2009/2010 financial years.

Table 1.2: Approved Budget Estimates of Development Expenditure for Public Universities in Million Kshs for 2005/2006 to 2010/2011 Financial Years

| UNIVERSITY | ACADEMIC YEARS | | | | | TOTAL |
|-----------------|----------------|------------|------------|-------------|-------------|-------------|
| | 2005/2006 | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | |
| UON | 0 | 0 | 27 | 335 | 130 | 492 |
| Kenyatta | 10 | 10 | 30 | 80 | 210 | 340 |
| Egerton | 181 | 166 | 176 | 430 | 580 | 1533 |
| JKUAT | 143 | 205 | 183 | 582 | 510 | 1623 |
| Maseno | 40 | 40 | 50 | 120 | 160 | 410 |
| Moi | 40 | 20 | 40 | 210 | 580 | 890 |
| MMUST | 497 | 112 | 75 | 160 | 160 | 1004 |
| TOTAL | 911 | 553 | 581 | 1917 | 2330 | |

Source: GOK Estimates of Development Expenditure for 2005/2006 to 2009/2010 Financial Years

Although Table 1.2 on page 23 indicates that the total estimates for development expenditure generally increased from 911 million in 2005/2006 to 2.33 billion in 2009/2010 financial year, an analysis of the allocations made to the individual universities throughout the five-year period reveals a general trend of fluctuation largely characterised by budget stagnation, reduction and increment.

Furthermore, research literature indicates that the reduction of recurrent expenditure for public universities in Kenya occurred in the years before 2005/2006 financial year. Due to economic difficulties and the alarming increase in population coupled with rising oil prices of 1973, the government changed its policy of free higher education into one of reduced allocation of recurrent budget and introduction of user charges (Cutter, 2001). The Government of Kenya reduced the education budget in 1994 from 37% of its total annual recurrent budget to about 30% with the justification that it was not possible to allocate additional funding to higher education (Kiambaa, 2004). Due to the harsh economic situations experienced in East African countries over the recent past, government support for East African Universities has seen a steady decline forcing these institutions to operate under very tight budgets (Zezeza and Olukoshi, 2004). The government's contribution to public universities in Kenya has increasingly diminished leading to serious financial problems (Kavulya, 2006).

The impact of under-funding in Kenya's public universities is currently characterised by inadequate infrastructure, insufficient learning facilities, high student-lecturer ratios, inadequate staff, moribund teaching and learning technologies and delivery of poor quality education services. One of the key learning facilities in Kenya's public universities whose functions and services have been heavily affected by under-

funding is the library. Most public university libraries in Kenya currently serve more students than they were originally designed to. This problem has been accelerated by the ever increasing student enrolment in public universities. Moreover, Kenya's public university libraries no longer hire staff and purchase information materials and equipment as adequately as they used to when funding was not a problem. This setback has been worsened by the ever increasing inflation rate which has raised the employees' cost of living and the unit cost of purchasing materials and equipment. The implication of this scenario has been that instead of these libraries employing more staff and buying more materials and equipment, the challenge has been to sustain the existing ones.

With the above analysis of the funding problems affecting public universities in Kenya, it is clear that library funding is not a priority. Since the library relies on the university's budget, it ends up competing with other demanding needs of the university. Public universities have over the years concentrated on spending in other areas of the university other than the library for instance giving priority to paying staff salaries and wages. The funding allocated and disbursed to the library has largely remained constant, reduced or slightly increased over the years. On the other hand public university libraries have been too budget-dependent that they have not considered other areas of fundraising. Lack of sufficient library facilities and services undermines the very core business of the Kenyan public universities which is to excel in teaching, learning and research. Consequently, there is need for public university libraries in Kenya to rethink their funding strategies and possibly consider fundraising as a source of funding. The purpose of this study therefore was to examine fundraising as a viable supplementary source of funding for these libraries.

1.4 AIM OF THE STUDY

The aim of this study was to examine fundraising as a viable supplementary source of funding for public university libraries in Kenya.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study were to:

1. Determine the funding requirements of public university libraries in Kenya.
2. Establish the funding policies of public university libraries in Kenya.
3. Identify the sources of funding for public university libraries in Kenya.
4. Assess the adequacy of funding allocated to public university libraries in Kenya.
5. Examine the possibility of fundraising as a supplementary source of funding in public university libraries in Kenya.
6. Determine fundraising challenges faced by public university libraries in Kenya.
7. Suggest measures needed to undertake successful fundraising activities in public university libraries in Kenya.

1.6 RESEARCH QUESTIONS

In order to achieve the above stated objectives, this study sought to answer the following research questions:

1. What are the funding requirements of public university libraries in Kenya?
2. What are the funding policies of public university libraries in Kenya?
3. What are the sources of funding for public university libraries in Kenya?
4. How adequate is the funding allocated to public university libraries in Kenya?
5. What is the viability of fundraising as a supplementary source of funding in public university libraries in Kenya?

6. What are the fundraising challenges faced by public university libraries in Kenya?
7. What are the measures needed to undertake successful fundraising activities in public university libraries in Kenya?

1.7 ASSUMPTIONS OF THE STUDY

This study was based on the following two assumptions:

1. That, public university libraries in Kenya are inadequately funded and therefore they need to adopt fundraising as a viable supplementary source of funding.
2. That, inadequate funding coupled with rising inflation and the rapid increase in student enrolments, has negatively affected the ability of public university libraries in Kenya to provide quality information products and services.

1.8 SIGNIFICANCE OF THE STUDY

This study is significant to public university authorities and all stakeholders of higher education in Kenya in the following ways:

- i) It would enable public university authorities and stakeholders to understand the need for sustained and improved funding of the library operations.
- ii) It would enable public university authorities to formulate and implement effective library funding policies.
- iii) It would help public university authorities to identify viable sources of funding library operations.
- iv) It would enable public university authorities to identify viable fundraising opportunities through which friends of public university libraries can make their contributions to the library.

- v) It would enable public university authorities to determine library fundraising challenges and how to address them.
- vi) It would enable public university authorities to consider fundraising as a viable supplementary source of funding library operations.

1.9 SCOPE OF THE STUDY

The study focused on examining fundraising as a viable supplementary source of funding for public university libraries in Kenya. Had the researcher included private university libraries in the study, the scope would have been too wide as to be covered within the available financial resources and the stipulated time frame. This was because the number of private universities in Kenya was about four times the number of public universities and hence more financial resources and time span would have been needed for data collection, analysis and thesis writing.

1.10 LIMITATIONS OF THE STUDY

Mathooko et al (2007) citing Keya et al (1989) and Mugenda and Mugenda (1999) observe that limitations in research are factors that may negatively influence the methods of solving the research problem thus making the study difficult. These factors range from sample size, length of the study, data collection procedures to legal, ethical, logistical, theoretical and practical drawbacks. This study faced limitations related to data collection procedures. The researcher had to obtain authorisation at two levels namely from the National Council for Science and Technology (NCST) and from each public university. The process of obtaining these authorizations involved submitting formal applications. The responses to the applications took long in some cases. The research was also faced with the limitation

of some respondents that were not willing to participate in the study for personal reasons. This was even after all letters of authorization were availed to them. In all these cases, the researcher patiently followed up with the concerned parties until he managed to collect data.

1.11 ETHICAL CONSIDERATIONS OF THE STUDY

Fraenkel and Wallen (2000) notes that researchers need to consider the ethics of their research by asking themselves whether their studies could inflict any physical or psychological harm to anyone. In consideration of Fraenkel and Wallen's view, the researcher of this study protected his research participants from any possible harm emanating from the study. He did this by ensuring confidentiality of the research data, guarding against any possible deception to or by the participants, informing the participants prior to the actual study about the objects of the study and seeking their voluntary consent before interviewing them.

1.12 DEFINITION OF OPERATIONAL TERMS

The following terms are defined according to the context in which they are used in this study:

Funding Policy

This refers to any kind of budget guidelines used to allocate money for operational (both recurrent and capital) expenditure to a public university and/or library in Kenya.

Funding Requirements

This refers to the financial needs of a public university and/or library in Kenya.

Funding Sources

This refers to any kind of activity or place where a public university and/or library in Kenya obtain money for supporting its operations.

Fundraising

This refers to any kind of activity that a public university and/or library in Kenya undertakes in order to collect additional funds or income to supplement its budget allocation.

Fundraising Challenge

This refers to any kind of hindrance that tends to prevent a public university and/or library in Kenya from successfully carrying out a fundraising activity.

Fundraising Policy

This refers to any kind of guidelines that stipulates how a public university and/or library in Kenya, undertakes fundraising activities.

Fundraising Programme

This refers to a series of fundraising activities that a public university and/or library in Kenya, plans to do in order to raise additional income to support part of its activities.

Fundraising Strategy

This refers to any kind of approach that is used to raise additional funds or income in a public university and/or library in Kenya.

Public University

This refers to a state-sponsored university in Kenya.

Public University Library

This refers to a library established to serve the public university community in Kenya.

Tactical-Level Library Manager

This refers to a Head of Library Section in a Public University Library in Kenya.

Strategic-Level Library Manager

This refers to a University Librarian, Deputy University Librarian, College Librarian and Campus Librarian in Public University Library in Kenya.

1.13 ORGANIZATION OF THE THESIS

This thesis is organized into six chapters as follows:

Chapter one presents an introduction and background information to the study which ultimately lays the foundation for the statement of the research problem. It also provides information about the following aspects of the study: aim, objectives, research questions, assumptions, significance, scope, limitations, ethical considerations, definition of operational terms and organization of the thesis.

Chapter two presents the theoretical framework upon which the study is based on. Three main theories were adopted for the purpose of this study namely: - The Resource Mobilization Theory, Incentive Theory of Motivation and Role Theory. The

chapter explains how these three theories were applied to the study. The other theories which were considered but not adopted include the Social Exchange Theory and New Social Movement Theory. This chapter also presents the literature review on topics that are related to the area of study. Specifically, literature was reviewed on effects of low funding in public university libraries, sources of library funding, library fundraising programmes, factors influencing successful library fundraising, fundraising strategies and fundraising challenges.

Chapter three presents information on the research design that was adopted by the researcher. In this study, the survey research design using both its qualitative and quantitative approaches was adopted. The chapter also presents information on or about the target population of the study, sampling process involved in the study, methods that were used to collect data for the study, instruments that were used to collect the research data, how pilot and validity testing was carried out, data collection procedures, methods used for data analysis and constraints that were experienced during the study.

Chapter four presents the results of data that were collected during the study and gives its analysis and interpretation in accordance with the research objectives and questions. Specifically, data was presented, analyzed and interpreted on the following thematic areas about public university libraries in Kenya: - research participants, library funding requirements, library funding policy, library funding sources, library funding trends, library funding adequacy levels, fundraising as a supplementary source of funding, fundraising challenges and measures needed for successful fundraising activities.

Chapter five discusses the research findings of the study based on the data presentation, analysis and interpretation as given in chapter four. The chapter integrates the findings of the study and correlates them to the observations and/or conclusions made in the literature reviewed in Chapter two. The chapter also links the study findings to the research questions and assumptions with an intention of pointing out the answers to the questions and approving or disapproving the assumptions.

Chapter six draws conclusions and makes recommendations based on the major findings of the study. The recommendations made are aimed at suggesting the improvement of funding levels, fundraising and by extension the library services in public university libraries in Kenya. Finally, the chapter ends by suggesting two topics for further research in order to gain additional insight into the research problem of this study.

1.14 SUMMARY

This chapter presented an introduction and background information to the study which ultimately laid the foundation for the statement of the research problem. It also provided information about the following aspects of the study: aim, objectives, research questions, assumptions, significance, scope, limitations, ethical considerations, definition of operational terms and organization of the thesis.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter covers two main areas, namely, the theoretical framework upon which the study is based and literature review related to the study. According to MacMillan English Dictionary (2002), a theory can be understood to mean either ideas that explain how and why something happens or a set of general principles that a particular subject is based on. Literature review refers to the works that the researcher consults in order to understand and investigate the research problem (Kombo and Tromp, 2006). The researcher in this study therefore gives a critical look at the previous research that is significant to the study. In line with Kombo and Tromp's (2006) observation, the researcher reviewed literature related to the study in order to sharpen and deepen the theoretical foundation of the study, gain an insight into what has already been done on the topic, gain an understanding of the various approaches used to deal with the research issue and obtain a basis for developing a framework for analyzing and interpreting data.

2.2 THEORETICAL FRAMEWORK

Sekaran (2006) defines a theoretical framework as a conceptual model of how one theorizes or makes logical sense of the relationships among several factors that have been identified or are important to the research problem. The theory usually flows logically from the documentation of previous research in the problem area. When adopting a theory a researcher integrates his or her logical beliefs with published

research, taking into account the boundaries and constraints governing the situation. This integration is pivotal in enabling the researcher to develop a scientific basis for investigating the research problem. In a nut-shell, Sekaran observes that the theoretical framework discusses the interrelationships among the variables that are deemed to be integral to the dynamics of the situation being investigated. The theoretical framework helps the researcher to postulate or hypothesize and test certain relationships and thus improve his or her understanding of the dynamics of the situation. On a related view, Saunders et al. (2003) cites Yin (1994) who observes that a theoretical framework helps the researcher to organize and direct his data analysis. This approach demonstrates a preference for commencing with and utilizing theory in qualitative research rather than allowing it to develop from the work.

This study considered five theories for possible adoption. These are Resource Mobilization Theory (RMT), Incentive Theory of Motivation, Role Theory, Social Exchange Theory and New Social Movement Theory. These theories are explained in the subsections 2.2.1 to 2.2.5 below:

2.2.1 RESOURCE MOBILIZATION THEORY

According to Kendall (2006), Resource Mobilization Theory (RMT) is a sociological theory that forms part of the study of social movements (social organizations). It stresses the ability of a social movement's members to acquire resources and to mobilize people towards the furtherance of their goals. In contrast to the traditional collective behaviour paradigm that views social movements as deviant aberrations, RMT which emerged in the 1970s, views social movements as formed by rational social institutions and social actors taking political actions (Buechler, 1999).

According to the RMT, it is a core group of sophisticated strategists that works towards harnessing the disaffected energies, attracting money and supporters, capturing the media's attention, forging alliances with those in power, and creating an organizational structure. This theory assumes that without such resources, social movements cannot be effective, and further that dissent alone is not enough to engender any social change. It also assumes that individuals are rational and social movements engage in goal-oriented activities. Thus, following the Rational Choice Theory (RCT), individuals are perceived as weighing the costs and benefits of participating in a social movement and will decide to act only if the benefits of participation outweigh the costs involved (Kendall, 2006).

According to Robert Merton cited in Simsek (2004), RMT postulates that social movements are rational organizations that seek to achieve specific goals, mobilize resources such as financial, material and human capital and invent strategies and tactics to win support. RMT further argues that almost every society is dominated by a few interest groups such as trade unions, business chambers and the military. Other groups which would like to participate in the political system have to organize various resources. The major resources that a group can mobilize are time, numbers, money, powerful third parties, ideology and leadership. On a similar note, Schaefer (2006) observes that Social Movement Organizations require resources that include money, political influence (leadership), access to the media and personnel. Leadership is a key factor for recruiting and inspiring members in a social movement organization.

Simsek (2004) observes that the core elements of RMT are organization, interests, resources, opportunities and strategies rather than real social movements. RMT has

five main assumptions namely: social movements should be understood through the conflict perspective of collective behaviour; there is basically no difference between institutional and non-institutional collective action; collective action enables groups to defend their interests in a rational way; the formation of social movements depends on the availability of resources and opportunities and the success of a group is measured by whether or not it is recognized as a political actor and whether or not any increase is observed in material benefits.

According to Gamson (1990), cited in Nerbonne and Nelson (2004), RMT postulate that rational strategies are paramount to realizing the mission of individual groups referred to as Social Movement Organizations (SMOs). McCarthy and Wolfson (1996) cited in Nerbonne and Nelson (2004) identifies three strategies through which SMOs can succeed in fulfilling their missions namely: public education that involves bringing awareness or consciousness to a wider audience; direct service which changes the conditions that they find unacceptable and structural change that makes an effort to change the legal or authoritative structures. Morris (2002), Jenkins (1983) and Zald (1977) observe that for SMOs to succeed in realizing their missions, they must secure resources from both inside and outside their organizations. These resources include: financial and material capital e.g. money, space and equipment; Human capital e.g. knowledge and volunteer effort and social capital e.g. networking potential and organizational resilience.

2.2.2 INCENTIVE THEORY OF MOTIVATION

According to wikipedia, motivation is a set of reasons that determines one's engagement in a particular behaviour. According to various theories, motivation may

stem from the basic need to minimize physical pain and maximize pleasure or it may include specific needs such as eating or resting or a desired object, hobby, goal, state of being which could be ideal or it may be attributed to less apparent reasons such as altruism, morality or overcoming mortality.

The Incentive Theory of Motivation is based on the concept of giving rewards to individuals or organizations for work well done. According to wikipedia, a reward is a tangible or intangible gift presented after an occurrence of an action or behaviour with the intent of causing the behaviour to occur again. This is done by associating positive meaning to the behaviour. Most motivation studies reveal that if a person receives the reward immediately, the effect would be greater and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation can be intrinsic or extrinsic. Intrinsic motivation comes from within individuals and extrinsic motivation originates from other individuals. Rewards can also take the same dimension of being intrinsic or extrinsic. Intrinsic rewards are internal to the person for instance a feeling of satisfaction or accomplishment. Extrinsic rewards are external to the person for example the act of being praised or given money.

2.2.3 ROLE THEORY

According to wikipedia, Role Theory is a perspective of social psychology that considers most of everyday activities as happening out of socially defined categories of people who are vested with certain social roles that they must face and fulfil. The theory posits the following six propositions about social behaviour namely: people spend much of their lives participating as members of groups or organizations; within

these groups or organizations, people occupy distinct positions, each of these positions entails a role with a whole set of functions performed by the person in a group or organization and that are moulded by the expectations of others; groups or organizations often formalize expectations as norms or even codified rules which include what rewards will result when roles are successfully performed and what punishments will result when roles are not successfully performed; Individuals usually carry out their roles and perform in accordance with prevailing norms and group members check each individual's performance to determine whether it conforms with the norms.

According to wikibooks, Role Theory postulates that human behaviour is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals perform or enact in their daily lives. Individuals generally have and manage many roles. Roles consist of a set of rules or norms that function as plans or blueprints to guide behaviour. Roles specify what goals to be pursued, what tasks must be accomplished and what performance are required in a given scenario or situation. Role Theory holds that a substantial proportion of observable day-to-day social behaviour is simply persons carrying out their roles. Role Theory is predictive and implies that if we have information about the role expectations for a specified position, a significant portion of the behaviour of the persons occupying that position can be predicted. Role Theory argues that in order to change behaviour, it is important to change roles as roles corresponds to behaviours and vice-versa. Roles also influence beliefs and attitudes to correspond with their roles.

2.2.4 SOCIAL EXCHANGE THEORY

According to wikipedia, Social Exchange Theory is a social, psychological and sociological perspective that explains social exchange and stability as a process of negotiated exchanges between parties. It postulates that all human relationships are formed by the subjective cost-benefit analysis and comparison of alternatives. Social Exchange Theory is currently applied in situations involving the exchange of resources. According to the Communication Initiative Network, Social Exchange Theory is based on social exchanges in economic terms and it suggests that an intervention involves voluntary exchange of resources. Individuals, groups and organizations have resources they are willing to exchange for perceived benefits. To persuade an individual to take part in an exchange, the person must believe that the benefits of adopting perceived behaviours outweigh the costs of purchasing or adoption. Incentives are offered as benefits by intervention planners to members of the group or organization in order to target potential members to encourage adoption of behaviour innovation.

2.2.5 NEW SOCIAL MOVEMENT THEORY

Simsek (2004) observes that New Social Movement Theory is based on cultural analysis. The theory questions the existing cultural codes, symbols and forms of authority. They are self-reflexive activisms. Social movements give certain messages to the audience through the way they are organized, the relationships they set up and the means they use. New Social Movements pursue specific and practical goals as opposed to more abstract and ideal goals. There are eight assumptions of the New Social Movement Theory namely: New Social Movements are mainly middle class based activism; they are actually characterized by statuses other than class such as

religion, gender and sexual preference; social movements are responses to the politicization of everyday life; they are responses of modernity or post-modernity in the broadest sense; they address a wide societal context; they seek post material values, the role of symbolic and cultural resistance is essential for social movements and they form decentralized, egalitarian and participatory organizations.

2.2.6 APPLICATION OF RESOURCE MOBILIZATION THEORY

The Resource Mobilization Theory was applied to this study because it was found to be the most relevant. The application of this theory to the study can be justified by the following reasons, that:-

- a) Fundraising activities for libraries would require the need to mobilize various groups of people to come to work together in order to achieve common fundraising goals. In order to enlist the voluntary participation of people to support the library's fundraising ideas or plans, they need to be encouraged to a point where, through their own rational choice, they agree to invest their resources for the benefit of the library. Such resources may come in the form of money, space, equipment, knowledge, volunteer effort, networking potential, leadership skills and organizational resilience.
- b) The act of mobilizing people towards supporting fundraising ideas or plans of the library requires the need to form small social groups or organizations responsible for specific fundraising functions. This may include forming such groups as the Library Fundraising Committee, The Alumni Group for the Library, Friends of the Library Groups and Library Support Groups.
- c) The successful planning and execution of fundraising activities of the library requires the key input of a core group of highly influential and professional

strategists that would seek to harness the philanthropic potential existing within the society, identify and attract money and other material gifts from potential donors, capture the media's attention, lobby, advocate and forge alliances with those in influential positions and create organizational structures that facilitate fundraising activities. This calls for libraries and their universities to create fundraising and/or development units within their organizational structures. These units should be under the control of professionals with backgrounds in fundraising and public relations. They will work jointly with the core group of strategists in providing the needed leadership and social networking vital in fundraising events.

- d) For fundraising groups of libraries to succeed in realizing their specified goals, they need to have in place some rational fundraising strategies such as marketing fundraising ideas to the wider constituency of the society, providing direct quality services that touches the hearts of the people to want to reciprocate by offering resource assistance and creating structures that attract rather than hinder resources.

2.3 REVIEW OF RELATED LITERATURE

The researcher reviewed available literature related to the subject of investigation under the following sub-topics: effects of low funding in public university libraries, sources of library funding, library fundraising programmes, factors influencing successful fundraising, fundraising strategies and fundraising challenges.

2.3.1 EFFECTS OF LOW FUNDING IN PUBLIC UNIVERSITY LIBRARIES

Boadi (2006) observes that university libraries require adequate but continuous funding in order to acquire quality information resources in support of the academic programmes of their parent institutions. However, he regrets that this goal is

increasingly becoming difficult for public university libraries in Africa to attain due to lack of reliable financial support. The depreciating ability of university libraries to acquire necessary information and human resources in support of their universities' overall goals has generated into a situation in which the quality of teaching, learning and research have been heavily compromised. Boadi attributes the inability to provide adequate financial support to university libraries to poor state of African economies, lack of goodwill for support of libraries, inflation, rapid increase in student population and the increasing cost of library materials. Hunt (2003), Morgan (1997) and Wiemers (1993) similarly, agree with Boadi that a university library requires a continuous annual investment if it is to retain its value and achieve its goals. Bryson (1999) adds that there is need for institutional commitment and sound financial planning in funding library development and its continuous services. Financial planning in this sense involves the process of economic analysis in which costing is identified and revenue allocated to the resources and activities that allow the objectives of the information services and its parent organization to be achieved. This economic analysis can be achieved through the budget process and can be used to determine the optimum use of staff and resources in order to achieve cost effectiveness.

Okojie (2010) points out that seeking innovative ways to finance public university libraries in Africa has never been more pertinent than in the recent past. For a long time, these libraries have relied on their parent institutions to provide adequate funding for libraries in return of services rendered. It was not until the economy of most African Countries began to dive in the late 1970s that the idea of budget-cuts in every sector including that of the library and information services became inevitable. The level of priority placed by the African governments on library and information

services reduced in preference for basic needs such as adequate shelter, food, clothing, infrastructure and social services. The other factors that contributed to under-funding of public university libraries were the high cost of reconstruction and rehabilitation after periods of wars and political instability in most of the African countries. Okojie further cites the following factors found in the research literature that contribute to the financial challenges being faced by African university libraries:

- i)** Introduction of government reform programmes which invariably led to the devaluation of the individual country's national currency and eventually negatively affecting the library and information services sector because most of the books, journals, audio-visual materials and equipment are purchased from overseas. This implies that library materials are purchased in hard currency at higher costs.
- ii)** Many African university libraries are dependent largely on foreign aid and donor agencies for collection development. This has led to the parent institutions to underrate the importance of budgetary allocation to their libraries.
- iii)** The rapid emergence and development of electronic information has led to an explosion in the quantity of published materials. However, most African universities are yet to fully exploit the advantages inherent in the use of the new ICTs and have difficulties adopting the changes brought about by these technologies. Most African university libraries do not have adequate number of computers, provide poor Internet services and have limited automated services. These libraries also find it as a challenge to maintain ICT infrastructure, renew software licences and contracts. This affects the quality of information services being provided leading the library users to look for alternative sources of gathering information.

- iv)** Poor image of librarians resulting from the problem of Library and Information Science (LIS) schools failing to attract the best students since most of those who enrol for librarianship do so after failing to get admitted to their favourite programmes and hence have no real interest in the LIS profession. This leads to provision of poor library services in most African university libraries. This in turn has created a poor image of librarians and librarianship in general thus making it difficult to make a good case for more funding in a competitive environment.
- v)** Most African university libraries depend on foreign information resources, thereby spending more money on collection development due to devaluation of the local currencies required to purchase books from overseas. In addition, because of the weak publishing industry in Africa few local information resources are generated. Most of the locally published books are poorly edited, poorly produced and poorly distributed. They also have out-dated information, weak bibliographic control tools, pose difficulty in locating the materials and journals and have short lifespan. All these aspects make it unattractive to purchase books.
- vi)** Constant changes in government policy in the book trade sector. Certain government policies especially regarding access to foreign exchange which several libraries need to purchase books, journals and equipment change so frequently, that libraries find it difficult to plan or make forecasts about the quantity of journals they can subscribe to.
- vii)** Most university libraries in Africa that have relied on foreign assistance to survive have had difficulty in sustaining the level of service provision when such aid comes to a halt.
- viii)** Most African countries face the challenge of inadequate infrastructure including electric power, low bandwidth and poor and expensive telecommunication

systems. This means that African university libraries spend money that could have been used for purchasing materials in providing alternative sources of electric power and telecommunication services.

- ix)** Most Library and Information Science (LIS) schools in Africa have out-dated curricula that do not readily equip the graduates with the requisite skills for the world of work. In an era of information age, LIS curricula need to be extensively reviewed to include courses that will enable students acquire such skills as fundraising, advocacy and lobbying, web design and editing, Internet search skills and so on.
- x)** The Library associations in Africa are not only few but also weak in operation. This makes it impossible for African university libraries to take advantage of the available advocacy channels in the world of philanthropy.
- xi)** Most of the librarians practicing in African university libraries were trained at a time when the use of ICT was not readily available. This has made it impossible for them to take advantage of web fundraising techniques. This crop of university librarians may need to re-train which will come at an additional cost of the university further squeezing the already limited library budget.
- xii)** There is inadequate number of good quality re-training programmes through which librarians who are already practicing can enhance their skills. Where workshops are organized they are too expensive for individual librarians to who may not be sponsored by their organizations.
- xiii)** In some African countries, the legislative framework for the provision of efficient and effective library services is inadequate.

Ndirangu and Udoto (2011) observe that inadequate funding of Kenyan public university libraries has created a challenge of overcrowding. The reading space provided by these libraries is inadequate in comparison with the total number of eligible library users. They point out that most of the Kenyan public university libraries are so overcrowded that they are stuffy for a library user to concentrate on his or her studies. This finding is supported by Mwiria et al (2007) and Rosenberg (1997) who observed that the University of Nairobi (UON) main library which was designed for a capacity of 600 library users was serving 16,715 users while Moi University's main library which was designed for 2,500 library users was serving 10,454 users. This implies that many library users in Kenya's public universities opted to study elsewhere because of space constraints. Earthman (2004) adds to say that the impact of overcrowding had led to exposure of the library users to chronic noise levels and lack of personal space which interferes with cognitive functioning among other things. Due to this problem of overcrowding, some library users could not revise adequately for their exams and some who missed seating space preferred to study outside the library sometimes doing it in the open fields. Ndirangu and Udoto (2011) however, points out that the greatest challenge among Kenyan public university libraries is lack of study materials. This is evident by the presence of study materials most of which were obtained during colonial days in the 1960s. Due to the acute shortage of study materials, a single copy of study material for instance ends up being competed for by 300 students resulting in those who could afford to buy books for themselves doing so. The Northwest Commission on Colleges and Universities (NWCCU) (2010) recommends that an institution's collection of study materials should be sufficient in quality, currency, depth and diversity if it has to effectively support student learning. This implies that public university libraries in Kenya ought

to be given adequate funding to support their activities. In addition to the need for sufficiency in quality, currency, depth and diversity of study materials, there is also need for quality of library study environment. Abend et al (2006) and Yurko (2005) points out that good lighting, a welcoming atmosphere and level of comfort are important indicators of a quality university library.

Mwiria et al (2007) observe that the acquisition of library resources is the worst victim of neglect in many Kenyan public universities inspite of an increase in student enrolment. They cite the University of Nairobi's main library which has a capacity to hold 2.5 million titles of books but only had 750,000. They observed that Kenyan public universities appeared not to be spending sufficiently to improve the number of titles in their libraries. They point out that regardless of the aspect of insufficient funding, teaching and learning resources appeared to be ranked low in Kenya's public universities' order of priority. In addition, Ndirangu and Udoto (2011) observe that due to inadequate funding, most Kenyan public universities did not have adequate Internet access for their students. They point out that despite the efforts being made in Kenyan public universities to computerise key activities including libraries, the trickle-down effect in terms of availability, affordability and accessibility seem not to have impacted significantly on the students who are the primary recipients. This sentiment is further reinforced by The Southern Africa Regional Universities Association (SARUA) (2007) which observed that 80% of the Sub-Saharan universities have poor Internet connectivity or have none at all.

Huang (2006) points out that state support for higher education in most countries have been declining and as a result, most state or public universities are suffering from

budgetary cuts. He recalls that in the past 20 years, funding in academic libraries has become increasingly problematic and competitive. He comments that if academic libraries have to manage and maintain existing collections, provide access to ever growing electronic resources and launch innovative programmes and new services, then they must seek supplementary financial resources through fundraising. On a similar note, Rader (2000) points out that budgets for academic libraries in US became inadequate during the last decade of the 20th century due to high cost of electronic information, new technologies, annual price increases for library materials, personnel, equipment and facilities. For this reason, most academic libraries in US have resorted to fundraising as a way of raising money to supplement their budgets. This activity is done through the development programme of the library or the one for the entire university. It is true that funding for public university libraries in Kenya has reduced over the years leading to heavy budgetary cuts. Their funding has been so much compromised that it has resulted in provision of poor quality information services. Like their counterparts in the USA, Kenyan public university libraries have no other option but to seek supplementary financial resources through fundraising if they expect to meet their budgetary obligations. However, it is important to note that in trying to do this, the support of the university management and the rest of its community is necessary in advocating and lobbying for fundraising programmes from like-minded individuals and organizations.

Ahemba (2006) and Enwegbara (2002) points out that due to inadequate funding most libraries in African universities are deficient of key learning resources, books and other physical infrastructure. Akporhonor (2005) observes that for a library to meet its objectives, it requires money. If this need fails to be met, it becomes difficult to

organize for library services. The efficiency of the services is also bound to be adversely affected. Further, Simui and Kanyengo (2004) observe that Government spending on higher education institutions has generally declined in most African countries. They attribute this situation to a number of factors including economic recession, growing population that is exerting new and expanded demands on the Governments, debt burden and structural adjustment programmes. Simui and Kanyengo (2004) and Mutula (2002) all agree that in the wake of this fluctuation and reduction in funding, African universities were directed to institute budget-cut measures to curb the ensuing budget deficits. Among the budget-cut measures adopted by most universities was the reduction of expenditure on certain university activities that included library and information services. However, for a university library to effectively and efficiently discharge its role in the university system, it requires not only adequate but also continuous and/or sustainable funding. Simui and Kanyengo (2004) regrets that the important role played by university libraries is being threatened by inadequate funding allocated to them for purchasing new books, subscribing to journals and acquiring new facilities and ICTs. This situation is being worsened by rapid technological changes that demand regular upgrading and which translate into the need for more investment in terms of funds.

According to Kavulya (2006), the state of library and information services in Africa is generally perceived to be inadequate and financial support of library development is often viewed as small-scale, piece-meal and lacking in coordination. This is because public universities in Kenya have experienced dramatic budget reductions from the central government leading to diminishing financial support to university libraries by the parent institutions. Whereas, there was meaningful funding of these libraries by

the government in the 1980s, the trend turned for the worse in the 1990s and eventually leading to dismal funding by the beginning of the twenty-first century. At present, the government releases money on a monthly basis to cover for personal salaries for the entire university system and if there is a remainder for the library, it is used to purchase stationery and a few materials. Rosenberg (1997) supports this sentiment when she observes that since the mid 1980s, the relative value of university libraries in Africa declined to near total collapse. This state of decline was evident through low numbers of monographs per student, inadequate journal subscriptions and limited access to electronic information. As a result, African university libraries have been unable to adequately support teaching, learning and research activities. Inadequate funding of these libraries have also resulted in limited reading and storage space and declining budget levels which have prevented universities from servicing the growing demand for education. Similarly, World Bank (1996) observes that due to under-funding, public universities in Sub-Saharan Africa have low numbers of trained faculty, virtually non-existent levels of research, poor quality educational facilities including libraries and inadequate laboratories and outdated academic programmes. UNESCO (1998) also points out that many university libraries in Africa do not have fiscal resources to purchase information resources a situation that has negatively affected training and research capacities.

Kaijage (2003) points out that due to inadequate funding, the study materials at the library of the School of Business at Copperbelt University of Zambia were insufficient. He further observes that whatever was available was either mutilated or obsolete. Similarly, the Association of African Universities (AAU) (1998) decries the quality of library facilities in African universities terming them as bleak and no longer

able to meet even the basic needs of library users. The AAU attributed this to the problem of reliance on donors whereupon local initiatives in the acquisition of new books and such other equipment as computers and photocopiers for the libraries were accorded a low priority. In this regard, the AAU recommends the need for establishment of library funding policies among African universities. Nigeria through the Nigerian University Commission took a lead in this effort by making it mandatory for Nigerian universities to allocate three percent of their total budget to funding libraries.

2.3.2 SOURCES OF LIBRARY FUNDING

Okojie (2010) observes that charging fees has been used as an alternative source of revenue for university libraries although the morality of fees has been an issue of debate. However, she points out that those libraries that do not charge fees are likely to offer a poorer service or are unable to offer certain vital services. Kavulya (2006) similarly observes that nowadays, public universities in Kenya charge library user fees mainly from self-sponsored students. However he regrets that although the funds collected in form of library fees have translated into purchasing books and journals by academic departments, they are however inadequate when looked at in comparison with the library's overall financial needs.

According to Sullivan (2007), funding sources for public university libraries are classified into Government, private and additional sources which include websites and publications. She notes however that the primary funding source to most libraries is the Government. She cites the example of the USA where 122,000 libraries and 17,500 museums were benefiting from Government funding by 2007. However,

because of declining Government funds over the years due to poor economic performance and increased pressure on the state, libraries obtain supplementary funding from private sources which include foundations, business organizations, corporations and professional associations among others. Likewise, Gregorian (1991) observes that managing libraries successfully in the information age cannot be achieved through funds obtained from a single source. It therefore makes sense for libraries to seek alternative or supplementary sources of funding.

Kavulya (2006) carried out an investigation on the recent trends in funding of university libraries in Kenya using a case of four university libraries namely: University of Nairobi (UON), Kenyatta University (KU), United States International University (USIU) and Catholic University of Eastern Africa (CUEA). The survey considered the major sources of funding, changes in university funding from 1996 to 2001, support of library activities by university authorities, generation of library income and changes in donor support from 1996 to 2001. In relation to the major sources of funding, Kavulya found out that there were three main sources of funding for library operations in Kenya. These sources were parent organization, user fees and donor funds and income generation. Of these three sources, the university libraries relied mainly on fund allocations from their parent organization. Kavulya further established that whereas funding support for libraries in private universities had been consistently stable, the situation in public universities had deteriorated to the point that fulfilment of their intended goals and objectives is hampered. There had been a general reduction in funding from their parent institutions. As it turned out from this survey, public university libraries exist and operate in a paradoxical environment

because even though university authorities recognize the library's importance to academic programmes, they give them a low funding priority.

Akphorhonor (2005) and Okiy (2005) found out in their studies on library funding in Nigeria that different libraries received funding from different sources. The National Library of Nigeria, public libraries and local Government libraries depend mainly on annual budget allocations from the Government. The public libraries fund is tied to the revenue allocated to the Ministry of Education or Information. In making allocations to these libraries there are no specific guidelines to follow and as such there is no minimum or maximum level of funding. School libraries are funded through the ministry of education and its ancillary: the School Primary Education Board and the Post Primary School Management Board. The university libraries receive the greatest portion of their funds from their mother universities whose major source of funding is the Government. Funding allocations made to the university libraries are on specific guidelines. Since 1960's, the university libraries in Nigeria received a consistent five (5) percent of their respective university's annual budget until 1992. In 1993, the figure was increased to 10 percent following an agreement signed in 1992 between the Academic Staff Union of the Universities and the Federal Government of Nigeria. Following this agreement, the National Universities Commission directed that a separate account be opened for each university library. Out of the 10 percent allocated to each university library, 60 percent would be used to purchase books and journals and 40 percent would be committed to employing personnel and purchase of other items. However, Okiy (2005) regrets that the 10 percent agreement has not been fully implemented with some university executives using the library funds as "soft loans" or internal borrowing to finance university

activities without seeking the consent of the university librarian. In some state universities, the 10 percent allocation has rarely been given to the librarian.

Schmidt and Peachey (2003) observe that state universities in Australia receive funding from the Government. Primarily, a large portion of the funding comes from the central federal Government while the rest come from state and local Governments. The funding is given to each university based on the number of students and the teaching programmes it offers. The funding comprises of capital funds for new buildings, research funds which are allocated according to the numbers of post-graduate Masters and Doctoral students and a variety of other indicators which includes publication rates and the ability to attract research funds from various sources. Schmidt and Peachey (2003) further observes that university libraries in Australia are funded by their parent organizations, sometimes through a fixed percentage of overall university income, sometimes through indexation of historically fixed amounts and sometimes through a negotiation process based on various forms of budgeting which may be programme or project related. The total percentage of the university budget received by each library varies from institution to institution from as low as four percent to a high of 10 percent.

Rosenberg (1997) reviewed income generation activities in African University libraries and found out that most of them had not gone beyond payment for photocopying, e-mail service and database searching. She established that fines for overdue books and fees for outside borrowers were mainly for purposes of cost recovery rather than for profit making. Equally, Kavulya (2006) observes that public university libraries in Kenya generate supplementary income using such activities

such as photocopying, binding, word-processing services, Internet services and for University of Nairobi library, the mounting of a library diploma course. However, the only problem with these efforts is that the libraries have no control over the generated funds since all the money goes to the central finance office where they are used to address the university's immediate needs. Similarly, Okiy (2005) observes that although Nigerian libraries adopted different methods of generating income, they depict similar supplementary sources as those indicated by Rosenberg (1997). For instance, The University of Jos introduced library fees for pedigree and part-time degree programmes and offers bindery services; The Delta State University in Abraska, offers photocopy and bindery services, The University of Port Harcourt leased its library space for an annual fee to private individuals for photocopying business. Various libraries have explored the possibility of improving access to library materials and information in the face of dwindling finances through library cooperation activities but this approach was hindered by the collective poverty of the participating libraries, absence of national union lists and poor communication.

Ekoja (1996) investigated supplementary sources of generating income in Nigerian university libraries using a descriptive research design. The study revealed that these libraries engaged in a number of income generating activities. These activities include sale of information materials and services e.g. duplicate journals, back issues of newspapers, telephone and fax services, training programmes, consultancy, publishing, membership and binding services. Others included imposition of fines and charges, seeking for gifts and grants, endowments and bequests. However, Ekoja observes that the amount of income generated through sales and fines and fundraising were insignificant in terms of making a difference in the budgetary requirements of

the libraries. His recommendation was that the libraries in question should intensify and extend the range of sales and fines activities. On the contrary, he notes that receipts from gifts was impressive although all of it came from overseas' donors. He therefore recommends that more effort should be geared towards attracting more locally based organizational and individual donors. However, Kavulya (2006) observes that although librarians in Kenya's public university libraries have been active in seeking donor support, such funding has reduced significantly and even with the little donor support that could still be available, it is accompanied with a challenge of sustainability by the recipient libraries. In Kenya, the situation may not be any different from that in Nigeria. However, this study sought to establish the state of affairs in relation to supplementary sources of income in public university libraries and especially the use of fundraising approach.

According to Alemna (1994), public university libraries in Africa depend on government funding for about 90 percent of their revenue. A smaller proportion of their income comes from gifts, fines for overdue books and photocopying proceeds. However, the government funding for these libraries has been declining due to poorly performing economies, high inflation, rising societal demands on Governments for basic needs such as food, shelter and other infrastructures.

2.3.3 LIBRARY FUNDRAISING PROGRAMMES

Literature review on library funding generally reveals that public university libraries world-over are under pressure to raise additional funds to supplement the inadequate funding they receive from their primary source, the Government. Reid (2010) observes that with the recent economic downturns which have placed additional

constraints to many public universities, the academic library system with no history or culture of fundraising may wish to seek guidance in establishing a fundraising or development programme. Reid says:

“Public university libraries without development programmes should clearly attempt to start them, whether as part of the library’s administrative activities or dispersed through a team or in cooperation with their central university advancement office”.

Huang (2006) points out that the concept of library fundraising in public universities is relatively a recent trend occasioned by declining state appropriations and competitive fiscal climate. Under these circumstances, university administrators have encouraged their libraries not only to compete for alternative funding with other academic units but also to provide a wider range of services especially the ongoing technological initiatives. Furthermore, Huang observes that if academic libraries have to manage and maintain existing collections, provide access to ever growing electronic resources and launch innovative programmes and new services, then they must seek supplementary financial resources through fundraising programmes.

Okojie (2010) points out that although librarians have always expressed the need for extra funds for library operations and activities, the challenge is much greater especially in times of comparative insufficiency and poor economic performance. In times like these, efforts for seeking alternative ways to finance libraries are called for. Kavulya (2006) and Ogunrombi et al (1998) support Okojie’s view by observing that most African university libraries can receive assistance from foreign organizations in form of providing books, equipment and staff training. They cite the examples of

Carnegie Corporation and MacArthur Foundation that provided technical assistance in automated library services to six university libraries in Nigeria. In addition, eIFL.net donated VSATa to a few libraries in Nigeria and Ghana to enable them provide Internet services to their users. It has also been involved in supporting the establishment of Consortia in university libraries to facilitate resource sharing and training librarians in the use of open access resources, open source software and developing institutional repositories.

Akphorhonor (2005) observes that university libraries have always justified their request for more funding by citing the rising cost of books and other resources and the depreciating value of their country's currency. However, the universities on the other hand have justified their reduced funding by citing decline in its overall revenue. Under this financial dilemma, Akphorhonor points out that the university libraries should venture out in search of supplementary funding. In doing this, these libraries should link any source of income to specific needs of the library for instance collection development, equipment purchase and building construction. Among the possible supplementary sources of funding she identifies for the library are: charging miscellaneous fees e.g. overdue fines and replacement fees, charging library fees, applying for grants from foundations and business organizations, establishing endowment fund, charging profit levies on highly profitable multi-national companies, charging consulting fees, introducing fee-based services, launching capital projects, selling duplication collections, photocopying, using friends of the library and resource sharing.

Okiy (2005) points out that the decision to resort to supplementary sources of generating income by libraries was triggered by poor funding and the increasing demands especially in the 21st century where libraries are expected to provide users with a range of Information and Communications Technologies (ICTs) necessary for retrieving information quickly from both immediate and remote databases. These demands require engagement in library consortium and cooperation initiatives. In order to establish and run these initiatives successfully, there is need for a lot of funds for installation of efficient telecommunication facilities, operation and management of equipment and payment of electricity bills among others. In face of all these challenges, libraries have resorted to generating additional income through alternative (more preferably supplementary) sources apart from Government funding. These include bindery services, photocopying services, charging fines for reserve books, setting up small public library offering services at a fee, renting out conference halls, selling withdrawn books, using friends of the library and alumni association.

Schmidt and Peachey (2003) observes that Australian libraries have resorted to fundraising because of a decrease in Government funding, increases in costs of items and reducing value of the Australian currency. Following this cue, the University of Queensland Cybrary undertook the following initiatives in its fundraising efforts: First, it enhanced its profile in the university. Second, it demonstrated the value that the library adds to the research and teaching endeavours of the university and the efficiency and effectiveness of its services. Third, it introduced services earning fees and started undertaking development and sponsorship activities. In a nut-shell The University of Queensland Cybrary underwent a paradigm shift from using traditional approaches of raising revenue into adopting market-driven and business like

approaches. On a similar note, Neal (1997) observes that academic libraries especially those in large public universities are increasingly required to raise funds from external sources to support and enhance their collections and services. Neal further points out that the fundraising or development activities that these libraries engage in have generated creative strategies that raise their visibility and expand their donor base. Kenya's public university libraries have been embroiled in financial difficulties for about two decades now and have since been under pressure to reduce expenditure or generate additional income. This study seeks to establish if these libraries have explored fundraising programmes as among the creative approaches to adopt for generating supplementary funds.

Schmidt and Peachey (2003) further observe that Australian university libraries have initiated fundraising programmes in order to supplement their revenue sources. As part of their fundraising efforts, the larger and older universities together with their respective libraries have received gifts in honour of individuals or in gratitude for services received. They have also received estate funds on the death of grateful alumni or staff. State libraries and cultural institutions have been successful in Australia than university libraries in receiving donors particularly for heritage related activities. The Australian libraries plan for fundraising activities in two ways: First, it is done centrally through the development office in the university. Second, it is wholly undertaken by the library. In both approaches, the donors are carefully targeted, relationships are developed and benefit packages are identified. Some gifts are designated or identified to specific disciplinary areas or projects. This study opted to establish if public university libraries in Kenya have received any gifts in honour of

individuals or in gratitude for services received. This would be more applicable to older universities in the country especially the University of Nairobi.

Maxymuk (2001) observes that fundraising is an essential activity for all levels and types of libraries because he believes that no matter how generous a library's budget may be, if there were more money, then the library would provide more information resources and services. However, he points out that fundraising is a difficult thing to do and even harder to accomplish when done as a part-time activity. It is for this reason that many libraries have their own fundraising and/or development offices. Through the fundraising and/or development office, the library can easily coordinate its fundraising efforts such as Friends of the Library activities, financial campaigns, sales, donations, grant searches or any other expeditions to uncover new or additional funds.

Rader (2000) points out that budgets for academic libraries in US became inadequate during the last decade of the 20th century due to high cost of electronic information, new technologies, annual price increases for library materials, personnel, equipment and facilities. For this reason, most academic libraries in US resorted to fundraising as a way of raising money to supplement their budgets. This activity is done through the development programme of the library or the one for the entire university. However, Hannah (1997) regrets that libraries have barely explored the possibility of exploiting alternate fundraising techniques which have greater potential. She thinks that in the world of charitable giving, libraries are still a virgin territory. She advises those libraries that may not know how to go about the fundraising problem to adopt a three point step to creating a powerful fundraising action plan. These steps include

assessment of your needs, determining the end results and determining the means (fundraising strategies) to the end. Whereas most state university libraries in USA and Europe have taken the challenge to do fundraising, Africa's and especially Kenya's public university libraries have not taken any creative and innovative step towards this direction except to rely on limited and irregular donations and gifts. The researcher believes that this study will provide the needed challenge for these libraries to engage in fundraising activities as a way of diversifying their revenue sources.

Alemna (1994) observes that due to the dwindling funding support experienced by African university libraries, efforts have been made to seek for supplementary support. International library cooperation approach has been tried but it failed for reasons such as inadequate resources, poor bibliographical services and underdeveloped postal and telecommunication services. Most of these libraries then resorted to donations mainly from overseas to supplement their collections. As a measure for stepping up efforts for strengthening supplementary sources of funding, Alemna proposed the need for these libraries to set up public relations or library development units fully controlled by a professional librarian as is the case in some university libraries in USA. The role of such a unit is to attract both internal and external donors to the library. Potential donors could be organizations, institutions or individuals. The donors would be targeted and approached to provide some assistance in any form be it in terms of funding, materials or even buildings for the libraries. Another approach would be to directly appeal to alumni and friends of the university to contribute to the development of the university libraries. Prominent members of the university like the Vice-Chancellor can help to secure money on behalf of the library. Efforts can also be made to improve the image of libraries and librarianship in Africa.

2.3.4 FACTORS INFLUENCING SUCCESSFUL LIBRARY FUNDRAISING

DiMattia (2008) points out that relationship and trust building and a carefully crafted case or fundraising idea that aligns donor interests with fundraising goals are critical foundations for establishing a successful fundraising programme. Such an idea is based on the “donations follow relations” model. The basis of DiMattia’s belief is that if a library builds a positive relationship with current and potential supporters and creates a compelling and persuasive case, then it is “on the verge” of a successful fundraising effort that is grounded on customer services, outreach and marketing. Silverman (2008) supports DiMattia’s views by suggesting further that a library that is beginning from scratch needs to first construct a donor base through programming by using Friends’ Group activities and special events. She advises on the need to build technology-based relationships through utilization of blogging tools. Other approaches for successful fundraising that she proposes are working with campus annual fund staff and partnering with or establishing co-sponsorships with local businesses. Weidner (2008) suggests the approach of soliciting support from the current students and the alumni constituency. However, whereas Huang (2006) acknowledges the use of Friends groups, he cautions that this fundraising approach could prove demanding of both the Library Dean’s and Library Development Officer’s time. Nonetheless, Huang reports that he obtained significant success in a fundraising programme by working with a Parents’ Association. In addition, Huang points out that creating special collections in a library is a useful initial focus for successful development efforts because they are unique to each institution and easily attract donors.

Weidner (2008) observes that sacrifice, transparency and accountability are necessary ingredients for a successful library fundraising programme. He points out that the Officer in charge of the fundraising programme must leverage on his investment in fundraising. The investment in this case is both the time and money spent and the opportunity cost. It is therefore imperative to maximize the return on development officers, faculty, students and major donors. In addition, Weidner suggests that a successful fundraising programme require the preparation and submission of regular reports back to the donors indicating the extent of influence or impacts realized as a result of their philanthropic activities. Huang (2006) adds to say that whereas Library Deans possess fundraising capabilities and responsibilities and whereas a development officer could be hired to handle operational side of the fundraising programme, it is important to extend the fundraising role to the librarians by establishing a synergetic relationship between development professionals and librarians so that they can work as a team. Weidner (2008) supports this idea by suggesting that the Library Dean ought to energise others in the university to support the library fundraising idea.

Galyean (2006) points out that successful fundraising programmes in university libraries requires proper planning and participation of both the library staff and members of the university administration. However, the library in most cases takes a low profile in undertaking this activity thereby leaving it wholly on the hands of the fundraising or the development office and the university administrators. Galyean cites the example of the University of Texas that launched an ambitious library fundraising campaign beginning September 1997 and running through August 2004. The campaign managed to collect \$ 1.63 billion. According to Galyaen, this was the

largest most successful fundraising campaign for a public university library without a medical school. However, he regrets that despite this successful campaign, the University of Texas Libraries did not participate in it. There were no campaign brochures for them to distribute and they did not have a development professional on staff. Fortunately, these libraries got a new library director who had a track record in raising private funds and enhancing library programmes. The new director moved quickly to put in place a comprehensive advancement programme meant to bring the university libraries the funding and recognition they deserved.

Hiring a professional development director is one way of ensuring a successful fundraising programme for a library. Rooks (2006) reports that she hired an experienced professional director to work with her in helping to identify and cultivate major donors for the University Huston Libraries. In doing this, she had to influence and convince her librarians to support the fundraising idea, commit money to hire the director, create a compelling case statement and develop a donor base by contacting and meeting as many people as possible and soliciting non-donor lists from other academic units. One of her reinforcing strategies that she employed was that of articulating an inspiring vision and tireless advocacy. All these efforts were tailored towards creating believers out of her own staff as well as those in the larger institution including overcoming the central university advancement office's initial scepticism regarding the library's capacity to raise funds on a larger scale. Rooks emphasizes that whereas it was crucial for the library to establish a vision and direction and whereas it was significant that she devoted a lot of time to fundraising, she believes that hiring a professional development officer was as critical. Wiedner (2008) supports Rooks'

idea by suggesting that a professional development officer needs to be selected carefully.

Schmidt and Peachey (2003) observe that successful library fundraising programme requires leadership. The programme should be carried out at senior levels. In a university setting, the support of the senior staff within the university at Chancellor, Vice-chancellor, Deputy Vice-Chancellor, Senior Administrators and Senior Library staff levels is paramount. These cadres of university staff need to establish and sustain among themselves a strong working relationship. They should provide good leadership which is clear about their purposes, passionate about their goals, seeks to adopt innovative fundraising strategies and is excellent in their communication both to the existing donors or potential donors and library staff. Schmidt and Peachey further observe that the other factor influencing successful undertaking of library fundraising programmes is the need to recognize donors. Recognition of current donors would motivate them to want to give more in the future. Schmidt and Peachey points out that there are many ways of recognizing donors: the latest technique is the use of the website where cyber plaques are created that give personal information about the donor and the reasons for donating. The donors could also be given tax incentives or waivers.

2.3.5 FUNDRAISING STRATEGIES

Murray (2011) points out that lateral thinking and a holistic approach are necessary ingredients for innovative fundraising in university libraries. He identifies three important fundraising strategies that university libraries could adopt. First, he observes that while recession leads to increased demand for library services and

budget cuts, library innovation is vital for important improvements. This calls for a need to establish collaborations with like-minded individuals and organizations which target to bring about more value into the library and preserve library services. Second, he observes that while academic libraries are reacting to declining state support by reducing their services, marketing may be a way out of this funding crisis. Third, he observes that whereas donor development is important, seeking long term commitments is necessary rather than desperately soliciting emergency funding and in addition, grants availability needs to be researched. Using the example and experience of managing Murray State University Libraries' fundraising campaign to erect a custom-built library, Murray reports that they applied the above three fundraising strategies as follows:

- i) They undertook an aggressive marketing campaign that included the use of six initiatives namely:
 - Leaflets that gave a summary of the survey findings of the project.
 - Website images of the anticipated final building.
 - An article in publicity newsletter for alumni and the local community.
 - Radio and newspaper interviews as well as news presentations.
 - A smart annual report.
 - Faculty meetings to discuss problems in the current library facilities.
- ii) They entered into a grand alliance with potential partners within the university with whom he negotiated for mutually advantageous deals to share academic teaching services, technological and technical facilities or expensive information resources. Among the potential partners that agreed to collaborate were: The Centre for Teaching, Learning and Technology (CTLT), Copy Express, Writing Centre in the English Department, Institute for International Studies and the

President's Office. These partners played different roles. The CTLT exposed its pedagogical experts to Murray State University Libraries, Librarians to technological developments and faculty to both the libraries and technological developments. The CTLT in return obtained extra space and additional presenters. The Copy Express liaison gave Copy Express a central home and the library users in return got a convenient and essential facility. The Writing Centre would give students a new essential skill and demonstrate the library's role in enhancing quality.

- iii) They adopted low cost service innovation and accessibility strategies. These include the use of User-driven acquisitions through "Science Direct", Blackboard-based subject guides available on- and off-campus and "Text-a-Librarian" from Mosio. Murray reports that a trial subscription to Science Direct was funded from year-end surplus to see if faculty staff would pay for access to journals in place of paper or interlibrary loan provision. The CTLT expertise was then tapped to develop subject guides within the Blackboard Learning Management System which could be made available on- and off-campus. These guides would then be linked to MSU strategy for distance learning developments. The "Text-a-Librarian" service would allow library staff to email answers to queries to user cell phones instead of subscribing to a cell phone plan. This strategy was also aimed at supporting the MSU strategy for distance learning development.

Keresztury (2009) points out that an organization of municipalities in New Jersey, USA challenged the library funding formula that had been in existence since 1884 by proposing a bill to reduce by half the funding of libraries. However, the State Library in conjunction with the New Jersey Library Association was able to avert the crisis by

engaging in an aggressive advocacy campaigns. Some of the advocacy campaigns used include: First, a task-force dubbed “Libraries Transform Lives” was established to articulate the issues and drive the campaign. The task-force asked the citizens to call the governor and elected officials protesting the cut in their budget. This made the governor to shelve the idea. Second, the task-force also sponsored a project called “Snapshot: One Day in the Life of New Jersey Libraries” on February 19, 2009 in which over 250 libraries participated in keeping statistics of library use for that day. The statistics collected clearly showed that libraries were more patronized than many other social services. These statistics were used to creatively make a case for arguing non reduction of library budgets in New Jersey, USA.

Okojie (2010) suggests the following strategies on how university libraries can improve their funding avenues:

- i) Establishing a fundraising and public relations department which will be charged with developing an annual business plan for the library that will ensure a consistent flow of funds in business like and strategic manner. The department ought to be managed by an experienced librarian who will report directly to the university librarian and should serve as a nerve centre of the library. This department will handle the following fundraising activities:
 - Planning and coordinating fundraising events. This activity is often hindered by the negative attitude of librarians who do not consider fundraising as an aspect of their work and are reluctant to engage in fundraising efforts.
 - Planning and coordinating for the reception of donations, gifts, exchanges, endowments and bequests.
 - Establishing repositories and advocating for enhanced allocations.

- Entering into Public-Private Partnership with an objective of gaining sponsorship for special projects.
 - Participating in consortium building.
 - Providing commercial consultancy services.
 - Establishing higher education links, twinning and exchange programmes.
 - Participating in resource sharing programmes.
 - Providing public relations and/or advocacy services.
- ii)** Improving on the image of the library through change of attitude by the librarians. Librarians need to emulate their counterparts in the business environment by striving to evolve continually. Improved library image will attract potential donors.
- iii)** Libraries through librarians need to be more involved in their organizational politics through engaging in lobbying and advocacy activities which are aspects of successful marketing strategies.
- iv)** Libraries need to formulate legislative framework that facilitate the development of libraries. This can be achieved through development of sound funding policies that will ensure sustainable and adequate funding of the library activities including fundraising programmes.
- v)** LIS schools need to review the curricula of their educational, training and continuing professional development programmes to include courses on info-preneurship, advocacy, fundraising and other requisite fundraising skills.
- vi)** Partnering with the library associations and book-trade industry which are better placed to carry out advocacy and lobbying initiatives with the government.
- vii)** University librarians need to strive for greater efficiency in management of resources by putting in place internal systems that are efficient and which

maximize the use of resources. More time of the librarians can be allocated to fundraising rather than routine library functions which can be handled by the lower cadre staff of the library.

Sullivan (2007) points out that there is grant funding available to libraries in USA one of which is the Laura Bush Twenty-first Century Librarian Programme. The objective of this programme is to fund projects that will develop library and faculty leaders and educate the next generation of librarians. The programme also supports research on the library profession as well as projects that seek to promote library careers to high school and college students. Okojie (2010) observes that African First Ladies can also be encouraged to adopt similar programmes. Another common fundraising strategy that most libraries use in western countries especially in the USA is that of setting up an annual fund programme. Ercolano (2007) observes that an annual fund programme is preferred by libraries because it is a better source of unrestricted funds as opposed to major gifts that are usually designated to support specific programmes or projects. Ercolano comments that unrestricted funding as those raised through the annual fund provides greater flexibility to spend on urgent projects that may not appeal to major gift donors like replacing worn out carrels or reconfiguring shelving.

Boadi (2006) points out that one way of addressing the financial challenges faced by university libraries is the need for the university librarians to undergo a paradigm shift from blaming their financial supporters to considering undertaking of fundraising activities. Boadi suggests the following three fundraising approaches as useful: First, is to try the business of selling information to individuals, industry and corporations in form of consultancies and providing fee-based services. Second, is to solicit for

donations, gifts and grants from individuals, corporations and existing foundations. Third is to resort to the establishment of foundations and endowment funds. Public university libraries in Kenya are facing a financial crisis and require to urgently adopt, creative and innovative ways of generating supplementary funding. The researcher believes that the findings of this study would be useful in helping public university libraries in Kenya identify feasible fundraising techniques.

Another recent approach to fundraising is the use of the cyberspace to solicit and receive gifts and donations. This is referred to as Internet, online or Web fundraising. Holt and Horn (2005) observe that libraries should use all forms of strategies including electronic means to receive donations. To use the electronic approach, libraries need to add a fundraising option in their web pages. They further note that Internet fundraising enables libraries to access all kinds of donors and make it easy for them to give. They observe that organizations including libraries are moving towards online donations because of a number of reasons. These include the ability of the Internet to allow donors outside the organizations' marketplace to give donations to them, enable e-business clients for the organization to give and the Internet is a cheaper and flexible method of raising funds. This study sought to establish if public university libraries in Kenya have taken advantage of the Internet technologies to undertake fundraising activities. If not, it would be interesting to determine why.

Maxymuk (2001) identifies a number of strategies that could be useful while undertaking library fundraising. These are:-

- i) Using Internet tools. Maxymuk points out that Internet links could be provided on the library's website or home page that provides information content which could

act as good launching points. These web fundraising links would focus on a library's initial goals for its fundraising programme and provide further links to sites of interest.

- ii)** Using Friends of the Library. Maxymuk observes that libraries of all sizes and types can cultivate Friends' groups that can provide a solid budgetary supplement. He recommends that establishing a web page devoted to such groups can increase the profile of the group and broaden communication with the group.
- iii)** Soliciting for donations. Maxymuk suggests that it can be helpful for a library to compare different approaches in going after the large donors. To develop donors, a website with links on gifts and donations can be prepared which outlines the ways of giving to the library. Gifts can be made to strengthen collections, purchase new equipment, increase the endowment fund and contribute to special projects. Another approach to developing donors is to start an innovative partnership with potential donors who could donate money to a specific programme, service or an operation of the library and in return receive good publicity of marketing rights for their financial involvement. Libraries could also state the exact donations they are looking for to give naming rights to the library.
- iv)** Using capital campaigns. Capital campaign is a fundraising strategy which is used mainly with a particular building or other improvement project for instance when undertaking an expansion and renovation work. Capital campaign could also take the form of selling personalized items for example commemorative bricks, tiles and plaques. Such items can be purchased by a donor and given to the library to use in making library walkway, lobby and plaque. They can also be hanged in the areas sponsored by the donors.

- v) Using commercial approaches. This strategy use non-traditional mechanisms to raise funds. One commonly used commercial approach is where a library can run affiliate programmes like Support-a-Library in which libraries become affiliates of commercial entities whereby they advertise on their websites in return for a cut of sales generated by this marketing. One way of doing this is for a library to have a link to a major book distributor like Amazon.com.

Rader (2000) observes that the key fundraising methods include capital campaigns (funds designated and raised for special purposes in the library and raised in form of planned giving, corporate and foundation giving, targeted giving, annual campaigns and estate planning), book sales, gift books, special bonds for libraries, friends groups, special collections, partnerships with museum, grants from private and non-Governmental organizations, resource sharing, contracting to bring in revenue and introduction of fee-based services. On a related note, Foley (2005) points out that libraries rely on endowment revenue for collection development and general operating expenses although endowments presents unique challenges especially to the fundraiser. Kenyan public university libraries have an opportunity to solicit for capital campaigns especially from corporate bodies. Of late, most corporations in Kenya and especially financial institutions are offering substantial support to public organizations for specific projects through their Corporate Social Responsibility (CSR) strategies.

Fundraising strategies vary from place to place depending on the culture that is accepted by the people from a particular place. For instance, Potts and Roper (1995) says that fundraising strategies like Government grants, endowment funds, donations from individuals, corporations, foundations and trusts, friends of the library groups,

special events and merchandising (sale of bookmarks, carrier bags, pens, cups, caps, etc. on which the library logo or slogan is printed) are used in the USA. However, they point out that sponsorship by business companies, grants, donations from individuals, companies, charities and voluntary organizations, friends of the library (groups of individuals coming together to assist the library) and joint ventures with private sector over particular projects are used in Britain. Even though the culture of giving to organizations through endowments, donations from individuals and groups of individuals, sponsorships, foundations and trusts may not be common in Kenya, Kenyans can easily be introduced and made to embrace this culture since they are accustomed to principles of giving through the spirit of *harammbee*.

Schmidt and Peachey (2003) observe that Australian libraries use a number of fundraising approaches. One of the approaches is that of soliciting for material donation. Annual appeals have traditionally been a major means of fundraising for the library or for specific library projects. Special events are also organized e.g. centenary celebrations which could be used as an avenue for soliciting specific gifts. Major campaigns for building projects however, have not been common in Australia as the tradition of giving to public institutions have not been firmly established. Other givers or donors include individuals encouraged by successful students, vendors that are reached through seminars and conferences, corporations, foundations, wealthy individuals, grateful clients and friends of the library. Enterprise activities can also be used. These include selling products, providing fee-based services, merchandising, photocopying, printing, document delivery, business information services, Internet and computer training, hiring out spaces, offering cybercafé services, offering specialist training programmes and providing consultancy services. They also point

out that most libraries earn fees and fines from regulatory measures that govern the conditions for use of the library for instance charging fees for access of library facilities by members of the surrounding community and imposing fines for overdue materials. However, they are quick to observe that some library managers perceive this strategy as more of a stop-gap (preventative) measure as opposed to being a fundraising activity. Last but not least, they cite the use of grant applications to philanthropic organizations or Government research bodies and sale of existing collections that are no longer of value to the university library. However, this last strategy must be handled with care and should only be used after securing approval of the university authorities.

Sports activities if well integrated into fundraising programmes can be a powerful technique for raising substantial supplementary funds for library development. Neal (1997) observes that use of athletic programmes is known to command the attention and support of the university alumni and friends. Neal cite examples of libraries that have forged partnerships with the sports departments to include the libraries of Texas A and M university which collaborated with the football team to raise funds for a conference facility. The libraries at Penn state used a respected football coach to raise funds for the Joe Paterno library. Kenya is famous for its sporting prowess especially in the track events of athletics. This study sought to explore the possibility of Kenya's Public university libraries taking advantage of this opportunity by seeking partnership with successful athletes to raise funds for library development.

2.3.6 FUNDRAISING CHALLENGES

Reid (2010) points out that those libraries starting new fundraising programmes are faced with the challenge of the need to establish clear goals and priorities tied to strategic planning, resulting in a compelling case for support. However, he reminds such libraries to remember that each institution is unique and a fundraising strategy that works in one organization may not work in another. Therefore they should only take fundraising guidelines given in a broad perspective. An individual library should thus scan its own environment and determine what will be effective in its own context. However, he advises that the key strategy towards a successful fundraising programme remains the need to establish and leverage relationships with major donors. Weidner (2008) points out that one of the fundraising challenges often faced by library fundraisers is how to balance the senior leadership's time and utilize the Library Dean's prestige in the best manner possible. Similarly, Rooks (2006) whereas acknowledging the fact that fundraising is an intrinsic part of the library environment, observes that there is a challenge in form of a continuing demand for fundraising professionals in libraries even if Library Deans acquire more fundraising, marketing and public relations skills.

Okojie (2010) points out that some libraries generate revenue through alternative sources and are required to submit the same to a central purse which they may not have access to thereafter. This trend poses a challenge to librarians in that it discourages them from being aggressive in soliciting additional funds. In addition to this challenge, Okojie observes that the budgeting system in most libraries is inflexible and the money is usually released towards the end of the financial year hence rendering libraries to buy materials in an uncoordinated and hurried manner.

Some libraries receive small allocations that most of it ends up being spent on salaries with very little left for purchase of materials and for maintenance. Kavulya (2006) supports this idea by citing the example of Kenyatta University library which spent 98.4% of its budget in salaries in 2000/2001 financial year.

Planning and executing action plans for fundraising programmes is a challenging undertaking for public university libraries. Each fundraising strategy used has its own challenges. Ercolano (2007) points out that annual giving programmes for academic library fundraising are faced with the challenge of some university alumni not willing to channel their support to the library as they believe on the old adage that “no one graduated from the library”. As a way forward to overcome this challenge, Ercolano recommends that for a university library to create a successful alumni annual fund programme it requires to have library development personnel that are diligent, collaborative and open to suggestions. Ercolano further notes that major gifts for libraries usually come with strings attached. The challenge with this type of funds is that they are not readily available to support urgent projects in the library that are not among the list of the gift donor. This study sought to establish if public university libraries in Kenya have created alumni annual fundraising programmes whether they have recruited development personnel that have a background in fundraising programmes.

Bennett (2005) observes that most academic libraries complain of lack of alumni constituency and access to them and therefore wonder how they can raise major gifts. This, he says, is contrary to his belief that even if no one graduated from the library, it is impossible for one to succeed academically and graduate without the input of the

library. He therefore advises library fundraisers to begin the process of fundraising programmes by redefining its constituency. He believes that there exist a potential group of supporters who are often overlooked and who reside in the next building or across the campus. They constitute the deans, directors, major gift officers from schools, colleges and programmes e.g. athletics and museums and the university's central major gift staff as well as the alumni association. To initiate and run a successful fundraising programme, university libraries need to identify potential allies, cultivate them, engage and educate them and reward them.

2.4 A CRITIQUE OF THE LITERATURE REVIEW

The literature reviewed in this chapter underscored the fundamental fact that university libraries need adequate and consistent funding in order to achieve their goals and objectives. However, it reveals a regrettable scenario in public university libraries in Africa where inadequate funding has negatively affected their functions. Although the literature indicates that these libraries have tried in the past to diversify their sources of revenue to include charging library fees and introducing income generation activities, the state of inadequate funding still persists. The literature also shows that public university libraries have no history of utilizing fundraising as a mode of funding. Whereas some public university libraries especially in the USA and Australia have attempted to venture into fundraising, those in Africa and particularly in Kenya have not tried this new phenomenon. The literature points out that good relationship, trust building, sacrifice, excellent planning, use of experts, adoption of innovative strategies and good leadership are required to overcome fundraising challenges and ensure success in a fundraising programme.

2.5 SUMMARY

Chapter two presented the theoretical framework upon which this study was based. Five theories were considered for possible adoption but one, the Resource Mobilization Theory (RMT) was found relevant and therefore adopted. The chapter also presented literature review on topics that are related to the objectives of study. These are effects of low funding in public university libraries, sources of library funding, library fundraising programmes, factors influencing successful library fundraising, fundraising strategies and fundraising challenges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Kothari (2004) defines research methodology as a way of systematically solving a research problem. It refers to the steps that the researcher generally adopts in carrying out the study. The steps usually involve the research methods (techniques) that are used to conduct the research and the justifications for adopting those techniques. In line with Kothari's definition, this chapter describes the methodology that was adopted by the researcher while carrying out this study. Specifically, the chapter explains the use and justification of the following research techniques: research design, pilot study, target population and enlisting procedure, sampling procedures, data collection methods and instruments, data collection procedures, data validity and reliability, method of data analysis, interpretation and presentation and constraints experienced during the study. The chapter ends with a summary.

3.2 RESEARCH DESIGN

Cauvery et al. (2003) observe that a research design is an important tool needed for the success of a research study. It is a plan for the proposed research work. To design is simply to plan, that is, designing is the process of making decisions before the situation arises in which the decision has to be implemented. A research design therefore provides a picture for the whole study before its work starts. It is in fact, the general blueprint that guides the researcher in the process of collecting, analyzing, and interpreting data. It includes an outline of what the researcher will do from writing the

hypothesis or research questions and their operational implications to the final analysis of data. The research design defines that domain of generalisability. It is therefore, a process of deliberate anticipation directed towards bringing an expected situation under control. In summary, the research design tells the researcher what to observe, whom to observe, how to observe, why to observe, how to record observations, how to analyze observations and how to conclude or draw inferences from the observations. In other words, it reveals to the researcher the structure of the entire study and the steps he or she is required to take in each phase of the study. This explanation and interpretation of the research design is supported by Kombo and Tromp (2006), Kothari (2004) and Orodho (2003) all of whom use the words structure, outline, plan and blueprint in their descriptions.

This study adopted the survey research design. Denscombe (1998) defines the term “survey” to mean “to view comprehensively and in detail”. Survey research gathers information by asking research participants about their experiences, attitudes or knowledge. Surveys are conducted to obtain opinions of people about a particular topic or issue. Social surveys aim to measure the attitudes, knowledge and behaviour and to collect information as accurately and precisely as possible. Coolican (1994) observes that survey research serves both descriptive and analytical purposes. Descriptive surveys are carried out in order to describe populations, to study populations, to study associations between variables and to establish trends (Graziano and Raulin, 2007, Fraenkel and Wallen, 2000 and Bowling, 1997). Kothari (2004) points out that survey research design is concerned with describing, recording, analyzing and interpreting conditions that exist or existed. It is also concerned with establishing relationships that exist between phenomena, opinions that are held on

issues, processes that are going on, effects that are evident and trends that are developing.

Orodho (2003), Fraenkel and Wallen (2000), Bowling (1997) and Frankfort-Nachmias and Nachmias (1996) all observe that survey research design enables a researcher to choose from among several methods of data collection namely personal interviews, telephone interviews, mail questionnaire or opinionnaire, observation and documentary review. Graziano and Raulin (2007) observe that survey research utilizes several basic procedures to obtain information from people in their natural environment. They can use simple instruments with a few questions or sophisticated ones that seek to test hypothesized relationships among variables and which may require lengthy face-to-face interviews.

The researcher adopted the survey research design because of the following reasons: Firstly, it enabled him to have a comprehensive and detailed view about fundraising programmes in public university libraries in Kenya. Secondly, the researcher got to ask the research participants questions about their experiences, attitudes, knowledge and opinions on fundraising programmes. Thirdly, the survey research design enabled him to investigate the relationships between funding levels and quality of library services. Fourthly, the survey design helped him to describe, record, analyze and interpret fundraising activities and conditions that were existing or existed before in public university libraries in Kenya. Fifthly, it helped the researcher to establish fundraising processes that were going on and/or were in the pipeline. Sixthly, the survey design established the funding trends in the public university libraries in the

country. Last but not least the survey research design enabled the researcher to choose from among various methods of data collection.

3.2.1 QUALITATIVE AND QUANTITATIVE RESEARCH DESIGNS

According to Frankfort-Nachmias and Nachmias (1996), social science research is generally divided into two main types: qualitative and quantitative research.

3.2.1.1 QUALITATIVE APPROACH

Qualitative approach to research is characterized by minimal or non use of statistical methods. Kombo and Tromp (2006) and Silverman (2005) observe that qualitative research does not make use of statistical techniques but rather employs such flexible and interactive methods as interviews, focus groups, observation, texts, audio or video recordings. Qualitative research designs often operate with a relatively small number of cases. The researcher often sacrifices scope for detail found in the precise particulars of such matters as people's understandings and interactions. Most qualitative researchers believe that qualitative methods can provide a deeper understanding of social phenomena than would be obtained from purely quantitative data. Frankfort-Nachmias and Nachmias (1996) also observe that qualitative research is based on the idea that researchers must gain an emphatic understanding of societal phenomena and must recognize both the historical dimension of human behaviour and the subjective aspects of the human experience. Researchers attempt to do this by getting to know the persons involved and their values, rituals, symbols, beliefs and emotions.

Saunders et al. (2003) note that qualitative research is based on meanings expressed through words. The data collected in qualitative research are in non-standardized form that requires classification into categories. The analysis of data is usually done through the use of conceptualization. Frankfort-Nachmias and Nachmias (1996) and Kombo and Tromp (2006) points out that qualitative research is usually carried out in a natural setting with the following strategies used to collect data: field research and participatory observation. According to Frankfort-Nachmias and Nachmias (1996), data analysis in qualitative field research is an ongoing process with researchers formulating hypotheses or research questions and taking note of important themes throughout their studies. As the research progresses, some hypotheses or research questions are discarded, others are refined while still others are formulated. Qualitative studies are inductive in nature since they show how the observations prompted the researcher to analyze and isolate variables and they can be developed into theories.

According to Kombo and Tromp (2006), qualitative research seeks to describe and analyze the culture and behaviour of humans and their groups from the perspective of those being studied. They further observe that qualitative research designs are most appropriate when: the subject matter is unfamiliar, a researcher wants to relate particular aspects of behaviour to the wider context, meanings rather than frequencies are sought, flexibility of approach is needed to allow for the discovery of unexpected and in-depth investigation of particular topics and one wants to study some issues.

3.2.1.2 QUANTITATIVE APPROACH

Quantitative approach to research is characterized by heavy use of statistical methods. Kombo and Tromp (2006) observe that quantitative research relies on the principle of verifiability i.e. confirmation, proof, corroboration and substantiation. Unlike qualitative studies, they do not consider the values, interpretation and feelings since they are based on the idea that knowledge emerges from what can be proven by direct observation. They seek to establish the cause and effect relationship by focusing on measurements. They are appropriate when: the research incorporates statistical elements designed to quantify the extent to which a target group is aware of, thinks of, and believes in; frequencies are sought to explain meanings, control of approach is needed to allow for discovery of the unexpected and in-depth investigation of particular topics; data analysis is mainly statistical in nature i.e. deductive in nature and the scenario is artificial.

Saunders et al. (2003) points out that quantitative research is based on meanings derived from numbers. The data collected are in numerical and standardized form and the analysis is carried out through the use of diagrams and statistics. Frankfort-Nachmias and Nachmias (1996) observe that quantitative research is deductive in nature with researchers dealing directly with operationalization, manipulation of empirical variables, prediction and testing. Unlike a qualitative study, it places great emphasis on methodology, procedure and statistical measures of validity. They help to show a clear progression from theory to operationalization of concepts from choice of methodology and procedures to the data collected from statistical tests to findings and ultimately conclusions.

3.2.1.3 APPLICATION OF QUALITATIVE AND QUANTITATIVE DESIGNS

Although this study applied both the qualitative and quantitative techniques of survey research, the usage of qualitative approaches was more predominant. Silverman (2005) observes that qualitative and quantitative research approaches are complimentary and should be combined where appropriate to maximize the strengths and minimize the limitations of each. This is so because as Frankfort-Nachmias and Nachmias (1996) observes, qualitative research approaches often include quantitative elements such as diagrams and flow charts. On the other hand, quantitative research designs can apply qualitative approaches to analyze the link between a formula and the place of a variable being measured within the theory.

The researcher applied qualitative techniques of survey research because of the following reasons:

- i) Desire to use flexible and interactive methods of data collection such as face-to-face interviews and participatory observation.
- ii) The target population of the study was small.
- iii) Desire for detailed and deeper understanding of fundraising programmes in public university libraries in Kenya.
- iv) Desire to carry out the study in the natural environment of libraries.
- v) Desire to describe and analyze the cultural and behavioural patterns relating to funding and fundraising activities in public university libraries.

The researcher applied quantitative techniques of survey research because of the following reasons:

- i) Desire to verify funding levels for public university libraries in Kenya.

- ii) Desire to establish the cause and effect relationship between low levels of funding and quality of information services in public university libraries in Kenya.

3.3 TARGET POPULATION

Graziano and Raulin (2007) and Sekaran (2006) define a research population as the larger or entire group of people, events or things of interest about whom the researcher wishes to investigate while Fraenkel and Wallen (2000) views it from the opposite perspective as the larger group to which a researcher hopes to apply the results of his or her study. On the other hand, Kombo and Tromp (2006) refer to it as a group of individuals, objects or items from which samples are taken for study while Denscombe (1998) views it as everyone who is in the category of being researched. All these researchers imply the same meaning that a research population from the social perspective refers to the total number of people from a particular social group that is the subject of investigation. Sekaran (2006) observes that each member of the population is called an element. Fraenkel and wallen (2000) observes that the actual (total) population to which a researcher would like to generalize his research findings on is called the target population. However, in cases where the target population is rarely available, the researcher is compelled to determine a more realistic population. The population to which a researcher is able to access and generalize from is called an accessible population.

The target population for this study comprised of all Tactical-level and Strategic-level Library Managers from the then seven public university libraries in Kenya. Tactical-level library managers comprised of all Heads of Sections (HOS) while strategic-level library managers comprised of all University Librarians, Deputy University

Librarians, College Librarians and/or Campus Librarians. The rationale for targeting library managers is that part of their duties involves managing the library budget especially with regard to acquisition of library information materials, furniture and equipment and establishing of new or enhancing existing information services. The researcher therefore deemed them better placed to respond to the research questions asked in relation to the aim and objectives of this study. In addition, the researcher targeted as informants all Finance Officers (FO), all Heads of Alumni Departments (AD), all Heads of Students Advisory Departments (SAD) and all Heads of Fundraising and/or Development Departments (F/DD) from all public universities in Kenya. The rationale for targeting this group of research participants is that the researcher believed that fundraising as an institutional activity is or ought to be a component of their duties. The researcher therefore deemed them better placed to respond to the research questions asked in relation to the aim and objectives of this study.

3.4 SAMPLING PROCESS

The sampling process in this study involved designing the sampling frame, choosing appropriate techniques for selecting samples (sampling procedures) and selecting the samples (sampling).

3.4.1 SAMPLING AND SAMPLING FRAME

Bowling (1997) points out that since the population of interest to a researcher may sometimes contain too many members or units to study conveniently, samples of the population are drawn or selected. This would help reduce the cost and save the researcher's time. The process of selecting the samples of all the individuals who will

participate as part of the study is called sampling (Fraenkel and Wallen, 2000). Similarly, Kombo and Tromp (2006) define sampling as the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sekaran (2006) refers to sampling as the process of selecting a sufficient number of elements from the population so that a study of the sample and an understanding of its properties or characteristics would make it possible to generalize such properties or characteristics to the population elements.

A sample in research therefore refers to any group on which information is obtained. It is the smaller group from which conclusions are drawn and then generalized to the larger group (Fraenkel and Wallen, 2000). Sekaran (2006) says that a sample is a subset of the population comprising some members selected from it. Sekaran goes on to state the reasons for using a sample as follows, “In research investigations involving several hundreds or thousands of elements, it would be practically impossible to collect data from, or test, or examine every element. And even if this was possible, it would be prohibitive in terms of time, cost and other human resources. A study of the sample rather than the entire population is sometimes likely to produce more reliable results. This is mostly because fatigue is reduced and fewer errors will therefore result in collecting data, especially when a large number of elements, is involved. In some cases, it would also be impossible to use the entire population to gain knowledge about, or test something.”

Denscombe (1998) observes that researchers are frequently faced with the problem of not being able to collect data from everyone who is in the category of being

researched. As a result they rely on getting evidence from a portion of the whole (sample) in the expectation and hope that what is found in that portion applies equally to the rest of the population. However, it is not enough to assume that the findings from the sample will be automatically replicated in the rest of the population. It is important that the sample should first be carefully selected if there is to be any confidence that the findings from the sample are similar to those found among the rest of the population under investigation. Graziano and Raulin (2007) echoes the same idea that if the sample is drawn properly (carefully) the researcher can draw strong and confident conclusions about the population.

In order to select samples, a researcher requires a list of all the members of the target population. This important list is called the sampling frame. Sekaran (2006) refers to it as the population frame which is a listing of all the elements in the target population from which the sample is drawn. Other similar or related interpretations of the sampling frame include: Graziano and Raulin (2007) who observe that the sampling frame should comprise of all the members of the target population. Denscombe (1998) defines a sampling frame as an objective list of the target population from which the researcher will make his or her selections. The sampling frame should ideally contain a complete and up-to-date list of all those that comprise the population for research. Bowling (1997) refers to the sampling frame as the list of the population members (units) from which the sample is drawn. Like Denscombe, Bowling emphasizes that the sampling frame should ideally contain a complete listing of every element in the target population.

3.4.1.1 SAMPLING FRAME

In order to select samples from the target population, the researcher had to construct a sampling frame listing the number of all tactical and strategic-level library managers and informants from each public university. The researcher enquired about the number of these members of the target population from their respective universities by telephone. The results of these enquiries are as indicated in Table 3-1 below:

TABLE 3-1: SAMPLING FRAME

| TARGET POPULATION | PUBLIC UNIVERSITIES | | | | | | | Total |
|-------------------|---------------------|-----------|-----------|-----------|-----------|----------|----------|------------|
| | UON | MU | KU | EU | JKUAT | MASENO | MMUST | |
| UL | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 6 |
| DUL | 2 | 2 | 1 | 1 | 1 | 1 | 0 | 8 |
| COL | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| CAL | 7 | 5 | 3 | 3 | 3 | 0 | 0 | 21 |
| HOS | 8 | 8 | 8 | 8 | 8 | 3 | 2 | 45 |
| FO | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| AD | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| SAD | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| F/DD | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| Total | 26 | 20 | 17 | 17 | 17 | 8 | 7 | 112 |

Table 3-1 indicates that as at the time of carrying out this study, there were a total of six University Librarians (ULs), eight Deputy University Librarians (DULs), four College Librarians (COLs), 21 Campus Librarians (CALs), 45 Heads of Sections (HODs), seven Finance Officers, Seven Heads of Alumni Department (AD), Seven Heads of Student Advisory Departments (SAD) and Seven Heads of Fundraising and/or Development Departments (F/DD) from across the seven public universities in Kenya.

3.4.2 SAMPLING PROCEDURES

Sampling procedures refers to the techniques that are used to select samples. Graziano and Raulin (2007) observe that sampling procedures fall into two major categories

namely: probability and non-probability sampling techniques. Denscombe (1998) says that probability sampling is based on the idea that people or events that are chosen as samples are selected because the researcher has some notion of the probability that this will be a representative cross-section of people or events in the whole population being studied. Non-probability sampling on the other hand is conducted without such knowledge about whether those included in the sample are representative of the overall population. Sekaran (2006) observes that in probability sampling, the elements in the population have some known chance or probability of being selected as sample subjects while in non-probability sampling, the elements do not have a known or predetermined chance of being selected as subjects. Probability sampling techniques include simple random, complex probability, systematic, stratified random, cluster, single and multi-stage cluster, area and double sampling. Non-probability sampling techniques include convenience, purposive, quota, snowball and self-selection sampling.

The researcher employed the purposive sampling technique to select samples for this study. Fraenkel and Wallen (2000), Denscombe (1998) and Bowling (1997) all agree that purposive sampling is applied to situations where the researcher already knows something about the specific people or events and deliberately select particular ones because they are seen as instances that are likely to produce the most valuable data. The samples are selected with a specific purpose in mind and that purpose reflects the particular qualities of the people or events chosen and their relevance to the topic of investigation. Purposive sampling allows the researcher to zero in on people or events which are good grounds for believing that they will be critical to the research. The researcher uses his or her judgments to select a sample. Silverman (2005) observes

that purposive sampling allows researchers to choose a case because it illustrates some features or processes in which he is interested in. Saunders et al. (2003) observes that purposive or judgmental sampling enables the researcher to use his or her own judgment to select cases that will best enable him or her to answer his or her research questions and to meet the research objectives. It is often used when working with very small samples or when you want to select cases that are particularly informative.

The researcher purposively selected the entire target population as a sample. This was because its size was small and was therefore possible and manageable to involve every element in the study. In addition, the tactical- and strategic-level library managers were deemed to be informative on the topic of library fundraising since it is a managerial activity whose planning and eventual implementation ought to originate from their levels. Table 3-2 below shows the sample size.

TABLE 3-2: SAMPLE POPULATION

| PUBLIC UNIVERSITY | SAMPLE POPULATION (100%) | | |
|-----------------------|--------------------------|------------|------------|
| | LIBRARIANS | INFORMANTS | TOTAL |
| Egerton | 13 | 4 | 17 |
| JKUAT | 13 | 4 | 17 |
| Kenyatta | 13 | 4 | 17 |
| Maseno | 4 | 4 | 8 |
| Masinde Muliro | 3 | 4 | 7 |
| Moi | 16 | 4 | 20 |
| University of Nairobi | 22 | 4 | 26 |
| TOTAL | 84 | 28 | 112 |

3.5 DATA COLLECTION METHODS

Sekaran (2006) observes that research data can be obtained from primary or secondary sources of information. Primary data refers to the information obtained

firsthand by the researcher on the variables of interest to the specific purpose of the study. Some examples of primary sources of data are individuals, focus groups or panels of respondents specifically set up by the researcher and from whom opinions may be sought on specific issues from time to time. Secondary data on the other hand refers to the information gathered from sources already existing. Some examples of secondary sources of data are company records or archives, Government publications, industry analyses offered by the media, web-sites or the Internet. Data collection is the gathering of data aimed at proving or refuting some facts. In data collection, the researcher needs to clearly understand what he expects to obtain and how he will obtain it. This calls for the researcher to have a clear vision about the methods and instruments to use, the respondents and the research location (Kombo and Tromp, 2006). Sekaran (2006) observes that there are several data collection methods each with its own advantages and disadvantages. They include interviews (face-to-face, telephone, computer-assisted and electronic media-based interviews), questionnaires (personally administered, postal mail and electronically administered questionnaires), observation of individuals and events with or without videotaping or audio recording and secondary data analysis method where secondary sources of information are scrutinized for data. This study used personal (face-to-face) interview as the main method of data collection and secondary data analysis as a supplementary method.

3.5.1 PERSONAL INTERVIEW

Frankfort-Nachmias and Nachmias (1996) observes that personal interview is a face-to-face, interpersonal role situation in which an interviewer (the researcher) asks respondents questions designed to elicit answers pertinent to the research hypothesis or questions. The type of questions asked; their wording and their sequence will

define the structure of the interview. Saunders et al. (2003) cites Kahn and Cannel who describe an interview as a purposeful discussion between two or more people. The use of interviews in research can help the researcher to gather valid and reliable data that are relevant to your research questions and objectives. Interviews can also enable the researcher to formulate research question and objectives where this had not been done before. Interviews may be structured, semi-structured or unstructured. Structured interviews are those that the questions in the interview schedules are based on a predetermined or standardized set of questions. Each question is read out and then responses are recorded in a standardized schedule, usually with pre-coded answers. In semi-structured interviews, the researcher will have a list of themes and questions to be covered. It is neither a must to ask all the questions nor to follow the order of asking them strictly. Unstructured interviews are too informal and are used to explore in-depth a general area in which you are interested. Sekaran (2006) observe that the objective of unstructured interviews is to bring some preliminary issues to the surface so that the researcher can determine what variables need further in-depth investigation.

The researcher preferred to use the personal (face-to-face) interview method to collect data because he was interested in finding out the respondents' attitudes, opinions and beliefs about fundraising as a viable supplementary source of funding for public university libraries. Sekaran (2006) observes that the main advantages of face-to-face interviews is that it would enable the researcher to adapt the questions as necessary, clarify doubts and ensure that the responses are properly understood by repeating or rephrasing the questions. The researcher also has the advantage of picking the non-verbal cues from the respondent. This allows him or her to detect the discomfort,

stress, or problems that the respondent experiences through frowns, nervous tapping and other body language exhibited unconsciously by the respondent. However, this method can be limited by such factors as the geographical distance, high costs incurred and the possibility of respondents feeling uneasy about the anonymity of their responses.

As Coolican (1994) and Frankfort-Nachmias and Nachmias (1996) observe, a researcher uses quantitative research approach to measure some numerical basis by counting frequency or categorizing phenomena being studied while he uses qualitative research approach to emphasize meanings, experiences, descriptions, values, beliefs, views and/or opinions of the respondents on the issues being investigated in the study. Therefore, by using the face-to-face interview method of data collection, the researcher got an opportunity to apply these two approaches of research although the qualitative approach was used more than quantitative.

3.5.2 SECONDARY DATA ANALYSIS

The researcher used the secondary data analysis method of data collection to supplement the face-to-face interview method. Frankfort-Nachmias and Nachmias (1996) observe that the secondary data analysis method allows the researcher to collect data previously collected by other investigators or found in records or documents. Saunders et al. (2003) observes that documentary secondary data include data obtained from written documents such as notices, correspondence, minutes of meetings, reports to shareholders, diaries, transcripts of speeches, administrative and public records, books, journals, magazine articles and newspapers. It could also enable the researcher to collect data from non-written documents like tape, video

recordings, pictures, drawings, films and television programmes, Digital Versatile Disks (DVDs) and CD-ROMS. In this study, the researcher scrutinized library records and reports on funding programmes where they were made available.

3.6 DATA COLLECTION INSTRUMENTS

Fraenkel and Wallen (2000) define a research instrument as a device the researcher uses to collect data and the process of collecting data as instrumentation. Instrumentation involves both the selection and design of the instruments and the conditions under which the instruments will be administered. On a similar note, Mugenda and Mugenda (1999) observe that a researcher needs to develop instruments with which to collect the necessary data. The most commonly used instruments are questionnaires, interview schedules, observational forms or guides and standardized tests.

This study used interview schedules to collect data. According to Fraenkel and Wallen (2000) and Mugenda and Mugenda (2003) an interview schedule is a research instrument containing a set of questions to be answered by the subjects of the study during the interview. By using the interview schedule the interviewer can clarify any questions that are obscured and can also ask the respondent to expand on the answers that are pertinent to the study. An interview schedule can be structured, semi-structured or unstructured. A structured interview schedule contains questions with responses that the interviewee will choose from. A semi-structured interview schedule contains some questions with responses and some which do not have responses. An unstructured interview schedule contains questions without responses. The interviewer asks questions or makes comments that are intended to lead the

interviewee towards giving data to meet the study objectives. Because of the open nature of the questions, probing is used to obtain deeper information.

The specific type of interview schedule that the researcher employed in this study was the semi-structured interview schedule. This type of interview schedule bore a mixture of closed and open-ended questions on the key issues under investigation by the study. As Kombo and Tromp (2006) observe, this method is flexible since it combines both open and closed-ended questions, allows collection of in-depth data and enables the researcher to obtain a complete and detailed understanding of the issue under investigation. Mugenda and Mugenda (1999) says it is the most commonly used type of interview schedule because unlike the unstructured one because it is not time consuming and is not very subjective.

3.7 PILOT TESTING AND ASSESSING OF VALIDITY AND RELIABILITY

According Saunders et al. (2003), a research instrument should be pilot tested before using it to collect data. Pilot testing will refine the instrument so that the respondents will have no problem in answering the questions and there will be no problems in recording the data. It will also enable the researcher to obtain some assessment of the questions' validity and the likely reliability of the data that will be collected. Before pilot testing the instrument, it is advisable to ask an expert or group of experts to comment on the representativeness and suitability of the research questions. This will also allow for suggestions to be made on the structure of your instrument. Consulting with experts will also help to establish content validity and enable the researcher to make necessary amendments prior to pilot testing with a group as similar as possible to the final population in the sample. The number of research participants on whom to

pilot test the instrument and the number of pilot tests carried out depends on the research questions, objectives, size of the research project, time and financial resources available and how well the instrument is designed. The number of participants selected should be sufficient enough to include any major variations in the population that are felt are likely to affect responses.

Mugenda and Mugenda (1999) observes that the quality of research depends on a large extent on the accuracy of the data collection procedures i.e. the instruments or the tools used to collect the data must yield the type of data the researcher can use to accurately answer his or her research questions. In other words the researcher must maximize the reliability and validity of the data collected. To achieve this, the researcher should pre-test the instrument with a view to ensuring that all the items in the instrument are stated clearly and portray the same meaning to all research participants. It is during the process of pre-testing the instrument that the researcher will be able to assess the clarity and the ease of use of the instrument. It will also assess the time taken to administer the instrument. Any items that are found to confuse, annoy or sensitive to the participants should be modified or omitted altogether.

According to Fraenkel and Wallen (2000) reliability and validity are terms that are used in relation to instrumentation. Reliability refers to the ability of a research instrument to enable a researcher collect consistent data. On the other hand, validity refers to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. Validation is the process of collecting evidence to support such inferences. Validity therefore is the degree to which

evidence supports any inferences a researcher makes based on data he or she collects using a particular research instrument. It is usually the inferences about the specific uses of an instrument that are validated not the instruments itself.

Fraenkel and Wallen (2000) observe that a good instrument is that which must allow researchers to draw accurate conclusions about capabilities or other characteristics of the people being studied. Such an instrument is said to be valid and reliable. A valid instrument is that which measures what it is supposed to measure. Validity therefore revolves around the defensibility of the inferences researchers make from the data collected through the use of an instrument. Valid instruments permit researchers to draw warranted or valid conclusions about characteristics of individuals they are studying. Bowling (1997) observes that a valid instrument is achieved by pre-testing it repeatedly in the population which it was designed for. During the pre-testing exercise, the researcher checks on the following aspects of the questions: relevance, clarity, logical flow, comprehensibility, predictability, extent to which they test the hypotheses or answer research questions, ability to detect small changes, responsiveness to change, sensitivity and specificity. On the other hand a reliable instrument is one that gives consistent results. Graziano and Raulin (2007) observe that a good instrument gives consistent results regardless of who does the measuring. This consistency would give the researcher the confidence that the results actually represented the achievement of the individuals involved. Bowling (1997) observes that a reliable instrument is free from random error. This is achieved by pre-testing it several times.

In order to ensure the validity and reliability of the instruments that were used and hence that of the data collected for this study, the researcher adopted the following measures observed by Fraenkel and Wallen (2000), Saunders et al. (2003), Mugenda and Mugenda (1999) and Bowling (1997). The researcher pre-tested the research instrument using a small sample of ten (10) people from the target population to check if the questions were clear, relevant, logically flowing, comprehensible and predictable, answered the research questions, detected small changes, responsive to change, sensitive, annoying and specific. He also compared descriptions of similar issues by different informants, sought to understand the informants, recorded personal thoughts during the interview, wrote down the questions asked by the informants, documented sources of remarks and the basis of inference, interviewed individuals more than once where necessary and recorded the proceedings of the interview. The researcher used the outcome of these measures to revise any questions that were found to be unclear and reorganize questions so as to ensure logical flow of ideas. The researcher also assured the respondents about the confidentiality of their responses so as to enable them give objective answers.

3.8 DATA COLLECTION PROCEDURE

Upon successful defence of the research proposal, the researcher sought for research authorisation from the National Council for Science and Technology (NCST) before embarking on the study. After securing the research permit and letter of authorization to undertake the research, the researcher then sought for research authorization from the Vice-Chancellors of all public universities as was advised by the NCST. Upon receipt of letters of authorization from the Vice-Chancellors or their representatives, the researcher then proceeded to systematically conduct the interviews from one

public university to the other. After completing data collection, the researcher began the process of data analysis and interpretation which culminated in the writing of the research report (thesis).

3.9 DATA ANALYSIS

Cauvery et al. (2003) point out that data analysis is a critical examination of the assembled data. This process involves coding (assigning symbols to each response) and tabulation (recording coded data in a compact form that facilitates comparisons). On the other hand, interpretation refers to the analysis of generalizations and results with a view of making clear the meanings and implications of the study.

The researcher used the content analysis method to analyze data and thereafter interpret the major findings. Fraenkel and Wallen (2000) observe that content analysis method enables researchers to study human behaviour in an indirect way through an analysis of their communication. It is usually the analysis of written contents of a communication. It can be used in conjunction with other methods. Mugenda and Mugenda (2003) observe that content analysis method of analyzing data allows the researcher to study the contents of a document with a view to determining factors that explain a specific phenomenon.

In this study, the researcher scrutinized carefully, the documents containing notes taken during the interviews. He also scrutinized through library records and reports on funding programmes, where they were made available. When using this method, the researcher followed a systematic process which included deciding on the units of analysis, sampling the content to be analyzed, coding or logical grouping of related

data, analyzing the data and compiling the results and interpretations. Upon complete analysis and interpretation of data, the researcher presented the findings of the research using a combination of quantitative and qualitative methods. Quantitatively, the researcher used simple tables, percentages and bar graphs. Qualitatively, the researcher used words which were organized into phrases, sentences and paragraphs to explain the findings of the study.

3.10 CONSTRAINTS EXPERIENCED DURING THE STUDY

The successful completion of this study was not without limitations. The researcher faced the following constraints during the study:

- The process of securing letters of authorization from the vice-chancellors took long in some cases. This problem affected the data collection schedule. The researcher had to make several adjustments to his schedule and tolerate increasing costs in terms of time and finances.
- Some respondents were uncooperative even after the researcher produced all documents showing he had the permission to carry out interviews in particular institutions. In situations like this, the researcher applied his interpersonal communication skills and patience to convince the affected respondents to cooperate.

3.11 SUMMARY

In summary, chapter three presented information about the following aspects of the study: - research design, target population, sampling process, data collection methods, design and testing of data collection instruments, data collection procedures, methods of data analysis and constraints that were experienced during the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the findings of the research using a combination of quantitative and qualitative methods. Quantitatively, the researcher used simple tables, percentages and bar graphs. Qualitatively, the researcher used texts which were organized into phrases, sentences and paragraphs to explain the findings of the study. Before presenting the findings of the study, the researcher first analyzed and interpreted the data using the content analysis method. In this regard, the researcher scrutinized carefully, the documents containing notes that were taken during the interviews. While analyzing and interpreting the data, the researcher followed a systematic process which included deciding on the units of analysis (themes and sub-themes), sampling the content to be analyzed, coding or logically grouping related data, analyzing the data and compiling the results and interpretations.

4.2 RESPONSE RATE OF THE TARGET RESEARCH PARTICIPANTS

The aim of this study was to examine fundraising as a viable supplementary source of funding for public university libraries in Kenya. In order to achieve this aim, the researcher targeted to interview two groups of research participants from the seven public universities namely: University of Nairobi (UON), Moi University, Kenyatta University, Egerton University, Jomo Kenyatta University of Agriculture and Technology (JKUAT), Maseno University and Masinde Muliro University of Science

and Technology (MMUST). Table 4-1 below presents data on the response rates in percentage of the two target groups of research participants.

Table 4-1: Response Rates of Research Participants (N=102)

| Public University | Response Rates (RR) in Percentage | | | | | |
|-----------------------|-----------------------------------|-----------|------------|----------------------------|-----------|-------------|
| | Target Group 1: Librarians | | | Target Group 2: Informants | | |
| | Target | Response | RR in % | Target | Response | RR in % |
| Egerton | 13 | 13 | 100 | 4 | 2 | 50 |
| JKUAT | 13 | 13 | 100 | 4 | 2 | 50 |
| Kenyatta | 13 | 13 | 100 | 4 | 4 | 100 |
| Maseno | 4 | 4 | 100 | 4 | 2 | 50 |
| Masinde Muliro | 3 | 3 | 100 | 4 | 2 | 50 |
| Moi | 16 | 16 | 100 | 4 | 3 | 75 |
| University of Nairobi | 22 | 22 | 100 | 4 | 3 | 75 |
| Total | 84 | 84 | 100 | 28 | 18 | 64.3 |

Table 4-1 indicates that there were two target groups of research participants. The first and the core target group comprised of 84 librarians, all of whom, were practicing library managers in the seven public universities surveyed in this study. They were purposively and entirely sampled from their respective universities depending on the number of library managers working in each public university library. Out of the total target of 84 librarians, the researcher sampled 22 from University of Nairobi, 16 from Moi University, 13 from Kenyatta University, 13 from Egerton University, 13 from Jomo Kenyatta University of Agriculture and Technology, 4 from Maseno University and 3 from Masinde Muliro University of Science and Technology. The rationale for targeting library managers is that part of their duties involves managing the library budget especially with regard to acquisition of library information materials, furniture and equipment and establishing of new or enhancing existing information services.

The researcher therefore deemed them better placed to respond to the research questions asked in relation to the aim and objectives of this study. The second target group of research participants comprised of 28 informants purposively chosen from certain offices of the seven public universities that carried out funding and/or fundraising related activities. These offices included the Finance, Student Advisory, Alumni and Fundraising. The rationale for targeting this group of research participants is that the researcher believed that fundraising as an institutional activity is or ought to be a component of their duties. The researcher therefore deemed them better placed to respond to the research questions asked in relation to the aim and objectives of this study.

With regard to the study findings on response rates, Table 4-1 indicates that the researcher obtained an overall response rate of 100% for the first target group of research participants i.e. that of librarians. This implies that the researcher managed to interview all the 84 librarians targeted during the study. On the other hand, the researcher obtained an overall response rate of 64.3% for the second target group of research participants i.e. that of informants. This means that the researcher managed to interview 18 out of 28 informants targeted during the study. Individually, the researcher achieved informants' response rate of 100% at Kenyatta University, 75% at University of Nairobi, 75% at Moi University, 50% at JKUAT, 50% at Egerton University, 50% at Maseno University and 50% at MMUST. The researcher failed to interview 10 informants because of two reasons. First, there were no offices attributed to fundraising in five public universities as at the time of carrying out this study. This was the case for University of Nairobi, JKUAT, Egerton University, MMUST and Maseno University. Second, five informants each from University of Nairobi,

Kenyatta University, Moi University, MMUST and Maseno University were out of office as at the time of carrying out this research even after the researcher made repeated attempts to interview them.

4.3 GENERAL INFORMATION ABOUT LIBRARY MANAGERS

The general information sought by the researcher about public university library managers in Kenya who constituted the core group of research participants in this study concerned their job levels, highest professional qualifications and age brackets. The Research findings on these variables are presented in the sub-sections 4.3.1, 4.3.2 and 4.3.3 below:

4.3.1 Job Levels of Library Managers

Table 4-2 below presents data about the distribution of the number of public university library managers according to their managerial job levels and their respective employers.

Table 4-2: Job Levels of Public University Library Managers (N=84)

| Job Levels | Number of Library Managers per Public University | | | | | | | Total | % |
|------------|--|-----|------|------|-------|--------|-------|-------|------|
| | UON | MOI | KU | EU | JKUAT | MASENO | MMUST | | |
| UL | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 6 | 7.1 |
| DUL | 2 | 2 | 1 | 1 | 1 | 1 | 0 | 8 | 9.5 |
| COL | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4.8 |
| CAL | 7 | 5 | 3 | 3 | 3 | 0 | 0 | 21 | 25 |
| HOS | 8 | 8 | 8 | 8 | 8 | 3 | 2 | 45 | 53.6 |
| Total | 22 | 16 | 13 | 13 | 13 | 4 | 3 | 84 | 100 |
| % | 26.19 | 19 | 15.5 | 15.5 | 15.48 | 4.76 | 3.57 | 100 | |

The research findings in Table 4-2 shows that a total of 84 library managers were interviewed from across the seven public universities surveyed in this study. These managers occupied different managerial positions in the library ranging from that of a Head of Section (HOS), Campus Librarian (CAL), College Librarian (COL), Deputy University Librarian (DUL) to that of a University Librarian (UL). With regard to the distribution of the number of library managers according to their employers, the highest number of 22 came from University of Nairobi constituting 26.19%. This was followed in the second place by Moi University with 16 constituting 19.04%, while Kenyatta University, Egerton University and JKUAT were third each with 13 constituting 15.48%. Maseno University was fourth with four constituting 4.76% while MMUST was fifth with 3 constituting 3.57%. This distribution correlated to the level of establishment of staff in each public university library as at the time of carrying out this research.

With regard to the distribution of the number of library managers according to their job levels, the highest proportion came from the category of Head of Section (HOS) which constituted 53.6%. Out of 45 Head of Sections contacted during this study, eight were each from the University of Nairobi, Moi University, Kenyatta University, Egerton University and JKUAT Library. Three and two were from Maseno and MMUST libraries respectively. The second highest number came from the category of Campus Librarian (CAL) which constituted 25%. Out of 21 Campus Librarians contacted, seven were from University of Nairobi, five were from Moi University and three were each from Kenyatta University, Egerton University and JKUAT. Maseno University and MMUST libraries did not have managers at the level of Campus Librarian. The Third highest number of library managers came from the category of

Deputy University Librarian (DUL) which constituted 9.5%. Out of 8 Deputy University Librarians contacted, two each were from University of Nairobi and Moi University while one each was from Kenyatta University, Egerton University, JKUAT and Maseno University. MMUST did not have a Deputy University Librarian. The fourth highest number of library managers came from the category of University Librarian (UL) which constituted 7.1%. There were six University Librarians interviewed during this study one each from University of Nairobi, Moi University, Kenyatta University, Egerton University, JKUAT and MMUST. As at the time of carrying out this study, Maseno University did not have a substantive University Librarian. The least number of library managers came from the category of College Librarian (COL) representing 4.8%. All the four College Librarians contacted during this study came from University of Nairobi. This distribution correlated to the types of organizational structures used by each public university library as at the time of carrying out this survey.

4.3.2 Highest Professional Qualifications of Library Managers

Table 4-3 on page 112, presents data on the highest professional qualifications of library managers from across the seven public universities in Kenya surveyed during this study.

Table 4-3: Highest Professional Qualifications of Library Managers (N=84)

| Qualification | Number of Library Managers per University | | | | | | | Total | % |
|---------------|---|----|------|------|-------|--------|-------|------------|------------|
| | UON | MU | KU | EU | JKUAT | MASENO | MMUST | | |
| Ph.D | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 5 | 5.95 |
| Masters | 20 | 10 | 13 | 6 | 13 | 1 | 3 | 66 | 78.6 |
| Bachelors | 1 | 3 | 0 | 5 | 0 | 1 | 0 | 10 | 11.9 |
| Diploma | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 3 | 3.57 |
| Total | 22 | 16 | 13 | 13 | 13 | 4 | 3 | 84 | 100 |
| % | 26.2 | 19 | 15.5 | 15.5 | 15.48 | 4.76 | 3.57 | 100 | |

The research findings in Table 4-3 indicate that the largest number of library managers interviewed in this study held a Masters degree as their highest professional qualification. This group comprised of 66 out of 84 library managers constituting approximately 78.6%. Out of the 66 library managers holding a Masters degree, 20 came from University of Nairobi, 13 each from Kenyatta University and JKUAT, 10 from Moi University, six from Egerton University, three from MMUST and one from Maseno University. The second largest number of library managers held a Bachelor's degree as their highest professional qualification. This lot comprised of 10 out of 84 library managers constituting approximately 11.9%. Out of the 10 library managers, five came from Egerton University, three from Moi University and one each from University of Nairobi and Maseno University. The third largest group held a Ph.D. degree as their highest professional qualification. This group was made up of 5 out of 84 library managers constituting approximately 5.95%. Out of the 5 Ph.D. holders, two each came from Moi University and Egerton University while one came from University of Nairobi. The smallest group of library managers interviewed in this study comprised that of Diploma holders. This group was made up of 3 out of 84

library managers constituting approximately 3.57%. Out of the 3 library managers, two came from Maseno while one came from Moi University.

4.3.3 Age Bracket of Library Managers

Table 4-4 below, provides data on the age brackets of public university library managers interviewed from across the seven public universities surveyed in this study. The age brackets are based on the minimum entry and maximum exit age for a managerial library position.

Table 4-4: Age Bracket of Library Managers (N=84)

| Age Bracket | Number of Library Managers per University | | | | | | | Total | % |
|-------------|---|----|----|----|-------|--------|-------|-------|-------|
| | UON | MU | KU | EU | JKUAT | MASENO | MMUST | | |
| 30-39 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 6 | 7.14 |
| 40-49 | 12 | 5 | 3 | 8 | 4 | 1 | 1 | 34 | 40.48 |
| 50-59 | 7 | 9 | 8 | 3 | 8 | 1 | 1 | 37 | 44.05 |
| 60-69 | 2 | 1 | 2 | 1 | 1 | 0 | 0 | 7 | 8.33 |
| Total | 22 | 16 | 13 | 13 | 13 | 4 | 3 | 84 | 100 |
| % | 26.2 | 19 | 15 | 15 | 15.48 | 4.76 | 3.57 | 100 | |

The research findings provided in Table 4-4 indicates that most of the library managers interviewed during this study were aged from 50-59 years. This group comprised of 37 out of 84 library managers constituting approximately 44.05%. Out of the 37 library managers, nine came from Moi University, eight each from Kenyatta University and JKUAT, seven from University of Nairobi, three from Egerton University and one each from Maseno University and MMUST. The second largest group aged from 40-49 years comprised of 34 out 84 library managers and constituted approximately 40.48%. Out of the 34 library managers, 12 came from University of

Nairobi, eight from Egerton University, five from Moi University, four from JKUAT, three from Kenyatta University and one each from Maseno University and MMUST. The third group aged from 60-69 years comprised of 7 out of 84 library managers and constituted approximately 8.33%. Out of the seven library managers, two each came from University of Nairobi and Kenyatta University and one each from Moi University, Egerton University and JKUAT. The least group aged from 30-39 years comprised of 6 out of 84 library managers and represented approximately 7.14%. Out of the six library managers, two came from Maseno University and one each from University of Nairobi, Moi University, Egerton University and MMUST.

4.4 FUNDING REQUIREMENTS OF PUBLIC UNIVERSITY LIBRARIES IN KENYA

The first objective of this study was to determine the funding requirements of public university libraries in Kenya. In order to achieve this objective, the researcher asked the library managers interviewed during the study to state the reasons why they thought their respective libraries needed funding. The responses obtained from each public university are presented in sections 4.4.1 to 4.4.7 below.

4.4.1 Funding Requirements of University of Nairobi Library

Table 4-5 on page 115 present data on funding requirements of University of Nairobi Library.

Table 4-5: Funding Requirements of University of Nairobi Library (N=22)

| Funding Requirements | Frequency | % |
|---|------------------|----------|
| Purchasing and subscribing to information resources | 18 | 81.8 |
| Purchasing library equipment and furniture | 14 | 63.6 |
| Purchasing office stationery | 10 | 45.5 |
| Maintain and repair library building, furniture and equipment | 7 | 31.8 |
| Designing new library services and enhancing existing ones | 3 | 13.6 |
| Carrying out research | 3 | 13.6 |
| Purchasing processing materials | 2 | 9.1 |
| Supporting Information literacy and/or training programmes | 2 | 9.1 |
| Running Library and Information Science diploma programme | 2 | 9.1 |
| Purchasing computer software | 2 | 9.1 |
| Meeting travel and accomodation costs | 2 | 9.1 |
| Purchasing photographic and photocopying materials | 2 | 9.1 |

The study findings in Table 4-5 indicates that 81.8% of the library managers interviewed at University of Nairobi library required funds to purchase and subscribe to information resources. This was followed by 63.6% of the respondents who required funds to purchase library equipment and furniture. Another 45.5% of the respondents required funds to purchase office stationery while 31.8% needed funds to maintain and repair library buildings, furniture and equipment. Two groups of respondents each representing 13.6% of the total respondents at the University of Nairobi library needed funds to design new library services and/or enhancing existing ones and to carry out research activities. Another six groups of respondents each representing 9.1% of the total research participants required funds to support information literacy and/or training programmes, run Library and Information Science

diploma programme, purchase computer software, meet travelling and accommodation expenses and purchase photographic and photocopying materials.

4.4.2 Funding Requirements of JKUAT Library

Table 4-6 below presents data on funding requirements of JKUAT Library.

Table 4-6: Funding Requirements of JKUAT Library (N=13)

| Funding Requirements | Frequency | % |
|---|------------------|----------|
| Purchasing and subscribing to information resources | 11 | 84.6 |
| Purchasing library equipment and furniture | 9 | 69.2 |
| Purchasing office stationery | 9 | 69.2 |
| Maintain and repair library building, furniture and equipment | 8 | 61.5 |
| Purchasing binding materials | 5 | 38.5 |
| Purchasing cleaning materials | 3 | 23.1 |
| Purchasing dust clothes for staff | 3 | 23.1 |
| Recruiting staff | 3 | 23.1 |

The study findings in Table 4-6 indicates that 84.6% of the library managers interviewed at JKUAT library required funds to purchase and subscribe to information resources. Two groups of respondents each representing 69.2% required funds to purchase library equipment and furniture and office stationery respectively. The study findings also reveals that 61.5% of the respondents required funds to maintain and repair library buildings, furniture and equipment while 38.5% required funds for purchasing binding materials. Three groups of the respondents each representing 23.1% required funds to purchase cleaning materials, dust clothes for staff and recruit additional staff respectively.

4.4.3 Funding Requirements of Kenyatta University Library

Table 4-7 below presents data on funding requirements of Kenyatta University Library.

Table 4-7: Funding Requirements of Kenyatta University Library (N=13)

| Funding Requirements | Frequency | % |
|---|------------------|----------|
| Purchasing and subscribing to information resources | 10 | 76.9 |
| Servicing and repairing library equipment and furniture | 8 | 61.5 |
| Purchasing office stationery | 7 | 53.8 |
| Purchasing binding materials | 5 | 38.5 |
| Recruiting staff | 3 | 23.1 |
| Establishing new library and information services | 2 | 15.4 |

The study findings in Table 4-7 indicates that 76.9% of the library managers interviewed at Kenyatta University library required funds to purchase and subscribe to information resources. The findings also revealed that 61.5% of the respondents required funds to service and repair library equipment and furniture while 53.8% required funds to purchase office stationery. Another 38.5% of the respondents required funds to purchase binding materials while 23.1% required funds to recruit additional staff. In addition, 15.4% of the respondents required funds to establish new library and information services.

4.4.4 Funding Requirements of Egerton University Library

Table 4-8 on page 118 present data on funding requirements of Egerton University Library.

Table 4-8: Funding Requirements of Egerton University Library (N=13)

| Funding Requirements | Frequency | % |
|---|------------------|----------|
| Purchasing and subscribing to information resources | 12 | 92.3 |
| Servicing and repairing library equipment and furniture | 10 | 76.9 |
| Purchasing office stationery | 8 | 61.5 |
| Meeting expenses for trainings, travelling and accomodation | 5 | 38.5 |
| Meeting costs for staff meetings | 3 | 23.1 |
| Establishing new library and information services | 2 | 15.4 |
| Maintatining and repairing library vehicle | 2 | 15.4 |
| Supporting library projects | 2 | 15.4 |

The study findings in Table 4-8 indicates that 92.3% of the library managers interviewed at Egerton University library required funds to purchase and subscribe to information resources. The findings also reveal that 76.9% of the respondents required funds to service and repair library equipment and furniture while 61.5% required funds to purchase office stationery. Another 38.5% of the respondents required funds to meet the cost of trainings, travelling and accommodation while 23.1% required funds to meet the cost of staff meetings. Furthermore, three groups of Egerton University library respondents each representing 15.4% required funds to establish new library and information services, maintain and repair the library vehicle and support new library projects.

4.4.5 Funding Requirements of Moi University Library

Table 4-9 on page 119 present data on funding requirements of Moi University Library.

Table 4-9: Funding Requirements of Moi University Library (N=16)

| Funding Requirements | Frequency | % |
|--|------------------|----------|
| Purchasing and subscribing to information resources | 15 | 93.8 |
| Purchasing, servicing and repairing library equipment | 14 | 87.5 |
| Purchasing office stationery | 12 | 75 |
| Recruiting casual staff | 9 | 56.3 |
| Meeting costs for staff trainings, travelling and accomodation | 5 | 31.2 |
| Construction and expansion of library facilities | 3 | 18.7 |

The study findings in Table 4-9 indicates that 93.8% of the library managers interviewed at Moi University library required funds to purchase and subscribe to information resources. The findings also revealed that 87.5% of the respondents required funds to purchase, service, and repair library equipment while 75% required funds to purchase office stationery. Another 56.3% of the respondents required funds to recruit casual staff while 31.2% required funds to meet the cost of staff trainings, travelling and accommodation. Moreover, 18.7% of the respondents required funds to construct and expand library facilities.

4.4.6 Funding Requirements of MMUST Library

Table 4-10 on page 120 present data on funding requirements of MMUST Library.

Table 4-10: Funding Requirements of MMUST Library (N=3)

| Funding Requirements | Frequency | % |
|--|------------------|----------|
| Purchasing and subscribing to information resources | 2 | 66.7 |
| Purchasing, servicing and repairing library equipment | 2 | 66.7 |
| Purchasing office stationery | 2 | 66.7 |
| Recruiting casual staff | 2 | 66.7 |
| Meeting costs for staff trainings, travelling and accomodation | 1 | 33.3 |
| Construction and expansion of library facilities | 1 | 33.3 |
| Purchasing cleaning materials | 1 | 33.3 |
| Purchasing dust-coats for staff | 1 | 33.3 |

The study findings in Table 4-10 indicates that four groups of library managers interviewed at MMUST library each constituting 66.7% of the respondents required funds to purchase and subscribe to information resources; purchase, service and repair library equipment; purchase office stationery and recruit casual staff respectively. Four other groups of respondents each representing 33.3% required funds to meet the cost of staff trainings, travelling and accommodation; construction and expansion of library facilities; purchasing cleaning materials and purchasing dust coats for staff respectively.

4.4.7 Funding Requirements of Maseno University Library

Table 4-11 on page 121 present data on funding requirements of Maseno University Library.

Table 4-11: Funding Requirements of Maseno University Library (N=4)

| Funding Requirements | Frequency | % |
|---|------------------|----------|
| Purchasing and subscribing to information resources | 4 | 100 |
| Purchasing, servicing and repairing library equipment | 3 | 75 |
| Recruiting casual staff | 2 | 50 |

The study findings in Table 4-11 indicates that 100% of the library managers interviewed at Maseno University library required funds to purchase and subscribe to information resources. In addition, 75% of the respondents needed funds to purchase, service, and repair library equipment. Furthermore, 50% of the respondents required funds to recruit casual staff.

4.5 FUNDING POLICIES OF PUBLIC UNIVERSITY LIBRARIES IN KENYA

The second objective of this study was to establish the funding policies of public university libraries in Kenya. In order to achieve this objective, the researcher asked 45 respondents (39 strategic-level library managers and 6 finance officers) from the seven public universities surveyed in this study, to state whether there was a policy used to determine the amount of funding allocated to their respective libraries. Out of 45 respondents, 14 came from University of Nairobi, nine from Moi University, six from Kenyatta University, six from JKUAT, six from Egerton University, two from Maseno University and two from MMUST. Those who responded “Yes” were further asked to explain the specific funding guidelines stated in the policy while those who responded “No” were asked to explain the rationale used by their respective universities to determine the amount of funds allocated to the library. The researcher also asked the respondents whether they were aware of any other funding guidelines

originating from within or without the university which could influence the funding of their respective university libraries. In addition, the researcher asked the respondents to state whether stakeholder groups like the University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) had influenced the formulation and enactment of any kind of library funding policy in their respective universities and if yes, what specific roles they had played.

Figure 4-1 below present data on the responses regarding library funding policies in the seven public universities surveyed in this study.

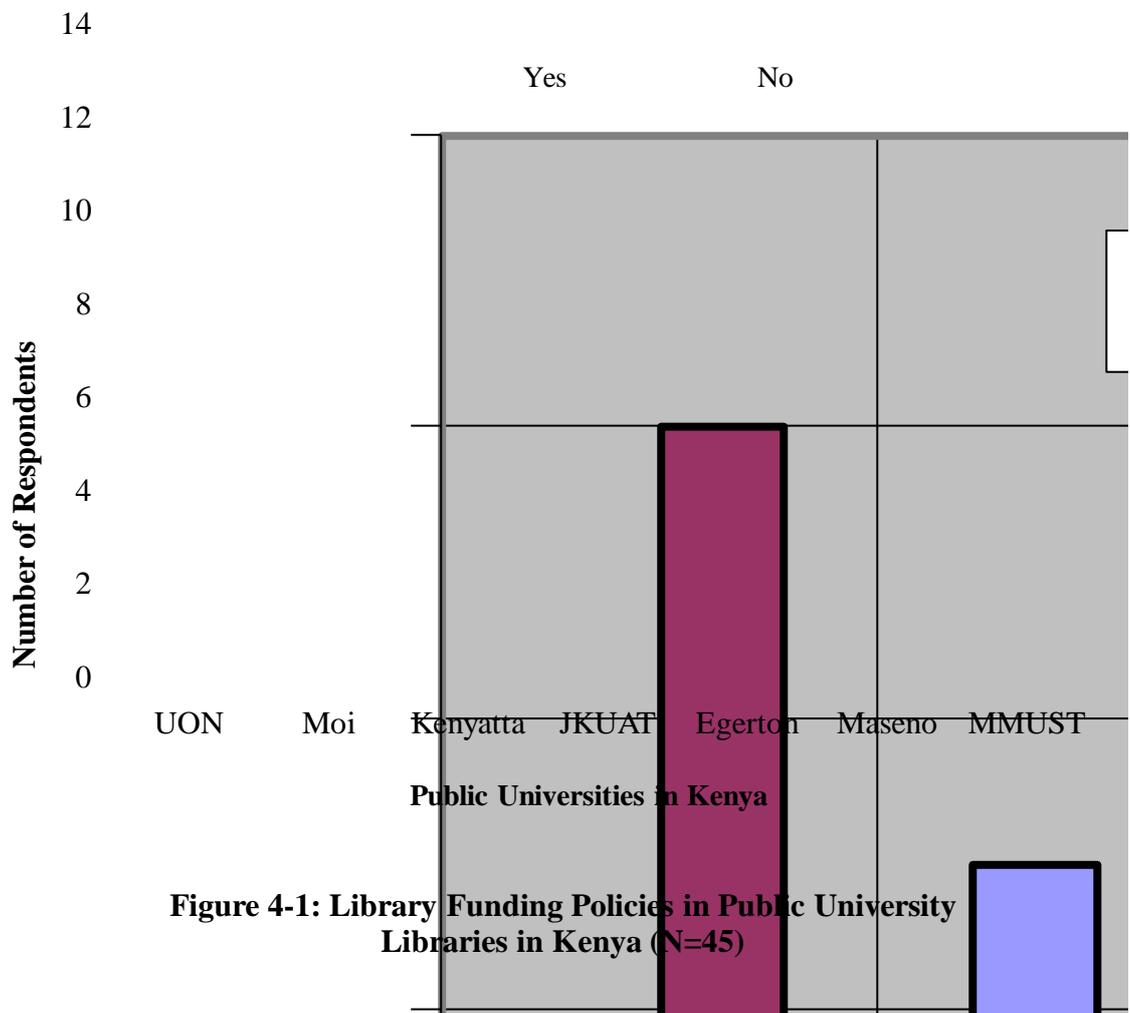


Figure 4-1: Library Funding Policies in Public University Libraries in Kenya (N=45)

4.5.1 Funding Policy of University of Nairobi Library

The research findings in Figure 4-1 indicate that only two respondents at the University of Nairobi agreed that there was a library funding policy while 12 disagreed.

When the researcher asked those who agreed to state the specific guidelines in the library funding policy, two opinions emerged. The first opinion was that funding of the library was dependent on the fee paying policy of the university. In this policy every student is charged a library and computer fee which is meant to improve the library services. This is evidenced from the following verbatim response given by one of the two respondents:

“Yes, there are the library and computer fees charged to every student by the university and which are intended to improve the library services.”

It is clear from the above verbatim statement that the library funding policy that was being referred to by the respondent does not exist separately but is an integrated component of the fee paying policy framework. This policy therefore does not have specific guidelines that can be used to determine an adequate amount of funding to allocate to the library since what students pay as library and computer fee may not be enough.

The second opinion was that funding of the library was dependent on the overall university funding policy which was assumed to cover the funding of all departments in the university including the library. This was evidenced by the following sampled

verbatim statement from one of the two respondents who acknowledged that there was a library policy at the University of Nairobi:

“Yes, there is the university policy. We may not have a library funding policy per se but the overall university policy on funding covers the library just like any other department in the university.”

It is clear from the above verbatim statement that what the respondent acknowledged as a library funding policy was in his mind a sub-set of the university-wide funding policy. The respondent was therefore not able to give specific guidelines that can determine the exact amount of funding to be allocated to the library in any given financial year.

When the researcher asked those who disagreed to state the rationale that was used by the university to determine the amount of funding to allocate to the library a number of criteria were cited. These criteria include the size of the library, previous budget and spending trends, amount of funds received by the university, new projects initiated by the library, anticipated expenditure of branch libraries and the student population. These factors were evident in the following sampled verbatim statements from the respondents who said that there was no library funding policy at University of Nairobi:

R1: “The library is treated just like any other department of the university. Therefore, the allocation is done as per the size of the library. The larger the library, the more the funding allocated to it.”

R2: “The allocation is based on the previous budget and spending trends. This has been the traditional way of doing it since 1990s because in the 1980s, there was no budget making. The government

used to fund everything the university requested for. Regular budgets became the norm following the introduction of the parallel degree programmes.”

R3: “Allocation is done based on the amount of funds received by the university. The library gets more allocation if new library projects are initiated. The allocation is also based on the previous library expenditure including the anticipated expenditure of each sub-library.

R4: “There is no specific library policy as such. What happens is that the money is allocated in lump sum for the library system by the university based on the student population.”

When the respondents were asked whether they were aware of any other funding guidelines originating from within or without the university and which could influence the funding of the library, they mentioned four types of guidelines. The first type was the Commission for Higher Education (CHE) guidelines on funding of university libraries which says that at least ten percent (10%) of the total operational budget of the university should be allocated to the library to cater for information resources. The second type of funding guidelines was that which was believed to be contained in the Kibera Reports. The third type of funding guidelines was that contained in the fee payment policy. The fourth type of funding guidelines was that contained in the income generating policy. These guidelines are evident in the following verbatim statements from the respondents:

R1: “There are the CHE guidelines which stipulate that the library should be allocated at least 10% of the total university budget.”

R2: “Yes, there are the CHE guidelines but these are not followed as they apply more to private universities. Public universities were established by an Act of Parliament just like CHE and hence are autonomous and free from undergoing through external inspection by CHE. They make and follow their own policies.”

R3: “Yes, there are the guidelines in Kibera Reports (1-4) which recommend that the funds generated through parallel degree programmes should be shared amongst various departments which provide direct service to the university.”

R4: “Yes, the Kibera Reports contain some guidelines. The reports document guidelines about University of Nairobi Enterprises Services (UNES) which is an income generating entity. There is a policy that stipulates that a certain percentage of the funds collected should be shared among the departments, the library included. However, this policy has not been implemented.”

R5: “The University funding policy provides for the payment of a compulsory library fee over and above the allocation obtained by the library from the government funding. Furthermore, the university funding policy requires the departments to generate income. Out of the almost three-quarters of the income generated by the university departments, the library generate a portion of it through library levy fees, photocopying charges and the income received from the Diploma Programme.

R6: “Yes, there are the CHE Guidelines but these are more applied to private universities than public universities. Public universities

therefore continue to allocate funding to departments including the library without due consideration of the CHE standards. If the CHE standards were implemented, the library funding would improve.

It can be inferred from the above verbatim statements that the funding guidelines mentioned by the respondents were not being applied by the University of Nairobi as at the time of carrying out this study.

As part of the effort to establish the library funding policy framework at University of Nairobi, the researcher asked the respondents whether the University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) had played any role towards the formulation and implementation of a library funding policy. The research findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. However, some respondents indicated that UASU had in some instances pointed out the need to improve the library equipment and infrastructure. What emerged from the interviews is that the two unions focused a lot on improving the remuneration of their respective members. This is evidenced by the following sampled verbatim responses:

R1: “No, UASU and UNTESU have not lobbied and advocated for increased funding of the library.”

R2: “There has been no direct support provided by UASU and UNTESU in pushing for policy formulation to help in improving funding of public university libraries. They have concentrated much more on seeking to improve remuneration packages for their members than on facilities. However, UASU has indirectly talked about the need to improve learning facilities, libraries included, but they have not

given a decisive plan on how to go about it. They need to urgently provide leadership in this area.”

R3: “Neither UASU nor UNTESU has offered any tangible support in relation to formulation of a library funding policy. However, UASU has pointed out the need to improve equipment and infrastructure in the university.”

R4: “UASU, through its members are among the primary beneficiaries of the library, has not lobbied and advocated for the library to be considered for more funding. It has been so far pre-occupied with remuneration issues. It is my opinion that this group need to partner with the library. It should have as part of its mandate to lobby and advocate for the library in forums that can attract funding to the library. However, some individual members of UASU have come forth and provided support to the library through donations and gifts.

R5: “UASU has played no role at all. All their focus has been directed towards improving the lecturer’s remuneration.”

4.5.2 Funding Policy of Moi University Library

The research findings in Figure 4-1 indicate that all the nine respondents contacted from Moi University said that there was a library funding policy. When asked to state the specific guidelines in the library funding policy, the respondents identified two important aspects that determine the amount of funding allocated to the library. The first aspect was the allocation of a constant amount of money from all the government funding received by the university. This amount was approximately Kshs 6 Million per annum as at the time of carrying out this study. On probing further, the researcher

was informed by the respondents that this amount was expected to increase in future subject to an increase in the government allocation. The second aspect was the allocation of a percentage of the tuition fees collected from the Privately Sponsored Students Programme (PSSP) to the library over and above the constant allocation from government funding. As at the time of carrying out this study Moi University was allocating 3% of the total tuition fees collected from all PSSP programmes. The researcher found out that the allocation was initially 4% but it was scaled down to 3% so as to use the difference in meeting the cost of paying salaries to staff. These aspects determining the amount of allocation in the policy are evident in the following sampled verbatim statements from the respondents:

R1: “Before, the library used to get an allocation of 4% of the total tuition fees collected from PSSP programmes by the university but of late it has been scaled down to 3%. The reason is that the university is using the difference to pay staff salaries.”

R2: “Approximately Kshs 6 Million is allocated to the library from all funding received from government funding. In addition 3% of the PSSP tuition funds are allocated to the library.”

R3: “Out of the total tuition fees collected, 3% is allocated to the library. However, not all of it is utilized because of cumbersome procurement procedures, delayed payment of delivered materials plus also that the fees is not collected in full at ago.”

With regard to whether the respondents from Moi University were aware of any other funding guidelines originating from within or without the university which could influence the funding of the library, the study revealed that all the respondents

mentioned the Commission for Higher Education (CHE) guidelines and standards. However, most of them were quick to say that although Moi University had an effective library funding policy in place, they believed that the allocation received was far below the 10 % of the total university operational budget recommended by CHE.

With respect to the question of whether Moi University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) chapters had played any role towards the formulation and implementation of a library funding policy, the research findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. One of the respondents claimed that some members of UASU had delinked the librarians from being part of the academic staff. This is evidenced from the following sampled verbatim response:

“UASU has played no role. Instead, some UASU members have delinked the librarians from being members of the academic staff.”

4.5.3 Funding Policy of Kenyatta University Library

The research findings in Figure 4-1 indicate that one respondent out of six from Kenyatta University said that there was a library funding policy. Five out of the six respondents said that there was no library funding policy at Kenyatta University.

When the researcher asked the respondent that said “Yes” to state the specific guidelines in the library funding policy, the respondent explained that the library policy was a component of a general funding policy by the university. This policy, the

respondent said, recognized the library as an important component of the academic life of the university and need financial support if it is to provide service to the university's primary clients who are the students. This is evidenced from the following verbatim response given by the respondent:

“Yes, there is a general (funding) policy that recognizes the library as an essential component of the university. It further stipulates that students, being the primary stakeholders of the university and having paid fees are entitled to be provided with a reasonable library service.”

It is clear from the above verbatim statement that the kind of funding policy being referred to by the respondent does not indicate the formula used to determine the amount of funding allocated to the library. It can therefore be inferred that Kenyatta University did not actually have an independent library funding policy which could be used to determine a specific amount of money to allocate to the library.

When the researcher asked those who responded “No” to state the rationale that was used by Kenyatta University to determine the amount of funding to allocate to the library, three opinions were given. The first opinion was that the university based the allocation on the funding needs of the university departments. In this case, the respondent explained that more allocation was given to an area of the university that showed greater need for funding. However, the respondent explained that the library needs were often accorded low priority in comparison with those of the other departments and therefore often received smaller allocation than the rest of the departments. The second opinion was that the criteria used by the university were not known to the respondents. A case in point was cited by one of the respondents that the university scaled down a budget request by the library amounting to Kshs 150 Million

to Kshs 32 Million. The rationale used to reduce Kshs 118 Million was not known to the library. The third opinion was that Kenyatta University determined the amount of funding allocation by comparing the previous actual expenditure against the income received by the University. These modes of allocations are evident in the following sampled verbatim statements from the respondents who said that there was no library funding policy at Kenyatta University:

R1:“The allocations are made based on the funding needs of the university departments. However, the problem with this approach is that the library funding needs are often accorded low priority in comparison with those of the other departments. This explains why the library has been allocated inadequate funding over the years.”

R2: “I am not aware how they determine the allocation given to the library. For instance, we forwarded a budget request of Kshs. 150 million during the 2008/2009 financial year and it was slashed down to Kshs. 32 million. The criterion that was used is not clear to the library.”

R3: “Funds are allocated based on departmental needs. The current budget requests are compared to the previous actual expenditure against the income available to the university.”

With regard to whether Kenyatta University respondents were aware of any other funding guidelines originating from within or without the university and which could influence the funding of the library, the study revealed that some of the respondents were aware of the Commission for Higher Education (CHE) guidelines and standards. However, the research showed that these funding standards and guidelines were not

applied by the university. It was the view of those respondents that were aware of CHE funding guidelines that if they were complied with, the library would get adequate funding and hence will be able to provide better services.

With respect to the question of whether Kenyatta University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) chapters had played any role towards the formulation and implementation of a library funding policy, the research findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. It was the opinion of the respondents that the two unions were more pre-occupied with members' welfare issues than library needs. Asked to state whether these unions had a role to play, the respondents were unanimous that in fact the need to advocate and lobby on behalf of the library should be part of its mission.

4.5.4 Funding Policy of JKUAT Library

The research findings in Figure 4-1 indicate that all the respondents from Jomo Kenyatta University of Agriculture and Technology said that there was no library funding policy at the university.

When the researcher asked the respondents to state the rationale that was used by JKUAT to determine the amount of funding to allocate to the library, two views were given. The first view was that the university used an erratic approach since it did not have a specific rationale to use. The second view was that the university based its allocations on the needs of the departments which were usually ranked into a priority order. However, the respondents who were of this view expressed regrets that the

library needs were often ranked lowly in comparison with those of the other departments. These views are evident in the following sampled verbatim responses:

R1: “The University uses an erratic approach since it has no specific rationale to use.”

R2: “The allocations are based on the needs of the university departments. These needs are usually ranked in a priority order. However, the library needs usually rank low.”

When the researcher asked the respondents whether they were aware of any other funding guidelines originating from within or without JKUAT and which could influence the funding of the library, they mentioned three types of guidelines. The first type of guidelines was that of the Commission for Higher Education (CHE) guidelines and standards. However, the research showed that these funding standards and guidelines were not applied by the university. It was the view of those respondents that were aware of CHE funding guidelines that if they were complied with, the library would get adequate funding and hence will be able to provide better services. The second and third types of guidelines were those of UNESCO and Inter-University Council of East Africa. UNESCO guidelines requires that the library’s budget need to be sufficient so to provide resources that meet the reasonable expectations of library users when balanced against other institutional needs. The opinions on awareness of additional library funding guidelines are evident in the following verbatim responses:

R1: “There are the Commission for Higher Education library funding guidelines which stipulates that at least 10% of the total institutional operational budget should be provided annually to the library for

acquisition of information resources excluding personal emoluments and capital development.”

R2: “There are the UNESCO and Inter-University Council of East Africa library funding guidelines.”

With respect to the question of whether JKUAT Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) chapters had played any role towards the formulation and implementation of a library funding policy, the research findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. It was the opinion of the respondents that the two unions were more pre-occupied with trying to lobby and advocate for improved remuneration of their members. Asked to state whether these unions had a role to play, the respondents were unanimous that in fact the need to advocate and lobby on behalf of the library should be part of its mission.

4.5.5 Funding Policy of Egerton University Library

The research findings in Figure 4-1 indicate that one respondent from Egerton University said that there was a library funding policy at the university while five respondents said there was no library funding policy.

When the researcher asked the respondent that said “Yes” to state the specific guidelines in the library funding policy, the respondent pointed out two aspects that he believed were used to determine the amount of money to be allocated to the library. First, the respondent was of the opinion that the library allocation was determined based on the number of library users and the nature and demands of the academic

programme for which the information resources and facilities are required. Second, the respondent was of the view that the allocation was done in conformance with the standards stipulated by library control bodies like the Commission for Higher Education. However, further probing by the researcher revealed that the second aspect was not applicable as at the time of carrying out this research.

When the researcher asked those who responded “No” to state the rationale that was used by Egerton University to determine the amount of funding to allocate to the library, two respondents said that the university considered the performance contract requirements. However, when the respondents were further probed to state the specific library funding guidelines as spelled out in the performance contract document, they could not cite a formula that could be used to determine a specific amount to allocate to the library. The only explanation that they gave was that the performance contract was used to guide on the amount of funding to be allocated to the library.

On the question of whether Egerton University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) chapters had played any role towards the formulation and implementation of a library funding policy, the study findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. Like the public universities already considered above, it was the opinion of the respondents that the two unions were more pre-occupied with trying to lobby and advocate for improved remuneration of their members.

4.5.6 Funding Policy of Maseno University Library

The research findings in Figure 4-1 indicate that the two respondents from Maseno University both said that there was a library funding policy at the university. When the researcher asked them to state the specific guidelines in the library funding policy, they gave two views. According to the first respondent, the library had in the past been receiving an allocation of funding which was determined as a percentage of the university income. However, the respondent was not able to cite the exact percentage that library receives even after further probing. The second view was that Maseno University had an e-learning resources policy which required that during any budgeting process, there should be at least Kshs 10 Million set aside for information materials and e-learning resources. These views are evident in the following verbatim responses:

R1: “Yes, there used to be a policy that stipulated that some percentage of the university funding ought to be allocated to the library but I am not quite sure whether it is still being applied.”

R2: “Yes, there is the e-learning resources policy which states that during any budgeting process, there should be at least Kshs 10 Million set aside for information materials and e-learning resources.”

On the question of whether Maseno University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) chapters had played any role towards the formulation and implementation of a library funding policy, the study findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. Like the public universities already considered above, it was the opinion of the respondents that the two unions were more

pre-occupied with trying to lobby and advocate for improved remuneration of their members.

4.5.7 Funding Policy of MMUST Library

The research findings in Figure 4-1 indicate that one respondent from Masinde Muliro University of Science and Technology said that there was a library funding policy at the university while the other one said there was no library funding policy.

When the researcher asked the respondent that said “Yes” to state the specific guidelines in the library funding policy, the respondent pointed out that the Commission for Higher Education guidelines and standards were used to determine the amount of money to be allocated to the library although it was not followed to the letter. The respondent said:

“We use the CHE policy for guidance. We have not been able to follow CHE guidelines to the letter because the university is heavily under-funded.”

When asked to specify the rationale that the university used to allocate funding to the library, the respondent who said there was no library funding policy claimed that the university apportioned the funding in a haphazard manner that rendered the allocations to be disproportionate. The respondent said:

“The university apportions the funding it receives in a haphazard manner which is often disproportionate.”

One of the two respondents claimed that Masinde Muliro University of Science and Technology had formulated a library funding policy which was in the pipeline. The

policy once effective would ensure that 5% of the fees collected by the university would be allocated to the library. The respondent further revealed that the library was lobbying and advocating for the full implementation of the CHE policy. The respondent said:

“There is a library funding policy in the pipeline which states that from all the fees collected by the university 5% ought to be allocated to the library. In addition, we are lobbying and advocating for the full implementation of the CHE policy.”

On the question of whether MMUST Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) chapters had played any role towards the formulation and implementation of a library funding policy, the study findings revealed that neither UASU nor UNTESU had played any significant role in library policy formulation and implementation. Like in the public universities already considered above, it was the opinion of the respondents that the two unions were more pre-occupied with trying to lobby and advocate for improved remuneration of their members. One of the respondents said:

“Neither UASU nor UNTESU has so far played any active role in library issues. In fact some of the members of UASU have been debating as to whether or not librarians are or ought to be members of the academic staff. It appears that UASU are bent on fulfilling the interests of its members and not that of the library.”

4.6 SOURCES OF FUNDING FOR PUBLIC UNIVERSITY LIBRARIES IN KENYA

The third objective of this study was to identify the sources of funding for public university libraries in Kenya. In order to achieve this objective, the researcher asked the respondents from all the seven public universities surveyed in this study to state the sources of funding for their libraries. The responses obtained from each public university are presented in sections 4.6.1 to 4.6.7 below.

4.6.1 Sources of Funding for University of Nairobi Library

Table 4-12 below presents data on sources of funding for University of Nairobi Library.

Table 4-12: Sources of Funding for University of Nairobi Library (N=22)

| Sources of Funding | Frequency | % |
|--|-----------|------|
| Government | 22 | 100 |
| Donors | 19 | 86.4 |
| Diploma programme offered by the library | 6 | 27.3 |
| Kenya Library and Information Science Consortium (KLISC) | 6 | 27.3 |
| University of Nairobi Enterprises (UNES) | 5 | 22.7 |
| Photocopy services | 5 | 22.7 |
| Bindery services | 5 | 22.7 |
| Parallel degree programmes | 3 | 13.6 |
| Library penalties | 3 | 13.6 |
| Attachment programme charges | 2 | 9.1 |
| Library membership | 2 | 9.1 |
| Ghandi Memorial Fund | 2 | 9.1 |

The research findings from Table 4-12 reveal that the primary sources of funding for University of Nairobi library were the Government of Kenya and donors. Out of the 22 respondents interviewed from University of Nairobi library, 100% said that the library received funding from the government while 86.4% said that the library received funding support from donors. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget allocation. Asked to explain how the library received funding support from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects. The respondents cited the cases of Rattansi Foundation, Book Aid International and Books Abroad all of which had donated books to the library. The respondents also cited Zain (a mobile phone company whose name had changed to Airtel at the time of carrying out this study) that had made a donation to the university library.

The study findings from Table 4-12 also indicate that University of Nairobi library received funding from income obtained from a number of supplementary sources. Out

of the 22 respondents, 27.3% said that the library received funding support from the diploma programme offered by the library and e-journal subscription subsidies obtained through the Kenya Library and Information Science Consortium (KLISC). Another 22.7% said that the library received funding from the University of Nairobi Enterprises (UNES), photocopy and bindery services. Further, 13.6% said that the library received funding from parallel degree programmes and library penalties while 9.1% said that the library received funding support from the attachment fees charged to every student on internship programme, library membership fees and Ghandi Memorial fund.

4.6.2 Sources of Funding for JKUAT Library

Table 4-13 below presents data on sources of funding for Jomo Kenyatta University of Agriculture and Technology Library.

Table 4-13: Sources of Funding for JKUAT Library (N=13)

| Sources of Funding | Frequency | % |
|--|-----------|------|
| Government | 13 | 100 |
| Donors | 13 | 100 |
| Parallel degree programmes | 4 | 30.8 |
| Kenya Library and Information Science Consortium (KLISC) | 2 | 15.8 |
| Inter-University Collaboration programme | 2 | 15.8 |
| Photocopy services | 2 | 15.8 |
| Bindery services | 2 | 15.8 |
| Research grants | 2 | 15.8 |
| Exchange programmes | 2 | 15.8 |
| Attachment fees | 2 | 15.8 |

The research findings from Table 4-13 reveals that the primary sources of funding for JKUAT library were Government of Kenya and donors. Out of the 13 respondents interviewed, 100% said that the library received funding from the government and donors. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget allocation. Asked to explain how the library received funding support from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects. The respondents cited the cases of Rattansi Foundation, Book Aid International and Books for Africa all of which had donated books to the library.

The study findings from Table 4-13 also indicate that JKUAT library received funding from income obtained from a number of supplementary sources. Out of the 13 respondents interviewed from JKUAT library, 30.8% said that the library received funding support from parallel degree programmes while 15.8% said that the library received funding through e-journal subscription subsidies from the Kenya Library and

Information Science Consortium (KLISC), Inter-University Collaboration programme for East African universities, photocopy services, bindery services, research grants and exchange programmes and attachment fees.

4.6.3 Sources of Funding for Kenyatta University Library

Table 4-14 below presents data on sources of funding for Kenyatta University Library.

Table 4-14: Sources of Funding for Kenyatta University Library (N=13)

| Sources of Funding | Frequency | % |
|----------------------------|-----------|------|
| Government | 13 | 100 |
| Donors | 11 | 84.6 |
| Parallel degree programmes | 1 | 7.7 |
| Income generation projects | 1 | 7.7 |

The research findings from Table 4-14 reveals that the primary sources of funding for Kenyatta University library were the Government of Kenya and donors. Out of the 13 respondents interviewed, 100% said that the library received funding from the government while 84.6% said that the library received funding support from donors. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then

allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget allocation. Asked to explain how the library received funding support from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects.

The study findings from Table 4-14 also indicate that Kenyatta University library received funding from income obtained from two supplementary sources. Out of the 13 respondents interviewed, 7.7% said that the library received funding support from parallel degree programmes and income generation projects. When the respondents were asked to specify the income generation projects they had in mind, they cited rental premises, hotels run by the university, cafeteria and cyber services.

4.6.4 Sources of Funding for Egerton University Library

Table 4-15 below presents data on sources of funding for Egerton University Library.

Table 4-15: Sources of Funding for Egerton University Library (N=13)

| Sources of Funding | Frequency | % |
|----------------------------|------------------|----------|
| Government | 13 | 100 |
| Donors | 13 | 100 |
| Parallel degree programmes | 4 | 30.8 |
| Disposal of assets | 1 | 7.7 |
| Income generation projects | 1 | 7.7 |
| Library fees | 1 | 7.7 |

The research findings from Table 4-15 reveals that the primary sources of funding for Egerton University library were the Government of Kenya and donors. Out of the 13 respondents interviewed, 100% said that the library received funding from the government and donors. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget allocation. Asked to explain how the library received funding support from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects. The respondents cited Zain (a mobile phone company whose name had changed to Airtel at the time of carrying out this study) that had made a donation of 23 computers to the university library.

The study findings from Table 4-15 also indicate that Egerton University library received funding from income obtained from four supplementary sources. Out of the 13 respondents interviewed, 30.8% said that the library received funding support from parallel degree programmes while 7.7% said that the library received funding from disposal of assets, income generation projects and library fees. When the respondents

were asked to specify the income generation projects they had in mind, they cited rental premises, hotels run by the university, cafeteria services and farming activities.

4.6.5 Sources of Funding for Moi University Library

Table 4-16 below presents data on sources of funding for Moi University Library.

Table 4-16: Sources of Funding for Moi University Library (N=16)

| Sources of Funding | Frequency | % |
|----------------------------|-----------|------|
| Government | 16 | 100 |
| Parallel degree programmes | 11 | 68.8 |
| Donors | 10 | 62.5 |
| Bindery services | 6 | 37.5 |
| Rentals | 5 | 31.3 |
| Photocopy services | 3 | 18.8 |
| Attachment fees | 3 | 18.8 |
| Library overdue fines | 3 | 18.8 |
| Printing services | 2 | 12.5 |

The research findings from Table 4-16 reveals that the primary sources of funding for Moi University library were the Government of Kenya, parallel degree programmes and donors. Out of the 16 respondents interviewed, 100% said that the library received funding from the government, 68.8% said that the library obtained funding from parallel degree programmes and 62.5% said that the library received funding from donors. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will

review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget allocation. Asked to explain how the library received funding support from parallel degree programmes, the respondents said that the university allocated 3% of the total tuition fees collected from all parallel degree programmes. With respect to the funding received from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects.

The study findings from Table 4-16 also indicate that Moi University library received funding from income obtained from a number of supplementary sources. Out of the 16 respondents interviewed, 37.5% said that the library received funding support from bindery services while 31.3% said that the library received funding from fees collected from rental of library carrels and conference facilities. Further, 18.8% of the respondents said that the library received funding from photocopy services, attachment fees and library overdue fines while 12.5% said that the library obtained funding support from printing services.

4.6.6 Sources of Funding for MMUST Library

Table 4-17 on page 149 presents data on sources of funding for Masinde Muliro University of Science and Technology Library.

Table 4-17: Sources of Funding for MMUST Library (N=3)

| Sources of Funding | Frequency | % |
|----------------------------|------------------|----------|
| Government | 3 | 100 |
| Parallel degree programmes | 2 | 66.7 |
| Donors | 2 | 66.7 |
| Income generation projects | 2 | 66.7 |
| Library penalties | 1 | 33.3 |
| Research projects | 1 | 33.3 |
| Library fees | 1 | 33.3 |

The research findings from Table 4-17 reveals that the primary sources of funding for MMUST library were the Government of Kenya, parallel degree programmes, donors and income generation projects. Out of the three respondents interviewed, 100% said that the library received funding from the government while 66.7% said that the library obtained funding from parallel degree programmes, donors and income generation projects. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget

allocation. Asked to explain how the library received funding support from parallel degree programmes, the respondents said that the library received part of the tuition fees collected from parallel degree programmes. With respect to the funding received from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects. As regards to how the library obtained funding from income generation projects, the respondents said that the library obtained part of the income from farming, catering, production units, photocopying and binding.

The study findings from Table 4-17 also indicate that MMUST library received funding from income obtained from three supplementary sources. Out of the three respondents interviewed, 33.3% said that the library received funding support from library penalties, research projects and library fees.

4.6.7 Sources of Funding for Maseno University Library

Table 4-18 below presents data on sources of funding for Maseno University Library.

Table 4-18: Sources of Funding for Maseno University Library (N=4)

| Sources of Funding | Frequency | % |
|----------------------------|------------------|----------|
| Government | 4 | 100 |
| Donors | 4 | 100 |
| Income generation projects | 2 | 50 |
| Parallel degree programmes | 1 | 25 |

The research findings from Table 4-18 reveals that the primary sources of funding for Maseno University library were the Government of Kenya and donors. Out of the four respondents interviewed, 100% said that the library received funding from the

government and donors. When asked to explain how the library received funding from the government, the respondents said that the university submits a budget request to the government through the Ministry of Higher Education for recurrent and development expenditure annually. The government then, through the Ministry of Finance, will review and approve the budget request subject to the prevailing economic conditions and number of employees and regular (state-sponsored) students in the university. When the university receives the approved budget from the Ministry of Finance, it will then allocate a percentage of the budget to the library based on the funding requirements expressed by the library in its annual budget request to the university. However, the respondents were quick to say that when compared to the other university departments, the library receives a smaller percentage of the budget allocation. With respect to the funding received from donors, the respondents said that the donors gave donations in form of material gifts and money designated to donor-approved projects. The respondents cited Rattansi Foundation, UNESCO and Children International as the organizations that had supported Maseno University library as at the time of carrying out this study.

The study findings from Table 4-17 also indicate that Maseno University library received funding from income obtained from two supplementary sources. Out of the four respondents interviewed, 50% said that the library received funding support from income generation projects while 25% said that the library received funding from tuition fees collected from parallel degree programmes. The income generation projects cited by the respondents include farming activities and hotel and accommodation services.

4.7 ADEQUACY OF FUNDING ALLOCATED TO PUBLIC UNIVERSITY LIBRARIES IN KENYA

The fourth objective of this study was to assess the adequacy of funding allocated to public university libraries in Kenya. In order to achieve this objective, the researcher examined the funding trends in the seven public university libraries surveyed in this study from 2004/2005 to 2008/2009 financial years. Further, the researcher asked the respondents to say whether the funding allocated to their respective libraries during this period was adequate. Those respondents who said the funds were not adequate were asked to state the reasons why the library was allocated inadequate funding and how the problem of inadequate funding had affected the library operations. The responses obtained with regard to these research issues from the seven public university libraries are presented in the sections 4.7.1 to 4.7.7 below.

4.7.1 Funding Trend and Adequacy Levels at University of Nairobi Library

Figure 4-2 given on page 153 presents data on funding trend at University of Nairobi library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds requested by the library, approved for the library and spent by the library during the financial period 2004/2005 to 2008/2009.

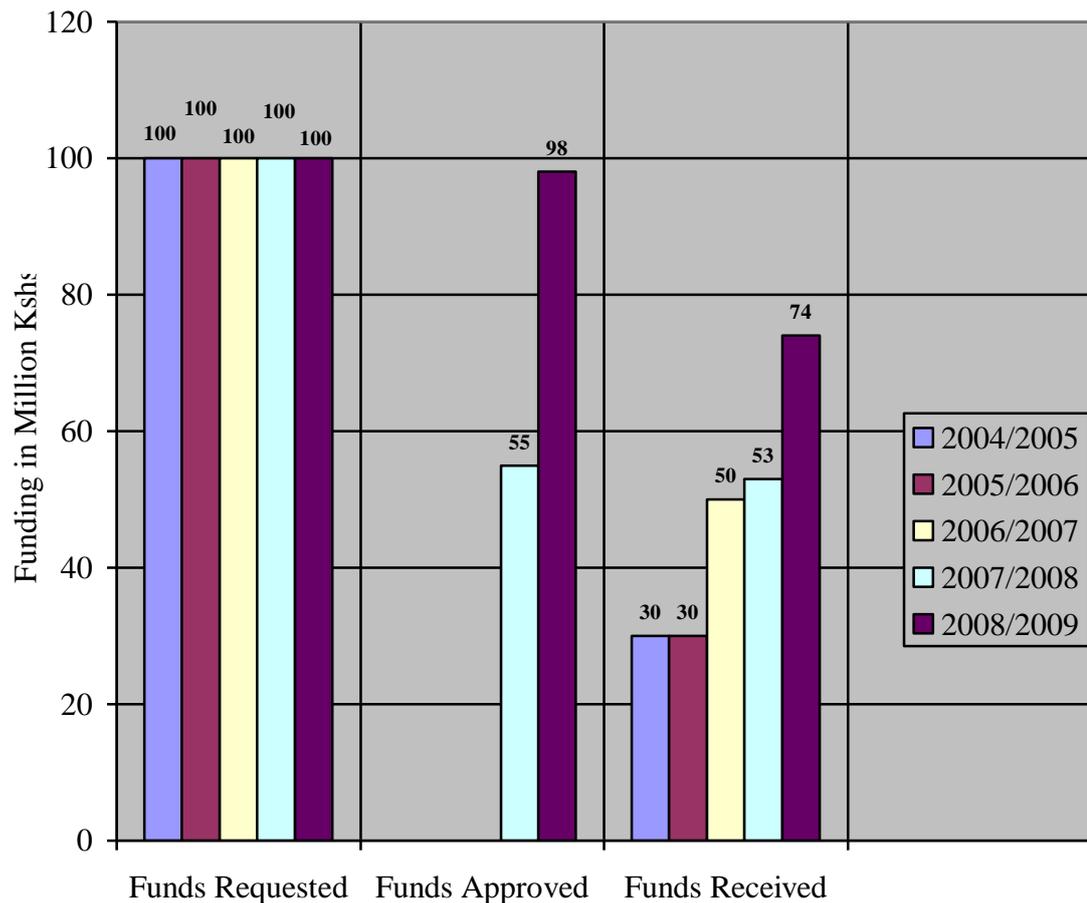


Figure 4-2: Funding Trend at University of Nairobi Library

Figure 4-2 shows that University of Nairobi Library requested for a constant amount of funding of Kshs 100 million from 2004/2005 to 2008/2009 financial years. Consequently, the University Management approved for the library Kshs 55 Million in 2007/2008 and Kshs 98 Million 2008/2009 financial years. Data on the amount of funding approved for the library from 2004/2005 to 2006/2007 financial years was not made available to the researcher during the time of carrying out this study. Subsequently, the library received for expenditure Kshs 30 Million each in 2004/2005 and 2005/2006 financial years. In 2006/2007 financial year, the library received Kshs 50 Million while in 2007/2008 financial year, it received Kshs 53 Million. Finally, it received Kshs 74 Million in 2008/2009 financial year. Generally, the findings in

Figure 4-2 reveal that University of Nairobi Library received less funding than it had requested for and less than the University Management had approved during the financial period under study.

When the respondents from University of Nairobi library were asked whether the funding received by the library was adequate to meet its funding requirements, 90.9% said it was not adequate while 9.1% said it was adequate. Asked to state the reasons why the library was allocated inadequate funding, those who said the funds were not adequate mentioned a number of factors. First, some believed that the total funding requirements of the university far outweighed its income. It was for this reason that the university operated with a budget-cut policy in which the university departments were allocated less funds than they had requested for. Second, some respondents were of the view that the university seemed not to value or regard the library services as essential hence its failure to accord priority when allocating funding. One of the respondents said:

“The university seem not to value and/or regard the library services as essential. Therefore instead of expanding the library facility in cognizance with the increasing number of campuses, it opts to share the available stock and personnel from the main library. This further strains the available limited library resources.”

Third, some respondents believed that the library funding became inadequate because of frequent inflation in the cost of information materials and library equipment. Fourth, some of the respondents attributed the allocation of inadequate funding to the library to the declining economic conditions which had limited government revenue.

Similarly, when they were asked to state how inadequate funding had affected library operations, the respondents cited the following effects: -

- ◆ 81.8% said that the library had experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities.
- ◆ 54.5% said that the library was not able to purchase and/or subscribe to adequate information resources leading to shortage of materials amongst the library clients especially in the subject areas of humanities, social sciences and engineering.
- ◆ 40.9% said that the library experienced acute shortage of staff an aspect that led to heavy workload, demoralization and offering of poor quality services.
- ◆ 22.7% said that the library was not able to maintain and expand existing equipment and facilities.
- ◆ 13.6% said that the library delayed in meeting the obligations of the suppliers an aspect that injured the library's image and integrity.
- ◆ 9.1% said that the library had at times been forced to postpone certain services or operations.

4.7.2 Funding Trend and Adequacy Levels at Moi University Library

Figure 4-3 given on page 156 presents data on funding trend at Moi University library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds requested by the library, approved for the library and spent by the library during the financial period 2004/2005 to 2008/2009.

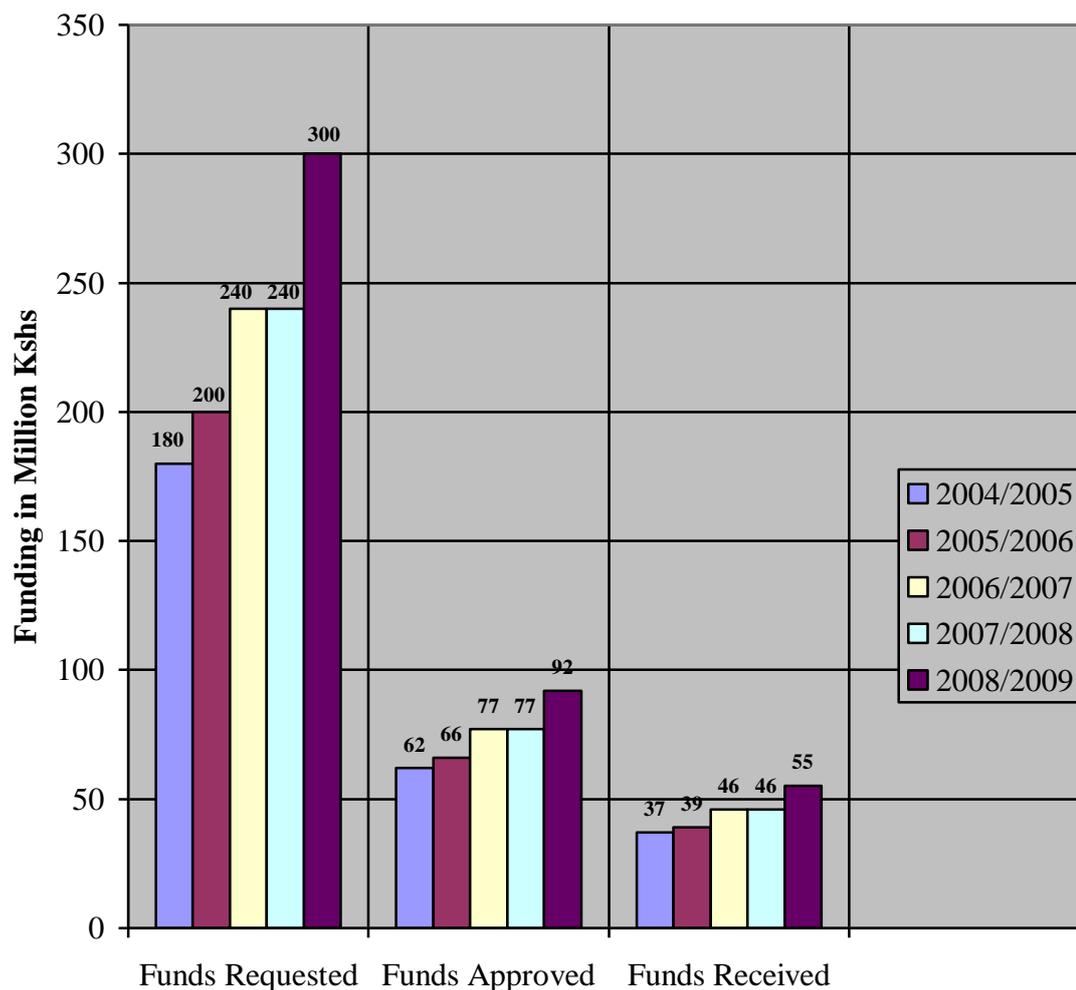


Figure 4-3: Funding Trend at Moi University Library

Figure 4-3 shows that Moi University Library requested for a funding of Kshs 180 Million in 2004/2005 financial year while in 2005/2006 financial year it requested for Kshs 200 Million. In 2006/2007 and 2007/2008 financial years, the library requested for Kshs 240 Million for each year. Finally, in 2008/2009 financial year, Moi University library requested for Kshs 300 Million. Consequently, the university management approved for the library Kshs 62 Million in 2004/2005 and Kshs 66 Million in 2005/2006 financial years. The university management approved Kshs 77 Million consecutively in 2006/2007 and 2007/2008 financial years while it approved

Kshs 92 million in 2008/2009 financial year. Subsequently, the library received Kshs 37 Million in 2004/2005 financial year and Kshs 39 Million in 2005/2006 financial year. In 2006/2007 and 2007/2008 financial years, the funding received by the library remained constant at Kshs. 46 Million while it received Kshs 55 Million in 2008/2009 financial year. Generally, the findings in Figure 4-3 reveal that Moi University Library received less funding than it had requested for and less than the University Management had approved during the financial period under study.

When the respondents from Moi University library were asked whether the funding received by the library was adequate to meet its funding requirements, 100% said that the funding was not adequate. Asked to state the reasons why the library was allocated inadequate funding the respondents mentioned two factors namely the ever-increasing cost of commodities in the market and the increasing of funding requirements of the library. Similarly, when they were asked to state how inadequate funding had affected library operations, the respondents cited the following effects: -

- ◆ 81.3% said that the library was not able to purchase and/or subscribe to adequate information resources leading to shortage of materials amongst the library clients especially in the subject areas of humanities, social sciences and engineering.
- ◆ 81.3% said that the library experienced acute shortage of staff an aspect that led to heavy workload, demoralization and offering of poor quality services. One of the respondents said that out of 104 staff needed to operate three shifts, only 64 were available as at the time of carrying out this study.
- ◆ 68.8% said that the library was not able to maintain and expand existing equipment and facilities.

- ◆ 18.8% said that the library had experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities. One of the respondents said that this had resulted in high rate of wear and tear of information resources and library equipment.
- ◆ 12.5% said that the library had delayed in promoting staff leading to demoralization.
- ◆ 12.5% said that the library experienced shortage of supplies and stationery.

4.7.3 Funding Trend and Adequacy Levels at Kenyatta University Library

Figure 4-4 given below, presents data on funding trend at Kenyatta University library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds requested by the library, approved for the library and spent by the library during the financial period 2004/2005 to 2008/2009.

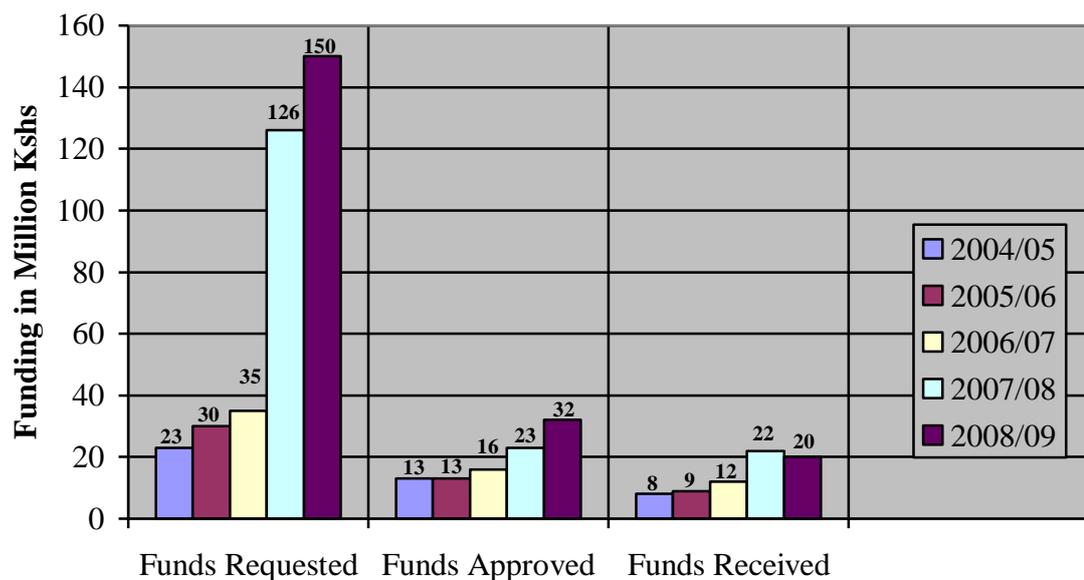


Figure 4-4: Funding Trend at Kenyatta University Library

Figure 4-4 shows that Kenyatta University Library requested for a funding of Kshs 23 Million in 2004/2005 financial year while in 2005/2006 financial year it requested for

Kshs 30 Million. In 2006/2007 financial year the library requested for Kshs 35 Million while in 2007/2008 financial year, it requested for Kshs 126 Million. Ultimately, In 2008/2009 financial year, the library requested for Kshs 150 Million. Consequently, the University Management approved for the library Kshs 13 Million in 2004/2005 financial year and a similar amount in 2005/2006 financial year. In 2006/2007 financial year, it approved Kshs 16 Million while in 2007/2008 financial year it approved Kshs 23 Million. Finally, the University Management approved Kshs 32 Million in 2008/2009 financial year. Subsequently, the library received Kshs 8 Million in 2004/2005 financial year and Kshs 9 Million in 2005/2006 financial year. In 2006/2007 financial year it received Kshs 12 Million while in 2007/2008 financial year it received Kshs 22 Million. Ultimately, in 2008/2009 financial year, the library received Kshs 20 Million. Generally, the findings in Figure 4-4 reveal that Kenyatta University Library received less funding than it had requested for and less than the University Management had approved during the financial period under study.

When the respondents from Kenyatta University library were asked whether the funding received by the library was adequate to meet its funding requirements, 100% said that the funding was not adequate. Asked to state the reasons why the library was allocated inadequate funding the respondents pointed out four factors. First, some respondents believed that the library, being central to academics, was not given the priority it deserves. Second, some respondents attributed the allocation of inadequate funding to the library to lack of a library funding policy at Kenyatta University. Third, some said that it was as a result of poor perception and/or appreciation by the university administration. Fourth, some said that it was as a result of limited funding sources to the university coupled by the ever-increasing and numerous funding

requirements of the university. Similarly, when the respondents were asked to state how inadequate funding had affected library operations, the respondents cited the following effects: -

- ◆ 46.2% said that the library had overstretched its resources and facilities in an attempt to meet the needs of the growing number of students and campuses.
- ◆ 38.5% said that the library was not able to purchase and/or subscribe to adequate information resources leading to shortage of materials amongst the library clients especially in the subject areas of humanities, social sciences and engineering.
- ◆ 30.8% said that the library was not able to maintain and expand existing equipment and facilities leading to increased rate of depreciation.
- ◆ 30.8% said that the library experienced acute shortage of staff an aspect that led to heavy workload, demoralization and offering of poor quality services.
- ◆ 15.4% said that the library experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities. One of the respondents said that this had resulted in high rate of wear and tear of information resources and library equipment.
- ◆ 7.7% said that the library had delayed in promoting staff leading to demoralization.
- ◆ 7.7% said that the branch or campus libraries were poorly developed.
- ◆ 7.7% said that the relationship between the University Librarian and the academic staff members had strained because the librarian was believed not to be performing according to the needs of the academic departments.
- ◆ 7.7% said that the library had either slowed or totally stalled its projects like automation.

- ◆ 7.7% said that the library Internet and photocopy services were below the expected standards.

4.7.4 Funding Trend and Adequacy Levels at Egerton University Library

Figure 4-5 given below presents data on funding trend at Egerton University library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds requested by the library, approved for the library and spent by the library during the financial period 2004/2005 to 2008/2009.

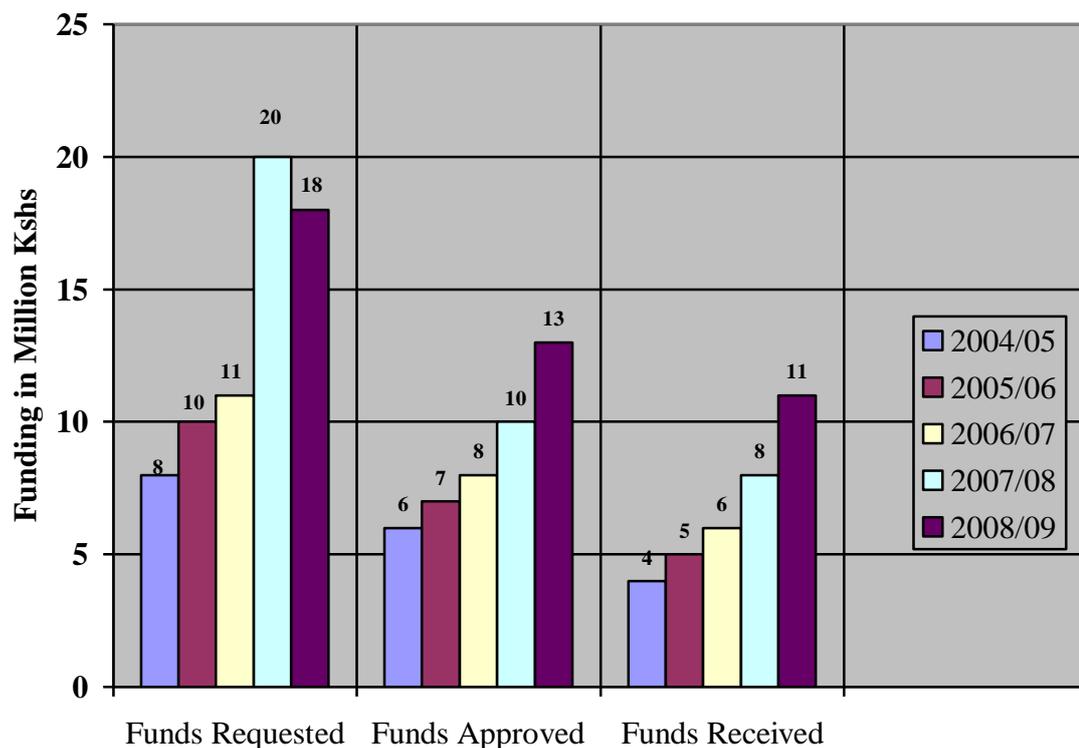


Figure 4-5: Funding Trend at Egerton University Library

Figure 4-5 shows that Egerton University Library requested for a funding of Kshs 8 Million in 2004/2005 financial year while in 2005/2006 financial year, it requested for Kshs 10 Million. In 2006/2007 financial year, the library requested for Kshs 11 Million and Kshs 20 Million in 2007/2008 financial year. Finally, in 2008/2009 financial year, the library requested for a funding of Kshs 18 Million. Consequently,

the University Management approved for the library Kshs 6 Million in 2004/2005 financial year and Kshs 7 Million in 2005/2006 financial year. In 2006/2007 financial year, it approved Kshs 8 Million while in 2007/2008 financial year it approved Kshs 10 Million. Finally, the University Management approved Kshs 13 Million in 2008/2009 financial year. Subsequently, the library received Kshs 4 Million in 2004/2005 financial year and Kshs 5 Million in 2005/2006 financial year. In 2006/2007 financial year it received Kshs 6 Million while in 2007/2008 financial year it received Kshs 8 Million. Finally, the library received Kshs 11 Million in 2008/2009 financial year. Generally, the findings in Figure 4-5 reveal that Egerton University Library received less funding than it had requested for and less than the University Management had approved during the financial period under study.

When the respondents from Egerton University library were asked whether the funding received by the library was adequate to meet its funding requirements, 92.3% said that the funding was inadequate while 7.7% said that the funding was adequate. When those who said the funding allocated to the library was inadequate were asked to explain the reasons why, they pointed out the following factors: First, some respondents attributed the problem of inadequate funding to the lack of proper management and coordination of financial activities at the university. They further explained that this was the reason why the university had decided to recruit a Resource Mobilization Director as at the time of carrying out this research. Second, some respondents said that the worsening and unpredictable climatic and/or environmental conditions had adversely affected farming activities undertaken by the university as a way of earning supplementary income. Third, some respondents said that human anti-social activities in and around the university like theft of farm

products especially during the height of post election violence had contributed to the reduction of the university's supplementary income. Fourth, some respondents said that the government support had largely remained constant whereas the university funding needs were expanding rapidly. Similarly, when this group of respondents were asked to state how inadequate funding had affected library operations, the respondents cited the following effects: -

- ◆ 69.2% said that the library was not able to purchase and/or subscribe to adequate information resources leading to shortage of materials amongst the library clients.
- ◆ 61.5% said that the library experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities. One of the respondents gave an example the university's main campus library which was originally designed for 400 users but which at the time of carrying out this research was said to be hosting or serving over 10,000 users.
- ◆ 46.2% said that the library was not able to maintain and expand existing equipment and facilities leading to increased rate of depreciation.
- ◆ 38.5% said that the library experienced acute shortage of staff an aspect that led to heavy workload, demoralization and offering of poor quality services.
- ◆ 15.4% said that the information sources in the library were obsolete.
- ◆ 7.7% said that the library had overstretched its resources and facilities in an attempt to meet the needs of the growing number of students and campuses.
- ◆ 7.7% said that the accessibility of electronic resources at the university's library was poor.
- ◆ 7.7% said that the rate of wear and tear was high among the library's information resources.

4.7.5 Funding Trend and Adequacy Levels at JKUAT Library

Figure 4-6 given below presents data on funding trend at Jomo Kenyatta University of Agriculture and Technology library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds requested by the library, approved for the library and spent by the library during the financial period 2004/2005 to 2008/2009.

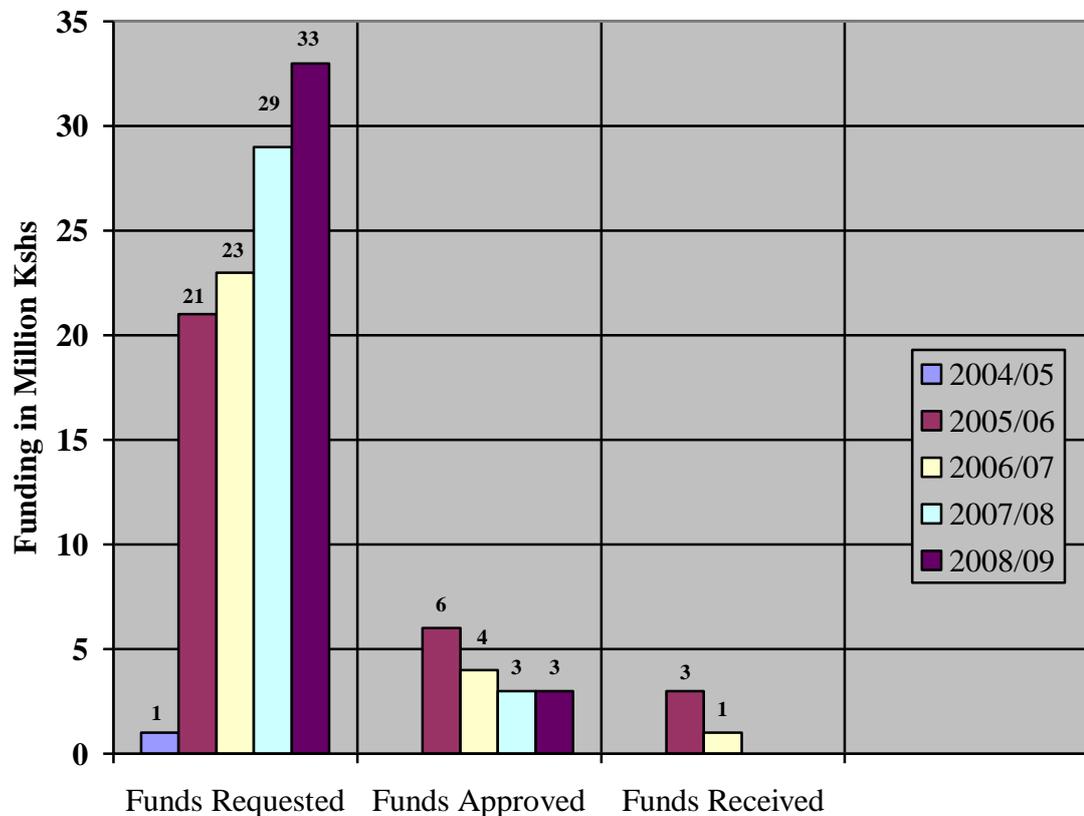


Figure 4-6: Funding Trend at JKUAT Library

Figure 4-6 shows that JKUAT Library requested for a funding of Kshs 1 Million in 2004/2005 financial year while in 2005/2006 financial year, it requested for Kshs 21 Million. In 2006/2007 financial year, the library requested for Kshs 23 Million and Kshs 29 Million in 2007/2008 financial year. Finally, in 2008/2009 financial year, the library requested for a funding of Kshs 33 Million. Consequently, the University Management approved for the library Kshs 6 Million in 2005/2006 financial year and Kshs 4 Million in 2006/2007 financial year. In 2007/2008 financial year, it approved

Kshs 3 Million and a similar amount in 2008/2009 financial year. The data on the amount of budget approved for in 2004/2005 financial year were not available during the time of carrying out this research. Subsequently, the library received Kshs 3 Million in 2005/2006 financial year and Kshs 1 Million in 2006/2007 financial year. The data on the amount of funding received by the library for 2004/2005, 2007/2008 and 2008/2009 financial years were not available during the time of carrying out this research. Generally, the findings in Figure 4-6 although some data were missing reveal that JKUAT Library received less funding than it had requested for and less than the University Management had approved during the financial period under study.

When the respondents from JKUAT library were asked whether the funding received by the library was adequate to meet its funding requirements, 100% said that the funding was inadequate. Asked to explain the reasons why funding allocated to the library was inadequate, the respondents pointed out the following factors: First, some respondents attributed this scenario to the allocation of inadequate budget by the government to the university. Second, some respondents believed that it as a result of the rapid increase in the number of students. Third, some respondents were of the view that supplementary income collected by the university especially through fees was hardly enough. Fourth, some respondents were of the opinion that the university gave priority to spending on salaries and poorly perceived the library. Fifth, some respondents attributed inadequate funding to the lack of a library funding policy at the university. One of the respondents elaborated this point by saying that although library users paid library fees to the university, these funds were not channelled directly to the library. Similarly, when this group of respondents were asked to state

how inadequate funding had affected library operations, the respondents cited the following effects: -

- ◆ 84.6% said that the library was not able to purchase and/or subscribe to adequate number of information resources leading to shortage of materials amongst the library clients. One of the respondents said, “During the last five years, JKUAT library has not procured sufficient number of books. It has wholly relied on donations especially from Rattansi Foundation.”
- ◆ 30.8% said that the library experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities. One of the respondents claimed that the existing library building at JKUAT as at the time of carrying out this research could only accommodate one tenth of the total student population.
- ◆ 53.8% said that the library was not able to maintain and expand existing equipment and facilities leading to increased rate of depreciation. One of the respondents cited the aging condition of the bindery equipment.
- ◆ 53.8% said that the library experienced acute shortage of staff an aspect that lead to heavy workload, demoralization and offering of poor quality services.
- ◆ 15.8% said that some library projects had stalled. A number of the respondents cited the KOHA computerisation project which as at the time of carrying out this research had stalled because of inadequate funding.
- ◆ 7.7% said that the library had overstretched its resources and facilities in an attempt to meet the needs of the growing number of students and campuses.
- ◆ 7.7% said that the accessibility of electronic resources at the university’s library was poor.

- ◆ 15.8% said that the library had experienced a high staff turn-over due to poor working conditions and general demoralization.
- ◆ 15.8% said that the existing library resources and facilities at the main campus as at the time of carrying out this research had been overstretched because of the increased number of users and sharing out to campus libraries.

4.7.6 Funding Trend and Adequacy Levels at Maseno University Library

Figure 4-7 below presents data on funding trend at Maseno University library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds requested by the library, approved for the library and spent by the library during the financial period 2004/2005 to 2008/2009.

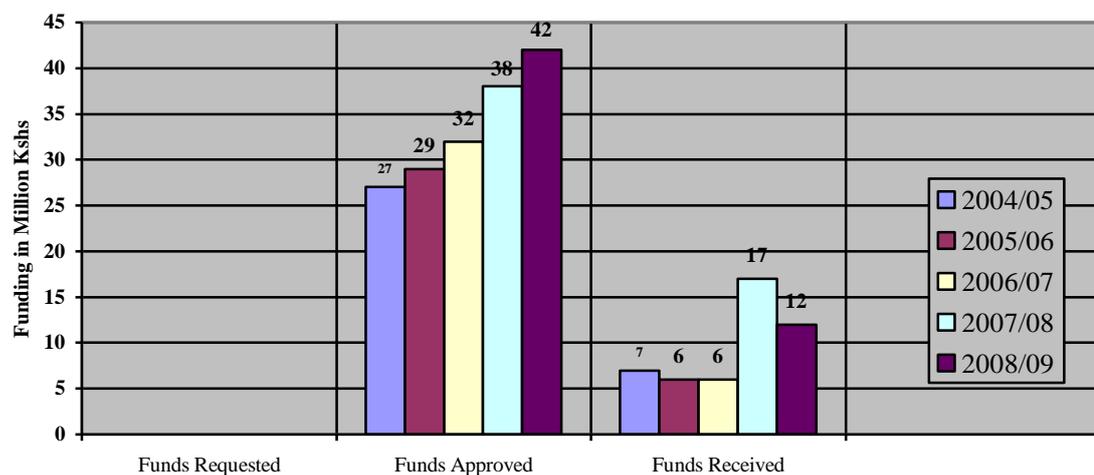


Figure 4-7: Funding Trend at Maseno University Library

Figure 4-7 shows that the data on funding requested by Maseno University Library for 2004/2005 to 2008/2009 financial years were not available to the researcher during the time of carrying out this study. However, the figure reveals that Maseno University Management approved for the library Kshs 27 Million in 2004/2005

financial year and Kshs 29 Million in 2005/2006 financial year. In 2006/2007 financial year, the management approved Kshs 32 Million and Kshs 38 Million in 2008/2009 financial year. Finally, it approved Kshs 42 Million in 2008/2009 financial year. Subsequently, the library received Kshs 7 Million in 2004/2005 financial year and Kshs 6 Million each in 2005/2006 and 2006/2007 financial years. In 2007/2008 financial year, the library received Kshs 17 Million while in 2008/2009, it received Kshs 12 Million. Generally, the findings in Figure 4-7 reveal that Maseno University Library received less funding than the University Management had approved during the financial period under study.

When the respondents from Maseno University Library were asked whether the funding received by the library was adequate to meet its funding requirements, all of them said it was inadequate. However, none of these respondents could explain why they felt the funding allocated to the library was inadequate. On the other hand, when they were asked to state how inadequate funding had affected library operations, the respondents cited the following effects: -

- ◆ 100% said that the library experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities.
- ◆ 75% said that the library was not able to maintain and expand existing equipment and facilities leading to increased rate of depreciation.
- ◆ 75% said that the library experienced acute shortage of staff an aspect that led to heavy workload, demoralization and offering of poor quality services.
- ◆ 50% said that the library was not able to purchase and/or subscribe to adequate number of information resources leading to shortage of materials amongst the library clients.

- ◆ 50% said that the library still used manual systems to operate.
- ◆ 25% said that the existing library resources and facilities were sub-standard.

4.7.7 Funding Trend and Adequacy Levels at MMUST Library

Figure 4-8 given on page 170 presents data on funding trend at MMUST Library from 2004/2005 to 2008/2009 financial years. The figure indicates the amount of funds spent by the library during the financial period 2004/2005 to 2008/2009.

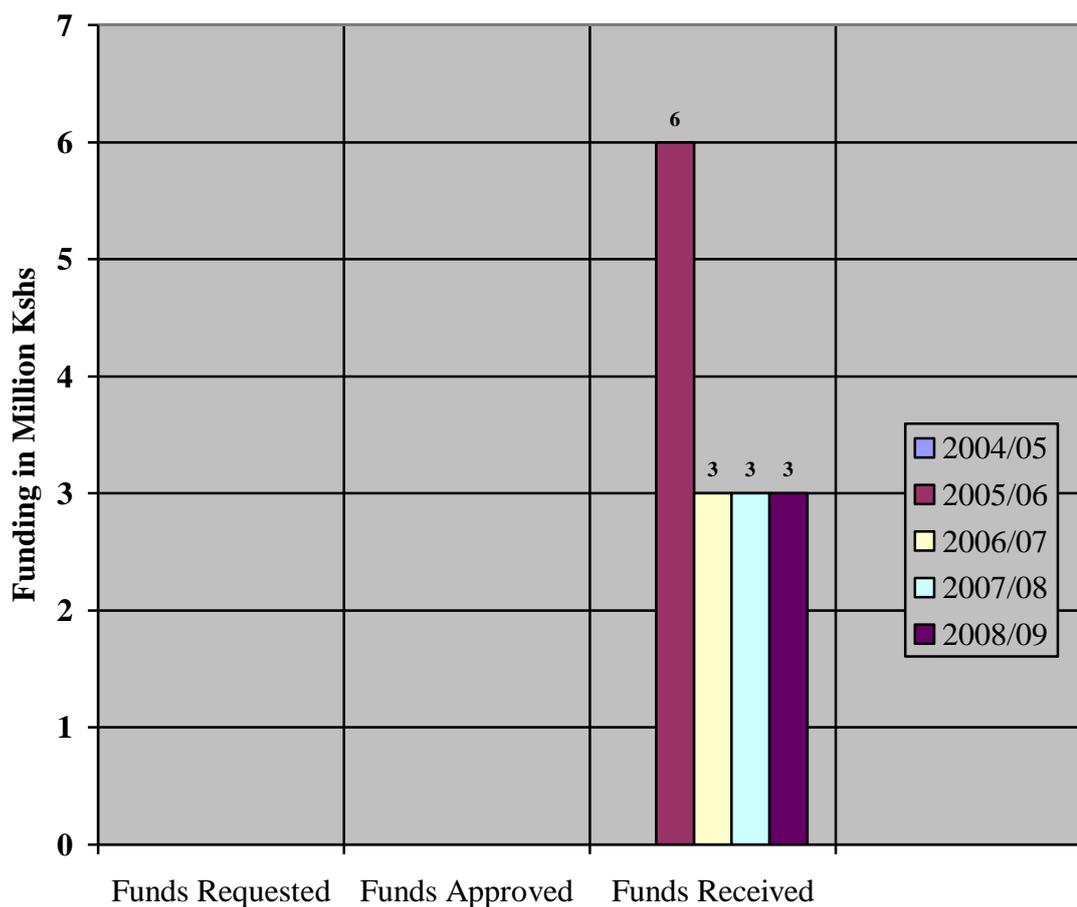


Figure 4-8: Funding Trend at MMUST Library

Figure 4-8 shows that the data on funding requested by MMUST Library for 2004/2005 to 2008/2009 financial years were not available to the researcher during

the time of carrying out this study. Similarly, the data approved for the library by MMUST management were not available. However, the figure reveals that MMUST library received Kshs 6 Million in 2005/2006 financial year and Kshs 3 Million for three consecutive years from 2006/2007 to 2008/2009. It was not possible for the researcher to interpret from the findings in Figure 4-8 whether MMUST library received lesser or more funding than it needed or was approved by the management.

When the respondents from MMUST Library were asked whether the funding received by the library was adequate to meet its funding requirements, 100% said that the funding was inadequate. Asked to state the reasons why they thought the funding allocated to the library was inadequate, the respondents identified three factors. First, was that the funding requirements of MMUST far superceded its income. Therefore it was not possible for the university to meet the individual needs of the departments. The second reason was that the government, which was the university's primary source of funding, was experiencing economic difficulties. Third, was that the government was heavily burdened in having to meet the funding requirements of not only the public universities but also other government departments and agencies. However, when the respondents were asked to state how inadequate funding had affected library operations in the university, they cited the following effects: -

- ◆ 66.7% said that the library experienced congestion due to shortage of space and lack of expansion of library buildings leading to straining of existing facilities.
- ◆ 66.7% said that the library experienced acute shortage of staff an aspect that lead to heavy workload, demoralization and offering of poor quality services.
- ◆ 66.7% said that the library was not able to purchase and/or subscribe to adequate information resources leading to shortage of materials amongst the library clients.

In addition, they said that some of the information resources at the library had become obsolete.

- ◆ 66.7% said that the existing library resources and facilities were sub-standard leading to inefficient services.
- ◆ 33.3% said that the library was not able to maintain and expand existing equipment and facilities leading to increased rate of depreciation.
- ◆ 33.3% said that the existing library resources and facilities were overstretched. One of the respondents said that as at the time of carrying out this research about 7000 library users were sharing 20,000 information materials.

4.8 FUNDRAISING AS A SUPPLEMENTARY SOURCE OF FUNDING FOR PUBLIC UNIVERSITY LIBRARIES IN KENYA

The fifth objective of this study was to examine the possibility of fundraising as a supplementary source of funding in public university libraries in Kenya. In order to achieve this objective, the researcher sought to establish whether public university libraries in Kenya carried out fundraising activities as a way of obtaining supplementary funding and if yes find out the fundraising strategies that were used. The researcher also sought to establish whether there was a fundraising and/or development office in each public university. Further, the researcher investigated on motivational strategies used by public university libraries to attract and retain donors. Finally, the researcher sought to determine the opinion of the respondents as to whether fundraising was a viable supplementary source of funding for their libraries. The data with regard to these aspects of the study are presented in sections 4.8.1 to 4.8.7 below.

4.8.1 Fundraising Activities at University of Nairobi Library

University of Nairobi Library carried out fundraising activities as a source of obtaining supplementary funding although without a formal fundraising plan.

4.8.1.1 Planning and Coordination of Fundraising Activities at UON Library

University of Nairobi library was not proactive in planning and coordinating for fundraising activities. In most cases, the library reacted to donors' fundraising initiatives. This was evident in the following sampled answers from the respondents:

R1 "Yes, the library receives gifts and donations through the initiatives of the donors. The library has not engaged in planned, highly aggressive and creative forms of fundraising."

R2 "Yes, the library practices some form of fundraising activities although not through any planned programmes."

R3 "There are no planned and innovative forms of fundraising. What we see around here is the traditional approach to fundraising where occasional gifts and donations are received through the donors' own initiatives."

R4 "Yes, some limited fundraising activities occur which mainly target minor gifts as opposed to major gifts."

R5 "Although we do not have planned and innovative forms of fundraising, we occasionally receive minor gifts and donations from individuals and organizations through their own initiatives."

R6 "People approach the library on their own, and express interest to give or donate."

It is obvious from the above verbatim responses that University of Nairobi Library did not proactively strategize and coordinate for creative forms of fundraising activities. Asked why the library was not proactive in fundraising activities, most of the respondents cited insufficient support and lack of recognition as the leading factors. One particular respondent said:

“We used to undertake major fundraising activities at some point in the history of our library. The fundraising happened as a result of the individual rather than the library administrative effort. Overtime, the few individuals who were actively involved in this became demoralized as they received no recognition and support from the university administration. This was inspite of the challenging task involved in fundraising. There is therefore no more drive among individual staff to engage in major fundraising initiatives.”

In order to validate the respondents' claims regarding the lack of involvement of the library in strategizing and coordinating for fundraising activities, the researcher probed the process of receiving gifts and donations in the library. It emerged from the interviews with the respondents that the library had been receiving an annual gift of book donation worth a few millions of shillings delivered through Rattansi Foundation. Asked who was behind the planning and coordination of this major annual gift, none of the library respondents including its strategic managers seemed to be aware of the coordinator. However, further probing by the researcher revealed that the office of the Special Student Advisor was responsible, as at the time of carrying out this study, for the sourcing and coordination of this annual book gift. The study further revealed that this annual book donation was not only meant to benefit the

University of Nairobi library but also the other public university libraries in Kenya. The Special Student Advisor made the following verbatim statement about the contribution of the Special Student Advisory Office towards the library fundraising programme:

“The Special Student Advisory Office, through the personal initiative of the Special Student Advisor has solicited for fundraising to develop public university libraries in Kenya. For instance during the academic year 2008/09, the office coordinated for funding from Sir Michael Blundell Trust which donated funding for books through Rattansi Foundation as follows: Moi University Library received Kshs 4 Million, UON (Main Campus Library) received Kshs 10 Million, UON (Kenya Science College) received Kshs 1 Million, UON (Kenya Polytechnic) received Kshs 1 Million and UON (Mombasa Polytechnic) received Kshs 1 million.”

It is evident from the above statement that the gift from Sir Michael Blundell Trust which was delivered through Rattansi Foundation was secured through the direct contact and initiative of the University of Nairobi’s Student Advisory Office. The public university libraries just remained the end recipients. In fact, as it turned out from the research they had no idea who solicited for the gift.

4.8.1.2 Fundraising Strategies Used at University of Nairobi Library

The University of Nairobi Library used various types of fundraising strategies as a means of obtaining supplementary funding. Table 4-19 on page 176 presents a list of

fundraising strategies used by the library organized from the most cited to the least cited by the respondents.

Table 4-19: Fundraising Strategies Used at University of Nairobi Library (N=22)

| Fundraising Strategy | Frequency | % |
|---|------------------|----------|
| Gifts and donations | 21 | 95.5 |
| Proposal and grant writing | 6 | 27.3 |
| Training opportunities with sponsorship | 3 | 13.6 |
| Alumni constituency | 3 | 13.6 |
| Subscription subsidies through membership to a consortium | 3 | 13.6 |
| Social networking | 3 | 13.6 |
| Partnership with professional organizations | 2 | 9.1 |
| Volunteers | 2 | 9.1 |
| Personal contacts | 2 | 9.1 |
| Linkages with potential donors | 2 | 9.1 |
| Scholarships and bursaries | 2 | 9.1 |
| Endowment fund | 2 | 9.1 |
| Resource mobilization | 2 | 9.1 |
| Friends of the university | 2 | 9.1 |
| Membership to selected clubs | 2 | 9.1 |

Table 4-19 indicates that 95.5% of the respondents stated the use of gifts and donations strategy while 27.3% mentioned the use of proposal and grant writing techniques. In addition, 13.6% cited the use of training opportunities with sponsorship, alumni constituency, social networking and membership subscription subsidies from Kenya Library and Information Science Consortium (KLISC). Furthermore, 9.1% named the use of the following fundraising strategies: partnership with professional organizations, volunteers, personal contact with donors, linkages with potential donors, scholarships and bursaries, endowment funds, resource mobilization, friends of the university and membership to selected clubs.

4.8.1.3 Fundraising and/or Development Office at University of Nairobi

University of Nairobi did not have an established fundraising and/or development office. Figure 4-9 below shows the answers obtained from respondents at University of Nairobi Library on the question of whether there was an established fundraising and/or development office in the university.

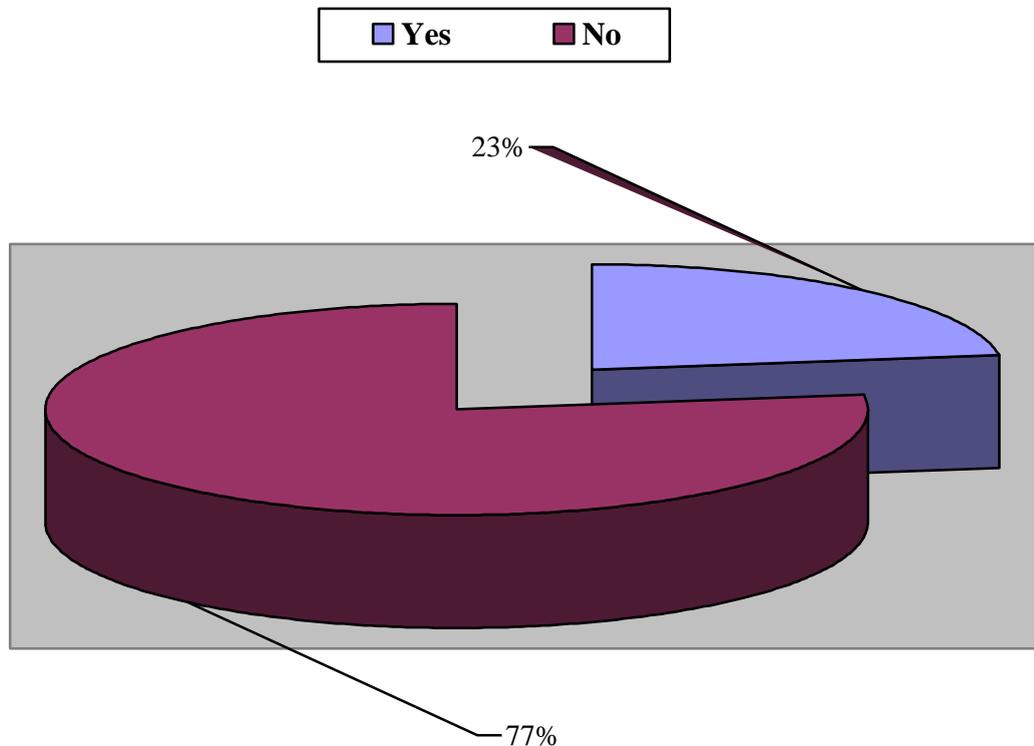


Figure 4-9: Fundraising and/or Development Office at University of Nairobi (N=22)

The findings in Figure 4-9 indicates that only 23% of the respondents believed there was an established fundraising and/or development office in the university while a majority of 77% believed there was none. When asked to specify the name of the fundraising and/development office, those who answered yes identified various offices. These offices are: The Office of the Vice-Chancellor, Office of the Deputy Vice Chancellor in charge of Administration & Finance (DVC-A&F), Student

Advisory Office (SSAO), University of Nairobi Alumni Association (UONAA) Office and International Links Office. In addition, the respondents failed to confirm the existence of a fundraising unit in the library. These findings are evident in the following sampled verbatim responses.

R1: “Yes, there is the office of Special Student Advisor which has as part of its mandate to carry out fundraising activities on behalf of the University for meeting needy students’ academic needs.”

R2: “Yes, there exists an office which operates under the office of the Vice-Chancellor.”

R3: “There is an office under the DVC (A&F) that is concerned with income generating activities. It helps in establishing the overall guidelines for the development and implementation of income generating policies.”

R4: “There is the International Links Office which is concerned with establishing regional and international linkages. I believe it plays a fundraising role.”

R5: “There is no fundraising unit in the library. What exists is a small section manned by one staff for handling exchange of materials and receiving of minor gifts and donations in form of periodicals and books.”

R6: “Yes, I think the University of Nairobi Alumni Association (UONAA) Office carry out fundraising activities.”

It is evident from the above responses that University of Nairobi neither had an established fundraising and/or development office nor a fundraising unit in the library

which could proactively organize for innovative forms of fundraising activities. This implies that the university in general lacked a fundraising policy.

4.8.1.4 Role of SSAO and UONAA in Fundraising for UON Library

Motivated by the answers given by R1 and R6 in section 4.8.1.3 above, the researcher contacted the Special Student Advisory Office (SSAO) and University of Nairobi Alumni Association (UONAA) Office in order to verify their role in carrying out fundraising activities.

The research findings revealed that SSAO addressed students' social, academic and financial problems. It emerged that the office engaged in fundraising as a way of obtaining supplementary funding to support needy students. The office helped to raise funds for needy students through the university's work-study programme, seeking the support of the alumni constituency in contributing towards students' bursary scheme, making recommendation on students' neediness to Higher Education Loans Board (HELB), seeking financial support from external donors who may be individuals or organizations, soliciting for funds from educational trusts and foundations like Rattansi Educational Trust and Foundation and writing letters of recommendations to the Constituency Development Fund (CDF) committees and Ministry of Education for bursary allocation to needy students.

The study findings also revealed that, as at the time of carrying out this study, SSAO was instrumental in planning and coordinating for an annual book gift from Sir Michael Blundell Trust which was delivered through Rattansi Foundation, not only for University of Nairobi library, but also for the other public university libraries in

Kenya. The Special Student Advisor made the following verbatim statement about the contribution of his office towards the library fundraising programme:

“The Special Student Advisory Office, through the personal initiative of the Special Student Advisor has solicited for fundraising to develop public university libraries in Kenya. For instance during the academic year 2008/09, the office coordinated for funding from Sir Michael Blundell Trust which donated funding for books through Rattansi Foundation as follows: Moi University Library received Kshs 4 Million, UON (Main Campus Library) received Kshs 10 Million, UON (Kenya Science College) received Kshs 1 Million, UON (Kenya Polytechnic received Kshs 1 Million and UON (Mombasa Polytechnic) received Kshs 1 million.”

It is evident from the above statement that the gift from Sir Michael Blundell Trust was secured through the direct contact and initiative of the University of Nairobi’s Special Student Advisor. The public university libraries just remained the end recipients. In fact, as it turned out from the research they had no idea who solicited for the gift.

With regard to the University of Nairobi Alumni Association (UONAA) Office, the study revealed that it engaged in extensive fundraising activities. The study established that fundraising was one of the key objectives of UONAA. According article 2(g) of UONAA constitution, it is mandated to, “initiate, organize and coordinate fundraising activities for the university.” UONAA sought to achieve this by establishing linkages with potential partners, providing scholarships and bursaries, establishing an endowment fund, mobilizing financial resources, reaching out to

friends of the university to help in fundraising, networking and socializing for financial gains and seeking membership in selected clubs and organizations. The researcher sought to establish whether the office of UONAA partnered with the library on fundraising activities. Although the researcher established that the Alumni constituency was interested in supporting the establishment of a graduate library, there was no formal partnership existing between UONAA and the library as at the time of carrying out this research. The lack of this partnership was attributed to two reasons: First was the lack of a policy framework and structures governing UONAA affairs in relation to fundraising activities of other university departments. Second was the lack of an independent fundraising office operating with a fundraising policy and structures. However, the UONAA respondent said that there was need for the library to design fundraising programmes that target the support of the alumni constituency. The respondent said that it was important for the library to remind the alumni of what they had gained from the library during their student days. These opinions are evident in the following verbatim response from UONAA respondent:

“The alumni community is interested in supporting the establishment of a graduate library which is a facility needed by the university system. However, there is no formal partnership that currently exists between UONAA and the library. This is attributed to two challenges. First, there is no policy framework that governs the management of UONAA affairs in relation to those of the other university departments and especially with reference to fundraising activities. Second, there is lack of an independent fundraising office fully equipped with a fundraising policy and structures.”

4.8.1.5 Motivational Strategies Used to Attract and Retain Donors

The University of Nairobi Library used various motivational strategies to attract potential donors and retain existing donors. Table 4-20 below presents a list of motivational strategies used by the library arranged from the most mentioned to the least mentioned by the respondents.

Table 4-20: Motivational Strategies Used to Attract and Retain Donors at University of Nairobi Library (N=22)

| Motivational Strategies for Retaining Existing Donors | Frequency | % |
|--|------------------|----------|
| Acknowledgement letters | 7 | 31.8 |
| Report writing | 7 | 31.8 |
| Proper utilization of donor funds | 2 | 9.1 |
| Utilization of skills acquired through donor assistance | 2 | 9.1 |
| Stamping the donor's name on donated materials | 2 | 9.1 |
| Maintaining constant touch with donors | 2 | 9.1 |
| Sending souvenirs to donors | 2 | 9.1 |
| Enrolling as member to selected clubs | 2 | 9.1 |
| Offering free access of library services to donors | 2 | 9.1 |
| | | |
| Motivational Strategies for Attracting Potential Donors | Frequency | % |
| Establishing contacts through renowned academic staff | 2 | 9.1 |
| Linkages with professional international organizations | 2 | 9.1 |
| Establishing partnerships with local corporate organizations | 2 | 9.1 |

Table 4-20 indicates that 31.8% of the respondents named acknowledgement letters and reports indicating utilization of donor funds and impacts of donor projects on the user community as motivational strategies that would help sustain donor support. In addition, 9.1% of the respondents cited the following motivational strategies that they

believed would help retain existing donors: proper utilization of donor funds, utilization of skills acquired through assistance of donors, stamping of donors' names on donated materials, maintaining constant touch with donors, sending souvenirs to donors, enrolling as a member to selected clubs and offering donors free access to library services. Regarding motivational strategies used by University of Nairobi Library to attract potential donors, the study indicates that 9.1% of the respondents believed that establishing donor contacts through renowned academic staff, establishing linkages with professional organizations and establishing partnerships with local corporate organizations will help attract potential donors. One of the respondents made the following observation on the need to establish fundraising partnerships with local corporate organizations:

“The focus has been that libraries have long been approaching international donors as opposed to local donors. The local fundraising potential has therefore not been exploited due to the traditional belief that funding assistance only comes from overseas. There is need to take advantage of the local donors especially in the corporate sector.”

4.8.1.6 Viability of Fundraising as a Supplementary Source of Funding

All the respondents interviewed at University of Nairobi Library believed that fundraising was a feasible supplementary source of funding. This opinion is evident in the following sampled verbatim responses:

R1: “There is potential especially through contributions made by the alumni and members of university community in recognition of the good service rendered by the library.”

R2: “Yes, it is viable. Fundraising is the in-thing to do in these times of economic hardship among academic institutions. However, libraries need to market themselves aggressively.”

R3: Yes, fundraising is a viable option which is long overdue for public university libraries. These libraries need to identify viable projects within their environment then through proposal and grant writing, use available opportunities to attract funding. However, they first need to aggressively market themselves if they are to earn the goodwill of donors. In order to provide a facelift for the library there is need for visionary leadership, personal initiative and good will from the library management.”

R4: “Fundraising is a very critical and viable supplementary source of funding to a university and by extension to all its departments. Top universities for instance in USA and Europe have the bulk of their finances generated through fundraising programmes. However, the situation in Kenya is that public universities still rely on state-funding which has declined over time. For instance University of Nairobi currently receives to about 40 % of its budget from the state and needs to raise the remaining 60 %. It is in this context that fundraising comes in handy as a viable supplementary source of funding. However, the whole concept of fundraising is not yet developed and well understood as it is in USA and European countries.”

R5: “Yes, I believe that fundraising is viable for public universities in Kenya because they cannot afford to conduct business as usual. They need to come out of their comfort zone of over-depending on

government funding and begin to put in place systems that will facilitate them to carry out fundraising activities as a supplementary source of funding. There must be deliberate efforts for our universities to establish fundraising and resource mobilization departments.”

4.8.2 Fundraising Activities at JKUAT Library

JKUAT Library carried out fundraising activities as a source of obtaining supplementary funding albeit without a planned programme.

4.8.2.1 Planning and Coordination of Fundraising Activities

JKUAT library was not proactive in planning and coordinating for fundraising activities. In most cases, the library responded to fundraising initiatives organized and implemented by donors. The research findings revealed that although JKUAT Library received minor gifts and donations from time to time, these gifts and donations came as a result of initiatives of donors and individuals outside the library. For instance, JKUAT Library had been receiving an annual book donation believed to be from Rattansi Foundation. However, as revealed in section 4.8.1.1 of this study, this annual book donation actually came from Sir Michael Blundell Trust and was coordinated by the Special Student Advisor of University of Nairobi. The donor delivered the books to JKUAT library through Rattansi Foundation. This finding is confirmed by the following verbatim responses:

R1: “Yes some forms of fundraising occur but not through any planned programmes or campaigns by the library.”

R2: “Yes, the library occasionally receives minor gifts and donations though not through our initiatives. We have not attracted any major form of funding because we do not proactively engage in fundraising.”

R3: “Yes some forms of fundraising activities occur but almost all of them are through the initiative of the donors.”

4.8.2.2 Fundraising Strategies Used at JKUAT Library

JKUAT Library used various types of fundraising strategies as a means of obtaining supplementary funding. Table 4-21 below presents a list of fundraising strategies used by JKUAT library organized from the most named to the least named by the respondents.

Table 4-21: Fundraising Strategies Used at JKUAT Library (N=13)

| Fundraising Strategy | Frequency | % |
|---|------------------|----------|
| Gifts and donations | 11 | 84.6 |
| Proposal and grant writing | 7 | 53.8 |
| Special events like breakfast meetings and luncheons | 7 | 53.8 |
| Partnership with professional organizations and libraries | 4 | 30.8 |
| Fundraising committee | 4 | 30.8 |
| Collaborations and linkages | 2 | 15.4 |
| Training opportunities with sponsorship | 2 | 15.4 |
| Income generation activities | 2 | 15.4 |
| Personal contacts through visitation | 2 | 15.4 |

Table 4-21 indicates that 84.6% of the respondents mentioned the use of gifts and donations strategy while 53.8% identified the use of special events such as breakfast meetings and proposal and grant writing techniques. Furthermore, 30.8% cited the use

of fundraising committees and partnerships with professional organizations and libraries while 15.4% named collaborations and linkages, training opportunities with sponsorship, income generation activities and personal contacts through visitation as other fundraising strategies that JKUAT library utilized to obtain supplementary funding. These findings are evident in the following sampled responses from the respondents:

R1: “The library jointly with the Dean of Faculty of Agriculture prepared and forwarded a funding proposal to Rockefeller Foundation which attracted Kshs 0.5 Million towards the development of Agricultural Information Resources.”

R2: “Rattansi Foundation has donated books to the library in the last two years worth Kshs 1 Million and 4 Million respectively through the joint efforts of DVC (AA) and Office of the Vice Chancellor.”

R3: “A fundraising committee has been set up to plan for fundraising towards the construction of a new library building”.

R4: “The library often receives gifts and donation of materials from individuals, foundations and organizations that approach the library and express interest to donate.”

R5: “The library generates income from bindery services, photocopying services and charging fines although this income is not ploughed back directly to the library.”

4.8.2.3 Fundraising and/or Development Office at JKUAT

JKUAT neither had an established fundraising and/or development office nor a fundraising unit in the library. None of the respondents interviewed was aware of a

fundraising department in the university. Some respondents could only speculate that perhaps fundraising functions were performed by some offices of the university. The offices mentioned were: Office of the Deputy Vice Chancellor in charge of Academic Affairs (DVC-AA), Office of the Deputy Vice Chancellor in charge of Administration, Planning and Development (DVC-APD), Office of the Deputy Vice Chancellor in charge of Research, Production and Extension (DVC-RPE), Alumni Office and Jomo Kenyatta University of Agriculture and Technology Enterprises (JKUATES). This finding is evident in the following sampled responses from respondents:

R1: “There is no (fundraising) office but the university has formed a Resource Mobilization Committee answerable to the DVC (AA).”

R2: “I am not aware of the existence of a fundraising office. If there is an office that may be carrying out fundraising related operations, then it could either be under the DVC (APD), DVC (RPE) or Alumni Office but which is relatively new.”

R3: “I am not aware but may be JKUATES play some fundraising roles.”

4.8.2.4 Motivational Strategies Used to Attract and Retain Donors

JKUAT Library used various motivational strategies to attract potential donors and retain existing donors. Table 4-22 on page 189 shows data obtained from the respondents on motivational strategies used at JKUAT Library.

Table 4-22: Motivational Strategies Used to Attract and Retain Donors at JKUAT Library (N=13)

| Motivational Strategies for Retaining Existing Donors | Frequency | % |
|--|------------------|----------|
| Thank you letters | 4 | 30.8 |
| Inviting donors to attend university functions like graduation | 2 | 15.4 |
| Recognizing donors | 2 | 15.4 |
| Fulfilling the conditions of donors | 2 | 15.4 |
| Transparent accounting of donor funds | 2 | 15.4 |
| Constant communication with donors | 2 | 15.4 |
| Motivational Strategies for Attracting Potential Donors | | |
| Organizing for breakfast meetings for potential donors | 7 | 53.8 |
| Making initial contacts through well justified funding proposals | 2 | 15.4 |

Table 4-22 shows that 30.8% of the respondents cited thank you letters as the leading motivational strategy used to sustain existing donor support while 15.4% mentioned invitation to attend major university functions and ceremonies like graduation, donor recognition, complying with donor terms and conditions, transparent accounting of donor funds and constant updating on progress and use of donor projects as strategies that would motivate existing donors to give again. On the other hand, Table 4-22 shows that 53.8% of the respondents named breakfast meetings while 15.4% stated proposal writing as motivational strategies that could be used to woo potential donors to support library projects.

4.8.2.5 Viability of Fundraising as a Supplementary Source of Funding

All the respondents interviewed at JKUAT Library thought that fundraising was a viable supplementary source of funding. Two of the respondents sought to justify the viability of fundraising by recounting their experiences and successful stories of fundraising efforts. They gave the following accounts:

R1: “When I was working for Egerton University, I, in conjunction with another member of staff, initiated an outreach project for the surrounding community whose purpose was to enhance readership through supply of reading materials especially textbooks. The project raised Kshs 54 million in total from external donors. It is in this context, that I think fundraising is viable.”

R2: “Yes, it is a viable option for generating supplementary funds to meet library needs. For instance, United States International University and Strathmore University libraries were built through funding obtained through well planned fundraising programmes. It is an option that we can also take advantage of.”

4.8.3 Fundraising Activities at Kenyatta University Library

Kenyatta University Library carried out fundraising activities as a way of obtaining supplementary funding though without evidence of any planned fundraising initiative.

4.8.3.1 Planning and Coordination of Fundraising Activities

Kenyatta University Library was not proactive in planning and coordinating for fundraising activities. The research findings showed that the library responded to fundraising initiatives of donors or other university offices. For instance, the library

had benefited from the fundraising efforts of Special Student Advisor at University of Nairobi and Kenyatta University Vice Chancellor who personally influenced Kenyatta University alumni constituency in the United States of America to support the library.

This was evident in the following sampled answers from the respondents:

R1 “Yes, some forms of fundraising happens but not through the initiative of the library. We do not have formal plans for undertaking fundraising activities.”

R2 “The library does not engage in any form of organized fundraising. It has not planned for any fundraising programme in the past. However, the library has benefited from donations given through the donors’ own initiatives like the one from Rattansi Foundation.”

R3: “Yes, we engage in minor forms of fundraising using informal approaches. There are no fundraising guidelines. The library is not the initiator of the current fundraising programmes.”

R4: “The alumni donation was the initiative of the Vice-Chancellor who set up a committee to mobilize the alumni in the United States of America to donate books to the library.”

R5: “Kenyatta University is currently erecting a new library building. The idea was originated by the Vice-Chancellor who has a passion for the library. The Vice Chancellor formed a committee to identify donors and write funding proposals.”

It is obvious from the above verbatim responses that Kenyatta University Library did not proactively strategize and coordinate for innovative forms of fundraising activities. It merely remained a recipient of fundraising initiatives designed by either donors or other university offices and especially that of the Vice Chancellor.

4.8.3.2 Fundraising Strategies Used at Kenyatta University Library

Kenyatta University Library used various types of fundraising strategies as a means of obtaining supplementary funding. Table 4-23 below shows the data obtained from the respondents on fundraising strategies used at Kenyatta University Library.

Table 4-23: Fundraising Strategies Used at Kenyatta University Library (N=13)

| Fundraising Strategy | Frequency | % |
|---|------------------|----------|
| Alumni Support | 7 | 53.8 |
| Proposal writing | 7 | 53.8 |
| Individual donations | 6 | 46.2 |
| Foundation support | 5 | 38.5 |
| Sponsorship | 2 | 15.4 |
| Exchange programme with Indiana University | 2 | 15.4 |
| Club of Kenyatta University Librarians | 1 | 7.7 |
| Depository agreements with World Bank and EAC | 1 | 7.7 |
| Networking through professional meetings | 1 | 7.7 |
| Friends of the university | 1 | 7.7 |
| Consultancies | 1 | 7.7 |

Table 4-23 indicates that 53.8% of the respondents identified the use of alumni constituency and proposal writing techniques while 46.2% mentioned the method of approaching individual donors. Furthermore, 38.5% cited the technique of applying for foundation funds while 15.4% named the strategy of sponsorship and exchange programme with Indiana University. Moreover, 7.7% of the respondents identified the use of the following fundraising strategies: Club of Kenyatta University Librarians, depository agreements with World Bank (WB) and East African Community (EAC),

networking through professional meetings, Friends of Kenyatta University and provision of consultancy services.

4.8.3.3 Fundraising and/or Development Office at Kenyatta University

Kenyatta University neither had a well-known fundraising and/or development office nor a fundraising unit in the library which could proactively organize for innovative forms of fundraising activities. Figure 4-10 below shows data obtained from the respondents on whether there was a fundraising and/or development office at Kenyatta University.

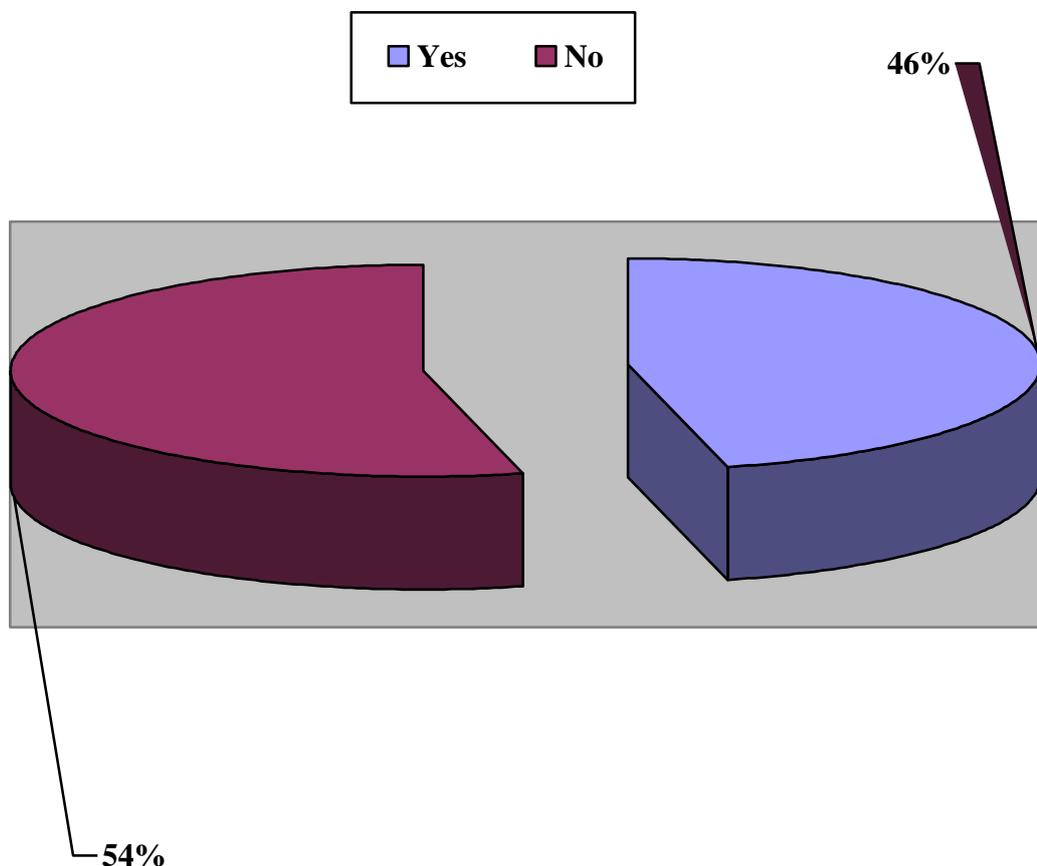


Figure 4-10: Fundraising and/or Development Office at Kenyatta University (N=13)

Figure 4-10 shows that 46% of the respondents said there was a fundraising and/or development office while 54% said there was none. When the respondents who answered yes were asked to specify the name of the fundraising and/or development office, they identified a number of offices namely: The Vice-Chancellor's Office, Advancement Office, Centre for fundraising, Grant Writing Office, Resource Mobilization Office, Income Generating Office, Alumni Office, Research Office, Administration, Orphans and Vulnerable Students' Office, Communication Officer's Office, Community and programmes Office, AIDS Control Unit and Financial Aid Office. In addition, the respondents failed to confirm the existence of a fundraising unit in the library. These responses are evidenced in the following sampled verbatim statements.

R1: "Yes, there is a fundraising office under the Vice-Chancellor's Office assisted by teams headed by directors of alumni, research, administration, grant writing, and financial aid offices."

R2: "At Kenyatta University, there is no single office mandated to do fundraising. There are many sectoral offices doing bits and bits of fundraising work. These are Resource Mobilization, Grant Writing, Vice-Chancellor's Office, Orphans and Vulnerable Students Office, Community and Programmes Office and AIDS Control Unit."

R3: "Yes we have offices in the university that are mandated to do fundraising for example advancement office and centre for fundraising."

R4: "Yes, there is the Grant Writing and Resource Mobilization Office."

R5: "Yes, there is an Office for Income Generation Projects."

R6: “I am not quite sure whether there is a fundraising office in the university. I can recall a time when the university advertised for a position of a Communications Officer in which part of his responsibilities was fundraising.”

It is evident from the above responses that Kenyatta University neither had a specific fundraising and/or development office nor a fundraising unit in the library which could proactively organize for creative forms of fundraising activities.

4.8.3.4 Role of Selected Offices at Kenyatta University in Fundraising

Motivated by the answers given in section 4.8.3.3 above, the researcher contacted selected offices mentioned by the respondents in order to verify their role in carrying out fundraising activities. These are Grant Writing, Resource Mobilization and Alumni offices.

The research findings revealed that the Grant Writing office used a twofold approach to undertake fundraising activities. The first approach is the use of solicited proposals in which the university formed teams in the areas in which the funding proposal is called for. The second approach is where the office use unsolicited proposals in which the university contact various potential donors to support a university project. An example was cited of the library building in which the university approached the Japanese Embassy and the Chinese government. The role of the Grant Writing office was to coordinate teams working on fundraising proposals and provide contacts for potential donors. On the other hand, the role of the Resource Mobilization Office was to undertake fundraising activities to support academic research and consultancy while the role of the alumni office was to bring together Kenyatta University alumni

and involve them in the university activities and projects. The alumni were from time to time called upon to raise funds to support needy university students and projects.

4.8.3.5 Motivational Strategies Used to Attract and Retain Donors

Kenyatta University Library used various motivational strategies to maintain existing donor support. Table 4-24 below shows data obtained on motivational strategies used to sustain existing donor support.

Table 4-24: Motivational Strategies Used to Retain Donors at Kenyatta University Library (N=13)

| Motivational Strategies for Retaining Existing Donors | Frequency | % |
|---|-----------|------|
| Writing acknowledgement letters | 2 | 15.4 |
| Inviting donors to attend university functions | 1 | 7.7 |
| Recognizing donors | 1 | 7.7 |
| Writing reports detailing use and impact of donor funds | 1 | 7.7 |
| Erecting a plaque with names of donors inscribed in it | 1 | 7.7 |
| Briefing meetings by the Vice Chancellor to the donors | 1 | 7.7 |
| Publishing names of donors in the alumni magazine | 1 | 7.7 |
| Inviting alumni for reunion | 1 | 7.7 |

Table 4-24 indicates that 15.4% of the respondents said that sending acknowledgement letters would help to sustain donor support. In addition, 7.7% of the respondents identified the use of the following motivational strategies: inviting donors to attend university functions, recognizing donors, submitting reports detailing the use and impact of donor funds, erecting plaques inscribed with names of donors, Vice Chancellor holding briefing meetings with donors, publishing names of donors in alumni magazine and inviting the alumni for reunion meetings. However, the

respondents did not identify any motivational strategies used to attract potential donors. This is evidenced by the following sampled responses from two of the respondents that attempted to explain why:

R1: “We do not have strategies for wooing potential donors leave alone identifying them. This is something that we need to look at seriously.”

R2: “This is a challenge to us at the moment. You see, we are not yet engaged in highly organized forms of fundraising.”

4.8.3.6 Viability of Fundraising as a Supplementary Source of Funding

All the respondents interviewed at Kenyatta University Library believed that fundraising was a viable source of supplementary funding. This was evident in the following sampled verbatim responses:

R1: “Yes, fundraising is a feasible undertaking which if planned well has the potential to attract major funding to support library projects.”

R2: “Yes, it is viable. Kenyatta University is currently erecting a post modern library which has been entirely funded through fundraising.”

R3: There is no time when funding from the university sources will be enough. Therefore fundraising is a viable option to attract supplementary funding. Consequently, librarians need to be trained on proposal writing, be outgoing and learn how to market themselves well.”

4.8.4 Fundraising Activities at Egerton University Library

Egerton University Library carried out fundraising activities as a way of obtaining supplementary funding even though it did not have a formal fundraising framework.

Figure 4-11 below shows data on fundraising activities at Egerton University Library.

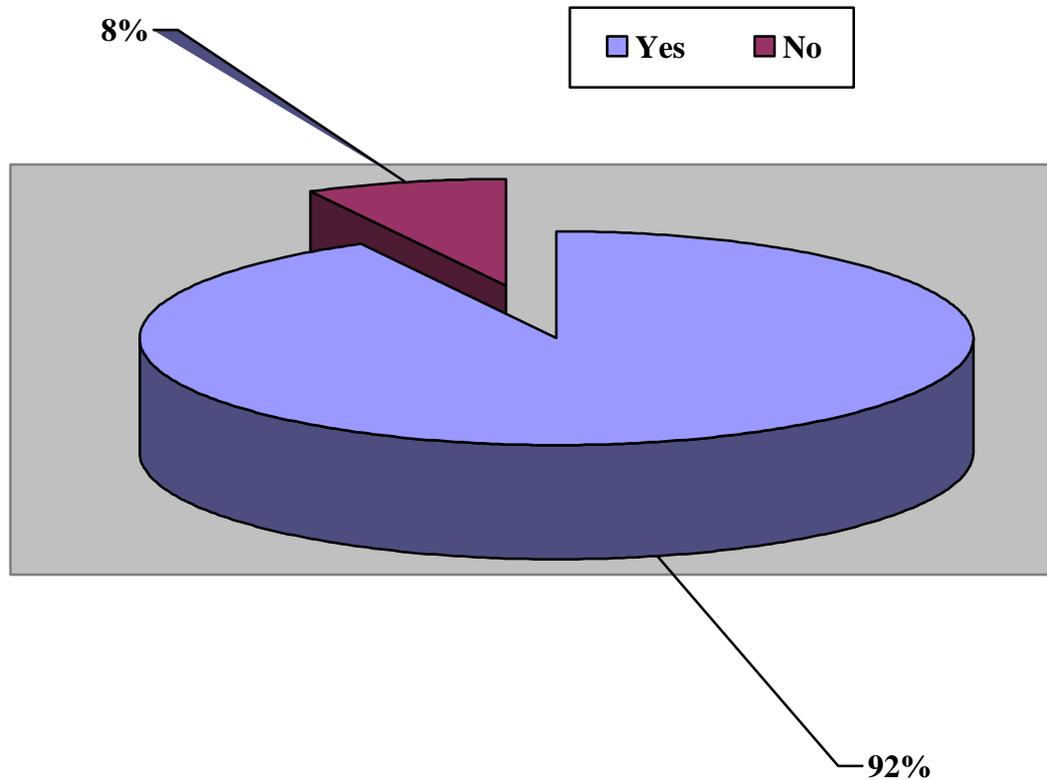


Figure 4-11: Fundraising Activities at Egerton University Library (N=13)

Figure 4-11 indicates that 92% of the respondents at Egerton University Library agreed that fundraising activities were carried out as a way of obtaining supplementary funding while 8% disagreed. The study findings revealed that the library once tried a major fundraising campaign which succeeded to raise USD 100,000. This was evidenced by the following verbatim response from one of the respondents:

“Yes, we once tried a major fundraising campaign. We designed a project called Reading Tents which was an outreach programme to the local community around Egerton University. We approached Rockefeller Foundation with a request to fund the project and it accepted to donate 100,000 USD within a period of three years. Since then we have not designed other fundraising programmes of such magnitude.”

4.8.4.1 Planning and Coordination of Fundraising Activities

Egerton University Library was not proactive in planning and coordinating for fundraising activities. This study confirmed that the library was in most cases responding to fundraising initiatives originating from donors or individuals outside the library department. This was evident in the following sampled answers from the respondents:

R1 “Yes, we do solicit for donations in kind although not through any form of major fundraising campaigns. We do not have well planned fundraising activities.”

R2 “Yes, we carry out minor fundraising activities. There are no major or planned activities for attracting funding.”

R3: “Yes, we practice minor fundraising activities most of which do not originate from the library.”

R4: “Yes, we engage in minor fundraising activities mainly in form of donated materials received through the initiatives of donors.”

It is obvious from the above verbatim responses that Egerton University Library did not proactively strategize and coordinate for creative forms of fundraising activities. It

merely remained a recipient of fundraising initiatives designed by either donors or individuals in other university departments.

4.8.4.2 Fundraising Strategies Used at Egerton University Library

Egerton University Library used various fundraising strategies as a means of attracting supplementary funding. Table 4-25 below shows data obtained on fundraising strategies used at Egerton University Library.

Table 4-25: Fundraising Strategies Used at Egerton University Library (N=12)

| Fundraising Strategy | Frequency | % |
|---|------------------|----------|
| Donations | 5 | 41.7 |
| Writing proposals | 4 | 33.3 |
| Friends of Egerton University | 3 | 25 |
| Alumni Support | 3 | 25 |
| Income generating activities | 3 | 25 |
| Commercialization of university services | 2 | 16.7 |
| Membership to a consortium | 1 | 8.3 |
| Endowment fund | 1 | 8.3 |
| Depository agreement with World Bank | 1 | 8.3 |
| Will written by an individual | 1 | 8.3 |
| Teaching programme | 1 | 8.3 |
| Partnership programmes like Reading Tents | 1 | 8.3 |

Table 4-25 indicates that 41.7% of the respondents cited the strategy of using donations while 33.3% named the technique of writing funding proposals. In addition, 25% of the respondents identified the method of using Friends of Egerton University, alumni and income generating activities while 16.7% stated the strategy of

commercializing university services for instance charging for provision of accommodation services and use of conference facilities at Agricultural Resource Centre. Furthermore, 8.3% of the respondents named the use of the following fundraising strategies: membership to a consortium, endowment fund, depository agreement with World Bank, will written by an individual, teaching programmes and partnership programmes like Reading Tents organized with Kenya National Library Services. An example was quoted by some of the respondents of a written will by a former Professor at Egerton University to donate an entire collection of Psychology and philosophy books to the library. Indeed, as at the time of carrying out this research, the books were kept at The Faculty of Arts and Social Sciences (FAAS) Library as Late Prof. Olela Collection.

4.8.4.3 Fundraising and/or Development Office at Egerton University

Egerton University was in the process of establishing a fundraising and/or development office as at the time of carrying out this study. However, the university did not have a fundraising unit in the library to strategize and coordinate for innovative fundraising activities. Figure 4-12 on page 202 shows the data obtained on whether there was a fundraising and/or development office at Egerton University.

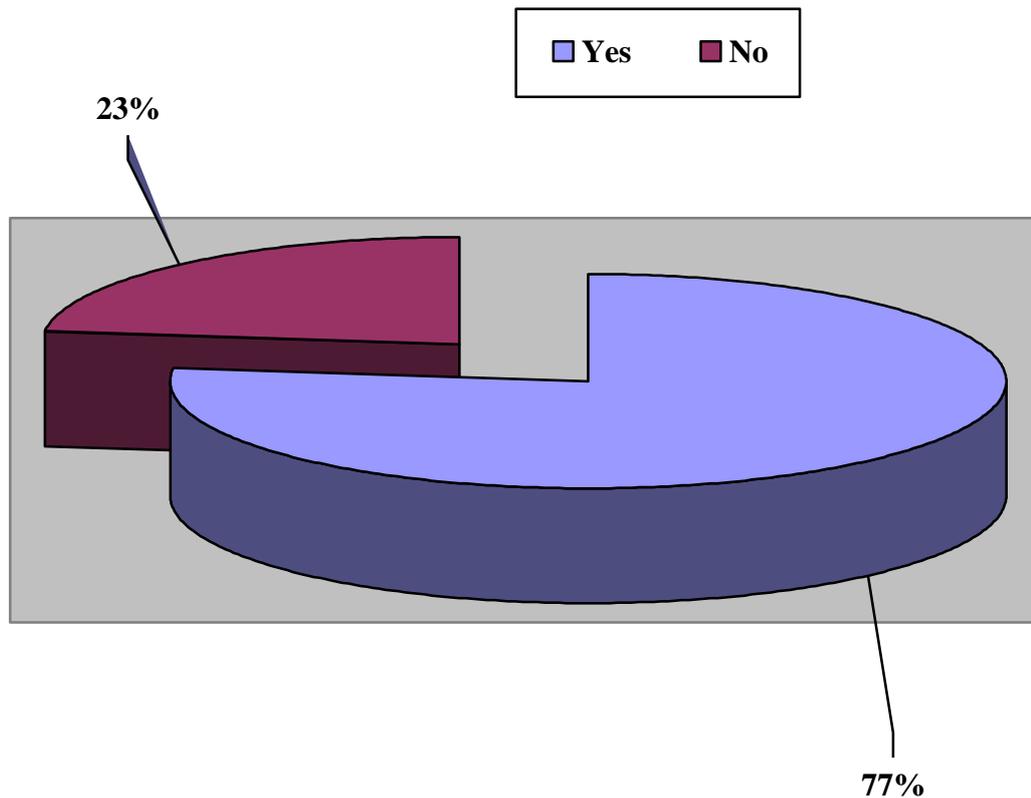


Figure 4-12: Fundraising and/or Development Office at Egerton University (N=13)

Figure 4-12 shows that 77% of the respondents at Egerton University library agreed that there was a fundraising and/or development office while 23% disagreed. When those who answered yes were asked to specify the name of the fundraising and/or development office, some said it was under establishment, others speculated on some university offices while one named a specific office. This was evidenced in the following sampled verbatim responses.

R1: "Yes, it is under establishment."

R2: “I am not sure of any that has been in existence but recently I learned that the university is setting up one.”

R3: “Yes, there is a planning office headed by a director of planning.”

R4: “Although, I am not quite sure, I believe that there must be an office dealing with grants in administration and I think most likely attached to research and extension.”

In order to validate the claim made by the respondents on the establishment of a fundraising office, the researcher interviewed two informants from the administration. The research findings confirmed that indeed a fundraising office was being established and at the time of carrying out this study, a Resource Mobilization Director and Officer had just been employed. This was evidenced by the following verbatim responses from the two informants:

R1: “The fundraising office is under establishment. A Resource Mobilization Director and Officer have just been recruited and their offices are being set up.”

R2: “The University, having realized the importance of fundraising in resource generation, has just set up a Resource Mobilization Office to help in planning and coordinating fundraising programmes through strengthening and/or better management of income generating activities and forging relationships with potential donors.”

Therefore, it is evident from the above responses that Egerton University Library’s involvement in fundraising activities was at the time of carrying out this research still happening in a limited scale.

4.8.4.4 Motivational Strategies Used to Attract and Retain Donors

Egerton University Library mainly used the strategy of sending acknowledgement letters to motivate existing donors to sustain their funding support. All the respondents interviewed cited this fact. However, the respondents were not aware of any motivational strategies used at Egerton University Library to attract potential donors. This was evidenced by the following sampled verbatim responses:

R1: “There are no motivational strategies for attracting donors in place. Donors take upon themselves to support the library.”

R2: “I am not aware of any specific motivational fundraising strategy used to attract major funding.”

4.8.4.5 Viability of Fundraising as a Supplementary Source of Funding

Majority of the respondents at Egerton University Library believed that fundraising is a viable supplementary source of funding. Figure 4-13 on page 205 shows data obtained on the question of whether fundraising is a feasible supplementary source of funding.

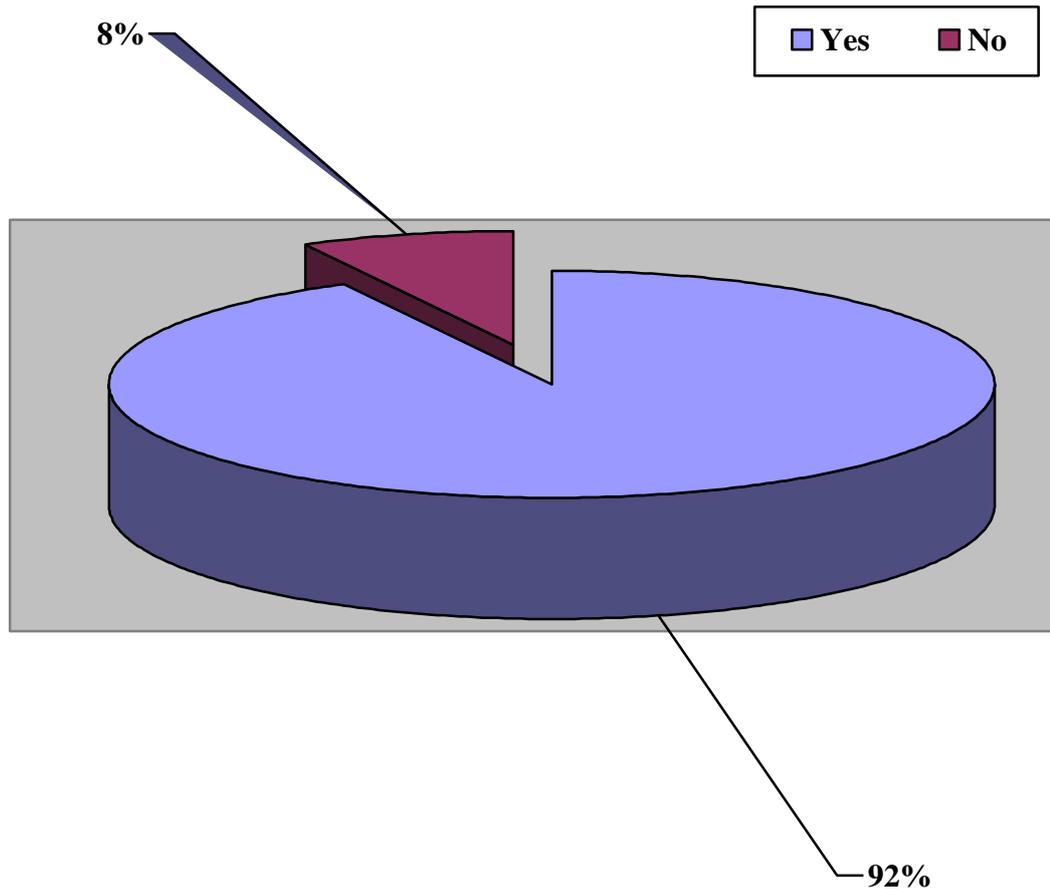


Figure 4-13: Viability of Fundraising as a Supplementary Source of Funding at Egerton University Library (N=13)

Figure 4-13 shows that 92% of the respondents at Egerton University library agreed that fundraising is a viable supplementary source of funding while 8% disagreed.

Those who responded yes gave the following justifications:

R1: “Fundraising is viable to universities. In fact, there are so many donors approaching us. What is needed is a good proposal. Otherwise there are funds out there in the market for charitable causes.”

R2: “Yes, fundraising is viable but there is need for a fundraising policy.”

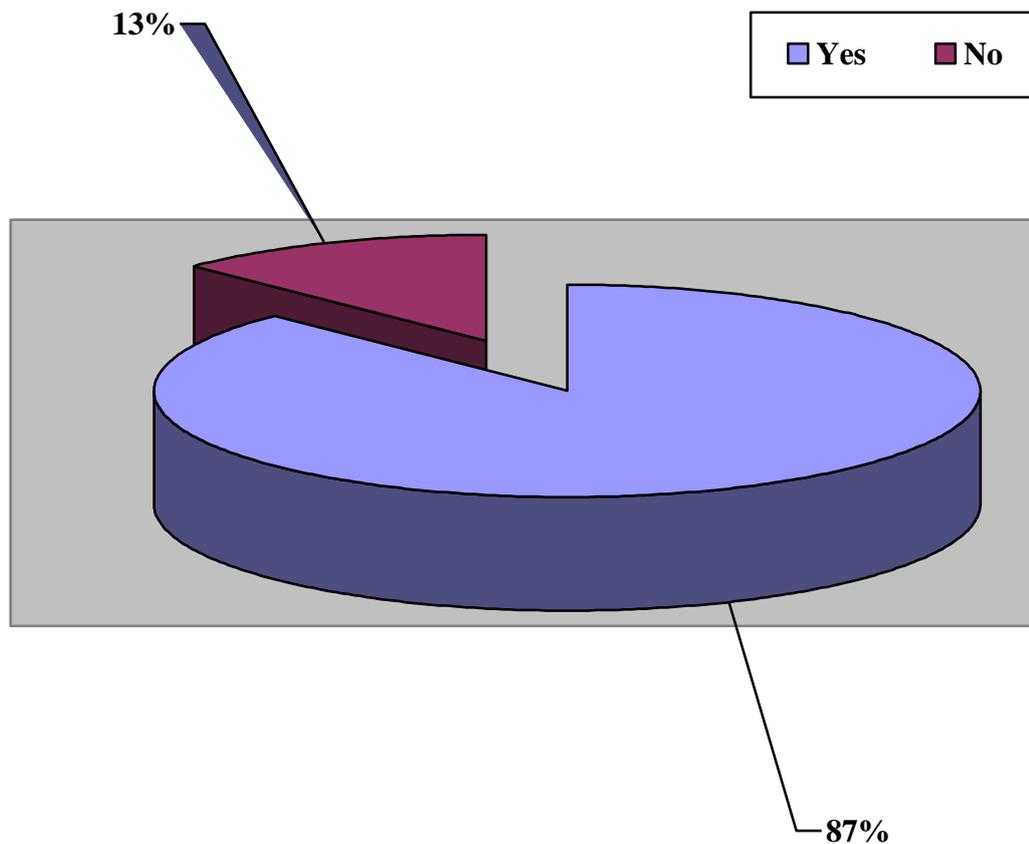
R3: Yes, fundraising is viable if only we can identify creative ways of attracting funding for instance the need to aggressively market the library.”

R4: “Oh yes, fundraising is absolutely viable. No organization is self reliant and with the drying up of university funding sources, we must think otherwise to do fundraising. We need to be aggressive and above all, be able to justify the need for funding in front of potential donors. We have the political class, who, as we know are potential targets when it comes to philanthropic activities. We need to strategize as a library on how we can involve this group of donors. We need to seek their support through the Constituency Development Fund. At the same time we need to prepare tangible proposals and send them to charitable organizations.”

However, the respondent that said fundraising was not viable believed that the library was a service department and for that reason ought to be provided with the necessities of providing the service.

4.8.5 Fundraising Activities at Moi University Library

Moi University Library carried out fundraising activities as a way of obtaining supplementary funding although it did not have a formal fundraising programme. Figure 4-14 on page 207 shows data obtained from the respondents on whether Moi University Library undertook fundraising activities.



**Figure 4-14: Fundraising Activities at Moi University Library
(N=16)**

Figure 4-14 indicates that 87% of the respondents at Moi University Library agreed that fundraising activities were carried out as a way of obtaining supplementary funding while 13% disagreed. The study findings revealed that Moi University Library undertook minor fundraising activities. This is evident in the following verbatim responses from sampled respondents:

R1: “Yes, we practice minor fundraising activities.”

R2: “Yes, there are fundraising activities done though on a small-scale basis.”

R3: “Yes, there are minor fundraising activities happening mainly in form of book donations.”

4.8.5.1 Planning and Coordination of Fundraising Activities at Moi University

Moi University Library was not proactive in planning and coordinating for fundraising activities. The study revealed that the library was a beneficiary of fundraising initiatives coordinated by donors and individuals from other university offices or departments. This was evident in the following sampled answers from the respondents:

R1 “Yes, we have received individual support for instance, the Chancellor of the University has been soliciting for library support in form of books.”

R2 “Yes, we received a book donation worth Kshs 2 Million last year although I am not aware who initiated this donation. I think it is a collaboration of the University and Rattansi Foundation through the Chief Academic Officer’s Office.”

It is obvious from the above verbatim responses that Moi University Library did not proactively strategize and coordinate for innovative forms of fundraising activities. It merely remained a recipient of fundraising initiatives designed by either donors like in the case of Rattansi Foundation or other university offices.

4.8.5.2 Fundraising Strategies Used at Moi University Library

Moi University Library used various fundraising strategies to obtain supplementary funding. Table 4-26 on page 209 shows data obtained from the respondents on fundraising strategies used at Moi University Library arranged from the most cited to the least cited.

Table 4-26: Fundraising Strategies Used at Moi University Library (N=14)

| Fundraising Strategy | Frequency | % |
|---|------------------|----------|
| Donations | 10 | 71.4 |
| Linkages and collaboration programmes | 9 | 64.2 |
| Income generating activities | 7 | 50 |
| Friends of Moi University | 3 | 21.4 |
| Proposal writing | 3 | 21.4 |
| Depository agreement with World Bank and United Nations | 2 | 14.3 |
| University Press | 2 | 14.3 |
| Charging fines | 2 | 14.3 |
| Attachment fee | 2 | 14.3 |

Table 4-26 indicates that 71.4% of the respondents cited the use of donation strategy while 64.2% mentioned the use of linkages and collaboration techniques. In addition, 50% of the respondents stated the use income generating activities while 21.4% named the use of Friends of Moi University and proposal writing strategies. Furthermore, 14.3% of the respondents identified the use of the following four fundraising approaches: attachment fee, charging library fines, university press and depository agreements with World Bank and United Nations.

4.8.5.3 Fundraising and/or Development Office at Moi University

Moi University neither had an established fundraising and/or development office nor a fundraising unit in the library. Figure 4-15 on page 210 shows data obtained from the respondents on whether there was a fundraising and/or development office at Moi University.

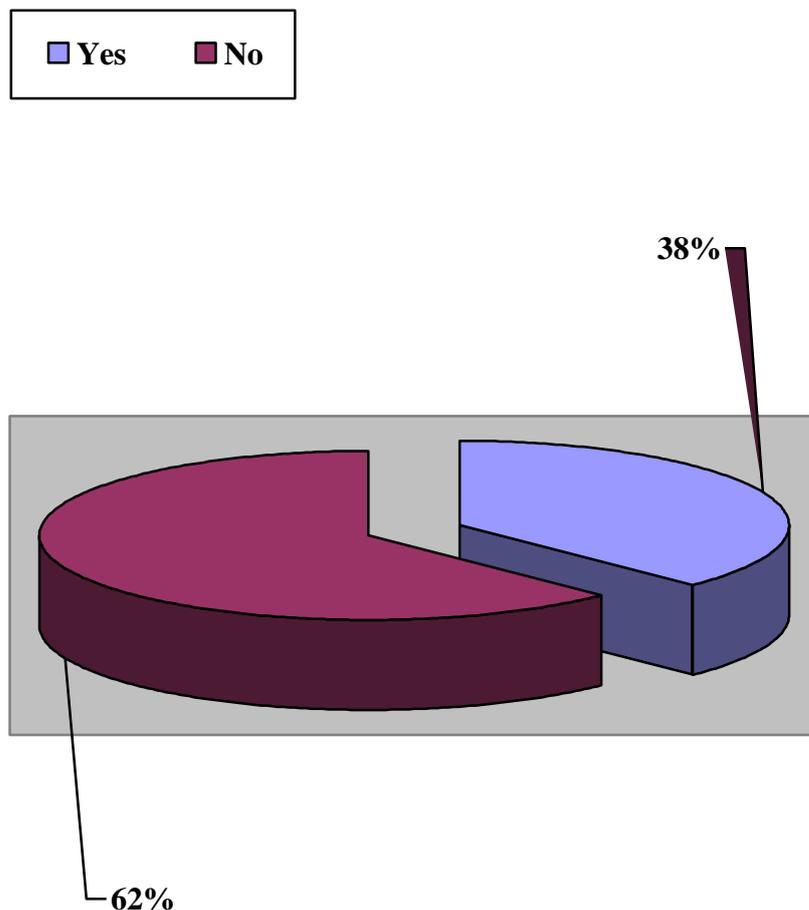


Figure 4-15: Fundraising and/or Development Office at Moi University (N=16)

Figure 4-15 shows that 38% of the respondents agreed that there was a fundraising and/or development office at Moi University while 62% disagreed. However, those respondents who agreed could not cite the specific name of the fundraising and/or development office but instead speculated on a number of offices in the university. The offices that were mentioned are Moi University Holdings, Office of the Deputy Vice Chancellor (Research and Extension), Office of the Deputy Vice Chancellor (Planning and Development) and Office of the Vice Chancellor. This was evidenced in the following sampled verbatim responses:

R1: “I am not quite sure, may be Moi University Holdings.”

R2: “Yes, I think it is under the Deputy Vice Chancellor In Charge of Research and Extension.”

R3: “Yes, we were to establish one. It will be under the Deputy Vice Chancellor In Charge of Planning and Development and will be headed by a Director or Principal.”

R4: “Yes, there is, I suppose, at the Vice Chancellor’s Office.”

R5: “Yes, there is a fundraising office under the Vice Chancellor’s Office seconded with one staff.”

It is clear from the above verbatim responses that there was no known specific fundraising office and/or development office at Moi University.

4.8.5.4 Motivational Strategies Used to Attract and Retain Donors

Moi University Library used a variety of motivational strategies to attract and retain donors. Table 4-27 on page 212 shows data on motivational strategies used to attract and retain donors at Moi University Library arranged from the most cited to the least cited.

Table 4-27: Motivational Strategies Used to Attract and Retain Donors at Moi University Library (N=16)

| Motivational Strategies for Retaining Existing Donors | Frequency | % |
|--|------------------|----------|
| Acknowledgement letters | 5 | 31.3 |
| Sustaining the standards of donor projects | 3 | 18.8 |
| Complying with professional standards | 2 | 12.5 |
| Upholding good management practices | 2 | 12.5 |
| Develop a directory of the donors | 2 | 12.5 |
| Recognizing donors | 2 | 12.5 |
| Frequent communication with donors | 2 | 12.5 |
| Sponsoring donors to attend university functions | 2 | 12.5 |
| Motivational Strategies for Attracting Potential Donors | | |
| Motivational Strategies for Attracting Potential Donors | Frequency | % |
| Reaching out to potential donors | 3 | 18.8 |
| Collaborating with teaching departments | 2 | 12.5 |
| Aggressive marketing of the library projects | 2 | 12.5 |
| Taking advantage of web technology | 2 | 12.5 |

Table 4-27 indicates that 31.3% of the respondents cited the use of acknowledgement letters as a means of sustaining donor support while 18.8% identified the need to sustain the standards of donor projects. In addition, 12.5% of the respondents mentioned the need for compliance with professional standards, upholding good management practices, developing a directory of donors, recognizing donors, frequent communication with donors and sponsoring donors to attend university functions. On motivational strategies used to attract potential donors, 18.8% of the respondents stated the strategy of reaching out to potential donors while 12.5% cited the strategies

of collaborating with teaching departments, carrying out aggressive marketing of library projects and taking advantage of the web technology.

4.8.5.5 Viability of Fundraising as a Supplementary Source of Funding

Most respondents interviewed at Moi University Library believed that fundraising is a viable source of supplementary funding. Figure 4-16 below shows data obtained on whether fundraising was a viable supplementary source of funding at Moi University Library.

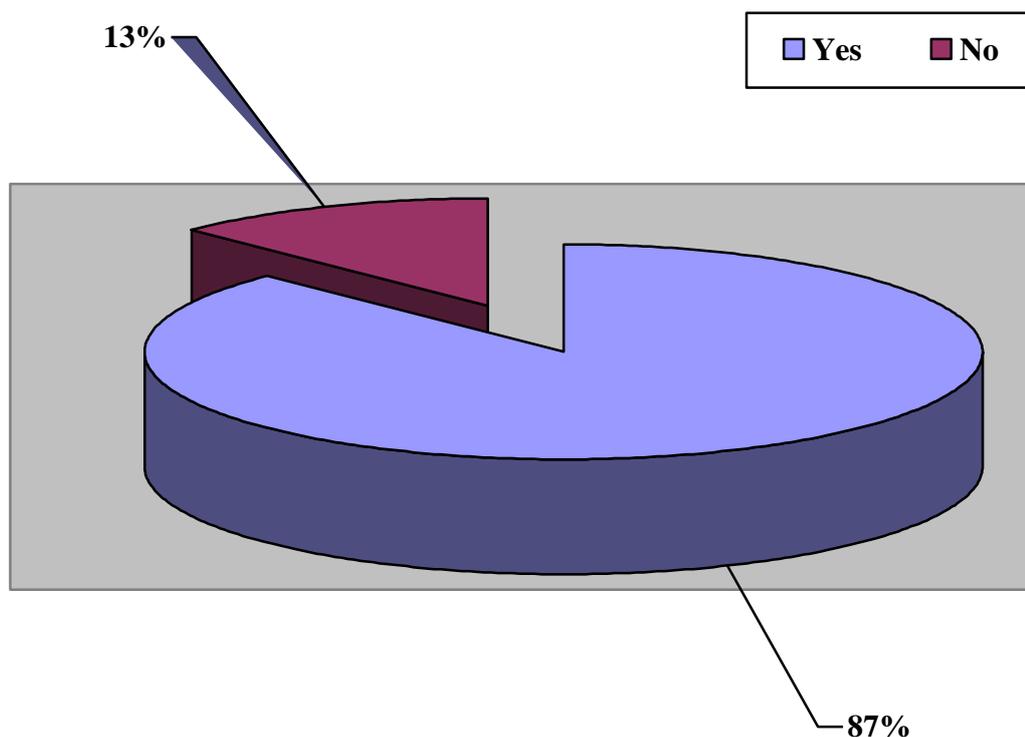


Figure 4-16: Viability of Fundraising as a Supplementary Source of Funding at Moi University Library(N=16)

Figure 4-16 indicates that 87% of the respondents at Moi University Library agreed that fundraising was a viable supplementary source of funding while 13% disagreed.

When those respondents who agreed were asked to justify why they thought fundraising was viable, they gave the following sampled verbatim responses:

R1: “No funding is enough for a large library especially in a Less Developed Country. The cost of books, maintenance and training is high and keep on soaring so often. Fundraising is therefore a viable option.”

R2: “Yes, it is viable. It should be encouraged because the budgetary allocation to the library is not enough.”

R3: Yes, fundraising is viable. All we need to do is to market ourselves well especially using the web where we can appeal for funds from friends and organizations.”

One of the respondents that said fundraising is not viable believed that it was not a reliable source of funding. The respondent said:

“Fundraising is not viable for libraries because it is not reliable. Sometimes, the funds do not come when you are really in need of. Sometimes you may lose good relationship with donors because of factors such as bad politics and economic recessions.”

4.8.6 Fundraising Activities at MMUST

Masinde Muliro University of Science and Technology (MMUST) Library carried out fundraising activities as a way of obtaining supplementary funding although it did not have a formal fundraising programme. However, the study established that the nature of fundraising activities being undertaken were minor. One of the respondents said:

“Yes, we do engage in minor fundraising activities as a way of soliciting for supplementary funding.”

4.8.6.1 Planning and Coordination of Fundraising Activities at MMUST

MMUST Library was not proactive in planning and coordinating for fundraising activities. The study revealed that the library benefited from fundraising initiatives planned by external parties. This was evident in the following sampled response from one of the respondents:

R1 “Yes, we have minimal fundraising activities which happen circumstantially rather than by design and usually initiated by the donors.”

It is obvious from the above verbatim response that MMUST Library did not proactively strategize and coordinate for creative forms of fundraising activities. It merely remained a recipient of fundraising initiatives designed by either donors or other university offices.

4.8.6.2 Fundraising Strategies Used at MMUST Library

MMUST Library used various types of fundraising strategies to attract supplementary funding. Table 4-28 on page 216 shows data obtained from the respondents on fundraising strategies used at MMUST Library arranged from the most cited to the least cited.

Table 4-28: Fundraising Strategies Used at MMUST Library (N=3)

| Fundraising Strategy | Frequency | % |
|--|------------------|----------|
| Proposal writing | 3 | 100 |
| Donations from individuals and organizations | 2 | 66.7 |
| Friends of MMUST | 2 | 66.7 |
| Exhibitions | 2 | 66.7 |
| Endowment funds | 1 | 33.3 |
| Exchange programmes | 1 | 33.3 |
| Alumni support | 1 | 33.3 |
| Income generating activities | 1 | 33.3 |
| Charging library fee | 1 | 33.3 |

Table 4-28 indicates that 100% of the respondents cited the use of proposal writing technique while 66.7% mentioned the use of Friends of the university, exhibitions and donation strategies. In addition, 33.3% stated the use of the following fundraising strategies: endowment funds, exchange programmes, alumni support, income generating activities and income from library charges.

4.8.6.3 Fundraising and/or Development Office at MMUST Library

MMUST neither had an established fundraising and/or development office nor a fundraising unit in the library. Figure 4-17 on page 217 shows data obtained from the respondents on whether there was a fundraising and/or development office at MMUST.

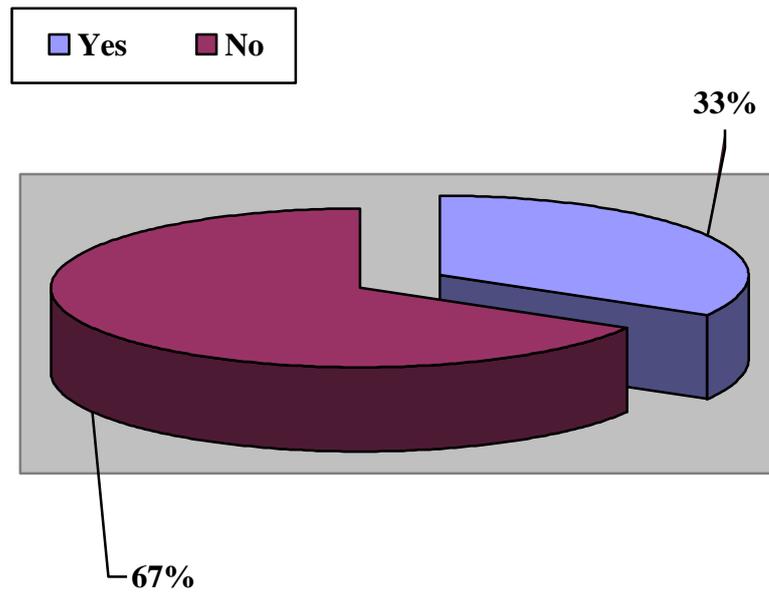


Figure 4-17: Fundraising and/or Development Office at MMUST (N=3)

Figure 4-17 shows that 33% of the respondents agreed that there was a fundraising and/or development office at MMUST while 67% disagreed. However, the respondents could not cite the specific name of the fundraising and/or development office but instead speculated on a number of offices in the university. This is evidenced by the following verbatim responses:

R1: “Yes, the Office for the DVC (P&E) handles fundraising activities.”

R2: “No, I am not aware if there is an office for fundraising in the university. If it is there, then may be it is under the Academic Research Office.”

R3: “None exist. The DVC (P&E) is in charge of fundraising activities. Plans exist to set up one.”

R4: “No, it is not there. It is assumed that the Council and the Vice-Chancellor carry out fundraising activities for the university.”

4.8.6.4 Motivational Strategies Used to Attract and Retain Donors at MMUST Library

MMUST Library used a number of motivational strategies to attract and retain donors. Table 4-29 below shows data on motivational strategies used to attract and retain donors at MMUST Library arranged from the most cited to the least cited.

Table 4-29: Motivational Strategies Used to Attract and Retain Donors at MMUST Library (N=3)

| Motivational Strategies for Retaining Existing Donors | Frequency | % |
|--|------------------|----------|
| Sponsoring donors to attend university functions | 2 | 66.7 |
| Acknowledgement letters | 1 | 33.3 |
| Recognizing active donors | 1 | 33.3 |
| Entertaining donors when they are on a visit | 1 | 33.3 |
| Inviting donors to assess the projects they are funding | 1 | 33.3 |
| Developing a directory of the donors | 1 | 33.3 |
| Motivational Strategies for Attracting Potential Donors | | |
| Motivational Strategies for Attracting Potential Donors | Frequency | % |
| Allowing alumni free access to library resources | 1 | 33.3 |
| Sponsoring potential donors to attend university functions | 1 | 33.3 |
| Proposal writing | 1 | 33.3 |
| Marketing the university library | 1 | 33.3 |
| Forging linkages | 1 | 33.3 |
| Making deliberate visits | 1 | 33.3 |

Table 4-29 indicates that 66.7% of the respondents cited the strategy of sponsoring donors to attend university functions as a means of sustaining donor support while 33.3% believed that sending acknowledgement letters, recognizing active donors,

entertaining donors whenever they are on a visit, inviting donors to assess the projects they are funding and developing a directory of donors would assist to retain existing donors. However, with regard to motivational strategies used to attract potential donors, 33.3% of the respondents stated the following strategies: allowing the alumni free access to library resources, sponsoring potential donors to attend university functions, writing proposals, marketing the library, forging linkages and making deliberate visits to potential donors.

4.8.6.5 Viability of Fundraising as a Supplementary Source of Funding

All the respondents interviewed at MMUST Library believed that fundraising was a viable supplementary source of funding. When the respondents were asked to justify why they thought so, two of the respondents gave the following sampled verbatim responses:

R1: “Yes, it is viable because we are not getting enough funding and obviously, this is the way to go.”

R2: “Yes, it is viable. Soliciting supplementary funding is necessary due to scarcity of resources.”

4.8.7 Fundraising Activities at Maseno University Library

Maseno University Library carried out minor fundraising activities as a way of obtaining supplementary funding albeit without an established fundraising structure.

This was evident in the following verbatim statements from some of the respondents:

R1: “We do not engage in major fundraising initiatives as is the case elsewhere in the rest of the world especially in the West. What perhaps, you count as part of fundraising activities are income

generating activities like farming which do not generate enough funding needed to develop various sectors of the university. However, we have benefited from minor forms of funding especially donations from organizations.”

R2: “Yes, there exists fundraising activities although not at a major scale as compared with what universities in Western countries are doing.”

4.8.7.1 Planning and Coordination of Fundraising Activities at Maseno University

Maseno University Library was not proactive in planning and coordinating for fundraising activities. The study revealed that the library benefited from fundraising initiatives planned by donors. This was evident in the following sampled responses from some of the respondents:

R1: “Yes, we do undertake minor fundraising activities most of which are as a result of the initiatives of donors.”

R2: “Yes, we do participate in minor fundraising activities mainly initiated by donors.”

4.8.7.2 Fundraising Strategies Used at Maseno University Library

Maseno University Library used different fundraising strategies to obtain supplementary funding. Table 4-30 on page 221, presents data on fundraising strategies used at Maseno University Library.

Table 4-30: Fundraising Strategies Used at Maseno University Library (N=4)

| Fundraising Strategy | Frequency | % |
|--|------------------|----------|
| Donations from individuals and organizations | 4 | 100 |
| Linkages and collaborations | 3 | 75 |
| Proposal writing | 2 | 50 |
| Depository agreement with World Bank | 2 | 50 |
| Income generating activities | 2 | 50 |
| Charging library fee | 1 | 25 |

Table 4-30 indicates that 100% of the respondents at Maseno University Library cited the use donations strategy while 75% mentioned the use of linkages and collaborations approach. In addition, 50% of the respondents named the use of proposal writing, depository agreement and income generating techniques while 25% referred to using the strategy of charging library fees.

4.8.7.3 Fundraising and/or Development Office at Maseno University Library

Maseno University neither had an established fundraising and/or development office nor a fundraising unit in the library. However, some respondents interviewed during the study thought that the Public Relations and Inter-Link offices carried out fundraising activities. This was evident in the following sampled verbatim responses from the respondents:

R1: “There is no fundraising Office per se but I think the Public Relations Office plays a role in that.”

R2: “I am not aware of the existence of a fundraising office but perhaps the Inter-Link and Public Relations office may be carrying out some forms of minor fundraising activities.”

4.8.7.4 Motivational Strategies Used to Attract and Retain Donors at Maseno University Library

Maseno University Library used a few motivational strategies to retain existing donors. The study revealed that 25% of the respondents mentioned the use of thank you letters and courtesy calls on offices of existing donors. However, all the respondents interviewed claimed they were not aware of any specific motivational strategy used to attract potential donors.

4.8.7.5 Viability of Fundraising as a Supplementary Source of Funding

This study revealed that all the respondents at Maseno University Library believed that fundraising was a viable supplementary source of funding. When the respondents were asked to justify why they thought so, two of the respondents gave the following verbatim responses:

R1: “Yes, it is viable because we are not getting enough funding especially now when we need a purpose-built library.”

R2: “In my opinion, I believe that fundraising is very much a viable option for soliciting supplementary funds for supporting major projects in the university. This is so especially in this era when primary sources of funding for the university are becoming more and more inadequate and unsustainable.”

However, while stating that fundraising is viable, two of the respondents pointed out some prerequisites needed to ensure successful undertaking of fundraising activities by the library. The respondents observed:

R1: “Yes, fundraising is viable but it is important to note that there is a paradigm shift from print to electronic resources. Therefore, there is need, to form a consortium to help in sharing information resources.”

R2: “Yes, fundraising is viable but libraries need to own the idea failure to which it will not be successful. Libraries also need to be proactive and consider how they can sustain such funding programmes.”

4.9 FUNDRAISING CHALLENGES FACED BY PUBLIC UNIVERSITY LIBRARIES IN KENYA

The sixth objective of this study was to determine fundraising challenges faced by public university libraries in Kenya. In order to achieve this objective, the researcher asked respondents in each public university library to say whether or not they experienced any fundraising challenges and if yes specify the challenges. The research data collected in relation to this objective are presented in sections 4.9.1 to 4.9.7 below.

4.9.1 Fundraising Challenges Faced by University of Nairobi Library

University of Nairobi Library experienced various fundraising challenges. Table 4-31 on page 224 presents fundraising challenges faced by University of Nairobi Library arranged from the most cited to the least cited.

Table 4-31: Fundraising Challenges Experienced at University of Nairobi**Library (N=22)**

| Fundraising Challenges | Frequency | % |
|---|------------------|----------|
| Rare culture of giving for the sake of posterity | 10 | 45.5 |
| Stringent conditions by donors | 8 | 36.4 |
| Lack of aggressive marketing by the library | 7 | 31.8 |
| Lack of a fundraising policy | 5 | 22.7 |
| Lack of a fundraising office | 5 | 22.7 |
| Poor economic conditions that limit donations | 3 | 13.6 |
| Lack of transparency and accountability on donor funds | 3 | 13.6 |
| Inability of librarians to be proactive in fundraising | 3 | 13.6 |
| Most donor agencies do not focus on library projects | 3 | 13.6 |
| Lack of support by the university in providing seed money | 3 | 13.6 |
| Lack of appreciation and value for library services | 2 | 9.1 |
| Inability to sustain donor projects once they pull out | 2 | 9.1 |
| Inability of the library to generate creative fundraising ideas | 2 | 9.1 |
| Lack of operational autonomy of the library | 2 | 9.1 |

Table 4-31 indicates that 45.5% of the respondents cited rare culture of giving for the sake of posterity among Kenyans while 36.4% named the challenge of stringent conditions by donors. In addition, 31.8% of the respondents mentioned lack of aggressive marketing by the library while 22.7% stated lack of a fundraising policy and a fundraising office. On the other hand, 13.6% of the respondents cited poor economic conditions that limit donations, lack of transparency and accountability on donor funds, lack of proactiveness among librarians, inability of most donors to focus on library projects and lack of support by the university in providing seed money towards library fundraising projects. Finally 9.1% of the respondents cited the

following fundraising challenges: lack of appreciation and value for library services, inability of the university to sustain donor projects once the donors pull out, inability of the library to generate creative fundraising ideas and lack of operational autonomy of the library in the university system.

4.9.2 Fundraising Challenges Faced by JKUAT Library

JKUAT Library experienced a range of challenges while undertaking fundraising activities. Table 4-32 below presents fundraising challenges faced by JKUAT Library arranged from the most cited to the least mentioned.

Table 4-32: Fundraising Challenges Experienced at JKUAT Library (N=13)

| Fundraising Challenges | Frequency | % |
|---|------------------|----------|
| Lack of aggressive marketing by the library | 4 | 30.8 |
| Donation of irrelevant materials | 4 | 30.8 |
| Hidden costs of donated materials | 4 | 30.8 |
| Stringent conditions by donors | 4 | 30.8 |
| Inability to sustain donor projects once they pull out | 2 | 15.4 |
| Lack of transparency and accountability of donor funds | 2 | 15.4 |
| Poor giving culture for the sake of posterity in Kenya | 2 | 15.4 |
| Failure to remit funds collected as library fees to the library | 2 | 15.4 |
| Scarcity of donors | 2 | 15.4 |
| Lack of identification mechanism for potential donors | 2 | 15.4 |
| Lack of fundraising skills among librarians | 2 | 15.4 |
| Lack of support by the university in providing seed money | 2 | 15.4 |
| Fundraising is perceived as an additional responsibility | 2 | 15.4 |
| Lack of a fundraising policy | 2 | 15.4 |
| Lack of enthusiasm for fundraising activities by librarians | 2 | 15.4 |

Table 4-32 indicates that 30.8% of the respondents cited lack of aggressive marketing, donation of irrelevant materials, hidden costs on donated materials and stringent donor conditions as the leading fundraising challenges at JKUAT Library. In addition, 15.4% of the respondents mentioned the following fundraising challenges: inability of the university to sustain donor projects once donors pull out, lack of transparency and accountability on donor funds, rare giving culture for the sake of posterity among Kenyans, failure to remit funds collected as library fees to the library, scarcity of donors, lack of identification mechanisms for potential donors, lack of fundraising skills among librarians, lack of support by the university in providing seed money for fundraising projects, perception of fundraising as an additional responsibility by librarians, lack of a fundraising policy and lack of enthusiasm for fundraising activities by librarians.

4.9.3 Fundraising Challenges Faced by Kenyatta University Library

Kenyatta University Library experienced a variety of fundraising challenges. Table 4-33 on page 227 present data on fundraising challenges faced by Kenyatta University Library arranged from the most cited to the least cited.

Table 4-33: Fundraising Challenges faced at Kenyatta University Library (N=13)

| Fundraising Challenges | Frequency | % |
|---|------------------|----------|
| Lack of a funding policy | 7 | 53.8 |
| Lack of a fundraising policy | 7 | 53.8 |
| Lack of structures to facilitate fundraising activities | 7 | 53.8 |
| Fundraising is perceived as an additional responsibility | 3 | 23.1 |
| Lack of proactiveness by librarians in fundraising activities | 3 | 23.1 |
| Lack of fundraising skills among librarians | 2 | 15.4 |
| Donors attach stringent conditions to their support | 2 | 15.4 |
| Failure to remit funds collected as library fees to the library | 1 | 7.7 |
| Poor perception of the library by university community | 1 | 7.7 |
| Donors often focus on other areas other than the library | 1 | 7.7 |
| Stiff competition from institutions targeting similar donors | 1 | 7.7 |
| Political interference on running of universities | 1 | 7.7 |
| Poor giving culture for the sake of posterity in Kenya | 1 | 7.7 |

Table 4-33 indicates that 53.8% of the respondents cited lack of a funding policy, fundraising policy and fundraising structures while 23.1% mentioned perception of fundraising as an additional responsibility and lack of proactiveness by librarians in fundraising activities. Furthermore, 15.4% of the respondents stated lack of fundraising skills among librarians and stringent conditions placed by donors. In addition, 7.7% of the respondents named the following fundraising challenges: failure of university to remit funds collected as library fees to the library, poor perception of library services, donors focused more on supporting non-library projects, stiff competition from institutions targeting the support of similar donors, political interference on running of universities and rare giving culture for the sake of posterity by Kenyans.

4.9.4 Fundraising Challenges Faced by Egerton University Library

Egerton University Library faced a number of fundraising challenges. Table 4-34 below present data on fundraising challenges faced at Egerton University Library organized from the most cited to the least cited.

Table 4-34: Fundraising Challenges faced at Egerton University Library (N=12)

| Fundraising Challenges | Frequency | % |
|--|------------------|----------|
| Lack of structures to facilitate fundraising activities | 8 | 66.7 |
| Donated materials had prohibitive hidden costs for clearance | 3 | 25 |
| Lack of fundraising skills among librarians | 3 | 25 |
| Failure of KLA to provide leadership in library management | 2 | 16.7 |
| Inability of the library to meet public information needs | 2 | 16.7 |
| Inability of the library to market itself to stakeholders | 2 | 16.7 |
| Inability to apply research findings by librarians | 1 | 8.3 |
| Lack of a fundraising policy | 1 | 8.3 |
| Lack of motivation to undertake fundraising activities | 1 | 8.3 |
| Lack of transparency and accountability on donor funds | 1 | 8.3 |
| Lack of cooperation among librarians on fundraising issues | 1 | 8.3 |
| Failure to remit funds collected as library fees to the library | 1 | 8.3 |
| Poor perception of the library by university community | 1 | 8.3 |
| Lack of integration of fundraising goals into the strategic plan | 1 | 8.3 |

Table 4-34 indicates that 66.7% of the respondents cited lack of structures meant to facilitate fundraising activities at Egerton University while 25% mentioned hidden costs on donated materials and lack of fundraising skills among librarians. Furthermore, 16.7% of the respondents named failure of Kenya Library Association (KLA) to provide leadership in library management, inability of the library to meet public demand for information and inability of the library to market itself to

stakeholders. In addition, 8.3% of the respondents mentioned the following fundraising challenges: inability to apply research findings by librarians, lack of a fundraising policy at Egerton University, lack of motivation to undertake fundraising activities, lack of transparency and accountability on donor funds, lack of cooperation among librarians on fundraising issues, failure to remit funds collected as library fees to the library, poor perception of the library by the university community and lack of integration of fundraising goals into the strategic plan of the university.

4.9.5 Fundraising Challenges Faced by Moi University Library

Moi University Library experienced diverse fundraising challenges. Table 4-35 below present data on fundraising challenges faced at Moi University Library organized from the most cited to the least cited.

Table 4-35: Fundraising Challenges faced at Moi University Library (N=14)

| Fundraising Challenges | Frequency | % |
|---|------------------|----------|
| Lack of structures to facilitate fundraising activities | 8 | 57.1 |
| Lack of support from academic departments | 5 | 35.7 |
| Lack of fundraising skills among librarians | 5 | 35.7 |
| Failure to meet the donor's stringent conditions | 4 | 28.6 |
| Failure to remit funds collected as library fees to the library | 3 | 21.4 |
| Perception of fundraising as an additional responsibility | 3 | 21.4 |
| Inability of librarians to be proactive in fundraising activities | 3 | 21.4 |
| Lack of a fundraising policy | 3 | 21.4 |
| Lack of transparency and accountability on donor funds | 3 | 21.4 |
| Lack of motivation to undertake fundraising activities | 1 | 7.1 |
| Political interference in the running of the university | 1 | 7.1 |
| Failure of librarians to sit in the school/departmental boards | 1 | 7.1 |

Table 4-35 indicates that 57.1% of the respondents cited lack of fundraising structures while 35.7% mentioned lack of support from academic departments and lack of fundraising skills among librarians. Furthermore, 28.6% of the respondents named failure of Moi University to meet strict conditions demanded by donors. For instance, a case was cited by the respondents of a donor that had donated 33 computers which were initially meant for establishing an institutional repository at the library. However, when the donation arrived, the computers were distributed to some teaching departments. The donor became disappointed on learning about the change of plan and protested to the university. It was eventually authorised that the concerned teaching departments purchase new computers for the library in replacement of the donated ones. Moreover, 21.4% of the respondents cited failure of the university to remit funds collected as library fees to the library, perception of fundraising as an additional responsibility by the librarians, inability of librarians to be proactive in fundraising activities, lack of a fundraising policy and lack of transparency and accountability on use of donor funds. Finally, 7.1% of the respondents mentioned lack of motivation among librarians to undertake fundraising activities, political interference in running of the university and failure of the librarians to sit in the school and/or departmental boards where major fundraising decisions are made.

4.9.6 Fundraising Challenges Faced by MMUST Library

MMUST Library experienced a number of fundraising challenges. Table 4-36 on page 231 present data on fundraising challenges faced at MMUST Library arranged from the most cited to the least cited.

Table 4-36: Fundraising Challenges Experienced at MMUST Library (N=3)

| Fundraising Challenges | Frequency | % |
|--|------------------|----------|
| Lack of structures to facilitate fundraising activities | 2 | 66.7 |
| Stiff competition with institutions targeting similar donors | 2 | 66.7 |
| Failure to meet the donor's stringent conditions | 2 | 66.7 |
| Lack of fundraising skills among librarians | 1 | 33.3 |
| Inability to sustain donor projects once the donors pull out | 1 | 33.3 |
| Fundraising has no surety of success | 1 | 33.3 |
| Poor giving culture for the sake of posterity in Kenya | 1 | 33.3 |
| Donations have prohibitive hidden costs for clearance | 1 | 33.3 |
| Perception of fundraising as an additional responsibility | 1 | 33.3 |
| Lack of transparency and accountability on donor funds | 1 | 33.3 |
| Economic constraints restraining donors' ability | 1 | 33.3 |

Table 4-36 indicates that 66.7% of the respondents cited lack of fundraising structures, stiff competition by institutions targeting similar donors and failure of MMUST to meet stringent conditions demanded by donors. In addition, 33.3% of the respondents stated the following fundraising challenges: lack of fundraising skills among librarians, inability to sustain donor projects once donors pull out, lack of surety for success, rare giving culture for the sake of posterity among Kenyans, hidden costs on donated materials, perception of fundraising as an additional role for librarians, lack of transparency and accountability on donor funds and economic constraints that restrains the ability of donors.

4.9.7 Fundraising Challenges Faced by Maseno University Library

Maseno University Library experienced a number of fundraising challenges. Table 4-37 below present data on fundraising challenges faced at Maseno University Library organized from the most cited to the least cited.

Table 4-37: Fundraising Challenges faced at Maseno University Library (N=4)

| Fundraising Challenges | Frequency | % |
|---|------------------|----------|
| Lack of fundraising skills among librarians | 4 | 100 |
| Stiff competition with institutions targeting similar donors | 1 | 25 |
| Poor perception of the library by the university community | 1 | 25 |
| Poor marketing of the library | 1 | 25 |
| Poor giving culture for the sake of posterity in Kenya | 1 | 25 |
| Lack of a fundraising policy | 1 | 25 |
| Lack of structures meant to facilitate fundraising activities | 1 | 25 |

Table 4-37 indicates that 100% of the respondents cited lack of fundraising skills among librarians while 25% mentioned the following fundraising challenges: stiff competition by institutions targeting similar donors, poor perception of the library services, poor marketing of the library, rare giving culture for the sake of posterity among Kenyans, lack of a fundraising policy and lack of structures meant to facilitate fundraising activities.

4.10 MEASURES NEEDED TO UNDERTAKE SUCCESSFUL FUNDRAISING ACTIVITIES IN PUBLIC UNIVERSITY LIBRARIES IN KENYA

The seventh objective of this study was to suggest measures needed to undertake successful fundraising activities in public university libraries in Kenya. In order to achieve this objective, the researcher asked respondents in each public university

library to suggest measures that they believed were needed to carry out successful fundraising activities. The research data collected on this objective are presented in sections 4.10.1 to 4.10.7 below.

4.10.1 Measures Proposed for University of Nairobi Library

University of Nairobi Library respondents proposed various measures needed to undertake successful fundraising activities. Table 4-38 below shows data on the proposed measures arranged from the most cited to the least cited.

Table 4-38: Measures Needed for University of Nairobi Library to Undertake Successful Fundraising Activities (N=22)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|---|------------------|----------|
| Establish collaboration networks with potential donors | 13 | 59.1 |
| Library to aggressively market its fundraising programmes | 12 | 54.5 |
| University to establish fundraising structures and policy | 12 | 54.5 |
| Library to initiate creative fundraising strategies | 10 | 45.5 |
| Sensitise the Kenyan community to learn to give for posterity | 7 | 31.8 |
| Librarians to be proactive in initiating fundraising activities | 7 | 31.8 |
| Train librarians in fundraising skills | 4 | 18.2 |
| Allow potential donors to access library services | 3 | 13.6 |
| Integrate fundraising topics in LIS schools' curricula | 3 | 13.6 |
| Integrate fundraising as a major goal in the strategic plan | 3 | 13.6 |
| Running the university library like a corporate business entity | 2 | 9.1 |
| Library to organize for special events | 2 | 9.1 |

Table 4-38 indicates that 59.1% of the respondents proposed that University of Nairobi Library needs to establish collaboration networks with potential donors while

54.5% suggested that the library needs to aggressively market its fundraising programmes and establish effective and efficient fundraising structures and policy. In addition, 45.5% of the respondents suggested that the library needs to initiate creative fundraising strategies while 31.8% recommended that the library needs to sensitise the Kenyan community to learn to give for the sake of posterity and encourage its librarians to be proactive in initiating fundraising activities. Furthermore, 18.2% of the respondents suggested that librarians need undergo training on fundraising skills while 13.6% proposed that the library needs to allow potential donors to access library services, integrate fundraising topics in Library and Information Science schools' curricula and integrate fundraising as a major goal in the university's strategic plan. Finally, 9.1% of the respondents suggested that the library needs to manage its operations just like a corporate business entity and organize for special events like a library open day, a library week or a library marathon.

4.10.2 Measures Proposed for JKUAT Library

JKUAT library respondents suggested a variety of measures necessary to undertake successful fundraising activities. Table 4-39 on page 235 indicates data on the proposed measures arranged from the most cited to the least cited.

Table 4-39: Measures Needed for JKUAT Library to Undertake Successful Fundraising Activities (N=13)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|---|------------------|----------|
| University to establish fundraising structures and policy | 13 | 100 |
| Librarians to be proactive in initiating fundraising activities | 9 | 69.2 |
| Library to aggressively market its fundraising programmes | 7 | 53.8 |
| Establish collaboration networks with potential donors | 7 | 53.8 |
| Train librarians on fundraising skills | 7 | 53.8 |
| Library to initiate creative fundraising strategies | 4 | 30.8 |
| Fundraising to be a core duty of university librarians | 4 | 30.8 |
| Motivate staff with exceptional abilities to do fundraising | 4 | 30.8 |
| Vice Chancellor to play a leading role in library fundraising | 2 | 15.4 |
| University to provide seed money for library fundraising | 2 | 15.4 |
| Library to collaborate closely with the academic departments | 2 | 15.4 |
| Establish motivational strategies to attract potential donors | 2 | 15.4 |
| Harness modern Internet technologies to do fundraising | 2 | 15.4 |
| Funds collected for library to be remitted directly to library | 2 | 15.4 |
| Create a fundraising unit in the library and equip with staff | 2 | 15.4 |

Table 4-39 indicate that 100% of the respondents proposed that JKUAT Library needs to establish effective and efficient fundraising structures and policy while 69.2% suggested that JKUAT librarians need to be proactive in initiating fundraising programmes. In addition, 53.8% of the respondents recommended that JKUAT library needs to aggressively market its fundraising programmes, establish collaboration networks with potential donors and train its librarians on fundraising skills. Furthermore, 30.8% of the respondents suggested that JKUAT library needs to initiate creative fundraising strategies, integrate fundraising as a core responsibility of the

university librarian and motivate librarians with exceptional abilities in fundraising. Finally, 15.4% of the respondents proposed that the Vice Chancellor's office needs to play a leading role in supporting library fundraising programmes, the university needs to provide seed money for library fundraising programmes, the library needs to partner closely with the academic departments, the university needs to establish motivational strategies to attract potential donors, the library needs to harness modern Internet technologies in doing fundraising activities, the university needs to remit all funds collected for library purposes directly to the library and the university needs to create a fundraising unit in the library equipped with qualified staff and facilities.

4.10.3 Measures Proposed for Kenyatta University Library

Kenyatta University Library respondents recommended diverse measures needed to undertake successful fundraising activities. Table 4-40 on page 237 present data on the proposed measures organized from the most mentioned to the least mentioned.

Table 4-40: Measures Needed for Kenyatta University Library to Undertake Successful Fundraising Activities (N=13)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|---|------------------|----------|
| University to establish fundraising structures and policy | 12 | 92.3 |
| Train librarians in fundraising skills | 9 | 69.2 |
| Library to aggressively market its fundraising programmes | 8 | 61.5 |
| Librarians to be proactive in initiating fundraising activities | 5 | 38.4 |
| Establish collaboration networks with potential donors | 5 | 38.4 |
| Fundraising to be a core duty of university librarians | 4 | 30.8 |
| Library to initiate creative fundraising strategies | 4 | 30.8 |
| Run the library like a corporate business entity | 3 | 23.1 |
| Funds collected for library to be remitted directly to library | 1 | 7.7 |
| Design strategies to sustain the donor project once he exits | 1 | 7.7 |
| Transparency and accountability of use of donor funds | 1 | 7.7 |
| Commercialize library services and products | 1 | 7.7 |
| Harness modern Internet technologies to do fundraising | 1 | 7.7 |
| Sensitise Kenyan community on giving for the sake of posterity | 1 | 7.7 |
| Create a fundraising unit in the library and equip with staff | 1 | 7.7 |
| Establish library fundraising lobby and advocate groups | 1 | 7.7 |

Table 4-40 indicates that 92.3% of the respondents proposed that Kenyatta University Library needs to establish effective and efficient fundraising structures and policy while 69.2% and 61.5% recommended that the library needs to train librarians in fundraising skills and do aggressive marketing of library fundraising programmes respectively. In addition, 38.4% of the respondents suggested that Kenyatta University librarians need to be proactive in initiating fundraising activities and Kenyatta University needs to establish partnership networks with potential donors.

Furthermore, 30.8% of the respondents proposed that Kenyatta University library needs to incorporate fundraising as a core duty of the university librarian and adopt creative fundraising strategies. Moreover, 23.1% of the respondents suggested that Kenyatta University library needs to manage its operations just like a corporate business entity. Finally, 7.7% proposed that Kenyatta University Library needs to: remit all funds collected for library purposes directly to the library, design strategies for sustaining donor projects once the donors pull out, transparently account for donor funds, commercialize library services and products, harness modern Internet technologies in doing fundraising work, sensitise Kenyan community on the need to give for the sake of posterity, establish a fundraising unit and equip it with qualified staff and establish library fundraising lobby and advocate groups.

4.10.4 Measures Proposed for Egerton University Library

Egerton University Library respondents suggested different measures required to undertake successful fundraising activities. Table 4-41 on page 239 shows data on the proposed measures organized from the most cited to the least cited.

Table 4-41: Measures Needed for Egerton University Library to Undertake Successful Fundraising Activities (N=13)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|---|------------------|----------|
| Library to aggressively market its fundraising programmes | 9 | 69.2 |
| Establish collaboration networks with potential donors | 5 | 38.5 |
| University to establish fundraising structures and policy | 5 | 38.5 |
| Train librarians in fundraising skills | 5 | 38.5 |
| Librarians to be proactive in initiating fundraising activities | 5 | 38.5 |
| Create a fundraising unit in the library and equip with staff | 3 | 23.1 |
| Harness modern Internet technologies to do fundraising | 2 | 15.4 |
| Establish library fundraising lobby and advocate groups | 2 | 15.4 |
| Funds collected for library to be remitted directly to library | 2 | 15.4 |
| Commercialize library services and products | 2 | 15.4 |
| Library to collaborate with university research division | 1 | 7.7 |
| Integrate fundraising topics in LIS curricula | 1 | 7.7 |
| KLA to provide leadership and support in library fundraising | 1 | 7.7 |
| Sensitise Kenyan community to give for the sake of posterity | 1 | 7.7 |
| Motivate librarians showing exceptional fundraising effort | 1 | 7.7 |
| Library to initiate creative fundraising strategies | 1 | 7.7 |

Table 4-41 indicate that 69.2% of the respondents proposed that Egerton University Library needs to aggressively market its fundraising programmes while 38.5% suggested that the library needs to establish partnership networks with potential donors, the university needs to establish effective and efficient fundraising structures and policy, librarians needs to be trained in fundraising skills and librarians needs to be proactive in initiating fundraising activities. Besides, 23.1% recommended that the library needs to establish a fundraising unit and equip it with qualified personnel

while 15.4% proposed that the library needs to harness modern Internet technologies in doing fundraising, establish highly influential library lobby and advocate groups, remit all funds collected for library purposes directly to the library and commercialize library services and products. Still, 7.7% of the respondents recommended that:- the library needs to collaborate with the university's research division, the library needs to integrate fundraising topics into Library and Information Science curricula, Kenya Library Association needs to provide leadership and support in library fundraising, Kenyan communities need to be sensitised on the need to give for the sake of posterity, librarians demonstrating exceptional skills and effort in fundraising needs to be motivated and the library needs to design and adopt creative fundraising strategies.

4.10.5 Measures Proposed for Moi University Library

Moi University Library respondents recommended varied measures essential for undertaking successful fundraising activities. Table 4-42 on page 241 display data on the proposed measures arranged from the most cited to the least cited.

Table 4-42: Measures Needed for Moi University Library to Undertake Successful Fundraising Activities (N=16)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|---|------------------|----------|
| University to establish fundraising structures and policy | 13 | 81.3 |
| Library to aggressively market its fundraising programmes | 11 | 68.8 |
| Train librarians in fundraising skills | 10 | 62.5 |
| Establish collaboration networks with potential donors | 8 | 50 |
| Transparency and accountability of use of donor funds | 3 | 18.8 |
| Motivate librarians showing exceptional fundraising effort | 3 | 18.8 |
| Librarians to be proactive in initiating fundraising activities | 3 | 18.8 |
| Introduce income generating projects | 3 | 18.8 |
| Allow potential donors to access library services | 3 | 18.8 |
| Establish library fundraising lobby and advocate groups | 3 | 18.8 |
| Funds collected for library to be remitted directly to library | 3 | 18.8 |
| Library to collaborate with university research division | 3 | 18.8 |
| Harness modern Internet technologies to do fundraising | 2 | 12.5 |
| Fundraising as a core duty of the university librarian | 2 | 12.5 |
| University to provide seed money for library fundraising | 2 | 12.5 |
| Sensitise Kenyan community to give for the sake of posterity | 2 | 12.5 |
| Library to engage in consultancy services | 2 | 12.5 |
| Library to initiate creative fundraising strategies | 2 | 12.5 |

Table 4-42 indicate that 81.3% of the respondents proposed that Moi University Library needs to establish effective and efficient fundraising structures and policy while 68.8% recommended that the library needs to aggressively market its library fundraising programmes. In addition, 62.5% of the respondents suggested that the library needs to train its librarians on fundraising skills while 50% advised that the

library needs to establish partnership networks with potential donors. Besides, 18.8% of the respondents suggested that:- the library needs to be transparent and accountable on use of donor funds, librarians demonstrating exceptional fundraising efforts needs to be motivated, librarians needs to be proactive in initiating fundraising activities, the library needs to introduce income generating projects, potential donors need to be allowed to access library services, the library need to establish highly influential fundraising lobby and advocate groups, the library needs to remit all funds collected for library purposes directly to the library and the library needs to collaborate with the research division of the university. Furthermore, 12.5% of the respondents advised that the library needs to harness modern Internet technologies in doing fundraising, fundraising needs to be integrated as a core responsibility of the university librarian, the university needs to provide seed money for supporting library fundraising programmes, Kenyan communities need to be sensitised to give for the sake of posterity, the library needs to engage in consultancy services and the library needs to initiate and adopt creative fundraising strategies.

4.10.6 Measures Proposed for MMUST Library

Masinde Muliro University of Science and Technology (MMUST) Library respondents suggested different measures vital for undertaking successful fundraising activities. Table 4-43 on page 243 present data on the proposed measures arranged from the most cited to the least cited.

Table 4-43: Measures Needed for MMUST Library to Undertake Successful Fundraising Activities (N=3)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|---|------------------|----------|
| University to establish fundraising structures and policy | 2 | 66.7 |
| Establish collaboration networks with potential donors | 2 | 66.7 |
| University to provide seed money for library fundraising | 2 | 66.7 |
| Library to design and adopt creative fundraising strategies | 2 | 66.7 |
| Introduce income generating projects | 1 | 33.3 |
| Funds collected for library to be remitted directly to library | 1 | 33.3 |
| Library to organize for special events | 1 | 33.3 |
| Librarians to be proactive in initiating fundraising activities | 1 | 33.3 |
| Library to aggressively market its fundraising programmes | 1 | 33.3 |
| Allow potential donors to access library services | 1 | 33.3 |
| Harness modern Internet technologies to do fundraising | 1 | 33.3 |
| Sensitise Kenyan community to give for the sake of posterity | 1 | 33.3 |

Table 4-43 indicate that 66.7% of the respondents proposed that MMUST need to establish effective and efficient fundraising structures and policy, establish collaboration networks with potential donors, provide seed money to support library fundraising programmes and that library needs to design and implement creative fundraising strategies. In addition, 33.3% of the respondents recommended that the library needs to introduce income generating activities, the university needs to remit all funds collected for library purposes directly to the library, the library needs to organize for special events like a library open day or week and marathon, the librarians need to be proactive in initiating library fundraising programmes, the library need to aggressively market its fundraising programmes, the library needs to allow

potential donors to access library services, the library need to harness modern Internet technologies to carry out fundraising activities and the library need to sensitise the Kenyan community to on the need to give for the sake of posterity.

4.10.7 Measures Proposed for Maseno University Library

Maseno University Library respondents suggested a variety of measures necessary for undertaking successful fundraising activities. Table 4-44 below show data on the proposed measures arranged from the most cited to the least cited.

Table 4-44: Measures Needed for Maseno University Library to Undertake Successful Fundraising Activities (N=4)

| Measures Needed for Successful Fundraising Activities | Frequency | % |
|--|------------------|----------|
| Establish collaboration networks with potential donors | 4 | 100 |
| Train Librarians in fundraising skills | 4 | 100 |
| University to establish fundraising structures and policy | 3 | 75 |
| Library to aggressively market its fundraising programmes | 3 | 75 |
| University to provide seed money for library fundraising | 2 | 50 |
| Establish library fundraising lobby and advocacy groups | 2 | 50 |
| Introduce income generating projects | 2 | 50 |
| KLA to provide leadership and support in library fundraising | 1 | 25 |
| Run the library like a corporate business entity | 1 | 25 |
| Integrate fundraising topics in LIS Schools' curricula | 1 | 25 |
| Transparency and accountability of use of donor funds | 1 | 25 |
| Motivate staff with exceptional abilities to do fundraising | 1 | 25 |

Table 4-44 indicate that 100% of the respondents proposed that Maseno University library needs to establish collaboration networks with potential donors and librarians need to be trained on fundraising skills. In addition, 75% of the respondents suggested that the university need to establish effective and efficient fundraising structures and policy and the library needs to aggressively market its fundraising programmes. Furthermore, 50% of the respondents recommended that Maseno University needs to provide seed money to support library fundraising programmes, establish library fundraising lobby and advocacy groups to spearhead fundraising activities and the library needs to initiate income generating activities. Besides, 25% of the respondents suggested that Kenya Library Association (KLA) needs to provide leadership and support in library fundraising, the library needs to be run like a corporate business entity, fundraising topics needs to be integrated into Library and Information Science (LIS) school curricula, donor funds need to be accounted for transparently and library staff demonstrating exceptional skills in fundraising need to be motivated.

4.11 SUMMARY

Chapter four presented the results of data collected during the study and gave its analysis and interpretation in accordance with the research objectives and questions. Specifically, data was presented, analyzed and interpreted on the following thematic areas about public university libraries in Kenya: - research participants, library funding requirements, library funding policy, library funding sources, library funding trends, library funding adequacy levels, fundraising as a supplementary source of funding, fundraising challenges and measures needed for successful fundraising activities.

CHAPTER FIVE

SUMMARY AND DISCUSSION OF STUDY FINDINGS

5.1 INTRODUCTION

This chapter discusses the major findings of the study that were presented, analyzed and interpreted in chapter four. As part of the discussion process, the researcher compares the major findings of the study with those of similar studies reviewed in chapter two in order to determine and explain their points of convergence and divergence.

5.2 MAJOR FINDINGS OF THE STUDY

The discussion of the major findings of this study is based on seven thematic areas as captured in the objectives and research questions in chapter one. The seven thematic areas are:

1. Funding requirements of public university libraries in Kenya.
2. Funding policies of public university libraries in Kenya.
3. Sources of funding for public university libraries in Kenya.
4. Adequacy of funding allocated to public university libraries in Kenya.
5. Fundraising as a supplementary source of funding for public university libraries in Kenya.
6. Fundraising challenges faced by public university libraries in Kenya.
7. Measures needed to undertake successful fundraising activities in public university libraries in Kenya.

5.2.1 Funding Requirements of Public University Libraries in Kenya

The responses on the funding requirements of public university libraries in Kenya are presented in Section 4.4, Sub-Sections 4.4.1 to 4.4.7. The specific data on funding requirements collected from University of Nairobi, JKUAT, Kenyatta University, Egerton University, Moi University, MMUST and Maseno University libraries are presented in Table 4-5, Table 4-6, Table 4-7, Table 4-8, Table 4-9, Table 4-10 and Table 4-11 respectively.

This research revealed that public university libraries in Kenya required funding in order to carry out their mandated activities and in so doing achieve their goals and objectives. This would enable them to justify their value in the university system. The respondents from across the seven public university libraries surveyed in this study said that funding was required to carry out the following activities:

- ◆ Purchasing and/or subscribing to information resources.
- ◆ Purchasing library equipment and furniture.
- ◆ Purchasing office stationery.
- ◆ Maintaining and repairing library buildings, furniture, machines and equipment.
- ◆ Designing new library services and enhancing existing ones.
- ◆ Carrying out research.
- ◆ Purchasing processing materials.
- ◆ Supporting information literacy and/or training programmes.
- ◆ Running library and information science diploma programme.
- ◆ Purchasing computer software.
- ◆ Meeting expenses for trainings, travelling and accommodation.
- ◆ Purchasing photographic and photocopying materials

- ◆ Purchasing binding materials.
- ◆ Purchasing cleaning materials.
- ◆ Purchasing dust clothes for staff.
- ◆ Recruiting staff.
- ◆ Meeting the cost of staff meetings.
- ◆ Supporting library projects.

This study revealed that some funding requirements were unique to specific public university libraries. The University of Nairobi library was the only library as at the time of carrying out this research that required funding for purchasing photographic materials needed for preparing staff and student IDs, supporting research activities and supporting the Library and Information Studies diploma programme that it was offering. On the other hand, Egerton university library was the only library that indicated it required funding for supporting its outreach project for community information services.

The above finding is consistent with a number of studies reviewed in this study. First, it is consistent with the findings of Boadi (2006) which observed that adequate and continuous funding was needed by university libraries for acquisition of quality information resources. Second, it is consistent with the findings of Hunt (2003), Morgan (1997) and Wiemers (1993), all of whom points out that university libraries required annual financial investment in order to retain their value and achieve their goals. Third, it supports the findings of Akphorhonor (2005) who said that libraries require funding in order to meet their objectives. Fourth, it agrees with the findings of Simui and Kanyengo (2004) who said that the important role of purchasing new

books, subscribing to journals and acquiring new facilities and ICTs played by university libraries was being threatened by inadequate funding allocated to them.

5.2.2 Funding Policies of Public University Libraries in Kenya

The responses on funding policies of public university libraries in Kenya are presented in Section 4.5, Sub-Sections 4.5.1 to 4.5.7. The specific data on funding policies collected from all the seven public university libraries surveyed in this study are presented in Figure 4-1.

This research revealed that except for Moi University, the other six public universities surveyed in this study did not have a policy for allocating funds to the library. Although a few respondents at University of Nairobi, Kenyatta University, Egerton University and MMUST claimed there was a library funding policy in their respective universities, a closer analysis of their responses revealed that the kind of policies they referred to did not have specific guidelines that could be used to determine an exact amount of funding to be allocated to the library. Moi University allocated funding to its library in two ways. First, it allocated the library a constant amount of approximately Kshs 6 Million per annum, as at the time of carrying out this study, from all the government funding received by the university. Further probing revealed that this amount was expected to increase in future subject to an increase in the government allocation. Second, the university allocated the library an amount equivalent to 3% of the total tuition fees collected from all Privately Sponsored Students Programmes (PSSPs). Further probing by the researcher revealed that this allocation was initially at 4% but it was scaled down to 3% so as to use the difference in meeting the cost of paying salaries to staff.

The six public universities that did not have a library funding policy used a variety of approaches to allocate funding to their libraries. Respondents from the University of Nairobi library indicated that the allocation was done based on the amount of funds received by the university, size of the library, new projects undertaken by the library, previous budget allocation to the library and previous spending trends of the library. However, further probing by the researcher indicated that the University of Nairobi had documented a funding policy in the *Kibera Reports* which was yet to be implemented. It was not possible for the researcher to verify guidelines of the policy in the *Kibera Reports* as the documents were not yet officially released for public scrutiny. The modes of allocation at JKUAT, Kenyatta University, MMUST and Maseno University were largely needs-based. However, in all these universities, the library needs were often accorded a lower priority in comparison with those of the other departments. For example, one of the respondents from Kenyatta University could not understand the criterion that was used to scale down a budget request of Kshs. 150 Million to 32 Million during the 2008/2009 financial year. The respondent could only speculate that a higher priority must have been given to the needs of other areas of the university. Two respondents from Egerton University indicated that the allocation of funds to the library was guided by the performance contract requirements. However, in both cases, the respondents could not specify the exact guidelines in the performance contract stating the formula of determining the amount to allocate to the library. It is evident that the modes of allocation discussed above, do not have formulas for calculating the exact amount of funding to be allocated to the library. They are therefore not reliable methods to use if an adequate and consistent library funding is to be ensured.

While carrying out this survey, the researcher was also interested in establishing whether there were guidelines other than the institutional policy frameworks which could influence the funding of public university libraries in Kenya. This research revealed that there exist the Commission for Higher Education (CHE) standards and guidelines for university libraries in Kenya. The standards on the section of the library budget require that at least ten percent (10%) of the total institutional operational budget shall be provided annually for acquisition of information resources excluding personal emoluments and capital development. However, the study findings revealed that none of the seven public universities surveyed in this study complied with CUE's library standards and guidelines. Further probing showed that these standards and guidelines were interpreted to apply more to private universities rather than public universities. Furthermore, a respondent from JKUAT indicated without giving details that UNESCO and Inter-University Council of East Africa had formulated guidelines and standards for enhancing funding of university libraries. The UNESCO guidelines requires that a library's budget need to be sufficient so to provide resources that meet the reasonable expectations of library users when balanced against other institutional needs. However, this too was not complied with by any of the seven public universities surveyed during the study.

As part of the effort to establish the funding policy framework in Kenya's public university libraries, the researcher sought to determine the role that the University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) may have played in formulation and implementation of university library funding policies. The research findings revealed that neither UASU nor UNTESU had played any significant role in policy formulation and implementation in any of the

seven public universities. However, some respondents indicated that UASU had in some instances pointed out the need to improve equipment and infrastructure in public universities. What emerged from the interviews is that the two unions focused a lot on improving the remuneration of their respective members. This finding contradicts that of Akphorhonor (2005) and Okiy (2005) in which the Academic Staff Union of the Universities in Nigeria brokered an agreement with the Federal Government of Nigeria to have public universities pay 10 percent of their respective annual budget. Under this agreement, the National Universities Commission directed that a separate account be opened for each university library.

5.2.3 Sources of Funding for Public University Libraries in Kenya

The responses on sources of funding for public university libraries in Kenya are presented in Section 4.6, Sub-Sections 4.6.1 to 4.6.7. The specific data on sources of funding collected from University of Nairobi, JKUAT, Kenyatta University, Egerton University, Moi University, MMUST and Maseno University are presented in Tables 4-12, 4-13, 4-14, 4-15, 4-16, 4-17 and 4-18 respectively.

This study revealed that the main sources of funding in public university libraries were Government of Kenya (GOK), donors and Privately Sponsored Students Programme (PSSP) especially for Moi University and MMUST. The GOK allocated an annual budget to all public universities for recurrent and development expenditure. The amount of funds paid to each university was based on the number of employees, regular (state-sponsored) students and development projects. The money was released from treasury and paid to individual universities via the Ministry of Higher Education. When the money was received at the university, it was shared out among university

departments following guidelines set out by each university. The library was one of the departments that benefited from this money. The money collected as fees from PSSP was shared out among the departments that offered direct services to the programme. The public university library was one of the direct service providers to the self-sponsored students. The study findings indicated that every university used its own methods to apportion the PSSP funds. Moi University was the only one that had a policy with a formula on how to apportion PSSP funds. In the policy the library was entitled to 3% of the total tuition fees collected from all Privately Sponsored Students Programmes (PSSPs). This research indicated that University of Nairobi seemed to have documented some form of policy in the *Kibera Reports* for sharing PSSP and other internally generated funds but the policy was yet to be implemented. The rest of the public universities did not have policies for apportioning PSSP funds to the library.

Respondents from all the seven public universities indicated that their libraries received supplementary funding from bindery services, photocopying services, library charges, Kenya Library and Information Science Consortium (KLISC), research grants and exchange programmes. Respondents from University of Nairobi said that the library received 35% of the tuition fees collected from the Library and Information Studies (LIS) programme that the library was offering, funding from income generating projects through University of Nairobi Enterprises (UNES) and income from attachment fees. Respondents from Moi University said that the library collected funds from rentals, printing services and fee levied on all students attached to the library. Some public universities raised funds from income generation projects which trickled down to the library indirectly through the budget process. University of

Nairobi, Moi University, JKUAT, MMUST, Maseno University and Egerton University received income from farming activities. Maseno University, Egerton University and Kenyatta University received income through hotel service activities.

The above findings on sources of funding for public university libraries in Kenya correspond with the research findings of Okojie (2010) , Sullivan (2007) Kavulya (2006), Akphorhonor (2005), Okiy (2005), Schmidt and Peachey (2003), Rosenberg (1997), Ekoja (1996) and Alemna (1994).

5.2.4 Adequacy of Funding Allocated to Public University Libraries in Kenya

The responses on adequacy of funding for public university libraries in Kenya are presented in Section 4.7, Sub-Sections 4.7.1 to 4.7.7. The specific data on funding trends from 2004/2005 financial year to 2008/2009 financial year collected from University of Nairobi, Moi University, Kenyatta University, Egerton University, JKUAT, Maseno University and MMUST are presented in Figures 4-2, 4-3, 4-4, 4-5, 4-6, 4-7 and 4-8 respectively.

The study findings revealed that from 2004/2005 financial year to 2008/2009 financial year, University of Nairobi, Moi University, Kenyatta University, Egerton University, JKUAT and Maseno university libraries did not only receive less funding than they had requested for but also less than their university administrations had approved. It is apparent from the above finding that these libraries were allocated inadequate funding. This was also confirmed by the respondents when they were asked to give their opinions on whether the funding allocated to their libraries was adequate. It was not possible for the researcher to establish whether MMUST received

less funding or not during the period under study because the data for funding requested and funding approved by MMUST administration was not available. However, MMUST respondents said that the library allocation was not adequate in their opinion.

The researcher sought the opinions of the respondents from across the seven public universities surveyed in this study as to why inadequate funding was allocated to their respective libraries. The respondents believed that the decision to allocate inadequate funding to their libraries may have been informed by a variety of reasons. The overriding reason that emerged in every interview was the allocation of less funding to the universities by its main sponsor, the Government. Every respondent said that his or her university received less funding than it had requested from the government. This led the management in the respective universities to adopt a priority and budget cut policy. Unfortunately, according to most of the respondents, the library department is not among the top competitors in the university's funding priority list despite its perceived central role in its academic activities. Asked where the priority in spending lies, most of the respondents indicated that salaries took a huge proportion of the income received from the government. The second reason cited by the respondents was poor perception of the library by the administration which they thought was worsened by the inability of the library to market itself. The third reason was lack of library funding standards and policies in public universities in Kenya leading to poor management and coordination of financial resources in these institutions. Other notable reasons mentioned by the respondents were the increased funding requirements in the university due to increased student population, general poor economic conditions which had made the government's allocation to reduce or

remain constant, inadequate supplementary sources for the universities and the heavy financial burden on the side of the government.

The researcher sought to find out from the respondents how the practice of allocating inadequate library funding in their respective universities had affected library operations. The research findings revealed that all the seven public university libraries surveyed in this study experienced almost similar effects. First, the respondents said that the facilities in their libraries had become overstretched due to overcrowding. This was attributed to shortage of library space brought about by increasing number of library users and failure of the university to expand the existing library buildings or construct new ones. Second, public university libraries were no longer frequently purchasing and/or subscribing to information resources leading to shortage of print information materials, poor provision of information services and poor accessibility to electronic resources. Third, public university libraries in Kenya were not hiring staff to keep pace with increasing number of clients. This had led to shortage of staff, overworking of the existing staff, delayed promotions and eventually high staff turnover. The other effects which were cited by the respondents were delayed payments for suppliers, slowed and/or stalled library projects like the automation project at JKUAT, suspended services, strained relationship between the library and the academic department that kept blaming the library for non purchase of books and continued use of manual systems even though these libraries are operating in an era of technological advancement.

The study findings discussed above correspond to those of Ndirangu and Udoto (2011), Okojie (2010), Mwiria et al (2007), Ahemba (2006), Boadi (2006), Kavulya

(2006), Simui and Kanyengo (2004), Kaijage (2003), Enwegbara (2002), Rader (2000) and Rosenberg (1997).

5.2.5 Fundraising as a Supplementary Source of Funding for Public University Libraries in Kenya

The responses on fundraising as a supplementary source of funding for public university libraries in Kenya are presented in Section 4.8, Sub-Sections 4.8.1 to 4.8.7. There were five main issues investigated in these sections in relation to public university libraries in Kenya. These are: (i) fundraising activities (ii) fundraising strategies (iii) fundraising and/or development offices (iv) motivational strategies used to attract and retain donors and (v) viability of fundraising as a supplementary source of funding.

In relation to the first issue, the study sought to determine the respondents' opinion on whether public university libraries in Kenya carried out fundraising activities. The research findings indicated that all the seven public universities surveyed in this study carried out fundraising activities as a source of supplementary funding. However, as the respondents pointed out during the interviews, most of the fundraising activities undertaken were minor in scale. They attributed this practice to the fact that their libraries were not proactive in strategizing and coordinating creative forms of fundraising. The study findings confirmed that public university libraries in Kenya normally reacted to fundraising initiatives of their donors. Asked why these libraries were not proactive in planning for innovative fundraising activities, the respondents cited insufficient facilitation and lack of recognition for staff that had demonstrated exceptional effort and skills towards fundraising activities. These findings support

those of Reid (2010), Okojie (2010), Hung (2006), Kavulya (2006) and Hannah (1997) all of whom encouraged the need for libraries to be innovative and engage in fundraising as a supplementary source of funding.

With regard to the second issue, the study sought to determine the respondents' opinion on the type of fundraising strategies used by public university libraries in Kenya. The study findings revealed that public university libraries in Kenya used a variety of fundraising strategies namely:

- i)** Establishing linkages with donors - This strategy was used to attract library gifts and donations from trusts and foundations. For example, through the personal contact of the Special Student Advisor of University of Nairobi, a linkage was established between public university libraries in Kenya and Sir Michael Blundell Trust that worked in conjunction with Rattansi Foundation. Through this linkage, these libraries benefited from an annual book donation worth millions of shillings. For instance, during 2008/09 academic year, University of Nairobi Main Campus Library received books worth Kshs 10 Million, Moi University Library received books worth Kshs 4 Million, University of Nairobi Kenya Science Campus received books worth Kshs 1 Million, Kenya Polytechnic University College received books worth Kshs 1 Million and Mombasa Polytechnic University College received books worth Kshs 1 million. This study finding corresponds to that of Murray (2011) which emphasized the importance of establishing linkages in fundraising.
- ii)** Partnering with international and corporate organizations – Through this strategy, Book AID International donated books to University of Nairobi, JKUAT, Moi University, MMUST, Maseno University and Egerton university libraries.

Similarly, Food and Agriculture Organization (FAO) donated books to Egerton University library while Zain (Now Airtel) through its *Zain Africa Challenge Competition* television programme donated funds, books and computer equipment to University of Nairobi, JKUAT, Kenyatta University and Egerton University part of which benefited their libraries. This study finding corresponds to that of Murray (2011) which emphasized the role of partnership in fundraising.

- iii) Participating in consortium initiatives and Proposal and grant writing strategies –** Through Kenya Library and Information Science Consortium (KLISC) which works in partnership with International Network for Accessibility of Scientific Publications (INASP), public university libraries in Kenya received cost subsidy towards subscription to electronic information resources from leading academic journal publishers. Through proposal and grant writing to INASP, these libraries received funding for training on use of electronic information resources. As at the time of carrying out this study, INASP had provided a one year funding support amounting to USD 15,000 to University of Nairobi Library for an electronic resources project. JKUAT library wrote a funding proposal jointly with the Dean of Faculty of Agriculture seeking funding from Rockefeller Foundation to support the use of The Essential Electronic Agricultural Library (TEEAL) and attracted Kshs 500,000/=. This research finding supports that of Murray (2011), Sullivan (2007) and Maxymuk (2001) which encouraged the use of proposal and grant writing techniques to solicit for funding from donors.
- iv) Friends of the University and/or Library -** The respondents reported to have received occasional assistance in form of book donations and sometimes equipment from Individuals and/or organizations identifying themselves as friends of the university and/or the library. At University of Nairobi, a lecturer

approached the library and donated 100 volumes of rare books. Moi University through a friendly partnership with Indiana University received book donation, four computer servers and 30 pieces of computer workstations. Moi University also received Information and Communication Technology (ICT) support through a friendly linkage with The Flemish Interuniversity Council (Vlaamse Interuniversitaire Raad/VLIR). A Friend of Moi University Library influenced the support of the late former British Prime Minister Margaret Thatcher to support the erection of an Ultra Modern Library through a donation of 10 Million Sterling Pounds. The Library was later named after Margaret Thatcher. A Friend of Egerton University Library and a former Professor of the university had written a will to have the entire collection of his books donated to the library. Through this will Egerton University library inherited the entire collection of his books in Psychology and Philosophy. At the time of carrying out this study, the books were being kept at the Faculty of Arts and Social Sciences (FASS) Library of Egerton University as Late Prof. Olela collection. MMUST Library had received donation of books and computer equipment from retiring professors and visiting scholars who were teaching in the university either on a sabbatical leave or an exchange programme. MMUST Library had also received assistance from friends of the library through a British Library called Runsfurby and from Canada through Commonwealth of Learning. Maseno Library had received funding support from friends of the library through the E-link Library Trunks initiative and Support Africa programme that donated an X-ray Unit to the University. This finding corresponds to that Okojie (2010), Keresztury (2009) and Maxymuk (2001) which encouraged the need for libraries to establish friends' groups that will lobby and advocate for funding from donors.

- v) Alumni support – A few public university libraries had taken advantage of this highly potential fundraising strategy. Kenyatta University, Egerton University and University of Nairobi libraries reported to have received support from part of their Alumni constituency. The study revealed that Kenyatta University, which had an established alumni office, had received significant alumni support as compared to Egerton University and University of Nairobi. Through the personal initiative and influence of Kenyatta University Vice Chancellor, the library received books worth Kshs. 50 Million from alumni in United States of America in 2009. The study also revealed that some Kenyatta University alumni who were engaged in publishing books had donated copies of their books to the library. The study showed that University of Nairobi alumni had as part of their future plans to support the establishment of a graduate library. At Egerton University, an alumnus who experienced problems due to lack of core textbooks in his former academic department, had been motivated to buy and donate 33 textbooks when he was employed. Egerton University library had also received a donation of 70 titles of books from an alumnus through the director of medicine.
- vi) Income generation and staff volunteers – This strategy was used by public university libraries to generate supplementary funding through different initiatives. University of Nairobi library generated income from the Library and Information Studies (LIS) programme that it was offering. Through this strategy, the library received 35% of the total tuition fees collected from the programme. The University of Nairobi library also used volunteer students on attachment to bridge the gap left due to understaffing. Moi University, JKUAT, Egerton, MMUST and Maseno University libraries indicated that they generated supplementary funding from photocopying, bindery and printing services.

However, the respondents regretted that the funds collected through these income generating activities were not only minimal in comparison to the budget requirements but were also not ploughed back directly towards library use. Egerton University Library had introduced a parallel teaching programme on library and information science at certificate and degree level and was expected to receive 20% of its income to support the library. As at the time of carrying out this study, the respondents reported that the certificate programme was generating substantial income for the library department. Moi University Library collected supplementary funding through renting its conference facilities and charging a fee on all students who applied to be attached to the library. Maseno university library on the other hand charged Internet fees to postgraduate students. This study finding supports those of Akphorhonour (2005), Okiy (2005) and Schmidt and Peachey (2003) all of whom encouraged libraries to use income generating activities to obtain supplementary funding.

vii) Depository agreements with donors and legal deposits by publishers - University of Nairobi Library used this strategy to receive copies of all published materials in Kenya, on Kenya and by Kenyans through a legal deposit agreement between the publishers and the Government of Kenya. Kenyatta University, Moi University and Egerton University Libraries received donation of World Bank materials through a depository agreement with World Bank. Kenyatta University and Moi University had similar depository agreements with East African Community (EAC) and United Nations respectively.

viii) Establishing an endowment fund and commercializing university services – The study revealed that Egerton University had established at the administrative level, an endowment fund which was to be contributed to jointly by the

University and willing donors. As at the time of carrying out this research, the university had found a donor that had committed to match up Kshs 7 million towards the fund. The university planned to invest the fund in the market in form of high yielding fixed deposit accounts. The interest earned will be used to support university projects including library services. Egerton University had also in its plan to commercialise some of the university services as away of fundraising. The university had plans to establish modern schools of law, business and medicine in Nakuru Town where it would charge market rated fees. This finding correspond to those of Ercolano (2007), Boadi (2006), Foley (2005), Maxymuk (2001), Rader (2000) and Potts and Raper (1995) all of whom found out that endowment and commercialization of university and library services were useful fundraising strategies.

Concerning the third issue, the study sought to determine the respondents' opinion on whether public universities in Kenya had established fundraising and/or development offices. The study revealed that six out of the seven public universities in Kenya did not have a well structured system for undertaking fundraising activities both at the administrative and library levels. The research findings showed that University of Nairobi, Moi University, Kenyatta University, JKUAT, MMUST and Maseno University did not have an established fundraising office and/or development office. Asked whether there existed a fundraising and/or development office at their universities, some of the respondents claimed there was no fundraising office while some thought fundraising was a function of some university offices. At University of Nairobi, the Student Advisory Office, Office of the Vice-Chancellor, Office of the Deputy Vice Chancellor in charge of Administration & Finance (DVC-A&F),

University of Nairobi Alumni Association (UONAA) Office and International Links Office were mentioned. At Moi University, the offices mentioned were Moi University Holdings, Office of the Deputy Vice Chancellor (Research and Extension), Office of the Deputy Vice Chancellor (Planning and Development) and Office of the Vice Chancellor. Kenyatta University respondents mentioned Vice-Chancellor's Office, Advancement Office, Centre for fundraising, Grant Writing, Resource Mobilization Office, Income Generating Office, Alumni Office, Research Office, Administration, Orphans and Vulnerable Students Office, Communication Officer's Office, Community and programmes Office, AIDS Control Unit and Financial Aid Office. At JKUAT, Office of the Deputy Vice Chancellor (Academic Affairs), Office of the Deputy Vice Chancellor (Administration, Planning and Development), Office of the Deputy Vice Chancellor (Research, Production and Extension), Alumni Office and Jomo Kenyatta University of Agriculture and Technology Enterprises (JKUATES) were cited. MMUST respondents cited Office of the Deputy Vice-Chancellor (Planning and Extension). Maseno University respondents speculated on the Public Relations and Inter-Link offices. As at the time of carrying out this research, Egerton University was going on with the process of establishing a fundraising office which was named Resource Mobilization Office. By the time of conducting interviews, a Resource Mobilization Director and Officer had just been employed and their offices were being set up. These findings correlate with those of Maxymuk (2001) and Rader (2000) who underscored the importance of a fundraising and/or development office in carrying out successful fundraising activities in libraries. With reference to the fourth issue, the study sought to determine the respondents' opinion on which motivational strategies public university libraries in Kenya used to attract and retain donors. The study findings indicated that all the seven public

university libraries surveyed in this study used almost similar motivational strategies to attract and retain donors. In order to retain the support of the existing donors, the libraries used a number of approaches. First, they prepared and sent acknowledgement letters to the donors. Second, they prepared and sent reports accounting on how donated gifts and funds were utilized. Third, they stamped donated materials with the donors' names. Fourth, they sent souvenirs to donors. Fifth, they prepared and sent reports detailing the achievements, impact and challenges of donor projects. Sixth, they invited donors to attend major functions and ceremonies at the cost of the university. Seventh, they fulfilled the terms and conditions of donors. Eighth, some prepared plaques inscribed with the names of donors. Ninth, some organized for interactive meetings of donors with the Vice Chancellor. Tenth, they observed good management practices meant to sustain donor projects. Eleventh, they listed the donors' names in a web directory. Twelfth, they took visiting donors on a site-seeing tour and allowed donors to access and use library services freely.

As a way of attracting potential donors public university libraries in Kenya used a number of motivational strategies. First, they sought to establish links with international organizations interested in library development like International Federation of Library organizations (IFLA) and International Network for Availability of Scientific Publications (INASP). Second, they considered sending funding proposals to potential donors. Third, they considered organizing for breakfast meetings during which potential donors were wooed to partner with the library. Fourth, they reached out to willing partners and carried out an aggressive marketing through the use of the Internet.

Pertaining to the fifth issue, the study sought to determine the respondents' opinion on whether fundraising was a viable supplementary source of funding for public university libraries in Kenya. The research indicated that the majority of respondents thought that fundraising was viable. Except for two respondents, the rest of the respondents expressed optimism that fundraising, if well planned and coordinated, can attract more funding than primary sources could. The respondents gave varying justifications as to why they thought fundraising was a viable supplementary source of funding. Some thought that modern Information and Communication Technology (ICT's) has made fundraising to be more feasible than ever before. One respondent said:

“With the use of more innovative strategies like the web for marketing the library programmes and projects, appealing for funds and approaching corporate organizations, it is now possible for public university libraries to attract major funding unlike ever before. The only undoing is that librarians have not been aggressive enough to take advantage of this opportunity.”

The above observation is true in that, with the help of the Internet, it is now easier to identify donors willing to fund specific projects, prepare funding proposal according to donors' requirements and above all to communicate with donors. Some thought that fundraising is an option in these times of economic hardship. This was evidenced by the following comment by one of the respondents:

“Fundraising is the thing to do in these times of economic hardship among public universities. However, libraries need to market themselves aggressively.”

Some thought that the tradition of public universities relying heavily on the government has denied them the advantage of fundraising opportunities unlike in Europe and America. One of the respondents at the University of Nairobi observed:

“Fundraising is a very critical and viable supplementary source of funding to a university and by extension its library. For instance in the USA, top ranked universities have the bulk of their finances generated from fundraising in form of donations. However, this is not the case in Kenya as our universities rely heavily on the government for funding. But due to the change in government policy to reduce funding for universities, there is no option other than to identify other funding sources. It is in this context that fundraising comes in handy as a viable supplementary source of funding. However, the whole idea of fundraising is not yet developed and understood in Kenya as it is in the west and especially in the USA. We have just started and I hope we will get to embrace and fully benefit from its potential.”

Some respondents justified the viability of fundraising for public university libraries by narrating success stories of fundraising efforts. At JKUAT two respondents quoted the following success stories:

SS1: “When I was working for my previous employer, I, in conjunction with another member of staff, initiated an outreach project for the surrounding community whose purpose was to enhance readership through supply of reading materials especially textbooks. The project raised Kshs 54 million in total from external donors. It is in this context, that I think fundraising is viable.”

SS2: “Yes, it is a viable option for generating supplementary funds to meet library needs. For instance, USIU and Strathmore libraries were built through funding raised from various funding sources. It is an option we can take advantage of.”

However, while admitting the viability of fundraising as a supplementary source of funding for public university libraries, some respondents were quick to point out the need to observe a number of prerequisites. The first prerequisite is the need for proper planning. One respondent from Kenyatta University and another from Egerton University said:

RKU: “Fundraising is a feasible undertaking which, if well planned, has the potential to attract major funding to support library projects.”

REU: “It is a viable venture only if it is planned for and all stakeholders called upon to participate.”

The second prerequisite is the need for librarians to train in proposal writing and to market themselves well to potential donors. Another respondent from Kenyatta University observed:

“There is no time when funding from the university will be enough. Therefore fundraising is a very viable option to attract supplementary funding. Librarians therefore need to be trained in proposal writing. They also need to be outgoing and must market themselves well.”

The third prerequisite is the need for a fundraising policy. A respondent from Egerton University said:

“Yes, it is viable but there need for a fundraising policy.”

The fourth prerequisite is the need to identify creative ways of attracting funding. One respondent from Egerton University and another from Moi University had this to say:

REU: “Yes, fundraising in Public University Libraries is viable only if we can identify creative ways of attracting funding like aggressively marketing the image of the library using web technology.”

RMU: “No funding is enough for a large library and especially in a less developed country. The cost of books, maintenance and training is high and keep soaring each time. Fundraising therefore is a viable option but use of the creative and innovative approaches to fundraising become necessary. For instance at Moi University we would hike attachment fees and provide quality training to students on attachment, teach a library and information science course, introduce a printing press or collect diverse artefacts and charge a fee for their exhibition and use.”

The fifth prerequisite is the need for public university libraries to own the idea of fundraising, be proactive and pool their financial resources together. Two respondents from Maseno University observed:

R1: “Yes it is viable, but it is important for public university libraries to form a consortium in order to help them pool their financial resources.”

R2: “Yes, it is viable but public university libraries need to own the idea failure to which it will not be successful. In addition, they need to be proactive in approach and consider ways of sustaining the funding programmes.”

These findings supports those of Reid (2010), Okojie (2010), Hung (2006), Kavulya (2006) and Hannah (1997) all of whom believed that fundraising is a viable supplementary source of funding for libraries.

5.2.6 Fundraising Challenges Faced by Public University Libraries in Kenya

The responses on fundraising challenges faced by public university libraries in Kenya are presented in Section 4.9, Sub-Sections 4.9.1 to 4.9.7. The specific responses from University of Nairobi, JKUAT, Kenyatta University, Egerton University, Moi University, MMUST and Maseno University are presented in Table 4-31, 4-32, 4-33, 4-34, 4-35, 4-36 and 4-37 respectively. The research findings indicated that all the seven public university libraries surveyed in this study faced challenges while carrying out fundraising activities. The most common challenges faced by these libraries are discussed in the paragraphs below.

The study findings revealed that most public university librarians in Kenya lacked the willingness, ability and confidence to approach and convince potential donors to support library projects. Asked what could have contributed to this lack of willingness, ability and confidence among public university librarians, the respondents cited a number of reasons. First, public university librarians were not willing to participate in fundraising activities because fundraising as an activity was not embedded in their job descriptions as a core duty. Consequently, the librarians perceived fundraising as an additional role which was not only too demanding in terms of planning, coordination and implementation but also attracting no additional remuneration. Furthermore the librarians were not willing to undertake fundraising activities because they felt that the library services were not valued. Second, public

university librarians lacked the ability to approach and convince donors because they did not have requisite fundraising skills essential for justifying the need for funding. Third, the librarians lacked the confidence to undertake fundraising activities because they were not proactive and did not have facilitation in form of seed money from the university management. Due to these factors, senior public university librarians in Kenya have failed to initiate major fundraising ideas, influence strategic lobby and advocacy groups to support library fundraising programmes, persuade the university community to support fundraising ideas and attract donor community to support and develop major library fundraising projects. These research findings support that of Weidner (2008), Ercolano (2007), Rooks (2006) and Bennett (2005).

The researcher found out that the culture of giving for the sake of posterity is a challenge to fundraising in Kenya. It is not common in Kenya to find many people who are willing to commit part of their wealth towards advancing a charitable course just like it is a common feature in Europe or North America. Asked why the culture of giving for posterity is a challenge in Kenya, the respondents said that Kenyans are yet to understand and appreciate fundraising in its wider philanthropic context. Most Kenyans perceive fundraising to be synonymous with the concept of *Harambee* which is one of the strategies of fundraising. However, the concept of *Harambee* has largely been abused in Kenya's public domain. There have been numerous cases of public funds which were initially collected through *Harambee* to support public projects but reported to have been misappropriated by some public officers. Such experiences have tended to demoralise Kenyans over time from making contributions towards noble public projects like a university library.

The study also showed that lack of proper fundraising structures had denied public university libraries in Kenya the opportunity to tap financial resources available out there from philanthropic individuals and organizations. The respondents cited such forms of fundraising structures as strategic plans, fundraising policies and fundraising and/or development offices as lacking in most public university libraries. Due to lack of strategic plans in most of these libraries, noble fundraising ideas often come up but disappeared so soon because they are not captured in the strategic plan. The researcher established that public university libraries in Kenya had failed to initiate and run successful fundraising programmes due to lack of fundraising policies. The study revealed that even where donors had initiated fundraising programmes for these libraries, the gifts were often tempered with by the administration because of lack of fundraising policies. For instance, the respondents reported in one of the seven public universities that a donor's gift originally meant for the library was misdirected to some teaching departments. The donor had given a gift of computers and servers to be placed and used in the library for establishing an institutional repository. Due to lack of fundraising and/or development offices equipped with qualified personnel, public university libraries in Kenya could not engage in successful fundraising activities. The librarians who are relied upon to plan and execute fundraising programmes, often perceived this undertaking as an additional responsibility that did not attract any additional remuneration. This research finding corresponds with that of Reid (2000) who recommended the need to establish clear fundraising goals and priorities tied to strategic planning.

The study revealed that public university libraries in Kenya did not undertake successful fundraising because they did not have the ability to market themselves

aggressively. Because of using poor or lacking marketing strategies, these libraries failed to position themselves well in the highly competitive marketplace. This resulted in poor attraction of donor support. The challenge of poor or lack of marketing was worsened by the habit of most donor agencies not focussing on funding library projects. However, even where there could be donors willing to fund library projects the competition for funding by both public and private universities throughout the world becomes a challenge that Kenyan libraries have to contend with. In addition, the research established that economic recession was one challenge that tended to limit the capacity of donors to respond to funding proposals. This research finding correlated with that of Okojie (2010).

The research established that some donors often attached difficult conditions to their support. This made it a challenge for public university libraries in Kenya to attract and retain funding. For example a respondent at JKUAT library claimed that the library had failed previously to meet a fundraising commitment in which it was required to match up a major donation. The respondents said that donor conditions sometimes led to donation of irrelevant materials and incurrence of hidden but major costs in form of shipping and custom clearing expenses. Some donors demanded to be furnished with transparent audited reports of their funding support. Where there is lack of transparency and accountability by the concerned university authorities, the donor often withdrew its funding support. This research finding echoes that of Ercolano (2007) who observed that many times, gifts from donors come with strings attached.

The other fundraising challenges faced by public university libraries in Kenya cited by the respondents include inability to sustain donor projects once the donor contracts

expire due to poor facilitation, lack of operational autonomy of the library due to failure to remit funds to the library collected in its name, scarcity of donors, lack of identification mechanism for potential donors, political interference in running of the universities, failure of Kenya Library Association to provide needed leadership in library management, lack of cooperation among librarians on fundraising issues and inability to apply research findings by librarians. These research findings correspond to that of Okojie (2010) and Bennett (2005) who observed that library revenue is not remitted to the library and failure of the library to tap the support of the alumni constituency respectively.

5.2.7 Measures Needed to Undertake Successful Fundraising Activities in Public University Libraries in Kenya

The responses on measures needed to undertake successful fundraising activities in public university libraries in Kenya are presented in Section 4.10, Sub-Sections 4.10.1 to 4.10.7. The specific responses from University of Nairobi, JKUAT, Kenyatta University, Egerton University, Moi University, MMUST and Maseno University are presented in Table 4-38, 4-39, 4-40, 4-41, 4-42, 4-43 and 4-44 respectively. The respondents contacted from all the seven public university libraries surveyed in this study suggested a number of measures which they believed were necessary for their libraries and/or their parent institutions to take in order to undertake successful fundraising activities. The measures suggested by the respondents are discussed in the paragraphs below.

First, the respondents were of the opinion that public university libraries in Kenya in conjunction with their parent institutions needed to establish fundraising structures

and policies. The fundraising structures would take the form of establishing a centralised fundraising department charged with the role of coordinating fundraising programmes and equipped with qualified fundraising staff and effective organizational strategies. The centralised fundraising departments in Kenya's public universities would facilitate the transfer of fundraising ideas upwards from the smallest departmental units to the highest administrative levels and vice versa. Through the fundraising department, public universities in Kenya together with their libraries would integrate the concept of fundraising as a major goal with specific objectives in their strategic plans. This would ensure that fundraising activities are planned for, budgeted for, worked for and achieved within a specific time frame. The respondents also suggested that public universities in Kenya needed to facilitate their libraries to formulate fundraising policies which would provide guidelines on how to undertake library fundraising activities. In addition, the respondents suggested that Public universities in Kenya needed to constitute a standing fundraising committee in which the university library is a designate member. This would ensure automatic participation of the public university library in planning, organizing, coordinating and executing fundraising programmes at the university's administrative level.

Second, the respondents felt that public universities in Kenya needed to provide support and an enabling environment for their libraries to undertake fundraising activities. The respondents said that for public university authorities to achieve this, they needed to take the following measures: establish collaboration networks with potential donors, sensitise the Kenyan communities to learn to give for the sake of posterity, train librarians to acquire fundraising skills, motivate librarians demonstrating exceptional fundraising abilities, vice-chancellors to play a leading role

in library fundraising just like in the case of Kenyatta University, provide seed money for initiating library fundraising programmes, remit all library funds to the library, create fundraising units in their libraries, embed fundraising as a core duty of university librarians, design strategies for sustaining donor-funded projects once the donors pull out, transparently account for donor funds, establish motivational strategies for attracting potential donors and establish library fundraising lobby and advocate groups made up of people and organizations identifying themselves as friends of public university libraries in support of their fundraising programmes.

Third, the respondents were of the opinion that public university libraries in Kenya needed to aggressively market their fundraising programmes and services to the university community and other potential donors. In doing this, Kenyan public university libraries would project a positive image before potential donors and position themselves well in the fundraising marketplace. As part of their marketing efforts, Kenyan public university libraries can open up their information services and products to all groups of stakeholders and especially to the local community and the corporate sector. If these stakeholders have a chance to benefit from the public university library services and products, they will find it easier to respond to a call for a fundraising support when they are approached. The other marketing strategy suggested for public university libraries in Kenya to adopt was that of organizing special library events like a library open day, home-coming, marathon races, and breakfast meetings among other fundraising events. Through such fundraising events, potential supporters will be invited to attend and in the process lured to support fundraising initiatives. The respondents also said that public university libraries needed to proactively initiate attractive fundraising programmes and market them out

to potential donors. The respondents further suggested that public university libraries needed to actively participate in the organizational politics of the university as a way of marketing themselves. Through this participation, public university libraries in Kenya would find a way of influencing the university community and other potential donors to support library fundraising initiatives.

Fourth, the respondents recommended that fundraising topics needed to be integrated in Library and Information Science training programmes both at undergraduate and postgraduate levels. This would enable aspiring librarians to acquire fundraising skills during their formal training. The respondents further suggested that training in fundraising skills could also be offered through workshops and seminars facilitated by fundraising consultants and professional bodies like Kenya Library Association. These suggestions are evident in the following verbatim statements: A respondent from University of Nairobi commented:

“It is in my opinion that the library training programmes in Kenya should integrate in their curricula, the aspect of fundraising in which proposal writing would be one of the teaching units. This unit should be taught preferably at the Masters and PhD level.”

Another respondent from Kenyatta University said this in relation to the need for training:

“There is need for Librarians to learn fundraising skills. This can be done in two ways, namely: - For librarians who are already working, fundraising consultants can be approached and contracted to facilitate workshops and seminars on fundraising for libraries. For trainees in Library and Information Science schools, the trainers need to include

fundraising units in their academic programmes especially at Masters and PhD. Levels.”

Another respondent from Egerton University suggested that:

“The Kenya Library Association (KLA) needs to provide refresher short courses on fundraising and influence all library schools in Kenya to teach fundraising skills within their curricula.”

Fifth, the respondents were of the opinion that public university libraries in Kenya needed to be run like private business enterprises. In this way, there would be need for these libraries to set work plans and targets that should be achieved within a specified time frame. Fundraising would then be identified as an annual activity that needs to be realised. In this regard, public university libraries need to form a group of influential strategists to facilitate and spearhead fundraising programmes on behalf of the library. This approach to managing public university libraries would enable them to create an environment conducive to initiating partnership with corporate organizations which are potential supporters of fundraising programmes. In doing this, public university libraries needed to be proactive in approach and use innovative fundraising strategies. Some of the creative fundraising strategies suggested by the respondents include breakfast meetings, alumni meetings and social networking in the Internet with potential friends of public universities.

Sixth, the respondents suggested that public university libraries in Kenya needed to establish collaboration and a close working relationship with members of the academic and research departments in the university. The respondents claimed that most senior members of the academic and research departments had international

reputation and linkages which public university libraries could take advantage of to influence and network with potential donors for the benefit of library fundraising programmes. In addition, the respondents said that there was need for public university libraries to forge a strong working relationship in terms of fundraising with the University Academic Staff Union (UASU) and the University Non-Teaching Staff Union (UNTESU). These two groups could play an influential role in library fundraising programmes if they were incorporated into the library's fundraising strategic team. They would also play a leading role in lobbying and advocating for support of library fundraising initiatives from potential donors.

Seventh, the respondents felt that public university libraries needed to take advantage of the new Information and Communication Technologies (ICTs) and especially Internet related technologies in carrying out fundraising activities. The respondents were of the opinion that the Internet, text messaging popularly known as SMS, email and social networking technologies like face-book and twitter had greater potential than most traditional types of fundraising strategies.

The other suggestions brought forward by the respondents for undertaking successful fundraising in Public university libraries in Kenya were: The need for public university libraries to commercialise their services and products and provide consultancy services, the need for Kenya Library Association (KLA) to provide leadership and support in library fundraising and the need for public university libraries to introduce income generating activities.

5.3 SUMMARY

Chapter five discussed the research findings of the study based on the data presentation, analysis and interpretation as given in chapter four. The chapter integrated the findings of the study and correlated them to the observations and/or conclusions made in the literature reviewed. The chapter also linked the study findings to the research questions and assumptions with an intention of pointing out the answers to the questions and approving or disapproving the assumptions.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter draws conclusions and makes recommendations based on the findings of this study. The recommendations are aimed at suggesting the improvement of funding levels, fundraising and by extension, the library services in public university libraries in Kenya. Finally, the chapter ends by suggesting two topics for further research in order to gain additional insights into the research problem of this study.

6.2 AN OVERVIEW OF THE STUDY

The aim of this study was to examine fundraising as a viable supplementary source of funding for public university libraries in Kenya. In order to realize this aim, the researcher formulated and sought to achieve seven research objectives which were to:

1. Determine the funding requirements of public university libraries in Kenya.
2. Establish the funding policies of public university libraries in Kenya.
3. Identify the sources of funding for public university libraries in Kenya.
4. Assess the adequacy of funding allocated to public university libraries in Kenya.
5. Examine the possibility of fundraising as a supplementary source of funding in public university libraries in Kenya.
6. Determine fundraising challenges faced by public university libraries in Kenya.
7. Suggest measures needed to undertake successful fundraising activities in public university libraries in Kenya.

In order to achieve the above stated objectives, this study sought to answer the following research questions:

1. What are the funding requirements of public university libraries in Kenya?
2. What are the funding policies of public university libraries in Kenya?
3. What are the sources of funding for public university libraries in Kenya?
4. How adequate is the funding allocated to public university libraries in Kenya?
5. What is the viability of fundraising as a supplementary source of funding in public university libraries in Kenya?
6. What are the fundraising challenges faced by public university libraries in Kenya?
7. What are the measures needed to undertake successful fundraising activities in public university libraries in Kenya?

In order to fully investigate the research problem, realise the research objectives and obtain answers to the research questions, the researcher carried out an exhaustive literature review on related issues. The outcome of the literature review shed light on the pertinent issues to address while seeking solutions to the research problem in this study.

The researcher collected data from a total of 102 research participants comprising of 84 Librarians and 18 Informants using a face-to-face interview and secondary data analysis methods. Four sets of semi-structured interview schedules were used to gather data from the research participants. The research instruments were pre-tested using 10 people drawn from the target population. The instruments were piloted in order to check for clarity, relevance, logical flow and comprehensibility of the questions.

6.3 CONCLUSIONS FROM THE MAJOR FINDINGS

The researcher made conclusions from the major findings of this study. The conclusions are presented in the paragraphs below corresponding to the seven thematic areas derived from the objectives and research questions of the study.

6.3.1 Funding Requirements of Public University Libraries in Kenya

Public university libraries in Kenya require adequate and consistent funding in order to meet their funding requirements. The funding requirements mentioned by the respondents include the need to purchase print information resources, subscribe to electronic information resources, acquire library equipment, purchase library furniture, acquire library management systems, train library staff, purchase office equipment and stationery, maintain and renovate library buildings, provide information and photocopy services, establish and equip libraries in new campuses, purchase library staff uniforms, buy cleaning materials, purchase binding materials, purchase photographic materials, carry out research activities, run Library and Information Science diploma programme, support library projects and build new library buildings. It is important to point out that without sufficient and reliable funding, public university libraries will not be able to realise their stated visions, missions, goals and objectives. Therefore, there is need to allocate enough funding to public university libraries if they are to contribute effectively and efficiently towards the attainment of the overall visions, missions, goals and objectives of their parent institutions.

6.3.2 Funding Policies of Public University Libraries in Kenya

Except for Moi University which allocated Kshs 6 Million per annum from all government funding received and 3 % of the total tuition fees collected from all Privately Sponsored Students Programmes (PSSPs) to its library, all the other public universities in Kenya did not have a library funding policy. This implies that the majority of public universities in Kenya allocated funding to their libraries using methods which could not guarantee adequate and consistent funding. This means that public university libraries in Kenya were generally under-funded and as a result, they were not able to meet their funding requirements. Although, there existed a library funding policy formulated by the Commission for Higher Education (CHE) requiring 10% of the total institutional operational budget for acquisition of information resources, none of the seven public universities in Kenya complied with it. This further aggravated the funding situation in public university libraries in the country. The Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) had not played any significant role in influencing the formulation and enactment of a library funding policy in any of the seven public universities in Kenya.

6.3.3 Sources of Funding for Public University Libraries in Kenya

The main sources of funding for public university libraries in Kenya were the Government of Kenya (GOK), tuition fees collected from the Privately Sponsored Students Programmes (PSSPs) and donations. However, these libraries obtained funding from a number of supplementary sources namely: Bindery and photocopying services, library charges, consortium subsidies, research grants and exchange programmes, training programmes, income generating projects, attachment fees, rentals, printing services, farming activities, and hotel services.

6.3.4 Adequacy of Funding Allocated to Public University Libraries in Kenya

From 2004/2005 financial year to 2008/2009 financial year, all the seven public university libraries in Kenya were allocated inadequate funding. This practice was attributed to a number of factors namely: Universities received inadequate funding from the government, low priority accorded to library funding requirements, inability of the library to market itself and justify funding requests, lack of library funding standards and policies, increased demands for the university, deteriorating economic conditions, inadequate supplementary sources and the heavy financial burden on the side of the government. Inadequate funding of public university libraries in Kenya has negatively affected its operations. The effects experienced in these libraries are overstretching of existing facilities due to overcrowding, shortage of print information materials, poor provision of information services, poor accessibility to electronic information resources, shortage of staff leading to increased workload, delayed promotions and high staff turnover, delayed payments for suppliers, slowed and/or stalled library projects, suspended services, strained relationship between the library and the academic department and continued use of manual systems even in this era of technological advancement.

6.3.5 Fundraising as a Supplementary Source of Funding for Public University Libraries in Kenya

Public university libraries in Kenya carried out fundraising activities as a source of supplementary funding. However, most of the fundraising activities undertaken were minor in scale. This was attributed to the lack of proactiveness by public university libraries to strategize and coordinate for creative forms of fundraising. These libraries normally tended to react to fundraising initiatives of the donors. Lack of proactiveness

among librarians in planning for innovative fundraising activities was attributed to insufficient facilitation and lack of recognition for staff that had demonstrated exceptional effort and skills towards fundraising activities by the employer. Public university libraries carried out minor fundraising activities using a mixture of fundraising strategies namely: Personal contacts and linkage with donors, partnering with international and corporate organizations, participating in consortium initiatives, proposal and grant writing, friends of the university and/or the library, alumni support, income generation, staff volunteers, depository agreements with donors, legal deposits by publishers, establishing an endowment fund and commercializing university and library services through consultancy. Except for Egerton University that was in the process of establishing a fundraising office and had recruited a Resource Mobilization Director and fundraising Officer, all the other public universities in Kenya did not have a well structured system for undertaking fundraising activities. There were no well known specific fundraising and/or development offices in these universities.

Public university libraries in Kenya used a number of motivational strategies to attract and retain donors namely acknowledgement letters, audited reports accounting how donated gifts and funds were utilized, stamping donated materials with names of donors, souvenirs, progress reports detailing the achievements, impact and challenges of donor projects, sponsoring donors to attend major university functions and ceremonies, fulfilling the terms and conditions of donors, erecting plaques inscribed with the names of donors, organizing for interactive meetings of donors with the Vice Chancellors, sustaining donor projects, listing the donors in a web directory, taking visiting donors on site-seeing tours and allowing donors to access and use library

services freely. The motivational strategies used to attract the support of potential donors are establishing links with international organizations interested in library development, sending funding proposals to potential donors, organizing for breakfast meetings, reaching out to willing partners and carrying out an aggressive marketing campaign through the use of the Internet.

Fundraising is a viable source of supplementary funding for public universities in Kenya. If fundraising is well planned and coordinated, it can attract more funding than primary sources of funding could. Modern Information and Communication Technologies (ICT's) have made fundraising more feasible than ever before. With the help of the Internet, it is now easier to identify donors willing to fund specific library projects, prepare funding proposals according to donors' requirements and above all to communicate with donors.

6.3.6 Fundraising Challenges Faced by Public University Libraries in Kenya

Public university libraries in Kenya faced a number of fundraising challenges namely lack of fundraising skills, lack of appreciation and value for library services, lack of proactiveness by librarians in fundraising activities, lack of enthusiasm by librarians for fundraising activities, lack of facilitation in form of seed money by the university management, resistance to new ideas by librarians, poor culture of giving for the sake of posterity among Kenyans, lack of proper fundraising structures, poor marketing, difficult donor conditions, inability to sustain donor projects, failure to remit library funds to the library, scarcity of donors, lack of identification mechanism for potential donors, political interference in running public universities, failure of Kenya Library Association to provide needed leadership in library fundraising, lack of cooperation

among librarians on fundraising issues and inability to apply research findings undertaken by librarians.

6.3.7 Measures Needed to Undertake Successful Fundraising Activities in Public University Libraries in Kenya

In order for public university libraries in Kenya to undertake successful fundraising activities a number of measures need to be taken. These are establishment and implementation of fundraising structures and policies, provision of support and an enabling environment for undertaking fundraising activities, establishing collaboration networks with potential donors, sensitising Kenyan communities to learn to give for the sake of posterity, training librarians to acquire fundraising skills, motivating librarians who demonstrate exceptional fundraising abilities, vice-chancellors need to play a leading role in library fundraising, provision of seed money for initiating library fundraising programmes, remitting all library funds to the library, creating fundraising units in public university libraries, embedding fundraising as a core duty of university librarians, designing strategies for sustaining donor-funded projects, transparently accounting for donor funds, establishing motivational strategies for attracting potential donors, establishing library fundraising lobby and advocate groups, marketing library fundraising programmes aggressively, opening up library information services and products to potential donors, organizing for special library events, integrating fundraising topics in Library and Information Science training programmes, running libraries like private business enterprises, establishing collaboration and a close working relationship with members of the academic and research departments in the university, taking advantage of the new Information and Communication Technologies (ICTs) and especially Internet related technologies in

carrying out fundraising activities, commercialise library services and products, provide consultancy services, introduce income generating activities and the need for Kenya Library Association (KLA) to provide leadership and support in library fundraising.

6.4 RECOMMENDATIONS OF THE STUDY

Based on the major findings of this study, the researcher makes recommendations listed below which are aimed at suggesting improvement of funding levels, fundraising and by extension, the services in public university libraries in Kenya. The recommendations address pertinent issues raised throughout the study. These recommendations are addressed to two main components of the public university system in Kenya namely, the university management and the library management.

6.4.1 Recommendations Addressed to Public University Management in Kenya

The researcher makes the following specific recommendations to the management of each of the seven public universities surveyed in this study.

6.4.1.1 Need to Integrate Fundraising in the University's Strategic Plan

It emerged from the findings of this study that most of the public universities surveyed did not have fundraising as one of the strategic issues and objectives in their strategic plans. This implies that fundraising as an activity was not budgeted for and hence this became a hindrance for the departments to plan and execute fundraising programmes. The researcher therefore recommends that the management in each of the seven public universities surveyed in this study takes steps to integrate fundraising in the university's strategic plan. Fundraising needs to be captured as one of the Key

Result Areas in the strategic plan with specific strategic issues, goals, strategies and activities in order to realise it. If this is done it becomes easier to generate fundraising ideas, plan for them and implement fundraising initiatives.

6.4.1.2 Need for Fundraising and Library Funding Policies

The research findings revealed that none of the seven public universities surveyed in this study had a fundraising policy. The findings also showed that six of these universities did not have a library funding policy. Lack of a fundraising policy in these universities hindered the departments including the library from initiating, planning and discharging successfully major fundraising activities. On the other hand, lack of a library funding policy resulted in inconsistent and inadequate funding of the library. The researcher therefore recommends that public universities in Kenya need to formulate and implement a fundraising policy for use in facilitating fundraising activities within the departments. The researcher also recommends that these universities need to formulate and implement a library funding policy in order to ensure that the library department receives a consistent and adequate funding. In addition these universities need to comply with the CUE (formerly CHE) library funding policy and standard.

6.4.1.3 Need for Financial Support to Facilitate Library Fundraising Activities

It emerged from the study findings that there was no adequate facilitation provided by the management in each of the seven public universities surveyed in this study to financially support library fundraising activities. The researcher therefore recommends that the management in each of these universities need to provide adequate budget support to facilitate the undertaking of library fundraising activities.

6.4.1.4 Need for University Management to Appreciate the Role of the Library

This research indicated that the management in each of the seven public universities surveyed in this study seemed not to appreciate the central role played by the library in contributing towards the academic activities of the university. This was evident through its poor prioritisation in funding of library operations. The researcher therefore recommends that the management in each of the seven public universities need to appreciate the central role played by the library in contributing towards the academic activities of the university by giving priority to library funding requirements.

6.4.1.5 Need to Establish a Central Fundraising Department

It was revealed from the findings of this study that none of the seven public universities surveyed in this study had an independent fundraising department as at the time of carrying out this research. The lack of a fundraising department meant that the university management and the rest of the university departments lacked a centre for planning and coordinating fundraising activities. The researcher therefore recommends that each of the seven public universities surveyed in this study needs to establish a central fundraising department. The fundraising department would be mandated to plan and coordinate fundraising activities and programmes in liaison with the departments originating fundraising ideas. The fundraising department need not only be equipped with state of the art Information and Communication Technology (ICT) facilities but also with staff trained in fundraising and resource mobilization. With the existence of a well equipped fundraising department, it would be easier to cascade upwards feasible fundraising ideas from the departments and vice-versa. The fundraising office ought to have an effective and efficient

administrative structure that would nurture and facilitate fundraising initiatives among the various university departments. The researcher suggests that the fundraising department be headed by a Director who reports directly to the Vice-Chancellor. This is so because communications on fundraising issues ought to occur at the highest level of leadership that is between the Vice-Chancellor and the donors. The Fundraising Director will be assisted by qualified officers who are in-charge of various fundraising units. Figure 6.1 below suggests a structure for a fundraising department in a public university.

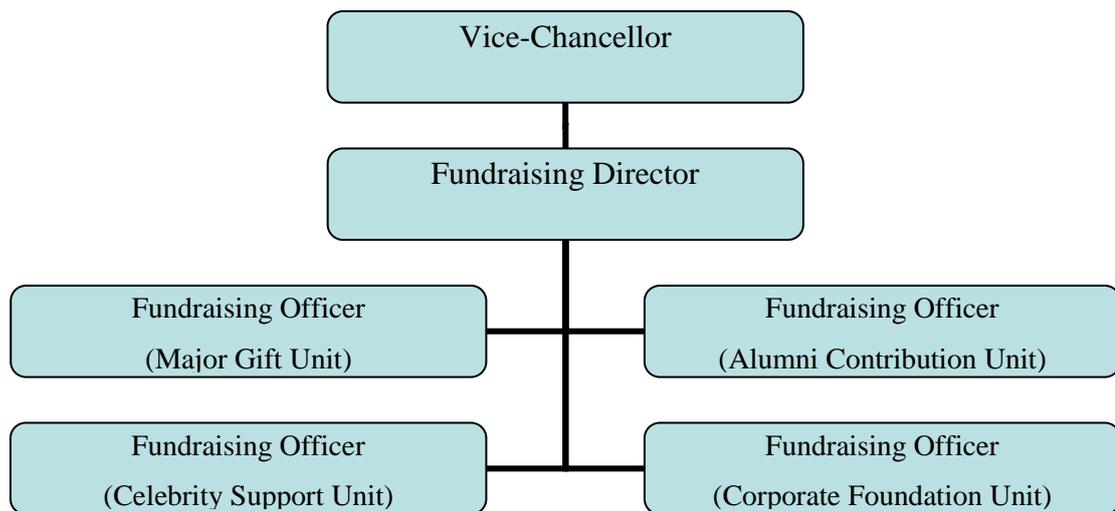


Figure 6.1: Proposed Structure for a Fundraising Department

Source: Author

Apart from working directly with the Vice-Chancellor's office to develop fundraising projects, the fundraising department will collaborate with other university departments and committees in order to successfully carry out its fundraising activities. The researcher suggests the procedure illustrated in Figure 6.2 on page 293 for possible adoption in developing fundraising projects. The procedure describes the stages to be involved in developing fundraising initiatives from preparing a fundraising proposal, assessing the fundraising proposal, approving the fundraising proposal, approving fundraising resources, planning for the fundraising project,

marketing the fundraising project to potential donors to evaluation of the fundraising project.

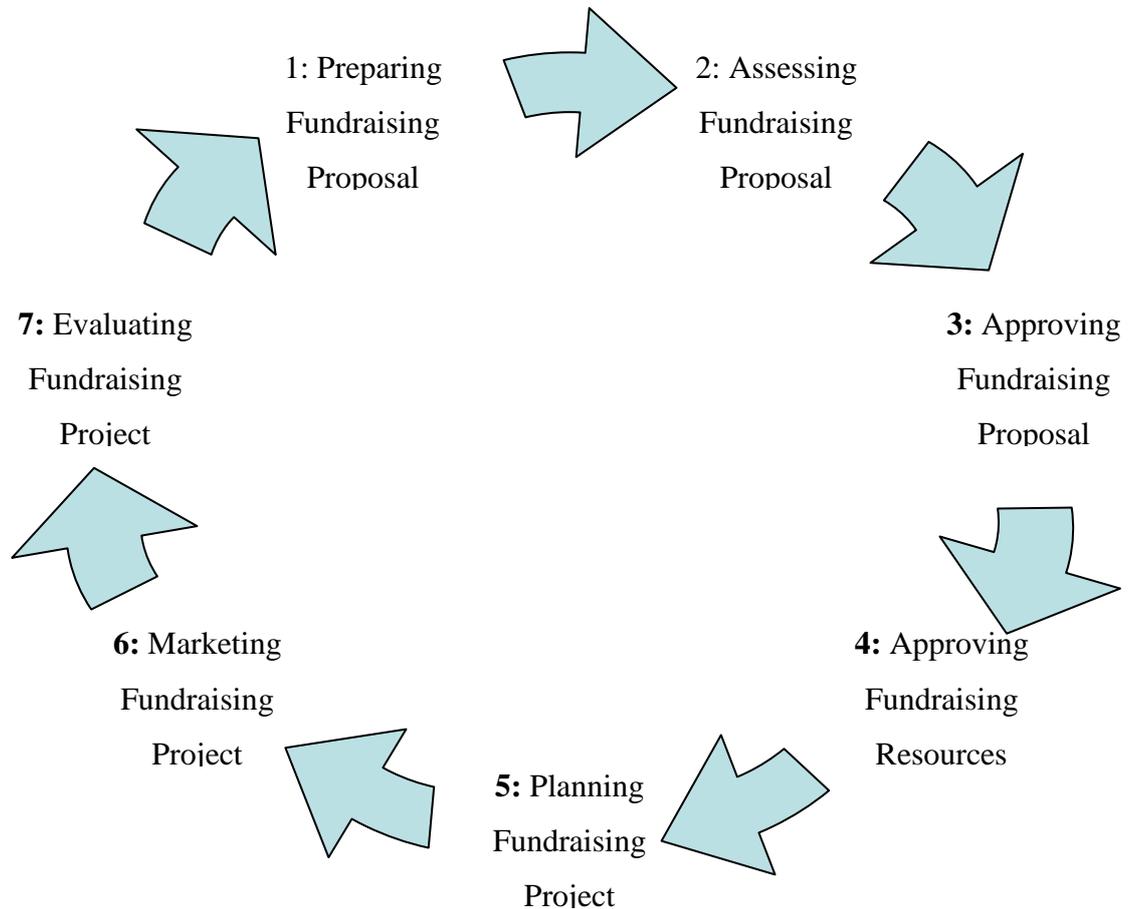


Figure 6.2: Proposed Procedure for Developing a Fundraising Project

Source: Author

KEY:

The numbers 1 to 7 indicates the stages to be involved in developing a fundraising project namely:

1. Conception of a fundraising idea and preparation of a fundraising proposal by the Originating Department.
2. Assessment of the fundraising proposal by the Fundraising Department.
3. Approval of the fundraising proposal by the University Management
4. Approval of the required fundraising resources by the University Council.

5. Planning for the fundraising project by the Fundraising Committee.
6. Marketing of the fundraising project to potential donors by Fundraising Lobby Groups.
7. Evaluation of the fundraising project by the Project Evaluation Unit.

6.4.1.5.1 Interpretation of the Fundraising Project Stages shown in Figure 6.2

Figure 6.2 on page 293 indicates seven phases to be involved in developing a fundraising project. These phases are interpreted below:

6.4.1.5.1.1 Phase One

Phase one represents the conception of a fundraising idea and subsequent preparation of a fundraising proposal by a university department. A university department say the University Library will conceive a project idea that it will desire to carry out in furtherance of its objectives, goals, mission and vision. This project idea will need funding beyond what the university provides for in its recurrent expenditure budget. The department will then prepare a detailed fundraising proposal for the project idea indicating its rationale, cost implication, fundraising need, fundraising strategies and potential donors. The department will directly or indirectly identify potential donors. Indirectly, the department will identify potential donors through the University Council, University Management, Fundraising Department, Fundraising Committee and Fundraising Lobby Groups (Friends of the University). The department will eventually forward the fundraising proposal to the Fundraising Department for assessment and expert advice. The proposal might go through a series of refinement stages before the fundraising department endorses it for submission to the University Management for approval and adoption.

6.4.1.5.1.2 Phase Two

Phase two represents the assessment of the fundraising proposal by the Fundraising Department. The Fundraising Department, upon receiving a detailed fundraising proposal from the originating department, will subject it to an assessment process with a view to offering the originating department an expert advice. This process involves determining whether the proposal meets the required funding standards. The fundraising department may, as part of assessing the proposal, scrutinize the donor list and fundraising strategies with a view to expanding on them. In addition to providing assessment and expert advice, the Fundraising Department will help the originating department to formulate a work-plan indicating how fundraising activities will be coordinated in order to raise the required funding for the proposed project. The main coordinating activities that the Fundraising Department will help the originating department to carry out in the later stages include contacting and influencing members of the University Council and Management Board to support the fundraising project, facilitating and participating in fundraising committee meetings, contacting, influencing and accounting to donors and updating the originating department on the progress of fundraising activities for its proposed project. Once the Fundraising Department is satisfied that the fundraising proposal meets the required standards and the coordination plan is in place then it will recommend it to the University Management Board for approval and implementation.

6.4.1.5.1.3 Phase Three

Phase three represents the approval of the fundraising proposal by the University Management Board. The successful planning, coordination and implementation of a fundraising project will depend on the level of acceptance and facilitation provided by

the University Management. The University Management will be expected to buy and own the fundraising idea fully from the originating department through the recommendation made to it by the Fundraising Department. The University Management can buy and own the project idea by approving and implementing the fundraising proposal as recommended by the Fundraising Department; selling the fundraising idea to the University Council and other decision-making and support units of the university; recommending to the University Council to approve and deploy resources for successful undertaking of fundraising activities; assisting the University Council to appoint highly influential people into the Fundraising Committees and Lobby Groups; identifying, contacting and motivating donors and assisting the Fundraising Department and the Originating Department to identify, contact and facilitate Fundraising Lobby Groups.

6.4.1.5.1.4 Phase Four

Phase four represents the approval of the required fundraising resources by the University Council. The successful planning, coordination and implementation of the fundraising project will depend on the amount of available resources. These resources will include human, financial and time. The University Council will be instrumental, through the recommendation of the University Management Board, in approving and providing facilitation for the required resources to undertake planned fundraising activities. In general the role of the University Council in relation to fundraising initiatives will be to approve resources for fundraising projects recommended by the University Management; identify, contact and motivate donors and identify, contact and appoint influential people into the Fundraising committees and Lobby Groups

6.4.1.5.1.5 Phase Five

Phase five represents the planning for the fundraising project by the Fundraising Committee. The successful undertaking of the fundraising project will require proper planning. The act of planning for a fundraising project will be carried out by the Fundraising Committee. The Fundraising Committee will comprise of representatives drawn from the University Council, University Management, Fundraising Department, Originating Department and co-opted members from Friends of the University and experts. The members of the fundraising committee should be highly influential and famous people who have a deep interest and expertise in the fundraising project to be carried out by the university. The committee members should also have direct personal contacts with the targeted donors.

6.4.1.5.1.6 Phase Six

Phase six represents marketing of the fundraising project to potential donors by Fundraising Lobby Groups. The role of marketing a fundraising project will be carried out chiefly by the Fundraising Lobby Groups made up of individuals or organizations that consider themselves as Friends of the University and/or the originating department. However, marketing of the fundraising project will also be carried out by members of the University Council, University Management, Fundraising Committee, Fundraising Department and the Originating department. Like in Phase 5, the members of the Fundraising Lobby Groups should be highly influential and famous people who have deep interest and expertise in the fundraising project to be carried out by the university. They should also have direct personal contacts with the targeted donors. Once convinced through the marketing campaigns carried out by the Fundraising Lobby Groups, the donor community will accept to

support the fundraising initiatives of the university. The donor community will be motivated to support the fundraising initiatives of the university if it shares the same goals with the university as encompassed in its fundraising project and if the university can demonstrate a track record of utilizing well and accounting for the donations previously received from donor agencies.

6.4.1.5.1.7 Phase Seven

Phase seven represents the evaluation of the fundraising project by the Project Evaluation Unit of the university. Once the fundraising project is completed, it will be a good idea to audit all the processes and activities involved as well as the outcome of the project so as to get an understanding of what worked, what did not work and why they did not work. This evaluation process will be useful in that it will lay a foundation for improvement in undertaking future fundraising projects. The role of evaluating the completed fundraising project should be jointly undertaken by the Originating Department, Fundraising Department and the Evaluation Department. This recommendation therefore calls for public universities in Kenya to establish Independent Evaluation Departments or Units headed by staff with qualifications in Monitoring and Evaluation and Project Management disciplines.

6.4.1.6 Need to Remit Library Funds towards Library Use

It became evident from the findings of this study that public university libraries in Kenya did not receive all the library funds collected by the university as fees or penalties. This was explained to happen because all the funds collected by the university were deposited in the general account that serviced all the departments. The library could not therefore access and use all the library funds collected by the

university. It is against this background that the researcher recommends the need for the management in each of the seven public universities in Kenya to facilitate the opening of a library account in which to deposit all funds raised in the name of the library. This account should have the Vice-Chancellor, Deputy Vice-Chancellor in charge of Academic Affairs, Finance Officer and University Librarian as signatories. With the existence of such an account, it will become easier for the university management to ensure consistent development of the library in terms of its facilities and information resources. It would also enable the university management to ensure that all the funds collected for library purposes are utilized by the library.

6.4.1.7 Need to Establish Strategic Fundraising Lobby Groups

This study revealed that part of the reasons why public university libraries in Kenya did not undertake major fundraising initiatives was because of lack of strategic and highly influential groups to lobby on its behalf for funding from donors. The researcher therefore recommends to the management in each of the seven public universities surveyed in this study to establish a group or groups of strategists to lobby on behalf of the library for funding from potential donors. This group or groups of strategists would comprise of highly influential people and organizations identifying themselves as friends of the university and in particular the library. The aim of the fundraising lobby groups will be to support fundraising initiatives of the library and other departments of the university. The researcher further recommends that among this group of strategists should be the senior members of the university management who by virtue of their job positions and professional status have international reputation which they could take advantage of to influence the support of potential donors for the benefit of the university library.

6.4.1.8 Need to Establish and Adopt Fundraising Models

This study revealed that there was no formal fundraising model that had been adopted by the seven public universities surveyed in this study. This was so because none of the seven public universities had an operational fundraising office and/or department as at the time of carrying out this research. The researcher therefore recommends that the fundraising models shown in Figure 6.3 below be considered for possible adoption as is or with adjustments by the seven public universities.

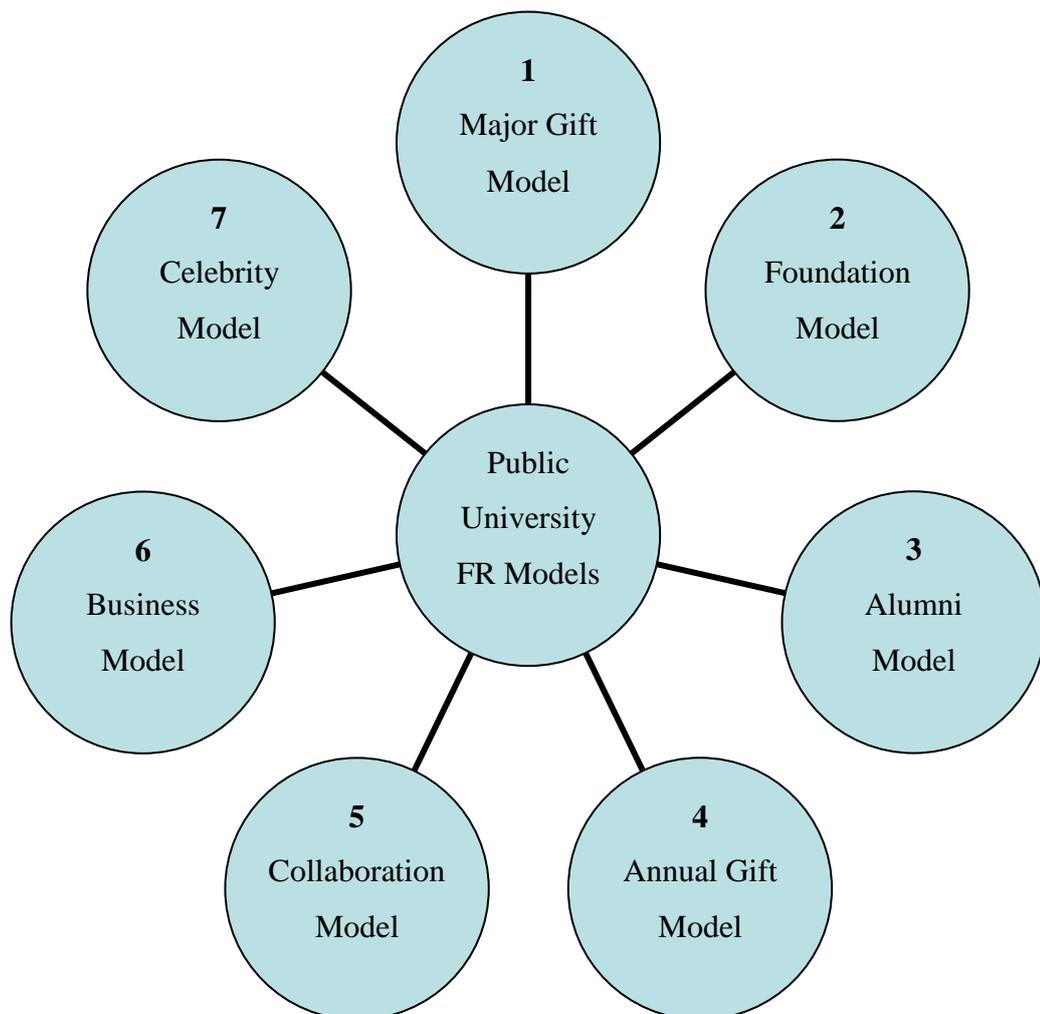


Figure 6.3: Proposed Fundraising Models for Public Universities in Kenya

Source: Author

KEY:

The number 1 to 7 indicates the possible fundraising models that public universities surveyed in this study could adopt namely:

1. Major Gift Model.
2. Foundation Model.
3. Alumni Model.
4. Annual Gift Model.
5. Collaboration Model.
6. Business Model.
7. Celebrity Model.

6.4.1.8.1 Interpretation of the Fundraising Models

Figure 6.3 on page 300 shows seven possible fundraising models that public universities in Kenya can use to attract project funding from diverse sources. The interpretation of how these models can be used to attract funding is discussed in the sub-sections below:

6.4.1.8.1.1 The Major Gift Model

Public universities in Kenya can use this model to carry out fundraising activities which are targeted towards attracting big donations from the rich members of society. These wealthy individuals and business people can afford to donate large gifts either in form of cash, endowment, inheritance or in honour of the living or departed members of their families. Kenyan public universities can contact these wealthy people directly or through their philanthropic agencies that they may have established alongside their business entities. The Major Gift fundraising model will enable public

universities to attract huge donations that can support long-term and expensive capital projects. In order for Kenya's public universities to benefit from this fundraising model, they need to identify potential prosperous individuals whose priorities are similar to those of the university. In addition, the universities need to establish and maintain a close working relationship with the potential donors. The universities can motivate these well-off individuals to donate by recognizing their areas of success and inviting them to participate in university functions and projects. To achieve greater success using this model, the university's top leadership represented by the University Management and Council ought to spearhead the process of contacting, establishing and maintaining cordial relationship with potential wealthy donors.

6.4.1.8.1.2 The Foundation Model

This model involves the undertaking of fundraising activities which target donations from large foundations. These foundations could be sponsored by individuals or corporations. Public universities in Kenya can easily attract funding using this model because most foundations have predetermined formal procedures, rules and criteria which determine eligibility for funding support. The universities can use this model to attract grants for projects in areas of common interest e.g. research, human development, equipment and infrastructure. The successful use of this model will depend on identification of common areas of interest between the university and the various potential foundations. It will be important for universities to actively seek for information on common areas of interest.

6.4.1.8.1.3 The Alumni Model

This model involves the undertaking of fundraising activities which target donations from the public universities' alumni constituency. Public universities in Kenya can use this model to attract donations however small from their former graduates whose numbers keep increasing every year. Statistically, if each university succeeds to reach out to most of its alumni and influence them to contribute small donations towards a project, the cumulative effect will be substantial. The use of this model will be more flexible to enable universities cater for their general needs since the alumni in most cases will not require their former universities to meet predetermined conditions for eligibility. The successful use of this model will require the university to have a well established, staffed and equipped Alumni Department that ought to work in close collaboration with the Fundraising Department. It will also be important for the university to establish and maintain a good relationship with the members of the alumni.

6.4.1.8.1.4 The Annual Gift Model

This model involves the undertaking of fundraising activities usually on an annual basis. Public universities in Kenya can do this by establishing annual fund programmes which are tailored towards supporting budgeted expenses in their annual financial plans. The universities could also use this fundraising model to solicit for gifts towards designated projects. In using this model, Kenya's public universities will be free to attract funding from a diverse group of donors. This fundraising model is appropriate for capturing donations for short-term projects.

6.4.1.8.1.5 The Collaboration Model

This model entails fundraising activities geared towards projects which are being undertaken jointly by two or more parties. Public universities in Kenya can collaborate with other learning institutions or corporate organizations in carrying out projects with common goals. The areas of collaborations could include research, training programmes, adoption of innovations and industrial linkages. In this approach to fundraising, the collaborating organizations will be willing to act as sources of philanthropic funds. This fundraising model is most appropriate where both the university and the collaborating organizations stand to benefit from the project. It therefore requires that Kenyan public universities will enter into symbiotic relationships with interested collaborators.

6.4.1.8.1.6 The Business Model

The Business Model of fundraising will use the entrepreneurial approach to obtain supplementary funding from business projects or income generating activities. In using this approach, public universities in Kenya can start business projects which are meant to generate substantial income to support their annual budgetary expenses. Some of the business projects that the universities can engage in to generate additional income include farming, health services, hotel and accommodation services, training and consultancy services, patents and offering of commercialized academic programmes. In order to carry out successful fundraising activities using this model, public universities need to ensure effective management of businesses or income generating activities. They also need to ensure that the managers running the university enterprises are people of high integrity.

6.4.1.8.1.7 The Celebrity Model

The Celebrity Model concerns fundraising activities targeting donations from or through famous people. These individuals may include legendary sportspeople, models, musicians, academicians, entertainers, performers, media personalities and distinguished politicians. Public universities can establish good relationship with this group of people and work in partnership to support fundraising projects. Since these personalities are wealthy in their own right, they can make individual donations in form of cash or bequests towards specific projects of their interest. Since they are also renowned individuals, they can use their fame on behalf of the university to solicit for funding support towards university projects. This second approach requires the universities to appoint celebrities as their ambassadors in campaigning for support towards university projects.

6.4.2 Recommendations Addressed to the Public University Library

This study revealed a number of hindrances that have prevented public university libraries in Kenya from undertaking successful fundraising activities. The researcher therefore makes the following specific recommendations to public university libraries in Kenya:

6.4.2.1 Need for Public University Libraries to Aggressively Market Themselves

One of the problems that emerged from the study findings that have impeded Kenya's public university libraries from initiating and successfully undertaking fundraising activities in the past has been their lack of aggressive marketing campaigns. The researcher therefore recommends to these libraries the need to design and launch fundraising marketing programmes that would help to project their images and

fundraising initiatives well before potential partners and friends of the university. A mixture of marketing approaches can be used to achieve this objective. Some of the techniques that may be used to market these libraries are:

- i)** Networking whereby they go to where their potential donors are and interact with them. By doing this, they will establish and maintain contact with people and organizations bearing opportunities for supporting their fundraising programmes.
- ii)** Speaking about your fundraising needs at seminars, workshops, conferences and participating in the professional development activities where potential donors are present.
- iii)** Creating publicity in the media which will raise their libraries' profile and credibility. These media may include newspapers, advertising in trade or professional journals, magazines and the Internet.
- iv)** Having a website that is not only interactive, user-friendly but also regularly updated and maintained.
- v)** Listing their libraries in directories e.g. the Kenya Education Directory.
- vi)** Preparing promotional literature such as brochures, fliers, advertising materials and exhibition and demonstration materials.
- vii)** Using direct mail, preferably e-mail, to create awareness of and interest in their library services.
- viii)** Being members of professional associations where they need to be active in their meetings and functions.
- ix)** Participating in Corporate Social Responsibility (CSR) activities. It may be necessary for public university libraries to donate some of their time and commitment to a worthwhile course as a gesture of goodwill e.g. promoting literacy and study activities in their local neighbourhood.

- x) There are many opportunities for public university libraries to offer their services if they participate in teaching for a university or community college. This will enable librarians to market their services to both the student and the teaching fraternity who are among the potential partners in library fundraising programmes.
- xi) They can seek for free media exposure where possible which can provide them with credibility and develops public awareness of fundraising endeavours.
- xii) Giving and participating in public lectures. Many organizations and associations need speakers for breakfast, luncheon or dinner meetings. This can be an avenue for public university libraries to talk about themselves and their fundraising programmes.
- xiii) Participating in radio and television talk shows where they can be given some airtime to say who they are, what they are and the kind of fundraising projects that they are undertaking and need support for.
- xiv) Writing articles featuring fundraising programmes for publishing in professional journals.
- xv) Writing and publishing books is another avenue to reach out to potential donors in the academic and publishing arenas.
- xvi) Allowing potential partners access to use library services.
- xvii) Organizing for special library events like a library open day which would create a forum for luring potential partners.

6.4.2.2 Need for Training of Public University Librarians on Fundraising

Successful undertaking of fundraising activities requires specialised skills. It emerged from the study findings that public university librarians do not have fundamental skills on how to plan for, coordinate and execute fundraising programmes. The

researcher therefore recommends that public university librarians need to acquire requisite fundraising skills. These skills can be attained through the following training approaches:

- i) By entrenching fundraising units in the formal curricula for Library and Information Science training programmes offered by some universities and colleges in Kenya. The researcher recommends for basic fundraising units to be taught at the university undergraduate level and advanced fundraising units at the postgraduate level. In fact it would be advisable to have fundraising for libraries as an area of specialization at the postgraduate level mainly at the Masters and Ph.D level.
- ii) Through informal courses in form of workshops, seminars, conferences and symposia.
- iii) Through professional meetings

6.4.2.3 Need for Public University Libraries to be Proactive and Creative in Fundraising

It emerged from the study findings that public university libraries in Kenya were not proactive and creative in fundraising. They were operating in a state in which their mother institutions were expected to meet all their financial requirements. As valid as this view may be, it is true that today's financial environment is challenging and calls for a concerted effort of all the concerned parties. The researcher therefore recommends that public university libraries need to step out of their current financial comfort zones and begin to proactively and creatively forge partnership with potential donors who may be willing to fund viable library projects. As part of this proactiveness and creativity, public university libraries need to design an effective and

efficient strategic plan showing clearly the areas of partnerships and the strategic objectives and goals to be realised under those areas.

6.4.2.4 Need for Public University Libraries to Establish Fundraising Units

One of the reasons why public university libraries in Kenya had not made any inroads into the area of fundraising was that none had a fundraising unit or section. The researcher therefore recommends for each public university library in Kenya to establish a fundraising unit or section. The library fundraising unit will be responsible for conceiving, strategizing for, coordinating and executing in liaison with the fundraising department all fundraising initiatives for the library. This unit will also represent the library at the fundraising committee meetings and at events organized by the library fundraising lobby groups.

6.4.2.5 Need for Public University Libraries to Establish Fundraising Policies

The study findings revealed that none of the seven public university libraries had a fundraising policy to help in governing the undertaking of library fundraising activities. The researcher therefore recommends that each of the seven public university libraries need to establish a library fundraising policy. This policy need to be harmonized with that to be formulated with the fundraising department so as to avoid any clash between the two policies.

6.4.2.6 Need to Embrace New Information and Communication Technologies (ICTs) in Fundraising

The study findings revealed that none of the seven public university libraries had adopted new Information and Communication Technologies (ICTs) to advance

fundraising ideas. The researcher therefore strongly recommends that these libraries explore into this approach to fundraising as it possesses a lot of potential. The emerging Information and Communication Technologies like the use of Short Message Service (SMS), Electronic Mail (E-mail) and Social Internet Technologies like face-book and twitter can be very useful in marketing fundraising ideas and making contacts with potential donors.

6.4.2.7 Need for Public University Libraries to Establish a Close Working Relationship with university Departments Undertaking Fundraising Activities

This research indicated that Public University Libraries in Kenya did not portray a close working relationship with university departments carrying out fundraising activities. Such departments include the Alumni, Public Relations, International links and Research and Extension. The researcher therefore recommends that public university libraries need to establish a close working relationship with these and other like-minded departments. It may also be useful for these libraries to forge a close working relationship with the University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) which can play the role of library fundraising lobby and advocacy groups.

6.4.2.8 Need to Appoint Public University Librarians on the Strength of their Ability to Fundraise

This study established that, unlike in Europe and North America where University librarians are appointed on the strength of their ability to fundraise, public university librarians in Kenya are not appointed on this basis. This explains why very little has

been achieved in the area of fundraising in these institutions. The researcher therefore recommends that future university librarians in public university libraries be appointed on the basis of their abilities to undertake fundraising activities. This calls for the need to entrench fundraising as a core responsibility of university librarians in their job descriptions. The success of future university librarians in public universities in Kenya will therefore be measured more by the amount of financial resources they help to raise as opposed to the successful execution of library services which will be left to the librarians and library assistants manning various sections of the library.

6.4.2.9 Need to Operate Public University Libraries like Private Business Enterprises

This study established that part of the reason why Public University Libraries were not making in-roads into fundraising was that they were operated purely as service providers as opposed to entities that ought to generate sustainable income. The researcher therefore recommends that Public University Libraries in Kenya be operated more of like private business enterprises where they are expected to figure out where to obtain financial resources that they need to offer information services. This approach would enable public university libraries in Kenya to consider developing interest in fundraising activities.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

Having reviewed the data presentation, analysis and interpretation and discussion of the findings in chapter four and five respectively and having drawn conclusions and recommendations from the findings this study in this chapter, the researcher proposes the following suggestions for further research.

6.5.1 Fundraising for Private University Libraries in Kenya

This study revealed that public university libraries in Kenya do not carry out major fundraising activities just like their parent institutions. However, a quick survey of private universities would reveal that a lot of fundraising activities are undertaken in these institutions. The researcher therefore suggests that a comparative study ought to be carried out on fundraising activities in Private University Libraries in Kenya. Such a study would be able to unearth the secrets behind the successful undertaking of large scale fundraising activities in these institutions.

6.5.2 Funding Policies in Private University Libraries in Kenya

This study revealed that public university libraries in Kenya are inadequately funded because there were no funding policies used to ensure consistent funding. The researcher therefore suggests that a study be done to establish funding policies for private university libraries in Kenya. Such a study will be important in the sense that it will provide a benchmarking framework towards ensuring attainment of consistent funding of public university libraries.

6.6 SUMMARY

Chapter six drew conclusions based on the major findings of the study. Further, the chapter made recommendations based on the findings of this study and which were aimed at suggesting the improvement of funding levels, fundraising and by extension the library services in public university libraries in Kenya. Finally, the chapter ended by suggesting two topics for further research in order to gain additional insight into the research problem of this study.

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APPENDIX I**LETTER OF INTRODUCTION TO THE RESPONDENTS**

I am a PhD student from Moi University, School of Information Sciences, Department of Library, Records Management and Information Studies based at Nairobi Campus.

I am currently carrying out a research programme as part of the doctoral degree requirements on the topic: Fundraising as a Supplementary Source of Funding for Public University Libraries in Kenya.

I will be grateful if you could assist in providing answers to the questions attached herein. Please be assured that any information you provide me will be treated with utmost confidentiality.

Thank you.

MR. FESTUS KIPKORIR NGETICH

IS/DPHIL/08/07

APPENDIX II

INTERVIEW SCHEDULE FOR STRATEGIC LEVEL LIBRARY

MANAGERS

A. BACKGROUND INFORMATION

1. Your job position: University Librarian Deputy University Librarian
 College Librarian Campus Librarian
2. Your highest professional qualifications: Masters PhD Other(s)
3. What is your age bracket: 30-40 40-49 50-59
 60-69 70 and Over
4. How long have you worked in this library?
5. Is there a strategic plan for your library? Yes No
6. If yes, is funding and fundraising a part of the strategic plan?
 Yes No

B. LIBRARY FUNDING REQUIREMENTS

1. What are your library funding requirements?
2. What has been the trend in the funding of your library over the last five years as indicated in Table A-1 below?

TABLE A-1: LIBRARY FUNDING REQUIREMENTS

| ACADEMIC YEAR | TOTAL LIBRARY FUNDS NEEDED | TOTAL LIBRARY FUNDS APPROVED | TOTAL LIBRARY FUNDS RECEIVED |
|--------------------------|---------------------------------------|---|---|
| 2004/2005 | | | |
| 2005/2006 | | | |
| 2006/2007 | | | |
| 2007/2008 | | | |
| 2008/2009 | | | |

C. LIBRARY FUNDING POLICY

1. Is there a policy that is used by your university to determine the amount funding allocated to the library? Yes No
2. If yes, what are the funding guidelines stipulated in the policy?
3. If no, what is the rationale used by your university to determine the amount of funding allocated to the library?
4. Are you aware of any other funding guidelines originating from within or without the university which could influence the funding of your university library?
 Yes No
5. If yes, which are these guidelines and how do they influence the funding of your library?
6. Have stakeholder groups like the University Academic Staff Union (UASU) and University Non-Teaching Staff Union (UNTESU) played any role towards the formulation of a library funding policy in your university? Yes No
7. If yes, explain what role they have played?

D. LIBRARY FUNDING SOURCES AND THEIR LEVELS OF ADEQUACY

1. What are the sources of funding for your library?
2. Is the funding received from these sources adequate to meet your library needs?
 Yes No
3. If no, what are the reasons for inadequate funding of your library?
4. To what extent has the problem of inadequate funding affected your library operations?
5. How do you normally address the problem of inadequate funding in your library?

E. FUNDRAISING AS A SUPPLEMENTARY SOURCE OF FUNDING

1. Do you carry out fundraising activities as a way of obtaining supplementary funding for the library? Yes No
2. If yes, what types of fundraising strategies do you use?
3. Is there a fundraising unit in the library and/or a fundraising/development office at the administrative level of the university? Yes No
4. If yes, is there a fundraising policy? Yes No
5. If yes, what are the guidelines stipulated in the policy?
6. What strategies do you use to attract potential or new donors?
7. What strategies do you use to motivate existing donors to continue giving?
8. Do you think fundraising is a viable source of supplementary funding for your library? Yes No.
9. If yes, please explain why.
10. If no, please explain why.

F. FUNDRAISING CHALLENGES

1. Do you experience any challenges while carrying out fundraising activities?

Yes No

2. If yes, please state the challenges.

G. SUGGESTIONS, RECOMMENDATIONS OR COMMENTS

1. What measures would you suggest for public university libraries to take in order to engage in successful fundraising activities?

2. Do you have any other comment to make in relation to this research topic?

3. Is there a fundraising unit in the library and/or a fundraising/development office at the administrative level of the university? Yes No
4. If yes, is there a fundraising policy? Yes No
5. If yes, what are the guidelines stipulated in the policy?
6. What strategies do you use to attract potential or new donors?
7. What strategies do you use to motivate existing donors to continue giving?
8. Do you think fundraising is a viable source of supplementary funding for your library? Yes No.
9. If yes, please explain why.
10. If no, please explain why.

D. FUNDRAISING CHALLENGES

1. Do you experience any challenges while carrying out fundraising activities?
 Yes No
2. If yes, please state the challenges.

E. SUGGESTIONS, RECOMMENDATIONS OR COMMENTS

1. What measures would you suggest for public university libraries to take in order to engage in successful fundraising activities?
2. Do you have any other comment to make in relation to this research topic?

C. UNIVERSITY FUNDING POLICIES

1. Are there policies that govern the funding of operations in the university?
 Yes No
2. If yes, state them?
3. Is there a specific policy that directly governs the funding of library operations?
 Yes No
4. If yes, state its guidelines?
5. If no, what is the rationale for determining the level of library funding?
6. Are the existing policies on library funding followed? Yes No
7. If no, please explain why.

D. UNIVERSITY FUNDING SOURCES AND THEIR LEVELS OF ADEQUACY

1. What are the sources of funding for the university?
2. Is the funding received from these sources adequate? Yes No
3. If no, how do you supplement the inadequate funding?
4. What are the main reasons for inadequate funding in public universities in Kenya?

E. FUNDRAISING AS A SUPPLEMENTARY SOURCE OF FUNDING

1. Do you carry out fundraising activities as a way of obtaining supplementary funding for the library? Yes No
2. If yes, what types of fundraising strategies do you use?
3. Is there a fundraising unit in the library and/or a fundraising/development office at the administrative level of the university? Yes No
4. If yes, is there a fundraising policy? Yes No

5. If yes, what are the guidelines stipulated in the policy?
6. What strategies do you use to attract potential or new donors?
7. What strategies do you use to motivate existing donors to continue giving?
8. Do you think fundraising is a viable source of supplementary funding for your library? Yes No.
9. If yes, please explain why.
10. If no, please explain why.

F. FUNDRAISING CHALLENGES

1. Do you experience any challenges while carrying out fundraising activities?
 Yes No
2. If yes, please state the challenges.

G. SUGGESTIONS, RECOMMENDATIONS OR COMMENTS

1. What measures would you suggest for public university libraries to take in order to engage in successful fundraising activities?
2. Do you have any other comment to make in relation to this research topic?

C. FUNDRAISING ACTIVITIES

1. What type of fundraising activities do you carry out?
2. Are there policies that govern fundraising activities in the university?
 Yes No
3. If yes, please state them?
4. Is there a specific fundraising policy that directly influences the funding of library operations? Yes No
5. If yes, state its guidelines?

D. FUNDRAISING CHALLENGES

1. Do you experience any challenges while carrying out fundraising activities?
 Yes No
2. If yes, please state the challenges.

E. SUGGESTIONS, RECOMMENDATIONS OR COMMENTS

1. What do you think are the measures that you need to take in order to engage in successful fundraising activities?
2. What is your future plan regarding fundraising programmes?
3. Please give any other comments you may have about fundraising.

APPENDIX VI

RESEARCH CLEARANCE PERMIT FROM NCST

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. FESTUS K.
K. NGETICH

of (Address) MOI UNIVERSITY
P.O.BOX 3900 ELDORET

has been permitted to conduct research in PUBLIC UNIVERSITIES Location,
ALL District,
ALL Province,

on the topic FUNDRAISING AS A SUPPLE-
MENTARY SOURCE OF FUNDING FOR
PUBLIC UNIVERSITY LIBRARIES IN
KENYA

for a period ending 31st December 2011

PAGE 3

Research Permit No. NCST/5/002/R/354

Date of issue 21.5.2009

Fee received SHS. 2000.00



Festus K. Ngetich
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology

APPENDIX VII

LETTER OF RESEARCH AUTHORIZATION FROM NCST

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/5/002/R/354/5**

Date: **21st May 2009**

Mr. Festus K. Ngetich
Moi University
P.O. Box 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *Fundraising as a Supplementary Source of Funding for Public University Libraries in Kenya*.

I am pleased to inform you that you have been authorized to carry out research in all Public Universities in Kenya for a period ending 31st December 2011.

You are advised to report to the Vice-Chancellors of the Public Universities you will visit before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report to this office.


PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY

Copy to:

The Vice Chancellor
All Public Universities

APPENDIX VIII**LETTER OF RESEARCH AUTHORIZATION FROM UNIVERSITY OF NAIROBI****UNIVERSITY OF NAIROBI**
Office of the Vice-Chancellor

Prof. G.A.O. Magoha, IOM, EBS, MBBS, MKNAS, FICS, FCS(ECSA), FWACS, FMCS (Urol)

Telegrams: Varsity
Fax: +254-20-2212604/2216030
E-mail: vc@uonbi.ac.ke
Website: www.uonbi.ac.ke

Telephone: +254-20-318262
P.O. Box 30197-00100 GPO
Nairobi
Kenya

June 16, 2009

Mr. Festus K. Ngetich
Moi University
P.O. Box 63056 – 00200
NAIROBI

REQUEST FOR RESEARCH AUTHORIZATION

Refer to your letter of June 8, 2009 to the Vice-Chancellor on the above subject.

The Vice-Chancellor has approved your request to carry out your research at the University of Nairobi.

A handwritten signature in blue ink, appearing to read 'L.S. Chesoni'.

L.S. CHESONI
VICE-CHANCELLORS OFFICE

c.c. Deputy Vice-Chancellor (A&F)
Deputy Vice-Chancellor (AA)
University Librarian
Director, B.P.S
Academic Registrar

LSC/itk

APPENDIX IX**LETTER OF RESEARCH AUTHORIZATION FROM KENYATTA UNIVERSITY****KENYATTA UNIVERSITY**
OFFICE OF THE DEPUTY VICE-CHANCELLOR, ACADEMIC

Tel: (+254-20) 810901-19
Fax: (+254-20) 811380
Website: www.ku.ac.ke

P. O. Box 43844-00100
Nairobi, Kenya
Email: dvc-acad@ku.ac.ke

9th September 2009

KU/R/AD/127/5

Festus Kipkorir Ngetich,
Moi University,
P.O. Box 63056-00200,
NAIROBI.

Dear Mr. Ngetich,

RE: REQUEST FOR AUTHORITY TO COLLECT DATA FOR RESEARCH

Your letter dated 4th August 2009 on the above subject refers.

This is to inform you that authority to conduct research at Kenyatta University has been granted. You are advised to liaise with the Director, Centre for Research for guidance on the data collection procedure and direction.

Please note that you are expected to share your research findings with Kenyatta University by submitting a copy of your final research write-up.

Thank you.

A handwritten signature in blue ink, appearing to read 'G. Muluvi', with a long horizontal line extending to the right.

PROF. GEOFFREY MULUVI
AG. DEPUTY VICE-CHANCELLOR (ACADEMIC)

cc: Vice-Chancellor - **to see on file**
Director, Centre for Research



APPENDIX X

LETTER OF RESEARCH AUTHORIZATION FROM JKUAT



**JOMO KENYATTA UNIVERSITY
OF
AGRICULTURE AND TECHNOLOGY**

P.O. BOX 62000 - 00200 Nairobi Kenya, Tel: 067 - 52181-4, 52711, Fax: 067-52197
Office of the Deputy Vice chancellor
(Administration, planning and Development)

JKU/2847(41)

21st JULY 2009

Mr.Festus K.Ngetich,
C/o Karen Campus
JKUAT

Dear Mr.Ngetich,

RE: AUTHORITY TO COLLECT RESEARCH DATA AT JKUAT

Reference is made to your letter dated 18th June 2009 in which you have sought authority to collect data for your Ph.D in Information Technology Project on "**Fundraising as a Supplementary Source of Funding for Public University Libraries in Kenya**".

Approval has been granted on the understanding that all the raw data collected will be kept confidential throughout the project and even after completion of the project. You are required to submit a copy of your final research findings to the University.

Yours sincerely

**PROF. FRANCIS M. NJERUH, PhD.,
DEPUTY VICE CHANCELLOR (APD)**

Copy to - Principal, Karen Campus

Sen/

APPENDIX XI**LETTER OF RESEARCH AUTHORIZATION FROM EGERTON UNIVERSITY**

Tel: (051) 62550, 62620, 62276/7/8, 62491/2
Fax: (051) 62442
P.O. Box 536
Egerton, Kenya
E-mail: dvcre@wananchi.com



**DEPUTY VICE CHANCELLOR
RESEARCH & EXTENSION**

DVC/RE/073

July 15 , 2009

Mr. Festus Kipkorir Ngetich,
Moi University (Nairobi Campus),
P. O. Box 63056-00200,
NAIROBI.

RE: YOUR REQUEST TO CONDUCT RESEARCH AT EGERTON UNIVERSITY

I acknowledge receipt of your letter dated June 25, 2009 on the above subject.

This is to confirm to you that your request has been approved. You are free to conduct your research within Egerton University.

Kindly ensure you submit a copy of your research output to us after successful completion of your study.

I wish you well in all your endeavours.

Thank you.

**Prof. J. M. Mathooko, Ph.D.,
DEPUTY VICE-CHANCELLOR (RESEARCH & EXTENSION).**

JMM/jm

APPENDIX XII

LETTER OF RESEARCH AUTHORIZATION FROM MOI UNIVERSITY

11 Aug 09 09:49 Vice Chancellor +254-53-43047 p.1



MOI UNIVERSITY
OFFICE OF THE VICE CHANCELLOR

Tel: (053) 43620
Fax: (053) 43047
Email: vcmu@mu.ac.ke

P.O. Box 3900
Eldoret - 30100
Kenya

REF: MU/VC/RP/49 10th Aug. 2009

Mr. Festus Kipkorir Ngetich
Moi University
P.O Box 63056 – 00200
NAIRUBI

Dear Mr. Ngetich

RE: REQUEST FOR RESEARCH AUTHORIZATION

Reference is made to your letter ref: MKT/4/1/VOL.1/147 dated 19th May 2009 on the above subject.

This is to inform you that approval is granted for you to carry out research at Moi University for your Doctoral studies.

Thank you.

Yours sincerely,



Prof. Richard K. Mibey, FWIF, EBS
VICE CHANCELLOR

APPENDIX XIII

LETTER OF RESEARCH AUTHORIZATION FROM MMUST



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

Tel: 056-30871/31375
 Fax: 056-30153
 E-mail mmust@mmust.ac.ke
 Website www.mmust.ac.ke

P.O Box 190
 Kakamega - 50100
 Kenya

Office of the Deputy Vice Chancellor, Planning, Research and Extension

Ref: MMU/DVCPRE/10/8/10

Date: 21st October, 2009

Mr. Festus Kipkorir Ng'etich
 Moi University
 P.O. Box 63056-00200
 NAIROBI

Dear Sir,

RE: Request to Carry Out Research

This is to acknowledge receipt of your letter requesting to do research in Masinde Muliro University of Science and Technology (MMUST) as specified in the attached letter from National Council for Science and Technology.

You are hereby granted permission to carry out your research entitled "Fundraising as a Supplementary Source of Funding for Public University Libraries in Kenya".

I hope you will share with Masinde Muliro University of Science and Technology (MMUST) your research findings. By copy of this letter, I request the relevant staff to accord you necessary support. I wish you success in your research undertaking.

Thank you.

Prof. J. O. Shiundu
 Deputy Vice Chancellor, Planning, Research and Extension

Copy To:

Vice Chancellor
 Deputy Vice Chancellor (A & F)
 Deputy Vice Chancellor (AA)
 Director, Research, Extension and Linkages
 Finance Officer
 University Librarian
 Alumni Office

APPENDIX XIV

LETTER OF RESEARCH AUTHORIZATION FROM MASENO UNIVERSITY

**MASENO UNIVERSITY**

OFFICE OF THE DEPUTY VICE-CHANCELLOR (ACADEMIC AFFAIRS)

Tel: 254-057-351622,351620,351011
Fax: 254-057-351221,351274
E-mail: dvcaa@maseno.ac.ke
www.maseno.ac.ke

Private Bag,
MASENO, Kenya

REF: ACA 2/4

DATE: 28th July 2009

Mr. Festus Kipkorir Ngetich
Moi University
P.O. Box 63056-00200
NAIROBI

Dear Mr. Ngetich,

RE: REQUEST FOR RESEARCH AUTHORIZATION

Your letter dated 25th June 2009 to the Vice-Chancellor, Maseno University on the above subject refers.

I respond on behalf of the Vice-Chancellor.

I am pleased to inform you that the Vice-Chancellor has granted you permission to undertake part of your research at Maseno University at no cost to the University.

It is our hope that you will at an appropriate time share with Maseno University the outcome of your research.

I wish you success.

Yours sincerely,

Professor Dominic W. Makawiti
DEPUTY VICE-CHANCELLOR (ACADEMIC AFFAIRS)

Copy to: Vice-Chancellor